General Catalog
NUC University - South Florida
Campus

2023-2024
Revised November 3rd, 2023

CATALOG DISCLAIMER

Notwithstanding anything contained in this Catalog, NUC University, reserves the right, wherever it deems advisable: (1) to change or modify its tuition and fees, (2) to withdraw, cancel or reschedule any course, program of study, degree or any requirements in connection with the foregoing, and (3) to change or modify any internal policy. Please be advised that due to printing deadlines, information in this Catalog may be updated. Changes in information in this Catalog and new academic regulations will be published each term as applicable. It is the responsibility of each student to ascertain current information that pertains to the individuals program particularly with regard to satisfaction of degree requirements, through frequent reference to registration bulletins, the webpage http://www.nuc.edu/ and by consultation with the student's advisor, the Vice President of Academic Affairs, and other appropriate offices such as the Registrar or Student Financial Aid. In preparing this catalog, efforts are made to provide pertinent and accurate information.

Any additional information regarding the institution, may be obtained by contacting the Commission for Independent Education, Department of Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888)224-6684.

Graduates of any of NUC University's Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language.

© Copyright 2023, NUC University

GENERAL CATALOG
2023-2024
MASTER'S, BACHELOR'S AND ASSOCIATE'S DEGREE PROGRAMS

ARECIBO
Manuel Pérez Avilés Street
Víctor Rojas Avenue
Arecibo, Puerto Rico 00612

PMB 452 PO Box 144035
Arecibo, PR 00614-4035
Tel. (787)879-5044
Fax (787)879-5047

CAGUAS
190 Ave. Gautier Benítez Esquina
Ave. Federico Degetau Caguas, PR 00725

PO Box 8337 Caguas, Puerto Rico 00726
Tel. (787)653-4733
Fax (787)653-4732

MAYAGÜEZ
Carr. # 2 KM. 156.5 Bo. Sábalos,
Mayagüez, PR 00680

345 Ave. Hostos
Mayagüez, P.R. 00680
Tels.: (787)651-4373

RÍO GRANDE
State Road # 3, Km.
22.1 Bo. Ciénaga Baja

PO Box 3064
Río Grande, Puerto Rico
00745 Tel. (787)809-5100
Fax (787)888-8280

BAYAMÓN
State Road #2, Km. 11.2
National University College Plaza Building
#1660 Bayamón PR 00961

PO Box 2036
Bayamón, Puerto Rico 00960 Tel. (787)780-5134
Fax (787)786-9093

ESCORIAL
Ave. 65th Infantería, Km. 5.4,
Bo. Sabana Llana,
San Juan, Puerto Rico 00928
Tel: 787-522-2300
Fax: 787-522-2323

PONCE
State Road # 506, Km. 1.0
Bo. Coto Laurel Ponce, Puerto Rico 00716

PO Box 801243
Coto Laurel, Ponce PR 00780-1243
Tel. 1(787)840-4474
Fax 1(787)841-1360

SOUTH FLORIDA, FL
12520 Pines Blvd. Suite 100-A
Pembroke Pines, FL. 33027
Tels.: (954) 671-1880
Fax : (954) 905-6030

TABLE OF CONTENTS

GENERAL INFORMATION

History

NUC University is a private institution of higher education dedicated mainly to offer associate degree programs in the health, business and technology fields as well as bachelor's degree programs in nursing, business and office systems, among others. The Institution also offers several Master's Degree Programs. It was incorporated under the laws of the Commonwealth of Puerto Rico on September 8, 1982, file number 52,584, under the name of National College of Business and Technology. It began its educational programs in Bayamón in July 1982. In 1984 it opened the Arecibo Branch Campus in Arecibo, Puerto Rico, and in 2003 the Río Grande Branch Campus in Río Grande, Puerto Rico. In September 2007 NUC opened a learning site at San Cristóbal Hospital in Ponce, Puerto Rico. In July 10, 2009 it was reclassified to the Ponce Branch Campus. In January 2011, NUC opened a Learning Site in Caguas, Puerto Rico. In June 2014, it was reclassified to the Caguas Branch Campus. On March 6, 2017 NUC opened a Branch Campus in Mayagüez, Puerto Rico, and in November 2018, NUC opened the NUC University - South Florida Campus in FL. In February 2018, NUC University acquired NUC University – IBC Technical Division, NUC University - Florida Technical College (NUC-FTC), and The Digital Animation & Visual Effects School (The DAVE School). In March 2023, NUC was purchased by Renovus Holdings I, LLC, an affiliate of Renovus Capital Partners. Renovus also owns Columbia Central University and the two institutions plan to merge in Fall 2023, after which they will operate under the NUC name and institutional structure. In April 3rd, 2023 NUC University – IBC Technical Division Escorial, was reclassified to the Escorial Campus.

A Steering Committee organized by Mr. Jesús Siverio Orta, Esq., in 1980, worked on the planning and organization of the institution. On April 1st, 1982, NUC University began its educational operations in Bayamón and, in June of the same year, the Committee acquired the Polytechnical Community College. At the same time, the Institution obtained from the Puerto Rico Department of Education its operating license with the same rights, privileges and obligations as the predecessor Institution.

The initial programs offered were Pharmacy Assistant and Secretarial Sciences. The first group of students from these two programs graduated in July, 1983.

NUC University initiated its educational program with four classrooms on the third floor of the Ramos Building located in the city of Bayamón. To complement the educational programs offered at that time, the facilities also included a Typing Laboratory, Pharmacy Laboratory and a Library.

In a short period of time the Institution won the confidence and the respect of the Bayamón and Arecibo communities which facilitated its accelerated and constant development.

The NUC University buildings at each of the locations are easily accessible from different areas in Bayamón, Arecibo, Río Grande, Ponce, Caguas and Mayagüez, Puerto Rico as from adjacent towns. Each location is at a short distance from the city's main roads. This is in accordance with the Institution's objective of ensuring educational services are accessible for the socioeconomically disadvantaged population within our society. Each site's strategic location and the ease with which transportation is available offers the students a real alternative to study.

The combined facilities for educational development consist of appropriate and sufficient classrooms and modern laboratories for computer instruction, electronic technology, dental assistant, pharmacy technician, nursing, and multidisciplinary laboratories of science which offer service to the various health and sciences courses. The Library has a combined area that includes a computer station with several computers for use by students as well as a multiple purposes room. In addition to the habitual paper bound collection it also includes electronic data bases, video collection, periodicals, Internet, and other resources which are continuously being developed and updated. It also has adequate offices for administrative personnel as well as independent study facilities for students. The facilities and programs vary according to each location. For the NUC University - South Florida Campus there is an office with the required personnel to assist walk in students that require orientation. This office will be located at 12520 Pines Blvd. Suite 100-A Pembroke Pines, FL. 33027.

Mission

At NUC University, our goal is to develop individuals from all backgrounds into enterprising professionals, successful in their field of study and employment, proud to belong to NUC and who contribute to their communities.

Vision

To be recognized as a university that cares about its students and prioritizes their success through centers of excellence, innovative and diverse learning modalities, quality student services, all of which leads to developing quality professionals with adaptability, integrity and values.

Institutional Priorities

1. Academic Quality - Affirm the importance of academic quality through systematic assessment and continuous improvement of the institution's academic offerings. Also, provide academic offerings based on learning outcomes and personal values directly tied to the labor market. Student services complement the learning process and contribute to the development of students' experiences. NUC's focus on service demonstrates its commitment to quality student services that support the teaching-learning process and foster educational excellence.
2. Centers of Excellence - Elevate certain areas of study such as Healthcare, Business, and Construction Trade to Center of Excellence status
3. Service, Development, and Student Experience - Provide a college experience centered on student experiences, development, and services that prepare graduates to lead and excel in the local or global geographic area where they decide to live.
4. Organizational Structure and Culture - In strategic partnership and collaboration with business leaders, provide management, development and implement programs that contribute to achieving business and employee goals with integrity, professionalism, compliance, communication and trust.
5. Brand Strengthening and Positioning - NUC will be recognized as a university that puts the student first and that is the institution of choice for Puerto Rico and Florida populations and underserved communities in the United States looking for quality degrees highly valued by employers, in English, Spanish, or bilingual, through a flexible mix of classes online, hybrid and on-ground and with programs that focus on developing the skills necessary to be successful in the job market.
6. Financial Strength - Achieve administrative capability and successfully conduct the institution's financial operations.

Accreditation, Licensing and Associations

NUC University is licensed by the "Junta de Instituciones Post Secundarias" (JIP) of Puerto Rico to offer Master's, Bachelor's and Associate's Degrees, and diploma program. NUC University (NUC) is an accredited institution and a member of the Middle States Commission on Higher Education (MSCHE) www.msche.org. NUC's NUC University – IBC Technical Division (NUC-IBC), NUC University - Florida Technical College (NUC-FTC), and The Digital Animation & Visual Effects School (The DAVE School) are included in this accreditation. NUC's accreditation status is Accreditation Reaffirmed. The Commission's most recent action on the institution's accreditation status on 2019 was to reaffirm accreditation. MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The Institution is certified by the United States Department as an eligible institution to administer Title IV federal funds. Also, the Florida Bureau of State Approving Agency has approved NUC University for veterans' education training.

The Institution is a member of the Puerto Rico Association of Private Education, the Career Education Colleges and Universities (CECU) and the College Board. Membership is also maintained in the National Association of Student Financial Aid Administrators, the Puerto Rico Association of Student Financial Aid Administrators, and the American Association of Collegiate Registrars and Admissions Officers.

NUC University has three additional academic units: NUC University – IBC Technical Division, NUC University - Florida Technical College (NUC-FTC), and The Digital Animation & Visual Effects School (The DAVE School). Information about NUC, NUC-IBC, NUC-FTC, and The DAVE School is available at http://www.nuc.edu/, http://www.ibanca.net/, http://www.ftccollege.edu/, and https://dave.nuc.edu/ .

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

<div align="center">

Governance

</div>

The governance of NUC University is carried out by a Board of Directors and a Board of Trustees. These boards have the primary responsibility for ensuring that the Institution achieves its mission and purpose and maintains its academic integrity. Currently, these Boards are composed of the following members:

<div align="center">

Board of Directors (Corporate Board)

</div>

Atif Gilani	Director
Brad Whitman	Director
Ruchi Hazaray	Director

<div align="center">

Board of Trustees

</div>

Alberto Estrella, Esq.	Chairman
Ruchi Hazaray	Vice-Chairperson
Sara Salva	Secretary
Owen Wing	Miembro
Vicente Feliciano	Miembro
Marcos Vidal	Miembro
Michael Bannett	Non-voting Member
José A. Córdova	Non-voting Member

Institutional Organization

NUC University Corporate Administration

BANNETT, MICHAEL...CHIEF EXECUTIVE OFFICER
MBA, 1990, The Wharton School of the University of
Pennsylvania BA, 1985, Trinity College

COLLAZO-BENCÓN, LYDIA M.... VP OF ACADEMIC AFFAIRS
Ed.D. 2022, Interamerican University of Puerto Rico
MA, 1997, Interamerican University of
PR BA, 1987, University of Puerto Rico

CÓRDOVA, JOSÉ A....PRESIDENT
CPA, 1993
BBA, 1993, University of Puerto Rico

FLORES-PÉREZ, AIXA M....VP OF THE NURSING PROGRAM
Ed.D. 2016, Interamerican University of Puerto
Rico MSN, 1998, University of Puerto Rico
BSN, 1983, University of Puerto
Rico AD, 1981, University of
Puerto Rico

MELÉNDEZ ROSADO, MANUEL... VP OF ONLINE DIVISION
MBA, 2014, Turabo University of Puerto
Rico BBA, 2012, University of Puerto Rico

Corporate Administration

BERRÍOS-AGOSTO, MILEYA..ACADEMIC AFFAIRS COORDINATOR
MAEd, 2015, National University College
BEd, 2003, National University College

CONCEPCIÓN-MARTÍNEZ, SHEILA..FINANCIAL AID SERVICES COORDINATOR
BA, 2004, University of Puerto Rico

CRUZ-RIVERA, ELIZABETH ....CORPORATE VP OF FINANCIAL AID
BBA, 2015, National University College

FERNÁNDEZ-TORRES, FRANCES...FINANCIAL ANALYST
MBA, 2008, University of Phoenix
BBA, 2004, University of Puerto Rico

GARCÍA-REYES, JUANITA ....CORPORATE ASSOCIATE DEAN OF ACADEMIC AFFAIRS
Ed.D., 2013, NOVA Southeastern University
M.Ed, 2006, Cambridge College
BA, 1986, University of Puerto Rico

MARTÍNEZ-AGOSTO, JOSÉ... DEAN OF DISTANCE EDUCATION DIVISION

LÓPEZ-SANTIAGO, EMMELINE K ....CONTINUING EDUCATION DIRECTOR
MBA, 2007, University of Phoenix
BA, 2005, University of Puerto Rico

MORALES-LÓPEZ, KAREN.. ASSOCIATE VP OF ASSESSMENT & RETENTION
MBA, 2003, University of Phoenix
BA, 1999, University of Puerto Rico

MORALES-MERCADO, JUAN ....NURSING PROGRAMS INSTITUTIONAL CURRICULUM
MSN, 2000, University of Puerto Rico   DIRECTOR
BSN, 1987, University of Puerto Rico
ASN, 1985, University of Puerto Rico

RAMOS-TORRES, WILNELIA...CORPORATE VP OF STUDENT ACCOUNTS
BBA, 2015, National University College

RIVERA-CASTRO, MARILYN.. DEFAULT PREVENTION COORDINATOR
MBA, 2015, National University College
BBA, 2004, Interamerican University of Puerto Rico

ROSARIO-ZAYAS, MARIBEL..CONTINUING EDUCATION COORDINATOR

SANTOS-MARRERO, STEPHANIE... ACCOUNT ADMINISTRATION COORDINATOR
BBA, 2010, University of Puerto Rico

SERRANO-PEÑA, YAMAIRA..INSTITUTIONAL HUMAN RESOURCES DIRECTOR
MA, 2003, Interamerican University of Puerto Rico
BA, 2000, Interamerican University of Puerto Rico

TORRES-MELÉNDEZ, MARIELY ....INSTITUTIONAL PHYSICAL THERAPY DIRECTOR
MS, 2009, Ponce School of Medicine
BA, 2005, Interamerican University of Puerto Rico
PTA, 2002, University of Puerto Rico

VÉLEZ-PUCHALES, LILIMAR.. VP OF REGISTRAR & BUSINESS INTEGRATION
MBA, 2006, University of Phoenix
BS, 2004, University of Puerto Rico

NUC University - South Florida Campus Administration

CARABALLO, VANESSA ....HEALTH SCIENCE PROGRAM DIRECTOR
DMD, 2002, University of Puerto Rico
BS, 1995, Pontifical Catholic University of PR

CORREA-NEGRÓN, KARINA ....ADMISSION OFFICER

DÍAZ-VÁZQUEZ, FERDINAND...BUSINESS PROGRAM DIRECTOR
EdD., 2022, Nova Southeastern University
MBA, 2018, Metropolitan University of Puerto Rico
BBA, 2010, Interamerican University of Puerto Rico

EDDY JORGE .... DEAN OF ACADEMIC AFFAIRS
Ed.D., 2022, Capella University
MS, 2009, Ana G. Mendez, Miramar FL

FLORES-LÓPEZ, CARMEN... FINANCIAL AID MANAGER
MA, 2002, Interamerican University of Puerto Rico
BOS, 1997 University of Puerto Rico

HENRIQUEZ, KARINE S...CAMPUS MANAGER
MA, 2018, Stony Brook University
BA, 2013, Fordham University
AS, 2009, Norwalk Community College

LUGO, RAIMUNDO .... ADMISSIONS OFFICER

MORALES, ESTHER... CAREER SERVICES MANAGER
BA, 2003, University of Puerto Rico
Certificate, 2021, Institute for Higher Education

RAMOS-RODRÍGUEZ, SHEILA..ASSOCIATE REGISTRAR
MEd, 2021, Education – Curriculum, NUC University
BEd, 2013, Elementary Education, Turabo University

RIVERA-COLÓN, VÍCTOR...CRIMINAL JUSTICE COORDINATOR
JD, 2017, Pontifical Catholic University of Puerto Rico
MA, 2012, Sacred Heart University

RIVERA-SOLLA, WILMA...NURSING PROGRAM DIRECTOR
EdD, 2015, Nova Southeastern University MSN, 2005, University of Puerto Rico
BSN, 2002, University of Puerto Rico

RODRÍGUEZ-DÍAZ, OMAR.. TECHNOLOGY PROGRAM COORDINATOR
MS, 2006, Ana G. Méndez University
BBA, 2003, University of Puerto Rico

SANDOVAL-RAFAEL ....DIRECTOR OF EDUCATION GRADUATE PROGRAM
Ed.D., 2013, Turabo University
MA, 2009, Caribbean University
BAC, 2006, Sacred Heart University

SANTIAGO-RODRÍGUEZ, ZOELY M... LIBRARIAN
MSLS, 2013, University of Puerto Rico
BA, 2010, University of Puerto Rico

TROCHE-FLORES, LILLE..GENERAL EDUCATION PROGRAM DIRECTOR
DED, 2003, University of Puerto Rico
MPH, 1993, University of Puerto Rico
BS, 1983, University of Puerto Rico

TORRES-CONCEPCIÓN, NECHMARIE ....ADMISSION OFFICER

VÉLEZ, CHRISTIAN ....ADMISSIONS DIRECTOR
BBA, 2010, Polytechnic University of Puerto Rico

VERA, MARILYN... RECEPTIONIST

VÉLEZ-MARRERO, ODALYS ....BURSAR MANAGER

NUC University - South Florida Campus Faculty

ACEVEDO-RIVERA, REBECCA ....TECHNOLOGY
EdD, Leadership and Instruction in Distance Education, 2023, Interamerican University of Puerto Rico
MS, Computing Information, 2005, Interamerican University PR
BS, Computer Sciences, 1999, University of Puerto Rico

ALFAU-ALEMÁN, MIGUEL ....TECHNOLOGY
MS, Information Technology, 2011, Florida Institute of Technology
BS, Computer Programming, 2001, EDP University of Puerto Rico

ANIBARRO-SOTO, GLORIVETTE.. GENERAL EDUCATION
MA, English, 2000, University of Puerto Rico
BA, Literature, 1993, Loyola University

APONTE, GABRIEL .... HEALTH SCIENCES
MS, Health Informatics, 2020, Florida International
BSN, Nursing, 2017, Interamerican University of PR

APONTE-ANDINO, MARÍA ....BUSINESS ADMINISTRATION
DBA, Business Administration, 2012, University of Phoenix—Online
MBA, Business Administration, 1991, Metropolitan University of PR
BA, Biology, 1983, San Francis College of Loreto, PA

ARROYO-BARRIOS, YAMARIE...BUSINESS ADMINISTRATION
DM, Management and Organizational Leadership, 2011, University of Phoenix
MBA, Global Management, 2001, University of Phoenix
BC, Industrial Engineering, 1995, University of Puerto Rico

ARROYO-ORTEGA, MARIANA .... GENERAL EDUCATION
MA, Learning Design and Technology, 2019, Sacred Hearth University
BA, Sociology, 2010, University of Puerto Rico

BALBUENA-GARCÍA, WISLANDER D. ....BUSINESS ADMINISTRATION
JD, Law, 2022, Interamerican University of Puerto Rico
BBA, Business Administration, 2013, Ana G. Méndez University

BAQUERO-LLERAS, GLORIA..EDUCATION
EdD, Education Administration Supervision, 1997, University of Puerto Rico
MED / Education Administration Supervision, 1978, University of Puerto Rico
BA, Secondary Education, 1969, University of Puerto Rico

BOSA-MATOS, ANDRÉS..BUSINESS ADMINISTRATION
MBA, Finance, 2008, University of Puerto Rico
BBA, Management, 2003, University of Puerto Rico

CABRERA-VILLANUEVA, MARGARITA ....BUSINESS ADMINISTRATION
EdD, Educational, 2016, Nova Southeastern University
MBA, Business Administration, 2005, University of Phoenix

CARABALLO-VEGA, VANESSA.. HEALTH SCIENCES
DMD, Dentistry, 2002, University of Puerto Rico
BS, Biology, 1995, University of Puerto Rico

CARIDE-GONZÁLEZ, ALEX ....EDUCATION
Ed.D., Curriculum, 2011, Interamerican University of Puerto Rico
MA, Teaching English as a Second Language, 2004, Interamerican University of Puerto Rico
BA, Elementary Education, 1995, Interamerican University of Puerto Rico

CARRIÓN-ROSADO, GLENDA .... GENERAL EDUCATION
MAE, Curriculum and Instruction in English, 2009, University of Phoenix
BAE, Elementary Education, 2004, University of Puerto Rico

CARTAGENA-ROMÁN, AMY..BUSINESS ADMINISTRATION
MA, Accounting, 2018, Champlain College
BA, Accounting-Finance, 2004, University of Puerto Rico

CASTAÑO-HERNÁNDEZ, SANTOS... HEALTH SCIENCES
MHR, Health Related Professions, 2016, University of PR
MD, Medicine, 1978, República de Cuba Ministerio de Salud Pública

CASTILLO-LOZANO, ESTHER ....CRIMINAL JUSTICE
PSYD, Clinical Psychology, 2022, Pontifical Catholic University of Puerto Rico
MA, Criminology, 2000, Pontifical Catholic University of Puerto Rico

COLÓN-CADIZ, YAIZA ....BUSINESS ADMINISTRATION
PhD, Management and Business Development, 2020, Interamerican University of Puerto Rico
MBA, Human Resources, 2019, Interamerican University of Puerto Rico
MA, Labor Relations, 2011, Interamerican University of Puerto Rico

COLÓN-ORTIZ, ABNER .... HEALTH SCIENCES
Ed.D., Education, 2014, Pontifical Catholic University of Puerto Rico
MS, Sciences, 2009, Pontifical Catholic University of Puerto Rico
BS, Sciences, 2006, Pontifical Catholic University of Puerto Rico

CORREA-RAMOS, SHARON ....BUSINESS ADMINISTRATION
EdD, Leadership and Instruction in Distance Education, 2020, Interamerican University of Puerto Rico
MBA, Marketing, 2008, Turabo University, 2008
BBA, Management, 2004, Turabo University

COTTO-BAZÁN, SOLAGNE... GENERAL EDUCATION
PhD, Education, 2022, Interamerican University of Puerto Rico
MA, Spanish, 2012, Interamerican University of Puerto Rico
BA, Hispanic Studies, 1999, University of Puerto Rico

COTTO-POUERIET, ADABELIZ ....BUSINESS ADMINISTRATION
Phd, Education Management Leadership, 2015, Interamerican University of Puerto Rico
MA, Labor Relations, 2008, Interamerican University of Puerto Rico
BA, Labor Relations, 2005, University of Puerto Rico

COTTO-RAMÍREZ, CRYSTAL .... GENERAL EDUCATION
Ed.D., Curriculum and Education, 2022, Interamerican University of Puerto Rico
MA, English Education, 2010, University of Puerto Rico

CRUZ EMMANUELLI, NADJA .... GENERAL EDUCATION
MA, Administration and Supervision, 2002, University of Puerto Rico
BA, Elementary Education, 1994, University of Puerto Rico

CRUZ-MARTÍNEZ, GABRIEL...BUSINESS ADMINISTRATION
MBA, Labor Relations, 2022, Interamerican University of Puerto Rico
MBA, Business Administration, 2018, Ana G. Méndez
BA, Criminology, 2016, Pontifical Catholic University of Puerto Rico

CUEVAS-RIVERA, JAVIER ....BUSINESS ADMINISTRATION
MAF, Finance, 2021, Universidad Central de Bayamón
BBA, Finance, 2019, University of Puerto Rico

DEL TORO-HERNÁNDEZ, RAFAEL ....EDUCATION
EdD, Educative Administration, 2009, Interamerican University of PR
MA, Hispanic Studies, 1998, Pontifical Catholic University of Puerto Rico
BA, Spanish, 1989, Interamerican University of Puerto Rico

DEL VALLE-CORREA, WANDA ....BUSINESS ADMINISTRATION
MBA, Accounting, 2010, Universidad del Este Puerto Rico
MBA, Human Resources, 2009, Universidad del Este Puerto Rico
BSS, Criminal Justice, 2007, Universidad del Este Puerto Rico

DELIZ-CARDE, WILFREDO ....BUSINESS ADMINISTRATION
MBA, Business Administration, 2000, University of Puerto Rico
BBA, Business Administration, 1987, University of Puerto Rico

DENIS-MARQUEZ, SHEILA ....BUSINESS ADMINISTRATION
MHSA, Healthcare Services Administration, 2010, University of Puerto Rico
BBA, Human Resources, 1997, University of Puerto Rico

DÍAZ-VÁZQUEZ, FERDINAND..BUSINESS ADMINISTRATION
EdD, Organizational Leadership, 2022, Nova Southeastern University
MBA, Marketing, 2018, Metropolitan University
BBA, Human Resources Management, 2010, Interamerican University of Puerto Rico

DOMINGO-SOTO, CHRISTIAN ....TECHNOLOGY
MBA, Technology Management, 2009, University of Phoenix
BA, Computer Sciences, 2006, University of Puerto Rico

FERRAZ- LAGO, ANA .... GENERAL EDUCATION
BA, French, University of South Florida, 1981
BA, Spanish, Saint Thomas University, 1980
BA, English, Florida International University, 1979
MBA, Business Administration, University of South Florida, 1977
BS, Chemical Engineering, University of Florida, 1972

FLECHA-ORTIZ, JOSÉ.. BUSINESS ADMINISTRATION
DBA, Marketing, 2013, Argozy University
MBA, International Business, 2008, Ana G. Méndez University
BBA, Marketing, 2006, Ana G. Méndez University

FRANCESCHI-TORRES, GINO...BUSINESS ADMINISTRATION
DBA, Business Administration, 2006, Argosy University
MBA, Marketing, 2000, Interamerican University of PR
BBA, Marketing, 1997, Interamerican University of PR

GALARZA ORTIZ, NIDZA..EDUCATION
Med, Teaching Curriculum in Spanish, 2008, Interamerican University
BA, Education in Spanish, 2004, University of Puerto Rico

GONZÁLEZ MORALES, MILISHA..BUSINESS ADMINISTRATION
MBA, Business Administration, 2006, University of Phoenix
BA, Administration, University of Puerto Rico

GONZÁLEZ ORENCH, WILFREDO..BUSINESS ADMINISTRATION
MA, Business Administration, 2003, Pontifical Catholic University
BA, Business Administration, 1998, Pontifical Catholic University

GONZÁLEZ-PÉREZ, JOSÉ.. GENERAL EDUCATION
PhD, Academic Research Psychology, 2022, University of Puerto Rico
MPH, Public Health-Biostatistics, 2023, University of Puerto Rico

GRAU-BURGOS, SHARON.. GENERAL EDUCATION
EdD, Teaching Curriculum and Learning Evironment, 2012, Metropolitan University PR
Med, English as Second Language, 2006, Metropolitan University PR
BA, English, 1994, Sacred Heart University PR

GUARDIOLA MELÉNDEZ, FRANK..BUSINESS ADMINISTRATION
MBA, Business Administration Technology, 2009, University of Phoenix
BSC, Science Computer, 1995, Interamerican University of PR

GUTIERREZ-DÁVILA, MARIBELIN..BUSINESS ADMINISTRATION
MBA, Management, 2006, Metropolitan University of Puerto Rico
BBA, Marketing, 2000, Turabo University of Puerto Rico

HERNÁNDEZ-GONZÁLEZ, MARTA..BUSINESS ADMINISTRATION
PHD, Industrial Organizational Psychology, 2006, Pontifical Catholic University of Puerto Rico
MBA, General Business, 1998, Pontifical Catholic University of PR
BBA, Management, 1993, Pontifical Catholic University of Puerto Rico
AA, Management, 1990, Pontifical Catholic University of PR

JERÉZ-GARCÉS, MIRIAM.. HEALTH SCIENCES
MS, Health Inform Manage, 2011, University of PR
BSN, Nursing, 2017, NUC University Online Division
BA, Psychology Industrial, 2001, Sacred Health University

LAGO-GARCÍA, CARLOS.. GENERAL EDUCATION
PHD, Puerto Rico and Caribbean History, 2014, Centro de Estudios Avanzados de Puerto Rico y el Caribe
MA, Philosophy, 1993, University of Puerto Rico
BA, Music: Guitar, 1981, Music Conservatory of Puerto Rico

LLERANDI-FLORES, LORENA.. GENERAL EDUCATION
MS, Industrial Organizational Psychology, 2005, Pontifical Catholic University of Puerto Rico
BA, Psychology, 2002, University of Puerto Rico

LÓPEZ-MARTÍNEZ, JOSÉ..BUSINESS ADMINISTRATION
PhD, Human Resources Management, 2017, Walden University
MBA, Human Resources, 2003, Turabo University of Puerto Rico
BBA, Management, 2001, Columbia Centro Universitario de Puerto Rico

LÓPEZ-MONTIJO, ZAHIRA... GENERAL EDUCATION
EdD, Instructional Technology & Distance Education, 2020, Nova Southeastern University
MA, Educational Computing, 2005, Interamerican University

LÓPEZ-MORENO, WALTER ....BUSINESS ADMINISTRATION
DBA, Management, 2008, Universidad del Turabo

LÓPEZ-NIEVES, LESTER .... GENERAL EDUCATION
Phd, History, 2021, Centro de Estudios Avanzados y del Caribe
MA, Culture, 1999, Centro de Estudios Avanzados y del Caribe
BA, Music, History and Literature

LOZADA-SORCIA, LOUIS ....BUSINESS ADMINISTRATION AND CRIMINAL JUSTICE
JD, Juris Doctor, 2006, University of Puerto Rico
MBA, Business Administration, 2001, Polytechnic University of Puerto Rico
MS, Engineering Management, 2001, Polytechnic University of Puerto Rico
BSEE, Electric Engineer, 1991, Polytechnic University of Puerto Rico
BSCE, Computer Engineer, 1988, University of Puerto Rico
AAS, Science, 1984, University of Puerto Rico
AAS, Computer Programmin, 1982, Advance Computer & Electronic College

MALDONADO-ROJAS, JOSÉ..EDUCATION
EdD, Education, 2016, Interamerican University of Puerto Rico
MEd, Education, 2009, Interamerican University of Puerto Rico

MALDONADO-RÍOS, MYRNA .... GENERAL EDUCATION
MA, Guidance and Counseling, 2004, Interamerican University of PR
BA, Secondary Education: Spanish, 1998, University of Puerto Rico

MARRERO-DELGADO, GLORY ....EDUCATION
EdD, Curriculum and Learning Education, 2016, University of Puerto Rico
Med, Curriculum and Learning Education, 2006, University of Puerto Rico
BS, General – Natural Science, 2001, University of Puerto Rico

MARTÍNEZ-BEZARES, JANICE.. BUSINESS ADMINISTRATION
DBA, Management, 2019, Ana G. Méndez University
MA, Human Resources, 2005, Ana G. Méndez University
BA, Business Administration, 2003, University of Puerto Rico

MEDERO-OSORIO, BRISEIDA ....BUSINESS ADMINISTRATION
DBA, Management, 2012, Turabo University of PR
MBA, Management, 2002, Metropolitan University of PR
BBA, Management, 2000, University of Phoenix

MEDINA-IRIZARRY, EVARISTO...BUSINESS ADMINISTRATION
MBA, Economy, 1985, University of Puerto Rico
BA, Economy, 1982, University of Puerto Rico

MEDINA-RIVERA, ZULMA ....BUSINESS ADMINISTRATION
PhD, Industrial Organizational Psychology, 2007, Interamerican University of PR
MA, Labor Relations, 2000, Interamerican University of PR
BA, Marketing, 1996, Interamerican University of PR

MELÉNDEZ-CASTRO, IRMA ....TECHNOLOGY
EdD / Higher Education / Interamerican University of Puerto Rico, 2017 * MIS / Management Information Systems / Sacred Hearth University, 1996

MÉNDEZ-CENTENO, NAOMI ....BUSINESS ADMINISTRATION
MACC, Accounting, 2019, Ana G. Méndez University
BBA, Accounting, 2019, Ana G. Méndez University

MERCADO-JIMÉNEZ, RAFAEL ....CRIMINAL JUSTICE
PHD, Criminal Justice, 2002, Southwest University
MA, Criminal Justice, 1998, Interamerican University of Puerto Rico
BA, Criminal Justice, 1995, Interamerican University of Puerto Rico

MIRANDA-MORALES, DELIA .... GENERAL EDUCATION
MS, Industrial Education, 1980, Purdue University IN
BA, Spanish Studies, 1976, University of PR

MIRANDA-ROSARIO, SOLANGEL .... GENERAL EDUCATION
EdD, Educational Counseling, 2020, University of Puerto Rico
MA, Education: Counseling, 2006, Universidad del Turabo
BA, Education: Spanish, 2003, University of Puerto Rico

MOLINA-FERRER, JOSARY ....CRIMINAL JUSTICE AND PSYCHOLOGY
MA, Counseling Psychology, 2018, Interamerican University of Puerto Rico
BA, Psychology, 2013, Interamerican University of Puerto Rico

MOLL-CRUZ, CARLOS...BUSINESS ADMINISTRATION
MA, Program Administration, 1999, University of Puerto Rico
BA, Psychology, 1989, Interamerican University of Puerto Rico

MONTALVO-GONZÁLEZ, EIMY ....EDUCATION
EdD, Educational Leadership, 2020, Nova Southeastern University
MEd, Educational Administration and Supervision, 2010, Caribbean University

MORALES-CABRERA, JORGE ....BUSINESS ADMINISTRATION
DBA, Management, 2012, Turabo University of Puerto Rico
MBA, Accounting, 1989, Interamerican University of Puerto Rico
BBA, Accounting, 1978, University of Puerto Rico

NEGRÓN DE JESÚS, JENITZA... PSYCHOLOGY
PhD, Psychology, 2018, Pontifical Catholic University of PR
BS, Sciences, 2011, Pontifical Catholic University of PR

OCASIO-ROLDÁN, IDALIA ....CRIMINAL JUSTICE
MA, Cyber Security, 2021, Cambridge College
BA, Criminal Justice, 2018, University of Puerto Rico

OJEDA-SCHULDT, MIGUEL ....TECHNOLOGY
MBA, Management in Information Security, 2012, Universidad del Este PR
BS, Computer System Engineering, 2006, Institute of Technology of the Coast Ecuador

ORTIZ-MORALES, JOARIS .... NURSING
DNP, Nursing, 2020, American Sentinel University
MSN, Nursing, 2011, University of Puerto Rico
BSN, Nursing, 2003, University of Puerto Rico

ORTIZ-ORTIZ, MARÍA ....EDUCATION
EdD, Instructional Leadership Enrollment, 2007, Argosy University Fl.
MED, Teaching English as a Second Language, 1995, Pontifical Catholic University of Puerto Rico
BA, English, 1992, University of Puerto Rico

ORTIZ-VANBRACKLE, ANGELIQUE..BUSINESS ADMINISTRATION
MBA, Accounting, 1993, Metropolitan University of Puerto Rico
BA, Secondary Education, 1989, University of Puerto Rico

PADÍN-ROSARIO, LESLIE .... HEALTH SCIENCES
MBA, Administration of Health Information Management, 2015, University of PR, 2015
BSN, Nursing Sciences, 2010, University of PR
AS, Physical Therapy Assistant, 2007, University of PR

PANAS-LUCCA, MAYRA .... GENERAL EDUCATION
MA, Mathematics Education, 2005, Caribbean University PR
BA, Mathematics Education, 1989, University of PR

PEÑA-BRISUEÑO, ENRIQUE..EDUCATION
MA, Business Administration with Specialty in Digital Marketing, 2018, National University College
BD, Information Systems Networks, 2012, EDP College of Puerto Rico
BD, Information Systems Computer Programming, 2011, EDP College of Puerto Rico

PÉREZ-GÓMEZ. ADA I. .... GENERAL EDUCATION
MA, Criminal Justice, 1997, Interamerican University of PR
JD, Law, 2001, Pontifical Catholic University of PR
BA, Criminal Justice, 1995, Interamerican University of PR

PINZÓN-SANTIAGO, RAFAEL..BUSINESS ADMINISTRATION
JD, Law, 2019, Pontifical Catholic University of Puerto Rico
MBA, Human Resources, 2008, Pontifical Catholic University of Puerto Rico
BBA, Accounting, 2006, University of Puerto Rico

RAMÍREZ-RODRÍGUEZ, YAMILA..BUSINESS ADMINISTRATION
MAEd, Instructional Systems and Educational Technology, 2007, Sacred Heart University PR
BA, Mathematics, 2003, University of PR

RAMOS-HERNÁNDEZ, CARLOS .... HEALTH SCIENCES
MA, Environmental Education, 2011, Ana G. Méndez University
BA, Sciences, 2009, University of Puerto Rico

RESTO-ARROYO, CARMEN.. GENERAL EDUCATION
PhD, Instructional Technology and Distance Education, 2020, Nova Southeastern University
MAE, Curriculum: Spanish, 2010, Caribbean University of Puerto Rico
BA, Education: Spanish, 1995, Pontifical Catholic University of PR

REYES-PÉREZ, JUN ....BUSINESS ADMINISTRATION
PhD, History of Puerto Rico and Caribbean, 2020, Centro de Estudios Avanzados de Puerto Rico y el Caribe
MBA, Project Management, 2015, Ana G. Méndez University
BA, Criminal Justice, 2012, Colegio Universitario de San Juan

RIVERA-GARCÍA, JUAN .... GENERAL EDUCATION
MA, Mathematics, 2000, University of Phoenix
BS, Chemistry, 1977, University of Puerto Rico

RIVERA-LÓPEZ, ANGIEMARIE...EDUCATION
EdD, Curriculum and Instruction, 2003, Interamerican University of PR MSED,
Administration and Supervision, 1990, Dowling College of Long Island BA,
Liberal Arts, 1988, Notre Dame of Maryland University

RIVERA-NIEVES, MARIBEL ....EDUCATION
EdD, Teaching Curriculum and Learning, 2010, Turabo University
MBA, Business Administration, 2003, Metropolitan University
BA, Social Work, 1981, Interamerican University

RIVERA-PAGÁN, MARICE ....CRIMINAL JUSTICE
MS, Industrial Organizational Psychology, 1999, Carlos Albizu University of Puerto Rico
BA, Psychology, 1996, University of Puerto Rico

RIVERA-RODRÍGUEZ, KEYLA ....EDUCATION
PsyD, Counseling Psychology, 2015, Turabo University
Mpsyc, Counseling Psychology, 2010, Turabo University
BA, Psychology, 2003, Interamerican University of Puerto Rico

RIVERA-RODRÍGUEZ, MADELLINE...EDUCATION
EdD, Curriculum and Teaching, 2012, Interamerican University of PR
MS, Public Health, 2006, Ponce School of Medicine
BSN, Nursing, 1993, University of Puerto Rico

RIVERA-RODRÍGUEZ, YAHAIRA .... HEALTH SCIENCES
MBA, Business Administration, 2007, University of Phoenix
BBA, Marketing, 2004, University of Puerto Rico

RIVERA-ROSADO, ILEANA .... HEALTH SCIENCES
MA, Criminal Justice, 2008, Caribbean University, 2008
BA, Sciences Biology, 1992, Interamerican University of PR
AS, Medical Billing and Coding, 2011, National University College

RIVERA-VÁZQUEZ, JUAN CARLOS ....TECHNOLOGY
DBA, Management Information Systems, 2012, Universidad del Turabo
MS, Open System Information, 2004, Interamerican University of PR
BS, Physics applied to Electronics, 1997, University of Puerto Rico

RIVERA-VÁZQUEZ, MARÍA DE LOS ÁNGELES.. NURSING
EdD, Education, 2017, Nova South Eastern University
MSN, Medical Surgical Nursing, 2003, University of Puerto Rico
BSN, Nursing, 2000, University of Puerto Rico

RIVERA-VÁZQUEZ, YEIDY ....CRIMINAL JUSTICE / EDUCATION
Ed.D., Education, 2016, Interamerican University of Puerto Rico
MA, Criminal Justice, 1998, Interamerican University of Puerto Rico
BA, Social Sciences, 1989, University of Puerto Rico

ROBLES-VÁZQUEZ, ROSITA ....BUSINESS ADMINISTRATION
MBA, Management, 1982, World University
BA, Human Resources Administration, 1980, University of Puerto Rico

RODRÍGUEZ-CLASS, SHEILA ....BUSINESS ADMINISTRATION
MA, Teaching of Mathematics, 2011, Interamerican University of PR
BA, Education: Mathematics, 2005, University of Puerto Rico

RODRÍGUEZ-RAMOS, RUTH...CRIMINAL JUSTICE
MCJ, Criminal Justice and Criminology, 2017, Universidad del Este
JC, Law, 2005, Pontifical Catholic University of Puerto Rico

RODRÍGUEZ-RIVERA, NOEIMEE .... HEALTH SCIENCES
PhD, Education, 2023, Nova Southeastern University
MBA, Administration, 2018, University of Phoenix
BSB, Business Administration, 2015, University of Phoenix

ROMÁN-PÉREZ, JORGE ....CRIMINAL JUSTICE
JD, Juris Doctor, 2015, Interamerican University of Puerto Rico
BA, Criminal Justice, 2005, Pontifical Catholic University of Puerto Rico

ROMERO-DÍAZ, MARÍA DEL R. ....EDUCATION
MBA, Management, 2008, Turabo University
BA, Information Systems, 1992, University of Puerto Rico

ROSADO-AGOSTINI, JESSYKA ....BUSINESS ADMINISTRATION
MBA, Finance, 2009, Interamerican University of Puerto Rico
BBA, Accounting, 1999, University of Puerto Rico

ROSADO-APONTE, BRENDA ....CRIMINAL JUSTICE
PhD, Philosophy and Literature, 2016, Centro de Estudios Avanzados y del Caribe
JD, Law, 2001, University of Puerto Rico
BA, General Education, 1997, University of Puerto Rico

ROSADO-RIVERA, EVELISSE .... GENERAL EDUCATION
EdD., Curriculum with Learning Environment in Technology, 2019, Ana G. Mendez University
MA, Mathemathics Curriculum, 2009, Caribbean University
BA, Mathemathics, 2004, University of Puerto Rico

ROSARIO-CRUZ, HARRY .... GENERAL EDUCATION
MA, Clinical Psychology, 1990, Graduate School of Southern Puerto Rico
BA, Psychology, 1982, Interamerican University of Puerto Rico

SÁNCHEZ-COLÓN, YOLANDA ....CRIMINAL JUSTICE
BS, Speech Language Therapy, 2010, Caribbean University
Certificate, Sign Language, 2022, Signs4all

SÁNCHEZ-VEGA, ALEXIS ....CRIMINAL JUSTICE
JD, Law, 2007, University of Puerto Rico
BBA, Management, 2003, Turabo University of Puerto Rico

SÁNCHEZ-VEGA, ZORAYA ....CRIMINAL JUSTICE
MA, Criminal Justice, 1997, Interamerican University of Puerto Rico
BA, Criminal Justice Investigation, 1994, Interamerican University of Puerto Rico

SANDOVAL-APONTE, RAFAEL...EDUCATION
EdD, Education and Leadership, 2013, Universidad del Turabo
MA, Criminal Justice, 2009, Caribbean University
BAC, Journalism, 2006, Sacred Health University of PR

SANTIAGO-CALDERÓN, JOSUÉ ....CRIMINAL JUSTICE
PostGrad, Forensic Science, 2019, Ana G. Méndez University
PostGrad, Clinical Social Worker, 2018, Interamerican University of Puerto Rico
MSW, Social Work – Direct Service, 2017, Interamerican University of Puerto Rico
BS, Psychology, 2015, Interamerican University of Puerto Rico

SANTIAGO-ORTEGA, ROSALIZ..BUSINESS ADMINISTRATION
DBA, Management, 2013, Turabo University of Puerto Rico
MPA, Personnel Administration, 1996, University of Puerto Rico
BA, Communications, 1991, Sacred Heart University of Puerto Rico

SANTIAGO-TORO, CLARISSA ....EDUCATION
MS, Mass Communication, 2003, Florida International University
BA, Jorunalism, 2001, Sacred Health University

SANTIAGO VEGA, ROBERTO... EDUCATION
PhD, Clinical Psychology, 2022, Pontifical Catholic University of Puerto Rico
Certificate, Coach and Neurological Programmer, 2019, Neurocoaching Academy

SEPÚLVEDA-RAMOS, SILKA .... GENERAL EDUCATION
JD, Juris Doctor, 2010, Pontifical Catholic University of Puerto Rico
BS, Biology, 2003, University of Puerto Rico

SERRANO FUENTES, JUAN C. ....CRIMINAL JUSTICE
JD, Law, 2020, Interamerican University of Puerto Rico
BA, Criminology, 2017, Ana G. Méndez University

SOSA-COLÓN, DEBORAH ....EDUCATION
MA, Curriculum Education in Sciences, 2017, Caribbean University
BA, Biological Sciences, 2012, University of Puerto Rico

SOSTRE-RODRÍGUEZ, MARITZA..BUSINESS ADMINISTRATION
DPA, Education, 2006, University of Puerto Rico
MA, Education Bilingual, 1985, University of Phoenix
BA, Arts Elementary, 1980, University of Puerto Rico

SOTO-MARTÍNEZ, DENNIS A. .... GENERAL EDUCATION
Med, Administration and Supervision, 2007, Pontifical Catholic University
BS, Liberal Studies, 2000, Pontifical Catholic University

TORRES-ACEVEDO, JESÚS..BUSINESS ADMINISTRATION
MBA, Accounting, 2000, University of Phoenix
BBA, Finance, 1996, University of Puerto Rico
AD, Business Administration, 1989, University of Puerto Rico

TORRES-GARCÍA, JEANNETTE .... HEALTH SCIENCES
MA, Business Education, 1995, Interamerican University PR
BA, Business Education, 1988, Caribbean University PR
BSS, Secretarial Science, 1986, Caribbean University PR

VALDÉZ-GONZÁLEZ, RICHARD...BUSINESS ADMINISTRATION
MBA, Marketing, 1985, University of Puerto Rico
BBA, Marketing, 1990, University of Puerto Rico

VALENTÍN-VÁZQUEZ, MARICHU ....BUSINESS ADMINISTRATION
Med, Teaching and Curriculum: Chemistry, 2011, Interamerican University of Puerto Rico
BS, Sciences – Chemistry, 2004, Pontifical Catholic University

VÁZQUEZ-CALDERÓN, ARLENE... CRIMINAL JUSTICE
MPA, Criminal Justice, 2006, Turabo University
BA, Criminal Justice, 2004, Interamerican University of Puerto Rico

VELÉZ-DE LA ROSA, ISMAEL...BUSINESS ADMINISTRATION
Ed.D, Education, 2022, NOVA South Eastern University PR
Juris Doctor, Law, 2015, Interamerican University of PR
BBA, Accounting, 2012, University of Puerto Rico

VELILLA-GARCÍA, CARMEN ....BUSINESS ADMINISTRATION
Ph.D, Labor Relation and International Business, 2005, Interamerican University of Puerto Rico
MBA, Human Resources, 1997, Interamerican University of Puerto Rico
BA, Human Resources, 1988, University of Puerto Rico

ZAPATA-FLORES, MARISOL .... HEALTH SCIENCES
MBA, Business Administration, 2018 / National University College
BA, Forensic Investigation, 2017, National University College
Certificate, Information in Processing Medical Billing, 2004, Universidad del Este

ZAYAS-SANTIAGO, XIOMARA .... NURSING
DNP, Nursing, 2020, American Sentinel University, Colorado
MSN, Nursing, 2014, Columbia Centro Americano, PR
BSN, Nursing Science, 2006, University of Puerto Rico

Location and Facilities

The main campus is located in Bayamón at the National University College Plaza in the center of the business area of the city of Bayamón, Puerto Rico. This location assures students easy access to the Institution by public or private transportation. There is a train station within walking distance of the Institution. This campus also has a Campus Addition located at Ponce de León Ave. 61, 70 and 72 in Hato Rey, San Juan, Puerto Rico.

The NUC University - South Florida Campus is located at 12520 Pines Boulevard Suite 100-A within the Flamingo Pines Shopping Plaza at the intersection of Pines Blvd and Flamingo Road in Pembroke Pines, FL 33027. The server for the administrative offices will be located on the same floor as the administrative offices. The square footage for the offices located at the facility is 879 square feet. All the programs for this Center will be delivered in online or hybrid modality. Also, for any administrative or student services at this Center, they will be provided at the address mentioned above.

The Florida Technical College Pembroke Pines campus is located at 12520 Pines Boulevard within the Flamingo Pines Shopping Plaza at the intersection of Pines Blvd and Flamingo Road in Pembroke Pines, FL 33027 with ample parking for our students. The campus is centrally located within minutes of 1-75 and the Florida turnpike, and in close proximity to a variety of restaurants and shopping centers. The campus offers a combination of classrooms, labs, library, faculty/student lounges, academic and administrative offices, a beauty salon and a movie theater. For more information, call (954) 556-1900.

Language Options for NUC's Programs

NUC University's programs are available in Spanish, English or in bilingual (Spanish and English) language. The students choose in which program they will enroll and the language in which the program is taught. In bilingual programs (Hybrid Programs), the content and the instruction of the program is in Spanish, while the professor will be able to discuss instructions in English language if necessary. No test will be used to determine the student's first language.

Educational Resources Center

Educational resources are those academic support services provided by the Institution to students, faculty, administration and alumni.

The Online Educational Resources Center of NUC University is equipped with complete up-to-date collections of periodicals and other resources related to the academic programs offered by the Institution. Students also have access to the EBSCO data base which includes approximately 2,000 periodicals, most of them available in full text. NUC University - South Florida Campus students and other users can connect to the library from outside the institution through the library page interconnected within campuses. In addition, the Center has access to a wide spectrum of information through the Internet and E-books. The Online Library Director, provides support to students and personnel.

Library Resources

The Virtual Library is a unit of information in which the collections do not exist in traditional formats (paper or another tangible medium) but are accessible through computer networks. The Virtual Library serves as headquarters of the learning resources and information services for the student and faculty population of a distance education mode. Among the services available to the academic community is the Virtual Reference, which is the primary means of interaction between the staff of the Virtual Library and the student community. Also, the learning resources are developed in digital collections to meet the information needs of the programs offerings.

The Library staff consists of the Online Librarian and Assistant Librarian. Both Librarians have a Master's Degree in Information Sciences (MIS) from The Graduate School of Information Sciences and Technologies, University of Puerto Rico, Río Piedras Campus, which is accredited by the American Library **Association (ALA)** (http://egcti.upr.edu/index.php/2012-11-15-14-55-52/acreditacion/gsist-2015).

The Virtual Library services and resources are organized in a content management system software called LibGuides and LibAnswers. LibGuides serves as the Library's platform and LibAnswers is for the virtual reference services. The Virtual Reference services are called "Ask a Librarian" in which the academic community can interact with the staff through live chat, tickets, email and telephone. The Virtual Library platform maintains a digital collection of bibliographic resources to satisfy the information needs of the academic community. Around 80% of the resources are acquired through subscription content aggregators companies and the remaining 20% comes from open access resources. The collections feature a digital representation of different formats such as: electronic books (eBooks), magazines, academic and professional journals, newspapers, documents, reports, thesis, gray literature, documentaries and educational videos. Evaluations for the selection processes of these materials involve the participation of the library staff, faculty and the academic dean. Bibliographic resources meet the following basic criteria:

- Information resources that support teaching – textbooks, manuals and monographs.
- Information resources for academic research - including reference works, magazines, dissertations and theses.
- Information resources for instructional design - including images, videos and other digital sources.

Collection at Glance

Subscription Database Content	Titles Indexed	Full Text Content
eBooks	401,576	401,576
Journals	316,315	290,434
Videos	22,625	22,625
Dissertations	70,000	70,000
Newspapers	2,223	1,964

Access to the Main Library's platform will be through a link located in the Canvas platform underneath the "Services" section. The link will guide the students to the Library's platform where the learning resources are available seven days a week / 24 hours a day. To facilitate the use of the databases there will in the main page a discovery service called Summon (ProQuest). This service provides the students with a unified index of the content available in the Virtual Library digital collections. Even though the Library's page is always open, the access to the databases by subscription is controlled by an EZproxy so that only active students and faculty of the Institution can use these services. To authenticate the access students and faculty will need to use their institutional email and the same password to enter the Canvas platform. The virtual reference services will be available in the main page of the Library. The Live Chat will be open during working hours and the tickets service will be available seven days a week.

Inventory

The Virtual Library's digital collections are a group of resources and documents in digital format with the purpose of facilitating access through computer networks. Subscription sources meet all those products represented and distributed by subscription agents or content aggregators. These sources are composed of bibliographic databases, collections of eBooks, learning objects, videos, simulations, images and grey literature. The main criteria for the acquisition of resources are: scope, authority, relevance, language and the user and administrative interface.

Library Platform and Services

Software	Description
LibGuides CMS	Library Platform
LibAnswers	Virtual reference services (live chat and tickets)

Business Administration Collections Content

Databases	Content
ProQuest Dissertation and Thesis	Dissertations and thesis
Safari	eBooks
Ebrary	
e-Libro Cátedra	
Books24x7	
eBook Subscription Academic Collection	
Digitalia	
Business Source Complete	Journals, magazines, documents
ABI/INFORM Complete	
Accounting and Tax Database	
Banking Information Source	
Canadian Business and Current Affairs (CBCA)	
Career and Technical Education	
European Business	
OxResearch reports from Oxford Analytica	
Research Library	
Academic Search Complete	
Ocenet Universitas	
Ocenet Administración de empresas	
Fuente Academica	
Hospitality and Tourism Index	
Canadian Newsstand Complete	Newspapers
Newsstand	
Latin American Newsstand	
Asian Business and Reference	Reference material
Hoovers Company Records	
Snapshots Series (market reports set)	Reports
Films On Demand	Videos

Information Technology and Network Technology Collections Content

Databases	Content
ProQuest Dissertation and Thesis	Dissertations and thesis
Safari	eBooks
Ebrary	
e-Libro Cátedra	
Books24x7	
eBook Subscription Academic Collection	
Computers and Applied Sciences Complete	Journals, magazines, documents
Computing	
Research Library	
Telecommunications	
Academic Search Complete	
Fuente Académica	
Library, Information Science and Technology Abstracts	
Latin American Newsstand	Newspapers
Newsstand	
Films On Demand	Videos

Criminal Justice Collection Content

Databases	Content
ProQuest Dissertation and Thesis	Dissertations and thesis
Ebrary	eBooks
e-Libro Cátedra	
eBook Subscription Academic Collection	
Digitalia	
Criminal Justice Abstracts with Full text	Journals, magazines, documents, reference material
Career and Technical Education	
Criminal Justice Periodicals	
Political Science	
Psychology Journals	
Religion	
Research Library	
Social Science Journals	
Sociology	
PRISMA (Publicaciones y Revistas Sociales y Humanísticas)	
Academic Search Complete	
Ocenet Universitas	
Fuente Academica	
Index to Legal Periodicals and Books Full Text	
National Criminal Justice Reference Service Abstracts	
SocINDEX with Full Text	
World Politics Review	
Military Collection	
LexJuris	Legal documents
WestLaw	
Canadian Newsstand Complete	Newspapers
Newsstand	
Latin American Newsstand	
Films On Demand	Videos

Educational Leadership Collection Content

Databases	Content
ProQuest Dissertation and Thesis	Dissertations and thesis
Ebrary	eBooks
e-Libro Cátedra	
eBook Subscription Academic Collection	
Digitalia	
ERIC	
Educational Administration Abstracts - HOST	
Career and Technical Education	
Education Journals	
Political Science	
Psychology Journals	
Religion	
Research Library	Journals, documents, reference material, magazines, reports
Social Science Journals	
Sociology	
PRISMA (Publicaciones y Revistas Sociales y Humanísticas)	
Academic Search Complete	
Ocenet Universitas	
Fuente Academica	
Library, Information Science and Technology Abstracts	
SocINDEX with Full Text	
World Politics Review	
Education Research Complete	
Canadian Newsstand Complete	
Newsstand	Newspapers
Latin American Newsstand	
Films On Demand	Videos

STUDENT AFFAIRS

All students admitted at NUC University including those at NUC University - South Florida Campus are oriented with regard to student consumer information and its accessibility on the institution's website. A "Student Regulations Manual", an "Academic Progress Standards Policy", and other policies and procedures are also provided to students either directly or through the institution's website.

NUC University administers the Community portal for online students through which extracurricular activities (online activities) in the community portal are provided to support students in each program. For example, activities such as education week, library week, United States Constitution celebration, Veteran's Day among others. All of these activities are based on student's information needs. Also, the online services of the Student Support Coordinator- are available for online students. This person is responsible for identifying, referring, and channeling the situations of students to improve their student experience since the student is admitted through graduation and placement.

Procedure to appeal academic or disciplinary actions

Procedures for Complaints Regarding Sanctionable Behaviors

A. Complaint procedures for conducts requiring minor sanctions:
  1. If a student should present inappropriate conduct or behavior, the person or university employee who receives the complaint shall submit a written report to the Director of Student Affairs, Student Services Coordinator or authorized representative, detailing the situation within the next three (3) business days. In cases where the recipient of the complaint is unable to submit the written notification within the established period. The Director of Student Affairs or Student Services Coordinator will have the authority to extend the period when the case so merits it. The Director of Student Affairs or Coordinator of Student Services will evaluate the situation presented in the report and will determine if the conduct described constitutes a minor or major sanction as established in this Manual.
  2. After receiving a written complaint, the Director of Student Affairs or the Coordinator of Student Services, shall proceed to arrange a meeting with the parties involved for an online or physical interview, whichever is most appropriate.
  3. If, according to the Director of Student Affairs or the Coordinator of Student Services, the conduct described constitutes a minor fault as established in this manual, the Director shall advice the people involved about the possible sanctions that may apply. Also, they will be informed that in the case of a second complaint for the same or similar conduct, the student shall be referred to the Disciplinary Committee.
  4. In the case of a reconcilable situation, a written agreement between 1. The affected parties shall be reached and signed, rendering such document as official. If the situation is not reconcilable, the situation will be referred to the Disciplinary Committee.

B. Procedure for Complaints regarding Major Sanctions:
  1. The Director of Student Affairs or the Coordinator of Student Services shall coordinate an interview with the affected parties. They will be advised as to procedures and possible sanctions or measures applicable in relation to the fault committed.
  2. If the fault committed constitutes a risk to public order and Institutional safety, the Director of Student Affairs or the Coordinator of Student Services will recommend to the Dean that the parties involved not present themselves to the physical Institution and not have access to any of the Institution's online platforms until the situation has been evaluated. The Director of Student Affairs will notify the student's professors via email with a copy to the Dean of Academics, the Department Directors or Program Leads.
  3. If the case merits a referral to the Disciplinary Committee, the Director of Student Affairs or the Coordinator of Student shall have seven (7) days to convene the Disciplinary Committee and present a report about the complaint.

4. The Disciplinary Committee will investigate the situation taking into account all information regarding the complaint, the student's academic record, academic progress, interpersonal relationships within the university community, and anything that might serve as evidence in the investigation. Online students will be audited within the current distance education platform.
5. The Disciplinary Committee will request an appointment with the affected parties within ten (10) business days of receipt of the complaint using the following means:
   a. Certified Letter
   b. Email Letter
   c. Other available means.
6. The Disciplinary Committee shall submit a written determination to the Director of Student Affairs or the Coordinator of Student Services within a period of no more than five (5) business days. The Dean of Academic Affairs shall evaluate the submitted determination and make a final decision.
7. The Chancellor will notify the student of the final decision within no more than three (3) business days by means of a Certified Letter. A copy of said notification will be sent to the Director of Student Affairs, the Dean of Academics Affairs, and the Registrar's Office. The Registrar's Office will grant the student an AW (Administrative Withdrawal).
8. The student may appeal the decision to the President or whomever the President delegates the matter to, within the next three (3) business days following receipt of the notification.

C. In the case of complaints submitted by a student against any administrative or academic personnel, they shall be referred to the Department of Human Resources and they will proceed as follows:
1. The Director of Student Affairs or the Coordinator of Student will investigate the allegations presented in the complaint regarding the student and will refer the allegations against the employee to their immediate superior.
2. If any possible violation of the Institution's norms and policies is determined, the employee shall be referred to their immediate supervisor. If it pertains to academic personnel, they shall be referred to the Dean of Academics Affairs. The situation will be evaluated with the employee. The Director of Human Resources, The Chancellor, and their immediate Supervisor will determine the appropriate corrective measures and shall present a written notification to the Director of Student Affairs or the Coordinator of Student Services.
3. The Director of Student Affairs or the Coordinator of Student Services shall present a written notification of the determination to the student.
4. If the complaint pertains to the use of illicit drugs or alcohol, sexual harassment, discrimination by race, color, age, sex, sexual preference, religion, nationality, civil status, origin, political affiliations, physical impediments or social condition, the same shall be handled and processed under the applicable Laws and Institutional Policies.
5. Once a determination is notified, the student may appeal the decision to the President of the Institution or whomever the President delegates the matter to, within the next three (3) business days. The President's decision regarding the appeal will be final and cannot be appealed. It will be notified in written form within ten (10) business days.

Procedures for Complaints Regarding Academic Matters
A. If a student should have a complaint of an academic nature against a professor, they shall present it to the Director of Student Affairs, Counselor, or the Coordinator of Student Services in the case of online students. Once the Office of Student Affairs receives the complaint, the claim will be referred to the Department Director or Program Lead to which the faculty member belongs to within a maximum of 3 days.
B. The Head of the Department or Program Lead will investigate the complaint within no more than 5 business days.
C. If the student's claim proceeds, the Head of the Department or Program Lead will take the appropriate disciplinary measures established in the Faculty Manual and Institutional Policies.
D. The Head of the Department or Program Lead, along with the Dean of Academics will provide official written notification of the actions taken on the matter to the Director of Student Affairs or the Coordinator

of Student Services within no more than 10 business days from receipt of the case notification, therefore it includes the five (5) days of the investigation.

    E. The Director of Student Affairs or the Coordinator of Student Services will inform the student on the actions taken regarding the matter within no more than 5 business days of having received the official communication from the Department Director.

    F. This procedure applies to the fourteen (14) and seven (7) week course modality considering a maximum of 18 days for the resolution of the case.

    G. Grade Disagreements:
1. A revision of grades may only be requested for final grades.
2. The student may request a final grade revision within the days established in the current academic calendar.
3. Final grades may only be changed by the professor giving the course. The Registrar's Office may change a grade in the case of mathematical errors (error calculating the grade).
4. Student procedures:
   a. The student must submit a written request using the Form for Grade Evaluations, available at the Registrar's Office and the professor who assigned the grade. Online students may submit their requests via electronic mail.
   b. A copy of any pertaining documents should be included.
   c. The professor shall have ten (10) days following receipt of the request to provide a written and detailed explanation, including calculations for the student's final grade, as established by the course program.
   d. If the professor is not available or does not respond within ten (10) business days, students should contact the Head of their Department, or in the case of online students, their Academic Advisor. The Head of the Department or Academic Advisor will review the request and will submit a written reply within the next ten (10) business days.
   e. If the student is not satisfied and considers that the information should be reviewed further, they shall have ten (10) business days to appeal to the Dean of Academics, including the responses of the professor, the Head of the Department or Academic Advisor, whichever applies depending on the student's academic program.

    H. The decision of the Dean of Academics is final and indisputable. Should the student's claim be justified, either the professor or the Institution, will proceed to change the grade.

    I. Procedure for submitting complaints regarding the academic quality of the Institution:
1. Any student who wishes to complain about the academic quality of any of the Institution's offerings, shall present a written complaint to the Director of Student Affairs (onground students) or their Academic Advisor (online students) observing the following guidelines:
   a. The complaint must be presented within thirty (30) business days following the end of the course for which the student is complaining.
   b. The Head of the Department or Academic Advisor will investigate the complaint and will request communication with the professor.
   c. The Head of the Department or Academic Advisor shall provide written communication to the student notifying them of the results obtained from the evaluation.
   d. If the student is not satisfied with the response, they shall submit another written complaint to the Dean of Academics Affairs. The Dean's decision on the matter shall be final.

    J. Procedure for sanctioning faults on Academic Integrity:

Sanctions for breaches in NUC's Academic Integrity Policies

Once a breach on Academic Integrity is identified, the professor shall document the nature of such breach so as to determine the correct measure or sanction to be applied. Sanctions that may incur in faults are dependent on the following factors:
1. Whether it is the student's first offense.
2. Whether the fault was intentional.
3. Whether the fault was committed by mistake or negligence.

4. Whether the student recognizes the fault once presented with the evidence.
5. Whether the offense occurs early or late in the student's academic program.
6. Whether the offense is related to a minor assignment or a project leading to graduation, like an investigation, thesis, or research monograph.
7. Whether the fault has a major impact on the learning environment of the Institution.

As an educational Institution, NUC has established in their Institutional Policies that they shall not tolerate any acts of falsification, false declarations, and intellectual dishonesty, whether intentional or unintentional. NUC promotes the development of an academic culture where ethics and respect for the intellectual work of others permeates. As such, they have established sanctions relevant to the student's offense with the purpose of educating the student prior to applying a major sanction.

<u>Sanctions:</u>
1. 1st offense: Failing the assignment for which the fault was committed and a written warning from the professor with copy to the Dean and the Director of Student Affairs or the Dean of Student Services (Long Distance Division). Such warning will include a description of the fault committed against our Academic Integrity Policies and an appeal so that such behavior is not repeated.
2. 2nd offense: Failing the class for which the fault was committed. The professor shall recommend that the student fail the course given the reoccurrence of such conduct.
   Procedure: The professor shall notify the Head of the Department or Academic Advisor (online students), the Dean of Academics, and the Director of Student Affairs or the Director of Student Services (Online Distance Division). Such notification will be submitted within the next ten (10) days following the date of the action. Reproaching the course grade will be decided by the Head of the Department or Academic Advisor and the Dean of Academics. Such decisions will not be made arbitrarily or capriciously. A written notification will be sent to the Registrar's Office to be included in the student's file.
3. 3rd offense: Expulsion or definite separation from the University.
   Procedure: The professor will provide written notification of the action to the Head of the Department or Academic Advisor (online students) with copy to the Director of Student Affairs). The Director of Student Affairs will activate the Disciplinary Committee to compile the evidence of all three offenses and analyze the case in order to determine whether an expulsion or definitive separation from the University is merited.

Guidelines for Analyzing the Offense:
At the Associate Degree, Bachelor's Degree, and Master level courses, 75% of the work must be original. A maximum of 25% of the written work may be obtained from diverse sources of information that must be cited appropriately according to the APA style.

1. The student may use ideas presented previously on other courses for future classes. In such cases, they may only use 50% of the previous written work, not counting references. It is the student's responsibility to inform their instructor of the situation by writing the following disclaimer at the top of their presented work: "Some parts of this investigation have been presented on (course code and title) and (date of original submittal) with professor (name and last name of professor)."

In order to detect any offense to our Policies on Academic Integrity, there exist various mechanisms and technologies that verify the originality of the documents, including a final percent on plagiarism count. As part of the Institution's plan for ongoing training of our Distance Education personnel, the use and management of such verification tools is standard and will be extended to the academic personnel of all of NUC's physical campuses.

Disciplinary Committee
As a representative of the Institution, this Committee bears great responsibility and importance. It will demonstrate objectivity in all its decision-making processes, acting without prejudice and with the best interest of the entire college community. Such committee will be known as **Disciplinary Committee** and shall be composed of people who show compromise with our Mission. Only members of the Committee shall participate in Committee meetings.

Disciplinary Committee Member Functions

1. Ensuring the compliance of rules and regulations established in this Manual.
2. Shall emit decisions based solely on compiled evidence and the committee's investigation.
3. Shall emit decisions based on the values of our Institution.
4. Shall hold knowledge of and handle all norms, policies, and institutional procedures.
5. Shall analyze all evidence provided and shall make its recommendations in accordance with the articles established in this Manual.
6. When convened, attendance is mandatory for all members of the committee.
7. Shall be responsible for handling the process in the time frame established in this Manual.
8. Shall consider all viable alternatives for the student, if and when, the Committee determines the student deserves an opportunity prior to expulsion. (Ex. Referring the student to other services relevant to their condition, reasonable accommodations, among others.)

Disciplinary Committee Composition and Responsibilities

1. It is a mandatory requirement that all members of the Disciplinary Committee maintain strict confidentiality of any and all information handled during disciplinary processes unless such information needs to be divulged for legal or safety reasons.
2. The Registrar or representative shall verify any important data in the student's academic record like: grade reports, attendance, and others. Also, they will gather all necessary
evidence to ensure better criteria when making a decision (academic performance, relations with others, and other incidents, among others). They shall be the person responsible for taking notes and producing the final written report.
3. The Department Director or Program Lead shall be from a different Department than the person investigated. This director must belong to the same campus/center where the complaint was filed. They shall be responsible for investigating academic performance and other information that may help in the investigation. Also, they shall direct workflow, assign special jobs, and ensure the timeline and processes of the investigation.
4. The Professor from the General Studies Department shall supplement the Department Director's investigation.
5. The Center for Educational Resources Director shall be responsible for convening the meetings. They shall notify the location of the meeting to the Director of Student Affairs or the Student Services Coordinator and summon all the members to assist.
6. A student chosen from any course program other than the academic program of the investigated student shall ensure the processes are carried out in accordance with the rules established in this Manual.

In cases where a student has incurred in conduct that merits a mayor sanction and represents or derives from a danger to the campus/center administrative personnel, a Disciplinary Committee from a campus/center different from where the events took place shall be activated.

Reoccurrences

Reoccurrences will be considered aggravating circumstances when imposing future sanctions. The Committee may apply the maximum sanction established within the Mayor Sanctions for that conduct.

<u>Counseling and Guidance</u>

Personal Counseling services, when needed for students will be provided via referrals to professionals in the community. The school provides point of contacts for all eligible Military Service members to speak students requiring assistance in Academic, Financial or Disability counseling.

<u>**Placement Counseling Service and Employment**</u>

The Placement Counseling Office aids students and graduates in the job search process to obtain gainful employment by providing job market information. It advises students regarding resume preparation, job interviews and job offers. It is also responsible for the development of relationships with employers and referrals of students to prospective employers. The institution provides placement and job search assistance. However, it does not make any guarantees of employment or salary upon graduation. Students are encouraged to research the requirements applicable to obtaining employment in the field of their chosen program. Certain programs are designed to provide the educational prerequisites students must complete in order to obtain required professional licensure or certification in the state or territory where the institution is located (Puerto Rico or Florida, as applicable). Students are responsible for determining whether graduation from these programs will qualify them to obtain professional licensure or certification, or to work in the field, in other geographic areas where they live or intend to work.

STUDENT SERVICES
ADMISSIONS

The Admissions Office is responsible for providing information regarding all academic programs offered at NUC University. This office evaluates the applications of candidates for admission. During an interview with the candidate the student receives information with respect to the admissions process as well as Institutional policies, rules and regulations. Likewise, Admissions representatives will direct all prospective eligible Military Service members to speak with their Educational Service Officer or Counselor within their Military Service prior to enrolling.

ADMISSIONS POLICY

<u>General Admission Requirements</u>

Diploma & Undergraduate Requirements
To be admitted as a regular undergraduate student at NUC University, each applicant must meet the following requirements and provide the following documents:
1. Complete and sign the admission application and enrollment agreement.
2. Be a high school graduate or have a recognized equivalent preparation:
   a. High school completion must be verified by submitting the high school transcript or diploma.

   High school diplomas and/or transcripts submitted by prospective students are individually reviewed pursuant to the policy titled "Validity of High School Completion." Per this policy, NUC University will collect the proof of high school graduation provided by the prospective student, confirm whether the issuing high school has already been determined valid or invalid, where appropriate conduct additional review of high school validity, and determine whether the diploma appears to contain any irregularities.

   A student's self-certification of high school graduation is not sufficient to validate a questionable high school credential. A student who cannot provide a high school transcript or a copy of his/her diploma because the high school the student attended closed may be permitted to provide a signed affidavit of high school completion. Such exceptions are only allowed in the most exceptional cases and must be reviewed and approved by the Admissions Committee.

   NUC University verifies high school graduation documents in the admission process for students from accelerated schools in Puerto Rico. This policy applies to all incoming students who earned their high school diploma from an accelerated high school and do not provide documentation of an otherwise recognized equivalent to a high school diploma. The student must present the final high school transcript for the accelerated high school, complete the current Accelerated High School Information Form, and comply with the established criteria in it. The admission office will: 1) confirm the accelerated school maintains a license/registration with the Board of Postsecondary Institutions (or the appropriate predecessor or successor agency); 2) confirm the year the accelerated school diploma was awarded; and 3) based on the information reasonably available to NUC, determine whether the student completed their studies according to the applicable requirements according to the Board of Postsecondary Institutions (or the appropriate predecessor or successor agency).

b. Documentation of successful completion of the general education development (GED) or other state sanctioned test or high school equivalency certificate is accepted as equivalent to high school completion.

c. If the student is transferring from another post-secondary institution, an official college transcript documenting successful completion of 1) an associate's degree, 2) at least 60 semester or trimester credit hours or 72 quarter credit hours that does not result in the awarding of an associate's degree, but that is acceptable for full credit toward a bachelor's degree at any institution, or 3) at least 60 semester or trimester credit hours or 72 quarter credit hours in a bachelor's degree program, including credit hours transferred into the bachelor's degree program.

d. Documentation of completion of home schooling at the secondary school level. Home schooled students must present a notarized Home-Schooled Student Certification and High School Transcript with courses, and grades. In the event this is not available, students should present evidence that they have passed the high school equivalency exam or GED. Home schooled students will also be required to complete and submit all admission documents required by the institution.

e. Students who have graduated from a high school located in a foreign country *(outside the United States and its territories)* must submit evidence of their academic credentials validated by the Puerto Rico or Florida Department of Education, as applicable, or a NACES or AICE member agency.

f. Students who were enrolled in an eligible program of study prior to July 1, 2012 may establish Title IV eligibility by passing an Ability to Benefit (ATB) test in Spanish or English (depending on the applicant's native language). If an applicant passed a Spanish language test (not rejected by the U.S. Department of Education) prior to November 1, 2015 and meets the other conditions described in this section, he/she may provide the test results. For tests administered on or after November 1, 2015, applicants for whom Spanish is their native language are required to have passed a Spanish language ATB test approved by the U.S. Department of Education. NUC confirms if an applicant may establish Title IV eligibility by reviewing in NSLDS whether the applicant previously received Title IV funds and/or by requiring the applicant to provide a transcript or other receipt that demonstrates enrollment in an eligible program. Eligible applicants are identified as follows:

    •   the student attended an eligible program at any Title IV eligible institution prior to July 1, 2012 and attendance can be documented from NSLDS, or
    •   the student, prior to July 1, 2012, officially registered at a Title IV eligible institution, and the student was scheduled to attend an eligible program.

    Alternatively, the student was enrolled in a program of study prior to July 1, 2012 and completed at least six credit hours (or 225 clock hours) that are applicable toward a degree or certificate offered by NUC University.

3. They must submit the results of the College Entrance Examination Board test, SAT, or otherwise, take the Admission Test offered by NUC University. This requirement does not apply to students in the diploma programs, Associate Degrees in Gastronomy and Culinary Management and Emergency Medical Technician-Paramedic and to transfer students. It also does not apply to students enrolled at NUC-Florida Technical College.

4. If less than 21 years of age, present the inoculation certificate issued by the Puerto Rico Health Department. This requirement will not apply to students residing outside Puerto Rico.

5. Student must have earned a minimum grade point average (GPA) and any additional program requirements indicated in the Admission and Transfer Requirements Table for Undergraduate Programs, if applicable to the selected program of study. Students who do not have a high school grade point average must be evaluated by the Admission's Committee.

6. For programs in which there is an internship/practicum component or in which there is a requirement to be examined by an examining body, the prospect must be 18 years of age or older at the time the requirement applies. Students must also present a criminal record certificate issued by the Puerto Rico Police and a Health Certificate from the Department of Health. Additional requirements may apply; please see program-specific descriptions and materials for other programs with an internship/practicum or examination requirement.

7. If the candidate is under 18 years of age, he/she must complete orientation and complete the Acknowledgement of Receipt of Orientation for Students under 18 years of age. The institution is not responsible for the student not being able to complete the internship/practicum or apply for/complete the relevant examining body's exam for not complying with any of the age requirements.

Graduate Requirements

To be admitted as a regular graduate student, each applicant must meet the following requirements and provide the following documents:
1. Complete and sign the admission application and enrollment agreement.
2. Submit an official transcript documenting completion of a baccalaureate degree.
3. Meet the specific requirements for the graduate program to which he/she is applying as described in section 3.4

Admission's Committee
For all programs, except for the Physical Therapist Assistant and Nursing programs, candidates with special qualifications who do not meet the GPA but meet all other admissions requirements may be evaluated by an Admission's Committee. This committee decides which of these candidates are admitted. The Admission's Committee will evaluate the candidates that did not obtain the minimum GPA for admission. Such evaluation may be done at the request of the student or upon the recommendation of the Admissions Office. The committee will consider the following factors:

- Be 21 years of age or older
- Have work experience
- Be head of the family
- Have special studies (continuing education) after high school
- Demonstrate special interest during the interview
- Present a recommendation letter from the high school counselor.

If in the opinion of the Committee, the candidate meets two or more of the above criteria, the student will qualify to be evaluated for admission as a regular student. The Committee may also recommend for those students admitted a limited course load, closer or more frequent follow-up and even special monitoring.

Transfer Students
Transfer students must present an official transcript of credits from their prior post-secondary institution(s).

a. If the transcript is from a foreign university, the student will be responsible for having the document translated into English by a certified translator and evaluated by a certified foreign credential examiner who is a member of the National Association of Credential Evaluation Services. Certified documents should be sent to the Dean of Academic Affairs at the NUC University component to which the student is applying.

b. If the student has successfully completed an associate's degree or higher or at least 60 semester or trimester credit hours or 72 quarter credit hours as demonstrated by his/her official transcripts, evidence of high school completion is not required. Otherwise, the student must submit documentation of high school completion or a recognized equivalent as described in section 4.1. For transfer credit please refer to the Transfer Credits Policy.

Additional Admission Requirements for Certain Programs

Associate Degree Programs

PROGRAM	Minimum High School GPA	Transfer Students - GPA at Prior Postsecondary Institution	Other Requirements
All Associate's Degree Programs	GPA 1.76	GPA 2.00	

Bachelor Degree Programs

Credential Level	Minimum High School GPA	Transfer Students - GPA at Prior Postsecondary Institution	Other Requirements
Bachelor's Degree in Science in Nursing (RN to BSN)	N/A	GPA 2.25	1. Have an Associate Degree in Nursing from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. Have a permanent RN License in the United States or Puerto Rico and evidence that such license is active. All students must keep their license active during their time of study.
All Other Bachelor's Degree Programs	GPA 1.76	GPA 2.00	

Post Baccalaureate Certificates

Credential Level	Minimum GPA at Prior Postsecondary Institution	Other Requirements
Graduate Certificate in Accounting	GPA 2.50	1. Have a bachelor's or master's degree in accounting from an accredited institution recognized by the US Department of Education or by an official agency from the country of origin., or, 2. Have a bachelor's or master's degree in any area of concentration and where the official school transcript proves the completion of nine (9) credits in accounting courses. These courses should have been approved with a minimum grade of C in undergraduate courses, or a minimum grade of B in graduate courses.
Graduate Certificate in Management and Educational Leadership	GPA 2.50	1. Have a bachelor's degree from an accredited institution recognized by the US Department of Education or by an official agency from the country of origin. 2. Meet all general admission and transfer requirements.
Graduate Certificate in Online Education	GPA 2.50	1. Have a bachelor's degree from an accredited institution recognized by the US Department of Education or by an official agency from the country of origin. 2. Meet all general admission and transfer requirements.

Master's Degree Programs

Credential Level	Minimum GPA at Prior Postsecondary Institution	Other Requirements
All Master's Degrees in Business Administration	GPA 2.50	1. Have a bachelor's degree from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. Online students must have computer literacy and a valid e-mail address.
Master's Degree in Education with major in Educational Leadership	GPA 3.00	1. Have a bachelor's degree from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. Two letters of recommendation from professors or other professionals. 3. Interview with the Program Director or Academic Dean. 4. Online students must have computer literacy and a valid email address.
Master's Degrees in Education in: Curriculum / Assessment and Effectiveness	GPA 2.50	1. Have a bachelor's degree from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. Two letters of recommendation from professors or other professionals. 3. Interview with the Program Director or Academic Dean. 4. Online students must have computer literacy and a valid email address.
All Master's Degrees in Science in Nursing	GPA 2.50	1. Have a bachelor's degree in Science in Nursing from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. Have and present evidence of active and permanent License of General Nurse (BSN) in U.S. or P.R. The student must maintain the license active during the time of study. 3. Interview with the Program Director, Coordinator or Academic Dean.

Credential Level	Minimum GPA at Prior Postsecondary Institution	Other Requirements
		4. Two letters of recommendation from teachers or other professionals. 5. Professional resume. 6. Must have computer literacy and a valid email address.

Master's Degree in Information Technology	GPA 2.50	1. Have a bachelor's degree in Information Technology, Computer Sciences or other technology related bachelor's degree from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin.
		2. If the bachelor's degree is non-technology related, student must have completed at least one (1) course with a minimum grade of B in each of the following three areas at the undergraduate level, prior to being admitted in the master's degree:
		  • Operating Systems and Architecture
		  • Network Fundamentals
		  • Data Base Design
		3. Online students must have a computer, computer literacy and a valid email address.

Master's Degree in Industrial Organizational Psychology	GPA 2.50	1. Have a bachelor's degree from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. Submit an essay in an assigned topic. 3. Interview with the Program Director/Coordinator or Academic Dean. 4. Students must have computer literacy and a valid email address. 5. Read and sign the Special Requirements Orientation Certification. Note: Students interested in applying for the Puerto Rico Psychologists' licensing examination must enroll in supervised practicum courses that are equivalent to 500 hours in total. According to the Regulations of the Puerto Rico Psychologist Board of Examiners, the number of online courses must not exceed 30% of the total program, and such online courses must be mainly theoretical in nature.

Doctoral Degree Program

Credential Level	Minimum GPA at Prior Postsecondary Institution	Other Requirements
Doctorate in Business Administration with Specialty in Strategic Management	GPA 3.00	1. Have a master's degree in Business Administration from an institution accredited by an accrediting agency recognized by the US Department of Education or by the appropriate governmental or quasi-governmental agency from the country of origin. 2. If the master's degree is non-business administration related, student must must complete the courses recommended by the Doctoral Admission Committee, prior to being admitted in the doctoral degree program. 3. Submit Two letters of recommendation (professionals) 4. Submit an updated curriculum vitae or professional resume. 5. Complete an interview process. 6. Submit an essay describing what doctoral studies are and what goal is pursued with the completion of the degree. 7. No more than six (6) credits will be granted in the case of transfers.

The graduates of Allied Health programs are reminded that they are required by law to complete an examination offered by the Examining Boards that oversee these professions in order to obtain their licenses. A certificate of good conduct is required in some Allied Health programs. Minimum age requirements may also apply to begin practice in some programs.

Notification of Admission
All applicants will be informed about their admission to the university, through a letter from the Admissions Office.

Other Condition for Admission
A student who does not have an application accompanied by all the required documents will have a period of 30 days after classes begin to submit the missing documents. The Recruitment and Admissions Officer will notify the student of the documentation that is needed to complete their file and the deadline for its delivery. Such a student is considered to be conditionally admitted and financial aid will not be disbursed to the student until all admission requirements have been satisfied.

If the student does not deliver the required documentation in the specified period, the enrollment will be canceled.

TRANSFER CREDIT POLICY

I. *Policy for the Transfer of Courses Credits from Institutions of Higher Education and Non-University Postsecondary Educational Institutions*

General Provisions
1. It will be considered for transfer of credits those courses approved by the student proceeding from a Higher Education Institution and from Non-University Post-secondary Level Institutions, duly authorized and accredited.
2. Course content must be equivalent to the course content in the curricular sequence for the program to which the student is interested in being admitted to NUC University.
3. Will be considered for transfer of credits, subject to evaluation of content, courses that have been validated from other institutions and that are identified in the submitted official transcript. The original transcript of transfer courses from the other institution will not be required to be submitted.
4. In the case of NUC University- Florida Technical College students, will be considered for transfer credits the professional certifications that the student has approved, whose content is equivalent to the content of the courses that are in the academic offerings for the program in which the student has applied for admission.
5. In the case of students who receive training services for veterans or any other entity that requires it, they must present all credit transcripts from the institutions where they have studied.
6. Those students interested in transferring additional credits from courses approved from other institutions must present the credit transcript of that institution.
7. In the case of military students, some training courses provided by the armed forces, the transfer will be made taking into consideration the Official Join Services Transcript (JST). The Joint Services Transcript (JST) is a synchronized transcript presenting data for the United States Army, Marine Corps, Navy, and Coast Guard. Each JST is "owned" by the service member's or veteran's specific service, so you will see each service's seal with the American Council on Education (ACE) seal at the top.
8. The student may request a preliminary evaluation with a copy of the transcript of credits. Each approved course and its equivalence with the corresponding courses offered by NUC University will be evaluated. The final transfer of credits will be made once the official transcript has been received from the institution of origin.
9. Students are responsible for ensuring that their documents, specifically the official transcript of all the courses to be transferred, have been received at the Registrar's Office on or before the next enrollment period.
10. If the student's academic record arrives at the Registrar's Office without the official transcript of credits, a Hold will be placed in the Student Administration System, which will restrict the student's enrollment. This Hold will be removed when the official TC is received or if the student enrolls in the courses for which the student had requested transfer in the following term, according to availability.

11. Courses to be transferred shall be no more than 15 years for General Education courses, 10 years for core and major courses in undergraduate programs, six (6) years for diploma programs, and six (6) years for graduate programs. These will be considered on their merits, under consideration of course content, significant changes, and in accordance with the standards of the accrediting agencies and the requirements and changes of the examination boards.
12. General Education courses from technical degrees or diploma programs will not be considered for transfer credit for undergraduate level programs.
13. Courses to be transferred for undergraduate and diplomas programs must have been approved with a minimum grade of C, except for those academic programs that establish different requirements, in which case, they must meet the minimum grade required for these.
14. Courses to be transferred for graduate programs must have been approved with a minimum grade of B.
15. Some courses that are not part of NUC University academic offerings may be considered as elective courses, as long as they are authorized by the VP for Academic Affairs.
16. When a student is readmitted, courses previously attempted at NUC University may be considered for transfer credit, following the parameters established in the Transfer Credit Policy for Approved Courses at NUC University.
17. The University Environment Seminar and the Transition to University and Professional Training Seminar courses will not be considered for transfer.
18. Remedial and continuing education courses, technical certificates, and challenge or competency exams taken in other university institutions will not be transferable.
19. For undergraduate and post-secondary non-university level programs the maximum amount of credits to be transferred will be 50% of the total credits that the student must take to fulfill the graduation requirements of an academic program at NUC University, either in transfer credits or in combination with competency exams.
20. For graduate programs, the maximum amount of credits to be transferred will be six (6) credits.
21. In the Nursing Program, technical courses will only be transferred from those institutions in which there is an official collaboration agreement.
22. In the Bachelor Degree in Science in Nursing (RN to BSN) program, the transfer of credits will be conducted as established in the general catalog. No additional courses will be transferred without exception.
23. The transfer of credits for a course may be considered, even if the student has not approved the prerequisite of the course, if the student takes the course in the immediate term that is available in the academic offering.
24. If the transcript proceed from a foreign university, the student will be responsible for having a certified translator translate the document to English in order to be evaluated by a certified foreign credential examiner and member of the National Association of Credential Evaluation Services (NACES: https://www.naces.org/members). World Education Services, etc.
25. In the case of military students, some training courses provided by the U.S. armed forces may be equivalent to university courses, provided the content and number of credits are equivalent to those of NUC University. For the determination of equivalency of these courses, NUC University will consider the American Council on Education publication titled Guide to Evaluation of Educational Experience in the Armed Services.
26. Academic credits will be awarded to students who have passed one or more of the Advanced Placement Exams offered by the College Entrance Examination Board (CEEB) only in Spanish, English and Math areas, provided that they have earned three (3) or more points in a five-point (5) scale.

SCORE	COURSES
3	ENGL 1010, MATH 1010, SPAN 1010
4 or 5	ENGL 1010-1020, MATH 1010, SPAN 1010-1020

27. Credit will be granted for specific subject tests offered by the College Level Examination Program (CLEP) and Defense Activity for Non-Traditional Education Support (DANTES), Worldwide Education Support to the Department of Defense. The transfer of credits is subject to the verification of the equivalence of the courses with the corresponding courses offered by NUC University; this process will be carried out at the Academic Dean's Office of the Campus.
28. Academic credit for courses duly accredited by the American Council on Education" (ACE), Council for Adult and Experiential Learning (CAEL) or similar agencies may be considered for transfer, as long as the

courses are part of an agency where NUC University has an agreement of understanding; process to be conducted in the Academic Dean's Office of the Campus. (Students participating in the Competency Based Program [CBE] will have other considerations in the credit transfer process).

29. Transfer courses will be listed without a grade on the student's credits transcript. These courses will affect the average of attempted credits vs. approved.

30. Students may submit a written appeal to the Academic Dean/Director Office if they disagree with the decision made. After having received the notice, students will have a period of ten (10) business days for filing the appeal.

31. Any exceptions to this policy should be addressed to the Vice President of Academic Affairs.

Process for application

1. The student completes the NUC University application for admission to the Admissions Office and the Transfer Credits Request Form for Courses from Institutions of Higher Education and Non-University Postsecondary Educational Institutions.

2. The student must request an official transcript of credits and a copy of the catalog of the institution of origin that includes the description of the course and the number of credits, if the same is not available in the institution's web page. NUC University may request the student a copy of the official transcript of the course and any other necessary documentation to corroborate the content, number of credits and duration of the course, when the description of the catalog of the other institution is not specific.

3. The transfer application must be requested during the admission process to the institution or within forty-five (45) calendar days from the start date of the first academic term; no new applications will be accepted after the deadline.

4. If any students presents inconvenience obtaining the official transcript of credits, they will receive an extension of 15 calendar days to the transfer period. If the official transcription is not received at the Registrar's Office within the stipulated time, the transfer of credit request is void.

5. The Registrar's Office will only accept one Request for Transfer of Credits and one reconsideration or appeal to that request.

II. *Transfer Credit Policy for Approved Courses at NUC University*

General Provisions

1. All courses completed that are contemplated in the curriculum outline of a graduate, undergraduate, or diploma program from NUC University will be considered for credit transfer. The content of the courses must be equivalent to the content of the courses in the current curriculum.

2. The transfer of credits for a student who has graduated from a NUC University program who applies for admission to another graduate, undergraduate, or diploma program will follow these parameters:
   a. Graduate – up to 70% of the total credits required to complete a master's degree program
   b. Undergraduate – up to 85% of the total credits required to complete the program
   c. Diploma – up to 16 credits required to complete the program

3. The transfer of credits of course completed by active or readmission students will be carried out per course, according to the requirements of the new program.

4. For graduate programs, all transfer credits should have been completed with a minimum course grade of B. For undergraduate and diploma programs, all transfer credits should have been completed with a minimum course grade of C.

5. Credits completed in the institution that were previously transferred from another institution or competency-based exams can be transferred.

6. Courses to be transferred shall be no more than 15 years for General Education courses, 10 years for core and major courses in undergraduate programs, six (6) years for diploma programs, and six (6) years for graduate programs. These will be considered on their merits, under consideration of course content, significant changes, and in accordance with the standards of the accrediting agencies and the requirements and changes of the examination boards.

7. As an exception, students who meet the following criteria will be able to continue their studies following the previous version of the program:
   a. students who withdrew during their last **academic term** and return within **three (3) years** of the withdrawal date to complete the program (diploma)
   b. students who were missing **12 credits or less** and return within ten (10) years to complete an undergraduate program or within six (6) years to complete a graduate program
   c. students who meet the graduation criteria of the program
   d. Following the previous version is subject to the availability of the courses.
8. Externship courses and reviews for licensure exams for any program in the Technical Division and the Basic Culinary Techniques course offered in Culinary Arts programs will not be considered for transfer credits.
9. The University Environment Seminar for undergraduate programs completed before the January 2022 academic term and research courses for graduate programs will not be considered for credit transfer.
10. For the purposes of academic progress, the credits transferred will be considered for qualitative and quantitative components, except credits transferred from external institutions and competency-based exams.
11. If a student does not wish to continue their application, they must complete the **Credit Transfer Relinquishment** document during the period for making changes established in the calendar.
12. Special situations will be referred to the Office of Vice Presidency of Academic Affairs for the corresponding evaluation.
13. If students disagree with the courses transferred, they can submit a written appeal to the academic office of their academic unit. Students will have ten (10) business days upon receipt of the notification to submit an appeal. Once this period has passed the decision is final, binding, and unappealable.

Process for application

Students complete the *Credit Transfer Request Form* in the Admissions Office, the Registrar's Office, or the Academic Counseling Office, as applicable in the academic unit, no later than the first two (2) weeks from the start of classes, as established in the academic calendar. New applications will not be accepted after this date.

NON-DEGREE SEEKING POLICY (NDS)

NUC University currently receives students (Audit Students) who seek to take courses without any interest whatsoever in obtaining a degree. The institution's student information system, Campus Vue, classifies these students as Non Degree Seeking (NDS). Special students will be those students who are not interested in obtaining an academic degree but are interested in taking courses for their own professional or personal development. In addition, special students will be those students enrolled in other collegiate or university level institutions who have been authorized to take courses at NUC.

Special students can apply for any course that is part of the academic offerings of NUC, subject to academic evaluation (if apply), availability, space limitation, and depending upon the regulations and/or the accreditation standards of the academic programs, if any.

Those students who already have a Bachelor's degree or a Master's degree awarded and are interested in studying another concentration under the same program can take these additional courses. However, since these courses by themselves are not considered an eligible program, students will be classified under the category of "non-degree seeking" student. This means that they will be enrolled on a course-by-course basis and will be not classified as a regular student pursuing a degree. For this reason students will not be granted another diploma nor will they be eligible for Title IV financial aid for these courses.

All the students previously described, except Audit Students, will receive credits and a final grade. This means that they will have to comply with all the assignments and required exams to approve the courses. If a student doesn't have a conferred degree and wishes to continue his studies to obtain a university degree, he should complete all the requirements to be admitted as a regular student.

Requirements to be admitted as a special student

1. Should complete and submit the application for admission.
2. If under the age of 21, should submit the original document or a copy of the updated immunization certificate.
3. Payment of admissions fee (nonrefundable)
4. If the student is enrolled in another collegiate institution, he should submit evidence of authorization from his institution to take courses at NUC.
5. Submit a transcript that certifies the award granted.
6. Be interviewed by the NUC Education Department Director or Coordinator (This only applies to the Master's degree in Education courses).
7. The student should follow the norms and procedures established by the institution.
8. The costs per credit and fees will be as published in the Tuition and Fees Section.

This policy will apply to on ground, online and foreign students. For this policy, students should comply with all the requirements of the Commonwealth of Puerto Rico, the United States and their place of origin.

FINANCIAL AID OFFICE

NUC University offers financial aid to students who are eligible for the programs currently administered by the Institution. Financial aid may not be available for all programs. Please contact the Financial Aid Office for more information. The aid offered to each eligible student is subject to the availability of funds for the specific award year. The Financial Aid programs currently available at the Institution are the following:

- Federal Pell Grant Program
- Federal Work Study (FWS) Program
- Federal Supplemental Educational Opportunity Grant (FSEOG) Program
- Federal Direct Loan Program
- PRCE Supplementary Educational Sub-graduate and Graduate Program
- PRCE Students with Merit Program
- PRCE High Honor Students Program
- PRCE Special Fund for Students Exceeded Pell LEU > 600%
- PRCE Scholarship Program Specific Academic Areas
- *RED Técnica Universitaria* Scholarship Program Fund
- Institutional Scholarships

To apply for financial aid, students must complete the standard forms, provided by the Financial Aid Office, for the programs currently offered. In the case of federal programs under Title IV, the Free Application for Federal Student Aid (FAFSA) can be obtained by completing an application online at www.fafsa.ed.gov. Specific information concerning the eligibility requirements for each program is also available at the Financial Aid Office. To be eligible for any type of financial aid, all students must comply with the Institution's Standards of Satisfactory Academic Progress.

The following is a description of the different types of financial aid offered by the Institution:

Federal Pell Grant Program

This grant does not have to be repaid by the student. Funds for this program are available for eligible undergraduate students. The eligibility for this program is determined by a standard formula provided by the US Department of Education. Students must apply annually for this aid by completing the Free Application for Federal Student Aid (FAFSA).

Federal Direct Loan Program

Enables eligible students and parents to borrow directly from the US Department of Education. The program provides low interest loans that must be repaid with interest. Students must apply annually for this aid by completing the Free Application for Federal Student Aid (FAFSA) and by completing an Entrance Counseling session and Master Promissory Note.

Federal Work Study (FWS) Program

The Federal Work Study Program provides jobs for eligible students with financial aid need as defined by the US Department of Education. Federal Work Study gives students the opportunity to earn money to help pay educational expenses. The amount of the awards is based on need and availability of funds.

Federal Supplemental Educational Opportunity Grant (FSEOG) Program

The Federal Supplemental Educational Opportunity Grant is an award to help those eligible undergraduate students having the greatest financial need (with priority given to Pell Grant recipients), and it doesn't have to be repaid. The amount of the award is based on need and availability of funds.

PRCE Programs/State Grants Program

These funds are assigned to the institution by the Puerto Rico Council of Higher Education for eligible students with financial need who are enrolled in a master's, bachelor's or associate's degree program.

Red Técnica Universitaria Scholarship Program Fund

These funds are assigned to the institution by the RED Técnica Universitaria of Puerto Rico for eligible students with financial need who are enrolled in a bachelor's or associate's degree program.

Institutional Scholarships

This policy applies to all students who enroll at any NUC University location in Puerto Rico and meet the eligibility criteria of the grant for which they are applying. Students may participate in any of these grants, regardless of whether they receive other (non-institutional) financial aid, as long as they comply with the requirements established in this policy.

Students applying for any financial aid administered by NUC University are required to report any additional external financial aid they expect to receive to fund their studies (Veterans, Vocational Rehabilitation, AmeriCorps, etc.).

The application is available and must be submitted to the Financial Aid Office. Applications will be evaluated on a first-come, first-served basis, so NUC University encourages you to apply early, as funds available for these grants are limited. NUC University will disburse the amount of the grant awarded at the end of the academic term for which the funds were allocated.

These grants are not available to students enrolled in continuing education courses. Students may only participate in one institutional grant.

Institutional Grant: High School Senior

The High School Senior grant awards $200.00 to students enrolled in programs leading to a diploma and $300.00 to students enrolled in programs leading to an associate or bachelor's degree. The grant is applicable to the first term of study. An additional $200.00 will be awarded to students who demonstrates evidence of having completed high school with a cumulative GPA of 3.2 or higher.

To be eligible, students must meet the requirements described below:

1. Have completed high school in the year he/she was admitted to NUC University,
2. Complete the Institutional Grant Application before the end of their first academic term,
3. Be a resident of Puerto Rico and/or enrolled at NUC University South Florida Campus
4. Maintain satisfactory academic progress,
5. Complete all courses enrolled in the first term of studies.

Institutional Grant: Healthcare Heroes

The Healthcare Heroes grant awards $200.00 to students enrolled in programs leading to a diploma and $300 to students enrolled in programs leading to an associate, bachelor's or master's degree. The grant is applicable to the first term of study. An additional $200.00 will be awarded to students who have an Expected Family Contribution (EFC) of $0 and are ineligible for the maximum Federal Pell Grant amount.

To be eligible, students must meet the requirements described below:
1. Enroll in one of the health-related programs,
2. Complete the Institutional Grant Application before the end of their first academic term,
3. Be a resident of Puerto Rico and/or enrolled at NUC University South Florida Campus
4. Maintain satisfactory academic progress,
5. *Complete all enrolled courses of the first term of studies.*

Institutional Grant: "Creciendo Contigo"

The "Creciendo Contigo" grant awards $200.00 to students enrolled in programs leading to a diploma and $300.00 to students enrolled in programs leading to an associate, bachelor's or master's degree. The grant is applicable to the first term of study. An additional $200.00 will be awarded to students who have an Expected Family Contribution (EFC) of $0 and are ineligible for the maximum Federal Pell Grant amount.To be eligible, students must meet the requirements described below:
1. Enroll in a new program after previously completing a program at one of NUC University's locations,
2. Complete the Institutional Grant Application before the end of their first academic term,
3. Be a resident of Puerto Rico and/or enrolled at NUC University South Florida Campus
4. Maintain satisfactory academic progress,
5. Complete all courses enrolled in the first term of studies.

Institutional Grant: "Por ti, Contigo"

The "Por ti, Contigo" grant awards $200.00 to new students enrolled in programs leading to a diploma, and $300 to new students enrolled in programs leading to an associate, bachelor's or master's degree. The grant is applicable to the first term of study. An additional $200.00 will be awarded to students who have an Expected Family Contribution (EFC) of $0 and are ineligible for the maximum Federal Pell Grant amount.

To be eligible, students must meet the requirements described below:
1. Be a new student,
2. Complete the Institutional Grant Application, prior to the end of their first academic term,
3. Be a resident of Puerto Rico and/or enrolled at NUC University South Florida Campus
4. Maintain satisfactory academic progress,
5. Complete all courses enrolled in the first term of studies.

ACADEMIC YEAR

The Institution's Academic Year is divided into two terms (trimesters of approximately four (4) months each). For the online modality including NUC University - South Florida Campus the academic calendar consists of terms divided into two modules of eight weeks each. (see section of academic calendar).

CLASS ATTENDANCE

Students are expected to attend all the courses in which they are officially enrolled. Work missed by absences is the responsibility of the student. This work, whether it be for a grade or not, can be made-up through a consultation with the course professor. For Armed Forces member enrolled, including reserve components and National Guard members' faculty should accommodate short absences for such services in the Armed Forces.

ONLINE DIVISION PROGRAMS AND COURSES ATTENDANCE POLICY

NUC University recognizes students have varied personal and professional responsibilities in addition to their obligations as students and as a consequence many elect to complete a degree through distance learning. NUC Online Division provides academic flexibility and diversity to meet the needs of students varied learning styles. Learning is a combination of individual study and engagement with other students in a structured learning environment. Therefore, NUC expects that students meet their academic obligations with a high level of responsibility and timeliness, while on the other hand, expects faculty to maintain flexibility to meet student needs.

To stay in compliance with state and federal regulations, NUC University is required to maintain accurate attendance records in all courses. Online courses are no different from classroom courses in this regard, however, attendance is monitored in a different manner. Student "attendance" in online courses will be defined as active participation in the course.

Online courses will, at a minimum, have weekly activities to monitor student participation. Students are primarily responsible for class attendance and are expected to complete course required activities each week by the required deadline. Students are encouraged to review the course syllabus for details of required activities that constitute active participation. Failure to meet attendance expectations may result in an administrative withdrawal.

Participation is captured and recorded as the Last Date of Attendance (LDA) in the student records system and updated with each consecutive academically-related activity. This provides a dynamic update to the LDA in the student's academic record for monitoring of course participation throughout a term. In the event of a student-initiated or administrative withdrawal, the LDA is used as the official date of withdrawal.

Students are expected to communicate with the respective faculty, in advance, when an absence will occur. It is at the discretion of the faculty member to accept late assignments or to allow make up work due to absences. To this end, each course syllabus clearly delineates expectations regarding absence notification of faculty by student's, class participation, and acceptance of late work.

Students that want to drop one or all courses after the end of the add/drop period (first week of term), should refer to the University's withdrawal polices and their Student Services Advisor for options. Students who stop attending class will receive an earned letter grade of W or A-F at the end of the term determined by the student's last date of class attendance.

CLASS SCHEDULE

The Institution's onground courses are offered during daily sessions. Students are advised that some courses are offered during evening and/or Saturday sessions and therefore must adjust their programs accordingly. Weekend sessions may be offered depending on enrollment and may vary by campus. Classes are offered daily from 7:00 a.m. to 4:00 p.m.; evenings from 5:00 to 10:30 p.m.; and Saturdays from 8:00 a.m. to Noon. There is a six minutes break between classes during the day session schedule.

The Institution's online courses are offered in the Canvas Platform. Likewise, the faculty will be offering a minimum of one (1) virtual office hour weekly for each course they teach. This virtual section is offered as a group section where the students have the opportunity to post questions. In addition, faculty will be available daily for student questions, through institutional email, messaging and forums in the Canvas Platform. However, the professor may also have individual virtual sections to attend specific issues or questions from students.

The office hours will be posted in the Conference section of each course. The faculty uses the video conference tool. Referring specifically to the distance learning setting, a video conference has the benefit of allowing direct communication (synchronic) between instructors and students. It enables the development of a topic in a direct way, offering the instructor the opportunity of getting student input and answering their questions personally. It allows sharing documents in real time, which makes it very useful for cooperative work. It maximize time management. It

also allows the people participating in the video conference to do so from any place they wish. It allows interaction between groups. It makes the decision making process easier among people in different geographical locations.

At the start of every course, the faculty member will provide an orientation through video conference for the students regarding the different aspects of the course, rules, evaluation criteria and others. This orientation should be done using the Conference tool available in the course. During each Conference, the faculty member needs to make clear that the session will be recorded for the students so that they can attend in any applicable time.

CREDIT HOURS

For credit hour diploma programs subject to Clock-hour- to credit –hour conversion the U.S. Department of Education definition of "clock-to-credit hour conversion" is: a semester/trimester hour must include at least 30 clock hours of instruction. For all undergraduate and graduate programs the institution defines a credit hour as: One lecture credit is equivalent to 15 lecture contact hours and 30 hours of out-of-class work. One laboratory credit is equivalent to 30 contact hours. Practicum hours may vary depending on the field and Examination Boards, if applicable, but one credit practicum is equivalent to not less than 45 hours per term.

OUT-OF-CLASS WORK

As required by federal regulation, NUC University academic programs (undergraduate and graduate) seek to combine the direct faculty instruction (hour of classroom) with out-of-class activities and assignments. The hours of out-of-class activities and assignments will vary depending on the amount of lecture credit hours of each course. One (1) unit of a semester lecture credit is the equivalent to, at a minimum of one (1) hour of direct faculty instruction and two (2) hours of out of class work during sixteen (16) weeks academic semester. For details on credit or out-of-class work, please refer to Corporate Policy: Definition of a Credit Hour for Title IV Purposes.

ADVANCED PLACEMENT

Students who have successfully taken one or more of the Advanced Placement Tests of the College Entrance Examination Board may ask for course equivalency. Scores of 3 or more are required for such action. The decision to grant credit for the Advanced Placement Test is based on test equivalency to the content of courses in NUC University. In order for more than one level to be considered by course material, a score of 4 or 5 will be required. Advanced placement or credit action is only taken if the student has specifically requested such consideration and has submitted official score reports from the College Board. No grades are assigned to courses credited.

SCORE	COURSE	CREDITS
3	ENGL 1010	3
	MATH 1010	3
	SPAN 1010	3
4 or 5	ENGL 1010-1020	6
	MATH 1010	3
	SPAN 1010-1020	6

NATIONAL EXAMS FOR COLLEGE CREDIT

Students earning satisfactory scores on CLEP*, DSST or ECE exams may be awarded credit hours towards a degree program at NUC University. The Registrar's office will determine eligible examinations and the potential number of credits possible for each examination. For more information on exams, how to order study guides, and to find a testing center near you, please visit:
- CLEP http://clep.collegeboard.org/
- DSST http://www.getcollegecredit.com
- ECE http://www.excelsior.edu/exam-list#schools

*CLEP, DSST and ECE are approved by the American Council on Education (ACE). http://www.acenet.edu/news-room/Pages/National-Exams-for-College-Credit.aspx

ARMED FORCES CREDIT

Some training courses provided by the Armed Forces may be the equivalent of college courses and transfer credit may be obtained. Where courses are applicable to a program of study, credit will be determined using the American Council on Education publication titled *Guide to Evaluation of Educational Experience in the Armed Services.*

INSTITUTIONAL POLICY FOR VETERAN STUDENTS

Approval
NUC University is approved for veterans' education training. The Puerto Rico Approving Agency of Veterans has approved NUC University for veterans' education training. Veteran's Education Benefits are provided by the Department of Veterans Affairs, a third-party provider. The student interested in Veterans' Educational Benefits should contact the campus certifying official or the Registrar's Office.

Admission

Any veteran student and recipient must submit admissions documents before the 1st day of classes.

Our policy permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

- The date on which payment from VA is made to the institution.
- 90 days after the date, the institution certified tuition and fees following the receipt of the certificate of eligibility.

Our policy ensures that our educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.
However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to certify the enrollment as described in other institutional policies properly.

Validation of prior credit/hours from previous studies

Each Certifying Officer must ensure that the student with previous studies at another institution submits for evaluation an official transcript from all previously attended institutions and programs of origin. This includes but is not limited to the Joint Service Transcript (JST). The student must request credit validation following the procedures established by the institution. The institution ensures that to validate credit/hours from previous studies, the cost and duration of the program shall be reduced proportionately.

Satisfactory Academic Progress

NUC University defines Satisfactory Academic Progress as the required measurement of students' academic progress towards completing their educational program. Satisfactory Academic Progress (SAP) is evaluated with two standards: qualitative (GPA) and quantitative (Credits Successfully Completed).

Students must maintain the required GPA and successfully pass the necessary credits to meet the qualitative and quantitative components of SAP (Satisfactory Academic Progress). For the student to complete the approved academic program within the maximum time frame established for the program (the quantitative component of SAP), the student must also maintain a steady pace of completed and approved courses throughout their academic program.

An evaluation of the SAP is not completed until both the qualitative and quantitative components measures are reviewed. If the evaluation shows that, a student does not have the required GPA or is not maintaining the required pace, they become ineligible for FSA funds *(Federal Student Aid)* unless they are placed on Financial Aid Warning or, after a successful appeal, on Financial Aid Probation.

Probationary Period (to receive educational benefit)

Students, who fail to accumulate a minimum grade point average (GPA) of 2.00 at the end of the grading period or term, will be placed on probation for their benefit. Failure to achieve the minimum grade point average (GPA) of 2.00 at the end of the term in which is in probation, the benefit will be suspended. If a program consists of only two periods or terms and does not achieve a minimum grade point average (GPA) of 2.00, the student will not be certified for the second period or term.

Reinstalling the educational benefit

After the educational benefit has been suspended for unsatisfactory progress and once the next term of the class has passed, if the veteran student has earned a minimum grade point average (GPA) of 2.00, the educational benefit will be reinstalled. After the student returns from his or her suspension and fails to achieve the minimum GPA of 2.00; the benefit will be suspended until the student meets the minimum GPA of 2.00.

Satisfactory Attendance (to continue receiving educational benefit)

NUC University must maintain accurate attendance records in all courses to comply with state and federal regulations. In this aspect, online courses are no different from traditional on-ground courses. However, attendance is managed in a different manner from on-ground mode. The student's attendance in the online courses is defined as active participation in the course. Students are primarily responsible for the class, and attendance is expected to complete the assignments required in each course by the deadline. We encourage students to revise the course syllabus to know the necessary activities that constitute active participation.

Failure to meet attendance can lead to administrative withdrawal. Participation is captured and recorded as the last date of attendance (LDA) in the system and student's file. Student participation will be updated consecutively as students perform academic-related activities. This provides a dynamic update to the LDA in the student's academic records to monitor their participation throughout the term. If a student starts the course and requests a withdrawal or a withdrawal is necessary, the LDA will be used as the official withdrawal date.

Students must communicate to the instructor an absence in advance. It is the discretion of the instructor to accept assignments outside the deadline or allow make-up work due to an absence. To this end, each course syllabus clearly outlines expectations about students' absence notification to instructors, class participation, and acceptance of the work out of date.

Students that will request a withdrawal from one or all courses after the period of changes in enrollment (first week of the academic session) must refer to the Withdrawal and Financial Aid Policy of NUC University and meet with the Academic Advisor to know the options. For students who stop attending classes will apply the Consecutive Absences and Administrative Withdrawal Policy as established in the Institutional Catalog.

For Non-College Degree (NCD) Schools, the Veterans Administration will only pay for the program's total hours. The veteran student will be certified by the Certifying Officer according to the hours they are enrolled in the respective period, term, or session.

The Certifying Officer will conduct an attendance evaluation at the end of each period, term or session. Only 10% of justified absences will be permitted of the total hours corresponding to the month, period, term, or session. In case of justified absences, these need to be replaced and must be evidenced immediately returning to classes after the absence (according to the reasons outlined in the institutional catalog as justified or authorized absences).

Therefore, a student receiving educational benefits must keep at all times a satisfactory attendance whether their training is at an Institute of Higher Learning (IHL) or Non-College Degree (NCD).

Repeating Courses
Repeating classes that are completed successfully may not be certified again for VA purposes. However, if a student fails a class, or if a program requires a higher grade than the one achieved in a particular class for successful completion, that class may be repeated and certified to VA again.

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

GRIEVANCE POLICY

A grievance policy has been established to consider complaints received from students, employees, and other interested parties who believe a decision or action has adversely affected their status, rights or privileges. The purpose is to provide a prompt and equitable process for resolving grievances.

1. The student should submit his complaint in writing to the counselor's office.
2. In the case of employees or interested parties, they should submit their complaint in writing to the Institutional Human Resources Director.
3. The complaints will be reviewed by the designated officials within five business days after filing.
4. Once the complaint is investigated a response should be submitted to the complainant within the following 10 business days of the final decision.
5. Retaliation against a complainant or any individual involved, is strictly prohibited and is grounds for discipline.

Students who feel a grievance is unresolved may refer their grievance to Executive Director, Commission for Independent Education, 325 West Gaines Street, Suite #1414, Tallahassee, FL 32399-0400, 850.245.3200 or toll free at 888.224.6684. In addition, the student can file a complaint with the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267) 284-5000.

NON DISCRIMINATION POLICY

In accordance with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, NUC University designated Ms. Yamaira Serrano, Human Resources Director, as its Title IX Coordinator. The following nondiscrimination policy and grievance procedures are hereby published to address any complaints of discrimination on the basis of sex in educational programs and activities at this institution.

1. NUC University does not discriminate on the basis of sex in admission to or employment in its education programs or activities.
2. The Title IX Coordinator for the Institution is Ms. Yamaira Serrano, Institutional Human Resources

Director, NUC University. She can be contacted at the Human Resources Office, Ave. Ponce de León #61 San Juan, PR 00917, telephone (787)982-3000.

3. All inquiries concerning the application of Title IX and its implementing regulations may be referred to the Institutional Human Resources Director or to the Office for Civil Rights of the US Department of Education at 75 Park Place, 14th floor, New York, NY 10007-2146, telephone (212) 637-6466.

4. Any complaints of discrimination based on age, race, color, place of birth, social origin or condition, physical or mental handicap or political or religious beliefs will also follow the grievance procedures policy mentioned below.

REGISTERED SEX OFFENDERS / SEXUAL PREDATORS IN FLORIDA

In 1996, Megan's Law became federal law. Megan's Law requires state and local law enforcement agencies in all 50 states to notify colleges, schools, day care centers and parents about the presence of dangerous offenders. The Florida Department of Corrections advises NUC-FTC when registered sexual offenders / sexual predators may be enrolling or may be enrolled. Information regarding registered sex offenders / sexual predators in Florida may be found at the FDLE Registered Sex Offenders website at https://offender.fdle.state.fl.us/offender/sops/home.jsf; by phone 1-888-357-7332, TTY/TTD users dial 711 to connect with the telecommunications relay service (TRS); or by email at sexpred@fdle.state.fl.us

REGISTRAR'S OFFICE

The Registrar's office is responsible for carrying out all transactions related to student academic records. All information that the student may need to know regarding academic progress, grades, grade point average and related information can be found at this office.

Registration Process

The Registrar's Office organizes the entire registration process. Each active student is responsible for participating in this process to guarantee his selection of courses. All students should comply with the established requirements including the academic calendar. This enrollment process for continuing students including the courses pending academic counseling is carried out before the end of the term in progress. No enrollment will be valid until the student has paid all the necessary fees and has received the official enrollment form from the Registrar's Office.

Enrollment Status

The enrollment status of students for underudergraduate programs at our Institution is as follows:

Full Time Student   a student enrolled in 12 or more credits 3/4 Time Student   a student enrolled
          in 9-11 credits
1/2 Time Student   a student enrolled in 6-8 credits
Less than 1/2 Time Student   a student enrolled in less than 6 credits
Special Student   Enrollment for informational instruction only or for professional
                                       development. These students are not enrolled in a program of study.

The enrollment status of students for graduate programs at our Institution is as follows:

Full Time Student   a student enrolled in 6 or more credits 3/4 Time Student   a student enrolled
          in 4-5 credits
1/2 Time Student   a student enrolled in 3 credits Less than 1/2 Time Student a student enrolled
          in 1-2 credits

Student Records

The Office of the Registrar is responsible for the registration and maintenance of all student's academic transcripts, certifications of studies and of graduation. Students requiring information concerning grade records, issuance of transcripts and related services should contact the Registrar's office.

In compliance with the Family Educational Rights and Privacy Act of 1974, the confidentiality of student records is protected. Students may request or examine any information from their student record or they may authorize in writing that a third person be provided access to their academic record.

Notification / Grades Changes

At the end of each term, students can access their grades through the student portal on the website of NUC University. Students who experience difficulty accessing their grades through the Student Portal, should contact the Registrar's Office. If a student understands that there has been an error, the student should first contact his professor and if there was an error, should visit the Registrar's office to request a grade change form to be completed by the student's professor. The completed form should be returned to the Registrar's office no later than upon completion of the third week of classes of the following term (this date is specified in the institution's academic calendar).

Certifications and Transcripts

Upon a student's written request on the appropriate form and upon payment of the corresponding fees, a certification of his program of study, transcripts or any other official statement will be issued by the Registrar within a minimum of 10 business days after having filed said request. However, when requests are made at the beginning or the end of a term, a longer period of time may be required to issue the corresponding certifications.

For transfer of credits to other colleges and universities and for information to be sent to certifying agencies and prospective employers, confidential transcripts are issued upon a student's request. These are sent directly to the address provided by the student in his request and are never given to the student. For their personal information, students may obtain a "certified student copy" transcript, which is unacceptable for official purposes. Any alleged errors in a transcript should be informed to the Registrar within ten days of its receipt.

Student Location and Change of Address

At enrollment, students must provide the address where they are located on their enrollment agreement. Students are responsible for updating this information when their location changes. To formally change the address where a student is located, the student must request a change through the Student Portal at the institution's website. The institution is not responsible for students not receiving institutional correspondence if they do not request a change through the Student Portal.

NUC University Withdrawal Policy

A student is considered to have withdrawn from a term (payment period) if the student does not complete all the days in the term that the student was scheduled to complete. Students that are considering withdrawing as an option are encouraged to meet with the Academic Advisor and/or the Retention Officer before leaving school. Students must also review the Title IV and Institutional Refund Policies to have an understanding of how withdrawals could affect their accounts, amounts of Title IV received, and obligations to repay federal loans.

Official Withdrawals
A student is considered to have officially withdrawn when the official withdrawal process is completed.

Official Withdrawals Process
1. Student must contact the Registrar's Office (On ground students) or the Academic Advisor (Online Division) to notify his/her intent of withdrawal, from some or all courses, and request the Official Withdrawal Form.
2. Student must complete the Official Withdrawal Form and obtain the appropriate authorizations.
3. After completed, form must be returned to the Academic Advisor or Registrar's Office.

Written Confirmation of Future Attendance – Only for Programs Offered in seven weeks modules
As described in the Academic Year section (page 44), for the online modality including NUC University - South Florida Campus the academic calendar consists of terms divided into two modules of seven weeks each.

A student may not be considered a withdrawal if he/she temporarily stop attending, but plans to attend a future module that begins later in the same term (payment period). A student may qualify to remain active in term (payment period) if the student meets all of the following criteria:

- The student must be enrolled in a program that offers courses in modules.
- The student must be able to return to a future module in the same term (payment period).

- The student must complete and return the Written Confirmation of Future Attendance Form at the time of the withdrawal and prior to the student being absent from class for 14 consecutive days, even if the student has already registered for subsequent courses.

Written Confirmation of Future Attendance must also be completed before the start date of the future module the student plans to attend. Since eligible students are not considered to have withdrawn from the payment period, a Return of Title IV Funds is not required. However, other regulatory provisions concerning recalculation may apply. If the student does not return within 14 days from the date he/she was scheduled to resume attendance, the student will be considered to have withdrawn from the term (payment period).

Unofficial Withdrawals
If the student does not complete the official withdrawal process but is absent for 14 consecutive days, without providing written confirmation of future attendance, he/she will be administratively withdrawn.

Reinstallation after Withdrawal
A student who would like to rescind his/her notification of withdrawal, or appeal the institution decision of administrative withdrawal must complete the Withdrawal Appeal Form where the student indicates his or her intent to remain in academic attendance through the end of the term.

The completed Withdrawal Appeal Form must be submitted to the Registrar's Office or Academic Advisor for the appropriate evaluation.

Satisfactory Academic Progress Effect of Withdrawals
For the purpose of measuring the satisfactory academic progress of a student, withdrawals will be considered as courses not approved. This will not affect the student's cumulative grade point average, but will have an effect on the number of credits that the student should have successfully completed at the moment in which his academic record has been evaluated to measure the time frame for academic progress.

Before a student starts his courses, the Institution will make certain disclosures to the student. The Institution will conduct a thorough entrance interview or counseling session individually or in a group with other students. Entrance interviews are important because new students often have little or no experience with satisfactory academic progress policies involving a quantitative standard (pace) at which students must progress through their program to ensure that they will graduate within the maximum timeframe. The entrance interview or counseling session will be conducted online with audiovisual materials, and question- and-answer sessions to help convey the effect of satisfactory academic progress and retaking coursework policies when a student withdraws from a course. At the moment of the entrance interview, the Institutions' policy information will be provided electronically. The institution will have the opportunity to remind students about the importance of satisfactory academic progress, at the end of each term. The institution will document in the school management system, that the student received the entrance interview.

Date of Determination and Withdrawal Date
For Official Withdrawals, the Date of Determination (DOD) will be the date the student completes the Official Withdrawal Process. For Unofficial Withdrawals, the DOD will be the date NUC University became aware that the student was not in attendance (no later than 14 days of LDA).
For students that do not return after providing Written Confirmation of Future Attendance, the DOD will be no later than 14 days after the date student was scheduled to resume attendance.
For all Withdrawal types, the Withdrawal date will be the last date of academic attendance (LDA) as determined by the attendance records.

Deadlines
The deadline to request partial or total withdrawals is established on the academic calendar.

Financial Aid
All students that received loans from the Federal Student Loan Program must complete an exit counseling session after leaving the institution, completing the program or reducing course load to less than half time.
Exit counseling can be completed at: https://studentloans.gov/myDirectLoan/index.action
Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans, and Unsubsidized

Federal Stafford Loans have a six-month grace period before payments are due. PLUS loans have no grace period.

Administrative Withdrawals
This status is assigned by the Institution to any student who has been dismissed from the Institution due to disciplinary reasons. Only the Dean of Academic Affairs will make the determination. Students may be dismissed for one or more terms or permanently.

No Show (NS)
Refers to an enrolled student who doesn't attend any of his courses.

Transfer Credits (TC)
Credits granted for courses transferred from other collegiate institutions.

Repeating Courses
A student can repeat a course if he is interested in improving his grade. Repetition of previously failed courses may be counted in the student's enrollment status for Title IV funding purposes. However, repetition of a previously passed course may be counted in the student's enrollment status for Title IV funding purposes only one time. For this purpose, passed course means any completed course with a grade higher than an "F".

For satisfactory academic progress purposes, each time a course is taken counts as an attempt; but only the first time a passing grade is received is it counted as completion. Only the highest grade will be used in the calculation of the cumulative grade point average. All courses will also be considered credits attempted for the purpose of determining successful course completion percentages.

COMPETENCY EXAMS

Undergraduate students can apply for and take competency exams for any course in their program of study, subject to academic evaluation, availability and depending upon the regulations and/or the accreditation standards of those academic programs. Not all program courses will be available for competency exams. Only those students who understand that they have the necessary knowledge of the course material for which they are interested in taking a competency exam should apply for it. This exam will be authorized to students after they have been officially enrolled in the institution and active in the term in which they apply for the exam. Competency exams will only be offered to students in courses in which they have never been enrolled.

If the student passes the exam with a grade of 70 per cent or higher, he will obtain the value in credits assigned to that course. No grade will be assigned for competency exams. The competency exam may be taken up to a maximum of two times, which means that the student can only repeat the exam once. Each attempt requires a new application and payment. The student may only take two competency exams per academic term, and up to a total of four tests in his academic life at NUC University, while not exceeding the amount of allowed transfer credits as stated in the transfer credit policy. If the student should fail the exam on both attempts, the student must enroll and take the course.

CONSORTIUM AGREEMENT FOR SHARED COURSES IN OTHER CAMPUSES OR IN THE ONLINE DIVISION

Students enrolled at a campus or in the Online Division have the option of completing a portion of their program of study through shared courses at another location. This option can be completed without requesting a formal transfer to the other location.

To take an online course at another location, no formal authorization is required; however, students must take at least one on-ground course at the campus where they are enrolled before completing the program or being transferred to the Online Division, if the full program is available in this learning environment.

In order to take shared courses in a traditional learning environment (on-ground) at a location different from the one where the student is enrolled, students must request authorization by completing the corresponding application at the Registrar's Office.

Shared courses may vary by program, campus, or the Online Division, and are subject to availability, licensing, or accreditation agencies requirements and/or institutional policies. Shared courses must be equivalent in content and from the same degree level. This option applies to all degree program levels and may be provided to students as an

alternative when they do not have courses available at their campus during an academic term. For more information, contact the Academic Affairs Office to know additional policies designed to ensure an optimal learning experience in traditional or online shared courses.

UNIVERSITY ENVIRONMENT SEMINAR

The University Environment Seminar course (SEMI 1001) is not transferable, except for those that have been enrolled and approved at NUC University as of November 2021 or later.

TRANSITION TO UNIVERSITY LIFE AND PROFESSIONAL

The Transition to University Life and Professional course (SEMI 1010) is not transferable, except for the SEMI 1001 course that has been enrolled and approved at NUC University as of November 2021 or later.

GRADING SYSTEM

The grading system used is fully explained on the transcript. The evaluation of a student's academic progress in the institution is based on:

100-*90*	*A*	=	*Excellent*	*4.00*	*Grade Points*
89-80	*B*	=	*Good*	*3.00*	*Grade Points*
79-70	*C*	=	*Satisfactory*	*2.00*	*Grade Points*
69-60	*D*	=	*Deficient*	*1.00*	*Grade Point*
59-0	*F*	=	*Failure*	*0.00*	*Grade Point*
	I	=	*Incomplete*		
	R	=	*Repeated Course*		
	TC	=	*Transfer Credits*		
	AW	=	*Administrative Withdrawal*		
	CE	=	*Competency Exam*		
	NS	=	*No Show*		
	IP	=	*In Progress*		
	P	=	*Pass*		
	W	=	*Withdrawal*		
	NP	=	*No Pass*		
	NR	=	*Grade not Reported*		

RE-ADMISSIONS

Every student who has withdrawn from the Institution and is interested in being re-admitted should complete a re-admission request form at the Registrar's office. This process applies to those students who have not been enrolled at the Institution for one or more terms.

Procedure for Re-Admission
Obtain the re-admission form in the Registrar's office.
1. Obtain the authorization of: Finance (Bursar's) office, Financial Aid office, Educational Resources Center, Admission's Office, Orientation and Counseling Office and finally the Registrar's office.

Students applying for re-admission should be aware that academic credits expire ten years after the student has studied for the last time. Except in those cases in which the student has completed an academic degree, all other academic credits completed within the ten years prior to the date in which the student seeks re-admission, will be evaluated for equivalency as per the corresponding catalog and the course content of the applicable program.

ELECTIVES

Electives are courses included in the offerings of NUC University at the student's level of study. They exclude the required courses for the degree in which the student is enrolled. Any student can select from any of these courses to comply with the electives requirements.

ACADEMIC INTEGRITY POLICY

Statement of Policy: NUC's principles of academic integrity will not tolerate acts of falsification, misrepresentation, intellectual dishonesty, whether intentional or unintentional or deception. Such acts of intellectual dishonesty include, but are not limited to, cheating, plagiarism, fabricating data or citations, stealing examinations, selling or distributing stolen examinations, using faculty member editions of textbooks without authorization, taking an exam for another student, using technology to disseminate exam questions and answers, tampering with the academic work of another student, misuse of grant or institutional funds, facilitating other students' acts of academic dishonesty, academic sabotage, and resubmitting work completed in another course (with the exception of compiling previous coursework, if approved, into a Directed Research Project).

The student will be responsible for reading and complying with the Academic Integrity Policy available on the Institution's Website.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)

SATISFACTORY ACADEMIC PROGRESS POLICY DECLARATION
NUC University adopts this Satisfactory Academic Progress Policy in accordance with its academic and federal regulations, specifically 34 C.F.R. § 668.34.

APPLICABILITY OF SATISFACTORY ACADEMIC PROGRESS POLICY
This policy applies to all students enrolled in NUC University Campuses and Technical Division units located in Puerto Rico and Florida, regardless of if they are full-time or part-time students, as a condition of maintaining eligibility for federal financial aid (and possibly other types of aid). The policy does not apply to students enrolled in Continuing Education courses. Separate from this policy, all students must also remain in compliance with their program's general academic standards.

DEFINITION OF SATISFACTORY ACADEMIC PROGRESS
NUC University defines Satisfactory Academic Progress (SAP) as the required measurement of student's academic progress towards completing their academic program. SAP is evaluated with two standards: qualitative (GPA) and quantitative (percentage of credits successfully completed or "pace").

Students must maintain the required GPA and successfully pass the necessary credits in order to meet the qualitative and quantitative components of SAP. Failure to do so may result in a student's loss of federal financial aid eligibility as described in this policy. In order for the student to complete his/her academic program within the maximum time frame established for the program (the quantitative component of SAP), the student must progress through their program at an appropriate minimum pace (percentage of credits successfully completed).

An evaluation of SAP is not completed until both the qualitative and quantitative components are reviewed. If the evaluation shows that a student does not have the required GPA or is not maintaining the required pace, they become ineligible for FSA funds *(Federal Student Aid)* unless they are placed on Financial Aid Warning (eligibility for Financial Aid Warning is discussed below) or, after a successful appeal, on Financial Aid Probation.

ROLES AND RESPONSIBILITIES

Roles	Responsibilities[1]
Appeal Committee	The Appeals Committee is made up of representatives of the Office of Student Services, Registrar, Financial Aid, Student Accounts, Academics, and Professional Counselor or its equivalent.
Submission of Appeal Request	The student will submit any Satisfactory Academic Progress Appeal request to the Dean of Academic Affairs and/or Academic Director, who will convene the Appeal Committee for an appropriate evaluation.

SATISFACTORY ACADEMIC PROGRESS POLICY REQUIREMENTS

Qualitative Component: Cumulative GPA

In order to meet the qualitative standard of SAP, a student must achieve the minimum cumulative grade point average at each specified evaluation point. (*For more details, please refer to the Satisfactory Academic Progress Evaluation Chart*).

A student enrolled in a program of more than two academic years must have a GPA of at least "C" (2.0) or its equivalent or must have an academic standing equivalent to his/her program's graduation standards at the end of the student's second academic year to be meeting the qualitative standard of SAP.

Quantitative Component: Credits Successfully Completed

In order to meet the quantitative standard of SAP, a student must progress through the program at the minimum cumulative pace in order to finish the academic program within the allowable maximum timeframe. Students who meet or exceed the minimum pace requirements will complete their program within the maximum timeframe as described in the Maximum Timeframe section of this policy.

The quantitative component is measured by dividing the credits successfully completed by the number of credits attempted. Students must successfully complete a minimum percentage of all credits attempted at each evaluation point to meet the minimum SAP standards (*Please refer to the Satisfactory Academic Progress Evaluation Chart*).

The chart below provides information about how grades affect the Qualitative (GPA) and Quantitative (credits) components.

Grade Type	Grade	GPA	Credits/ Hours Attempted	Credits Completed	Maximum Time Frame
Passing Grades	A, B, C, D	Yes	Yes	Yes	Yes
Additional Passing Grades	CE, P, YP	No	Yes	Yes	Yes
Failing Grades	F, CNP, DNP	Yes	Yes	No	Yes
No Pass Grades	NP	No	Yes	No	Yes
Incompletes	I	No	Yes	No	Yes
Dropped Courses (Withdrawals)	W	No	Yes	No	Yes
Emergency Dropped Courses (COVID-19 related)	EW	No	No	No	No
Repeated Courses	As earned for each attempt at the course	Highest grade earned	Yes, all attempts of the course	Yes, all attempts of courses successfully completed	Yes, all attempts of the course
Credits Transferred from Prior Programs at NUC Accepted Towards the Current Program	TCA, TCB, TCC	Yes	Yes	Yes	Yes
Credits Transferred from Other Institutions that were Accepted Towards the Current Program	TC, Y	No	Yes	Yes	Yes

NUC does not offer remedial courses; therefore, remedial courses are not discussed in this policy.

Courses that are dropped during the add/drop period are not included in the evaluation of SAP.

MAXIMUM TIMEFRAME
Students are required to complete their program within the maximum timeframe. NUC's SAP Policy defines the maximum timeframe for all programs as 150% of the published length of the program of study in credit hours. The maximum time is based on credits attempted and is determined by multiplying the number of credits published in the program by 1.5. For example, a 64-credit program would have a maximum timeframe of 96 credits to complete the program.

A student does not meet the maximum timeframe standards when it becomes mathematically impossible to complete the program within 150% of the published length of the program. A student who does not meet the maximum timeframe standards loses eligibility for financial aid, unless the student completes an appeal process and the appeal is approved. (*For more information, see the Appeal Process*).

EVALUATION PROCEDURE
The Registrar's Office will evaluate SAP at the end of each academic term. (*For details, refer to the SAP Evaluation charts*)

REEVALUATION PROCEDURE
The Registrar's Office will reevaluate SAP for students in rare instances of grade changes or a final grade received late from a faculty member. The Registrar will send a written communication notifying the student of the results of the evaluation if due to the grade change the student is no longer meeting the standards of SAP. NUC will not alter financial aid already disbursed to students based on SAP evaluations that were accurate at the time they were performed.

If a formerly incomplete course is assigned a grade, that grade will be accounted for in the next regular SAP evaluation.

SATISFACTORY ACADEMIC PROGRESS STATUSES AND NOTIFICATION PROCESS
If a student fails to meet the SAP standards, the Registrar's Office will send written notification indicating the results of the evaluation, the SAP status under which student was placed, and any applicable process that should be followed to maintain or regain financial aid eligibility.

FINANCIAL AID WARNING
Financial Aid Warning is a status assigned to a student who was meeting the standards of SAP during the prior term's SAP evaluation but fails to comply with the qualitative and / or quantitative component as established in the SAP policy at the most recent SAP evaluation (i.e., newly not meeting standards).

Students who are placed under a Financial Aid Warning status will be eligible to receive financial aid for the payment period following the period in which the student failed to meet SAP standards. Students are expected to improve their academic performance during this Financial Aid Warning period. If a student fails to meet the minimum qualitative and/or quantitative standards described above during the Financial Aid Warning period, the student will be placed on Suspension of Financial Aid status and lose eligibility for FSA programs unless a financial aid appeal is filed and approved. If the appeal is approved, the student will be placed under a Financial Aid Probation period.

SUSPENSION OF FINANCIAL AID
Students placed on Suspension of Financial Aid status lose eligibility for financial aid. A student will be placed on Suspension of Financial Aid status if any of the following apply:

- The student fails to meet the cumulative standards of SAP after completing a term on Financial Aid Warning, or
- The student fails to meet the cumulative standards of SAP after completing a term on Financial Aid Probation or fails to adhere to the Academic Plan required for their Financial Aid Probation status, or
- It is mathematically impossible for the student to complete the program within the maximum time frame allowed.

Students will receive written notification of Suspension of Financial Aid from the Registrar's Office. The Registrar will also notify the Dean of Academic Affairs, Financial Aid and the Student Accounts Office of the student's ineligibility for financial aid.

Unless a student has been informed that they have exhausted all SAP appeals, he/she may appeal the Suspension of Financial Aid status (see Financial Aid Appeal Process below).

Students may continue studies without financial aid after suspension if otherwise permitted in accordance with the academic standards associated with the student's program of enrollment. If the student continues without financial aid, the student will be responsible for the full cost that may apply during such period.

FINANCIAL AID APPEAL PROCESS

An appeal is a process where a student who is not meeting SAP standards asks the institution to reconsider their eligibility to receive financial aid funds. The appeal process applies to students who do not meet the SAP requirements in the period evaluated.

If the student experienced extenuating circumstances that prevented him/her from complying with the SAP requirements, the student may appeal the decision to suspend the student from the financial aid programs.

NUC considers the following as examples of extenuating circumstances:
- Student illness
- Family illness
- Distress in the family unit, such as: divorce or death of parents, spouse or children
- Loss of employment or potentially significant changes in working hours during the term
- Abusive relationships
- Natural disasters
- Financial difficulties such as foreclosure or eviction
- Other situations beyond student's control

To initiate the appeal process, the student must complete and submit a request for Satisfactory Academic Progress Appeal within a period of five (5) business days from the date of receipt of the notification. The student must be able to explain what has changed in their situation that will allow them to meet the SAP requirements at the next evaluation. The application is available at the Registrar, Counseling and Academics offices.

The responsibility of the Committee is to evaluate the reasons presented in the Financial Aid Appeal application, decide if the appeal should be approved or denied, and if the appeal is approved, determine if at the end of the next term the student will be able to meet the standards of SAP or if an Academic Plan is required.

The Appeals Committee will evaluate the Request for Appeal of Satisfactory Academic Progress and notify the Dean of Academic Affairs or designee of the decision. This Committee must establish a meeting schedule for each academic term, with a set period of time for the student to document his/her case and present it to the Committee in writing. The Registrar's Office will send the student written notice no later than 5 calendar days from the date of the committee's decision. This notification will be sent from the Student Administration System, and will be accessible to the Academic, Registration, Counseling, Financial Aid and Student Accounts offices.

If the appeal is approved, the student will be eligible for financial assistance during the Financial Aid Probation term. Once the Financial Aid Probation period ends (at the next evaluation point), in order to maintain eligibility for financial aid, the student must be able to demonstrate that he or she meets the requirements of SAP or is adhering to the terms of his/her Academic Plan. The student has the opportunity to appeal again if he/she fails to comply with the agreements established for the Financial Aid Probation period.

FINANCIAL AID PROBATION

This status applies to those students who have not been able to meet the SAP requirements resulting in Suspension of Financial Aid status, but subsequently complete the appeal process and their appeal is approved (*Please refer to the Appeal Process above*).

The Financial Aid Probation period is only for an academic term. The approval of an appeal will require that the student be placed on an Academic Plan during the Financial Aid Probation period if it is unlikely for the student to be able to meet SAP standards by the end of the payment period under Financial Aid Probation. The purpose of the Academic Plan is to provide that the student is monitored each subsequent payment period to ensure they are progressing to graduation (*Please refer to the Appeal process and Academic Plan below*).

Students will be eligible for financial aid during the payment period under a Financial Aid Probation status. Once the Financial Aid Probation period ends, students must be able to show they meet the requirements of SAP or the Academic Plan to maintain eligibility for financial aid.

ACADEMIC PLAN
Academic plans are developed by the Counselor or designated academic representative in conjunction with the student to ensure that the student is able to meet the institution's SAP standards by a specific point of time.

If a student successfully appeals and is placed on a Financial Aid Probation status with an Academic Plan, the student will retain eligibility for federal financial aid if he/she meets the standards of SAP or is meeting the terms of the Academic Plan at each SAP evaluation period. To continue in the Academic Plan after the initial Financial Aid Probation period, the Academic Counselor will follow up and document that the student is meeting the requirements of the Academic Plan. If a student wants to change their Academic Plan, they must submit an appeal.

REESTABLISHING FINANCIAL AID ELIGIBILITY
A student who has had their financial aid status suspended can reestablish eligibility for federal financial aid by attending courses without the benefit of financial aid and meeting the cumulative qualitative (GPA) and quantitative (pace) standards. A student who has lost federal financial aid eligibility due to maximum timeframe cannot reestablish eligibility for the same program of study unless they successfully appeal. NUC allows for two program changes, however, on a case-by-case basis, the Vice President of Academic Affairs may approve additional changes.

COVID-19 EXCEPTION FOR SAP CRITERIA
Section 3509 of the CARES Act allowed institutions to exclude any attempted credits from the calculation of SAP that a student has not been able to complete because of a circumstance related to the COVID-19 pandemic.

Permitted circumstances include, but are not limited to:
- Illness of the student or a member of his family
- The need to become a caregiver or first responder
- Economic difficulties
- Increase in working hours
- Loss of childcare
- Inability of continuing with classes through online education

This exception is available to students upon request to the Registrar's Office for any terms that included the start and end dates of the COVID-19 national emergency (March 5, 2020 to April 10, 2023, or an end date for COVID-19 related flexibilities to be confirmed by the U.S. Department of Education). Appropriate documentation must be provided to support permitted circumstances.

For example, the completion rate of a student who has completed 78 of the 120 attempted hours in a bachelor's degree program is 65 percent (78/120), which is below the SAP standards. However, if a student confirmed that the 12 credits they attempted but were unable to complete in the spring 2020 term were due to a circumstance related to COVID-19, the rate is recalculated to omit the 12 credits resulting in a revised completion rate of 72 percent (78/108), which meets SAP standards. The 12 credits attempted are also excluded from the maximum timeframe and GPA.

SATISFACTORY ACADEMIC PROGRESS EVALUATION CHARTS

Requirements for Satisfactory Academic Progress: Satisfactory Academic Progress will be evaluated at the end of each academic term (payment period). At each evaluation point, students must achieve a cumulative GPA and a minimum of required credits, as shown in the SAP charts below:

Associate's Degrees

Program	Program Credits	Maximum Timeframe to Complete the Program in Credits	Minimum Cumulative GPA	Minimum Cumulative Pace (Credit hours completed / Credit hours attempted)
Associate's Degree in Accounting	64	96	2.00	66.67%
Associate's Degree in Business Administration	69	103.5	2.00	66.67%
Associate's Degree in Business Administration in Entrepreneurship	67	100.5	2.00	66.67%
Associate's Degree in Business Administration in Entrepreneurship on/after 2021	65	97.5	2.00	66.67%
Associate's Degree in Criminal Justice	71	106.5	2.00	66.67%
Associate's Degree in Criminal Justice on/after 2021	70	105	2.00	66.67%
Associate's Degree in Leadership in Public Security	61	91.5	2.00	66.67%
Associate's Degree in Medical Billing and Coding	61	91.5	2.00	66.67%
Associate's Degree in Network Technology and Applications Development	74	111	2.00	66.67%

Bachelor's Degrees

Program	Program Credits	Maximum Timeframe to Complete the Program in Credits	Minimum Cumulative GPA	Minimum Cumulative Pace (Credit hours completed / Credit hours attempted)
Bachelor's Degree in Business Administration with major in Accounting on/after 2013	121	181.5	2.00	66.67%
Bachelor's Degree in Business Administration with major in Accounting on/after 2021	130	195	2.00	66.67%
Bachelor's Degree in Business Administration with major in Healthcare Management	120	180	2.00	66.67%
Bachelor's Degree in Business Administration with major in Management	120	180	2.00	66.67%
Bachelor's Degree in Business Administration with major in Business Intelligence	120	180	2.00	66.67%
Bachelor's Degree in Business Administration with major in Finance	121	181.5	2.00	66.67%
Bachelor's Degree in Business Administration with major in International Business	120	180	2.00	66.67%

Program	Program Credits	Maximum Timeframe to Complete the Program in Credits	Minimum Cumulative GPA	Minimum Cumulative Pace (Credit hours completed / Credit hours attempted)
Bachelor's Degree in Business Administration with major in Human Resources	120	180	2.00	66.67%
Bachelor's Degree in Business Administration with major in General Business	120	180	2.00	66.67%
Bachelor's Degree in Business Administration with major in Project Management	120	180	2.00	66.67%
Bachelor's Degree in Business Administration with major in Social Media Marketing	120	180	2.00	66.67%
Bachelor's Degree in Science in Nursing (RN to BSN)	52	78	2.50	66.67%
Bachelor's Degree in Criminal Justice with major in Cyber Crimes	120	180	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Cyber Crimes on/after 2021	121	181.5	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Forensic Investigation	120	180	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Forensic Investigation on/after 2021	121	181.5	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Homeland Security	120	180	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Homeland Security on/after 2021	121	181.5	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Human Services	120	180	2.00	66.67%
Bachelor's Degree in Criminal Justice with major in Human Services on/after 2021	121	181.5	2.00	66.67%
Bachelor's Degree in Criminal Justice on/after 2012	117	175.5	2.00	66.67%
Bachelor's Degree in Criminal Justice on/after 2013	120	180	2.00	66.67%
Bachelor's Degree in Criminal Justice on/after 2021	121	181.5	2.00	66.67%
Bachelor's Degree in Science in Psychology	120	180	2.50	66.67%
Bachelor's Degree in Information Technology with major in Network Administration	120	180	2.00	66.67%
Bachelor's Degree in Information Technology with major in Software Analysis and Development	120	180	2.00	66.67%
Bachelor's Degree in Information Technology with major in Information Assurance and Security	120	180	2.00	66.67%
Bachelor's Degree in Network Technology and Application Development	120	180	2.00	66.67%

Post Baccalaureate Certificates

Program	Program Credits	Maximum Timeframe to Complete the Program in Credits	Minimum Cumulative GPA	Minimum Cumulative Pace (Credit hours completed /Credit hours attempted)
Graduate Certificate in Accounting	20	30	3.00	66.67%
Graduate Certificate in Management and Educational Leadership	18	27	3.00	66.67%
Graduate Certificate in Online Education	18	27	3.00	66.67%

Master's Degrees

Program	Program Credits	Maximum Timeframe to Complete the Program in Credits	Minimum Cumulative GPA	Minimum Cumulative Pace (Credit hours completed / Credit hours attempted)
Master's Degree in Business Administration	39	58.5	3.00	66.67%
Master's Degree in Business Administration with Specialty in Digital Marketing	39	58.5	3.00	66.67%
Master's Degree in Business Administration with Specialty in Planning and Strategy	39	58.5	3.00	66.67%
Master's Degree in Education with Specialty in Curriculum	39	58.5	3.00	66.67%
Master's Degree in Education with Specialty in Educational Leadership	39	58.5	3.00	66.67%
Master's Degree in Education with Specialty in Assessment and Effectiveness	39	58.5	3.00	66.67%
Master's Degree in Business Administration with Specialty in Human Resources	39	58.5	3.00	66.67%
Master's Degree in Information Technology	39	58.5	3.00	66.67%
Master's Degree in Science in Nursing with Specialty in Education	36	54	3.00	66.67%
Master's Degree in Science in Nursing with Specialty in Medical- Surgical and Role in Education	36	54	3.00	66.67%
Master's Degree in Science in Nursing with Specialty in Medical- Surgical and Role in Management and Executive Leadership	36	54	3.00	66.67%
Master's Degree in Industrial Organizational Psychology	45	67.5	3.00	66.67%

INSTITUTIONAL POLICY REGARDING WITHDRAWALS, INCOMPLETES, LEAVES OF ABSENCE, AND OTHERS

Withdrawals

For the purpose of measuring the satisfactory academic progress of a student, withdrawals will be considered as courses not approved. This will not affect the student's cumulative grade point average, but will have an effect on the number of credits that the student should have completed successfully at the moment in which his academic record has been evaluated to measure the time frame for academic progress.

Policy to Request, Award and Remove Incomplete (I) Provisional Grades

An incomplete grade is a provisional grade given to a student who, for acceptable and justifiable reasons, failed to complete all assignments or laboratory or practice hours required before the completion of a course, but is expected to complete them in a reasonable time to receive credit and a satisfactory grade. Approval of an incomplete is at the discretion of the professor or authorized academic personnel. Students may request a provisional grade of incomplete if they meet the conditions and reasons described below.

To receive a grade of Incomplete, students must complete the Request for Provisional Grade of Incomplete on or before the deadline established in the academic calendar. The request must include the reason that prevented the student from completing the required course material prior to the date of completion and, if necessary, must include any supporting documents. The reason given by the student cannot be an impediment for the student to remove the incomplete within the date established in the academic calendar or agreed upon with the professor. The professor must validate that there is a reasonable expectation that the student can receive credit and obtain a satisfactory grade.

To be considered to receive an incomplete, the student's request must include an acceptable reason why the student feels the need to request additional time to complete the required material or hours of the theory, laboratory, or practical course. The institution considers the following reasons to be acceptable:

1. the health condition of the student
2. the temporary health condition of a close family member
3. the death of a close family member
4. limitation in practice center or laboratory to complete hours
5. military or emergency management services deployment
6. emergencies such as atmospheric phenomena and epidemics, among others
7. other justifiable reasons (subject to the evaluation and approval by the professor and the authorization of the Dean of Academic Affairs, Academic Director, or designated person)

Process for Requesting an Incomplete Provisional Grade:

1. The student will request the form, *Request for Provisional Grade of Incomplete* through:
   - the Registrar's Office – NUC University campuses in Puerto Rico or IBC Technical Division
   - the Academic Advisor – Online Division
   - the course professor – Florida Technical College campuses
   - the forms section of the following web pages:
     - NUC Campuses: https://www.nuc.edu/registraduria/
     - IBC Technical Division: http://tecnicos.nuc.edu/asuntos-estudiantiles/registraduria/
     - FTC: https://www.ftccollege.edu/academic-support/
2. The Request for Provisional Grade of Incomplete document must be duly completed, signed, and accompanied by corresponding evidence.
3. The student will submit the application to the course professor or academic advisor (Online Division) either in person or via email, along with the corresponding evidence on or before the deadline established in the academic calendar of the term for which the student is interested in applying for the provisional grade. If the professor is not available, the documents will be submitted to de Dean, Program Director, or designated personnel.
4. The course professor will evaluate the documents presented by the student to evidence the extenuating circumstances that limited the delivery of assignments or the completion of practice hours and laboratories.

5. The professor will determine whether to grant the request and deliver the Request for Provisional Grade of Incomplete document duly completed and signed in all its parts to the Registrar's Office. If the request is approved, it will include the grade that the student would get if the required assignments or hours (provisional grade) are not completed, which will be awarded as a final grade if the student does not complete the incomplete removal process. To calculate the provisional grade, the professor will consider the assignments that the student has not submitted, placing a score of 0 on the work that has not been completed.
6. The professor or designated personnel will notify the student of the decision through institutional email or other available means and coordinate the due date for make-up assignments, practice, or laboratory hours with the student.
7. If the request is approved, the student will pay the (non-refundable) Incomplete Removal fee at the Bursar's Office, based on the "tuition and fees" in effect at the time of the request and as published in the General Catalog.
8. If a student requests a provisional grade of incomplete in their last course of practice and in their last academic term, the student will be awarded Externship Complete status.
9. The student will have 12 days, from the beginning of the next module or semester, to remove the provisional grade of incomplete of a theory or laboratory course.
10. The student will have 45 days, from the beginning of the next module or semester, to remove the provisional grade of incomplete of a practicum course.

Process for Requesting Removal of an Incomplete Provisional Grade:
1. The student will request the form, *Removal of the Provisional Grade of Incomplete* through:
   - the Registrar's Office – NUC University campuses in Puerto Rico or IBC Technical Division
   - the Academic Advisor – Online Division
   - the course Academic Dean – Florida Technical College campuses
   - the forms section of the following web pages:
     - NUC Campuses: https://www.nuc.edu/registraduria/
     - IBC Technical Division: http://tecnicos.nuc.edu/asuntos-estudiantiles/registraduria/
     - FTC: https://www.ftccollege.edu/academic-support/
2. The student will complete the Removal of the Provisional Grade of Incomplete document and deliver it with the authorized seal or signature (DocuSign) of the Bursar's Office to the Registrar's Office, where the document will be kept until the professor delivers the final grade.
3. The student will submit the receipt of the payment to the professor, along with a copy of the Removal of the Provisional Grade of Incomplete document, to establish the work plan to be followed for the removal of the incomplete assignments for the theoretical course or for making up the required laboratory or practice hours. If the professor is not available, the documents will be delivered to the Dean of Academic Affairs, Academic Director, or Academic Advisor, as appropriate, who will acknowledge receipt of the documents.
4. The student will complete their assignments or laboratory or practicum hours by the due date agreed upon with the professor and established in the academic calendar.
a. The required documents will be sent to the professor through the institutional email, inbox (for online students), if possible, depending on the work, using the following format: STUDENT NAME, COURSE CODE, COURSE SECTION. If the professor is not available, the documents will be delivered to the Dean of Academic Affairs, Academic Director, or Academic Advisor, who will acknowledge receipt of the documents.
5. The professor will complete the Removal of the Provisional Grade of Incomplete document, including the new grade, if applicable, through DocuSign.
6. The Registrar's Office will make the change to the new grade in the Student Administration System. The office will notify the student about the removal of the incomplete via email.
7. The student will be able to see the course's final grade by accessing the Student Portal.

Notes:
If the student fails to comply with the incomplete removal process within the time set, the Registrar's Office will award the provisional grade given by the professor in the incomplete application as the final grade. A second request for incomplete will not be authorized for the same course. If the student disagrees with the final grade received, they may request a review. Refer to the Grades Changes process. Special situations will be referred to the Office of the Vice Presidency of Academic Affairs with their due evidence for the corresponding evaluation. Students in the Nursing Program will be referred to the Office of the Vice Presidency of Nursing Programs. Students in Technical Programs will be directed to the Office of the Vice Presidency of Academic Affairs of the IBC Technical Division.

Program Changes

A program change will be considered any change that involves a change in curriculum; either within the same program in which the student is enrolled or in another program. Students interested in a program change must be guided by the professional counselor in the case of on ground students and the academic advisor in the Online Division.

During the interview, the student and the professional counselor in the case of on ground students and the academic advisor in the Online Division will assess the student's academic interests and proceed to complete the Change of Program Form. The Director of the Department to which the student is referred to will approve the program change. Once the program change is approved, it will be submitted to the Registrar's office, to be updated in both the student's academic record and the system. Only two program changes will be permitted. Program changes due to curriculum review will not count as a change for purposes of authorization from the Vice President of Academic Affairs.

Regarding the determination of the Satisfactory Academic Progress (SAP) status of a student who changes programs, who seeks to earn an additional degree, or changes to a different curriculum, either voluntarily or through the re-admission process, will be counted in the determination of academic progress only the credits approved in the previous program that are required in the new program, and the credits attempted and grades earned in the new program.

The grade point average (GPA) required for a program change must meet the GPA of the new program. If the student does not meet the GPA of the new program, the following process will take place: a) For students who did not make academic progress in their first academic term, will be used the GPA for admission to the institution; b) For students with more than one term attempted, must be evaluated by the Program Change Committee composed of the department director and the professional counselor in the case of on ground students and the academic advisor in the Online Division, with the exception of those programs that have specific programmatic accreditation or admission requirements.

Leave of Absence (LOA)

The student should notify the Registrar's Office in writing of the reasons why he is requesting a leave of absence (LOA). The request for leave of absence should be made prior to the start date of the LOA. The student's request will be evaluated and, if approved, the student will be notified in writing. It will be the student's responsibility to enroll in the term immediately following the LOA end date.

Repeating a Course

A student can repeat a course if he is interested in improving his grade. Repetition of previously failed courses may be counted in the student's enrollment status for Title IV funding purposes. However, repetition of a previously passed course may be counted in the student's enrollment status for Title IV funding purposes only one time. For this purpose, passed course means any completed course with a grade higher than an "F".

For satisfactory academic progress purposes, each time a course is taken counts as an attempt; but only the first time a passing grade is received is it counted as completion. Only the highest grade will be used in the calculation of the cumulative grade point average.

Re-admission

Any student who discontinues his studies in the institution and is later re-admitted in the same academic program, as long as the program has not undergone any curricular revision, will re-enter under the academic progress status that he had at the moment of discontinuing his studies. If the student is re-admitted in the same program that has undergone a curricular revision or change to a different academic program, only the credits approved and grades earned under the previous program that are required in the new program will be counted in academic progress. Notwithstanding the above, the students so re-admitted, should be bound by academic program and other requirements in the Catalog and other established guidelines effective as of the date of this re-admission. Likewise, any Armed Forces member enrolled, including reserve components and National Guard members will be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces.

Transfer Credits

All the transfer credits (TC) from other institutions that are equivalent to the program of studies will be included in the maximum time frame. Transfer credits (TC) will be counted as attempted and completed credits, but they will not be included in the grade point average (GPA) calculation.

In the event that there are no relevant courses to transfer to the new academic program, the student begins the new curriculum with a new maximum time frame and a new cumulative grade point average.

Pass-No Pass Grades

Pass-No Pass grades for satisfactory academic progress purposes do not affect the student's cumulative grade point average but are counted as credits attempted as well as for maximum time frame purposes.

Remedial Courses

The Institution does not offer remedial courses.

Grade Points and Grade Point Averages

Each grade has a grade point value. The grade point average is computed according to the following procedure: write down the grade and number of credits for each course; then multiply the grade point value for each grade by the number of credits of each course. After this, add the number of credits to obtain the total number of credits, add the grade point values to obtain the total grade point value, then divide the total grade point value by the total number of credits. This will provide the grade point average.

Example:

GRADE		POINT VALUE		
SPAN 1010	A (4)	X	3 CRS.	12
ENGL 1010	B (3)	X	3 CRS.	9
BUAD 2050	C (2)	X	3 CRS.	6
MATH 1010	D (1)	X	3 CRS.	3
HUMA 1010	F (0)	X	3 CRS.	0
TOTALS			15 CRS.	30
GRADE POINT VALUE			**30 ÷ 15=2.00 = C**	

Grade Point Average for Graduation

It is calculated using the honor points as defined above, but includes only the required and elective courses of the program of study from which the student is graduating.

Add/Drop Period Policy

The Add/Drop Period Policy addresses the process that is to be followed when changes are made to the student's class schedule after the start of the term and no later than the due date published in the academic calendar. Please refer to the Institutional Refund Policy for details on how NUC will manage the charges when a student adds and/or drops courses during the add-drop period.

The general established process will be that, the student:
1. request the Add and Drop form available at the Academic Affairs Office or the Registrar's Office, as appropriate,
2. complete the form in the corresponding parts,
3. visit the academic area to make the requested change or make the requested change electronically,
4. receive appropriate guidance from the Student Accounts Office,
5. submit the form to the Registrar's Office for processing the change in system and,
6. sign and keep a copy of the new class schedule.

Course Prerequisites

Students are required to take the prerequisites as established in each program of study. Exceptions for the prerequisites are to be approved by the Department Director.

AVERAGE LENGTH OF DEGREE PROGRAMS

Average length of time required to obtain an Associate's Degree is from one and a half to two and a half years whereas in the case of the Bachelor's Degree it's from three to four years. For the Master's Degree programs, the average length of time normally required to obtain this degree is from one to one and a half years. Likewise, this length of program applies to any Armed Forces member enrolled, including reserve components and National Guard members.

GRADUATION REQUIREMENTS

Students are recommended for graduation under the rules and regulations in the official catalog at the time the student entered or was readmitted to the Institution whichever date is later. A student may apply for graduation at the time he has completed 90 percent of the courses required. The student should meet the minimum grade point average and other requirements as indicated in the **Graduation Requirements Tables.** Additionally, the student must be up to date with any payment plan with the institution in order to graduate.

A graduation application must be completed and submitted to Registrar's Office before the deadline established in the academic calendar. This application will be effective until the next scheduled graduation ceremony held in July of every year. The Registrar will evaluate every application for graduation to determine if the student has completed all graduation requirements. A graduation certification is available upon request. Students who graduate with two different programs, must complete a separate application for each program and will receive two diplomas. These graduation requirements apply to any Armed Forces member enrolled, including reserve components and National Guard members.

In the case of the Post Baccalaureate Certificates program there will be no graduation ceremony. When the student completes the program satisfactorily, the student will receive a Professional Certificate. The following is required:
1. GPA of at least 3.0
2. All courses should be approved with a minimum grade of B.

GRADUATION REQUIREMENTS TABLE

Undergraduate Programs

Grade Level	Minimum grade point average for graduation	Minimum grade needed to approve courses
All Associate's Degree Programs	GPA 2.00	All major courses, and those general education and core courses identified in the catalog should be approved with a minimum grade of C.
Bachelor's Degree in Science in Nursing (RN to BSN)	GPA 2.50	All courses should be approved with a minimum grade of C.
Bachelor's Degree in Science in Psychology	GPA 2.50	All courses should be approved with at least a "C" grade, except for the Capstone and elective courses at graduated level that must be passed with at least "B" grade.
All other Bachelor's Degree Programs	GPA 2.00	All major courses, and those general education and core courses identified in the catalog should be approved with a minimum grade of C.

Master's Degree Programs

Grade Level	Minimum grade point average for graduation	Minimum grade needed to approve courses
Master's Degree in Business Administration	GPA 3.00	All courses should be approved with a minimum grade of B.
Master's Degree in Educational Leadership	GPA 3.00	All courses should be approved with a minimum grade of B.
Master's Degree in Information Technology	GPA 3.00	All courses should be approved with a minimum grade of B.
All Master's Degrees in Science in Nursing	GPA 3.00	All courses should be approved with a minimum grade of B.
Master's Degree in Industrial Organizational Psychology	GPA 3.00	All courses should be approved with a minimum grade of B.

Credential Level	Minimum grade point average for graduation	Minimum grade needed to approve courses
Doctorate in Business Administration with Specialty in Strategic Management	GPA 3.00	1. Complete and approve all courses with a mínimum grade of B or Pass. 2. Approve the doctoral dissertation defense. 3. The student must fulfill the requirements for the degree within the term of eight (8) years. 4. The Doctoral Committee may recommend to the pertinent authorities to extend said term for a period of no more than two (2) years in exceptional meritorious cases.

For purposes of Title IV recipients, the definition of a passed course means any grade higher than an "F". Please refer to the Financial Aid Office for further information.

Graduation with Honors

In recognition of high achievement, certificates or medals will be awarded using the graduation index as defined on page 69 to those students who graduate from a program as follows:

Bachelor's Degree programs:

> 3.95-4.00 Summa Cum Laude
> 3.71-3.94 Magna Cum Laude
> 3.50-3.70 Cum Laude

Associate's Degree Programs:

> 3.85 to 4.00 points - High Honor
> 3.50 to 3.84 points - Honor

In the Master's Degree program students will be eligible for honors recognition as follows:

> 4.00 Academic Excellence

Graduation Ceremony

The graduation ceremony will normally be held during July of every year. Students who have completed the requirements for graduation in any of the Institution's programs are eligible to participate in this Ceremony. Students whose accounts are not current or have an outstanding debt with the institution, will not be granted a graduation permit to attend the graduation ceremony.

PUBLICATIONS

The Student Affairs Office publishes several newsletters and/or flyers and are the Institution's means of sharing friendship and information. They are published periodically by the Institution for all students, personnel and the community. Under the direction of the Student Affairs Office and with the participation of students, these publications include interesting articles and comments on institutional life as well as individual students and personnel's thoughts and interests.

FINANCIAL INFORMATION

TUITION, FEES AND OTHER CHARGES
Effective for Terms Starting on or after 07/01/023
Revised on: 09/08/2023

The Tuition, Fees, and Other Charges listed below are applicable to all students enrolled at NUC University (NUC), with the exception of students enrolled in programs offered at NUC University – IBC Technical Division and continuing education courses. The institution reserves the right to review costs as needed. These changes are duly notified to students prior to its implementation. Students are encouraged to be attentive for announcements regarding Tuition, Fees, and Other Charges, which are published at the following link: http://www.nuc.edu.

TUITION AND FEES

The Tuition and Fees listed below are costs related to the offering of the courses and are applicable to each academic term for which the student is enrolled. Refer to the Institutional Refund Policy for details regarding how NUC will handle charges when a student cancels their enrollment, adds or deletes courses during the add/drop period, or withdraws before completing a payment period.

TUITION[1]

PUERTO RICO RESIDENTS

Undergraduate and Master Degree Programs	Cost per Term	Cost per Term
Term Credits	Health and Technology Programs	Other Programs
12 or more	3,657.00	3,584.00
9-11	2,743.00	2,688.00
6-8	1,829.00	1,792.00
3-5	915.00	896.00
2	610.00	598.00
1	305.00	299.00

Doctorate Degree Programs	Cost per Credit
Cost per Credit	$350.00

[1] Audit and non-degree seeking students will pay $175.00 per credit.

NON-RESIDENTS OF PUERTO RICO (PR)

PROGRAMS OFFERED IN SPANISH

Undergraduate Programs Term Credits	Cost per Term Cost	Cost per Term Eligible Military
12 or more	4,572.00	3,762.00
9-11	3,429.00	2,822.00
6-8	2,286.00	1,881.00
3-5	1,143.00	941.00
2	762.00	628.00
1	381.00	314.00

Master Degree Programs Term Credits	Cost per Term Cost	Cost per Term Cost Eligible Military
12 or more	4,801.00	3,951.00
9-11	3,601.00	2,964.00
6-8	2,401.00	1,976.00
3-5	1,201.00	988.00
2	802.00	660.00
1	401.00	330.00

Doctorate Degree Programs Cost per Credit	Cost per Credit	Eligible Military
Cost per Credit	$450.00	350.00

PROGRAMS OFFERED IN ENGLISH/BILINGUAL

Undergraduate Programs Term Credits	Cost per Term Health and Technology Programs	Cost per Term Other Programs
12 or more	5,520.00	5,400.00
9-11	4,140.00	4,050.00
6-8	2,760.00	2,700.00
3-5	1,380.00	1,350.00
2	9,20.00	900.00
1	460.00	450.00

Master Degrees Term Credits	Cost per Term Health and Technology Programs	Cost per Term Other Programs
12 or more	5,871.00	5,756.00
9-11	4,401.00	4,320.00
6-8	2,934.00	2,880.00
3-5	1,467.00	1,440.00
2	978.00	960.00
1	489.00	480.00

FEES

Description	Amount
All Programs[2]	
Technology Resources and Administrative Services[3] (Per Term)	370.00
Electronic Device	390.00

OTHER CHARGES

The charges listed below are discretionary and are handled at the student's request.

Description	Amount
Academic Evaluation	2.00
Certification of Contact Hours – Continuing Education	10.00
Certifications	15.00
Change of Course(s)	30.00
Collection Agency Fees (up to an additional 30% per balance referred to an agency)	0.30
Copy of Official Enrollment	2.00
Diploma Duplicate	35.00
Duplicate of Student ID	5.00
Evaluation of Foreign Academic Credentials	100.00
Official Credits Transcript	15.00
Parking Stamp (taxes included - *Cost: 4.43 + IVU (11.5%): 0.57 = 5.00*)[4]	5.00
Proficiency Examination (per credit)	100.00
Program/Concentration Change	30.00
Removal of Incomplete (per course)	50.00
Returned Check "NSF"	15.00
Printing, Photocopying and Scanning Costs (per page/per side)	
Letter Size - Black & White	0.10
Letter Size - Color	0.25
Legal Size - Black & White	0.15
Legal Size - Color	0.30
Scanning/E-mailing	0.50
Printing Token	3.00
Top up for printing and/or photocopying (per term)	5.00

[2] The student may opt out of this charge. The electronic device fee varies according to the model of the equipment and applies only to the term in which the student receives the equipment and will not be refundable unless the student returns the equipment unused (sealed box), or certified defective by authorized personnel of the institution.

[3] Does not apply to audit and non-degree seeking students.

[4] Applies to students enrolled in locations that require parking stamp.

DESCRIPTION OF TUITION AND FEES

Tuition - Supports costs associated with course development and instruction. It include costs related to providing the student with high quality laboratories, including costs associated with, but not limited to the cost of furniture, equipment, software, and special materials used in the laboratory. It also supports the costs associated with creating and maintaining an environment that offers the student the opportunity to learn and practice in a workplace setting. The amount charged is based on the total credits registered for the corresponding period.

Electronic Device - Provides the student with the opportunity to acquire the equipment needed to complete their distance learning courses at a price below the competitive market rate. The equipment is available upon the student's request and subject to availability.

Students may choose not to pay this fee. If the student chooses not to pay this fee, the student will be responsible for the purchase of the equipment.

Technology Resources and Administrative Services - Supports the availability of educational and administrative technology services including, but not limited to, the following: multimedia, access to digital resource data network, library access system enhancements, updating of e-learning systems, accident insurance, degree granting process, technology safety systems, data protection systems, and technologies to support student services.

COST OF ATTENDANCE INFORMATION

The cost of attendance (COA) represents the estimated amount it will cost the student to go to school for an academic year. The Financial Aid Office uses the COA to determine the amount of financial aid for which the student is eligible. The components of the COA are reviewed annually using current institutional costs and Living Expense Budget Information published by the College Board as a reference. The Financial Aid Office, once it awards financial aid, will send students a financial aid offer that will include details of the costs of attendance used to determine eligibility for the academic year.

COA includes an estimate of direct and indirect costs. Direct costs such as: tuition and fees are detailed above. Indirect costs such as: food and housing, estimated cost of books, course materials, supplies and equipment, transportation, loan fees, and miscellaneous personal expenses are detailed below. Please note that COA for students who attend less than half-time, does not include miscellaneous personal expenses.

		Estimated Cost per Term per Living Arrangements	
Component	**Description**	**Living Off Campus**	**Living with Parent**
Books, course materials, supplies, and equipment	An allowance for books, course materials, and equipment.	473.00	473.00
Federal student loan fees	An allowance for the cost of any Federal student loan fee, origination fee, or insurance premium charged to the student or the parent of the student.	1.057% for Direct Subsidized Loans and for Direct Unsubsidized Loans. As an example, the loan fee on a $5,500 loan would be $58.13. 4.228% for Direct PLUS Loans (for both parent borrowers and graduate and professional student borrowers). As an example, the loan fee on a $10,000 loan would be $422.80.	1.057% for Direct Subsidized Loans and for Direct Unsubsidized Loans. As an example, the loan fee on a $5,500 loan would be $58.13. 4.228% for Direct PLUS Loans (for both parent borrowers and graduate and professional student borrowers). As an example, the loan fee on a $10,000 loan would be $422.80.
Living expenses	An allowance for food and housing costs, to be incurred by the student attending the institution on at least a half-time basis.	3,968.00	2,580.00
Miscellaneous personal expenses	An allowance, for a student attending the institution on at least a half-time basis.	1,076.00	1,076.00
Professional licensure, certification, or a first professional credential	An allowance for the costs associated with obtaining a license, certification, or a first professional credential, for a student in a program that prepares them to enter a profession that requires such a qualification.	Varies by Program	Varies by Program
Transportation	An allowance, which may include transportation between campus, residences, and place of work.	824.00	824.00

The COA may also include additional components that are evaluated on a case-by-case basis per student's request. These additional components may include: an estimate of dependent care costs, and expenses related to a disability.

To apply for a COA adjustment, the student must complete an Application for Student Budget Adjustment. This document is available and can be requested at the Financial Aid Office

California Online Students please refer to next page for Student Tuition Recovery Fund (STRF) important information.

For NUC California Online Students Only

Student Tuition Recovery Fund (STRF)

"The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number."

Payment Policy

I.   General Information with Regard to Payment Policy for Tuition and Fees

The academic year consists of three trimesters with a duration of approximately 14 weeks each. Each trimester represents a payment period for financial aid purposes. All student payment balances should be paid in accordance with the following options:

      a.   By paying the full balance upon the student's completion of the registration process and upon the student receiving their official program of study.
      b.   Through a payment plan of 3 payments per payment period.
      c.   Through any other grant or benefit for which the student may be eligible.

The disbursements will be credited directly to the student's account to cover the payment of tuition and fees. Once the tuition and fees for the academic year have been covered, a check will be issued for the amount in excess, if any, within the 14 days following the date in which the account reflects the credit.

II.   Payment Policy for students who are not eligible for Federal and/or State Financial Aid

The Institution reserves the right to request an initial deposit from these students to receive their official program of study of no less than 35% of the total cost of their tuition and fees for the term in question.

III.   Continuing or Regular Students

If the student has a pending debt with the institution from a prior term of studies, it should be paid in full before receiving the official program of study for the current term. The applicable procedure to make the payments will be governed by what is stated in the institution's payment policy found in this catalog and available at the Bursar's Office

IV.   Payment procedure

Payments shall be made in cash, personal check, Manager's check (payable to NUC University), ATM, American Express, Master Card, Visa or any debit or credit card accepted by the Institution. Payments made by credit card may also be made through the student's portal. The institution reserves the right to accept checks which are not payable to NUC University. All checks returned by the bank will have a $15 surcharge payable upon picking up the check and paying in cash the amount it was made out for.

In the eventuality that NUC University refers an unpaid student account to an external collection agency, all related costs must be paid in full by the student. The Institution reserves the right to restrict the provision of certain documents such as student transcripts, certifications, diplomas and participation in the graduation ceremony to those students whose accounts are not current.

Cancellation prior to commencement of classes

If a student cancels his enrollment prior to the beginning of classes the Institution will charge him a $100 administrative fee.

Contract Training

In the case of government or private sponsored contract training, an administrative cost will be included in the budget to cover administrative and student services provided to these students. This also includes all students trained with funds provided through the "Workforce Investment Act" (WIA).

INSTITUTIONAL REFUND POLICY

The Institutional Refund Policy regulates how NUC University (NUC) will manage the charges when a student cancels his enrollment, adds and/or drops courses during the add-drop period, or withdraws prior to completing a payment period. The Institutional Refund Policy applies to all students enrolled at NUC, with the exception of students enrolled in courses/programs that do not lead to a degree.

Enrollment Cancellations
The student has the right to cancel his/her enrollment agreement within three (3) business days from the student's signing his/her enrollment agreement or until the end of the add/drop period, as specified in the academic calendar, whichever ends later. To cancel the enrollment agreement, the student must complete the Enrollment Cancellation Request form which is available at the Admission's Office. Upon cancellation of the enrollment agreement, the institution will cancel all of the student's financial obligations, other than books and supplies, if applicable, which are not returnable because of use.

Add/Drop Period
Any student who is enrolled for a payment period will have until the end of the add-drop period, which is the first seven calendar days of the academic term, as specified in the academic calendar, to add/drop courses without any fee. Please refer to the academic calendar for specific dates. Any charges for tuition and fees, as well as any funds paid for supplies, unused books or equipment which can be returned to the institution during this period will be refunded. Except for exceptional circumstances, there will be no adjustments for these charges after this period.

Never Attended (No Show)
The institution will cancel all of the student's financial obligations for unattended payment periods, other than books and supplies, if applicable, which are not returnable because of use.

Withdrawals
If a student attends but withdraws from school after the add/drop period and prior to completing a payment period, the percentage used to determine the applicable charges will be the percentage of completed days from the total days in the payment period, rounded to the nearest 10%. NUC will use the last day of attendance to determine the days completed in the payment period. The table below provides details about how percentages are determined.

Completed Days in Payment Period / Total Days in Payment Period	Percentage of Charges owed to the Institution	Percentage of Charges to be Refunded
Up to 10.0%	10%	90%
10.01% - 20.0 %	20%	80%
20.01% - 30.0%	30%	70%
30.01% - 40.0%	40%	60%
40.01% - 50.0%	50%	50%
50.01% - 60.0%	60%	40%
60.01% - 100%	100%	0%

Example of an Institutional Refund Calculation for a student that withdraws during a payment period that begins on 1/7/2019 and ends on 3/28/2019. Tuition charges for the period are $5,420.00.

Last Day of Attendance	Percent Attended	Percent of Tuition to be Refunded	Refund Amount
1/18/2019	14.81%	80%	$4,336.00
02/16/2019	49.38%	50%	$2,710.00

The following fees are exempt from adjustment in this refund policy. Unused electronic devices that are returned no later than 20 days from the date of the student's withdrawal (Last date of attendance) will be refunded.

NUC University:
• Electronic Device

The student is responsible for the outstanding balance on his/her account, after the institution has applied any financial aid for which the student is eligible. Institutional refunds shall be made within 30 days after the date that the institution determines that the student has withdrawn.

The Student Account's Office has the responsibility to apply this policy to the accounts of students which require it.

Title IV Refund Policy

NUC University (NUC), in accordance with federal laws and regulations, follows the Federal Policy for Return of Title IV Funds to determine the amount of Title IV aid a student has earned if he/she decides to withdraw from the institution or otherwise ceases attendance prior to the end of a payment period. A student is not considered withdrawn if any of the following applies:

(1) the student completes the requirements for graduation before completing the payment period (applicable only to graduation from the student's program of enrollment as of that payment period);
(2) If the student is enrolled in a program comprised of modules and any of the following applies:
   a) The institution obtains written confirmation that the student will attend a later module in the same payment period or period of enrollment that begins no later than 45 calendar days after the end of the module the student ceased attending. (If the student is enrolled in any full-term courses during the payment period the 45-day timeline does not apply, but the student must confirm in writing that they will be returning to a module that begins later in the payment period);
   b) The student successfully completes (earns at least one passing grade per module in) one or more modules that, together, comprise at least 49% of the days in the payment period (excluding scheduled breaks of five (5) consecutive days or more, and all days between modules, if applicable); or
   c) The student successfully completes (earns a passing grade in) coursework equal to or greater than the coursework required for half-time enrollment.

The law specifies how NUC must determine the amount of Title IV program assistance a student earns if he/she decides to withdraw from or otherwise ceases attendance in the institution. The Title IV programs in which NUC currently participates that are covered by this law are: Federal Pell Grants, Iraq & Afghanistan Service Grants, Direct Loans, Direct PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOG).

Although Title IV aid may be credited to the student's account at the beginning of each payment period, the student earns the funds as they complete the payment period. If a student withdraws before completing the payment period, the amount of Title IV program assistance the student earned up to that point is determined on a pro rata basis. If the student received (this includes amounts received on your behalf by the institution, or your parent) less assistance than the amount earned, he/she may be able to receive those additional funds as a post-withdrawal disbursement. If, however, the student received more assistance than he/she earned, the institution and/or the student will have to repay the excess.

For example, if a student completes 20% of the payment period (term), he/she will have earned 20% of the Title IV assistance he/she was originally scheduled to receive. Once a student completes more than 60% of the payment period, he/she will have earned all the assistance that he/she was scheduled to receive for that payment period. The percentage completed in the payment period is calculated by dividing the calendar days the student completed in the payment period (term) (as of student's Last Day of Attendance) by the

total calendar days in the payment period (term) that the student was scheduled to attend (excluding, if applicable, any scheduled break of 5 consecutive days or more). For students withdrawing from a program offered in modules, the number of days the student is scheduled to attend in the payment period (term) is determined as follows:

- If eligible for Pell Grant, Iraq-Afghanistan Service Grant during the payment period (term) - days in modules in which the student actually began attendance, or
- If eligible for Direct Loan or FSEOG funds during the payment period (term) (regardless of eligibility for other Title IV programs) - days in modules the student was enrolled in on the first day of the period or enrolled in at any time during the period.

The date of determination refers to the date NUC determined that a student ceased attendance. NUC routinely monitors attendance records and determines if a student ceased attending within 14 days of his/her last day of attendance.

If the student did not receive all the funds earned, he/she may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the institution will contact the student to request written authorization before disbursing the funds. At that point, the student will be provided with the option to accept or decline some or all of the loan funds. The institution will provide written notification to the student (or parent) of his/her eligibility for a post-withdrawal disbursement of loan funds within 30 days of the date of determination that the student withdrew. The student will be allowed at least 14 days to provide written confirmation of their decision. Before accepting loan funds, students should consider that they must pay back the loan funds with interest.

The institution will automatically credit the student's account with any post-withdrawal disbursement of grant funds to pay for contracted tuition, fees, and room and board charges. The institution will also automatically credit the student's account with the post-withdrawal disbursement of grant funds to pay for other institutional charges if, prior to withdrawal, the student provided authorization. The institution will disburse the post-withdrawal disbursement of grant funds in excess of outstanding current charges and other institutional charges (if authorized by the student) to the student within 45 days of the date of determination that the student withdrew.

All post-withdrawal disbursements of loan and grant funds must be disbursed within 180 days of the date of determination that the student withdrew.

It is important to understand that due to other eligibility requirements, the institution is prohibited from disbursing some Title IV funds that a student was scheduled to receive prior to withdrawal. For example, the institution cannot make a post-withdrawal disbursement of loan funds to a first-time, first-year undergraduate student who withdrew prior to completing the first 30 days of the payment period. We encourage students to contact the Student Accounts Office with any questions.

If the student received (this includes amounts received on your behalf by the institution or your parent) excess Title IV program funds that must be returned, the institution must return a portion of the excess funds equal to the lesser of student's institutional charges multiplied by the unearned percentage of student's funds, or the entire amount of excess funds. The institution must return any portion of unearned funds for which it is responsible as soon as possible but no later than 45 days after the date of determination that the student withdrew. The institution will return Title IV funds for which it is responsible, in the following order:

1. Unsubsidized Federal Direct Stafford Loan
2. Subsidized Federal Direct Stafford Loan
3. Federal Direct PLUS Loan
4. Federal Pell Grants
5. Iraq & Afghanistan Service Grants
6. FSEOG

If the institution is not required to return all of the excess funds, the student must return the remaining

amount. The law provides that students are only required to return 50 percent of the grant assistance they received or were scheduled to receive. The student portion of grants will not be returned if the grant overpayment is $50 or less. Any amount that students have to return is called an overpayment. Students are required to make arrangements with the institution or the U.S. Department of Education to return the unearned grant funds. If a grant overpayment results from the calculation, the institution will notify the student within 30 days of the date of determination that the student withdrew or otherwise ceased attendance to coordinate arrangements to return the unearned grant funds. Students will have 45 days to make repayment arrangements with the institution from the date of the institution's notice of overpayment. Failure to make satisfactory repayment arrangements for the student portion of unearned grant funds may result in the student losing eligibility for Title IV funds.

Any loans the student, or his/her parent, received in excess of loan funds earned that are the student's or parent's responsibility to return per the calculation must be repaid in accordance with the terms of the promissory note. That is, the borrower makes scheduled payments to the holder of the loan (the Department of Education) over a period of time. The loan amounts received must be repaid in full with applicable interest even if student did not complete the program, is unable to obtain employment after completing the program, or is dissatisfied. To obtain detailed information about the federal loan types and amounts received for each academic year and the servicer contact information for each loan, the borrower may access their account at studentaid.gov. The borrower may also contact the Financial Aid Office for assistance in obtaining this information.

The requirements for Title IV program funds when a student withdraws are separate from the institutional refund policy. If a student ceases attending, the Title IV funds that previously paid or were anticipated to pay the student's balance due to NUC may be reduced resulting in the student owing a balance to NUC. NUC will seek payment from the student for any balance due on the student's account due to the return of funds to the U.S. Department of Education. The Institutional Refund Policy is published in the institutional catalog. Students can also request a copy of this policy at the Student Accounts Office.

This policy applies to all students enrolled in a Title IV eligible program that are also eligible for Title IV aid.

MODIFICATIONS: This policy may be modified by new regulations or guidance issued by the U.S. Department of Education, or as otherwise deemed appropriate. In that case, NUC will update the relevant publications. We encourage the student to consult the newsletters, catalogs, offices, or other means of the University concerning new policies to be issued, if applicable.

[1]A program is considered to be offered in modules if a course or courses in the program do not span the entire length of the payment period. Please contact the Student Accounts Administration office at: stufinancialsupport@nuc.edu for assistance in determining whether your program is offered in modules or for any other questions related to this policy.

Administrative and Academic Regulations

Students are expected to conduct themselves in a nature and manner that reflects the values and integral development that NUC University has as its mission for its students. Students are expected to abide by the rules and regulations found in the Student's Manual and the Institutional Catalog.

The Institution may dismiss any student in case of violation of the rules of conduct set forth in the Student's Manual, or the Institutional Catalog.

The Institution will keep a record of disciplinary actions taken. This record will be kept separately from the student's academic record.

ETIQUETTE RULES FOR ONLINE COURSES

NUC University's main objective is that its students complete their program within an excellent academic environment and by receiving quality services. Such services require an atmosphere of adequate behavior conducive to an optimum learning environment. To that effect, the following <u>Etiquette Rules</u> must be observed by every student at the online modality:

1. When participating in a forum or collaborative learning activity, students must consider the respect that should be shown towards the people that will read messages and that have the right to agree or disagree with the point of view of others.
2. Be courteous.
3. Beware of posting personal sensitive information.
4. Anonymous messages with inappropriate or profane language are forbidden and could result in a sanction.
5. Avoid writing in ALL CAPS. The readers could misunderstand what is written and think that you are screaming.
6. Watch the tone of messages. What might be considered as funny for someone, could be perceived as aggressive or rude for others.
7. When replying to a classmate, students should make sure that the message has been understood, in order to avoid uncomfortable situations and misunderstandings.
8. Before submitting a participation, students are encouraged to read the message a couple of times. This will ensure that it contains the exact information that it is intended to convey.

EXPLANATION OF COURSE NUMBERING SYSTEM

The prefix of a course designated in the program outline for each program of study stands for the type of course. Courses are designated with a 4 digit numerical code.

General Education 1000-2999 are lower level while courses 3000-4999 are upper level general education courses. The higher the number in each category is indicative of a more advanced course. This numbering of courses can be more easily identified as prerequisites or advanced depending on whether they are assigned lower or higher numbers.

Courses designated with a first digit of one or two are lower division courses whereas those with a first digit of three or four are upper division courses. Five thousand and six thousand level courses are courses in graduate programs.

PROGRAMS OFFERED AT NUC UNIVERSITY - SOUTH FLORIDA CAMPUS AND DELIVERY METHOD

Program	Modality
Associate's Degree in Accounting	O/H
Associate's Degree in Business Administration	O/H
Associate's Degree in Criminal Justice	O
Associate's Degree in Leadership in Public Security	O
Associate's Degree in Medical Billing and Coding	O/H
Associate's Degree in Network Technology and Applications Development	O
Bachelor's Degree in Business Administration	O
Bachelor's Degree in Criminal Justice	O
Bachelor's Degree in Information Technology	O
Bachelor's Degree in Network Technology and Applications Development	O
Bachelor's Degree in Science in Nursing (RN to BSN)	H
Bachelor's Degree in Science in Psychology	O/H
Master's Degree in Business Administration	O
Master's Degree in Education	O
Master's Degree in Industrial and Organizational Psychology	O*
Master's Degree in Information Technology	O
Master's Degree in Science in Nursing	O
Graduate Certificate in Accounting	O
Graduate Certificate in Management and Educational Leadership	O
Graduate Certificate in Online Education	O
Doctoral Degree in Business Administration with Specialty in Strategic Management	O

Legend of Program Delivery Method:
    O – 100% Online
    H – Hybrid/partially residential and partially online (varies by program; see campus personnel for details)
This program is not available for students located in Puerto Rico.

DISTANCE EDUCATION TECHNICAL REQUIREMENTS INFORMATION

NUC University uses Canvas Learning Management System Platform as the technological tool to support its online courses. Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements.

Minimum technical requirements to use Canvas

Institutional E-mail Account
This institutional email account is being used to login using the Canvas Platform, student portal, email account, contact professors, classmates and to receive official notifications from the Institution. (Do not mix it up with your personal e-mail.)

Operating Systems
- Windows 7 and newer
- Mac OSX 10.10 and newer
- Linux – ChromeOS

Mobile Operating System Native App Support
- iOS 12 and newer (versions vary by device)
- Android 5.0 and newer

Computer Speed, Processor and Peripherals
- Use a computer 5 years old or newer when possible
- 1GB of RAM minimum
- 2GHz processor minimum
- Audio Card (integrated)
- Webcam
- Headset for virtual class sessions and develop audio presentations

Internet Speed
- Minimum of 512kbps
- Wired connection preferable. Wireless connections are sensitive to weather changes; thus, they are unstable and may cause trouble when you are working or taking a test in the platform.

Browser Compatibility
- Chrome 80 and 81
- Firefox 74 and 75 (Extended Releases are not supported)
- Internet Explorer 11 (Windows only—functionally supported; may exhibit slight visual differences from other browsers, but these differences do not restrict product functionality)
- Edge 80 and 81 (Windows only)
- Safari 12 and 13 (Macintosh only)

Mobile Browsers Compatibility
- **iOS**
  - Safari (default browser with limited Canvas support)
  - Chrome
  - Photon Flash Player (supports Flash)
- **Android**
  - Chrome (default browser with limited Canvas support)*
  - Internet
  - Firefox

Screen Reader (Accessibility Feature)
- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is **no screen reader** support for Canvas in Chrome

Software1 and Plugins[2]
- Adobe Acrobat Reader [1]
- Flash Player[1]
- Java Player[2] (Latest version. Uninstall previous versions.) Should be enabled in your browser
- Apple Quicktime[1] (Optional)
- Windows Media Player[2] (Optional)
- Microsoft Office[2] 2007 or latest: Word, Excel, PowerPoint, Access. (Windows User)
- Office for MAC[2] 2008 or latest: Word, Excel, PowerPoint
- Institutional Microsoft Office for Students – Web Apps and Installer
- Open Office[2] (Microsoft Office Alternative) Freeware

Required Knowledge
- Ability to manage, send and receive e-mails
- Ability to open, close, create and save files in the following formats: Word (DOCX), Plain text (TXT), Rich text format (RTF), Power Point (PPTX), Excel (XLSX) and PDF.
- Basic Computer Skills

Minimum technical requirements for the Network and Information Technology programs and, courses CYCR 4010, CYCR 4030 of the Bachelor's Degree in Criminal Justice with major in Cyber Crimes program
- CPU Intel Core i3 minimum or AMD equivalent
- 4GB RAM minimum
- 500GB HD space available
- Video and audio cards
- Windows Operating System 7, 8, 8.1 minimum
- 4Mbps Internet Connection minimum

Note: Students with Apple-branded computers, Mac OS 10.13 or higher is recommended. In addition, they should have the Parallels or BootCamp option available.

NUC University's Online Division is located at Ponce de León Ave. 61, 70 and 72 in Hato Rey, San Juan, Puerto Rico. This address houses technical and support services for the online courses offered at the institution.

GRADUATE PROGRAMS

DOCTORATE IN BUSINESS ADMINISTRATION WITH SPECIALTY IN STRATEGIC MANAGEMENT

PROGRAM DESCRIPTION

The Doctorate in Business Administration (DBA) program with a specialization in Strategic Management will prepare students in formulating, implementing, and controlling business strategies within an organization. They will apply strategies for analyzing the challenges that companies face today, such as strategic management of information systems and financial and market decisions that support corporate strategy. Likewise, students will develop critical skills to lead teams within companies, superior skills for strategic management, and profound knowledge of theory and applied research in business. Program graduates will be able to work in high-level leadership positions in private corporations, non-profit organizations, and government agencies. In addition, they will be able to work as organizational consultants or university professors.

PROGRAM OBJECTIVE

The Doctorate program in Business Administration with specialty in Strategic Management will prepare students in formulating, implementing, and controlling business strategies within an organization. They will apply strategies for analyzing the challenges that companies face today, such as strategic management of information systems and financial and market decisions that support corporate strategy. Likewise, students will develop critical skills to lead teams within companies, superior skills for strategic management, and profound knowledge of theory and applied research in business. Program graduates will be able to work in high-level leadership positions in private corporations, non-profit organizations, and government agencies. In addition, they will be able to work as organizational consultants or university professors.

DEGREE TYPE EARNED: DBA

CORE COURSES

DBA 7000	Introduction to Doctoral Studies	3
DBA 7010	Business Economy	3
DBA 7020	Strategic Marketing	3
DBA 7100	Strategic Financial Analysis	3
DBA 7110	Human Resources Strategic Development	3
DBA 7200	Business Innovation Management	3
DBA 7210	Global Strategic Management	3
DBA 7300	Quantitative Methods And Metrics For Decision Making	3
REME 7000	Research Methodology For Businesses	3
STAT 7000	Statistics For Business Research	3
		30

SPECIALTY COURSES

STRA 8000	Corporate Strategy	3
STRA 8100	Strategic Management	3
STRA 8200	Strategic Organizational Leadership	3
STRA 8300	Information Systems Strategic Management	3
		12

RESEARCH/DISSERTATION COURSES

RESE 9000	Dissertation Seminar	6
RESE 9100	Dissertation I	6
RESE 9200	Dissertation II	<u>6</u>
		18

TOTAL CREDITS   **60**

All core and specialty courses must be approved with at minimum grade of "B".
Dissertation courses are approved (P), in progress (IP), or not approved (NP).

DOCTORAL DEGREE COURSES DESCRIPTIONS

DBA 7000: Introduction to Doctoral Studies: 3 credits
In this course, students will examine the requirements of the Doctorate in Business Administration (DBA), as well as the resources and support available at the doctoral level. They will analyze general aspects of the academic journey in the program by attending a series of lectures. Students will value the importance of doctoral research and the use of the Publication Manual of the American Psychological Association for academic writing and research. Likewise, they will argue about topics related to doctoral research, academic honesty, ethics, and strategies for presenting and publishing research.

DBA 7010: Business Economy: 3 credits
In this course, students will analyze economic information on business activities and their environment based on the economic theory of entrepreneurship. They will also prepare statistical and economic reports for decision-making. In addition, Students will support an economic analysis for decision-making regarding the implementation of new strategies and improvements in a business or enterprise.

DBA 7020: Strategic Marketing: 3 credits
In this course, students will integrate the strategic planning process into the design of marketing programs and an organization's general mission and vision. They will evaluate the corporate environment in the creation of ethical and socially responsible marketing strategies. Students will justify strategic marketing decisions made by the business leader, such as branding, as well as product, price, place, and promotion strategies.

DBA 7100: Strategic Financial Analysis: 3 credits
In this course, students will examine the fundamental principles of corporate finances, and the methods and tools commonly used by financial managers in the business environment. They will determine economic aspects that influence financial decision-making. Students will discuss long- and short-term investment opportunities, capital structure balance, and capital project management.

DBA 7110: Human Resources Strategic Development: 3 credits
In this course, students will value key human resources management roles from a strategic perspective. They will examine talent acquisition and development policies and processes. Furthermore, they will evaluate the performance management process. Students will integrate organizational development processes and initiatives into human resources management.

DBA 7200: Business Innovation Management: 3 credits
In this course, students will analyze fundamentals and models of creativity and innovation for the design of innovative business strategies. They will examine tools for innovation management, such as the generation of ideas to foster successful business efforts and achieve a competitive advantage at the local and global levels. Likewise, students will apply strategies and tools for the sustainability and success of creative and innovative companies.

DBA 7210: Global Strategic Management: 3 credits
In this course, students will analyze the theoretical and practical fundamentals of global strategic management. They will evaluate the creation of value and competitive advantage through the international expansion of companies and the management of the structure, coordination, and control of operations dispersed across borders. Likewise, they will justify the practical application of theoretical assumptions from recent empirical research in identifying real-world business issues and possible lines of investigation.

DBA 7300: Quantitative Methods and Metrics for Decision Making: 3 credits
In this course, students will examine the role Administrative Sciences play in the decision-making process, in conceptual terms. They will identify the problems, opportunities, and decisions faced by managers in the current business world. Students will analyze the topics of descriptive and inferential statistics, as well as the mathematical models used in management for decision making

REME 7000: Research Methodology for Businesses: 3 credits
In this course, students will critically evaluate the different aspects of quantitative, qualitative, and mixed research methods. They will analyze the ethical principles for the protection of the rights of participants in a research study, including data confidentiality, privacy, autonomy, and dignity. They will also use the processes for writing research objectives and questions, preparing the literature review, and collecting and analyzing relevant data for a research paper.
Prerequisites: STAT 7000

RESE 9000: Dissertation Seminar: 3 credits
In this course, students will write the prospectus for their doctoral dissertation in the business field. They will establish the research problem, the significance of its study, the theoretical or conceptual framework, as well as the research questions. Finally, they will justify the appropriate methodology and design for their research.
Prerequisites: DBA 7000, 7010, 7020, 7100, 7110, 7200, 7210, 7300, REME 7000, STAT 7000, STRA 8000, 8100, 8200, 8300

RESE 9100: Dissertation I: 3 credits
In this course, students will develop their research proposal. They will justify their research problem and the relevant literature that supports their work. Students will identify possible research questions and hypotheses and the proper methodology. They will verify the articulation of their research proposal's components. They will verify their research according to the feedback of their peers and director. Finally, students will submit their research proposal for evaluation and approval of the Institutional Review Board (IRB).
Prerequisite: RESE 9000

RESE 9200: Dissertation II: 3 credits
In this course, students will execute the operations research process for data collection. Students will apply the appropriate statistical analysis to their research design for a reliable interpretation of data. They will produce the final dissertation document with a description of the research project and an explanation of their findings. They will demonstrate their academic ability for analysis, evaluation, and synthesis of the knowledge acquired through their research. They will develop theoretical constructs that contribute to new knowledge or practices in their field of expertise. Furthermore, they will present the conclusions and recommendations of their research. Finally, they will defend their dissertation before the members of the dissertation committee.
Prerequisite: RESE 9100

STAT 7000: Statistics for Business Research: 3 credits
In this course, students will apply statistical techniques, such as hypothesis tests and sampling, inferential statistics, and nonparametric tests, among others to be used in research for population analysis and decision-making in business settings. They will interpret statistical concepts related to correlation and multivariate methods. They will determine the adequate methods for the use of time series and forecasts done with various methodologies.

STRA 8000: Corporate Strategy: 3 credits
In this course, students will contrast strategic vision and contemporary organizational policy. They will evaluate the fundamentals and processes of formulation, development, implementation, and evaluation of the corporate strategy. Students will also design a corporate strategy with a focus on market positioning.

STRA 8100: Strategic Management: 3 credits
In this course, students will apply the fundamental principles of strategic management by critically evaluating the techniques, strategies, and models inherent in the execution of business strategies. They will critically analyze the positioning of a company to design the strategy that best suits the corporate objectives. In addition, students will evaluate the implementation process of business strategies for decision-making from a strategic, competitive, and sustainable perspective.
Prerequisites: STRA 8000

STRA 8200: Strategic Organizational Leadership: 3 credits
In this course, students will evaluate the paradigms and trends of strategic organizational leadership in the operation of local or global businesses. They will determine the impact of leadership styles on the management of human talent in organizations. Additionally, they will propose strategies for human talent management that promote organizational effectiveness.

STRA 8300: Information Systems Strategic Management: 3 credits
In this course, students will evaluate the fundamentals of strategic planning and the implementation of information systems for the effective management of an organization. They will examine literature related to the use of data and service management strategies for enhancing a company's competitive position. Finally, students will develop a proposal for integrating information technology (IT) into an organization's operations, which includes strategies to address the challenges and opportunities related to its implementation.

MASTER'S DEGREE IN EDUCATION

PROGRAM DESCRIPTION

The Master's Degree in Education (MEd) Program prepare students to assume different dynamic roles in order to lead transformative changes in their professional endeavors, inside or outside the educational field.

PROGRAM OBJECTIVE

Specialty in Educational Leadership will provide the students with the necessary knowledge, skills and competencies to: function as transformative leaders in public and private educational organizations, effectively, ethically and productively; promote through innovative management and instructional practices a school climate conductive to learning for all constituents; encourage the formation and strengthening of learning communities in constant development and the creation and maintenance of a service-oriented organizational culture of the highest quality to all customers. It is characterized by the attitude toward collaboration, participation and sense of commitment from all participants.

Specialty in Assessment and Effectiveness aims to develop competent leaders in their profession, capable of designing and implementing evaluation plans for assessments of the learning outcomes and aspects concerning the effectiveness of the academic process. In addition, it prepares the students with the skills, concepts and attitudes necessary to support the continuous improvement of institutions by assessing and evaluating the effectiveness of their educational and organizational processes.

Specialty in Curriculum aims to develop competent leaders who are highly qualified to develop, implement and evaluate innovative curriculums in public or private educational organizations. In addition, it will prepare the student with the necessary knowledge and skills to be actively involved in the continuous improvement of the academic achievements and as a consequence, of their own professional skills in the education field

DEGREE TYPE EARNED: <u>M.Ed.</u>

Core Courses:		Credits
EDUC 5100	Educational Research Methods	3
EDUC 5110	Psychosocial Foundations of Education	3
EDUC 5120	Organizational Behavior and Change	3
EDUC 5140	Administration of Special Education Programs	3
EDUC 5200	Theories, Principles and Processes Governing the Design of Educational Programs	3
EDUC 5210	Ethical and Legal Aspects of Education	3
EDUC 5220	Human Resources Administration	<u>3</u>
		21

Educational Leadership specialty Courses:		Credits
EDUC 5230	Instructional Leadership in Educational Scenarios	3
EDUC 5240*	Ethical and Transformational Leadership	3
EDUC 6000	Educational Supervision	3
EDUC 6010	Seminar on Processes and Controversial Issues in Educational Management	3
EDUC 6025	Leadership for Diversity	3
EDUC 6050	Integrative Seminar in Education	<u>3</u>
		18

Assessment and Effectiveness specialty Courses: **Credits**

EDUC 6225	Fundamentals of Assessment and Effectiveness	3
EDUC 6230	Effectiveness in Higher Education	3
EDUC 6240	Evaluation of the Teaching-Learning Process	3
EDUC 6250	Assessment of Educational Programs and Systems	3
EDUC 6060	Planning and Evaluation	3
EDUC 6050	Integrative Seminar in Education	3
		18

Curriculum specialty courses: **Credits**

EDUC 6200	Curriculum Design and Planning	3
EDUC 6240	Evaluation of the Teaching-Learning Process	3
EDUC 6260	Theories and Principles of Curriculum in Contemporary Education	3
EDUC 6265	Curriculum and Leadership Management	3
EDUC 6060	Planning and Evaluation	3
EDUC 6050	Integrative Seminar in Education	3
		18

TOTAL CREDITS   39

All courses must be passed with at least a "B" grade.
Before beginning seminar, students must have completed all prerequisites of the courses in accordance with the curriculum of the program.
This course includes the use of simulator.
Available via online delivery method only in the Spanish language.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"
Course weeks may vary depending on the program offering, which has a total length of approximately 48 weeks.

MASTER'S DEGREE IN BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION

The Master's Degree in Business Administration (MBA) program develops skills from all functional areas of business. This program provides the principal concepts of the view of the purpose, operation and management of business entities. This program provides a graduate education in foundational business practices, such as accounting, finance, marketing and management. Students can guide the degree in fields as diverse as planning and strategy and digital marketing industry. Graduates of this program will be able to apply business policy and decision-making as well as be able to understand management theory and organizational behavior.

PROGRAM OBJECTIVE

The graduates of the **Master's Degree in Business Administration** will be able to implement management principles, while applying the process and analysis of optimal evaluation to contemporary business problems. Manage organizations within a dynamic and competitive global environment, using proper business tools for qualitative and quantitative research and resolve organizational problems. Furthermore, evaluate business theories according to their relevance and application to the world of global business and develop professionally with an appreciation of the importance of social responsibility, ethics, and excellence.

In **Digital Marketing** will train students in the application of analytical skills to formulate digital marketing strategies and measure their effectiveness. Students will develop a strategic mindset toward company achievements through the application of creative and innovative solutions and the use of digital communication channels, such as social networks, websites, SEM, and SEO. Likewise, they will employ action plans that include strategies for enhancing a company's brand through digital marketing.

In **Healthcare Management** prepares students with fundamental knowledge in managing the functional areas of marketing, accounting, and finance. Graduates of this program will integrate managerial, legal, and ethical principles into the operational decision-making processes of a company that provides health services. In addition, students will develop competencies in project management and health information management.

In **Human Resources** will prepare students with the knowledge needed for managing human talent, organizations, and work environments. Students will develop interpersonal and leadership skills as well as competencies in business acumen to create initiatives that align with organizational strategies. They will also apply strategic thinking to effectively manage a human resources department based on ethics, legal compliance, and the creation of a diverse and inclusive work environment.

In **Planning and Strategy** aspires to develop professionals with the necessary knowledge and skills to manage daily and non-routinary operations within the company. The graduates from this program will be able to develop strategic projects and at the same time participate effectively in the management of operations. Furthermore, the student will be able to manage quantitative, qualitative, comparative, and analytical methodological tools, as well as tools in planning, direction, and control of operations in organization.

DEGREE TYPE EARNED: <u>MBA</u>

Core Courses:		Credits
MBA 5000	Organizational Behavior	3
MBA 5010	Marketing Management	3
MBA 5020	Managerial Economics	3
MBA 5040	Managerial Accounting	3
MBA 5050	Managerial Finance	3
MBA 6000*	Business Administration Integrating Seminar (Capstone)	3

REME 5100	Research Methodology	3
STAT 5210	Statistics	3
		24

Business Administration Specialty Courses:		**Credits**
MBA 5030	Human Resources Development Administration and Management	3
MBA 5200	Business Leadership	3
MBA 5220	Social and Ethical Responsibility	3
MBA 5240	Project Management and Administration	3
MBA 5260	Managerial Information Systems	3
		15

Digital Marketing Specialty Courses:		**Credits**
MKTG 6000	Fundamentals of Digital Marketing	3
MKTG 6015	Digital Advertising	3
MKTG 6025	Search Engine Marketing (SEM-SEO)	3
MKTG 6035	Social Media Marketing	3
MKTG 6045	Digital Marketing Analytics	3
		15

Healthcare Management Concentration Courses:		**Credits**
HEMA 6010	Fundamentals of Health Care Management	3
HEMA 6015	Health Planning and Policies	3
HEMA 6020	Legal and Ethical Issues in Health Care Management	3
HEMA 6030	Health Information Management	3
HEMA 6040	Project Management in Health Care Organizations	3
		15

Human Resources Specialty Courses:		**Credits**
HURE 6000	Human Resources Role in Organizations	3
HURE 6015	Total Compensation Strategy	3
HURE 6025	Employment Law	3
HURE 6035	People Analytics	3
HURE 6045	Strategic Human Resources Management (Capstone)	3
		15

Planning and Strategy Specialty Courses:		**Credits**
MBA 5240	Project Management and Administration	3
PLAN 6010	Operations Management	3
PLAN 6015	Strategic Management	3
PLAN 6020	Strategic Planning	3
PLAN 6030	Quantitative Analysis for Decision	3
		15

TOTAL CREDITS   **39**

This program is offered online only.
All courses must be passed with at least a "B" grade.
***This course includes the use of simulator.**
Available via online delivery method in Spanish and English languages.
Also, available via hybrid delivery method in bilingual, Spanish and English languages.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"
Course weeks may vary depending on the program offering, which has a total length of approximately 48 weeks.

MASTER'S DEGREE IN INFORMATION TECHNOLOGY

PROGRAM DESCRIPTION

The Master's Degree in Information Technology (MIT) Program immerse students in the information technology field providing them all the necessary knowledge and advanced skills to work efficiently in a corporate organization.

PROGRAM OBJECTIVE

The master's degree in Information Technology enables students to develop, coordinate, evaluate and implement technological solutions in various business scenarios. Students who graduate from this program will be able to analyze information systems, applying research, communication, leadership and project management skills with the purpose of supporting and maximizing processes and implementing solutions. Additionally, it prepares students with the theoretical and practical aspects of technologies involving extraction, analysis, data visualization and interpretation of results, as well as information security.

DEGREE TYPE EARNED: <u>MIT</u>

Courses:		Credits
MIT 5000	Information Technology Management	3
MIT 5010	Operating Systems Administration	3
MIT 5020	Data Collection and Modeling	3
MIT 5030	Networks Architecture and Administration	3
MIT 5040	IT Service Management	3
MIT 5050	Data and Information Analysis	3
MIT 5060	Leadership and Ethical Issues in Information Technology	3
MIT 5070	Strategic System Analysis and Design	3
MIT 5080	Information Technology Security	3
MIT 5200	Information Technology Project Management	3
MIT 5220	Virtualization and Cloud Computing	3
MIT 5240	Information Technology Auditing	3
MIT 6000	Information Technology Seminar (Capstone)	3

TOTAL CREDITS   **39**

All courses must be passed with at least a "B" grade.

Before beginning seminar, students must have completed all prerequisites of the courses in accordance with the curriculum of the program.

Available via online delivery method in Spanish and English languages.

"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language

Course weeks may vary depending on the program offering, which has a total length of approximately 48 weeks.

MASTER'S DEGREE IN SCIENCE IN NURSING

PROGRAM DESCRIPTION
The Master of Science in Nursing (MSN) Program provides students with the necessary knowledge and skills to perform effectively in nursing positions at the level of the MSN. The nursing profession is highly regulated. Candidates entering the nursing programs field should be aware of the various licensing, public services, and other requirements of this profession.

PROGRAM OBJECTIVE
The Master´s Degree in Science in **Nursing in Education** will prepare students with the abilities and skills needed to efficiently fulfill the nursing education specialty. It also promotes the acquisition of skills on evidence-based research, in which the student will build a solid foundation to pursue continuous professional growth.

In **Medical-Surgical and Role in Education** the graduated will carry out a professional education process applying leadership, management, critical thinking and assertive communication skills. The Master in Science in Nursing in Medical-Surgical and Role in Education emphasizes the need for education in the profession, human care, teaching and integration of knowledge. The goal is to develop nurse specialists with the following competencies: leadership, creativity, teaching-learning, communication, critical and creative thinking, mathematical and logical reasoning, information literacy, ethical-legal, and respect for diversity. Students will become assertive communicators aware of the importance of distinguishing the needs of different groups, populations and scenarios, be informed of the individual's clinical and psychological development aspects, and work in different teaching scenarios. As graduates, they will also contribute to improve the quality of life in our society.

In **Medical-Surgical and Role in Management and Executive Leadership** will perform administrative and nursing personnel management functions. They will develop their profile as ethical leaders who are assertive communicators and collaborative workers. Furthermore, they will exhibit the skills and knowledge of their profession during case analyses, decision-making, and problem-solving. In their practices and clinical experiences, they will safeguard the legal rights and regulations, as well as the ethical values and respect for diversity in recognition of the needs of different groups, populations, and scenarios within health services.

DEGREE TYPE EARNED: MSN

Courses:		Credits
NURS 5100	Health and Defense Policy to Improve Health Outcomes of the Population	3
NURS 5110	Information Technology Used to Improve Quality in Nursing Services	3
NURS 5120	Evidence-Based Research and Practice	3
NURS 5130	Organizational and Systematic Leadership in Nursing	3
NURS 5200	Advanced Pathophysiology	3
NURS 5210	Advanced Pharmacology	3
NURS 5220	Advanced Physical Exam	3
		21

Specialty in Education Courses: **Credits**

EDUC 6012	Teaching and Learning Strategies	3
EDUC 6014	Learning Assessment and Evaluation	3
EDUC 5200	Theories, Principles, and Processes Governing the Design of Educational Programs	3
NURS 6035P/		
NURS 6035*	The Role of Nursing Educator: Seminar and Internship I	3
NURS 6045P/		
NURS 6045*	The Role of Nursing Educator: Seminar and Internship II	<u>3</u>
		15

Specialty in Medical Surgical in Education Courses: **Credits**

EDUC 6012	Teaching and Learning Strategies	3
EDUC 6014	Learning Assessment and Evaluation	3
NURS 6000	Advance Surgical	3
NURS 6010	Advanced Medical-Surgical I	2
NURS 6011P/		
NURS 6011*	Advanced Medical-Surgical Internship I	1
NURS 6020	Advanced Medical-Surgical II	2
NURS 6021P/		
NURS 6021*	Advanced Medical-Surgical Internship II	<u>1</u>
		15

Specialty in Medical Surgical and Role in Management and Executive Leadership Courses: **Credits**

NURS 6000	Advance Surgical	3
NURS 6010	Advanced Medical-Surgical I	2
NURS 6015P/		
NURS 6015*	Advanced Medical-Surgical Internship I with Role in Management	1
NURS 6020	Advanced Medical-Surgical II	2
NURS 6025P/		
NURS 6025*	Advanced Medical-Surgical Internship II with Role in Management	1
NURS 6050	Human Resources Development in Nursing Management	3
NURS 6055	Financial Management in Nursing Services	<u>3</u>
		15

*For online offering courses
All courses must be passed with at least a "B" grade.
Available via online delivery method only in the Spanish language.
Course weeks may vary depending on the program offering, which has a total length of approximately 48 weeks.

This program is designed to prepare graduates to be nurse specialists. In Puerto Rico, nurse specialists must be licensed by the Puerto Rico Board of Nursing. For more information about this licensure, contact the Puerto Rico Board of Nursing, https://orcps.salud.gov.pr/.

For the internship courses students may be required to present the inoculation certificate issued by the Puerto Rico Health Department, certification of Hepatitis, Influenza and Chicken Pox vaccines, between others requirements.

MASTER'S DEGREE IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY*

PROGRAM DESCRIPTION
The Master's Degree in Industrial Organizational Psychology program will train students in the study of human behavior in the work environment from a scientific perspective and focused on research. In addition, students will develop theoretical knowledge and skills for the analytical and critical thinking required to promote strategic reinvention for greater profitability in the workplace. The program graduate will be able to perform as an expert in the areas of staff psychology, organizational development and leadership, among others.

PROGRAM OBJECTIVE
The Master's Degree in Industrial Organizational Psychology program will train students in the development of scientific, theoretical and ethical principles from an organizational management perspective. The program graduate will apply techniques for data management in scientific and critical analysis as a response to human resources and organizational difficulties. In addition, they will apply fundamental psychology skills to explain their effectiveness in industries and organizations.

DEGREE TYPE EARNED: MS

Core courses:		Credits
PSYC 5000	Human Development	2
PSYC 5010	Human Behavior in the Social and Multicultural Environment	3
PSYC 5020	Biological Bases of Behavior	3
PSYC 5040	Statistical Methods Applied to Psychology	3
PSYC 5100	Cognitive-Affective Bases of Behavior	3
PSYC 5120	Research Methodology	3
PSYC 5130	Ethics, Values, and Professional Issues in Psychology	2
		19

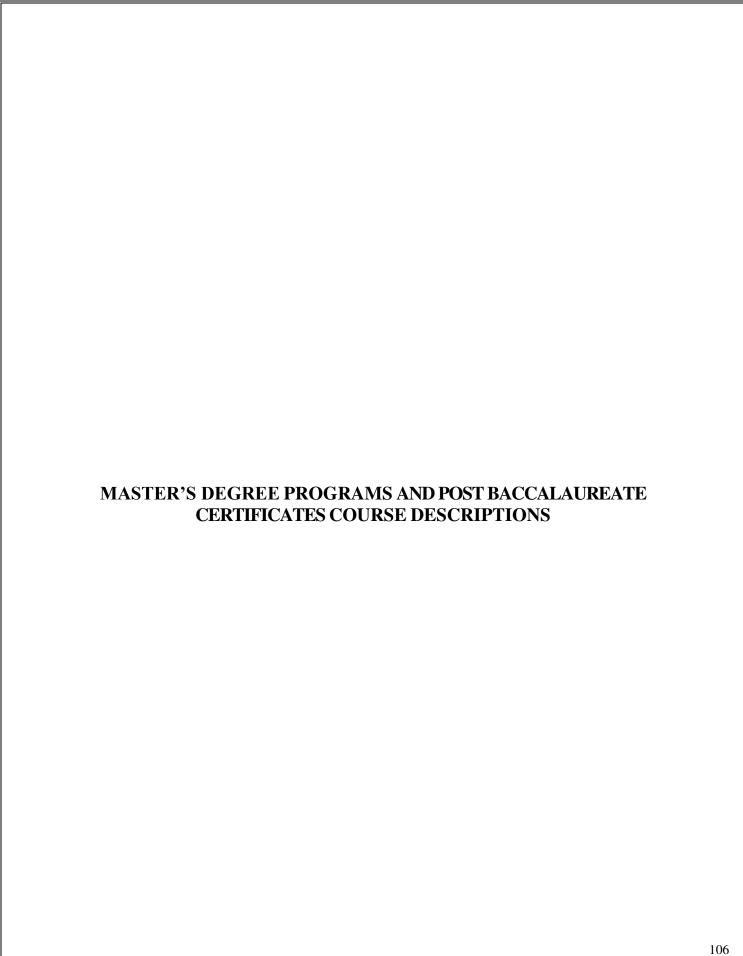| Major courses:		Credits
PSYC 5030	Topics in Industrial and Organizational Psychology	3
PSYC 5110	Industrial Psychology Advanced Seminar	3
PSYC 5200	Psychological Testing and Assessment	3
PSYC 5220	Evaluation Techniques	3
PSYC 5230	Professional Consulting Seminar	3
PSYC 5240	Current and Global Business Dilemmas	2
PSYC 5210	Organizational Psychology Advanced Seminar	3
PSYC 6000	Industrial and Organizational Psychology Seminar (Capstone)	6
		26

TOTAL CREDITS   45

All courses must be passed with at least a "B" grade.
Available via online delivery method only in the Spanish language.
Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language.
Course weeks may vary depending on the program offering, which has a total length of approximately 80 weeks.

*The Master's Degree in Industrial Organizational Psychology program is not available to students located in Puerto Rico. This program is designed for students who will not practice the Psychology profession, who will not present themselves to the public with the title of Psychologist and who are not interested in taking the Puerto Rico Psychologists' licensing examination or other licensing examinations. Upon completing the degree requirements, students enrolled in this program will not be able to practice the profession of Psychology, will not be able to present

himself to the public with the title of Psychologist and will not be able to apply to take the Puerto Rico Psychologists' licensing examination or other licensing examinations. Students enrolled in this program at the NUC University-South Florida Campus who would like to transfer to another NUC University campus where the program is only available via residential or hybrid delivery methods will not be able to transfer more than 30 percent of the credits completed in the online modality.

Possible Employment Opportunities**:

After completing the program, graduates may work in the areas of staff psychology, organizational development and leadership, human resources, human resources research, employee relations, training and development, coaching and development, leadership development, evaluation and assessment, and testing, among others.

**These examples are intended to serve only as a general guide of possible employment opportunities. Career options may require additional experience, training, or other factors beyond the successful completion of this online MS in Industrial and Organizational Psychology degree program. NUC University cannot guarantee its graduates any particular job. Some positions may require licensure or other certifications. We encourage you to research the requirements for the particular position you desire.*

POST BACCALAUREATE CERTIFICATES

GRADUATE CERTIFICATE IN ACCOUNTING

PROGRAM DESCRIPTION

This certificate may be used as complement to any bachelor's degree in business administration in order to obtain a comprehensive education that helps students further their understanding of the accounting transactions that take place within a company.

PROGRAM OBJECTIVE

The Graduate Certificate in Accounting explores accounting and financial information systems, trade laws, auditing techniques, and engages in an in-depth study of cost accounting. These studies will help students to acquire the knowledge and skills needed to occupy an intermediate-level accounting position.

DEGREE TYPE EARNED: GradCert

Core courses:		Credits
ACCE 5000	Financial Accounting I	3
ACCE 5005	Financial Accounting II	3
ACCE 5010	Regulations	3
ACCE 5020	Advanced Auditing	4
ACCE 5030	Advanced Cost Accounting	4
ACCE 5040	Taxes	3
		20

TOTAL CREDITS   20

All courses must be passed with at least a "B" grade.

Available via online delivery method only in the Spanish language.

"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language

Course weeks may vary depending on the program offering, which has a total length of approximately 32 weeks.

GRADUATE CERTIFICATE IN MANAGEMENT AND EDUCATIONAL LEADERSHIP

PROGRAM DESCRIPTION

The new trends in public and private educational systems indicate that, besides the educational leaders in charge of teaching and management in an educational organization, there are other professionals who are pivotal to enabling change and transformational processes. Accordingly, the Graduate Certificate in Management and Educational Leadership procures that its students acquire the necessary skills to serve as a leader within the educational or social field. Through the certificate, students will broaden their knowledge on educational leadership, planning, and process evaluation. The certificate consists of 18 credits.

PROGRAM OBJECTIVE

The Graduate Certificate in Management and Educational Leadership strives to qualify students with the necessary knowledge and skills to effectively perform as managers or administrators in educational or social programs related to public or private institutions. Leadership skills are important to manage and lead effective efforts to promote, within educational scenarios, ethical and moral values through curricular and extracurricular activities.

DEGREE TYPE EARNED: GradCert

Courses:		Credits
EDUC 5220	Human Resources Administration	3
EDUC 5230	Instructional Leadership in Educational Scenarios	3
EDUC 5240*	Ethical and Transformational Leadership	3
EDUC 6010	Seminar on Processes and Controversial Issues in Educational Management	3
EDUC 6025	Leadership for Diversity	3
EDUC 6050	Integrative Seminar in Education	3

TOTAL CREDITS   18

All courses must be passed with at least a "B" grade.
This course includes the use of simulator.
Available via online delivery method only in the Spanish language.
 "Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language
Course weeks may vary depending on the program offering, which has a total length of approximately 32 weeks.

GRADUATE CERTIFICATE IN ONLINE EDUCATION

PROGRAM DESCRIPTION

The use of new technologies and the automation of the teaching-learning process is gaining recognition given the opportunities generated for transmission of knowledge. These new technologies provide alternatives to facilitate instruction, representing a valuable option due to their versatility and originality. This education approach requires a specialized training to enable full mastery of the new technologies. The Graduate Certificate in Online Education consists of 18 credits, divided in six terms. Students will broaden their knowledge in instructional design and planning focused on virtual education. Hence, the goal is to equip professionals with the concepts and skills required for online course development that integrate innovative strategies in the design, planning, development, and assessment of online teaching.

PROGRAM OBJECTIVE

The Graduate Certificate in Online Education strives to qualify educators in the design and assessment of online teaching. The creation of learning communities in virtual spaces serves as strategy to obtaining accessible information that will enable students to learn the most advanced teaching methodologies and strategies to offer technological training processes at different levels. By using innovative educational models based on the new information technologies, we aim to develop professionals with the necessary knowledge, competence, and skills to develop online courses.

DEGREE TYPE EARNED: GradCert

Courses:		Credits
EDUC 5200	Theories, Principles, and Processes Governing the Design of Educational Programs	3
EDUC 6205	Online Learning for Educators	3
EDUC 6210	Learning Assessment in Online Education	3
EDUC 6215	Instructional Design and Online Teaching	3
EDUC 6220	Learning Communities and Virtual Education	3
EDUC 6050	Integrative Seminar in Education	3

TOTAL CREDITS   18

All courses must be passed with at least a "B" grade.
Available via online delivery method only in the Spanish language.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language
Course weeks may vary depending on the program offering, which has a total length of approximately 32 weeks.

**MASTER'S DEGREE PROGRAMS AND POST BACCALAUREATE
CERTIFICATES COURSE DESCRIPTIONS**

GRADUATE PROGRAMS COURSE DESCRIPTIONS

ACCE 5000: Financial Accounting: 3 credits
In this course, students will evaluate the framework for the financial reporting of business entities, government entities, and other nonprofit organizations. They will apply the Generally Accepted Accounting Principles in the United States (US GAAP) to prepare financial statements and their corresponding supporting documents, which include the classification of accounts and the record of information in the subsidiary ledger and in the general ledger. In addition, they will deduce the differences between the financial statements prepared by US GAAP, the International Financial Reporting Standards (IFRS), and the Government Accounting Principles issued by the Governmental Accounting Standards Board (GASB).

ACCE 5005: Financial Accounting II: 3 credits
In this course, students will apply accounting principles generally accepted in the United States (US GAAP) for the recording, valuation, calculation, and presentation of specific transactions and their disclosures. They will examine accounting processes related to business combination and leasing. Additionally, students will evaluate the financial reporting framework for governmental entities and non-profit organizations.

ACCE 5010: Regulations: 3 credits
In this course, students will examine commercial laws that apply to businesses, contracts, and agents, as well as the main government regulations for workers. They will evaluate the federal tax procedures with which professionals in the accounting field must comply. They will also identify the characteristics of the various business structures, along with their advantages and disadvantages. In addition, they will analyze the concepts related to the professional and ethical responsibilities of accountants in the tax practice.

ACCE 5020: Advanced Auditing: 4 credits
In this course, students will evaluate the audit standards promulgated in the United States of America for public and private companies, government entities, nonprofit entities, and employee benefit plans. They will apply standards related to assurance and limited assurance contracts as well as standards for performing accounting and revie services. Students will likewise examine study material on auditing topics from the Uniform Certified Public Accountant Examination taken by accountants.

ACCE 5030: Advanced Cost Accounting: 4 credits
In this course, students will integrate concepts used in cost accounting, as well as cost behavior, administration, accumulation, and synthesized reports of organizational activities with an emphasis on manufacturing businesses. They will evaluate the usefulness of financial tools provided to management with the explanation of cost behavior. Students will interpret systems for cost recording, especially in manufacturing businesses, recognizing their application to trading and service businesses. They will develop a strategic financial plan for the benefit of managers, its use being a fundamental tool for the achievement of set goals and global competitiveness.

ACCE 5040: Taxes: 3 credits
In this course, students will apply tax procedures and aspects from legal and administrative sources of federal income taxes, according to the federal Internal Revenue Code. Additionally, they will evaluate elements of individual income tax and the valuation of property transactions. Students will analyze tax structure and treatment of corporations and societies. Furthermore, they will examine tax fundamentals for estates, trusts, and gifts.

EDUC 5100: Educational Research Methods: 3 credits
In this course, students will evaluate research processes, methods, and designs. They will analyze research as knowledge managers in order to improve the educational processes. They will evaluate studies that integrate qualitative and quantitative foci and are useful for decision-making in the field of education. Finally, they will develop an educational research proposal.

EDUC 5110: Psychosocial Foundations of Education: 3 credits
In this course, students will analyze the learning process of pupils from the point of view of the main schools of thought in psychology and sociology that influence education. They will examine aspects that influence the psychosocial and moral development of the pupil taking into account social diversity and school culture. They will evaluate the relationship between social change and education, as well as the impact of psychosocial and cultural factors on the school environment and the educational system.

EDUC 5120: Organizational Behavior and Change: 3 credits
In this course, students will evaluate organizational behavior theories and their implications in achieving the vision and goals of the institution. Likewise, they will examine the importance of organizational change models and organizational culture in promoting the maximum efficiency of educational institutions. They will argue on the role of educators in the processes of change and organizational development of different learning environments. Additionally, they will value respect towards diversity, equity, teamwork, motivation, and the effects of decision making in institutional effectiveness.

EDUC 5140: Administration of Special Education Programs: 3 credits
In this course, students will evaluate the role of the educator and support staff during the processes of intervention, diagnosis, and assessment of students with disabilities. They will analyze the core concepts and the thirteen disability categories addressed in the special education program, as well as the legal basis that regulate it. In addition, students will apply new trends and practices in special education through case analyses. Furthermore, they will integrate the regulations and procedures established in the educational setting that guarantee and promote the academic, social, transitional, and behavioral development of students with disabilities.

EDUC 5200: Theories, Principles and Processes Governing the Design of Educational Programs: 3 credits
In this course, students will analyze the curricular basics, principles, concepts, models, and theories applied to the educational setting. Students will also evaluate the elements and resources to produce changes in the development of new educational programs of the 21st century. Lastly, students will design a curricular guide that responds to an educational program that considers, among other things, context analysis, evaluations, educational processes, learning styles, and innovative instructional strategies for a program.

EDUC 5210: Ethical and Legal Aspects of Education: 3 credits
In this course, students will critically evaluate the ethical and moral concepts, as well as the professional standards, of educational leadership. They will analyze the legal foundations that intervene and regulate the public and private education system in the United States of America and their ramifications in the territories or commonwealths. They will examine a variety of case laws in order to value the importance of ensuring due legal process in their career. They will apply relevant laws and concepts to the role of the educator with the aims of improving the educational environment in order to foster the best academic achievement for the students.

EDUC 5220: Human Resources Administration: 3 credits
In this course, students will analyze the basic concepts of human resources administration and its importance in the educational context. They will value an administration that promotes equal opportunities and acceptance of diversity. Students will evaluate the role and competencies of the educator in a dynamic, competitive, and globalized environment. Students will responsibly interpret federal and state labor laws affecting human resources management in contemporary educational organizations.

EDUC 5230: Instructional Leadership in Educational Scenarios: 3 credits
In this course, students will analyze the necessary skills for the professional development of the school principal as an instructional leader. In addition, they will assess the importance of the professional standards of managers and teachers in setting and achieving goals. Students will also develop action plans based on scientifically-based models for the continuous improvement of the school and all students.

EDUC 5240: Ethical and Transformational Leadership: 3 credits
In this course, students will analyze the evolutional development of the educational leadership concept. Likewise, they will distinguish between the ethical, transactional, transformative, and negative leadership styles and their application in effective contemporary organizations. Moreover, they will implement decision making, changes, and sustainability processes, as well as strategic thinking and promoting of a vision of future. This course includes the use of simulator.

EDUC 6000: Educational Supervision: 3 credits
In this course, students will combine the theoretical, material, and human structure of the school through effective supervision models and styles. They will promote the development of teachers through the integration of innovative strategies focused on their professional growth and the improvement of academic management. *(Pre-requisite: EDUC 5230)*

EDUC 6010: Seminar on Processes and Controversial Issues in Educational Management: 3 credits
In this course, students will examine the role of an educational administrator executing his duties in accordance with the vision, mission, goals, and objectives of an educational organization. They will also evaluate controversial issues and problems in educational management, legislation, and reform. Students will analyze the characteristics of new generations and the impact of technological advances on the educational system. Finally, they will develop an integration project to improve the school climate in an educational organization.

EDUC 6012: Teaching and Learning Strategies: 3 credits
In this course, students will design and adapt important lessons for multiple learning environments. They will also examine how to effectively integrate technology tools, and design lessons that meet the diverse students' learning needs.

EDUC 6014: Learning Assessment and Evaluation: 3 credits
In this course, students will describe the basic fundamentals of the learning assessment process and its relationship with the educational process; evaluate assessment strategies used to evaluate students' learning; analyze how to use assessment results as a means to improve student learning; design assessment techniques that best respond to the educational objectives and goals planned in the teaching-learning process; and develop a student learning assessment plan.

EDUC 6025: Leadership for Diversity: 3 Credits
In this course, students will analyze the challenges of the educational leader in the face of social and individual diversity within a multicultural global context. They will evaluate the main theories on leadership and their contribution to the development of inclusive educational environments focused on respect for diversity and based on equity principles. They will assess the role of the leader in the implementation of leadership styles that contribute to the development of inclusive educational organizations in multiple societies.

EDUC 6050: Integrative Seminar in Education: 3 credits
In this course, students will integrate the theories and principles of educational leadership into the analysis of cases or situations related to the role of educational leaders in various educational settings. They will argue about the trends in 21st-century education related to curriculum, the teaching and learning process, and the evaluation of students and human resources, keeping the established policies and laws within their proper perspective. Lastly, they will create an innovative project according to their area of work, in which they will consider an existing problem and its possible solutions in a particular educational setting. *Pre- requisites for Assessment and Effectiveness: EDUC 5100, 5110, 5120, 5140, 5200, 5210, 5220, 6060, 6225, 6230, 6240. For Curriculum: EDUC 5100, 5110, 5120, 5140, 5200, 5210, 5220, 6200, 6240, 6260, 6060. For Educational Leadership: EDUC 5100, 5110, 5120, 5140, 5200, 5210, 5220, 5230, 5240, 6010, 6025.)*

EDUC 6060: Planning and Evaluation: 3 credits
In this course the student will examine the operational considerations related to educational planning and development. They will study elements that allow them to properly develop a plan, program or educational project. They will be trained to lead in the exercise of planning and educational development.

EDUC 6200: Curriculum Design and Planning: 3 credits
In this course the student will discuss the fundamentals of instructional design and curricular planning. It will cover the diverse approaches and theoretical models in instructional design. They will apply
strategies for the design of lectures through the comparative study of different curricular designers. They will also create and evaluate an instructional module with teaching material that qualifies it for use in a teaching-learning process.

EDUC 6205: Online Learning for Educators: 3 credits
In this course, students will discuss the history, theoretical foundations, and current modalities of distance learning. They will examine learning strategies, instructional design models, and current online course classifications. Finally, they will develop a learning module or object, applying an instructional design model and integrating of authorship tools or learning management systems platforms (LMS).

EDUC 6210: Learning Assessment in Online Education: 3 credits
In this course, students will analyze the fundamentals of assessment and its importance in educational processes. Additionally, they will evaluate assessment types and their relevance according to the goals and objectives of the institution. Students will identify appropriate technological tools for carrying out distance learning assessment processes. They will also create an institutional assessment plan to strengthen learning in online education.

EDUC 6215: Instructional Design and Online Teaching: 3 credits
In this course, students will analyze the instructional design fundamentals for the development of effective online teaching processes. They will create learning activities, evaluations, assessments, as well as educational materials according to the methodological models of effective learning theories for students in virtual and online environments. Moreover, they will justify their design decisions and the selection of appropriate technological tools for this learning and teaching environment. *(Pre-requisite: EDUC 6200)*

EDUC 6220: Learning Communities and Virtual Education: 3 credits
In this course, students will analyze the theory and pedagogical foundations of learning communities. Additionally, they will evaluate methods, necessary transformation processes, and possible activities for their creation. Finally, they will create a plan for the development of a virtual learning community, supported with technological resources for the educator.

EDUC 6225: Fundamentals of Assessment and Effectiveness: 3 credits
In this course the student will discuss the basic fundamentals of the assessment process and its relationship with the educational process. They will evaluate assessment strategies used to determine the effectiveness in the processes. They will analyze how to use the assessment results as a way to improve student learning and process effectiveness. They will design assessment techniques that best respond to the academic objectives and goals planned in the teaching-learning process, and also develop a learning assessment plan.

EDUC 6230: Effectiveness in Higher Education: 3 credits
In this course the student will discuss the historical development of higher education as well as the advantages and challenges it represents at the time to evaluate the effectiveness of a higher education institution. They evaluate the effectiveness of the academic, administrative and fiscal structures in higher education institutions. Additionally, they will consider assessment as a tool to evaluate, improve and evidence the effectiveness of higher education. *(Pre-requisites: EDUC 5120, EDUC 5220)*

EDUC 6240: Evaluation of the Teaching-Learning Process: 3 credits
In this course the student will analyze the theory fundamentals that support the processes and procedures of an assessment cycle for the teaching-learning process. They will plan and execute assessment activities to identify, modify and promote effective strategies for the teaching-learning process. They will develop measuring, evaluation and assessment instruments and analyze and inform the results obtained. They will also justify the actions to take based on the results and findings obtained in the assessment cycle of a teaching-learning process.
(Pre-requisites: EDUC 6225)

EDUC 6250: Assessment of Educational Programs and Systems: 3 credits
In this course the student will analyze the programmatic and systematic assessment, measuring, evaluation and assessment processes for academic programs or educational systems. It will explain the theories and techniques for the assessment of administrative and management processes and procedures of an academic program or educational systems. They will plan and develop instruments for these that respond to the philosophy and purpose they are based on. Additionally, they will propose corrective measures based on results from the assessment cycle regarding the administrative or management processes of academic programs and educational systems. *(Pre-requisites: EDUC 5200, EDUC 5210, EDUC 5140, EDUC 5100, EDUC 6060, EDUC 6225)*

EDUC 6260: Theories and Principles of Curriculum in Contemporary Education: 3 credits
In this course the student will analyze the curricular theories and principles that sustain modern education. They will examine and describe various curricular design models from a philosophical, psychological, historical, scientific and contemporary perspective. They will research educational theories and implications that influence the development of curricular content. Additionally, they will develop a curricular unit that responds to the educational needs and principles of an academic institution. *(Pre- requisites: EDUC 5200, EDUC 6240)*

EDUC 6265: Curriculum and Leadership: 3 credits
In this course the student will discuss the curricular development processes and how educational psychology affects said processes. They will examine teaching and curricular evaluation models. They will prepare a curricular evaluation and explain its importance for the process of institutional accreditation. They will also evaluate the relationship between curricular development and leadership in an educational organization to achieve an ideal teaching-learning process.

HEMA 6010: Fundamentals of Health Care Management: 3 credits
In this course, students will analyze the fundamentals of health care management and the perspectives on providing health services. They will distinguish the types of health care facilities, their structure and components, including the human capital that operates them under the leadership of the health care manager. In addition, they will value the importance of quality indicators in the development and revision of institutional policies, as well as information systems for collecting data that facilitates the measurement of efficiency in the provision of health services.

HEMA 6015: Health Planning and Policies: 3 credits
In this course, students will analyze the fundamentals related to the development of public policy for the solution or mitigation of problems that contribute to the prevalence and incidence of diseases in the population. They will interpret the challenges to health access based on social determinants and the management of comorbidities in the population for the development of federal and state public policy. Furthermore, they will design an institutional policy plan with an impact on the community based on public policy, including strategies for the improvement of the provision of services to patients.
(Pre-requisites: HEMA 6010)

HEMA 6020: Legal and Ethical Issues in Health Care Management: 3 credits
In this course, students will examine laws and ethical issues associated with the healthcare industry. They will evaluate the civil legal and criminal issues related to the rendering of health services at the federal and state levels. Students will integrate ethical, legal, and industry-standard compliance principles into the decision-making process in health care management.

HEMA 6030: Health Information Management: 3 credits

In this course, students will examine the fundamentals of health information management. They will evaluate elements related to the confidentiality, privacy, and security of medical information in both traditional and electronic health records. Finally, they will analyze the use of secondary data sources and statistics related to health care for their interpretation and decision-making.

HEMA 6040: Project Management in Health Care Organizations: 3 credits

In this course, students will analyze the theoretical foundations of project management methodologies applicable to the health industry. They will evaluate elements related to the organization, planning, and execution of a project aimed at an organization that provides health services. Likewise, students will develop preventive and corrective plans for meeting compliance standards and achieving a successful project.

HURE 6000: Human Resources Role in Organizations: 3 credits

In this course, students will develop a general understanding of the functions and activities related to human resources. They will strategically examine the employment life cycle, including talent acquisition, retention, and development. They will analyze the ethical aspects of the profession, the importance of effective communication to improve their management and their consultant role as a strategic partner of the company.

HURE 6015: Total Compensation Strategy: 3 credits

In this course, students will demonstrate skills in designing and implementing total compensation strategies aligned with the organizational strategy. They will analyze existing compensation structures to recommend adjustments that respond to internal company needs or external market factors. They will create a total compensation strategy that attracts and retains the best talent.
(Pre-requisite: HURE 6000)

HURE 6025: Employment Law: 3 credits

In this course, students will examine the fundamentals of federal and state labor law and its applicability in the field of human resources. They will analyze complex situations related to worker protection, harassment, and employment discrimination to identify and apply the main corresponding laws. The students will evaluate the relevance of labor laws in the development of the human resources strategic plan.
(Pre-requisite: HURE 6000)

HURE 6035: People Analytics: 3 credits

In this course, students will examine the principles of collecting, analyzing, and interpreting data fundamental to human resources analytics. They will analyze the results of key performance indicators (KPIs) such as employee absenteeism and turnover, among others, to make strategic decisions about human resources management. Students will create action plans based on the interpretation of the results obtained to improve the processes related to human talent management in companies.
(Pre-requisite: HURE 6000)

HURE 6045: Strategic Human Resources Management (Capstone): 3 credits

In this course, students will examine the alignment of the business strategy with the human capital strategy within a company. They will analyze the role of managers in developing and implementing effective, efficient, and ethical human resources practices that support the strategic objectives of companies. Students will determine how human resources decisions contribute to organizational effectiveness and the competitive advantage of a company.
(Pre-requisite: HURE 6000)

MBA 5000: Organizational Behavior: 3 credits
In this course, students will analyze the theories and concepts related to organizational behavior. They will develop skills that will enable them to manage the behavior of work groups, corporate culture, and their implications on organizational performance. Students will also discuss the relationship between motivation, communication, and conflict management and the performance of individuals within an organization.

MBA 5010: Marketing Management: 3 credits
In this course, the student will analyze the marketing mix, segmentation and positioning concepts from a managerial approach. Argue marketing strategies based on the analysis of the internal and external environment. Furthermore, develop processes for the creation of goals and decision-making based on markets needs and opportunities.

MBA 5020: Managerial Economics: 3 credits
In this course, students will examine microeconomic and macroeconomic theories, how they are applied in a company environment and analyze the links that exist between the company and its different areas, and its economic means. Students will apply knowledge on related issues, such as economic problems and supply and demand functions. Furthermore, students will also discuss and analyze the theory, production costs, perfect and imperfect competition models and monopolies and oligopolies to provide economic growth and stability in the decision-making process.

MBA 5030: Human Resources Development Administration and Management: 3 credits
In this course, the student will assess administrative practices, important functions and primary processes related to human resources. Discuss theoretical models that promote the development of the organization. Analyze the interdependence and highlight elements of the modern management style to promote a culture of continuous learning. The student will also argue about the influence of managerial leadership and conflict management in the supervision of staff in a company.

MBA 5040: Managerial Accounting: 3 credits
In this course, students will examine the purposes of managerial accounting and compare its different branches to achieve an effective process of decision-making within the company. Students will examine the importance of systems for cost analysis used to interpret internal reports. They will also evaluate the techniques and tools that allow profit maximization to obtain greater productivity and to support the decision-making process. Furthermore, students will emphasize on the implications of cost analysis in management decisions, capital planning, and investment strategies that contribute to the company's optimal and reliable fiscal performance.

MBA 5050: Managerial Finance: 3 credits
In this course, the student will analyze reports, financial statements, risk and performance as a base for decision-making. Furthermore, the student will study the value of time and its implications on financial decisions.

MBA 5200: Business Leadership: 3 credits
In this course, students will analyze the main concepts and theories regarding business leadership and development of the skills needed to exercise effective leadership. The students will critically evaluate current leadership challenges and their implications in an organization's changes and performance. In addition, students will examine the human resources of a company through an ethical, fair, democratic, and inspiring process.

MBA 5220: Social and Ethical Responsibility: 3 credits
In this course, students will examine the criterion that contributes to social responsibility development in an organization. The students will evaluate how personal values influence the decision-making process. Furthermore, they will discuss the ethical decisions made daily at the work place.

MBA 5240: Project Management and Administration: 3 credits
In this course, students will discuss project management theory, analyze the life cycle of a project, starting with identifying needs and developing a proposal, and will use technological tools to apply during the processes of planning, management, and closing a project. In addition, they will examine successful risk management processes, as well as reporting the results.

MBA 5260: Managerial Information Systems: 3 credits

In this course, students will analyze the concepts, processes and modern techniques used to ensure control of information management as well as the security, integrity and quality of the data stored in the information systems. Students will discuss security techniques used in information management of a network system. Also, they will develop a relationships diagram that implements automation and security processes for a company or business.

MBA 6000: Business Administration Integrating Seminar (Capstone): 3 credits

In this course the student will analyze inputs coming from the functional areas of the organization and will integrate them into a strategic plan. This analysis will lead the student to make financial, operational and market decisions to generate sustainable competitive advantages. In addition, the student will prepare oral and written reports about the performance of a business. *(This course includes the use of simulator.) (Pre-requisites: MBA 5000, 5010, 5020, 5030, 5040, 5050, 5240, STAT 5210 or MBA 5000, 5010, 5020, 5040, 5050, 5240, STAT 5210)*

MIT 5000: Information Technology Management: 3 credits

In this course, students will analyze how to manage Information Technologies (IT) and Information Systems to tackle the needs of a company and improve its competitive position. They will evaluate the fundamental principles and practices indicated to strategically use and manage information, to become well- informed and competent IS participants. In closing, students will assess the importance of IS and IT in the problem solving and decision-making processes, in order to contribute to the digital transformation and business strategy of the company.

MIT 5010: Operating Systems Administration: 3 credits

In this course, students will analyze the basic characteristics of the infrastructure of a computer, as well as the structure of different types of operating systems and their evolution in the business context. In addition, they will develop an operating systems management plan using diverse applications. They will also choose the necessary protection and safety requirements to manage an operating system. Lastly, students will contrast the characteristics and structures of the Windows and UNIX/Linux operating systems.

MIT 5020: Data Collection and Modeling: 3 credits

In this course, students will analyze concepts related to the general architecture of data warehouse systems, including data marts. They will discuss business intelligence (BI) concepts, such as online analytical processing (OLAP) and data mining. Students will describe the business drivers used to take decisions regarding investment in data warehousing, and the data modeling techniques used to design transactional databases. Likewise, they will apply the knowledge acquired during the course using a database management system to build a physical model.

MIT 5030: Networks Architecture and Administration: 3 credits

In this course, students will analyze the concept framework for the strategic planning to design a network architecture and its communication protocols. They will evaluate in detail the reference models and protocol specifications. In addition, students will research the emerging technologies for servicing diverse networks. They will also, integrate the best practices in security, privacy, and ethics to the information systems strategic planning and service management process.

MIT 5040: IT Service Management: 3 credits

In this course, students will analyze IT service management for external clients and internal users at the macro level in alignment with ITIL® 4 edition, which comprises the set of guidelines of the best practices worldwide to manage IT services in public and private organizations. They will apply a strategic approach to the design, delivery, management and improvement of IT services within an organization to add value to their clients. They will evaluate the service value chain and management practices to assure that all processes, interested parties, and technology are the most adequate for the organization to fulfill its business goals. *(Pre-requisite: MIT 5000)*

MIT 5050: Data and Information Analysis: 3 credits

In this course, students will analyze concepts, tools and methods related to Big Data Analytics. They will discuss different strategies to collect, process and use the enormous amounts of data available in numerous public sources. In addition, they will use technology to implement the processes involved in the collection, extraction, analysis, and visualization of data, as well as in the interpretation of results. *(Pre-requisite: MIT 5020)*

MIT 5060: Leadership and Ethical Issues in Information Technology: 3 credits
In this course, students will analyze the management skills needed to lead Information Technology (IT) teams and departments. They will examine several organizational structures used in the information technology environment. Likewise, they will integrate leadership strategies and tactics for high-yield teams operating in dynamic settings. Furthermore, students will demonstrate the efficient use of leadership in the analysis of ethical aspects relevant to business management.

MIT 5070: Strategic System Analysis and Design: 3 credits
In this course, students will examine the role of the system analyst, the types of information systems, the Systems Development Life Cycle (SDLC), and the company's requirements and specifications. They will also apply strategies for the proper management of said requirements and specifications. In addition, students will evaluate different methodologies applied to information systems, in order to design a proposal with functional recommendations to provide viable solutions, based on the specific company needs. *(Pre-requisites: MIT 5010, 5030)*

MIT 5080: Information Technology Security: 3 credits
In this course, students will research different vulnerability scenarios of computer information systems with the objective of implementing solutions to security issues in the system operations and networks. They will also assess security risks to implement planning, recovery and business continuity plans in the eventuality of a natural or human-caused disaster. Lastly, students will analyze policies and legal aspects relevant to network security.
(Pre-requisites: MIT 5010, 5030)

MIT 5200: Information Technology Project Management: 3 credits
In this course, students will analyze management principles focused on the planning and execution of Information Technology (IT) projects. They will evaluate theoretical fundamentals for project planning, such as scope and resources management; cost development and schedules; risk and change management; and using earned value analysis for project control in project management. Students will also analyze human resources management when planning and executing projects, and examine project management techniques that are essential for the success of technology-driven organizations. Finally, students will analyze current trends that affect IT project management, such as globalization, virtual teams, and outsourcing.

MIT 5220: Virtualization and Cloud Computing: 3 credits
In this course, students will analyze concepts related to cloud computing and computer services offered through the internet. They will develop a plan for the implementation, configuration, and management of the different types of services associated with virtual machines, servers, networks, and web applications. In addition, they will set up virtual servers, storage services, and virtual network traffic routing with security groups.

MIT 5240: Information Technology Auditing: 3 credits
In this course, students will examine the principles of business information technology auditing and the need for maintaining effective internal controls to guarantee they work properly. They will analyze the standards and regulations applicable to the auditing process. They will evaluate the audit lifecycle for different information technology (IT) systems, such as the operating system, databases, and web and desktop applications, among other. On the other hand, they will create auditing plans based on the security risk assessment and on the results from using vulnerability scanning tools. Besides, they will present the results from these assessments through reporting. Similarly, students will create business continuity and disaster recovery plans. *(Pre-requisite: MIT 5080)*

MIT 6000: Information Technology Seminar (Capstone): 3 credits
In this capstone seminar, students will apply the skills acquired during the Information Technology master's degree program. They will examine the needs and challenges of the information systems (IS) for the strategic planning of information technologies (IT) in an organization. On the other hand, they will evaluate the organizational goals in order to propose solutions to IT-related challenges. In addition, they will set up the management of an IT project in each of its stages to ethically incorporate possible solutions to security and business collaboration issues.
(Pre-requisites: MIT 5000, 5010, 5020, 5030, 5040, 5050, 5060, 5070, 5080, 5200, 5220, 5240)

MKTG 6000: Fundamentals of Digital Marketing: 3 credits
In this course, students will interpret the theoretical foundations and key elements of digital marketing, as well as its effect on behavior and decision-making in the business environment. They will assess the marketing mix strategies used by marketing specialists, consumer behavior in the digital sphere, and the platforms for the implementation of digital strategies. In addition, they will create a digital marketing plan with objectives and strategies for the attraction, conversion, and loyalty of consumers. *(Pre-requisite: MBA 5010)*

MKTG 6015: Digital Advertising: 3 credits
In this course, students will analyze the foundations of digital advertising including its components, distribution channels, and formats. They will develop advertising campaigns through strategies for landing pages, paid search marketing, email marketing, and social ads. In addition, students will create a strategic plan for digital advertising. This course requires the use of a simulator to complete practical exercises. *(Pre-requisite: MKTG 6000)*

MKTG 6025: Search Engine Marketing (SEM-SEO): 3 credits
In this course, students will develop search engine marketing (SEM) strategies aimed at highlighting a company's products or services on a search page. They will apply search engine optimization (SEO) techniques to broaden the company's visibility on organic search results. Students will evaluate the best practices for the improvement of classification in search engines, such as keyword research and link creation. This course uses a simulator to provide students with an experience closer to their professional field. *(Pre-requisite: MKTG 6000)*

MKTG 6035: Social Media Marketing: 3 credits
In this course, students will analyze fundamental social media marketing concepts in order to distinguish the digital presence of a brand. They will evaluate the audience, market, and performance indicators of a brand on social media platforms to develop recommendations for organic and paid content in digital campaigns. Students will also develop a strategic social media plan for a product or service. This course utilizes a simulator to complete practical exercises. *(Pre-requisite: MKTG 6000)*

MKTG 6045: Digital Marketing Analytics: 3 credits
In this course, students will develop techniques for the evaluation, interpretation, and integration of data obtained through tools for the measurement of digital marketing data. They will evaluate, by means of practical exercises, the metrics obtained through digital tools for the measurement of success of online and social media digital campaigns. Likewise, students will formulate digital marketing strategies based on analyzed data. This course uses a simulator to provide students with an experience closer to the reality of the professional field.
(Pre-requisite: MKTG 6015, MKTG 6035)

NURS 5100: Health and Defense Policy to Improve Health Outcomes of the Population: 3 credits
In this course, students will analyze the history and development of Health Services policies globally. They will evaluate the economic impact on policies, procedures and rights in the provision of services in public or private health systems. They will examine the procedures, patterns and paradigms of the new health care models and the role of the nursing professional.

NURS 5110: Information Technology Used to Improve Quality in Nursing Services: 3 credits
In this course, students will discuss how IT competencies and skills have been integrated into the role of the nursing professional; and examine the main topics related to nursing informatics, patient quality and safety, and other topics relevant to the contemporary nursing. They will justify the use of the electronic health record as a tool to promote and improve patient health care. They will analyze the nursing role as an agent of change in the adoption of new technologies.

NURS 5120: Evidence-Based Research and Practice: 3 credits
In this course, students will analyze the role of research in the professional nursing practice, its principles and evidence-based practice models; evaluate several research methodologies used in the clinical scenario and the role of nursing theories in research and practice; explain the importance of fulfilling human rights in a research process; evaluate research studies and use this process and its results as key elements to improve the quality of evidence-based nursing practice, education, leadership and management. They will elaborate as well a research proposal that responds to a need identified in their practice.

NURS 5130: Organizational and Systematic Leadership in Nursing: 3 credits
In this course, students will learn to exercise effective leadership in a health organization; examine the impact of changes in the health system and the transformation of the nursing profession; evaluate leadership and management theories; and argue about empowerment strategies that help nurses, who have obtained an MSN, to be successful in taking on leadership positions.

NURS 5200: Advanced Pathophysiology: 3 credits
This course allows students to focus on pathological conditions, which are found during the practice throughout the life cycle. It emphasizes the regulatory and compensatory mechanisms related to diseases of higher prevalence, and the development of critical thinking skills that distinguish the relationship between normal physiology and specific alterations caused by injuries or illness.

NURS 5210: Advanced Pharmacology: 3 credits
This course is designed to expand the knowledge of advanced pharmacology in the nursing practice by allowing students to analyze the effects of drugs and examine the general categories of pharmacological agents. Research findings, evidence-based practice, and ethical-legal considerations are discussed. It focuses on the principles of drug action, pharmacokinetics, and pharmacotherapeutics in the context of the advanced nursing practice. The most common drug classifications, indications and evaluation of therapy results are presented.

NURS 5220: Advanced Physical Exam: 3 credits
This course allows advanced practice students to gain the knowledge, skills and ability to provide a safe, proficient, and complete health assessment. It focuses on the advanced knowledge and skills needed for the health assessment and promotion throughout the life cycle. Students will learn to use the advanced diagnostic communication reasoning and physical examination skills to identify changes in acute and chronic health patterns. The emphasis is on a detailed information gathering with a systematic focus on the health assessment and physical examination, and the differentiation, interpretation, and documentation of physical, biological, and psychosocial data throughout the life cycle regarding normal and altered findings.

NURS 6000: Advance Surgical: 3 credits
In this course, the student will analyze pathological conditions which require invasive and noninvasive surgical procedures they encounter in their practice throughout the life cycle. They will discuss surgical anatomy, general nursing perioperative considerations and specific considerations of the operational procedure for each surgical intervention. They will examine technological advances associated with invasive and noninvasive surgical procedures in a hospital, mobile surgical center or medical office. They will explain the guidelines for preoperative and postoperative care, secondary effects and complications, home care, release, follow-up care, psychosocial care and remissions. They will observe particular considerations for pediatric or geriatric patients, traumas and surgeries, as well as for interventions guided through images, complementary and alternative therapies.

NURS 6010: Advanced Medical-Surgical I: 2 credits
In this course, students will discuss and develop the competencies of the medical-surgical nurse specialist in the care of adults and elders with pathophysiological alterations in diverse health scenarios. They will integrate the health assessment, advanced physical examination and diagnostic reasoning skills, and the planning, implementation and evaluation of therapeutic interventions as nurse specialists. They will also analyze cultural and ethical-legal considerations related to adult and elder care; and develop the expertise in advanced nursing management of the

following systems: intergumentary, mental health, fluid and electrolyte balance, respiratory and cardiovascular. *(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000) (Co-requisites: NURS 6011P/NURS 6011 or NURS 6015P/6015)*

NURS 6011P/6011*: Advanced Medical-Surgical Internship I: 1 credit
In this course, students will apply the knowledge of medical-surgical nursing. Their performance will be evaluated taking into consideration the application of clinical judgment, regulatory aspects, and the provision of quality health care and safety. The course includes a 45-hour clinical teaching practice.
(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000) (Co-requisites: NURS 6010)

NURS 6015P/6015: Advanced Medical-Surgical Internship I with Role in Management: 1 credit
In this course, students will apply the skills and knowledge in medical-surgical nursing, administration, and executive leadership in the different healthcare scenarios. They will integrate planning theories to provide leadership and guidance that promote the growth and success of the different health services organizations. Also, they will implement strategies focused on complying with regulations, service quality improvement, problem-solving through critical thinking, personnel planning, and budget evaluation. This course includes 45 hours of administrative practice.
(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000) (Co-requisite: NURS 6010)

NURS 6020: Advanced Medical-Surgical II: 2 credits
In this course, students will continue to discuss and develop the competencies of the medical-surgical nurse specialist in the care of adults and elders with pathophysiological alterations in diverse health scenarios. They will integrate the health assessment, advanced physical examination and diagnostic reasoning skills, and the planning, implementation and evaluation of therapeutic interventions as nurse specialists. They will develop the expertise in advanced nursing management of the following systems: endocrine, gastrointestinal, renal, immunological, hematological, oncological, neurological, musculoskeletal, and female and male reproductive systems.
(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000, 6010, 6011P/6011 or NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000, 6010, 6015P/6015*) (Co-requisites: NURS 6021P/ 6021* or NURS 6025P/6025*)*

NURS 6021P/6021*: Advanced Medical-Surgical Internship II: 1 credit
In this course, students will compare the competencies and expectations as medical-surgical nurse specialists in the role of educator in different scenarios: academic, personal development and patient education. They will apply the knowledge and research findings related to the principles of the teaching- learning process, curriculum development, and the effective use of educational technology to design and implement a teaching session. They will also analyze the ethical and legal aspects related to the role of the nurse as educator. The course includes a 45-hour theoretical teaching practice.
(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000, 6010, 6011P/6011) (Co-requisites: NURS 6020)*

NURS 6025P/6025: Advanced Medical-Surgical Internship II with Role in Management: 1 credit
In this course, students will demonstrate the competences and knowledge of medical-surgical specialized nurses and their role as an administrator and executive leader in the different healthcare scenarios. They will integrate contemporary leadership theories in their proper context and style, according to the organizational culture, current healthcare policies, and governance complexity. Students will apply the results of their research on administration and executive leadership in the personnel and budget planning through the effective integration of technology and IT in the processes. Furthermore, they will analyze the legal and ethical aspects related to their role as administrator and executive leader. This course includes 45 hours of administrative practice. *(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, 6000, 6010, 6015P/ 6015) (Co-requisite: NURS 6020)*

NURS 6035P/6035: The Role of Nursing Educator: Seminar and Internship I: 3 credits
In this course the student will apply concepts and skills in curriculum development, classroom and evaluation methods in an educator role within the student's area of specialization. Also, will plan, guide, use technology in teaching and evaluate learning activities in a variety of educational settings. Promote interprofessional education in educational settings integrating Quality and Safety Education. The course includes 45-hours of teaching practice. *(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, EDUC 5200, 6012, 6014)*

NURS 6045P/6045: The Role of Nursing Educator: Seminar and Internship II: 3 credits
In this course, students will integrate the knowledge and related competitions of the nurse educator's role in various areas: academics, personal development and patient education. They will apply the knowledge and results from research related to principles of the teaching and learning process, curricular development and effective use of educational technology to design and carry out a teaching session. Additionally, they will analyze the ethical and legal aspects associated with the role of the nurse educator. The course includes a 45-hour teaching practice. *(Pre-requisites: NURS 5100, 5110, 5120, 5130, 5200, 5210, 5220, EDUC 5200, 6012, 6014)*

NURS 6050: Human Resources Development in Nursing Management: 3 credits
In this course, students will develop the skills and knowledge needed for the effective administration of nursing personnel. They will implement planning, recruiting, selection, retention, and formation practices for the personnel they manage. They will also analyze the labor laws that regulate the nursing practice and the management of employee relations.

NURS 6055: Financial Management in Nursing Services: 3 credits
In this course, students will apply skills of financial administration in the different healthcare scenarios where nursing services are offered. They will analyze the costs, planning, and control of human and fiscal resources of healthcare service businesses or organizations in an ethical-legal context, through the integration of different technological and financial tools. Students will determine the impact of an evidence-based practice and the best practices of administration and financial resources management in the quality of healthcare services.

PLAN 6010: Operations Management: 3 credits
In this course students apply the concepts and skills necessary for the design and selection processes for the management of operations in manufacturing environments and services. They will analyze the importance of proper management of the supply chain to achieve customer satisfaction. They will identify statistical methods for quality control processes.

PLAN 6015: Strategic Management: 3 credits
In this course, students will analyze theoretical concepts and fundamentals of strategic management in different organizations. Additionally, they will analyze three main areas: strategic management models, strategy formulation, and the roles related to strategic management. They will also analyze the management and administration of strategies in organizations.

PLAN 6020: Strategic Planning: 3 credits
In this course, students will analyze the strategic planning theories at a corporate level. They will evaluate the different models of strategic planning from the perspective of its evolution, relevance, importance, and benefits. They will develop a strategic plan in all of its parts. They will analyze the factors that could cause the failure of strategic plans and design strategies to avoid it. They will create a plan to implement strategic plans, evaluation measures, and control mechanisms. *(Pre-requisites: PLAN 6015)*

PLAN 6030: Quantitative Analysis for Decision Making: 3 credits
In this course, students will analyze the theoretical fundamentals for the decision-making process through quantitative means, from an administrative perspective. They will examine different types of prognoses and their use in decision-making. They will apply diverse methods, explain how they work, and interpret results. They will also evaluate various quantitative models and apply simulation techniques for decision-making and problem-solving.
(Pre-requisite: STAT 5210)

PSYC 5000: Human Development: 2 credits
In this course, students will analyze the main theories about human growth and development. They will evaluate cognitive, personality, physical, and social development areas from the main psychological trends. Finally, they will identify changes in the life cycle from physical, cognitive, and psychological perspectives.

PSYC 5010: Human Behavior in the Social and Multicultural Environment: 3 credits
In this course, students will evaluate how culture shapes our cognitions and behavior. They will analyze the contributions of social and multicultural psychology to the development of critical thinking, cultural sensitivity, and the physical and social context. Furthermore, they will apply inclusive and holistic methodologies from a global point of view, that take into account the cultural, social, political, and gender differences, among others.

PSYC 5020: Biological Bases of Behavior: 3 credits
In this course, students will investigate the most recent findings in the area of physiological psychology as part of motor, sensory, affective, and cognitive processes. They will examine basic information about the nervous system, sensory systems, physiological bases of behavior, and learning development. In addition, they will analyze the biological factors that impact motivation, the emotions, and memory.

PSYC 5030: Topics in Industrial and Organizational Psychology: 3 credits
In this course, students will analyze the problems, models, and advanced practices related to industrial and organizational psychology. They will apply key methodologies related to succession planning, multicultural leadership development models, strategic planning, staffing models, and other current topics. Finally, they will develop strategic plans based on analysis and critical thinking that address the systems and processes that affect industries and organizations today.

PSYC 5040: Statistical Methods Applied to Psychology: 3 credits
In this course, students will evaluate the basic principles of scientific methods and data statistical analysis related to psychology. Furthermore, they will apply procedural implementation techniques to descriptive and inferential statistics. Finally, they will use statistical reasoning to calculate basic measures applicable to socio-psychological problems.

PSYC 5100: Cognitive-Affective Bases of Behavior: 3 credits
In this course, students will analyze basic concepts of history, psychological philosophy, and behavioral neuroscience. Furthermore, they will evaluate how humans beings process information and organize their emotional experiences and knowledge from the perspective of central theories of cognition and affectivity, as well as factors that influence cognitive performance, in the emotional experience and their interaction. In addition, they will explain memory function, language, reasoning and problem solving, while taking into consideration the multidimensional nature of cognition and affectivity.

PSYC 5110: Industrial Psychology Advanced Seminar: 3 credits
In this course, students will analyze the theories and techniques related to the understanding, prognosis, and management of human behavior within industries. In addition, they will apply key methodologies for job analysis, employee recruitment and selection, human resource management, performance evaluation, and training and professional development strategies.

PSYC 5120: Research Methodology: 3 credits
In this course, students will evaluate the process and fundamental approaches of scientific or interpretive research for the selection of a research topic in the social sciences field. They will examine the theory and practical exercises for formulating a research proposal, from the selection of a topic to the methodology. They will also analyze the concepts and importance of the approaches, designs, methods, and processes of collecting and analyzing data applied to the research. *(Pre-requisite: PSYC 5040)*

PSYC 5130: Ethics, Values, and Professional Issues in Psychology: 3 credits
In this course, students will evaluate the ethical principles and professional guidelines that govern the industrial and organizational psychology practice. Furthermore, they will evaluate state and federal rules, regulations, and standards from a normative, valued, legal, and professional perspective.

PSYC 5200: Psychological Testing and Assessment: 3 credits
In this course, students will examine the main theories and principles of psychological assessment. Furthermore, they will analyze the methods for the selection, development and critical evaluation of psychological tests (intelligence, personality, aptitude, interest and achievement). Finally, they will apply the techniques studied for the development of psychological assessment instruments.
(Pre-requisite: PSYC 5040)

PSYC 5210: Organizational Psychology Advanced Seminar: 3 credits
In this course, students will analyze the theories and techniques related to the understanding, prognosis, and management of human behavior within organizations. Furthermore, they will apply methodologies related to leadership, organizational behavior, organizational development, organizational climate and culture, and health psychology.

PSYC 5220: Evaluation Techniques: 3 credits
In this course, students will examine the procedures used in the development, study, evaluation, and application of psychological measurement instruments, both individual and group-oriented. Additionally, they will assess tests designed for evaluating intellectual and performance measures. Likewise, they will evaluate the ethical aspects of using psychological measurement instruments in various organizations.

PSYC 5230: Professional Consulting Seminar: 3 credits
In this course, students will evaluate the principles, concepts, theories, strategies, and models of professional psychological consulting. Additionally, they will analyze the main roles and functions of consulting practice from an industrial-organizational psychology perspective. Furthermore, they will examine key ethical controversies in the practice of industrial-organizational psychology. *(Pre-requisites: PSYC 5040, PSYC 5120)*

PSYC 5240: Current and Global Business Dilemmas: 3 credits
In this course, students will examine current and global dilemmas in companies from a scientific-investigative perspective, with an emphasis on integration and globalized labor relations, as well as the application and implementation of emerging literature in areas related to industrial-organizational psychology. Additionally, they will analyze the key methodologies highlighted in the course, including organizational coaching, entrepreneurship, innovation, technology application in companies, and project management, among others. Likewise, they will develop a proposal for organizational training.

PSYC 6000: Industrial and Organizational Psychology Seminar (Capstone): 4 credits
In this course, students will analyze the findings and contributions of the functional areas of industrial organizational psychology through the application of various professional competencies in research. They will substantiate the plan, scope, and approach of scientific research, emphasizing literature review and creative critical thinking. Additionally, they will demonstrate knowledge in writing a publishable article using the American Psychological Association (APA) style manual on a topic relevant to the discipline.
   (Pre-requisites: PSYC 5000, PSYC 5010, PSYC 5020, PSYC 5030, PSYC 5040, PSYC 5100, PSYC 5110, PSYC 5120, PSYC 5130, PSYC 5200, PSYC 5210, PSYC 5220, PSYC 5230)

REME 5100: Research Methodology: 3 credits
In this course students will evaluate the research process as a means to generate valuable information in the business world. They will examine research designs and methods to propose solutions to a given problem. They will further draft the introduction, literature revision, and methodology for a research proposal.

STAT 5210: Statistics: 3 credits
In this course, students will analyze and discuss the application of descriptive and inferential statistics. Also, use different types of computing systems and their application for research and decision-making in the organization.

UNDERGRADUATE PROGRAMS

BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION
The Bachelor's degree in Business Administration program provides students with knowledge and skills in organizational leadership that include finance, economic, information systems and technology, human resources, management and marketing. Otherwise, the student will develop an understanding of the ethical challenges related to business and management. It aims to develop in the students effective strategies, for solving these issues in the professional scenario and to guide the organization to success in the global marketplace.

PROGRAM OBJECTIVE
The Bachelor's Degree in Business Administration with in **General Business** provides students with the necessary knowledge, skills and abilities to apply management principles to contemporary business problems, manage organizations and use business theories according to their relevance and application to the global world.

In **Business Intelligence** prepares the student with the basic knowledge and skills to gather, extract, analyze and visualize data. Transforming this data into valuable knowledge, will help students to develop and implement integral solutions within the company. This will allow the creation of plans that will help the organizations in reaching their goals and objectives.

In **Human Resources** qualifies the student with the required knowledge, skills and abilities to work in the administration and management of the Human Resources in global and local companies. It also prepares the student to perform the planning, organization, leadership and administrative functions in the Human Resources in a strategic way and according to the company objectives.

In **Healthcare Management** prepares students with the knowledge and skills necessary to apply management principles in administration, assume strategic positions, both operational or personnel in any healthcare organization.

In **International Business** prepares students with the knowledge and skills necessary to perform within the international business environment. It will also prepare students to adapt to the global environment, rapidly changing through the knowledge of economic, political, legal, ethical, and international aspects of businesses.

In **Management** prepares students with the necessary knowledge and skills to assume leadership positions within private, public, and non-profit sectors. The students will also carry out leadership, teamwork, and communication functions within a company. Furthermore, students will apply mathematics and research techniques in the analysis of contemporary practices in businesses.

In **Accounting** trains students in the knowledge and skills necessary to perform in entry-level business administration with an emphasis in accounting. Furthermore, students will be prepared with the analysis, research, synthesis, and interpretation skills of the accounting cycle from the approach of costs, tax, and forensic, operational, and systems audit for decision making. In addition, students will learn accounting theory and principles applicable to government and non-profit organizations, as well as an understanding of the technology involved in the configuration of an accounting information system.

In **Social Media Marketing** prepares students with the knowledge and skills needed to develop social media marketing strategies using digital media, online communities, content creation, and network analytics. It promotes the development of strategies to position a brand on social media, promote ideas, products, or services, and build the image of companies, organizations, or individuals. By developing these skills, students will be prepared to take on strategic positions related to social media marketing at different organizational levels.

In **Project Management** provides students with the skills and competencies necessary to strategically plan the scope, time, costs, resources and quality of a project, taking preventive measures to manage risk. Additionally, students will have the opportunity to lead simulated projects in all their phases: initiation, planning, execution, monitoring, control and closure. Furthermore, it provides students with tools to develop knowledge in business administration, which will help them to face economic, social and political challenges of the workplace. This program is aligned with the Project Management Institute (PMI) standards.

In **Finance** provides students with the basic knowledge and skills necessary to perform an analysis of a company's financial position, which allows top management to make strategic decisions with the purpose of optimizing financial resources. Additionally, it prepares students in the fields of risk, insurance, personal finances, bank administration and investments.

DEGREE TYPE EARNED: BBA

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3
HUMA 1020	Humanities II	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SOSC 1020	Social Sciences II	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 2000	Introduction to Statistics	3
PSYC 2510	Psychology	3
PSYC 3510	Social Psychology	3
		45

Core Courses:		Credits
ACCO 1000	Introduction to Accounting I	4
ACCO 1050	Introduction to Accounting II	4
BUMA 1000	Introduction to Business	3
ITTE 1031L	Computer Literacy and Laboratory	3
MKTG 1010	Marketing Principles	3
MATH 1050	Business Mathematics	3
BUAD 2000	Fundamentals of Management	3
ECON 2000	Micro Economics	3
FINA 2100	Finance and Cash Flow	3
MATH 2080	Quantitative Methods	3
BUAD 3000	Human Resources Administration	3
BUAD 3010	Comparative Management	3
BUAD 3050	Ethic in Business	3
ECON 3200	Macro Economics	3
BUAD 4000[1]	Integrative Seminar Business Administration	3
		47

General Business Courses: **Credits**
BUAD 2010   Policies and Business Strategies   3
BUAD 2030   Ecommerce   3
BUAD 2050   Business Law   3
BUAD 2070   Entrepreneurship   3
BUIN 1010   Principles of Information Systems   3
HURE 1030   Fundamentals of Business Coaching   3
HURE 1060   Managing Organizational Change   3
HURE 1070   International Labor Law   <u>3</u>
                                                                                    24

Business Intelligence Courses: **Credits**
BUIN 1015   Introduction to Business Intelligence   3
BUIN 1020   Introduction to Data Base   3
BUIN 2000   Decision Support Systems   3
BUIN 2010   Business Analytic   3
BUIN 3000   MS Excel for Business Intelligence   3
BUIN 3010   Web Analytics   3
BUIN 4000   Data Warehousing, Data Mining and Data Analysis   3
BUIN 4010   Applications for Business Analysis   <u>3</u>
                                                                                    24

Human Resources Courses: **Credits**
HURE 1010   Recruitment and Selection   3
HURE 1020   Training and Development of Human Resources   3
HURE 1030   Fundamentals of Business Coaching   3
HURE 1040   Compensation and Benefits Management   3
HURE 1050   Supervisory Strategies   3
HURE 1060   Managing Organizational Change   3
HURE 1070   International Labor Law   3
HURE 1080   Conflict Mediation in Business   <u>3</u>
                                                                                    24

Healthcare Management Courses: **Credits**
BUAD 3190   Organizational Leadership   3
MGMT 1020   Operations Management   3
BUIN 1010   Principles of Information Systems   3
HEMA 1000   Introduction to Healthcare Administration   3
HEMA 1010   Healthcare Management and Policy Planning   3
HEMA 1020   Ethical and Legal Issues in Healthcare Management   3
HEMA 1030   Healthcare Organizational Finance   3
HEMA 1040   Healthcare Information Systems   <u>3</u>
                                                                                    24

International Business Courses: **Credits**
BUAD 2010   Policies and Business Strategies   3
BUAD 2050   Business Law   3
HURE 1070   International Labor Law   3
INBU 1000   Introduction to International Business   3
INBU 1010   International Finance   3
INBU 1020   International Marketing   3
INBU 1030   International and Multicultural Management   3
INBU 1040   Legal Issues in International Business   <u>3</u>
                                                                                    24

Management Courses: **Credits**

BUAD 2010	Policies and Business Strategies	3
BUAD 2050	Business Law	3
BUAD 3190	Organizational Leadership	3
BUIN 1010	Principles of Information Systems	3
INBU 1030	International and Multicultural Management	3
MGMT 1000	Communication for Managers	3
MGMT 1010	Organizational Theory and Design	3
MGMT 1020	Operations Management	3
		24

Accounting Courses: **Credits**

ACCO 2100	Intermediate Accounting I	3
ACCO 2270L	Computerized Accounting and Laboratory	4
ACCO 3150	Intermediate Accounting II	3
ACCO 3320	Federal Taxes	3
ACCO 3420	Introduction to Cost Accounting	3
ACCO 3550	Accounting Information Systems	3
ACCO 4000	Accounting for Governmental and Nonprofit Entities	3
ACCO 4220	Principles of Auditing	3
ACCO 4400	Advanced Accounting	3
ACCO 4500	Forensic Accounting	3
ACCO 4550	Operational and Systems Auditing	3
		34

Project Management Courses: **Credits**

MGMT 1020	Operations Management	3
PROM 1000	Project Management Fundamentals	3
PROM 1050	Project Communications and Stakeholder Management	3
PROM 2000	Quality Management	3
PROM 2050	Cost and Time Management	3
PROM 3000	Project Risk Management	3
PROM 3050	Contracts and Procurement Management	3
PROM 4000	Technology for Project Management	3
PROM 4010	Project Management Seminar (Capstone)	3
		27

Finance Courses: **Credits**

EXCL 1000L	Basic Excel	3
FINA 1020	Financial Statements Analysis	3
FINA 1050	Financial Modeling	3
FINA 2400	Financial Management	3
FINA 2700	Money and Banking	3
FINA 3000	Financial Markets	3
FINA 3200	Personal Finance	3
FINA 4000	Fundamentals of Investments	3
FINA 4010	Risk Management and Insurance	3
		27

Social Media Marketing Courses: **Credits**

MKTG 1020	Integrated Marketing Communications	3
MKTG 2010	Consumer Behavior	3
MKTG 2030	Content Marketing	3
MKTG 3000	Marketing Research	3
SOME 1000	Introduction to Social Media	3
SOME 2000	Social Media Marketing Strategies	3
SOME 2010	Public Relations in Social Media	3
SOME 3000	Web and Social Media Analytics	3
SOME 4000	Social Media Marketing Campaign (Capstone)	<u>3</u>
		27

Electives Courses: *(for Project Management & Social Media Marketing majors)*   **Credits**

SEMI 1001	University Environment Seminar	<u>1</u>
		1

Electives Courses: *(for Accounting, General Business, Business Intelligence, Human Resources, Healthcare Management, International Business & Management majors)*   **Credits**

SEMI 1001	University Environment Seminar	1
	Electives	<u>3</u>
		4

Electives Courses: *(Only for Finance major)*   **Credits**

SEMI 1001	University Environment Seminar	1
	Electives	<u>1</u>
		2

TOTAL CREDITS   **120/121/130**

All courses must be passed with at least a "C" grade.
[1]This course includes the use of simulator.
Available via online delivery method only in the Spanish language.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"
Course weeks may vary depending on the program offering, which has a total length of approximately 144 weeks.

ASSOCIATE'S DEGREE IN ACCOUNTING

PROGRAM DESCRIPTION

The Associate's Degree in Accounting Program prepares students with the necessary knowledge and skills to perform tasks related to the accounting profession, as well as the analysis of financial statements and bookkeeping. Throughout their course of study, students will learn the basic principles of accounting, federal and state income tax rules, as well as the conceptual framework that governs the profession. The 64-credit curriculum includes Business Administration courses such as Economics, Finance, and Management. The major courses include basic accounting courses, as well as Computerized Accounting, Federal Taxes, and Puerto Rican Taxes. Graduates of this academic program may work as accountants in a public or private entity and in a diversity of industries. Other positions include accounting assistant or accounting clerk.

PROGRAM OBJECTIVE

The Associate's Degree in Accounting trains students in the knowledge and skills needed to perform the tasks related to the profession of accounting, including the analysis of financial statements and bookkeeping. This program provides students with learning experiences through the use of technology to ensure their success in modern businesses.

DEGREE TYPE EARNED: <u>AAD</u>

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 2000	Introduction to Statistics	3
PSYC 2510	Psychology	<u>3</u>
		36

Accounting Courses:		Credits
ACCO 1000	Introduction to Accounting I	4
ACCO 1050	Introduction to Accounting II	4
ACCO 2100	Intermediate Accounting I	3
ACCO 2270L	Computerized Accounting and Lab.	4
ECON 2000	Micro Economics	3
MATH 1050	Business Mathematics	3
FINA 2100	Finance and Cash Flow	3
ITTE 1031L	Computer Literacy and Laboratory	<u>3</u>
		27

Elective Courses:		Credits
SEMI 1001	University Environment Seminar	1

TOTAL CREDITS: **64**

All courses must be passed with at least a "C" grade. Electives depend on the academic offering available in each term. Students should consult with their academic advisor. Available via online delivery method only in the Spanish language. Also, available via hybrid delivery method in bilingual, Spanish and English languages.

"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"

Course weeks may vary depending on the program offering, which has a total length of approximately 80 weeks.

ASSOCIATE'S DEGREE IN BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION
The Associate's degree in Business Administration program provides students with the opportunity to develop the ability and skills in the principles and practice for entry level positions in the field. It aims to develop in the students an understanding of management situations while they have the opportunity to improve skills such as problem solving, teamwork, communication, self-management and administrative techniques.

PROGRAM OBJECTIVE
The Associate's Degree in Business Administration qualifies the student with the required knowledge and the necessary basic skills to recognize business problems and theories for its implementation in the modern business world.

The Business Administration in Entrepreneurship program trains students in the skills essential to planning, establishing, and managing a business operation. Students in this program will develop a business plan from the formulation of an idea to its execution, evaluation, and optimization. The program aims to prepare professionals with the managerial, ethical, and legal knowledge necessary to develop and manage socially responsible businesses.

DEGREE TYPE EARNED: <u>AAD</u>

General Education:		**Credits**
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 2000	Introduction to Statistics	3
PSYC 2510	Psychology	<u>3</u>
		36

Core Courses:		**Credits**
ACCO 1000	Introduction to Accounting I	4
BUMA 1000	Introduction to Business	3
ITTE 1031L	Computer Literacy and Laboratory	3
MKTG 1010	Marketing Principles	<u>3</u>
		13

Business Administration Courses:		**Credits**
ACCO 1050	Introduction to Accounting II	4
BUAD 1050	Multiculturalism	3
BUAD 2000	Fundamentals of Management	3
BUAD 2010	Policies and Business Strategies	3
ECON 2000	Micro Economics	3
FINA 2100	Finance and Cash Flow	<u>3</u>
		19

Entrepreneurship Courses: **Credits**

ACCO 2000	Fundamentals of Accounting and Financial Management for the Entrepreneur	3
BUMA 1050	Introduction to Entrepreneurship	3
BUMA 2010	Legal, Tax and Social Responsibility in Business	3
BUMA 2050	Small Business Planning	3
BUMA 2250	Small Business Planning II	<u>3</u>
		15

Elective Courses: **Credits**

SEMI 1001	University Environment Seminar	1

TOTAL CREDITS   **65/69**

All courses must be passed with at least a "C" grade.
Available via online delivery method only in the Spanish language.
Also, available via hybrid delivery method in bilingual, Spanish and English languages.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"
Course weeks may vary depending on the program offering, which has a total length of approximately 80 weeks.

BACHELOR'S DEGREE IN NETWORK TECHNOLOGY AND APPLICATIONS DEVELOPMENT

PROGRAM DESCRIPTION

The Bachelor's degree in Network Technology and Applications Development will develop student's skills and knowledge in technology areas aligned with the demands of the current job market. Also, they will acquire advanced knowledge in the architecture, administration, diagnosis, maintenance of communication networks, management, configuration and programming of computers. In addition, the students will apply fundamental skills and techniques that allow them to design and create applications in different environments and to use different tools for Web design and e-commerce.

PROGRAM OBJECTIVE

The Bachelor's Degree in Network Technology and Applications Development program will equip students to configure, manage, and audit communications networks. They will develop the skills needed to apply several programming languages, manage relational databases, and design dynamic websites that integrate and manage various web technologies.

DEGREE TYPE EARNED: <u>BA</u>

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3
HUMA 1020	Humanities II	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SOSC 1020	Social Sciences II	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 2000	Introduction to Statistics	3
PSYC 2510	Psychology	3
PSYC 3510	Social Psychology	<u>3</u>
		45

Technology Courses:		Credits
ACCO 1000	Introduction to Accounting I	4
BUMA 1000	Introduction to Business	3
ITTE 1031L	Computer Literacy and Laboratory	3
PROG 1035	Introduction to Computer Programming Logic	3
PROG 1140L	Data Base Design and Laboratory	3
MATH 2050	Applied Mathematics	3
PROG 2280L	Visual Basic Programming and Laboratory	3
PROG 2370L	Operating Systems & Architecture and Laboratory	3
PROG 2390L	Introduction to Java Script and Laboratory	3
PROG 2480L	Analysis, Design & Implementation Systems and Laboratory	3
INTE 2440L	Network Fundamentals and Laboratory	3
INTE 2460L	Data Communications and Laboratory	3
INTE 2520L	Web Page Design and Laboratory	3
INTE 2570L	Networks Administration and Laboratory	3

INTE 2740L	Diagnostic & Maintenance of Computer Systems and Laboratory	3
BUAD 3000	Human Resources Administration	3
PROG 3360L	Phython Programming and Laboratory	3
PROG 3365L	C# Programming and Laboratory	3
PROG 3375L	Object Oriented Programming and Laboratory	3
PROG 3425L	Data Base Management and Laboratory	3
INTE 3510L	Web Technology and Laboratory	3
INTE 4010	Networks Security and Auditing	3
INTE 4125L	Introduction to Electronic Commerce and Laboratory	3
INTE 4200	Network Technology and Applications Development Integration Seminar	<u>4</u>
		74

Elective Courses:		**Credits**
SEMI 1001	University Environment Seminar	**1**

TOTAL CREDITS   **120**

All courses must be passed with at least a "C" grade.
Electives depend on the academic offering available in each term. Students should consult with their academic advisor.
Available via online delivery method only in the Spanish language.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"
Course weeks may vary depending on the program offering, which has a total length of approximately 144 weeks.

BACHELOR'S DEGREE IN INFORMATION TECHNOLOGY

PROGRAM DESCRIPTION
The Bachelor's Degree in Information Technology Program prepares students with the knowledge and skills for a career in the field of information technology. Given that, the student's will acquire knowledge in computer management and information sharing. Also, the program will prepare students with advanced skills in which they will be able to work as computer support specialists, programmers, network administrators, database developers, technicians, and consultants. Students also take selected business and general education courses to gain a perspective of the field of Information Technology Specialists in business organization.

PROGRAM OBJECTIVE
The Bachelor's Degree in **Information Technology** will prepare the student with the basic knowledge and skills to review and analyze the information needs of businesses, identifying problems and causes of the aforementioned within the operations of the company. Furthermore, the student will be able to apply the necessary techniques to solve common problems in the management of technology within companies.

In **Information Assurance and Security** prepares students with the necessary knowledge and skills to develop and implement the best practices for network security and computer systems.

In **Network Administration** prepares students with the necessary knowledge and skills to identify and manage key areas of network operations and administration, including user support and troubleshooting.

In **Software Analysis and Development** prepares students with the necessary knowledge and skills for the application of methodologies for software development to help solve problems within companies. This degree will also enable students to create applications using various programming languages with an additional focus on systems development, databases, and web technology.

DEGREE TYPE EARNED: <u>BIT</u>

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3
HUMA 1020	Humanities II	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SOSC 1020	Social Sciences II	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 2000	Introduction to Statistics	3
PSYC 2510	Psychology	3
PSYC 3510	Social Psychology	<u>3</u>
		45

Core Courses:		**Credits**
BUAD 3000	Human Resources Administration	3
BUMA 1000	Introduction to Business	3
ITTE 1031L	Computer Literacy and Laboratory	3
INTE 1000	Human-Computer Interface and Interactions	3
INTE 2440L	Network Fundamentals and Laboratory	3
INTE 2460L	Data Communications and Laboratory	3
INTE 2520L	Web Page Design and Laboratory	3
INTE 2570L	Networks Administration and Laboratory	3
INTE 2740L	Diagnostic & Maintenance of Computer Systems and Laboratory	3
INTE 3510L	Web Technology and Laboratory	3
INTE 4200	Network Technology and Applications Development Integration Seminar	4
MATH 2050	Applied Mathematics	3
PROG 1035	Introduction to Computer Programming Logic	3
PROG 1140L	Data Base Design and Laboratory	3
PROG 2370L	Operating Systems & Architecture and Laboratory	3
PROG 2480L	Analysis, Design & Implementation Systems and Lab.	3
PROG 3375L	Object Oriented Programming and Laboratory	3
	52

Information Technology:		**Credits**
INAS 1000	Introduction to Information Assurance and Security	3
INTE 1010	Information Technology Strategic Planning	3
INTE 1020	Information Technology Infrastructure Management	3
INTE 1030	Information Technology Performance Analysis and Design	3
INTE 1040	Information Technology Project Management	4
INTE 4125L	Introduction to Electronic Commerce and Laboratory	3
PROG 3425L	Data Base Management and Laboratory	3
	22

Information Assurance and Security:		**Credits**
INTE 1040	Information Technology Project Management	4
INAS 1000	Introduction to Information Assurance and Security	3
INAS 1010	Web Application Security Strategies	3
INAS 1020	Information System Control and Auditing	3
INAS 1030	Computer Forensics	3
INAS 1040	Information Security Management	3
INTE 4010	Networks Security and Auditing	3
	22

Network Administration:		**Credits**
INTE 4010	Networks Security and Auditing	3
INTE 4125L	Introduction to Electronic Commerce and Laboratory	3
ITNA 1000	Implementing and Managing a Network	3
ITNA 1010	Protocols and Communications TCP/IP	3
ITNA 1020	Network Troubleshooting	3
ITNA 1030	Wireless and Mobile Computing	3
ITNA 1040	Advanced Network Administration	4
	22

Software Analysis and Development: **Credits**

INTE 4125L	Introduction to Electronic Commerce and Laboratory	3
ITSA 1010	Software Quality Control and Testing	3
ITSA 1020	Software Development for Mobile Devices	3
ITSA 1030	Advanced Web Application Programming	4
PROG 2280L	Visual Basic Programming and Laboratory	3
PROG 3365L	C# Programming and Laboratory	3
PROG 3425L	Data Base Management and Laboratory	3
		22

Elective Courses: **Credits**

SEMI 1001	University Environment Seminar	1

TOTAL CREDITS: **120**

All courses must be passed with at least a "C" grade.

Available via online delivery method only in the Spanish language.

 "Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"

Course weeks may vary depending on the program offering, which has a total length of approximately 144 weeks.

ASSOCIATE'S DEGREE IN NETWORK TECHNOLOGY AND APPLICATIONS DEVELOPMENT

PROGRAM DESCRIPTION

The Associate's degree in Network Technology and Applications Development provides students with the opportunity to develop skills and knowledge in technology areas aligned with the demands of the current job market. They will develop knowledge and skills in the architecture, administration, diagnosis, maintenance of communication networks and management, customer service, configuration and programming of computers. They will become familiar with network auditing and security principles while preparing the configuration of Internet communication protocols.

PROGRAM OBJECTIVE

The Associate's Degree in Network Technology and Applications Development prepares the student with the knowledge and skills needed to recommend, implement, and execute processes related with architecture. It will also enable the student the ability to configure communication protocols for the Internet, develop basic software applications in different environments, and manage tools used in Web Design.

DEGREE TYPE EARNED: AAD

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 2000	Introduction to Statistics	3
PSYC 2510	Psychology	3
		36

Technology Courses:		Credits
ITTE 1031L	Computer Literacy and Laboratory	3
PROG 1035	Introduction to Computer Programming Logic	3
PROG 1140L	Data Base Design and Laboratory	3
PROG 2280L	Visual Basic Programming and Laboratory	3
PROG 2370L	Operating Systems & Architecture and Laboratory	3
PROG 2480L	Analysis, Design & Implementation Systems and Laboratory	3
INTE 2440L	Network Fundamentals and Laboratory	3
INTE 2460L	Data Communications and Laboratory	3
INTE 2520L	Web Page Design and Laboratory	3
INTE 2570L	Networks Administration and Laboratory	3
INTE 2740L	Diagnostic & Maintenance of Computer Systems and Laboratory	3
INTE 3510L	Web Technology and Laboratory	3
		36

Elective Courses: **Credits**

SEMI 1001   University Environment Seminar   1
              Electives   <u>1</u>
                                                                                     2

TOTAL CREDITS   **74**

All courses must be passed with at least a "C" grade.

Electives depend on the academic offering available in each term. Students should consult with their academic advisor.

Available via online delivery method only in the Spanish language.

Also, available via hybrid delivery method in bilingual, Spanish and English languages.

 "Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"

Course weeks may vary depending on the program offering, which has a total length of approximately 96 weeks.

BACHELOR'S DEGREE IN CRIMINAL JUSTICE

PROGRAM DESCRIPTION

The Bachelor's degree in Criminal Justice provides students the opportunity to acquire knowledge on various aspects of crime, the justice system, and the law, including the role and origin of criminality, and social policy. The students will obtain skills and understanding in matters such as justice policy, law enforcement, and juvenile system. In addition, it will prepare students with an appropriate academic discipline and core courses that introduce them to pursue their interest and be successful in their future professional scenario in the global society.

PROGRAM OBJECTIVE

The Bachelor's Degree in Criminal Justice trains students in the legal, social, and investigative processes of the criminal justice system, safeguarding the rights of victims, witnesses, suspects, and the accused, as well as the processes of rehabilitation and treatment. Students will apply different interview, interrogation, and court statement techniques, as well as procedures in the investigative, procedural, criminal, ethical, and legal areas, and in fields related to human behavior. Furthermore, students will develop skills in the drafting of reports and management of different types of evidence to be presented before a court of law, in compliance with the due process of law.

In Cyber Crimes trains students with the necessary knowledge, skills, abilities, and techniques to oversee investigations, seizures, collection, analysis and interpretation of digital media, document presentation processes, crime adjudication, and further prosecution of cybercrimes such as fraud, identity theft, cyber terrorism and other cybercrimes committed around the world.

In Forensic Investigation trains students with the necessary knowledge, techniques, and skills for the criminal investigation process inside a crime laboratory through the application of investigation techniques in crime scenes, maintaining records, collecting, packaging, and preserving evidence for the purpose of reconstructing scenes, and analyzing physical evidence to prove the perpetrator's guilt.

In Homeland Security prepares students with theoretical and practical knowledge of homeland security policy, focusing on all the planning and operations aimed at protecting the United States and its territories from external threats. In addition, students will be trained on the operational components and infrastructure used to offer intelligence services, customs and border protection, security and technological communications, planning and operations in threat scenarios of natural or man-made disasters, in order to preserve the integrity of the economic system and protect all citizens.

In Human Services prepares students with the necessary knowledge, skills and abilities to provide services to vulnerable populations such as crime victims, controlled substances users, juvenile offenders and members of the correctional population in a variety of institutional and community contexts in the criminal justice system, in order to achieve social readaptation.

DEGREE TYPE EARNED: BA

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
HUMA 1010	Humanities I	3

HUMA 1020	Humanities II	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SOSC 1020	Social Sciences II	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
SPAN 2040	Writing and Composition	3
STAT 1500	Statistics for Social Sciences	3
JUST 2070	Sign Language	3
JUST 2080	Redaction and Professional Writing In Criminal Justice	3
PSYC 2510	Psychology	3
PSYC 3010	Emotional Intelligence: Managing Stressful Situations	<u>3</u>
		51

Core Courses: **Credits**

ITTE 1031L	Computer Literacy and Laboratory	3
JUST 1000	Introduction to Organization and Administration in Criminal Justice and Public Security	3
JUST 1015	Human and Civil Rights	3
JUST 1025	Fundamentals of Penal Laws	3
JUST 1030	Special Penal Laws	3
JUST 1040	Introduction to Criminology	3
JUST 1050	Evidence	3
JUST 2010	Interview and Interrogation	3
JUST 2020	Rules of Criminal Procedure	3
JUST 2025	Court Testimony	3
JUST 2050	Criminal Investigation	3
JUST 2100	Electronic Evidence	3
JUST 3125	Juvenile Justice	3
JUST 3610	White Collar Crimes and Fraud Detection	3
JUST 4020	Seminar of Criminal Justice	<u>3</u>
		45

Criminal Justice: **Credits**

JUST 3130	Drug Addiction and Rehabilitation	3
JUST 3200	Penology and Correctional System	3
JUST 4100	Information Systems Management in Criminal Justice System	3
PSYC 3110	Psychological Problems in Children, Adolescents and Adults	3
PSEC 2000	Leadership, Criminal Justice, and Public Safety	<u>3</u>
		15

Cyber Crimes: **Credits**

CYCR 4010	Cyber Crimes: Operating Systems and Architecture	3
CYCR 4015	Cyber Terrorism	3
CYCR 4020	Applicable Law to Cyber Crimes	3
CYCR 4040	Introduction to Cyber Crimes	3
CYCR 4055*	Computer Forensics	3
JUST 3120	Federal Jurisdiction	<u>3</u>
		18

Forensic Investigation: **Credits**

FOIN 1010	Introduction to Forensic Investigation	3
FOIN 2020	Forensic Photography	3
FOIN 2030	Collection and Analysis of Physical Evidence	3
FOIN 3030	Forensic Firearm Examination	3
FOIN 3040	Crime Scene Processing	3
FOIN 3050	Research and Analysis of Post Mortem Examinations	<u>3</u>
		18

Homeland Security: **Credits**

HOSE 1010	Forensic Psychology	3
HOSE 3010	Homeland Security and Operational Components	3
HOSE 3040	Terrorism	3
HOSE 4015	Federal Emergency Management	3
HOSE 4060	Cyber Security	3
JUST 3120	Federal Jurisdiction	<u>3</u>
		18

Human Services: **Credits**

HUSE 1010	Drug Addiction and Legal-Ethical Aspects	3
HUSE 2020	Young Offenders	3
HUSE 2030	Services in Correctional Institutions and Rehabilitation	3
HUSE 4015	Services for Domestic Violence Victims and Other Crimes	3
HUSE 4060	Restorative Justice	3
JUST 2035	Crime Victims	<u>3</u>
		18

Elective Courses: *(For Criminal Justice general program)*   **Credits**

SEMI 1001	University Environment Seminar	1
	Electives (Directed)	<u>9</u>
		10

Elective Courses: **Credits**

(For Cyber Crime, Forensic Investigation, Homeland Security and Human Services)

SEMI 1001	University Environment Seminar	1
	Electives	<u>6</u>
		7

TOTAL CREDITS   **121**

All courses must be passed with at least a "C" grade.
*This course includes the use of simulator.
Electives depend on the academic offering available in each term. Students should consult with their academic advisor.
Available via online delivery method only in the Spanish language.
 "Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"
Course weeks may vary depending on the program offering, which has a total length of approximately 144 weeks.

ASSOCIATE'S DEGREE IN CRIMINAL JUSTICE

PROGRAM DESCRIPTION

The Criminal Justice Program trains students in the legal, social, and investigative aspects of the criminal justice system to ensure compliance with the law while safeguarding the rights of victims, witnesses, suspects, and defendants. Furthermore, they will develop skills in the methods and procedures of the investigative, procedural, criminal, and ethical-legal areas, and the field of human behavior. Graduates of this Program will be able to serve as law enforcement officials, process servers, or correctional officers, among others, within different public or private agencies.

PROGRAM OBJECTIVE

The Associate's Degree in Criminal Justice trains students in legal, social, and investigative processes, safeguarding the rights of victims, witnesses, suspects, and the accused. Furthermore, students will develop the skills to apply procedures and different methods in investigative, procedural, criminal, ethical, and legal areas, as well as other fields related to human behavior.

DEGREE TYPE EARNED: AAD

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
ENGL 2050	Conversational English	3
ETHI 1010	Ethic and Professionalism	3
MATH 1010	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
JUST 2070	Sign Language	3
JUST 2080	Redaction and Professional Writing in Criminal Justice	3
STAT 1500	Statistics for Social Sciences	3
PSYC 2510	Psychology	3
		36

Core Courses:		Credits
ITTE 1031L	Computer Literacy and Laboratory	3
JUST 1000	Introduction to Organization and Administration in Criminal Justice and Public Security	3
JUST 1015	Human and Civil Rights	3
JUST 1025	Fundamentals of Penal Laws	3
JUST 1030	Special Penal Laws	3
JUST 1040	Introduction to Criminology	3
JUST 1050	Evidence	3
JUST 2010	Interview and Interrogation	3
JUST 2020	Rules of Criminal Procedure	3
JUST 2025	Court Testimony	3
JUST 2050	Criminal Investigation	3
		33

Elective Courses: | **Credits**

SEMI 1001 University Environment Seminar   <u>1</u>

                     1

TOTAL CREDITS   **70**

All courses must be passed with at least a "C" grade.

Available via online delivery method only in the Spanish language.

"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language"

Course weeks may vary depending on the program offering, which has a total length of approximately 80 weeks.

ASSOCIATE'S DEGREE LEADERSHIP IN PUBLIC SECURITY

PROGRAM DESCRIPTION
The Associate's Degree in Leadership in Public Security program equips students to make decisions and integrate the various areas that comprise public safety and the criminal justice system. They will examine the components and processes of public safety agencies, as well as the policies by which they are regulated. Graduates of this program will be able to serve in different public institutions, including the 911 emergency system, emergency and disaster management, and as law enforcement officers.

PROGRAM OBJECTIVE
The Associate's Degree in Leadership in Public Security program equips students to make decisions and integrate the various areas that comprise public safety and the criminal justice system. Graduates of this program will be able to apply the knowledge related to the investigation, processes, and policies for managing emergency situations as first responders. In addition, they will employ individual and collaborative work skills for solving problems ethically and with compassion, as established in the basic level of their profession.

DEGREE TYPE EARNED: AAD

GENERAL EDUCATION

ENGL 1010*	Basic English I	3
ENGL 1020	Basic English II	3
MATH 1010*	Basic Mathematics	3
SOSC 1010	Social Sciences I	3
SPAN 1010*	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
		18

CORE COURSES:

ETHI 1010	Ethics and Professionalism	3
PSYC 2510	Psychology	3
ITTE 1031L	Computer Literacy and Laboratory	3
		9

MAJOR COURSES:

JUST 1000	Introduction to the Organization and Administration of the Criminal Justice and Public Safety System	3
JUST 1015	Human and Civil Rights	3
JUST 1025	Fundamentals of Penal Laws	3
JUST 1030	Special Penal Laws	3
JUST 1050	Evidence	3
JUST 2020	Rules of Criminal Procedure	3
HEED 1500	First Aid	3
PSEC 2000	Leadership, Criminal Justice, and Public Safety	3
PSEC 2010	Conscience and Reach in Self Defense	3
PSEC 2020	Basic Emergency Management	3
		30

ELECTIVES COURSES

SEMI 1001*	University Environment Seminar	1
	Directed Elective	3
		4

TOTAL CREDITS   **61**

All general education with an asterisk and all core and major courses must be passed with at least a "C" grade.
Available via online delivery method only in the Spanish language.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language.
Course weeks may vary depending on the program offering, which has a total length of approximately 80 weeks.

BACHELOR'S DEGRE IN SCIENCE IN PSYCHOLOGY

PROGRAM DESCRIPTION
The Bachelor's Degree in Science in Psychology Program will equip students in the scientific study of individual and collective behavior, based on the biopsychosocial model. They will develop knowledge and skills related to the basic fundamentals of the primary subfields of psychology, research methods, and clinical evaluation. Graduates of this program will be able to work as social service technicians in mental health programs, caseworkers, corrections social workers, therapy assistants in rehabilitation centers at different public or private agencies, as well as other occupations.

PROGRAM OBJECTIVE
The Bachelor's Degree in Science in Psychology Program will equip students in the basic principles of human behavior, with a scientific and ethical focus of the profession. Graduates of this program will identify theoretic models of psychological intervention, as well as psychological disorders and behaviors according to the professional practice. They will apply the scientific method and evidence-based psychological intervention models. Finally, they will develop the knowledge and skills necessary for continuing their professional development through graduate studies or by entering the workforce.

DEGREE TYPE EARNED: BS

General Education:		**Credits**
BISC 1010	BIOLOGICAL SCIENCES	3
ENGL 1010	BASIC ENGLISH I	3
ENGL 1020	BASIC ENGLISH II	3
ENGL 2050	CONVERSATIONAL ENGLISH	3
HUMA 1010	HUMANITIES I	3
HUMA 1020	HUMANITIES II	3
MATH 1010	BASIC MATHEMATICS	3
SPAN 1010	BASIC SPANISH I	3
SPAN 1020	BASIC SPANISH II	3
STAT 1500	STATISTICS FOR SOCIAL SCIENCES	3
		30

Core Courses:		**Credits**
PSYC 1010	FUNDAMENTALS OF PSYCHOLOGY I	3
PSYC 1020	FUNDAMENTALS OF PSYCHOLOGY II	3
PSYC 1100	HISTORY OF PSYCHOLOGY	3
PSYC 1150	HUMAN DEVELOPMENT I	3
PSYC 1200	ETHICAL PRINCIPLES IN PSYCHOLOGY	3
PSYC 1250	HUMAN DEVELOPMENT II	3
PSYC 2000	PERSONALITY DISORDERS	3
PSYC 2150	PSYCHOBIOLOGY	3
PSYC 2250	PERSONALITY THEORIES	3
PSYC 2350	INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY	3
PSYC 3000	EXPERIMENTAL PSYCHOLOGY	3
PSYC 3150	INTRODUCTION TO EVALUATION AND MEASUREMENT	3
PSYC 3510	SOCIAL PSYCHOLOGY	3
PSYC 3520	PSYCHOPATHOLOGY	3
ITTE 1031L	COMPUTER LITERACY AND LABORATORY	3
REME 2000	SOCIAL INVESTIGATION METHODOLOGY	3
		48

Major Courses:		**Credits**
PSYC 2100	LEARNING AND MOTIVATION	3
PSYC 2200	INTERVIEWING TECHNIQUES	3
PSYC 2300	CRISIS INTERVENTION	3
PSYC 2400	INTRODUCTION TO TEST BUILDING	3
PSYC 3050	WRITING TECHNIQUES IN PSYCHOLOGY	3
PSYC 3100	LAW AND MENTAL HEALTH	3
PSYC 3200	THE PSYCHOBIOLOGY OF ADDICTION	3
PSYC 3250	PSYCHOTHERAPY MODELS AND TECHNIQUES	3
PSYC 4000	ALTERATION IN FUNCTIONAL DEVELOPMENT AND DIVERSITY	3
PSYC 4010	INTEGRATED PSYCHOLOGY SEMINAR (CAPSTONE)	4
SEMI 2000	APA WRITING SEMINAR	1
		32

Elective Courses:		**Credits**
SEMI 1001*	UNIVERSITY ENVIRONMENT SEMINAR	1
	DIRECTED ELECTIVES	9
		10

TOTAL CREDITS   **120**

All courses should be approved with at least a "C" grade, except for the Capstone course and elective courses at graduated level that must be passed with at least "B" grade.
Available via online delivery method in Spanish and English languages.
Also, available via hybrid delivery method in bilingual, Spanish and English languages.
 "Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language.
Course weeks may vary depending on the program offering, which has a total length of approximately 144 weeks.

Pool of electives recommended at Undergraduate level:

HEED 1500	First Aid	3
HOSE 1010	Forensic Psychology	3
JUST 1025	Fundamentals of Penal Laws	3
JUST 1040	Introduction to Criminology	3
JUST 2035	Crime Victims	3
JUST 3130	Drug Addiction and Rehabilitation	3
JUST 3100	Conflict Management	3
JUST 3110	Gender and Criminal Justice	3

Pool of electives recommended at Graduate level:
The recommended graduate-level electives are directed courses for students interested in pursuing a Master's degree in the Psychology area at NUC University. These courses must be passed with at least a "B" grade.

PSYC 5010	Human Behavior in the Social and Multicultural Environment	3
PSYC 5030	Topics in Industrial And Organizational Psychology	3
PSYC 5240	Current and Global Business Dilemmas	3

BACHELOR'S DEGREE IN SCIENCE IN NURSING (RN TO BSN)

PROGRAM DESCRIPTION

The Bachelor of Science in Nursing (RN to BSN) option trains the student in the competencies of leadership, management, critical thinking, communication, and ethical-legal decision making related to the nursing profession. In addition, the student will develop skills to provide direct nursing care by practicing in simulated environments and clinical experiences. The graduate of this program will be able to practice as a generalist nurse, independently and interdependently, in medical offices, public and private hospitals and in communities, at the primary, secondary and tertiary levels under the collaboration of a specialist or advanced practice nursing professional.

PROGRAM OBJECTIVE

The Bachelor's Degree in Science in Nursing (RN to BSN) option trains students in the development of the knowledge and skills of the profession related to human care and teaching with a holistic approach. Graduates of this program will be able to apply the competences of leadership, management, critical thinking, assertive communication, and ethical and legal decision making, specific to the different needs of groups, populations and situations. In addition, students will employ their skills in the clinical and biopsychosocial aspects during their intervention with clients, families and the community, therefore contributing to the betterment and development of the quality of life in the society.

DEGREE TYPE EARNED: BSN

General Education Courses:		**Credits**
ENGL 2050	Conversational English	3
HUMA 1010	Humanities I	3
HUMA 1020	Humanities II	3
SOSC 1010	Social Sciences I	3
SOSC 1020	Social Sciences II	3
SPAN 2040	Writing and Composition	3
		18

Core Courses:		**Credits**
CHEM 2031	General Chemistry	3
NUTR 1000	Introduction to Nutrition	2
STAT 2000	Introduction to Statistics	3
		8

Major Courses:		**Credits**
NURS 3006	Transition of the Role of Nurses in Current Society	3
NURS 3015	Physical Assessment	3
NURS 3040	Informatics in Healthcare Systems	3
NURS 3050	Research in Nursing	3
NURS 3055	Leadership and Management	3
NURS 3130	Critical Interventions in Professional Nursing With Adults	3
NURS 4000	Global and National Health Policies	3
NURS 4020	Nursing Interventions with Families and Communities	3
NURS 4025P*	Practice in Nursing Interventions with Families and Communities	2
		26

TOTAL CREDITS   **52 (122)**

All courses must be passed with at least a "C" grade.
Available via online delivery method in Spanish and English languages. *Course NURS 4025P requires the student to complete community service hours on ground.
"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language.
Course weeks may vary depending on the program offering, which has a total length of approximately 64 weeks.
Before beginning course NURS 4025P students must have completed all prerequisites of this course in accordance with the curriculum of the program.

Course NURS 4025P credits are equivalent to 110 hours (2 credits) hours each.

For the internship courses all students will be required to present certification of Hepatitis, Influenza and Chicken Pox vaccines, between others requirements.

Any person interested in practicing a regulated profession such as Nursing should contact the appropriate State regulatory agency with regard to any additional requirements.

Admission Requirements:
Complete and submit the admission application.
Have an associate degree in nursing from an accredited institution that is recognized by the United States Department of Education or by an official agency from the country of origin.
Have a minimum GPA of **2.25** or its equivalent, according to the grading system of the institution of origin. Show proficiency in computer literacy.
Have a permanent RN license in United States or Puerto Rico and show evidence that such license is active.
*All students must keep their license active during their time of study.

Notice: Given this program requires all applicants to have an active, permanent RN license in the United States or Puerto Rico to be admitted to the program and requires all students to keep their license active during their time of study, this program is not designed to prepare graduates to obtain licensure as an RN. Applicants interested in programs designed to prepare graduates to obtain licensure as an RN should consider NUC's Associate Degree in Nursing or the Bachelor Degree in Science in Nursing.

Documents that must be submitted with the admission application:
Transcript of the academic file or certification that includes a cumulative average and a degree conferred by the college or university of origin.

If the transcript comes from a foreign university, it will be the responsibility of the student to have the document translated to English by a certified translator and have the transcript evaluated by a credentials evaluator who is member of the National Association of Credential Evaluation Services to determine the equivalency of the credentials to credentials awarded by institutions in the United States. These documents must be sent directly to the academic dean.

Transfer of credits for the Bachelor's Degree in Science in Nursing (RN to BSN) Program
Academic Degree: Bachelor's Degree in Science in Nursing (RN to BSN)
Terms: 4 full-time
Total credits: RN to BSN -52 credits
Credits required for graduation: **122 credits**
The conferred Associate's Degree in Nursing by an accredited institution, and the permanent and active RN license will be awarded as a prior learning and equivalent of the 70 credits Associate's Degree in Nursing at NUC University. The student will be required to take all the 52 credits of the Bachelor's Degree in Sciences in Nursing (RN to BSN) program. No additional courses will be transferred, without exception.

ASSOCIATE'S DEGREE IN MEDICAL BILLING AND CODING

PROGRAM DESCRIPTION
The associate degree program in Medical Billing and Coding will train students in the application of coding rules and billing procedures in the outpatient, inpatient, and dental healthcare settings. Students will employ the knowledge and skills necessary to accurately code and assign diagnostic, service, and procedure codes using the updated International Statistical Classification of Diseases and Related Health Problems (ICD), Current Procedural Terminology (CPT), Current Dental Terminology (CDT), and Healthcare Common Procedure Coding System (HCPCS) manuals. They will apply the processes required for efficient billing using electronic billing programs, following applicable policies and regulations. Students will demonstrate appropriate professional behavior in their interaction with clients and team members. They will develop personal attitudes and qualities conducive to career success, both in the field of medical billing and the health insurance industry in compliance with current state and federal laws.

PROGRAM OBJECTIVE
The associate degree program in Medical Billing and Coding will train students in the application of coding rules and billing procedures in outpatient, inpatient, and dental healthcare settings. Graduates of this program will demonstrate knowledge and skills for accurately applying diagnostic, service, and procedure codes using the updated manuals of the International Statistical Classification of Diseases and Related Health Problems (ICD), Current Procedural Terminology (CPT), Current Dental Terminology (CDT), and Healthcare Common Procedure Coding System (HCPCS). They will employ the necessary processes for efficient billing using electronic billing programs, following applicable policies and regulations. Furthermore, they will develop professional competencies for effective interaction with clients and work teams in healthcare organizations and insurance companies, in accordance with current state and federal laws.

DEGREE TYPE EARNED: AAD

General Education:		Credits
ENGL 1010	Basic English I	3
ENGL 1020	Basic English II	3
HUMA 1010	Humanities I	3
MATH 1010	Basic Mathematics	3
SPAN 1010	Basic Spanish I	3
SPAN 1020	Basic Spanish II	3
		18

Medical Billing Courses:		Credits
BIOL 1200	Fundamentals of Anatomy and Physiology	3
BUMA 1050	Introduction to Entrepreneurship	3
ITTE 1031L	Computer Literacy and Laboratory	3
MESE 1010	Medical Terminology	3
MEBC 1000	Introduction to Billing	3
MEBI 1160L**	Electronic Medical Record and Laboratory	3
MEBC 1011L**	Anatomy, Nomenclature with Codes and Dental Billing and Laboratory	4
MEBC 1100	Diagnostic Coding (ICD-10-CM)	3
MEBC 1120	Coding Procedures I (CPT)	3
MEBC 1030L**	Electronic Medical Billing and Laboratory	3
MEBC 1130	Coding Procedures II (HCPCS)	3
MEBC 1300**	Hospital Procedure Coding (PCS)	3
MEBC 2010**	Auditing and Legal Aspects in Medical Billing and Coding	4
MEBC 2020L**	Integrative Seminar: Medical Billing and Coding and Laboratory	3
		44

Electives Courses: **Credits**

SEMI 1010   Transition to University Life and Professional Training Seminar   1

TOTAL CREDITS   **63**

All courses must be passed with at least a "C" grade.

**This course includes the use of simulator.

Available via online delivery method only in the Spanish language.

Also, available via hybrid delivery method in bilingual, Spanish and English languages.

"Graduates of any of the NUC University Spanish-speaking programs may encounter employment limitations due to the fact that most businesses require fluency in the English Language

Course weeks may vary depending on the program offering, which has a total length of approximately 80 weeks.

GENERAL EDUCATION

The General Education Program is comprised by a core of courses that are required in all of our undergraduate programs. They are designed to develop in our graduates the skills, knowledge and attitudes necessary to function as responsible citizens in contemporary society, and with a commitment for continuous learning throughout their whole life.

NUC identifies the following institutional learning goals as necessary to build a solid foundation for the academic experience at the undergraduate level:

Professional competence
Capacity to apply creatively the knowledge and skills of their respective studies disciplines to actual and future scenarios for their own continuous development, self-employment, their profession and their fellow citizens in the local or global geographic area in which they decide to live and work.

Communication skills
Capacity to master Spanish properly as their first language and English as a second language.

Critical and Creative Thinking
Capacity to analyze, apply critically and creatively their professional competencies in the management of complex situations, decision making, problem solving, understanding, adapting, and generating changes, while at the same time managing them effectively.

Logic mathematical reasoning
Capacity to utilize quantitative and qualitative information in the problem solving process.

Information Literacy (Digital competency)
Capacity to apply in an ethical and critical manner the knowledge and skills related to the development and processes in information and digital environments in an effective and efficient way, considering the personal, professional, and citizen dimensions.

Ethical and moral behavior
Capacity to reason ethically and morally when facing complex situations, making informed decisions, and solving problems, showing respect towards laws, intellectual honesty, social responsibility, ethical judgment, respect to life and environment conservation.

Respect to diversity
Capacity to recognize and value the richness of human experiences, understanding the multicultural, gender, political, and social differences and the capacities that enrich living together without incurring in discriminatory practices in the globalized world.

The General Education Department includes the following courses:

CODE	TITLE	CREDITS
ENGL 1010	BASIC ENGLISH I	3
ENGL 1020	BASIC ENGLISH II	3
ENGL 2050	CONVERSATIONAL ENGLISH	3
ETHI 1010	ETHIC AND PROFESSIONALISM	3
HUMA 1010	HUMANITIES I	3
HUMA 1020	HUMANITIES II	3
JUST 2070	SIGN LANGUAGE	3
JUST 2080	REDACTION AND PROFESSIONAL WRITING IN CRIMINAL JUSTICE	3
MATH 1010	BASIC MATHEMATICS	3
SOSC 1010	SOCIAL SCIENCES I	3
SOSC 1020	SOCIAL SCIENCES II	3
SPAN 1010	BASIC SPANISH I	3
SPAN 1020	BASIC SPANISH II	3
SPAN 2040	WRITING AND COMPOSITION	3
STAT 1500	STATISTICS FOR SOCIAL SCIENCES	3
STAT 2000	INTRODUCTION TO STATISTICS	3
PSYC 2510	PSYCHOLOGY	3
PSYC 3510	SOCIAL PSYCHOLOGY	3

UNDERGRADUATE COURSE DESCRIPTIONS

UNDERGRADUATE COURSE DESCRIPTIONS

ACCO 1000: Introduction to Accounting I: 4 credits
In this course, students will analyze the fundamentals of accounting and their impact on business operations. They will categorize account types for registering transactions in the corresponding ledgers. Also, they will create the necessary financial reports when completing the accounting cycle of a business. *(Pre-requisite: MATH 1010)*

ACCO 1050: Introduction to Accounting II: 4 credits
In this course, students will analyze accounting operations and the creation of financial statements for a merchandising business. They will measure the depreciation expense of assets acquired by businesses. They will differentiate inventory types, how they function, and valuation methods. They will also evaluate the rules for payroll calculation, receivables, and current and long-term business liabilities.
(Pre-requisites: ACCO 1000, MATH 1010)

ACCO 2000: Fundamentals of Accounting and Financial Management for the Entrepreneur: 3 credits
They will evaluate the responsibilities of a businessperson in the fiscal development, operation, and compliance of a business. Additionally, they will analyze the financial information of a business with the objective of encouraging informed decisions and sound financial management. They will also identify best practices used for the promotion of a balance between a business' finances and its owners' personal finances. *(Pre-requisite: ACCO 1000)*

ACCO 2100: Intermediate Accounting I: 3 credits
In this course, students will evaluate the generally accepted accounting principles in a company. They will analyze the objectives of presenting a company's financial information. They will also prepare financial statements and explain their importance in the decision making process of investors and other users.
(Pre-requisites: ACCO 1050)

ACCO 2270L: Computerized Accounting and Laboratory: 4 credits
In this course, students will analyze accounting cycles using specialized accounting software. They will create economic transactions in said software. Also, students will generate the necessary accounting documents and reports, either for their own business or a company.
(Pre-requisites: ACCO 1000)

ACCO 3150: Intermediate Accounting II: 3 credits
In this course, students will analyze the composition of a company's assets. They will assess, classify, and present inventory items and determine an adequate management and control system. They will contrast the fundamental aspects of tax accounting for a corporation. They will also prepare the stockholders' equity of a corporation.
(Pre-requisites: ACCO 2100)

ACCO 3320: Federal Taxes: 3 credits
In this course, students will analyze the Federal Internal Revenue Code. They will use the Code in light of organization's needs and different types of taxpayers. They will differentiate the forms used in the Federal Income Tax process.
(Pre-requisites: ACCO 1050)

ACCO 3420: Introduction to Cost Accounting: 3 credits
In this course, students will analyze the basic concepts of cost in the production process of manufacturing and nonmanufacturing companies. They will discuss the conceptual framework of a company's cost systems. Additionally, they will analyze and explain the role of cost accounting in a company's decision-making process.
(Pre-requisites: ACCO 2100)

ACCO 3550: Accounting Information Systems: 3 credits
In this course, students will analyze accounting information systems and how they can be used to generate significant and reliable data. They will examine the most recent concepts, techniques, functions, and the process of analysis of manual and computerized accounting information systems, as well as the design and use of accounting information systems, technological information and programming as tools for transaction processing. They will also discuss internal control issues such as planning and accounting control tools. *(Pre-requisite: ACCO 2100)*

ACCO 4000: Accounting for Governmental and Nonprofit Entities: 3 credits
In this course, students will examine the fundamental ideas, applications, and practices of fund accounting and financial reporting for governmental and nonprofit entities. Students will also develop skills in budgeting; transaction analysis; general and special journal entries; financial statement preparation, use, and analysis; auditing issues, and recent GASB and FASB pronouncements. *(Pre-requisite: ACCO 3150)*

ACCO 4220: Principles of Auditing: 3 credits
In this course, students will analyze and explain the basic elements and kinds of audits as well as the role of the CPA. They will contrast the various audit reports, their presentation, and the techniques to interpret them. Additionally, they will discuss professional ethics, legal elements of the audit, evidence in audit processes, and internal control mechanisms. (*Pre-requisites: ACCO 3150)*

ACCO 4400: Advance Accounting: 3 credits
In this course, students will analyze accounting principles, practices, transactions, and reports. They will prepare corporate and consolidated business reports. They will evaluate stock, bond, and dividend transactions. Students will analyze the valuation of foreign currency operations of a business and the effect it has on a company when they implement the international accounting standards to their accounting process. They will also contrast the accounting process of partnerships, estates, trusts, and nonprofit organizations. *(Pre-requisite: ACCO 3150)*

ACCO 4500: Forensic Accounting: 3 credits
In this course, students will analyze the basic concepts of forensic accounting, criminology, and forensic auditor ethics. They will contrast the different types of fraud, financial crimes, and cybercrimes and the legal framework to counter them. Additionally, they will investigate fraud schemes and methods used to commit fraud and will apply investigation strategies for the collection, assessment, and recovery of embezzled funds. *(Pre-requisites: ACCO 3150*)

ACCO 4550: Operational and Systems Auditing: 3 credits
In this course, students will analyze generally accepted auditing standards and internal control systems. They will apply compliance tests, transaction sampling, information quality and reliability for decision-making; audit risk, materiality, and evidence concepts; frameworks for rules of conduct and professional codes of conduct; and information technology applied to internal control. *(Pre-requisite: ACCO 4220)*

BIOL 1200: Fundamentals of Anatomy and Physiology: 3 credits
In this course, students will evaluate the importance of the organization of the human body. They will explain the anatomy of the various body systems, their constituent organs, and their basic functions. They will justify the interrelationship that exists between the systems in the human body. In addition, they will analyze the most common pathologies that affect the different systems.

BISC 1010: Biological Sciences: 3 credits
In this course, students will analyze the fundamental concepts and characteristics that distinguish living organisms, their evolutionary processes, and their interaction with other organisms and the environment. Furthermore, they will distinguish the essential aspects for the functioning and development of life. Students will explain the reproductive aspects of the cell and its genetic role. They will also examine different ecosystems and the effect caused by human intervention on the environment.

BUAD 1050: Multiculturalism: 3 Credits
In this course, students will understand the complexity and value of a multicultural environment in organizations. They will also explore the impact of differences regarding culture, generations, sexual and gender orientation, and functional diversity, among others, on the management and operational processes of an organization. Furthermore, they will integrate the acquired knowledge in the analysis of different elements of an organization and the tools that enable them to effectively manage its resources, as well as how this impacts the fulfillment of the organization's mission and vision.

BUAD 2000: Fundamentals of Management: 3 Credits
In this course, students will critically analyze the main concepts about managerial work and the organizational environment. In addition, they will assess the impact of the different schools of management thought and their exponents on contemporary management. Furthermore, they will integrate the concepts and processes related to planning, organizing, leading, and controlling into the essential role of the manager. *(Pre-requisite: BUMA 1000)*

BUAD 2010: Policies and Business Strategies: 3 Credits
In this course, students will analyze the foundations of strategic planning and the role of internal and external environments in business growth. They will develop strategies for managing their product and business portfolio. Additionally, they will examine the implementation of strategies through evaluation and control processes aimed at the achievement of sustainable competitive advantages for businesses. *(Pre-requisites: BUMA 1000)*

BUAD 2030: ECommerce: 3 Credits
In this course, students will analyze the basic concepts and models of electronic commerce. Evaluate the process and the technologies needed to develop a Web presence for e-commerce and marketing. Also, discuss ethical, legal, and privacy protection aspects regarding any electronic commerce.

BUAD 2050: Business Law: 3 credits
In this course, students will analyze the fundamental concepts and nature of business law. Evaluate legal situations of business law and its relation to the economic activities of our society. Explain the importance of information and communication technologies (ICT) in trade negotiations. Also, appreciate the importance of ethics in the practice of the legal services, both globally and nationally.

BUAD 2070: Entrepreneurship: 3 Credits
In this course, students will analyze the historical aspects of entrepreneurship, the characteristics of entrepreneurs, and the role of entrepreneurs in local and international companies. Likewise, they will evaluate challenges and opportunities in the creation of new companies and relevant information for making business decisions. In addition, students will devise a business idea based on the legal and organizational structure selected. *(Pre-requisite: BUMA 1010)*

BUAD 3000: Human Resources Administration: 3 credits
In this course, students will evaluate the principles, rules, and practices of administration that apply to human resource management. They will strategically plan activities that pertain to human resources departments, such as personnel recruiting, selection, and assessment processes, as well as personnel formation, training, development, promotion, transferal, discipline, and remuneration processes, in accordance with labor legislation and collective agreements. They will also analyze the importance of developing human capital in organizations in view of the trends of the 21st century.

BUAD 3010: Comparative Management: 3 Credits
In this course, students will analyze the impact globalization has had on countries, industries, companies, and communities in general. They will determine the competencies that management must possess for an international operation, using the components of international trade as a reference framework. They will evaluate the role of organizational culture and cross-cultural communication in international management. Students will also explain the various controls that are implemented in the management of international operations in the areas of administration, marketing, and human resources, as well as the principles of social and ethical responsibility that should prevail. *(Pre-requisites: BUAD 2000)*

BUAD 3050: Ethics in Business: 3 credits
In this course, students will analyze the origin and development of ethics as a philosophical principle, as well as its relationship and application in the business and professional environment. They will also evaluate the principles that promote a greater social responsibility inside and outside of an organization as a solution to current ethical problems. In addition, they will distinguish between the applicable principles and codes of ethics according to the type of organization or business. Furthermore, students will outline a code of ethics that meets the needs of a profession or organization.

BUAD 3190: Organizational Leadership: 3 credits
In this course, students will analyze the evolution and theoretical foundations of leadership in contemporary organizations. They will determine how the study of personality and cognitive models affects the development of effective leadership. Furthermore, they will assess the characteristics that make up an integral leader and their role in relationship building, as well as the ethical aspects of leading strategic change in the company.

BUAD 4000: Integrative Seminar Business Administration: 3 Credits
In this course, students will analyze the principles of strategic management and the management skills needed to manage a company. They will evaluate ethics and social responsibility, as well as the planning, human resource management, financial, and marketing aspects for decision-making within a company. Finally, they will formulate business strategies within the strategic and operational execution planning of a company. *This course includes the use of simulator. (Pre-requisites: ACCO 1000, BUAD 2000, BUAD 3000, BUAD 3010, BUAD 3050, BUMA 1000, ECON 2000, ECON 3200, FINA 2100, MATH 1050, MATH 2080, MKTG 1010, STAT 2000 OR ACCO 1000, BUAD 2000, BUAD 3000, BUAD 3050, BUMA 1000, ECON 2000, ECON 3200, FINA 2100, MATH 1050, MATH 2080, MKTG 1010, STAT 2000All)*

BUIN 1010: Principles of Information Systems: 3 Credits
In this course, students will examine the fundamentals and various information systems. Evaluate the various components that make up an information system. Also, discuss the importance of information systems in business processes in order to support problem solving and decision making.

BUIN 1015: Introduction to Business Intelligence: 3 Credits
In this course, students will examine the fundamentals of business intelligence and the need to use its components within data processing. They will evaluate the steps of data integration workflow and apply them according to the necessary required data. Additionally, they will explain how to manage a business intelligence projects appropriately.

BUIN 1020: Introduction to Data Base: 3 Credits
In this course, students will analyze databases, management systems, structures to data modeling and the design process. They will use the elements of the Structured Query Language (SQL) in the structure and design of databases. They will also develop a database under a standardized model. *(Pre-requisites: BUIN 1015)*

BUIN 2000: Decision Support Systems: 3 Credits
In this course, students will analyze the fundamentals and key aspects of the decision-making process in management. They will examine various types of decision support systems based on analytical decision models. They will develop a basic design for an analytical decision support system and a plan to implement it.*(Pre-requisites: BUIN 1015)*

BUIN 2010: Business Analytics: 3 Credits
In this course, students will analyze the fundamentals of business analytics focusing on the descriptive model. They will apply descriptive statistics for decision-making in business. They will also design tables and graphs to organize and visualize the results obtained from data analysis. Additionally, they will examine the MS Power BI tool for extracting, transforming, and loading data (ETL) and create reports to share with stakeholders within or outside the organization. *(Pre-requisites: STAT 2000; BUIN 1015)*

BUIN 3000: MS Excel for Business Intelligence: 3 Credits
In this course, students will use MS Excel as a tool for data analysis. They will focus on the creation of Excel tables, graphs, and dynamic tables and graphs for transforming data, whether it be text files or is located in databases into valuable information. Additionally, they will apply basic concepts for logical, numerical, and date and time formulas and functions to transform data and obtain results. *(Pre-requisites: BUIN 2010)*

BUIN 3010: Web Analytics: 3 Credits
In this course, students will apply web analytics to measure and maximize the value of their business. They will use tools to measure traffic and evaluate the behavior of users who visit a website. They will analyze how to integrate segmentation using dimensions to measure how certain users utilize a webpage. They will establish goals to measure the effectiveness of changes in website content and navigation. Google Analytics will be used as an analytic tool throughout the course.

BUIN 4000: Data Warehousing, Data Mining and Data Analysis: 3 Credits
In this course, students will analyze the fundamental concepts of a data warehouse. They will evaluate the preparation of data, information delivery, visualization, and result analysis. They will use data mining to help individuals and organizations to make better decisions. They will describe the tools for analyzing gathered data and how they help business intelligence. *(Pre-requisites: BUIN 1020, BUIN 2000)*

BUIN 4010: Applications for Business Analysis: 3 Credits
In this course, students will analyze the essential elements of applications and their uses in order to perform a business analysis using the Power BI tool, which will create interactive visualizations to be used in business intelligence. They will develop reports and dashboards, without having to depend on information technology or database administration personnel. Additionally, they will use the Power Pivot, Get & Transform, Power View, and Power Map tools. *(Pre-requisites: BUIN 3000)*

BUMA 1000: Introduction to Business: 3 credits
In this course, students will understand the basic elements of business. They will examine the administrative and operational areas of a company, as well as the internal and external forces it faces in its business environment. At the same time, they will analyze the value of these basic elements for fulfilling the organizational objectives when managing a business.

BUMA 1050: Introduction to Entrepreneurship: 3 credits
In this course, students will analyze the general aspects, techniques and basic skills needed to develop a company. They will justify the planning and development of a business plan. Additionally, they will explain and develop an ethical and social conscience that will allow them to have good performance in the business world.

BUMA 2010: Legal, Tax, and Social Responsibility in Businesses 3 credits
In this course, students will apply corporate social responsibility concepts and their ethical foundations. They will also recognize the stakeholders and actors involved in a corporation. Likewise, they will value the importance of the common good as the basis for a fair and inclusive society. Furthermore, students will evaluate processes related to the implementation of a socially responsible system. *(Pre-requisite: BUMA 1050)*

BUMA 2050: Small Business Planning: 3 credits
In this course, students will analyze the types of legal structures, the market, and strategies for the operational viability of a business. They will also evaluate the structure of the internal and external environment of a business for decision making in the market study. Furthermore, students will apply planning concepts for a small business, including idea proposal, business model, market research phases, and starting the business plan. *(Pre-requisites: BUMA 1050)*

BUMA 2250: Small Business Planning II: 3 credits
In this course, students will create a marketing plan and other supporting sections for their business proposal. They will prepare a financial plan for the search and acquisition of the necessary financing for the operation. Students will develop operational strategies related to customer service, risk prevention, and vulnerabilities in the business. At the end of the course, they will complete their business plan by incorporating supporting documents, an executive summary, and a business pitch. *(Pre-requisite: BUMA 2050)*

CHEM 2031: General Chemistry: 3 credits
In this course, students will analyze the classification of matter, the atomic structure, and the formation of chemical bonds, as well as the measurement systems used in chemistry. They will differentiate the types of chemical reactions and solutions. In addition, students will examine different organic compounds and biological molecules. *(Pre-requisites: MATH 1010)*

CYCR 4010: Cyber Crimes: Operating Systems and Architecture: 3 credits
In this course, the student will analyze operating systems and their integration into personal computers as well as its architecture. The student will integrate and evaluate the structure, functions, work modalities, and characteristics of different operating systems. Furthermore, the student will also design the implementation, configuration, and management of different environments, platforms, and the management plan for data recovery.

CYCR 4015: Cyber Terrorism: 3 credits
In this course, students will analyze the historical development of cyberterrorism and the theories of cybercrime and cyberterrorism. Furthermore, they will examine the types of crimes and terrorist acts committed using computer networks, theories on computer hackers and other cybercriminals, as well as investigative and legal strategies aimed at these criminal acts. They will also evaluate the divide between the criminal justice system and the technical issues that arise while investigating cybercrimes.

CYCR 4020: Applicable Law to Cyber Crimes: 3 credits
In this course, students will analyze cases of cybercrimes classified in the United States and Puerto Rico along with their consequences and processing in the federal jurisdiction, in addition to legislation and jurisprudence. Additionally, they will discuss the general fundamentals, infrastructure, technological challenges, and legal aspects of cyberattacks. They will also develop research topics and tools for the collection of data or evidence that contribute to the future of cybercrime investigation. *(Pre-requisites: CYCR 4010)*

CYCR 4040: Introduction to Cyber Crimes: 3 credits
In this course, the student will discuss the basics of cyber-crimes, cyber-criminal profile, methods and mechanisms to commit cybercrimes, and the classification of cyber-crimes. Also, evaluate and discuss the methods used to commit identity theft, organized crime, and terrorism. In addition, the student will distinguish the importance of computer forensics at present and explain the process for the search and seizure of computer evidence.

CYCR 4055: Computer Forensics: 3 credits
In this course, students will analyze the fundamentals of computer forensics, the processes followed during investigations and the collection of digital evidence. They will also evaluate legal issues reflected in cases, situations in digital crimes scenes, and digital evidence as an investigation method. Additionally, they will examine the evidence validation tools, including image applications, digital evidence in Windows and Unix/Linux systems, as well as social media and internet browsers.

ECON 2000: Micro economics: 3 credits
In this course, students will analyze the basic elements of microeconomics, taking into consideration economic problems and policies. They will justify the theory of consumer and producer behavior, emphasizing the different types of markets and agents. Additionally, they will interpret the supply and demand models with their respective changes, the concept of the elasticity model, and the State's intervention in the markets. Likewise, they will explain the different market structures, evaluating efficiency, equity, and their respective failures.

ECON 3200: Macro economics: 3 credits

In this course, students will analyze the basic elements of macroeconomics, taking into account the macroeconomic variables related to economic growth and development. They will justify the implications of how fiscal and monetary policy work for the stabilization of the economy. In addition, students will interpret the financial and monetary systems in the capital investment market and their relationship with economic growth. They also will explain the effects of economic policies in the globalized economy. *(Pre-requisites: ECON 2000)*

ENGL 1010: Basic English I: 3 credits

In this course, students will demonstrate proper use of the English language with a primary focus on syntax, grammar, punctuation, and spelling. They will distinguish verb tenses in sentences and paragraphs. Additionally, students will produce clear, well-developed, and well-organized sentences, messages, paragraphs, and short presentations using correct capitalization, punctuation, and syntax.

ENGL 1020: Basic English II: 3 credits

In this course students will increase their listening, reading, writing, and speaking skills in English as a second language. Students will demonstrate an understanding of the elements of grammar, literature and the development of the writing, reading, and listening abilities as well as the speaking skills. Also they will apply critical thinking skills in reading and writing. *(Pre-requisite: ENGL 1010)*

ENGL 2050: Conversational English: 3 credits

In this course, students will improve their oral and written communication skills in English. They will review past, present, and future tenses to identify the grammatical rules applicable to affirmative, negative, and interrogative statements. In addition, they will evaluate English pronunciation and intonation. Students will apply these grammar, pronunciation, and intonation rules when addressing others in conversation. Furthermore, they will examine English idioms and determine when they are used based on context. Finally, they will develop a persuasive idea that will showcase everything they have learned throughout the course. *(Pre-requisite: ENGL 1020)*

ETHI 1010: Ethics and Professionalism: 3 credits

In this course, students will analyze the fundamental concepts of professional ethics and their importance in work settings. They will evaluate the role of ethics in human relations and interactions, while considering the values, morals, and virtues dictated by society. Likewise, students will examine the aspects that an ethical professional should know in the workplace, in terms of politics, diversity, responsibility, interpersonal relationships, human resources, effective communication, conflict management and negotiation, among others.

EXCL 1000L: Basic Excel: 3 credits

In this course, students will apply basic skills for working with Excel tools. They will manage different calculation sheets to organize data using formulas and functions. In addition, they will graph data, insert tables, and write professional reports.

FINA 1020: Financial Statements Analysis: 3 credits

In this course, students will analyze and interpret financial statements to evaluate the profitability of a company, and to make credit, loan and investment decisions, as well as any other decisions based on financial data. They will understand cash flow statements and the methods used to present them. Students will assess the risk associated with the most common financial transactions of the company. In addition, they will analyze the accounts receivable and long-term assets of a company, in order to make asset management decisions.

FINA 1050: Financial Modeling: 3 credits

In this course, students will develop financial models for statistical and investment purposes, such as shares and bonds appraisal, capital structure modeling, and capital budget modeling. They will apply the theories and concepts learned in the introductory finance and accounting courses in a practical way using spreadsheet. In addition, they will use the Microsoft Excel program to solve financial problems, as well as to manage and analyze information to take financial decisions.

FINA 2100: Finance and Cash Flow: 3 credits
In this course, students will evaluate the financial management landscape from the internal perspective of the companies and the activities that take place in the financial markets. They will analyze the results of the different financial statements and tax obligations. They will also measure the impact of acquiring bonds and shares in terms of the company's expected risk and return. *(Pre-requisites: MATH 1010)*

FINA 2400: Financial Management: 3 credits
In this course, students will analyze the impact of financial decisions that at short and long-term affect the achievement of the business goals and its performance. They will ponder risk, return, investment, debt and capital cost decisions. Students will evaluate cash and capital budgets to comply with the finance planning and control process. They will evaluate the capital structure and debt level of the company in order to recommended informed financial decisions. Students will also develop net working capital analysis competencies, as well as skills to make financial decisions regarding current assets and debts. They will analyze corporate decisions on leases, mergers, acquisitions, reorganization, liquidation, and bankruptcy, in addition to the impact of international investment decisions.

FINA 2700: Money and Banking: 3 credits
In this course, students will study the role of money and of the financial markets in the overall economy. They will analyze the leading role the banking industry and other financial institutions play in the financial system of a country. In addition, they will examine the relevance of the Federal Reserve System as a mechanism to control the monetary policy of a country with the objective of achieving economic stability. Lastly, students will evaluate the theoretical foundations, instruments, and strategies used to interpret the application of monetary policies at the national and international levels.

FINA 3000: Financial Markets: 3 credits
In this course, students will comprehend the function of financial markets and the role of economic and monetary theory in the economy. They will examine the structure and operations of financial markets. Finally, they will analyze the role of commercial banks and other financial institutions on the investment decision making process of organizations.

FINA 3200: Personal Finance: 3 credits
In this course, students will analyze the knowledge and abilities essential to make informed decisions about financial issues. They will also examine their current financial situation to set basic financial goals as part of their personal financial plan. Likewise, they Will apply the necessary tools to keep track of their finances to efficiently maintain their budget. Finally, they will evaluate different opportunities and the importance of professional careers in the area of personal finance.

FINA 4000: Fundamentals of Investments: 3 credits
In this course, students will develop the skills to analyze investments and manage investment portfolios. In addition, they will apply basic investment concepts and principles, such as investment policies, types of securities, and factors that influence price changes. They will examine financial assets purchase and sale processes, as well as risk measures and how to calculate the return on investment. Finally, students will develop a general vision of the stock market and its behavior, including mutual funds, government securities, and other financial options.

FINA 4010: Risk Management and Insurance: 3 credits
In this course, students will analyze the fundamental principles of risk management and the different insurance types used to mitigate risks. They will evaluate how insurance companies operate, what determines their solvency, and the regulations governing them. They will also examine the process of selecting insurances and how they are used to transfer the risks that could impact the company finances. Finally, students will apply the appropriate processes, techniques, and tools to develop risk monitoring and control strategies and plans in companies.

FOIN 1010: Introduction to Forensic Investigation: 3 credits
In this course, students will examine the principles, basic concepts, and historical evolution of forensic investigation. They will also analyze methods, procedures, techniques, and types of evidence in the study of forensic investigation scenes. Furthermore, students will evaluate the forensic investigator role from a scientific, ethical, and legal perspective.

FOIN 2020: Forensic Photography: 3 credits
In this course, students will examine the historical and technological development of forensic photography, the process of digital photography, and the equipment used by the forensic photographer. Additionally, they will analyze the technical work of the forensic photographer and the importance of the investigator in a crime scene and during the legal process. Students will also justify the use of photography in the process of identifying evidence and its importance in criminal proceedings. *(Pre-requisite: FOIN 1010)*

FOIN 2030: Collection and Analysis of Physical Evidence: 3 credits
In this course, students will evaluate the physical evidence in a forensic investigation, as well as the proper procedures for its conservation and protection. In addition, they will differentiate the appropriate techniques used for performing a presumptive blood test and for collecting and preserving blood samples. They will contrast types of fingerprints and their patterns, the techniques used for their detection and identification, and the transfer process during fingerprint collection. *(Pre-requisite: FOIN 1010)*

FOIN 3030: Forensic Firearm Examination: 3 credits
In this course, students will examine the principles, basic concepts, and historical development of firearms. They will analyze the methods, procedures, and techniques used in the study of firearms in order to solve a crime. Students will also evaluate the role of the firearms examiner from a scientific, ethical, and legal perspective.

FOIN 3040: Crime Scene Processing: 3 credits
In this course, students will analyze the measures used to process a crime scene. They will also identify the techniques used to search for and find evidence in a crime scene. Additionally, they will discuss the requirements for obtaining a search warrant. *(Pre-requisite: FOIN 1010)*

FOIN 3050: Research and Analysis of *Post Mortem* Examinations: 3 credits
In this course, students will analyze the process of death of a human being, its various types, and the characteristics that allow for establishing the time of death. They will evaluate different traumatic deaths, such as basic traumas, deaths due to traffic accidents, and deaths caused by fire. Furthermore, students will describe different types of traumas present in a corpse and the importance of this identification in the scene reconstruction processes. *(Pre-requisite: FOIN 1010)*

HEMA 1000: Introduction to Healthcare Administration: 3 credits
In this course, students will analyze the fundamentals of health care administration, the characteristics of healthcare systems, and the nature of their components by means of an overview of the systems used in the United States and Puerto Rico. They will evaluate different healthcare providers, such as hospitals, ambulatory care centers, and hospices, among others. In addition, they will analyze the health insurance model and healthcare service payments.

HEMA 1010: Healthcare Management and Policy Planning: 3 credits
In this course, students will discuss concepts related to the administration and applications of strategic management in healthcare organizations. They will examine aspects of the organization's internal and external environment, as well as the integration of business, science, and information technology. Additionally, they will analyze and develop directional strategies for the business, such as its mission, vision, values, and strategic goals. Furthermore, they will evaluate and select the best strategic alternatives for the organization, and explain the importance of communicating the strategy and developing action plans. *(Pre-requisite: HEMA 1000)*

HEMA 1020: Ethical and Legal Issues in Healthcare Management: 3 credits
In this course, the student will analyze the basis and principles of law and the constitutional basis of a legal system. Students will evaluate the policies and legal issues involved in providing healthcare services. Students will also analyze state and federal legislation regarding the right to privacy, labor law, and healthcare services.

HEMA 1030: Healthcare Organizational Finance: 3 credits
In this course, the students will analyze and apply basic financial concepts to healthcare service organizations. They will discuss the processes used and the financial implications of the different kinds of healthcare service organizations and the sources from where they generate income. They will evaluate the financial condition of healthcare organizations. Also, they will analyze and justify the different tools used to analyze the financial condition and make strategic decisions for these organizations. *(Pre-requisites: ACCO 3520, FINA 2100, HEMA 1000)*

HEMA 1040: Healthcare Information Systems: 3 credits
In this course, students will discuss the healthcare information systems and health information technology that allow healthcare providers to enhance the quality of patient care through the secure use and exchange of health information. They will also analyze information technology and the uses of common systems, such as the electronic health record, as well as how they correlate to privacy, confidentiality, and security when managing health information, data quality, and databases. Additionally, students will examine different types of clinical information systems, such as medication administration systems, telemedicine, telehealth, and the personal health record. Finally, they will identify general aspects of health information technology, such as security, privacy, and future challenges.
(Pre-requisite: BUIN 1010, HEMA 1000)

HOSE 1010: Forensic Psychology: 3 credits
In this course, students will analyze the historical and conceptual development of forensic psychology. They will also examine the creation of psychological profiles, the use of interrogation techniques, and the mechanisms used for determining the mental capacity or incapacity of the accused in the criminal justice system. Furthermore, students will research relevant topics related to scientific findings in this discipline and its implications.

HOSE 3010: Homeland Security and Operational Components: 3 credits
In this course, students will analyze the concept of national security, its historical development, the functions of its operational and supporting components, as well as other elements that make up the Department of Homeland Security, which is responsible for protecting the nation against terrorist attacks, immigration, natural or manmade disasters, transportation, maritime protection, fraud, forgery, and cybersecurity. Additionally, students will examine the mission, vision, values, organizational structures, goals, strategic objectives, functions, professional careers, and other elements associated to each one of the operational components that make up the United States Department of Homeland Security.

HOSE 3040: Terrorism: 3 credits
In this course, students will analyze the historical context, concepts, and ideas of terrorist movements, as well as their repercussions in the world. They will examine the classifications, manifestations, and geographic reach of terrorism, and the financing and communication means to achieve its objectives. Additionally, they will evaluate the universal legal framework against terrorism and the national security policy of the United States federal government.
(Pre-requisite: HOSE 2020)

HOSE 4015: Federal Emergency Management: 3 credits
In this course, students will analyze the fundamental concepts, historical development, and principles of emergency management. Additionally, they will examine the essential bases, plans of operations, and response coordination in emergency management. They will evaluate the functions of the emergency management program, as well as the processes for planning and recovery in emergency situations. (Pre-requisite: HOSE 3010)

HOSE 4060: Cyber Security: 3 credits
In this course, students will analyze concepts related to cybersecurity, its historical development, evolution, and the techniques used to reduce cyberattacks. Students will research the legal consequences involved in this type of criminal activity. Additionally, they will discuss the areas of cybersecurity and their current policies in society.
(Pre-requisite: HOSE 2020)

HUMA 1010: Humanities I: 3 credits
In this course, students will analyze the fundamental aspects of the evolution of humanity and the historical development of social, economic, political, religious, and cultural movements in the civilizations that influenced the Western world. They will also evaluate the importance of the humanistic legacy and the vital values that led to the evolution and development of Western civilization. Furthermore, students will value the historical processes that shaped the legacy of the ancient and medieval Western civilization which are reflected in today's humanity.

HUMA 1020: Humanities II: 3 credits
In this course, students will analyze the fundamental principles, impact, and transcendence of various philosophical and epistemological movements of the Western culture and their influence on current humanistic thinking from a multidisciplinary and interdisciplinary perspective. In addition, they will evaluate the periodization and characteristics of some political, religious, cultural, and scientific trends, as well as key values, traditions, and concepts that relate to today's society. They will also value the global influence of the legacy of Western culture by critically observing cultural and social transformations that occurred at different historical times from the Middle Ages to the 21st century.
(Pre-requisite: HUMA 1010)

HURE 1010: Recruitment and Selection: 3 Credits
In this course, students will analyze the basic functions of human resources in organizations. Design job analysis, descriptions, and specifications as required by the organization. Outline selection of personnel and recruitment processes. *(Pre-requisite: BUAD 3000)*

HURE 1020: Training and Development of Human Resources: 3 credits
In this course, students will analyze the effective design of training and employee development considering the different business needs and the particular aspects of the participants. Evaluate the need for training and the various methods used to meet them. Design a training evaluation program. Also, value employee development, challenges in career development, and the future of training and development programs. *(Pre-requisite: HURE 1010)*

HURE 1030: Fundamentals of Business Coaching: 3 Credits
In this course, students will examine the fundamentals of business coaching and its impact on modern organizations. Contrast the various coaching processes and procedures. Design an individual coaching development plan. Also, examine the ethical, legal, and technology support available for the coaching professional. *(Pre-requisite: BUAD 3000)*

HURE 1040: Compensation and Benefits Management: 3 Credits
In this course, students will analyze and discuss the difference between compensation and strategic compensation, as well as labor laws affecting work compensation tactics. Consider the different types of incentives that an organization can offer its employees. Design job analysis and compensation surveys for said position. Also, evaluate those fringe benefits available to executives and flexible workforce, as well as compensation plans for these. *(Pre-requisite: HURE 1010)*

HURE 1050: Supervision Strategies: 3 Credits
In this course, students will analyze the challenges which face the supervision, planning, and organizing of personnel. Justify the design and implementation of control, motivation, and teamwork processes. Explain the role of the supervisor in the performance evaluations. The students will also describe the various organizational policies necessary for effective supervision. *(Pre-requisite: BUAD 3000)*

HURE 1060: Managing Organizational Change: 3 Credits
In this course, students will examine the fundamentals of organizational behavior and how employees' personality attributes influence it. Justify the behavior of groups in organizations, as well as structures in said organizations. The students will also argue about the various theories for organizational change, the barriers it faces, and the strategies used in the process of organizational change. *(Pre-requisite: BUAD 3000)*

HURE 1070: International Labor Law: 3 Credits
Upon completion of this course, students will analyze the principles and evolution of international labor relations and collective bargaining processes. Evaluate the economic and social impact of the development of labor laws in international organizations. The students will also argue about the role of unions in promoting and developing labor laws. *(Pre-requisite: BUAD 3000)*

HURE 1080: Conflict Mediation in Business: 3 Credits
In this course, students will analyze the evolution and characteristics of the mediation process as a tool in conflict resolution in the workplace. Describe elements, models, procedures and legal aspects of mediation. The students will also judge the different models and styles of negotiation used in the workplace. *(Pre-requisite: BUAD 3000)*

HUSE 1010: Drug Addiction and Legal-Ethical Aspects: 3 credits
In this course, students will examine concepts associated with the use and consumption of psychoactive substances. They will identify the factors, consumption risks, and individual and collateral effects of the use of substances from the current theoretical perspectives that address addiction. They will also evaluate, from the legal-ethical construct, resources and services for prevention, as well as the help available for the social reintegration of individuals with problematic use of substances.
(Pre-requisite: JUST 1015)

HUSE 2020: Young Offenders: 3 credits
In this course, students will analyze the conceptual framework, the criminogenic factors that influence juvenile delinquency, and the psychosocial problems that young offenders face. They will examine the psychological factors that cause juvenile delinquency, the profile of a young offender in Puerto Rico, and the difference between juvenile delinquency and adult crime. They will evaluate prevention programs for at-risk youth, the rights of young offenders in correctional institutions, and the services offered to them. *(Pre-requisite: JUST 1015)*

HUSE 2030: Services in Correctional Institutions and Rehabilitation: 3 credits
In this course, students will analyze the conceptual framework and legal aspects concerning the process of a prisoner's rehabilitation and social reintegration. They will explain the fundamental rights of prisoners, both in Puerto Rico and the United States, as well as the laws, jurisprudence, and regulations related to treatments leading to rehabilitation. Likewise, students will examine the service programs offered by correctional institutions for the treatment, rehabilitation, and social reinsertion of the prisoner population. *(Pre-requisite: JUST 1015)*

HUSE 4015: Services for Domestic Violence Victims and Other Crimes: 3 credits
In this course, students will connect the theoretical and conceptual framework of domestic violence and other crimes, their variations, and the cycle of domestic violence that victims face. They will also explain the laws and rights of the victims and their families in Puerto Rico and the United States, as well as the impact of crime on their lives. Furthermore, students will evaluate the criminal justice system factors that impact revictimization, and the services available for victims of crime and domestic violence and their family members.

HUSE 4060: Restorative Justice: 3 credits
In this course, students will analyze the historical development, concepts, and foundations of restorative justice as a systematic response to crime in the penal justice field. They will examine the role of restorative justice elements and processes integrated into the criminal justice systems in Puerto Rico and around the world. Students will value the elements used in restorative programs and their projection in the future.. *(Pre-requisite: JUST 1015)*

INAS 1000: Introduction to Information Assurance and Security: 3 credits
In this course, students will evaluate information technologies security techniques to determine a system's level of security. They will identify malicious programs known as malware to examine the way in which they spread throughout the user's system. Students will integrate tools, technologies and standards to protect the target system's network.

INAS 1010: Web Applications Security Strategies: 3 credits
In this course, students will analyze the history of the Internet and justify the need to protect the systems that are implemented online. They will explain the meaning of malware and the different types of programs that fall under this category. They will discuss the importance of wireless technology and how it is vulnerable to hacker attacks, while performing the assessments that are necessary to obtain the desired results. (*Pre-requisites: INAS 1000, INTE 3510L*)

INAS 1020: Information Systems Control and Auditing: 3 credits
In this course, students will analyze the structure of an audit as well as the essential components of the auditing process and its phases. They will identify the risks and controls in the IT area. They will discuss about the essential elements that must be considered when auditing operating systems, networks and databases. In addition, they will analyze techniques and tools used by auditors for evaluating systems development and transactions performed by computer systems.*(Pre-requisite: INAS 1010)*

INAS 1030: Computer Forensics: 3 credits
In this course, students will apply corporate investigation techniques while participating in forensic investigations. They will verify compliance with pertinent laws while carrying out a forensics investigation and draft execution and testing plans. They will produce the digital evidence that is needed for a criminal investigation by gathering the information obtained from different operating systems. *(Pre-requisites: INTE 2570L)*

INAS 1040: Information Security Management: 3 credits
In this course, the student will analyze the principles and the planning process involved in information security. The student will evaluate risk management and security processes of computer networks, as well as which technologies and implementation methods best respond to an organization's need to secure its information. Also, describe the professional, ethical and legal aspects of information security.
(Pre-requisites: INAS 1000, PROG 1140L)

INBU 1000: Introduction to International Business: 3 credits
In this course, students will identify the nature and environment of international business. They will describe the basis for international business as well as its main concepts and theories. They will discuss the main international business agreements and the countries that participate in them. Students will justify the environment of the international financial system and its implication for commerce between nations.
(Pre-requisites: BUMA 1000, BUAD 2000)

INBU 1010: International Finance: 3 credits
In this course, students will analyze the fundamental aspects of international finance. They will distinguish between factors that determine the value of currencies and how the main stock exchanges of the world function, as well as for concepts related to capital exchanges between countries and organizations that facilitate these processes. They will justify the different management decisions that are made concerning international finance, such as setting interest rates, currency exchange rate, supply and demand, and the influence of governments. Additionally, they will acquire a perspective on international finance, from a macroscopic and general outlook of the global financial environment, to the specific financial management decisions made by organizations. *(Pre-requisites: BUMA 1000, FINA 2100, MATH 1050, MATH 2080)*

INBU 1020: International Marketing: 3 credits
In this course, students will use a managerial approach to analyze the marketing programs used by organizations with a global outreach. They will evaluate business opportunities on the international market and select the most effective marketing strategies to enter said markets. The students will also discuss the different strategies that comprise the marketing mix as well as how they apply to international scenarios. *(Pre-requisites: BUMA 1000, BUAD 2000, MKTG 1010)*

INBU 1030: International and Multicultural Management: 3 credits
In this course, students will analyze the importance that applied strategic management has for international organizations with a diversified labor force. They will describe the specific characteristics of the different types of international and multicultural organizations. They will discuss the impact that cultural factors have on contemporary organizations. Additionally, they will evaluate the management tools used to make strategic corporate and functional decisions, while maintaining an internationalized and culturally diversified perspective. *(Pre-requisites: BUAD 2000)*

INBU 1040: Legal Issues in International Business: 3 credits
In this course, students will examine the basis and principles of mercantile law and their main applications to international transactions. They will also examine the principles of business law and their importance in the international business setting. They will discuss the role of the World Trade Organization and of fair competition beyond the regulations that govern the transactions that take place in the international markets. *(Pre-requisites: INBU 1000)*

INTE 1000: Human-Computer Interface and Interactions: 3 credits
In this course, students will analyze the history of the evolution of computer system interfaces and the levels of human-computer interaction. They will identify the available sensory systems by following interface design specifications. They will develop a project based on HCI using all of the design steps and the methodologies established by analyzing the specifications.

INTE 1010: Information Technology Strategic Planning: 3 credits
In this course, students will analyze the challenges of managing technology and information systems. They will evaluate how the information is controlled, how the data centers are managed and the hiring process. They will examine the practice of acquiring technology and how to manage the relationship with the suppliers in order to achieve agreements that are acceptable to both. They will verify that the organization's strategic plan for Information Technology is aligned with its needs.

INTE 1020: Information Technology Infrastructure Management: 3 credits
In this course, students will analyze the evolution and basic concepts of IT infrastructure management. They will evaluate data management tools, as well as the storage and security management for an information system. They will also argue about the technological solutions available in the market, the business systems and the supply chain management. In addition, students will explain the relationship between the IT strategic planning process and the insourcing and outsourcing strategies.
(Pre-requisites: INTE 1010)

INTE 1030: Information Technology Performance Analysis and Design: 3 credits
In this course, students will examine the management models and frameworks used to measure the performance of an IT department. They will evaluate the integration of management, operational and performance strategies with the purpose of measuring the success of the management of information systems department. They will analyze the performance of the service delivery life cycle results provided by an IT department. Students will also examine diverse tools that will help evaluate the performance of service delivery and its comparison with industry standards. *(Pre-requisites: STAT 2000)*

INTE 1040: Information Technology Project Management: 4 credits
In this course, students will analyze the different metrics and measurements used in project management. They will apply project management techniques to real industry situations. They will also develop the processes that are necessary for every project (risk and scope). They will distinguish between the programs used for planning and those used to generate estimates. They will analyze quality management and the models associated with it. *(Pre-requisites: INTE 1000)*

INTE 2440L: Network Fundamentals and Laboratory: 3 Credits
In this course, students will analyze fundamental concepts in web design and configuration. They will identify network information protocols, topologies, and architecture. They will test the basic configuration of network devices. They will design logical addressing schemes. Additionally, they will use commands and tools to diagnose network problems. *(Pre-requisites: PROG 2370L)*

INTE 2460L: Data Communications and Laboratory: 3 credits
In this course, students will analyze the evolution of communication in information systems and TCP / IP and UDP communication protocols. Discuss physical and wireless media used in data communication. Also, review the configuration, maintenance, and use and support for communication networks based on transmission control protocols.*(Pre-requisite: PROG 2370L, INTE 2440L)*

INTE 2520L: Web Page Design and Laboratory: 3 credits
In this course, students will contrast basic concepts of structure design, development, maintenance, and implementation of a webpage or website. Design a webpage or website to integrate multimedia and advanced design elements. The student will also recognize the social responsibility that involves the development and publication of content on a website.

INTE 2570L: Network Administration and Laboratory: 3 credits
In this course students will analyze network operating systems to be installed, taking into consideration the physical, logistical, and systems requisites. Evaluate and apply services configuration in the Windows® network. Also, design and implement system policies on a domain using Windows Server ™ tools. *(Pre-requisites: INTE 2440L)*

INTE 2740L: Diagnostic & Maintenance of Computer Systems and Laboratory: 3 Credits
In this course, students will examine the components of a modern computer, their function, and the assembly process. They will configure the primary and secondary components of a PC. They will review programs and tools to work on computer architecture, diagnosis, and maintenance. They will design plans to detect safety problems and computer use. They will also explain and configure operating systems and perform maintenance of software, hard disk, updates and program driver installations. *(Pre-requisites: PROG 2370L)*

INTE 3510L: Web Technology and Laboratory: 3 credits
In this course, students will examine the advanced functions related to the development of a website. Design webpages or websites using HTML and JavaScript. Create dynamic pages and functions using XML, ASP, while integrating databases and services that extend the service and functionality of a website. Also, analyze the social responsibility in the design and content of a website to accommodate the needs of people with accessibility problems. *(Pre-requisites: INTE 2520L, PROG 1035, PROG 2370L)*

INTE 4010: Networks Security and Auditing: 3 credits
In this course, students will analyze technical and security features and auditing in information systems. Evaluate the vulnerability of information systems and tools available to counter attacks. In addition, students will argue about auditing operating systems, databases, and networks. *(Pre-requisite: INTE 2440L)*

INTE 4125L: Introduction to Electronic Commerce and Laboratory: 3 Credits
In this course students, will analyze the fundamentals and structure of an electronic business (e-business). Explain factors, conditions, and legal aspects when creating an electronic business. Design components of an e-commerce website. Integrate quality standards and security technologies to protect content and online business transactions. The student will also evaluate the fundamentals and general aspects of electronic commerce (e-commerce) marketing. *(Pre-Requisites: INTE 2520L)*

INTE 4200: Network Technology and Applications Development Integration Seminar: 4 Credits
In this course students will develop an application with database and webpage using the skills acquired in previous concentration courses. Create a graphic interface (GUI), write the code and design the required database, as well as perform the required standardization tests. The student will also prepare performance and productivity reports of the application and its packaging. *(Pre-Requisites: INTE 2570L, INTE 3510L, PROG 1140L, PROG 3365L, PROG 3375L or INTE 2570L, INTE 3510L, PROG 1140L, PROG 3375L)*

ITNA 1000: Implementating and Managing a Network: 3 credits
In this course, students will evaluate the requirements for the implementation and management of networks, as well as the equipment and transfer protocols used. They will design an acquisition plan of equipment and the appropriate programs, including budget and the required safety measures. They will analyze the functions of the network administrator and their role in the network implementation process.

ITNA 1010: Protocols and Communications TCP/IP: 3 credits
In this course, students will discuss concepts of layers, making references to ISO's OSI model, including IP routing, packet structures and frames that allow communication between two computers. They will evaluate protocols covering aspects of TCP/IP technology and the details of their implementation. They will analyze cases of DHCP uses and their implementation with DNS services, emphasizing Firewalls and security protocols. *(Pre-Requisite: ITNA 1000)*

ITNA 1020: Network Troubleshooting: 3 credits
In this course, students will analyze the aspects in solving technical, logical, logistical, and security problems when implementing a network. They will develop diagnostics plans and connectivity tests using different tools for multiple platforms. They will justify performance measurement routine tests according to information collected to minimize problems and maximize service. *(Pre-Requisites: INTE 2440L, ITNA 1010)*

ITNA 1030: Wireless and Mobile Computing: 3 credits
In this course, students will evaluate the resources required to establish a wireless network. They will design a wireless network along with the wired network to ensure consistency. They will select the best security scheme for the wireless network. Also, they will test the network under various operating environments to ensure platform independence. *(Pre-Requisite: INTE 2440L, ITNA 1010)*

ITNA 1040: Advanced Network Administration: 4 credits
In this course, students will discuss the physical and logical components of a network, including Netware X systems and equivalent operating systems. They will develop reports using console commands and they will configure server startup files. They will analyze the use of Java-based tools to perform network directory and file access operations to perform remote management and maintenance of licenses. They will discuss the procedure to remotely backup and restore operations of system images and the security required for emails. *(Pre-Requisite: INTE 4010, ITNA 1020)*

ITSA 1010: Software Quality Control and Testing: 3 credits
In this course, students will analyze the needs of hardware and software environments and their management practices. They will develop design tutorials, checklists for code inspections and compliance with project standards. They will justify configuration management conducting base control settings, change and reports of configuration status by using audit techniques and methodology. *(Pre-Requisite: PROG 2280L)*

ITSA 1020: Software Development for Mobile Devices: 3 credits
In this course, students will discuss the development of applications for mobile devices. They will analyze most used platforms on today's market, with emphasis on the development of mobile and mobile applications/apps. They will develop techniques using original platform frames and frames created by third parties to promote interoperability between development environments. *(Pre-requisites: PROG 3365L, PROG 3375L)*

ITSA 1030: Advanced Web Application Programming: 4 credits
In this course, students will learn the basics of ASP.NET core MVC for developing pattern-based applications and creating professional-quality dynamic websites. Students will also examine the configuration and installation of the web platform by working with ASP.NET MVC framework. Lastly, they will study the techniques needed to manage data, reuse code, built web APIs, and secure their applications with industry standards, such as dependency injections and MVC (Model-View-Controller) pattern.
(Pre-requisites: PROG 3365L, PROG 3425L)

ITTE 1031L: Computer Literacy and Laboratory: 3 credits
In this course, students will analyze the usefulness of email, institutional databases, and computerized systems in their learning process, considering aspects of academic integrity. In addition, they will examine fundamental concepts related to internet services, security, privacy, and ethics, as well as core aspects of assistive technology. Furthermore, they will demonstrate technological competencies in various application programs, cloud storage, and web pages.

JUST 1000: Introduction to the Organization and Administration of the Criminal Justice and Public Safety System: 3 credits
In this course, students will discuss the structure, organization, and administration of the criminal justice and public safety system in Puerto Rico. They will analyze the roles of the components of these systems and their effectiveness regarding the application of laws and penalties. They will also evaluate the public policy concerning social order and crime prevention. Additionally, they will examine the Constitution of the Commonwealth of Puerto Rico, as well as the powers of the State.

JUST 1015: Human and Civil Rights: 3 credits
In this course, students will identify due process and the equal protection of the law. Additionally, they will distinguish protections identified as civil rights, according to the content of the laws and jurisprudence. Likewise, students will examine the international experience regarding the acknowledgment of human rights in order to recognize its evolution, preparing to anticipate changes in the future.

JUST 1025: Fundamentals of Penal Laws: 3 credits
In this course, students will examine the general principles of criminal law and the authority of the State for the creation, changes, or removal of crimes. Additionally, they will analyze the fundamental rights recognized for citizens who are facing criminal proceedings against them, stressing the applicable protections during the investigative stage. Students will likewise evaluate the present crimes in our legal system, forms of guilt, the available defense, the consequences of crimes, and court discretion during the process of imposing penalties.

JUST 1030: Special Penal Laws: 3 credits
They will describe special criminal laws and their relationship to the operation of the Criminal Justice System. Additionally, they will explain the jurisprudence wherever special criminal laws have been applied.

JUST 1040: Introduction to Criminology: 3 credits
In this course, students will examine basic concepts of criminology. They will analyze the historical background, evolution, and vision of crime, as well as some auxiliary sciences for the study of criminology. Students will compare criminology approaches, models, and theories concerning deviant behavior from a biopsychosocial perspective.

JUST 1050: Evidence: 3 credits
In this course, students will examine the requirements established by the criminal justice system for admitting or rejecting compiled evidence based on due process of law. Additionally, they will determine the existing types of evidence, the process of challenging a witness, the sufficiency of the required evidence, and the existing limitations in the search for truth. Students will likewise evaluate instances in which new evidence may emerge during the post-sentencing stage and its subsequent procedural implications when requesting another trial. *(Pre-requisites: JUST 1000)*

JUST 2010: Interview and Interrogation: 3 credits
In this course, students will examine current concepts related to interviewing and interrogation techniques, as well as the characteristics that the interviewer should have. In addition, they will analyze different interviewing techniques, taking into consideration psychological, ethical, scientific, and legal aspects, among others. Moreover, they will assess the importance of the interview and interrogation as the main investigative tool to obtain information for solving a crime. *(Pre-requisites: JUST 1015)*

JUST 2020: Rules of Criminal Procedure: 3 credits
In this course, students will analyze the rights of the defendant, from the investigative stage through the culmination of the criminal proceedings. They will evaluate the applicable criteria during the determination of probable cause to make an arrest, the bail order, the preliminary hearing, the trial and the judgement. Additionally, students will examine the different resources available for an individual convicted of a criminal offence in the post-sentencing stage of the criminal proceedings.

JUST 2025: Court Testimony: 3 credits
In this course, students will discuss the conceptual framework of both civil and criminal procedures in regard to the expert witness figure. Additionally, they will evaluate the historical background of witnesses and the development of the expert witness skills in the legal setting. Moreover, they will examine procedural regulations regarding the use of experts. Likewise, they will analyze the use of expert evidence in criminal proceedings.
(Pre-requisite: JUST 2010)

JUST 2035: Crime Victims: 3 credits
In this course, students will examine the concepts and theoretical aspects of victimology, as well as the different types of victims. They will analyze the personal and social impact faced by victims, their traumas and aftermaths, victimization by the penal system and social justice, and their rights. Additionally, students will apply tools and skills for professional case handling, aiming to see a change from a punitive vision to a humanistic one.

JUST 2050: Criminal Investigation: 3 credits
In this course, students will examine fundamental aspects of criminal investigations, its historical development, and its leading figures. They will evaluate current investigation techniques and their applicability at different stages of the investigative process, as well as the importance of the auxiliary sciences. They will apply the methodology of preservation, management, and investigation of the crime scene. Moreover, they will analyze different types of crime and its processes, ranging from arrests to post-sentencing procedures.*(Pre-requisites:* JUST 2010, 2020)

JUST 2070: Sign Language: 3 credits
In this course, students will analyze the anatomy and physiology of the human ear while focusing on the various types of hearing loss and their effects on the communication process. They will distinguish the idiosyncrasy of the deaf community through the study of important aspects related to pragmatics in the management of the deaf patient. Students will apply effective communication techniques and basic knowledge of signs in diverse languages for deaf people (movement, position and location of the hands, gestures and conceptual framework). Also, they will interpret the laws that protect people with hearing disabilities and their impact in the development of basic skills directed towards the Public Safety and Criminal Justice System professionals.

JUST 2080: Composition and Professional Writing in Criminal Justice: 3 credits
In this course, students will develop the necessary tools and resources to write professional administrative reports and conduct research in the field of criminal justice. They will also analyze the importance and the different types of written reports used in the field of criminal justice. Furthermore, they will produce a variety of reports related to criminal justice through effective, correct, concise, and precise writing.

JUST 2100: Electronic Evidence: 3 credits
In this course, students will analyze the conceptual framework of electronic evidence and the elements related to technology and the authentication of evidence. They will explain the methodology and the procedures associated with the acquisition, authentication, and admissibility of e-mails, text messages, digital files, photographs, internet pages, social networks, GPS, and drones, so that this kind of evidence may be admissible in court, according to the rules of evidence. Additionally, students will examine what is established in the rules of evidence regarding the proof of reference, its exceptions, and other elements related to electronic evidence. Likewise, they will identify examples of electronic evidence and the rights that protect all citizens. Lastly, they will interpret the jurisprudence related to electronic evidence.

JUST 3120: Federal Jurisdiction: 3 credits
In this course, students will examine the historical development and structural organization of the federal jurisdiction. In addition, they will analyze the criminal procedure under the federal jurisdiction and the limits of said jurisdiction, as well as the agencies that make up the justice system under the federal jurisdiction. Likewise, they will evaluate the federal system, the central government, and the relations between the states and territories. *(Pre-requisites: JUST1000)*

JUST 3125: Juvenile Justice: 3 credits
In this course, students will examine the causes of juvenile delinquency, as well as the sociological, biological, and psychological factors of criminal behavior. They will analyze the rehabilitative nature of juvenile justice, the legal framework, the balance between treatment and punishment, deviant juvenile behavior, and the efficacy of the judicial system's intervention. Also, students will evaluate the rehabilitative treatment of the delinquent minor, according to experts in human behavior.

JUST 3130: Drug Addiction and Rehabilitation: 3 credits
In this course, students will examine the general concepts about the dependence on different types of legal and illegal addictive chemical substances, as well as the psychobiological and sociological factors and the current incidence. They will explain the etiology of drug addiction, its neurobiological base, and the theoretical approaches linked to addictive behavior as well as its connection with criminal behavior. Students will interpret the relationship between criminal behavior, violence, and the behavior of sex offenders and young offenders, and delinquency and mental health. Also, students will differentiate between public policy, rehabilitation methods and models, preventive approaches, treatment programs, recovery, and social reinsertion of young offenders and delinquents.

JUST 3200: Penology and Correctional System: 3 credits
In this course, students will examine the conceptual framework and background of penology, its impact in the correctional system and the legal-penal reaction. They will analyze the rights of the members of the prison population with those of other countries, their legislation, regulations, and jurisprudence. Furthermore, students will evaluate the social reinsertion services and programs for the members of the prison population.

JUST 3610: White Collar Crimes and Fraud Detection: 3 credits
In this course, students will analyze the origins and consequences of white collar crimes and fraud against today's society. Examine the sociological, economic, ethical, and legal impacts related to white collar crimes and fraud. Analyze the various fraud detection techniques. The students will also argue on measures to prevent white collar crimes and fraud.

JUST 4020: Integrative Seminar on Criminal Justice: 3 credits
In this seminar, students will integrate the knowledge, skills and aptitudes acquired or developed during their academic training in the disciplines related to the criminal justice system of Puerto Rico and the United States, as well as the Puerto Rico Department of Public Safety. They will apply the general principles of criminal law, special criminal law, criminal procedural law and evidentiary law in real situations. They will examine the procedures used in the study of the crime scene through scientific investigation methods. Likewise, students will develop preparatory and fundamental strategies and techniques for their integration into the workplace.
(Pre-requisites: ETHI 1010, JUST 1015, JUST 1025, JUST 1030, JUST 1050, JUST 2020, JUST 2050)

JUST 4100: Information Systems Management in the Criminal Justice System: 3 credits
In this course, students will analyze the basic concepts related to the management of information systems in the criminal justice system, the types of technological and information systems used, as well as their historical evolution in this field. They will establish the purpose of technology in the criminal justice system, the information systems used by the Federal Bureau of Investigation (FBI), and various organizations focused on the field of information systems within the criminal justice system. Furthermore, students will evaluate the information systems used by the police, the correctional system, investigators, forensic scientists, and cyber crime investigators, as well as the technology to maintain the safety of crime victims. Also, they will examine software tools, applications, and free or low cost databases to carry out criminal investigations. *(Pre-requisites: ITTE 1031L, JUST 1010)*

MATH 1010: Basic Mathematics: 3 credits
In this course, students will apply the characteristics of the set of real numbers and their uses in everyday life, as well as the concepts of ratio, proportion, and percentage. They will also solve everyday situations by applying the concepts of linear equations and inequalities in one variable and in polynomials. In addition, students will use measurement concepts and conversion factors in professional and everyday problem-solving.

MATH 1050: Business Mathematics: 3 credits
In this course, students will solve business administration problems using basic concepts of algebra and geometry. They will analyze reasoning, proportion, and progression exercises in finance. In addition, they will solve problems of systems of linear equations through any solution method and determine the factors that can influence profit on an investment.
(Pre-requisite: MATH 1010)

MATH 2050: Applied Mathematics: 3 credits
In this course, students will analyze different problems and situations encountered in information systems using as a basis the set theory, propositional logic, and Boolean algebra. Solve combinatorial problems and successions. Also, examine various abstract structures using graphs and trees in order to explain and implement them.
(Pre-requisite: MATH 1010)

MATH 2080: Quantitative Methods: 3 Credits
In this course, students will develop models of situations related to business administration using linear, polynomial, exponential and logarithmic functions. In addition, they will apply matrix theory to linear systems solution, optimization, and linear programming. They will also analyze investment and annuity problems using successions and series. (*Pre-requisites: MATH 1010, 1050*)

MEBC 1000: Introduction to Billing: 3 credits
In this course, students will analyze fundamental concepts related to medical billing systems. They will evaluate billing processing methods. They will demonstrate proper handling of forms 1500, ADA, and UB-04 for medical billing by selecting the appropriate insurance coverage type and distinguishing important features of health insurance.

MEBC 1011L: Anatomy, Nomenclature with Codes and Dental Billing, and Laboratory: 4 credits
In this course, students will analyze various dental specialties that offer prevention, diagnosis, and treatment services that are required for patients. They will apply concepts related to nomenclature, dental anatomy, and oral pathologies according to the CDT (Current Dental Terminology) manual for coding procedures performed by dentists. Additionally, they will employ knowledge in billing processes and revenue cycle management.
(Pre-requisite: BIOL 1200, MEBC 1000)

MEBC 1030L: Electronic Medical Billing and Laboratory: 3 credits
In this course, students will analyze the impact of technology on electronic billing systems. They will evaluate the management process of medical billing systems for healthcare personnel. They will explain the technological evolution of software programs in the healthcare field. Additionally, they will integrate knowledge and skills in electronic reconciliation processes and claims to secondary medical plans through electronic billing programs and a simulator.
(Pre-requisite: MEBC 1000)

MEBC 1100: Diagnostic Coding (ICD-10-CM): 3 credits
In this course, students will analyze the International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10-CM) through patient case studies in outpatient and inpatient scenarios. They will distinguish clinical data found in medical records by locating key terms for diagnoses. They will apply conventions and general diagnostic coding rules established in ICD-10-CM. They will justify the importance of proper clinical documentation that ensures accurate coding. Additionally, they will use diagnosis codes appropriately using the Alphabetic Index and the Tabular List of Diseases and Injuries in ICD-10-CM to justify the medical necessity of procedures performed and reimbursement for services rendered. *(Pre-requisite: MEBC 1000) (Co-requisite: MESE 1010)*

MEBC 1120: Coding Procedures I (CPT): 3 credits
In this course, students will analyze the evolution of Current Procedural Terminology (CPT) codes in the medical coding field, including format, organization, and symbols. They will apply rules and index conventions to identify main terms, sub-terms, cross-references, and code ranges. They will distinguish highlighted procedures in medical records to determine if documentation is suitable for coding purposes. They will describe procedures, standards, documentation, and ethical-legal aspects in coding using CPT. They will accurately assign procedure codes using the CPT Manual to receive reimbursement for services rendered.
(Pre-requisites: BIOL 1200, MESE 1010, MEBC 1100, MEBC 1011L)

MEBC 1130: Coding Procedures II (HCPCS): 3 credits
In this course, students will analyze the evolution of HCPCS codes in the medical coding field, including key terms related to HCPCS Level II coding. They will distinguish between the two levels of HCPCS, their components, and CPT/HCPCS structure. They will describe standards, procedures, ethical and legal aspects, forms, and documentation required by Medicare and Medicaid for HCPCS codes. They will discuss the importance of proper clinical documentation to ensure accurate coding. Furthermore, they will apply guidelines and general rules of this coding system for the assignment of procedure codes and level II HCPCS services for outpatient care to obtain reimbursement for services rendered. *(Pre-requisites: MESE 1010, MEBC 1100, MEBC 1120)*

MEBC 1300: Hospital Procedure Coding (PCS): 3 credits
In this course, students will analyze the fundamental concepts of ICD-10-PCS (International Classification of Diseases, Tenth Revision, Procedure Coding System) used for coding surgical procedures performed on hospitalized patients, including its structure and organization. They will apply key conventions, guidelines, and rules governing the assignment of ICD-10-PCS codes. They will describe the processes for code grouping into sections and subsections for better searching, including definitions of the terms used and specific rules for code selection. They will recognize the importance of proper clinical documentation to ensure accurate and complete coding of surgical procedures performed to obtain reimbursement for services rendered.
(Pre-requisites: BIOL 1200, MESE 1010, MEBC 1100, MEBC 1120) (Co-requisite: MEBC 1130)

MEBC 2010: Auditing and Legal Aspects in Medical Billing and Coding: 4 credits
In this course, students will analyze general concepts, laws, and regulations required for the evaluation of internal and external medical audit procedures required by federal and state agencies regulating healthcare services. They will evaluate code descriptions applicable to payment remittance denials. They will describe the components of a medical record along with its associated monitoring and evaluation processes. They will develop quality processes for managing information and for sending invoices to medical insurers. Consequently, they will design an audit of the medical billing process. *(Pre-requisites: MESE 1010, MEBC 1000, MEBC 1011L, MEBC 1030L, MEBC 1100, MEBC 1120, MEBC 1130, MEBI 1160L, MEBC 1300) (Co-requisite: MEBC 2020L)*

MEBC 2020L: Integrative Seminar: Medical Billing and Coding and Laboratory: 3 credits
In this seminar, students will integrate the knowledge, skills, and abilities developed throughout their academic training in the program. They will analyze fundamental concepts related to medical billing systems. They will examine data entry methods required by electronic billing programs. Students will justify the importance of diagnostic and procedural coding in medical record analysis. They will integrate the knowledge and skills related to the electronic reconciliation and claims process. *(This course includes the use of billing and electronic record simulators)*
(Pre-requisites: MESE 1010, MEBC 1000, MEBC 1011L, MEBC 1030L, MEBC 1100, MEBC 1120, MEBC 1130, MEBI 1160L, MEBC 1300) (Co-requisite: MEBC 2010)

MEBI 1160L: Electronic Medical Record and Laboratory: 3 credits
In this course, students will analyze the basic concepts of electronic medical records management and the basic functions of an electronic health record. They will discuss the importance of using electronic medical records (EHR) in medical offices and hospitals. They will examine compliance regulations, as well as legal and ethical principles for the use of information and technology resources in the healthcare industry. They will describe primary public health objectives related to electronic medical records. (This course includes the use of a simulator).
(Pre-requisites: MEBC 1000, MEBC 1011L, MEBC 1100, MEBC 1120) (Co-requisites: MEBC 1130, MEBC 1300)

MESE 1010: Medical Terminology: 3 credits
This course develops skills on the basic medical vocabulary most commonly used. It also covers roots, prefixes, and suffixes related to the health field. It studies the medical vocabulary for all the body systems. It also provides an understanding of the scientific written and spoken words commonly used in the health field.
(Pre-requisites: BIOL 1010, 2000 or BIOL 1200 for the Medical Billing and Coding program)

MGMT 1000: Communication for Managers: 3 credits
In this course, students will discuss the nature and importance of communication for the success of organizations. They will analyze the role of individual characteristics and their impact on communication processes. They will use management communication principles in their work environment. Additionally, they will integrate different in-person and distance communication tools, depending on the organizational communication.
(Pre-requisites: BUAD 2000)

MGMT 1010: Organizational Theory and Design: 3 credits
In this course, students will analyze the importance of organizational behavior, along with the challenges and opportunities managers face in applying the concepts and theories of this discipline. They will analyze the models of knowledge management, learning, and competency development as productive and important resources for the effectiveness of an organization. In addition, they will evaluate topics and concepts related to motivation in individuals, groups, and work teams, and their effect on the performance of an organization and on aspects of communication, decision-making, conflict, organizational culture, and ethics. *(Pre-requisites: BUMA 1000, BUAD 2000)*

MGMT 1020: Operations Management: 3 credits
In this course, students will describe the concepts and techniques for designing, planning and controlling operations in manufacturing and service companies. They will examine the skills in operational decision- making using various tools in the planning and control of inventory and in the elaboration of demand forecasting. Also, they will analyze the principles and theoretical assumptions presented by various exponents in the quality control of operations.
(Pre-requisites: BUAD 2000, BUMA 1000, MATH 2080)

MKTG 1010: Marketing Principles: 3 credits
In this course, students will analyze and discuss marketing concepts, theories, and practices in a global context. They will evaluate the selected market's cultural, social, economic, and political dimensions while considering basic elements like product, price, promotion, and place (distribution). Likewise, they will design product, price, promotion, and place strategies to successfully compete in national and international markets. They will explain the different digital media and how they can be applied to marketing strategies. Finally, they will analyze the relationship between the digital marketing strategy and the traditional marketing strategy.

MKTG 1020: Integrated Marketing Communications: 3 credits
In this course, students will analyze the importance of integrating communication elements through different media to convey a clear, coherent and convincing message about a company, product, service, or brand. They will evaluate the role of advertising in integrated marketing communications (IMC) strategies aimed at the target market to promote the success and value of the brand of an organization. Additionally, they will apply communications planning and design skills to developing an integrated communications plan.
(Pre-requisite: MKTG 1010)

MKTG 2010: Consumer Behavior: 3 credits
In this course, students will analyze consumer behavior, as well as the external and internal factors influencing the consumer's purchasing behavior. They will analyze in depth the purchasing decision process to identify the specific consumer needs and determine which must be fulfilled with priority, in order to develop effective marketing strategies.
(Pre-requisite: MKTG 1010)

MKTG 2030: Content Marketing: 3 credits
In this course, students will discuss the principles, concepts, and strategies necessary for content marketing campaigns. They will analyze the formats and types of content relevant to the target market and consistent with the objectives included in the marketing plan for brand development. Furthermore, students will develop the skills necessary for the execution and monitoring of a content marketing plan, as well as in the interpretation of relevant metrics.
. (Pre-requisites: MKTG 1010, MKTG 1020)

MKTG 3000: Marketing Research: 3 credits
In this course, students will evaluate the basic research methodology applied to marketing topics. They will examine methods and techniques for the collection, analysis and interpretation of primary and secondary data, both for individual and business clients. *(Pre-requisites: MKTG 1020, MKTG 2010)*

NURS 3006: Transition of the Role of Nurses in Current Society: 3
In this course, the student will examine the historical evolution of the nursing profession, holistic concepts, nursing theories and the educational levels of nursing practice. Additionally, the student will examine critical thinking skills, which will enable him/her to make clinical judgments. The student will analyze the legal and ethical aspects and cultural diversity in the face of professional challenges; nursing roles within the changing healthcare systems; and, the use of research, evidence based practice and technology in today's nursing environment. This course includes the use of simulator. *(Co-requisites: None) (Pre-requisites: NURS 1000)*

NURS 3015: Physical Assessment: 3 credits
In this course, students will assess the history of the role of nursing in holistic care health assessment for adult and elderly clients. They will learn about physical assessment methodology and the techniques of performing the physical exam as part of the nursing professional role. Included will be attention to documenting a clients' health history and physical exam as part of the process for clinical decision-making. This course includes the use of simulator. *(Co-requisites: None) (Pre-requisites: NURS 1000, 1050, 1061L, 1300, 1311L, 1321P, 2540, 2541P, 2550, 2551P, 2620, 2621P, 2630, 2631P, 2710, 2721P or NURS 1000, 1050, 1061L, 1300, 1311L, 1315P, 2540, 2545P, 2550, 2555P, 2620, 2625P, 2630, 2635P, 2710, 2725P)*

NURS 3040: Informatics in Healthcare Systems: 3 credits
In this course, students will examine the fundamental concepts and roles of nursing professionals regarding informatics and their use. They will also analyze the management, practices and applications of information systems in clinical and educational settings; and, explain the ethical and legal controversies involved when dealing with information in a healthcare system. At the same time, they will evaluate the impact of technology and its applications in clinical, educational and research environments. This course includes the use of simulator. *(Co-requisites: None) (Pre-requisites: NURS 1000)*

NURS 3050: Research in Nursing: 3 credits
In this course, students will evaluate the role, as well as the importance, of research in professional nursing practice, including the conducting and dissemination of research and its principles and evidence-based practice models. They will also examine the ethical and legal considerations related to the subjects within nursing research. In addition, they will describe the nursing research process and interpret evidence-based research in order to apply it to nursing practice. *(Pre-requisites: MATH 1010, NURS 3006, STAT 2000)*

NURS 3055: Leadership and Management: 3 credits
In this course, the student will analyze concepts of leadership and management, as well as the necessary tools for the fulfillment of the nursing professional role in light of new perspectives in health services administration. The student will evaluate theories and models for management practice in nursing. The student will design effective organizational structures for determining administrative and management resources applicable to nursing services. Also, the student will justify the importance of establishing effective and safe work environments in order to sustain the motivation of the nursing professional and the quality of the health services. This course includes the use of simulator. *(Co-requisites: None) (Pre-requisites: NURS 3006)*

NURS 3130: Critical Interventions in Professional Nursing with Adults: 3 credits
In this course, students will examine the importance of the role of nursing and holistic care in the critical care environment for adult patients and their families. They will also value the role of the nursing professional when caring for critically ill adults. Students will differentiate between diagnoses and treatments in the collaborative management of critical conditions. In addition, they will analyze the nursing skills required for care of critical and acute pathological conditions in adults that require intensive care. This course includes the use of simulator. *(Co-requisites: None) (Pre-requisites: NURS 3006, 3015)*

NURS 4000: Global and National Health Policies: 3 credits
In this course, students will analyze national and global health policies and their financing. They will also evaluate the processes for health service rendering, the field's ethical-legal aspects at national and global levels, and the role of the nursing professional. Students will examine the principles of public policy in the rendering of services at a national and global level, as well as the influence of epidemiology and Healthy People 2030 have had on the tendencies and controversies of the national and global health systems. This course includes the use of simulator. *(Co-requisites: None) (Pre-requisites: NURS 3006)*

NURS 4020: Nursing Interventions with families and communities: 3 credits
In this course, students will apply the nursing process to the client, their family, and the community. They will demonstrate leadership skills in the promotion of health and disease prevention for the client, their family, and the community. Students will integrate the principles of public health in the nursing process to promote health and control risks in groups and populations through the primary, secondary, and tertiary levels of prevention in the community's health. This course includes the use of simulator. *(Co-requisites: NURS 4021P or 4025P, 4021 or 4025 *RN-BSN)* *(Pre-requisites: NURS 3006, 3015, 3050, 3055)*

NURS 4025/4025P: Practice in Nursing Interventions with families and communities: 2 credits
In this course, students will apply competencies required for the direct care of patients, families, and communities based on the nursing process. They will also demonstrate skills for communication, interpersonal relations, leadership, management, teaching, and critical thinking in the treatment of patients, their families, and communities. Furthermore, students will perform their clinical practice in communities or simulated environments with diverse populations or

groups. This course includes the use of simulator. *(Co-requisites: NURS 4020) (Pre-requisites: NURS 3006, 3015, 3050, 3055)*

NUTR 1000: Introduction to Nutrition: 2 credits
In this course, students will assess the importance of nutrition in the wellbeing and promotion of health of the client. They will analyze the process of digestion, absorption, metabolism, and excretion of food and its nutrients. Likewise, they will evaluate the influence of food in the stages of growth and development, in weight management, and in most common health disorders.

PROG 1035: Introduction to Computer Programming Logic: 3 Credits
In this course, students will discuss fundamental concepts for developing a computer program. They will explain how a program operates and the flow of data using flowcharts. They will describe the use of data, variables, and designs focused on objects in programming. They will also develop a graphic interface that integrates various program structures.

PROG 1140L: Data Base Design and Laboratory: 3 credits
In this course students will analyze the concepts of a database (tables, forms, reports, queries) and explain each role in the creation of a database. Design a database, while manipulating data and producing reports. The student will also assess the necessary security measures for an organization.

PROG 2280L: Visual Basic Programming and Laboratory: 3 Credits
In this course, students will analyze the attributes and functionalities of the Visual Basic programming language for Object-Oriented design. They will develop programs that include creating graphical user interface and programming integration, by applying the diverse control, arrays and files management structures, and integrating database. Additionally, they will plan and design applications based on the specific needs of the user.
(Pre-requisites: ITTE 1031L; PROG 1035; PROG 1140L)

PROG 2370L: Operating Systems and Architecture, and Laboratory: 3 credits
In this course, students will analyze operating systems and their integration into personal computers and their architecture. Integrate and evaluate the structure, functions, work patterns, and characteristics of different operating systems. Also, outline the configuration, implementation, and management of different platforms, environments, and data retrieval management plans.

PROG 2390L: Introduction to Java Script and Laboratory: 3 Credits
In this course, students will design control structures (decision and repetition) using the concepts and components of JavaScript. They will identify various existing libraries and frameworks. They will apply programming concepts adapted to JavaScript to create dynamic webpages, integrating HTML and CSS.
(Pre-requisites: PROG 1035, INTE 2520L)

PROG 2480L: Analysis, Design and Implementation Systems and Laboratory: 3 Credits
In this course, the student will explain the key concepts in the development and implementation of an information system using the Systems Development Life Cycle process (SDLC). Evaluate different methods and issues important for the development of an information system, regardless of the type of company that needs it. The student will also develop quality control in the development and implementation of an information system.
(Pre-Requisites: PROG 1140L)

PROG 3360L: Phython Programming and Laboratory: 3 Credits
In this course, students will design different programs using the Python programming language. Through this language they will declare variables and modify their values using arithmetic operations. They will develop decision and repetition structures using different routines. They will create and administrate arrays and their elements. Additionally, they will be able to manipulate data in text files and CSV (comma- separated values) files.
(Pre-requisites: PROG 1035)

PROG 3365L: C# Programming and Laboratory: 3 Credits
In this course, students will analyze the attributes and functionalities of the C# programming language for Object-Oriented design. They will develop applications with graphical user interfaces for desktop and Web. In addition, they will integrate a database to a project in C#. *(Pre-requisite: PROG 2280L)*

PROG 3375L: Object Oriented Programming and Laboratory: 3 credits
In this course, students will identify Java as a robust programming system and versatile language. Students will learn and master the JAVA platform and language. Create and compile applications and also use graphic applications (IDE). *(Pre-Requisites: PROG 2280L)*

PROG 3425L: Data Base Management and Laboratory: 3 credits
In this course, students will design, manage, and provide maintenance to databases created in an SQL environment. Explain the analysis tools used in logical and relational databases in SQL. Describe characteristics of tables, forms of relationship and data modification strategies to reduce the loss of information in a database. The student will also generate and evaluate information in a database using SQL functions. *(Pre-Requisite: PROG 1140L)*

PROM 1000: Project Management Fundamentals: 3 credits
In this course, students will comprehend the fundamentals and practices of project management. Likewise, they will examine all the components of the lifecycle of a project, from initiation to closure. They will also assess theoretical aspects of project management, aligned with the PMBOK® Guide of the Project Management Institute (PMI).

PROM 1050: Project Communications and Stakeholder Management: 3 credits
In this course, students will apply the tools used for planning, monitoring and controlling the communication plan for a project. They will develop strategies to maintain an effective communication with interested parties and stakeholders throughout all the phases of the project, with the objective of gaining their support and reducing resistance. In addition, students will examine the best practices in human resources planning, acquisition, development and management to procure the success of the project. *(Pre-requisites: PROM 1000)*

PROM 2000: Quality Management: 3 credits
In this course, students will analyze the evolution of project quality management, and its impact on the portfolios, programs and projects of the organization. They will evaluate quality management processes used in project development, in order to comply with their requirements. They will also examine concepts related to planning, control and quality assurance. Finally, students will discuss the international quality standards established by the International Organization for Standardization (ISO) and the methodologies used to achieve continued quality improvement in the internal processes of an enterprise, as well as in the design and marketing of their products and services. *(Pre-requisites: PROM 1000)*

PROM 2050: Cost and Time Management: 3 credits
In this course, students will develop a certificate of incorporation and planning structure for a project. They will apply time-management and project budget strategies, considering the challenges faced by organizations. Additionally, students will design a cost plan and schedule, based on the resources to be used in the project. Likewise, they will evaluate the project performance using monitoring and cost control techniques. *(Pre-requisites: PROM 1000, 2000)*

PROM 3000: Project Risk Management: 3 credits
In this course, students will examine the main processes related to risk management, such as planning, risk identification and register, qualitative and quantitative analysis, response preparation, and risk control. On the other hand, they will evaluate risk management principles according to the standards established by the Project Management Body of Knowledge (PMBOK© Guide), of the Project Management Institute. Also, they will develop a plan that will enable them to establish risk management strategies for any project. *(Pre-requisites: PROM 2050)*

PROM 3050: Contracts and Procurement Management: 3 credits
In this course, students will examine the components of a resource acquisition and management plan, using the latest edition of the PMBOK as a frame of reference, in order to ensure that all assignments and deliverables in the project plan are completed. Furthermore, they will evaluate the bid or procurement documents and contracts necessary for the acquisition of resources for a project. They will also design strategies for the management of an acquisition plan that includes managing relations with the providers and monitoring the performance of the goods and services procured. *(Pre-requisites: PROM 3000)*

PROM 4000: Technology for Project Management: 3 credits
In this course, students will analyze several Project Management Information Systems (PMIS) applications used for process automation. They will also describe different applications for project control and monitoring, groupware applications, and applications for communications via internet, including mobile applications. On the other hand, students will explain the impact of current and future technologies on project management. *(Pre-requisites: PROM 1000 / BUAD 1020)*

PROM 4010: Project Management Seminar (Capstone): 3 credits
In this capstone seminar, students will apply the knowledge acquired in the major courses of the bachelor's degree in Business Administration with major in Project Management, to initiate, plan, execute, control, and close a simulated project. They will develop the deliverables, following the mission and goals of the business plan. They will select processes and courses of action that will optimize the development and execution of the project, to benefit all interested parties. They will further integrate the basic alignments defined in the PMBOK® Guide of the Project Management Institute (PMI). *(Pre-requisites: PROM 1000, 1050, 2000, 2050, 3000, 3050)*

PSEC 2000: Leadership, Criminal Justice, and Public Safety: 3 credits
In this course, students will analyze the fundamental leadership concepts. Additionally, they will identify the oversight roles in an organization, as well as leadership strategies within the criminal justice and public safety systems. Students will also examine the types of conflicts and ethical dilemmas that can be observed in an organization. Likewise, they will evaluate the various theories on leadership, their paradigms and lenses, the implementation of changes in supervision, influences on leadership, as well as strategies for its development and emergency management, according to the United Nations (UN). *(Pre-requisites: JUST 1000)*

PSEC 2010: Conscience and Reach in Self Defense: 3 credits
In this course, students will analyze the concepts, techniques, and resources associated with personal defense. Additionally, they will analyze the legal basis that justifies the use of force in the public safety environment. Likewise, they will apply the problem-solving model (S.A.R.A.) in their role as a public safety leader. *(Pre-requisite: JUST 1015)*

PSEC 2020: Basic Emergency Management: 3 credits
In this course, students will discuss the basic concepts of the National Incident Management System (NIMS). They will examine processes that guide communities, governments, non-governmental organizations (NGOs) and the private sector to work on the preparation, relief, response, and recovery in the aftermath of an emergency or a natural, human, or technological disaster. Additionally, they will apply the initial response process using the emergencies and disasters that recently took place in the United States and Puerto Rico as examples. *(Pre-requisite: JUST 1000)*

PSYC 1010: Fundamentals of Psychology I: 3 credits
In this course, students will examine the main currents, concepts, and areas that psychology covers. They will explain the scientific method and its relation to psychology. They will also analyze the theoretical and methodological fundamentals in human behavior.

PSYC 1020: Fundamentals of Psychology II: 3 credits
In this course, students will analyze psychology as a scientific discipline. They will explore relevant topics of modern psychology. They will examine the diversity and complexity of human beings. In addition, they will learn the ethical function of the profession.
(Pre-requisite: PSYC 1010)

PSYC 1100: History of Psychology: 3 credits
In this course, students will analyze the historical background of psychology. They will identify the origin and trajectory of the orientations that have marked its development as a discipline. They will create a historical outline of the main philosophical currents that supported its evolution until arriving at modern psychology. They will position themselves within the current historical context and their vision of the future.

PSYC 1150: Human Development I: 3 credits
In this course, students will examine the systematic transformation of human beings at a biological, cognitive, affective, and behavioral level, from conception until childhood. They will analyze the role of inheritance and the environment in the evolutionary process of the individual. They will identify the primary models and theories that explain the changes throughout the life cycle using an integrated perspective. Likewise, they will describe the phenomena that pertain to each stage of life.

PSYC 1200: Ethical Principles in Psychology: 3 credits
In this course, students will analyze the basic concepts, philosophical principles, and importance of the study of ethics in psychology. They will examine the primary codes of ethics that govern the psychological profession in Puerto Rico and the United States. Also, they will identify the ethical and moral conflicts and the guidelines for managing an ethical conflict. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 1250: Human Development II: 3 credits
In this course, students will apply the biopsychosocial model to the stages from adolescence till death. They will analyze the role of inheritance and the environment in the evolutionary process of the individual. They will identify the primary models and theories that explain the changes throughout the life cycle using an integrated perspective. Likewise, they will describe the phenomena that pertain to each stage of life.
(Pre-requisites: PSYC 1010, PSYC 1020, PSYC 1150)

PSYC 2000: Personality Disorders: 3 credits
In this course, students will examine the cognitive, affective, and behavioral patterns of individuals with personality disorders. They will identify the classification within its groups and subgroups according to its traits and characteristics. They will design an intervention plan and learn the comorbidity among them in relation to the pathologies. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 2100: Learning and Motivation: 3 credits
In this course, students will determine the relationship between learning and motivational processes. They will identify explanatory models of learning and motivation, taking into consideration the diversity in human learning. Lastly, they will interpret the concepts and approaches of the cognitive processes of motivation, instincts, seeking excitement, drive reduction, and incentives.*(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 2150: Psychobiology: 3 credits
In this course, students will analyze the models that explain the biological bases and the cognitive, behavioral, and affective functions of individuals. They will examine the neuroanatomy and neurological function of the brain. Likewise, they will apply knowledge of the main theories of neuroconduction, synaptic mechanisms, nervous system, genetics, evolution, mental disorders, and addictive behavior, among others, related to the functioning and operation of the brain. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 2200: Interviewing Techniques: 3 credits
In this course, students will analyze the techniques and tools for obtaining data in a psychological interview. They will discuss the importance of rapport, therapeutic alliance, and empathetic listening during the intervention, according the psychological model that is used. Furthermore, they will analyze the elements of communication with sensitivity and openness to diversity in the client-therapist dynamic. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 2250: Personality Theories: 3 credits
In this course, students will examine the concept of personality from various perspectives and according to the main theoretical approaches and schools of thought. They will evaluate the traits and characteristics observed in the formation and development of personality, taking into consideration cognitive, behavioral, and affective patterns of behavior. Finally, they will critically analyze the historical evolution of the concept of personality and the contributions of various theories that try to define it. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 2300: Crisis Intervention : 3 credits
In this course, students will analyze the phenomenology, characteristics, and manifestations associated with mental health crises and emergencies. They will evaluate the various types of crises associated with human developmental stages and the context in which they manifest to determine the appropriate therapeutic intervention. Additionally, students will apply skills and techniques used in crisis intervention. *(Pre-requisites: PSYC 1010, 1020, 3520)*

PSYC 2350: Industrial and Organizational Psychology: 3 credits
In this course, students will examine the role of the industrial and organizational psychology professional in the face of current dilemmas and challenges in the work environment. They will explain human behavior in the context of business and social organizations. They will present various techniques and criteria used in decision-making within the work environment. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 2400: Introduction to Test Building: 3 credits
In this course, students will examine the basic theoretical principles of the construction of psychological tests and the importance of their application in various aspects of human behavior. They will analyze the processes and psychometric properties in the construction of psychological measurement instruments. They will evaluate the appropriate statistics for studying the results of an instrument and its psychometric properties. Furthermore, they will develop a measurement instrument for the selected topic or issue. *(Pre-requisites: MATH 1010, STAT 1500)*

PSYC 2510: Psychology: 3 credits
In this course, students will analyze the historical development and basic concepts of the psychological study of human behavior. Additionally, they will explain which situations exert a significant influence on psychosocial behavior. Students will also apply psychological concepts and theories to situations in everyday life and in their professional relationships. They will analyze individuals in personal relations, cultural context, and social conflict in a comprehensive way.

PSYC 3000: Experimental Psychology: 3 credits
In this course, students will examine the historical background and development of psychology as a scientific discipline and experimental science. They will apply the scientific method, as well as its research approaches and designs, as a study tool to generate a research idea. They will develop an experimental and non-experimental research proposal. *(Pre-requisites: MATH 1010, PSYC 1010, PSYC 1020)*

PSYC 3010: Emotional Intelligence: Managing Stressful Situations: 3 credits
In this course, students will examine the biological and theoretical fundamentals of emotional intelligence (EI) from a scientific-practical perspective, focusing on the relevance and implementation of emerging literature regarding the applicability of emotional intelligence in stress management. Also, they will analyze the relationship between emotional intelligence and other academic-professional areas such as human talent management, social responsibility, and stress management strategies at school or work, among others. Likewise, students will develop a training proposal to potentiate the use of emotional intelligence in everyday life. *(Pre-requisites: PSYC 2510)*

PSYC 3050: Writing Techniques in Psychology: 3 credits
In this course, students will apply writing techniques for organized, clear, and concise communication of ideas in accordance with established norms in the field of psychology. They will prepare papers within the psychological field and scientific writing according to specific characteristics and purposes. Furthermore, they will employ basic knowledge in creating proposals, essays, research papers, progress reports, and text production for professional competence in psychology. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 3100: Law and Mental Health: 3 credits
In this course, students will examine current legislation regarding mental health and vulnerable populations in Puerto Rico. They will analyze the patient bill of rights and existing laws that are inherent to the rights of individuals with mental conditions. Furthermore, they will promote the development of public policy and protection for the client's wellbeing. *(Pre-requisites: PSYC 1010, PSYC 1020)*

PSYC 3110: Psychological Problems in Children, Adolescents and Adults: 3 credits
In this course, students will analyze the history of psychological disorders, the psychopathology within the biopsychosociocultural context, and the main concepts that characterize it. Similarly, they will explain the psychological conditions most commonly seen in minors, adolescents, and adults, as well as their etiology, prevalence, and diagnostic theoretical models. Also, students will categorize the structure and the prevention and treatment methods according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Furthermore, they will evaluate the therapeutic models, the interview and interrogation alternatives, and the psychosocial and forensic screening in minors, adolescents, and adults with psychological disorders, considering the professional ethical-legal aspects. *(Pre-requisites: PSYC 2510)*

PSYC 3150: Introduction to Evaluation and Measurement: 3 credits
In this course, students will learn the basic concepts and relevance of psychological measurement. They will apply measurement processes used in psychology. They will determine a plan for the implementation of psychological and educational assessment instruments that are used to measure qualities of human behavior. Additionally, they will analyze psychometric theories and the evolution of psychological measurement in Puerto Rico.
(Pre-requisites: PSYC 1010, PSYC 1020)

PSYC 3200: The Psychobiology of Addiction: 3 credits
In this course, students will examine the basic concepts and etiology of addictions from a multifactorial and biopsychosocial approach. They will analyze addiction as a disease, considering currently identified drugs as well as emerging drugs. Additionally, students will evaluate treatment models for substance use disorders to conceptualize and design a treatment plan based on each patient's needs.
(Pre-requisites: PSYC 3520)

PSYC 3250: Psychotherapy Models and Techniques: 3 credits
In this course, students will analyze the main models of psychotherapy based on personality and learning theories. They will evaluate the processes of analyzing and applying psychotherapeutic techniques, as well as strategies for appropriate and meaningful psychotherapeutic interventions in their future practice. Additionally, they will examine evidence-based theories as a didactic tool and their applicability in the development of practical experience with psychotherapeutic models. *(Pre-requisites: PSYC 1010, PSYC 1020, PSYC 3520)*

PSYC 3510: Social Psychology: 3 credits
In this course, students will interpret social life from the point of view of the individual. Furthermore, they will identify the prevalent role of social institutions and social groups in the configuration of individuals as social entities. Additionally, students will explain the power of influence from individuals within groups, interaction processes, and social conflicts. Students will also critically analyze certain cultural patterns that promote and perpetuate conflictive interactions between individuals and between groups.
(Pre-requisite: PSYC 2510 or PSYC 1010, PSYC 1020)

PSYC 3520: Psychopathology: 3 credits
In this course, students will examine the historical background of the development of psychopathology as we know it today. Additionally, they will analyze scientific contributions regarding the following concepts: insanity, normality, mental illness, and mental health. They will identify the main psychological disorders according to the classification of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). They will also evaluate the theoretical basis of the concepts, specific disorders, criteria, differential diagnosis, theoretical models, as well as treatments, ethical and legal implications, and the particular situation in Puerto Rico. *(Pre-requisites: JUST 2020, PSYC 2510, 3510 or PSYC 1010, PSYC 1020)*

PSYC 4000: Alteration in Functional Development and Diversity: 3 credits
In this course, students will examine deviations from the typical course of human development, as well as their causes and effects, both in physical and emotional functioning. Additionally, they will analyze how functional diversity manifests, as well as its impact on the family, academic, and occupational levels. Furthermore, they will evaluate existing laws and programs, along with organizations created to protect and integrate the population experiencing developmental divergence and functional diversity. *(Pre-requisites: PSYC 3520)*

PSYC 4010: Integrated Psychology Seminar (Capstone): 4 credits
In this course, students will apply interview techniques, as well as the ethical principles, skills, and knowledge required for their profession. They will analyze psychopathologies, along with their signs, symptoms, and intervention approaches. They will explore the concepts of diversity, vulnerable populations, and social contexts. They will also evaluate the importance of self-care for psychologists to prevent and manage syndromes or traumas such as burnout, compassion fatigue, and vicarious trauma, among others.
(Pre-requisites: PSYC 1010, PSYC 1020, PSYC 3520, PSYC 2000, PSYC 1150, PSYC 1250)

REME 2000: Social Investigation Methodology: 3 credits
In this course, students will determine the processes and methods of quantitative and qualitative research in the creation of an investigation project. They will analyze the procedures and methods applied to the scientific research. Additionally, they will examine the procedures and techniques used to collect and analyze data. *(Pre-requisite: MATH 1010)*

SEMI 1001: University Environment Seminar: 1 credit
In this course, students will develop essential skills for their training and transition from university life to their entry into the workforce. They will participate in learning experiences aimed at enhancing self-knowledge and exploring the possibilities of university studies and career paths. In addition, they will explain the competencies sought by employers with the support of available resources. Likewise, they will establish successful strategies for making progress in their academic program and for planning and entering the job market.

SEMI 2000: APA Writing Seminar: 1 credit
In this course, students will analyze the writing and style standards of the American Psychological Association (APA). They will apply the APA formatting system for citations and references in the preparation of academic, professional, investigative, and scientific papers. Additionally, they will evaluate the legal and ethical aspects of using the works of other authors, including compliance with copyright regulations.
(Pre-requisites: MATH 1010, STAT 1500)

SOME 1000: Introduction to Social Media: 3 credits
In this course, students will summarize the most relevant aspects of the history of social media, along with its fundamental theories. They will determine the impact of social media in the fields of marketing, public relations, and publicity. They will explain what constitutes a marketing and content creation strategy for social media. Students will compare the metrics traditionally used in marketing with those used in social media. By the same token, they will evaluate the trends and technological tools available for the development of a social medial plan.
(Pre-requisite: MKTG 1010)

SOME 2000: Social Media Marketing Strategies: 3 credits
In this course, students will discuss the importance of having a social media marketing strategy and the benefits it provides to a business. They will analyze the components of a plan to establish a social media strategy. They will discuss how to create a business profile in the primary social network platforms, and analyze content strategies and their optimization. In addition, students will get acquainted with several emerging channels in social media to develop marketing strategies.
(Pre-requisite: SOME 1000)

SOME 2010: Public Relations in Social Media: 3 credits
In this course, students will evaluate the evolution of social media, as well as its impact on public relations. They will apply the necessary basic skills to develop, in an ethical and responsible manner, strategic messages consistent with the organizational objectives. In addition, they will analyze the phases of the development of public relations campaigns on social media: research, planning, implementation, and evaluation.
(Pre-requisites: SOME 1000, SOME 2000)

SOME 3000: Web and Social Media Analytics: 3 credits
In this course, students will discuss the importance of data analysis and measurement on digital platforms, such as websites, social media, and other channels of digital marketing. They will analyze user segments, audiences, profiles, and preferences in order to understand their behavior using effectiveness metrics and key performance indicators. Additionally, they will integrate the tools and data measurement services from websites and social media in the elaboration of reports for the development of an integrated communications plan and the decision-making of a business.
(Pre-requisite: SOME 2000)

SOME 4000: Social Media Marketing Campaign (Capstone): 3 credits
In this course, students will design a plan for a marketing campaign on social media. They will develop marketing strategies through practical exercises in order to reach the goals and objectives of the plan. They will also identify opportunities for improving the campaigns through monitoring social media.
(Pre-requisites: MKTG 1020, 2010, 2030, 3000, SOME 1000, 2000, 2010, 3000)

SOSC 1010: Social Sciences I: 3 credits
Upon completion of this course, students will analyze fundamental concepts of social sciences, starting from the history, evolution, and development of society. They will argue about issues related to various disciplines that make up social sciences such as history, anthropology, sociology, and psychology. In addition, students will develop and explain various research studies on social topics based on current issues of the society to which they belong. This course requires 14 hours of participation in community service-learning activities.

SOSC 1020: Social Sciences II: 3 credits
In this course, students will examine the disciplines of the social sciences, emphasizing the political, economic, and geographic issues affecting their social environment. Thus, they will investigate how these disciplines influence the current social changes that have shaped the world we live in. In addition, they will analyze the social developments that have contributed to the establishment of political and economic systems worldwide. Furthermore, students will evaluate the effects of industrial development, urban growth, and environmental movements in geography, the environment, and sustainability.
(Pre-requisites: SOSC 1010)

SPAN 1010: Basic Spanish I: 3 credits
In this course, students will apply the basic spelling, grammar, and syntax rules when expressing themselves orally or in writing. They will analyze literary texts to communicate their critical response to the readings, acquire new vocabulary and improve their writing skills. Furthermore, students will assess the importance of language by applying linguistic knowledge and the rules governing oral and written communications correctly.

SPAN 1020: Basic Spanish II: 3 credits
In this course, students will critically analyze different literary genres such as poetry, theater, and novels. They will describe and illustrate their evolution, development, and characteristics. Furthermore, they will analyze the elements that differentiate investigative journalism from in-depth journalism. They will also recognize the importance of public speaking and discourse as resources for effective communication. In addition, they will write and present a speech.
(Pre-requisite: SPAN 1010)

SPAN 2040: Writing and Composition: 3 credits
In this course, students will analyze the main elements of communication and the methodology of planning, textualization and review in the writing process. They will also integrate spelling and grammar into text composition. In addition, they will explain the elements and structure of the monograph and its relevance in the professional field. Finally, they will develop a monograph on a topic of their interest.
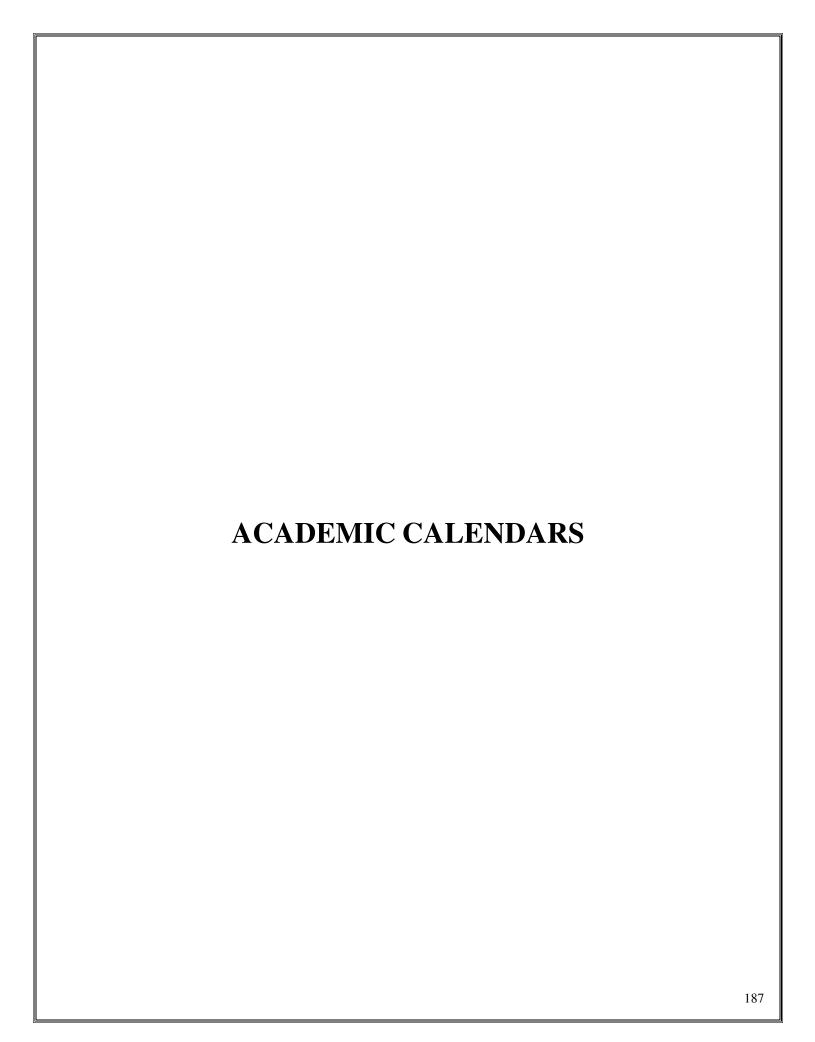*(Pre-requisites: SPAN 1010, 1020)*

STAT 1500: Statistics for Social Sciences: 3 credits
In this course, students will review the elemental concepts of statistics within the context of social sciences. They will analyze the data, applying the statistical methods to compile, summarize, present, and interpret quantitative, qualitative, and categorical data. Students will apply the basic principles regarding the concepts of correlation and linear regression by using statistic formulas and applications that allow for data analysis. *(Pre-requisite: MATH 1010)*

STAT 2000: Introduction to Statistics: 3 credits
In this course, students will examine and apply descriptive statistics in different professional settings. They will analyze data by applying statistical methods to collect, summarize, present, and interpret quantitative and categorical data. They will also construct graphs and determine numeric measurements for grouped and ungrouped data. They will analyze situations in which probability concepts and distributions will be applied. In addition, students will use computerized statistical applications that allow data processing as part of the process of data analysis.
(Pre-requisite MATH 1010)

ACADEMIC CALENDARS

Registrar's Office
Academic Calendar
NUC University - South Florida Campus

TERM: 2023 SPRING A
Module 1

January 11	Classes begin
January 11 to 23	Period to Add/Change Courses[1]
January 11 to 24	Extended registration
January 23	Last day to complete grade changes applications (previous term)
	Last day for faculty to remove incompletes (previous module)
January 27	Last Day to appeal Partial Show (PS) courses
February 6	Last day to complete a Program Change application (next term)
February 1 to 7	Mid Term Grades due from Faculty
	Week to present Competency Exams
February 21	Last Day to submit partial or total withdrawal
February 25	Deadline to receive Official Credit Transcripts to validate course validation requests for new students of the current term
February 22 to 28	Final Exams Week
February 28	Last day to request to receive a provisional grade of incomplete
February 28	Course Ends
March 3	Last day for Faculty to submit grades online
March 6	Publication of grades at Portal

TERM: 2023 SPRING A
Module 2

March 8	Classes Begin
March 17	Last Day to Complete Degree Conferral Applications
March 20	Last day to complete grade changes applications (previous term)
March 20	Last day for faculty to remove incompletes (previous module)
March 27 to 31	Registration and Financial Orientation (next term)
March 29 to April 4	Mid Term Grades Due from Faculty
	Week to present Competency Exams
April 18	Last Day to submit partial or total withdrawal
April 19 to 25	Final Exams Week
April 25	Last day to request to receive a provisional grade of incomplete
April 25	Course Ends
April 28	Last day for Faculty to submit grades online
May 1	Publication of grades at Portal

Note: In the calendar holidays are not considered. This calendar is subject to change.

[1]*Any course added to the existing academic program after this date may change the amount eligible for T IV Federal Pell Grant. Please contact the Financial Aid Office and Bursar Office for the impact on your account.*

Registrar's Office

Academic Calendar

NUC University - South Florida Campus

TERM: 2023 SPRING B
Module 1

March 8	Classes Begin
March 8 to 20	Period to Add/Change Courses[1]
	Last day to complete a Program Change application
March 20	Last day to complete grade changes applications (previous term)
March 20	Last day for faculty to remove incompletes (previous module)
March 8 to 22	Extended registration
March 24	Last Day to appeal Partial Show (PS) courses
March 29 to April 4	Mid Term Grades due from Faculty
	Week to present Competency Exams
April 3	Last day to complete a Program Change application (next term)
April 18	Last Day to submit partial or total withdrawal
April 19 to 25	Final Exams Week
April 22	Deadline to receive Official Credit Transcripts to validate course validation requests for new students of the current term
April 25	Last day to request to receive a provisional grade of incomplete
April 25	Course Ends
April 28	Last day for Faculty to submit grades online
May 1	Publication of grades at Portal

TERM: 2023 SPRING B
Module 2

May 3	Classes Begin
May 12	Last Day to Complete Degree Conferral Applications
May 15	Last day to complete grade changes applications (previous term)
May 15	Last day for faculty to remove incompletes (previous module)
May 22 to 26	Registration and Financial Orientation (next term)
May 24 to 30	Mid Term Grades Due from Faculty
	Week to present Competency Exams
June 13	Last Day to submit partial or total withdrawal
June 14 to 20	Final Exams Week
June 20	Last day to request to receive a provisional grade of incomplete
June 20	Course Ends
June 23	Last day for Faculty to submit grades online
June 26	Publication of grades at Portal

Note: In the calendar holidays are not considered. This calendar is subject to change.

[1]*Any course added to the existing academic program after this date may change the amount eligible for T IV Federal Pell Grant. Please contact the Financial Aid Office and Bursar Office for the impact on your account.*

TERM: 2023 SUMMER A
Module 1

May 3	Classes begin
May 3 to 15	Period to Add/Change Courses[1]
May 3 to 17	Extended registration
May 15	Last day to complete grade changes applications (previous term)
	Last day for faculty to remove incompletes (previous module)
May 19	Last Day to appeal Partial Show (PS) courses
May 29	Last day to complete a Program Change application (next term)
June 17	Deadline to receive Official Credit Transcripts to validate course validation requests for new students of the current term
June 28 to July 4	Mid Term Grades due from Faculty
	Week to present Competency Exams
August 15	Last Day to submit partial or total withdrawal
August 16 to 22	Final Exams Week
August 22	Last day to request to receive a provisional grade of incomplete
August 22	Course Ends
August 25	Last day for Faculty to submit grades online
August 28	Publication of grades at Portal

TERM: 2023 SUMMER B
Module 2

August 30	Classes Begin
September 1st	Last Day to Complete Degree Conferral Applications
September 11	Last day to complete grade changes applications (previous term)
September 11	Last day for faculty to remove incompletes (previous module)
September 18 to 22	Registration and Financial Orientation (next term)
September 20 to 26	Mid Term Grades Due from Faculty
	Week to present Competency Exams
October 10	Last Day to submit partial or total withdrawal
October 11 to 17	Final Exams Week
October 17	Last day to request to receive a provisional grade of incomplete
October 17	Course Ends
October 20	Last day for Faculty to submit grades online
October 23	Publication of grades at Portal

Note: In the calendar holidays are not considered. This calendar is subject to change.

[1]*Any course added to the existing academic program after this date may change the amount eligible for T IV Federal Pell Grant. Please contact the Financial Aid Office and Bursar Office for the impact on your account.*

<div align="center">

Registrar's Office

Academic Calendar

NUC University - South Florida Campus

TERM: 2023 FALL A
Module 1

</div>

August 30	Classes begin
August 30 to September 11	Period to Add/Change Courses[1]
August 30 to September 13	Extended registration
September 11	Last day to complete grade changes applications (previous term)
	Last day for faculty to remove incompletes (previous module)
September 15	Last Day to appeal Partial Show (PS) courses
September 20 to 26	Mid Term Grades due from Faculty
	Week to present Competency Exams
September 25	Last day to complete a Program Change application (next term)
October 10	Last Day to submit partial or total withdrawal
October 14	Deadline to receive Official Credit Transcripts to validate course validation requests for new students of the current term
October 11 to 17	Final Exams Week
October 17	Last day to request to receive a provisional grade of incomplete
October 17	Course Ends
October 20	Last day for Faculty to submit grades online
October 23	Publication of grades at Portal

<div align="center">

TERM: 2023 FALL B
Module 2

</div>

October 25	Classes Begin
November 3rd	Last Day to Complete Degree Conferral Applications
November 6th	Last day to complete grade changes applications (previous term)
November 6th	Last day for faculty to remove incompletes (previous module)
November 15 to 21	Mid Term Grades Due from Faculty
	Week to present Competency Exams
November 27 to December 1st	Registration and Financial Orientation (next term)
December 5th	Last Day to submit partial or total withdrawal
December 6 to 12	Final Exams Week
December 12	Last day to request to receive a provisional grade of incomplete
December 12	Course Ends
December 15	Last day for Faculty to submit grades online
December 18	Publication of grades at Portal

Note: In the calendar holidays are not considered. This calendar is subject to change.
[1]Any course added to the existing academic program after this date may change the amount eligible for T IV Federal Pell Grant. Please contact the Financial Aid Office and Bursar Office for the impact on your account.

2023 HOLIDAYS CALENDAR

Center Closed

January 1, 2023	New Year's Day
January 16, 2023	Martin Luther King Day
February 20, 2023	Presidents' Day
April 7, 2023	Good Friday
May 29, 2023	Memorial Day
June 19, 2023	Juneteenth Day
July 4, 2023	Independence Day
September 4, 2023	Labor Day
November 10, 2023	Veteran's Day
November 23, 2023	Thanksgiving Day
November 24, 2023	Day after Thanksgiving
December 25-26, 2023	Christmas Day
December 31, 2023	New Year's Eve

CERTIFICATION

We hereby certify that this catalog is, to the best of our knowledge, a truthful representation of our offerings, curricula, and facilities.

To this effect, we hereby submit the same on November 3rd, 2023.

José Córdova
President

NUC UNIVERSITY
Ave. Ponce de León #61
San Juan, PR 00917
Telephone: (787)982-3000
Fax: (787) 787-982-3075

NUC UNIVERSITY - SOUTH FLORIDA CAMPUS
12520 Pines Blvd. Suite 100-A
Pembroke Pines, Fl. 33027
Telephone: (954) 671-1880
Fax: (954) 905-6030

NUC University doesn't exclude from participation, nor deny benefits to, nor discriminate against any person for reason of age, race, sex, color, place of birth, social origin or condition, physical or mental handicap, or political or religious beliefs.

GENERAL CATALOG
2023-2024
MASTER'S, BACHELOR'S AND ASSOCIATE'S DEGREE PROGRAMS

ARECIBO
Manuel Pérez Avilés Street
Víctor Rojas Avenue
Arecibo, Puerto Rico 00612

PMB 452 PO Box 144035
Arecibo, PR 00614-4035
Tel. (787)879-5044
Fax (787)879-5047

CAGUAS
190 Ave. Gautier Benítez Esquina
Ave. Federico Degetau Caguas, PR 00725

PO Box 8337 Caguas, Puerto Rico 00726
Tel. (787)653-4733
Fax (787)653-4732

MAYAGÜEZ
Carr. # 2 KM. 156.5 Bo. Sábalos,
Mayagüez, PR 00680

345 Ave. Hostos
Mayagüez, P.R. 00680
Tels.: (787)651-4373

RÍO GRANDE
State Road # 3, Km. 22.1 Bo. Ciénaga Baja

PO Box 3064
Río Grande, Puerto Rico 00745 Tel. (787)809-5100
Fax (787)888-8280

BAYAMÓN
State Road #2, Km. 11.2
National University College Plaza Building
#1660 Bayamón PR 00961

PO Box 2036
Bayamón, Puerto Rico 00960 Tel. (787)780-5134
Fax (787)786-9093

ESCORIAL
Ave. 65th Infantería, Km. 5.4,
Bo. Sabana Llana,
San Juan, Puerto Rico 00928
Tel: 787-522-2300
Fax: 787-522-2323

PONCE
State Road # 506, Km. 1.0
Bo. Coto Laurel Ponce, Puerto Rico 00716

PO Box 801243
Coto Laurel, Ponce PR 00780-1243
Tel. 1(787)840-4474
Fax 1(787)841-1360

SOUTH FLORIDA, FL
12520 Pines Blvd. Suite 100-A
Pembroke Pines, FL. 33027
Tels.: (954) 671-1880
Fax : (954) 905-6030