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CARVER
UNIVERSITY

CARVER UNIVERSITY

INSTITUTION CATALOG

2024 - 2025

Vol. II

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MESSAGE FROM OUR PRESIDENT

Welcome to Carver University!

It is a privilege to lead such institution that was created to provide online higher education with the highest quality standards of learning. We are a community of students, professors, and administrative staff, that seek to achieve the highest levels of satisfaction, to train competent, socially responsible professionals in a world of continuous education, with quality academic standards and promoting instructional development in terms of teaching and research.

Carver University has three distinctive strengths: comprehensive instruction, innovation, and community. Therefore, we establish in our strategic plan the guidelines based on our strengths to advance our vision and provide high quality education to our students through our experienced Faculty and Administrative staff.

Our goal is to provide exceptional educational environment to our students. We believe that to provide such services, our educational model focuses on the student, and thereby our main concern and motivation for all our activities. Flexibility and accessibility describe our efforts to deliver instruction effectively by implementing online learning alternatives and providing students with access to the learning resources. In fact, no matter where the students are, we can give them access to the materials and resources available for their education.

We create opportunities and inspire students to achieve their goals. We recognize that in addition to our students' academic activities, they have their own lives and responsibilities and will need our support. Therefore, **Carver University** offers more than just a learning experience.

We strive to be bold in our aspirations and entrepreneurial in our approach. We seek to be a distinctive and positive mark while making a global impact through education, research, and collaboration. We are committed in helping students enrich their understanding and knowledge, while discovering a world of opportunity through creation and experience to forge a mutual commitment to our mission and vision.

Best wishes,

Pinkas Flint

**Pinkas Flint
President**

GENERAL INFORMATION

OUR MISSION

"Carver University's mission is to provide an educationally conducive environment. Through the development of our staff, and curriculum, we will produce skilled, socially responsible professionals that are advocates for the development of their community. "

OUR VISION

"Carver University will strive to become an institution of higher learning that promotes the value of leading through quality. Our goal is to foster responsible and empirical curriculum research to better prepare our programs and the student."

OUR VALUES

"Carver University believes and supports the value of personal freedom, individual and social development through education and culture, and encourages respect for people as free and equal, in dignity and rights, responsibility, ethics and quality."

PURPOSE

Contribute to generate people capable of building a world of solidarity, sustainable and prosperous.

LEGAL CONTROL

Carver University is a for-profit DBA **Prime Education Services LLC**. and is wholly owned by **Prime Education Investment Corp.** of which **Dr. Teodoro Ribera Neumann** is the sole owner. All companies are registered in Florida.

Juan Laporte is the Chairman of the corporation board which is responsible for the fiscal oversight. The University Governance Board is charged with the internal operation of the institution and oversees decisions on operational and academic matters. Both the corporate board and the University governance board operate semi-autonomously with respect to their identified scope of operation.

FACILITIES

Carver University is located at **604 Courtland Street Suite 131 Orlando, FL 32804**. It is housed inside a professional state-of-the art building that has been newly remodeled with marble floor entrances and elevator/stairs access. It consists of **1,506 square feet, 1 Classrooms, 1 office, a Library area, a lobby area** and Administrative Offices. The building is in full compliance with all required safety, fire, and sanitization departments with disability access throughout and free parking garage.

STATEMENT OF LICENSURE

Carver University is licensed by the Florida Commission for Independent Education, Florida Department of Education, License #**12743**. Additional information regarding this institution may be obtained by contacting the Commission at: 325 West Gaines St., Suite 1414 Tallahassee, FL, 32399-0400; Toll Free telephone number (888) 224-6684 (www.fldoe.org/cie).

ACADEMIC CALENDAR

Carver University is Semester-based. The Undergraduate programs academic year is divided into three semesters of 16 weeks, each described as **Fall**, **Spring**, and **Summer**; each semester has three (3) Terms (Term A, Term B, Term C). The Graduate programs academic year is divided into three semesters of 16 weeks, each described as **Fall**, **Spring**, and **Summer**; each semester has four (4) Terms (Term A, Term B, Term C, Term D). Programs are designed so students may enroll at the beginning of any semester.

UNDEGRADUATE PROGRAMS

Spring 2024 – Semester January 8, 2024 – April 28, 2024	
Spring 2024 Term A – 01/08/2024 to 02/13/2024	
Drop/End of Term (Last day to drop a course without penalty)	01/15/2024
Last day to Drop a Course with a W	01/28/2024
Last day to Drop a Course with a W/F	02/05/2024
Last Day of Class	02/13/2024
Spring 2024 Term B – 02/14/2024 – 03/21/2024	
Drop/End of Term (Last day to drop a course without penalty)	02/21/2024
Last day to Drop a Course with a W	03/05/2024
Last day to Drop a Course with a W/F	03/13/2024
Last Day of Class	03/21/2024
Spring 2024 Term C – 03/22/2024 to 04/28/2024	
Drop/Period Ends (<i>Last day to withdraw from a course without penalty</i>)	03/29/2024
Last day to Drop a Course with a W	04/11/2024
Last day to Drop a Course with a W/F	04/19/2024
Last Day of Class	04/28/2024
Spring Break - 04/29/2024 – 05/05/2024	

Summer 2024 – Semester May 6, 2024– August 23, 2024	
Summer 2024 Term A – 05/06/2024 – 06/11/2024	
Drop/End of Term (Last day to drop a course without penalty)	05/13/2024
Last day to Drop a Course with a W	05/26/2024
Last day to Drop a Course with a W/F	06/02/2024
Last Day of Class	06/11/2024
Summer 2024 Term B – 06/12/2024– 07/18/2024	
Drop/End of Term (Last day to drop a course without penalty)	06/19/2024
Last day to Drop a Course with a W	07/02/2024
Last day to Drop a Course with a W/F	07/10/2024
Last Day of Class	07/18/2024
Summer 2024 Term C – 07/19/2024 to 08/23/2023	
Drop/End of Term (Last day to drop a course without penalty)	07/26/2024
Last day to Drop a Course with a W	08/07/2024
Last day to Drop a Course with a W/F	08/15/2024
Last Day of Class	08/23/2024
Summer Break 08/24/2024 – 08/27/2024	

Holidays *	
M.L. King Jr Day	January 15, 2024
Presidents' Day	February 19, 2024
Good Friday	March 29, 2024
Easter Sunday	March 31, 2024
Memorial Day	May 27, 2024

Independence Day	July 4, 2024
Labor Day	September 2, 2024
Columbus Day	October 14, 2024
Veterans Day	November 11, 2024
Thanksgiving	November 28 – 29, 2024

GRADUATE PROGRAMS

Spring 2024 – Semester January 8, 2024 – April 28, 2024	
Spring 2024 Term A – 01/08/2024 to 02/04/2024	
Drop/End of Term (Last day to drop a course without penalty)	01/14/2024
Last day to Drop a Course with a W	01/21/2024
Last day to Drop a Course with a W/F	01/28/2024
Last Day of Class	02/04/2024
Spring 2024 Term B – 02/05/2024 – 03/03/2024	
Drop/End of Term (Last day to drop a course without penalty)	02/11/2024
Last day to Drop a Course with a W	02/18/2024
Last day to Drop a Course with a W/F	02/25/2024
Last Day of Class	03/03/2024
Spring 2024 Term C – 03/04/2024 to 03/31/2024	
Drop/End of Term (Last day to drop a course without penalty)	03/10/2024
Last day to Drop a Course with a W	03/17/2024
Last day to Drop a Course with a W/F	03/24/2024
Last Day of Class	03/31/2024
Spring 2024 Term D – 04/01/2024 to 04/28/2024	
Drop/End of Term (Last day to drop a course without penalty)	04/07/2024
Last day to Drop a Course with a W	04/14/2024
Last day to Drop a Course with a W/F	04/21/2024
Last Day of Class	04/28/2023
Spring Break - 04/29/2024 – 05/05/2024	

Summer 2024 – Semester May 6, 2024– August 25, 2024	
Summer 2024 Term A – 05/06/2024 – 06/02/2024	
Drop/Period Ends (<i>Last day to withdraw from a course without penalty</i>)	05/12/2024
Last day to Drop a Course with a W	05/19/2024
Last day to Drop a Course with a W/F	05/26/2024
Last Day of Class	06/02/2024
Summer 2024 Term B – 06/03/2024– 06/30/2024	
Drop/Period Ends (<i>Last day to withdraw from a course without penalty</i>)	06/09/2024
Last day to Drop a Course with a W	06/16/2024
Last day to Drop a Course with a W/F	06/23/2024
Last Day of Class	06/30/2024
Summer 2024 Term C – 07/01/2024 to 07/28/2023	
Drop/Period Ends (<i>Last day to withdraw from a course without penalty</i>)	07/07/2024
Last day to Drop a Course with a W	07/14/2024
Last day to Drop a Course with a W/F	07/21/2024
Last Day of Class	07/28/2024
Summer 2024 Term D – 07/29/2024 to 08/25/2024	
Drop/Period Ends (<i>Last day to withdraw from a course without penalty</i>)	08/04/2024
Last day to Drop a Course with a W	08/11/2024
Last day to Drop a Course with a W/F	08/18/2024

Last Day of Class	08/25/2024
Summer Break 08/24/2024 – 08/27/2024	

Holidays *	
M.L. King Jr Day	January 15, 2024
Presidents' Day	February 19, 2024
Good Friday	March 29, 2024
Easter Sunday	March 31, 2024
Memorial Day	May 27, 2024
Independence Day	July 4, 2024
Labor Day	September 2, 2024
Columbus Day	October 14, 2024
Veterans Day	November 11, 2024
Thanksgiving	November 28 – 29, 2024

INSTRUCTIONAL SEMESTER

A. Classification of Students

Undergraduate

- Full time Students: Those who are carrying a program of twelve (12) or more credit hours per semester in a program leading to a degree.
- Half time Students: Those who are carrying between eleven (11) and six (6) credit hours of work per semester leading to a degree.

Graduate

- Full time Students: Those who are carrying a program of nine (9) or more credit hours per semester in a program leading to a degree.
- Half time Students: Those who are enrolled in a program leading to a degree and are carrying eight (8) or less credit hours of work per semester.

B. Definition of an Academic Year and Semester

Carver University defines an academic year as 32 weeks of instruction. A semester is defined as 16 weeks of instruction. The university's academic calendar publishes three semesters: fall, spring, and summer.

C. Drop/Add Period

The drop/add period is an initial period at the start of the student's first period of obligation. The drop/add period shall be the first seven (7) days of the of a course. Students withdrawing from a course, but not replacing it with another, must be aware of how this affects student status, tuition charges, and satisfactory academic progress.

LANGUAGE OF DELIVERY

Carver University programs are offered in Spanish and English languages.

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

OFFICE HOURS

The University Administrative Office is available Monday through Friday from 9:00 AM to 5:00 PM EST. Additionally, the email server is on duty 24/7 and questions from students may be addressed by e-mail. Please refer to the ONLINE COMMUNICATION Section in this catalog for more information on communicating with your professors.

FINANCIAL INFORMATION

TUITION

Undergraduate Programs	Tuition/Credit	Tuition Total
Bachelor of Science in Psychology	\$192.00	\$23,040.00
Bachelor of Science in Computer Engineering	\$192.00	\$23,040.00

Graduate Programs	Tuition/Credit	Tuition Total
Master of Business Administration	\$260.00	\$11,700.00
Master of Arts in Psychology	\$260.00	\$9,360.00
Master of Arts in Public Administration	\$260.00	\$9,360.00

FEES

Fees	Cost
Application Fee (<i>non-refundable as per the refund policy</i>)	\$150.00
Graduation Fee	\$400.00
Admissions Re-Entry (<i>additional tuition fee may apply</i>)	\$ 35.00
Foreign Credential Evaluation	\$ 200.00
Technology Fee	\$150.00
Course Re-Entry (<i>additional tuition fee may apply</i>)	\$35.00
Returned Checks	\$35.00
Credit for Life Experience (<i>Per credit Transferred</i>)	\$150.00
Credit by Examination (<i>Per credit transferred</i>)	\$150.00
Official Transcript (<i>first one is free</i>)	\$25.00
Late Payment Fee	\$35.00
Withdrawal Processing Fee	\$35.00
Re-Admission	\$100.00
Student Attestation	\$20.00

- Textbook(s) must be purchased by students separately and are not included in course tuition. It is reasonable to spend \$1,200 to \$1,700 for the master's program textbooks and \$2,000 to \$2,500 for the bachelor program textbooks.
- Students must allow two weeks for processing receipts which are requested to be sent by mail or fax.
- Types of Payment Accepted: Flywire System.
- Tuition is subject to change.

PAYMENT OPTIONS

Students have the option to make payments as follows:

1. Full payment at time of signing enrollment agreement.
2. Payment of registration fee at the time of signing enrollment agreement with **balance paid prior to starting date.**
3. Payment of registration fee at time of signing enrollment agreement with **balance paid prior to graduation by a payment plan.**

PAYMENT PROCEDURE

Access to platform resources is contingent upon compliance with financial obligations. Students with outstanding financial obligations may have their access temporarily suspended until such obligations are met. For further details, please contact us at helpdesk@carver.university.

CANCELLATION & REFUND POLICY

If a student wishes to cancel his or her enrollment either prior to or after classes have begun, they must notify the institution by student electronic mail. The cancellation shall be effective on the date the notice is postmarked or on the last date of attendance by the student.

- 1) Cancellation can be made by student electronic mail or last date of attendance by the student or date of written notice received.
- 2) All monies will be refunded if the school does not accept the applicant or if the student cancels within five (5) business days after signing the enrollment agreement and making initial payment.
- 3) Cancellation after the fifth (5th) Business Day, but before the first class, results in a refund of all monies paid, except for the Application fee (not to exceed \$150.00).
- 4) The drop/add period is the first week of classes. There will be a refund of all tuition and fees except Application fee if the student withdraws on or during the drop/add week. There will be no refund after the drop/add week.
- 5) **Termination Date:** In calculating the refund due to a student, the last date of actual attendance by the student is used in the calculation.
- 6) Refunds will be made within 30 days of termination of student enrollment or receipt of Cancellation Notice from student.

COURSE & PROGRAM CANCELLATION

Student who registered for a course or a program that is cancelled by the University will be given the opportunity to register for another course or receive a full refund of tuition and fees associated with that course.

SCHOLARSHIPS AND GRANTS

Scholarship and Grant Eligibility Criteria

Carver University allocates funds annually for the following institutional grant and scholarship programs. Any recipient of a University Scholarship or Grant must maintain the following eligibility criteria, unless otherwise indicated:

1. The recipient must meet all institutional and programmatic (if applicable) admissions requirements.
2. The recipient must maintain status as a regular full-time student.
3. The recipient must have a CGPA of **2.0 for undergraduate** and **3.0 for graduate programs** for eligibility.
4. The recipient's enrollment must be continuous and uninterrupted unless otherwise indicated.

5. The recipient must maintain continuous payment of his/her monthly contribution as determined at the time of his/her enrollment.
6. The recipient cannot participate in more than one institutionally funded grant or scholarship at a time.
7. The amounts awarded only apply to tuition fees.
8. The amounts awarded under a scholarship or grant program are for one academic year and may be renewed through a new application or according to the terms of the funding.

George W. Carver Grant

The University offers students institutional grants based on financial need and availability of funds. **The George W. Carver Grant** is offered to students who wish to pursue completion of any undergraduate and graduate program at Carver University. This grant is available to students with extenuating economic circumstances and seeks to provide support so that they can continue with their studies.

To qualify for the grant, students must submit proof of income for the most recent calendar year or Affidavit of income. The grant is renewed on a yearly basis based on the submission of proof of income and satisfactory academic progress.

Application Deadlines:

- July 10th for Fall Entry
- December 10th for Spring Entry
- April 10th for Summer Entry

Types of Grants Available to Students

Income-based Grant:

The university offers students institutional grants based on financial need and availability of funds. To qualify for the grant, students must submit proof of income for the most recent calendar year. The total award may cover up to 75% of the total cost of the program.

Household Income Eligibility	% Scholarship
Annual gross income less than \$ 20,000.00 in the year prior to the application.	75%
Annual income greater than \$ 20,001.00 and less than \$ 40,000.00 in the year prior to the application.	50%
Annual income greater than \$ 40,001.00 and less than \$ 60,000.00 in the year prior to the application.	25%

The Freedom Scholarship

The Freedom Scholarship is a discretionary scholarship awarded to potential or current students, based on merit criteria related to academic, sports, artistic, investigative, or similar performance. The scholarship is non-refundable and can cover up to 75% of the total tuition fees in undergraduate and graduate programs.

Recipients of the Freedom Scholarship can only withdraw from the institution one time and must re-enter in the subsequent term.

Merit Excellence Eligibility	% of Tuition Cost Award
Outstanding academic performance in a previous academic institution (high school or university with a minimum cumulative grade point average of 3.0 at the high school level and 3.5 at the undergraduate level.	75%

Outstanding participation in a sports discipline, with achievement and recognition as the state, national and/or international level(s).	50%
Outstanding award, recognition, and/or honorary distinction for talent in artistic competition or performance in math, science, technology, arts, and humanities, or performing arts	25%

Scholarship and Grant Application Process

Applications are accepted on a rolling basis. Review of all applications is on a first come-first serve basis. All applications must be completed in their entirety. Incomplete applications will not be processed. Grant and scholarship applications can be found in the university website (<https://www.Carver.University>).

- Go to the bottom of the page.
- Click on Helpdesk
- Click on “Ticket” or send an email to helpdesk@carver.university

Students will be informed through email on the outcome of the application. If the student is eligible to receive the monies, she or he agrees to sign the grant approval letter within 5 business days. Failure to return your approval automatically transfers the offer to the next applicant on the waiting list.

Grant Withdrawal Policy

Grant recipients who decide to withdraw from the university will forfeit any undisbursed grant funds earned prior to their withdrawal. If the students re-enter a program, they should re-apply for the grant.

University’s Payment Plans and Financial Assistance

For all students who prefer to pay out of pocket, there are several payments plans available. Payment plans are discussed during meetings where the student is evaluated, privately and impartially, to determine the dollar amount that they and their family can be expected to contribute to their education. Payment arrangements must be made prior to the start of the semester. This means that students on a tuition payment plan must make their first payment before the semester begins. The University does not charge interest rates on its payment plan.

THIS SECTION IS INTENTIONALLY LEFT BLANK

ACADEMIC INFORMATION

BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

Program Description:

The Bachelor of Science in Computer Engineering prepares students in the engineering field. The program introduces both sides of the hardware-software interface, from designing circuits to developing operating systems. They are advanced coursework in electrical engineering and low-level programming, including analog and digital circuits, computer architecture, robotics, software engineering and more. You'll gain the tools necessary to put ideas into action and real-world solutions.

Students will develop the capacity to understand and value the working principles of processing systems, both in hardware and software aspects, being able to identify, formulate, and resolve the diverse problems by using updated methods, techniques, and instruments. The program strives to produce graduates who are well prepared to excel in industry, academia, and government, and who will take on leadership roles in shaping the technological landscape of the future.

Program Objective:

Students will be able to:

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to generate solutions that meet specific needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Demonstrate effective communication.
- Demonstrate leadership skills to work effectively on diverse teams to promote a breadth of perspectives in developing, communicating, and executing solutions across a broad range of computer systems application areas.
- Demonstrate skills in the design and implementation of computer systems using modern tools and appropriate testing and documentation procedures.
- Leverage a broad knowledge base in science and engineering to deliver viable solutions within the appropriate technological, global, social, ethical, and organizational context.
- Participate in engineering planning and formulation of process design and techniques in improving and optimizing operations relatively observing codes and laws in applying safety and protection of the environment.

Program Breakdown:

Course Code	Course Title	Credit Hours
General Education		30
ENG 101	English Composition I	3
COM 102	Interpersonal Communication	3
AHP 105	Art History	3
ALG 106	College Algebra	3
PSY 107	Introduction to Psychology	3
SOC 108	Sociology	3

BIO 109	Biology	3
MIS 111	Computer Science I	3
WBA 101	Basic Writing	3
SFO 104	Speech Foundations	3
Core Courses		60
CDE 200	Compiler Design	3
SML 210	Simulation Methods and Languages	3
WNS 220	Wireless Network and System	3
ALG 230	Algorithms	3
APR 240	Web Programming, I	3
DAB 250	Database	3
DAB 260	Database Analytics	3
APR 270	Advanced Programming, I	3
APR 280	Object-Oriented Programming, I	3
DAB 290	Data Structures	3
CCD 300	Cloud Computing and DevOps	3
DAS 310	Design and Analysis of Systems I	3
APR 320	Advanced Programming II	3
APR 330	Object-Oriented Programming II	3
DAS 340	Design and Analysis of Systems II	3
WAD 350	Web Applications Development I	3
MOB 360	Mobile Application I	3
WAD 370	Web Applications Development II	3
MOB 380	Mobile Application II	3
APR 390	Web Programming II	3
Concentration Courses		30
SAP 400	Security of Applications	3
QUA 410	Quality Assurance	3
ITP 420	IT Project Management	3
ITM 430	IT Service Management	3
APR 440	Web Programming III	3
BUS 450	Digital Business	3
ARI 460	Artificial Intelligence	3
ENS 470	Engineering of Software	3
VPR 480	Visual Programming	3
CAP 499	Computer Engineering Capstone	3
Total		120

BACHELOR OF SCIENCE IN PSYCHOLOGY

Program Description:

The **Bachelor of Science in Psychology** prepares the student to be a well-rounded, educated individual. The degree will allow the student to learn skills such as critical thinking, analytical reasoning, interpersonal, ethical values, communication, writing, assessment and more.

PLEASE NOTE: This program is not intended to prepare students for the independent practice of professional psychology and will not lead or qualify students to licensure upon graduation. In addition, the transfer of credits is at the discretion of the receiving institution.

Program Objective:

This program is beneficial for all students as an introduction to the fascinating science of psychology. Graduates with a BS in Psychology can develop a working knowledge of human behavior, workplace social skills to meet professional goals, understand ethical standards to science, and engage others in science-based reasoning to understand behaviors.

These skills are applicable and valuable in any industry. Additionally, many graduates can use their knowledge in other fields for graduate degree work.

Program Breakdown:

Course Code	Course Title	Credit Hours
General Education Courses		30
ENG 101	English Composition I	3
COM 102	Interpersonal Communication	3
AHP 105	Art History	3
ALG 106	College Algebra I	3
PSY 107	Introduction to Psychology	3
SOC 108	Sociology	3
BIO 109	Biology	3
MIS 111	Computer Science I	3
WBA 101	Basic Writing	3
SFO 104	Speech Foundations	3
Required Courses		60
PSY 200	Introduction to Sensation and Perception	3
PSY 202	Introduction to Literary Theory	3
ENG 210	English Composition II	3
RWR 215	Introduction to Research Writing	3
PSY 240	Child and Adolescent Development	3
IRM 210	Introduction to Research Methods	3
STA 212	Statistical Methods	3
PSY 270	Brain and Behavior	3
MIS 208	Computer Science II	3
PSY 215	Personality Theory and Research	3

PSY 300	Social & Personality Development	3
PSY 310	Cognitive Behavior	3
PSY 320	Development in Infancy: The Basis of Human Knowledge	3
PSY 330	Social Psychology	3
PSY 340	Educational Psychology	3
PSY 350	Theories of Personality	3
PSY 360	Psychology of Interpersonal Relationships	3
QRE 390	Quantitative Reasoning	3
PSY 301	Psychology Career Development	3
PSY 390	Motivation and Emotion	3
Concentration Courses		30
PSY 400	Abnormal Psychology	3
PSY 410	Developmental Psychology	3
PSY 420	Drugs and Behavior	3
PSY 430	Organizational Psychology	3
PSY 440	Assessment Methods	3
PSY 450	Psychology and Diversity	3
PSY 460	Case Research Methods	3
PSY 470	Psychology of Aging	3
PSY 499	Psychology Capstone	6
TOTAL		120

MASTER OF BUSINESS ADMINISTRATION

Program Description:

The **MBA** is a business program that promotes learning to synthesize the depth of management within a technology-driven world. It allows students to apply advanced theoretical concepts and knowledge from all functional areas of business through an analytical, decision-making process that focuses on solving practical problems.

The objective of this program is to develop students into broadly educated business decision makers who understand the nature of the business, with the tools and techniques applicable to a wide variety of business situations.

The program provides an ethical and legal foundation for the student's behavior in commerce, and it gives the student insights into recognizing inappropriate behavior in others. It imbues the student with detailed knowledge of managing both projects and operations. It describes how effective managers lead—how they make decisions to motivate others and how they organize efforts to tap into human capabilities most effectively.

Program Objective:

Upon completion of the MBA program, students will:

- Apply best practices to solve managerial issues.
- Integrate theories and practices to perform strategic analysis.
- Demonstrate effective written forms of communication and oral business presentations.

- Implement leadership skills to work effectively within diverse teams.
- Identify and analyze ethical responsibilities of businesses.
- Apply decision-making techniques, both quantitative and qualitative analysis, to management issues.
- Identify customer needs and participate in the process of developing products and services to meet these needs.
- Engage in decision-making ethically and compassionately.
- Use information technology tools for organizational processes and managerial techniques.
- Apply, synthesize, analyze, and integrate knowledge of business, technology, and other fields to arrive at innovative solutions to organizational problems.

Program Breakdown:

Course Code	Course Title	Credit Hours
BUS 500	Business in the Global Economy	3
BUS 505	Business Law and Ethics	3
ACC 510	Accounting for Decision Making and Control	3
MAR 515	Marketing for Executives	3
LED 520	Leadership and Organizational Behavior	3
BUS 525	Managerial Economics	3
BUS 530	International Relations	3
STA 535	Quantitative and Qualitative Methods for Decision Making	3
BUS 540	Supply Chain Management	3
ISM 545	Information and Technology Management	3
FIN 550	Financial Decision Making	3
HRM 555	Human Resources Management	3
BUS 560	Advanced Project Management	3
BUS 565	Entrepreneurial Leadership	3
BUS 600	Business Administration Capstone	3
TOTAL:		45

MASTER OF ARTS IN PSYCHOLOGY

Program Description:

The program provides foundational knowledge of psychopathology, treatment, theory, and research methods, with a range of courses in areas such as trauma, forensics, and mindfulness practice. It is ideally suited for applicants who are looking to strengthen their academic background prior to applying to doctoral programs such as the PhD or PsyD in Counseling Psychology, or other branches of Psychology.

PLEASE NOTE: THIS PROGRAM IS NOT INTENDED TO PREPARE STUDENTS FOR THE INDEPENDENT PRACTICE OF PROFESSIONAL PSYCHOLOGY AND WILL NOT LEAD OR QUALIFY STUDENTS TO LICENSURE UPON GRADUATION. IN ADDITION, THE TRANSFER OR ACCEPTABILITY OF CREDITS OR DEGREE IS AT THE DISCRETION OF THE RECEIVING INSTITUTION.

Program Objective:

At the completion of this program, students will be able to:

- Understand qualitative, quantitative, and mixed-methods research studies.
- Examine the most appropriate methods and understand different types of research designs, including survey, experimental, and quasi-experimental.
- Students will design, conduct, write, and present new psychological research.
- Analyze several different aspects of human development, including, but not limited to cognitive development, social development, and emotional development.
- Evaluate the impact of mental health issues on society at micro and macro levels.
- Explore various types of traumas (physical, sexual, emotional), and how they affect individuals, couples, families, and groups differently.
- Analyze literature on mental health diagnoses, psychopharmacology, trauma, and resiliency.
- Evaluate the psychological, sociological, and biological concerns related to aging.
- Analyze attitudes, reactions, values, and beliefs about death, dying and grief across cultures in the United States.

Program Breakdown:

Course Code	Course Title	Credit Hours
PSY 500	Counseling Theory	3
PSY 510	Developmental Psychology	3
PSY 520	Advanced Human Development	3
PSY 530	Crisis Intervention and Disaster Mental Health	3
PSY 540	Research and Evaluation	3
PSY 550	Social and Cultural Foundations	3
PSY 560	Psychopharmacology	3
PSY 570	Social Gerontology	3
PSY 580	Psychopathology	3
PSY 590	Psychological Trauma Across the Lifespan	3
PSY 600	Advanced Psychological Statistics	3
PSY 610	Psychology Capstone	3
TOTAL		36

MASTER OF ARTS IN PUBLIC ADMINISTRATION**Program Description:**

The Master of Public Administration Program addresses public service in an integrated manner. We prepare the next generation of public service leaders who administer domestic and international governmental, non-profit, environmental, and healthcare organizations with professional and disciplinary expertise. We prepare public administrators to: practice skillful and evidence-based public service; conduct and communicate program evaluations and policy analyses that inform the diverse fields within public service; and provide interdisciplinary expertise in the service of academic, professional, and community-based public service organizations.

Program Objective:

At the completion of this program students will be able to:

- Demonstrate understanding of the environment in which governmental organizations operate.
- Provide theoretical as well as practical knowledge on management of public organizations, including personnel and financial management that are necessary for public officials.
- Demonstrate the ability and capacity to become an ethical and effective leader with appropriate communication skills.
- Demonstrate understanding of current issues and trends in government administrative settings and provide knowledge on addressing challenges created by those changes.
- Prepare, determine, collect, and analyze the evidence appropriate and essential for implementing public service strategies.

Program Breakdown:

Course Code	Course Title	Credit Hours
PAC 500	Strategic Management	3
PAC 510	Public Administration	3
PAC 520	Financial and Budget Management for Public Organizations	3
PAC 530	Political Marketing and Media Management	3
PAC 540	Strategic People Management	3
PAC 550	Negotiation of Social Conflicts	3
PAC 560	Audit and Risk Prevention	3
PAC 570	Transparency and Citizen Participation	3
PAC 580	Change Management in Public Organizations	3
PAC 590	Formulation, Implementation and Evaluation of Public Projects	3
PAC 600	Digital Government	3
PAC 610	Government and Public Management Capstone	3
TOTAL		36

ADMISSION REQUIREMENTS**UNDERGRADUATE PROGRAMS:**

All applicants must meet the following admission requirements:

1. Submit an official high school diploma or equivalent from an accredited, state licensed, or government recognized institution.
2. Submit an official valid government issued photo identification.
3. If applying with an associate degree, the applicant must submit official transcripts from an accredited or licensed institution. A certified translation is required of a foreign degree and must be equivalent to a U.S. associate degree.
4. Any document not in English must be accompanied by a certified translated copy.

Language Proficiency Assessment:

For programs offered in English: Official test results are required from one of the following:

- TOEFL internet-based score of 71+
- IELTS score of 6.0+

- Duolingo score of 100+
- PTE Academic score of 50+

The English language proficiency requirement may be waived if you meet one of the following:

- College/University English composition 101 or 102 subjects at a U.S. institution.
- Completed high school program in the U.S. or Canada (except Quebec).
- 1B Higher Level English (minimum score of 4).
- AP English Literature (minimum score of 3).
- ELS Language Center Level 112 Certificate.
- OHLA Advanced 2 level.

For programs offered in Spanish: To assess the language skills for new or transfer students unable to provide evidence of college-level language competency, the student may be required to take an institutional language assessment.

The Spanish language proficiency requirement may be waived if you meet one of the following:

- College/University Spanish composition at a U.S. institution.
- Completed high school program in Spanish.
- Advanced Placement Exam (AP) in Spanish Composition with score of 3 point or higher.
- An associate degree from an accredited Spanish speaking college or university.

GRADUATE PROGRAMS:

All applicants must meet the following admission requirements:

1. Submit an official transcript or original foreign evaluation showing successful completion of a US equivalent bachelor's degree from an accredited college or university or equivalent recognition.
2. Any document not in English must be accompanied by a certified translated copy.
3. Submission of a valid government-issued photo identification.

Language Proficiency Assessment

For programs offered in English: Official test results are required from one of the following:

- TOEFL internet-based score of 71+
- IELTS score of 6.0+
- Duolingo score of 100+
- PTE Academic score of 50+

The English language proficiency requirement may be waived if you meet one of the following:

- College/University English composition 101 or 102 subjects at a U.S. institution.
- Completed high school program in the U.S. or Canada (except Quebec).
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For programs offered in Spanish: To assess the language skills for new or transfer students unable to provide evidence of college-level language competency, the student may be required to take an institutional language assessment.

The Spanish language proficiency requirement may be waived if you meet one of the following:

- College/University Spanish composition at a U.S. institution.
- Completed high school program in Spanish.
- Advanced Placement Exam (AP) in Spanish Composition with score of 3 point or higher.
- A bachelor's degree from an accredited Spanish speaking college or university.

APPLICATION FOR ADMISSION

All persons interested in applying for admission to the University should complete an application which must be accompanied by a **non-refundable** required registration fee of a **\$150.00** (all payment is made via Flywire) to process the application. Applicants must submit all required documents to be considered for admission. Once a decision is made, an email will be sent to the candidate with further instructions. Candidates will be contacted by their admissions representative regularly to ensure the completed documents are received by the office.

REACTIVATION OF ADMISSION APPLICATION

An individual who has been accepted for admission to **Carver University**, but who has not attended any courses, has their original application and fee active for one (1) year from the term in which the individual was first accepted. In situations longer than one (1) year the application process must be started again with a new application and fee paid.

REGISTRATION

Students are required to register for classes either through email or website. Registration period is listed above on the institution's calendar.

ORIENTATION

Prior to attending classes, new students, as well as those returning to the University after one term or more of non-attendance, are required to participate in a virtual orientation program. **Attendance is mandatory.** This program is designed to acquaint students with the policies of the University. Students are also required to attend an e-library orientation during their first term. The orientation is held online via zoom. Students will receive a zoom invite prior to the orientation.

GRADUATION REQUIREMENTS

To graduate from Carver University and to receive a degree student must:

- Successfully complete all program requirements.
- Earn a minimum **2.0** cumulative grade point average for **undergraduate** level and/or earn a minimum **3.0** cumulative grade point average for **graduate** level.
- Be in good academic standing.
- Fulfill financial obligations.

CREDENTIALS AWARDED

Program	Credits Required	Credential Awarded
Computer Engineering	120	Bachelor of Science
Psychology	120	Bachelor of Science
Business Administration	45	Master of Business Administration
Psychology	36	Master of Arts
Public Administration	36	Master of Arts

DEFINITION OF A UNIT OF CREDIT

The University follows the Carnegie unit calculation method for awarding course credit. As an example, we calculate 1 Credit Hour to be **15 theory hours**.

To that end, our courses are typically **3 credit courses** and will require **45 hours of total instruction**. Additionally, the student must be prepared to complete assignments, research, and other course related activities.

COURSE CANCELLATION POLICY

Carver University requires that there be a minimum number of students in an online course. In rare circumstances, the University may cancel an online course on the first day of class due to low enrollment. Every effort will be made to move students to either another online course which meets their educational requirements or a similar class. Even if a student has logged into the online environment prior to course start, the student will incur no financial liability if the course is cancelled.

COURSE WITHDRAWAL POLICY

- To apply for a withdrawal, students will provide notification of intent to withdraw, by email or using the "Course Withdrawal Request Form" available at the Carver University Website, to the Registrar's Office. The Registrar will document the reasons and date of the student request.
- **Withdrawals with Refund:** Courses in which the student applies for withdrawal during the drop/add period will be refunded according to the Cancellation and Refund Policy.
- **Withdrawals without Refund:** When students request a withdrawal from a course, after the due date established by the institution for withdrawals with refund, it may affect the student's academic progress.

WITHDRAWAL POLICY

Students may voluntarily withdraw from the institution during the drop/add period without punitive grades or financial obligation. Students may also voluntarily withdraw the institution upon completion of up to 90% of the course within the assigned term. Students will incur financial obligations in accordance to the institution's cancellation and refund policy.

If, and when, a student fails to actively participate in an instructional activity related to the student's course of study (34 CFR 600), the institution may administratively withdraw the student from the institution. When a student is administratively withdrawn from the institution, the last day of attendance or participation (LDA) shall determine whether or not grades will be recorded for the term.

- If the LDA is within the drop/add period, no grade shall be recorded.
- If the LDA is within the first half of the course, a grade of "W" is given.
- If the LDA occurs within the last half of the course, the student will receive a final letter grade in each course.

The grade of "W" has no effect on the student's cumulative grade point average or successful completion of courses. However, the grade of "W" is added to hours attempted within the specified maximum time frame.

When a student fails to meet the minimum standards of academic progress (SAP), the student may be withdrawn from the institution. Please refer the appropriate policy and procedure referencing SAP.

MAKE-UP WORK POLICY & REPEATING COURSES

Students who are unable to complete work by the end of the course may be granted an incomplete grade (I) with the instructor's approval. Make-up work policy is granted on a case-by-case basis. Arrangements must be completed within three (3) days of the end of the course. Failure to make such arrangements without administrative approval will result in a failing grade.

TRANSFER OF CREDITS

CRITERIA FOR TRANSFER OF CREDITS

To apply for transfer credit, students must submit an official copy of their college or university transcript. Students seeking transfer credits from foreign institutions, are required to submit a course-by-course evaluation of the transcripts to determine the equivalency of the foreign credentials to credentials awarded by institutions in the United States. This evaluation must be translated and evaluated by an agency recognized by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), National Association of Credential Evaluation Services, Inc. (www.naces.org), or Association of International Credential Evaluators (AICE).

- Credit may be granted for undergraduate programs only for courses in which grades of "C" or better (2.00 GPA or better) have been earned.
- Graduate program credit may be awarded only for courses in which grades of "B" or better (3.00 GPA or better) have been earned.
- Transfer credits will be considered attempted credits (T grade) and will not be considered for the calculation of the retention, calculating the GPA and graduation index.

CRITERIA FOR THE AWARDING OF TRANSFER CREDIT

The university policy for evaluating course content from other institutions of higher education and determining equivalency is that at least 75% of the content and goals of the course syllabus must match the course content offered at the University.

- The letter grade (or equivalent) in the course for transfer is a "C" or better for undergraduate courses. The letter grade (or equivalent) in the course for transfer is a "B" or better for graduate courses. Core professional skills or technology courses may be accepted if those credits were earned no more than 5 years prior to enrollment date.
- General Education courses may be accepted if those credits were earned no more than 10 years prior to the enrollment date. Courses with a Passing Grade (Pass) will be considered for transfer, provided they have credits and are equivalent to a "C" grade for undergraduate or "B" for graduate courses, according to the curriculum.
- The courses for transfer can be applied toward graduation requirements.

- The university does not accept remedial or English as a Second Language courses in transfer.
- The credit was earned at an institution accredited by a entity recognized by the US Department of Education or approved by an equivalent department in the corresponding country.

In some cases, the transferring institution's catalog and official course description provided by the student may be used to create course equivalencies. No official evaluation of transfer of credit will be completed until the student has been accepted by the university, and an official transcript from the institution awarding the credits is received. The Registrar or its designee will inform the student of the courses officially accepted for transfer within 45 business days. Transfer students must meet residency requirements.

Any and all requests for transfer credit must be submitted and processed within 180 days from the student's first day of attendance at the University.

TRANSFER OF CREDIT TO OTHER INSTITUTIONS

Students seeking to transfer credits at another institution than Carver University must make an inquiry at the institution they plan to attend to determine requirements necessary for admission to that institution. Transferability of credits is at the discretion of the receiving institution. The University does not represent or guarantee that its credits will be transferred to another institution.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Federal and State laws restrict the release of confidential student records and information. Students have a right to inspect their educational records and are protected from release of information without their written consent, except for subpoenaed requests from courts with appropriate jurisdiction. Students must make written requests for transcripts and other academic information. Requests by unauthorized third parties and telephone requests will not be honored.

ONLINE DELIVERY

Carver University online term is sixteen (16) weeks long and encompasses multiple hours of synchronous and asynchronous instruction per week via our **Moodle LMS** and discussions including assignments, assigned readings and projects.

TECHNOLOGY REQUIREMENTS

Once a student is registered, their only necessary equipment is a personal computer with internet access. A student can access the eLearning platform from anywhere in the world. To maintain privacy and security, each student is provided with a **username** and **password** which allows them to reach their own **personal page** within the **Moodle Learning Management System**.

It is important to maintain student interaction with the instructor and the learning community. The online platform will allow these interactions to be more flexible regarding time and space, yet the outcome should be similar or better. It is important to outline the following criteria:

1. The professor has knowledge in online instructional technology so that they can not only easily use it to teach students but also help students who have any issues.
2. The student earns flexibility in distance and time. Based on the course syllabus, the student can plan and organize his/her learning plan for the subject.

3. The online process opens many avenues for study; self-study takes an enhanced role. Also, they can have interactions with the professor and the rest of the students through forums, chats, web-conferencing and such.
4. The student follows the course agenda and is guided by the professor's advice. Students are accountable for semester work.

OUR LEARNING MANAGEMENT SYSTEM

Currently, we are proud our Moodle based learning platform, designed to redefine the educational experience. This innovative platform replaces the traditional classroom environment, providing students with advanced tools that facilitate their active participation in the learning process, in a friendly, intuitive and highly efficient environment. We have standardized the platform to ensure student familiarity with the learning process and eliminate any possibility of confusion.

Below, we highlight some of the key elements incorporated into our enhanced platform:

- **Course Syllabus:** This component comprehensively details the learning lesson path, providing a clear guide for students throughout their academic journey.
- **Zoom:** Zoom technology facilitates seamless interaction through videoconferencing, live chat and screen sharing, providing an immersive and collaborative educational experience that adapts to the demands of contemporary learning.
- **Zoom Chats:** We facilitate interaction between students and the teacher by incorporating a chat function, which encourages active participation and the exchange of ideas in real time.
- **Calendar:** We implemented an intuitive calendar function that keeps students informed about course progress and reminds them of upcoming learning activities and/or assessments, facilitating effective time management.
- **Document Load Zone:** Throughout the course, we designed specific and easily accessible spaces where students can upload their assignments in a clear and convenient manner, ensuring a smooth submission experience.

COURSE CONTENT

When students log in their personal page, and access their course, they encounter a full range of tools designed to optimize their learning process. The main tab, called "Course Content", becomes the epicenter of essential resources, ranging from the syllabus to the different tools that enrich the educational experience.

- **Syllabus:** Access to the detailed syllabus that serves as an essential guide for the course, providing a clear overview of the objectives and overall structure.
- **Summary Slides:** Visual and summarized presentation of the course contents through slides that facilitate quick review and understanding of key concepts.
- **Synchronous Classes:** Participation in real-time sessions, encouraging direct interaction with the teacher and classmates for a deeper and enriching understanding.
- **Mandatory Asynchronous Videos:** Access to pre-recorded videos that complement and reinforce key concepts, allowing students to learn at their own pace and at their convenience.
- **Recorded Videos of Synchronous Classes:** Recordings of synchronous sessions for later review, ensuring students can review and consolidate their understanding.
- **Required Readings:** Access to essential reading material that complements the lessons, providing a solid theoretical basis for the development of knowledge.

- **Final Work:** Clear information and guidelines about the final project, with the tasks tab as a central tool for reviewing deadlines, downloading instructions, submitting work, and uploading project progress.

For questions not related to the course, various contact options are established. The university will use Freescout to manage emails, which will allow management in an efficient and collaborative manner. It is very useful for managing communications between students, teachers, and administrative staff. The tool allows you to manage multiple email accounts, making it easy to organize and track messages.

This comprehensive approach ensures that students have efficient access to the resources and assistance needed to maximize their learning experience.

EVALUATIONS

The university is committed to offering a transparent and effective assessment process, leveraging various communication tools to provide continuous assessment to students as they progress in their learning.

- **Process Evaluation - Reading Question Banks:** To strengthen students' understanding, a process evaluation is implemented with banks of questions associated with each reading. Synchronous sessions and real-time exchange through chats serve as conducive spaces to exchange ideas and receive guidance, complementing this evaluation phase.
- **Final Learning Work:** The culmination of the evaluation is found in the Final Learning Work. Students will present their projects through a final assignment, allowing instructors to review, provide detailed feedback, and assign grades based on performance.
- **Intermediate Evaluation:** An interim assessment using an exam is implemented, giving students an opportunity to demonstrate their understanding at key points in the course. The quizzes allow for automatic correction, offering instant results and an efficient experience for students.
- **Final Evaluation:** The final evaluation is carried out through an exam through our password-protected online platform. The quizzes allow for automatic correction, offering instant results and an efficient experience for students.

Additionally, to ensure consistency and transparency in the evaluation process, students are expected to comply with the schedule and policies established by the university.

RESPONSE TIME

When a student sends a message with a question, or posts a message in a forum, the instructor is expected to respond within 24 hours during weekdays and weekends. Response time for evaluations that require the instructor's review, grading, and feedback will be 48 hours during weekdays and weekends.

ONLINE COMMUNICATION

It is essential that online students communicate with their instructors frequently. Students with questions can write emails to their instructors asking any questions they may have. They may request additional chat sessions to clarify information. The instructor will schedule a time to meet with the student in a zoom room, or by phone. Students should expect that each communication will be followed up with a written summary of the discussion generated by the instructor. Such communications will be provided to the student by email.

ATTENDANCE AND CLASS SCHEDULE

Online Campus

The University is in session throughout the year, except for the holidays listed above in the Calendar section. Delivery of classes will be synchronous and asynchronous through the **Carver University's** Learning Management System (LMS). Students will be required to participate in chats and discussions on a weekly basis previously prepared by their instructors and shared via the Chat and Discussion Boxes. Attendance is mandatory and student are expected to log in to their classes at least **three times a week** to be considered in attendance. Special instructional activities may be scheduled at specific times convenient to both students and faculty members. Students who do not regularly attend any of their registered classes during the term, may be administratively withdrawn from the University and placed on probation or dismissed.

STUDENT SERVICES

Student will receive advisement and or counseling with the following topics: **Academic Planning** which includes **academic advising**, inquiry about additional online course offerings, registration for courses, completion of administrative forms, the purchase of textbooks and library access.

Student services also include Financial Advisement and Personal Academic issues. In addition, the student will also receive career services assistance, which will consist of identifying opportunities and advising the student on appropriate means of attempting to realize those opportunities.

ACADEMIC ADVISING

Upon enrollment, **Carver University** provides academic advising by assigning an academic advisor who assists the student in attaining his/her educational goals and fulfilling our University requirements. Student will be given the advisor's phone number and e-mail address. The advisor will be able to offer a more valuable insight into the student educational planning, by contacting the student and having a greater understanding of the student expectations and experience. The academic advisor is responsible for providing professional and personal academic supervision to a student enrolled in a program at the University. The academic advisor will work directly on a personal basis with each student to provide academic advisement, guidance, and prompt feedback to each student who enrolls at the University or asks for assistance.

ACADEMIC COUNSELING

Academic counseling is available to all students during the admission process, and throughout the program. Any problems the University is not able to address will be referred to community organizations and agencies to better meet the student needs.

CAREER SERVICES

The University does not make any guarantees of employment or salary upon graduation. The University will offer career services, which will consist of identifying employment opportunities and advising on appropriate means of attempting to realize these opportunities. The Career Service advisor will help the student in creating a resume, sharpen students' interviewing skills, advise on strategies for searching current job opportunities.

E-LIBRARY

Students and faculty have access to **Carver University's** Online Library, which is a very important online resource for academic assignments, projects, and research. Carver University has an agreement for the use of e-Library at www.lirn.net. The library provides student and faculty with 24 hour-a-day and 7 days a week access to instructional, academic, and research resources.

ONLINE TECHNICAL ASSISTANCE

There is 24-hour, 7 days a week technical assistance feature for our Online Course Platform. For technical assistance, please email us at helpdesk@carver.university.

LEAVE OF ABSENCE

The University recognizes that personal situations may arise which may require an extended period of time to resolve. It would not be advantageous to the student to maintain continuous enrollment when conflicting pressures prevent regular attendance and participation. A student must submit a Request for Leave of Absence form to the Registrar, the Academic Director, or via the student portal. The request must be approved by the Academic Director and other college officials as designated on the request form. The Academic Director will notify the student whether or not the Leave of Absence is approved. Only one Leave of Absence will be approved in a twelve (12) month period. The leave of absence may not exceed 180 days. To qualify for a leave of absence, that student must have completed one academic term and have at least one passing grade. The student must also be in good academic standing.

A leave of absence, instead of a formal withdrawal, indicates that the student sincerely intends to resume his/her education at a specified time. A student must be aware and fully responsible for the fact that the university does not guarantee that the courses needed in his/her program will be readily offered upon a return from a leave of absence. The University will make every attempt to place a student into scholastically appropriate courses to keep the student on track to graduation. If a student does not return to institution at the end of the designated Leave of Absence, the student will be withdrawn as of their last date of attendance.

SATISFACTORY ACADEMIC PROGRESS

GRADING SYSTEM

Grades are based on the quality of work as shown by written tests, term papers, and projects as indicated on the course syllabus. Faculty members will provide students with an individual evaluation of performance for each course. Grades are posted onto the student's academic record, which is kept permanently.

Letter Grade	Quality Points	Definition
A+	4.0	95 - 100% - Excellent
A	3.75	90 - 94%
B+	3.5	85 - 89%
B	3.0	80 - 84% - Minimum CGPA for Graduate
C+	2.5	75 - 79% -
C	2.0	70 - 74% Minimum CGPA for Undergraduate
D+	1.5	65 - 69%

D	1.0	60-64%
F	0	Fail
I	0	Incomplete
P	0	Pass
W	0	Withdrawal
X	0	Ongoing
NR	0	Grade Not Reported
WF	0	Withdrawal after 60% course completion
T	0	Transfer
NP	0	No Pass
R	0	Repeat

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

All students must maintain satisfactory academic progress to remain enrolled at the University. Satisfactory academic progress is determined by measuring the student's **cumulative grade point average (CGPA)** and the student's **rate of progress toward completion of the academic program**. These are outlined below.

SATISFACTORY ACADEMIC PROGRESS

SAP - Quantitative Criteria

Students must complete at least 67% of credit hours attempted each semester to remain compliant with SAP Policy. Credit hour progression will be based on a cumulative total of attempted hours to earned hours. For example, if a student enrolls for twelve term credit hours the student is required to successfully complete a minimum of eight term credit hours ($12 \times 67\% = 8$) for the term. Failure to meet these standards may result in student being placed on probation.

SAP - Qualitative Criteria

Undergraduate Programs:

A student must achieve a Cumulative Grade Point Average of 2.0 at the midpoint of the program and must have earned 75% of the credits attempted. A student who does not achieve these criteria will be placed on probation for the rest of the academic term. A student on academic probation who earns less than 2.0 in his/her cumulative average will remain on academic probation. Academic probation may be removed only by earning a 2.0 CGPA or higher on the next term.

Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement.

Graduate Programs:

A student must achieve a Cumulative Grade Point Average of 3.0 at the midpoint of the program and must have earned 75% of the credits attempted. A student who does not achieve these criteria will be placed on probation for the rest of the academic term. A student on academic probation who earns less than 3.0 in his/her cumulative average will remain on academic probation. Academic probation may be removed only by earning a 3.0 CGPA or higher on the next term.

Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement.

SAP - Evaluation

1. Students are evaluated at the end of an academic term.
2. If a student fails a course before the academic term ends, they are immediately placed on academic probation.
3. The student will remain on academic probation until they retake the failed course when it is next offered and passes on the next attempt.
4. If the student takes the course a second time and passes it, the student is removed from academic probation.
5. If the student fails the course for a second time, the student could be academically dismissed from the University.

SAP Evaluation - Timeframe to Complete (MTF) Policy

The maximum allowable timeframe for students to remain active in the program is as follows:

The credit hours attempted cannot **exceed 1.5 times the credit hours required** to complete the program.

The student will be withdrawn once it is determined that he/she has exceeded the allowable maximum time frame.

Program	Program Length	Maximum Allowed Timeframe
Master's Degree	18 Months	27 Months
Bachelor's Degree	40 Months	60 Months

CGPA REQUIREMENTS

Students must meet a **minimum CGPA** requirement throughout their enrollment to be considered making satisfactory academic progress. CGPA will be reviewed at the end of each term after grades have been posted to determine if the student's CGPA is in compliance.

GRADE CHANGE

A change in grade must be resolved by the end of the term following the term in which the grade was originally issued. Grade changes must be submitted from the faculty to the University registrar on the official "Grade Change Form", with the instructor signature. All grade changes are subject to administrative approval. Students questioning a term grade posted to their academic record should e-mail the University registrar. The University registrar will forward the e-mail to the instructor of the course and the appropriate academic administrator for resolution. The timeframe for changing the grade is one (1) week from the end of the term.

COMPUTATION OF CUMULATIVE GRADE POINT AVERAGE

The cumulative Grade Point Average (CGPA) is computed by assigning every component a percentage based on its portion of the total hours comprising the student's program. Quality points are assigned to each grade given. The CGPA will be calculated by totaling the assigned quality points.

GRADES AND TRANSCRIPTS

Original copies of student exams are maintained in each student's education file while they are in attendance and for a period of three years after their last day of attendance. Transcripts are maintained by

the student records office indefinitely. Each transcript documents student grades and can be reviewed upon written request.

Permanent copies of all student records are maintained at the University. There is a three (3) business day waiting period for delivery of official transcripts and/or Diploma.

Any student requiring additional copies of said documents must pay a processing fee for each document requested. Upon presentation of a receipt of payment from the Finance and Administration Office, the Registrar will prepare the requested document(s). There is a three-day waiting period for processing. Processing will only begin after payment. If there is an outstanding balance to the University, it must be paid before processing can begin.

POLICIES AND PROCEDURES

ACADEMIC WARNING OR PROBATION

If the student falls below the criteria on the SAP listed above in the catalog, he/she will be placed on a probationary period (*the period is specified above on the SAP*). Any student having to repeat courses will have to pay **\$35.00** per course. At the end of the probationary period, if the student has not satisfied the specified requirements, he/she may be terminated from the University. Students meeting this requirement at the end of the probationary period will be removed from this status.

Probation is an administrative status. Students on probation are at risk of termination from the program. Students on probation are monitored more closely, requiring academic advising on a regular basis to determine student progress. Students on probation may be required to attend extra course sessions. Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement.

SUSPENSION & DISMISSAL

Students are eligible to apply for readmission after a minimum of one term, and, if permitted to return, will be on academic probation. If at any time after having once been suspended a student on probation has a cumulative average below the minimum required, the student will be dismissed from the University and will not be eligible to return.

Any appeals for failure to maintain satisfactory progress must be made in writing to the Academic Director within **15 days of notice of dismissal**. The student will be notified in writing of the decision. The maximum time limited given to a student to complete their program is **1.5** times the normal length of that program. A student not meeting these criteria will be terminated for not making satisfactory progress.

APPEALS PROCESS

Any appeals of the actions described above must be made in writing to the Academic Director who will consider the appeal. The Academic Director will have the final authority over the matter to make the decision whether to accept the student's appeal within 5 days. For the student's appeal to be granted, the student will need to give evidence of satisfactory academic progress.

STUDENT CONDUCT POLICY

At **Carver University** appropriate student conduct in each class and when communicating with others

in the University is very important. Any inappropriate conduct could result in dismissal from the University.

The following types of conduct are unacceptable:

1. All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.
Plagiarism: All work submitted by a student must represent the student's original endeavor. When outside sources are used as references, the student should identify the source to make clear the extent to which the source has been used. The University considers plagiarism and falsification of documents a serious matter that will result in appropriate sanctions including loss of full or partial credit for the work, suspension for a specific period, or expulsion from the program.
2. Other forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the University.
3. Forgery, alteration, or misuse of any University document, record, key, electronic device, or identification.
4. Unauthorized entry to, possession of, receipt of, or use of any University services; equipment; resources; or properties, including the University's name, insignia, or seal.
5. Sexual harassment, as defined here: Sexual harassment is unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's education, unreasonably interferes with a person's educational performance, or creates an intimidating, hostile or offensive learning environment. In the interest of preventing sexual harassment, the University will respond to reports of any such conduct.
6. Stalking behavior in which an individual repeatedly engages in conduct directed at another person and makes a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her family; where the threat is reasonably determined by the University to seriously alarm or torment the person; and where the threat is additionally determined by the University to serve no legitimate purpose.
7. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities.
8. Failure to identify to, or comply with the directions of, a university official or other public official acting in the performance of his or her duties while at official University functions; or resisting or obstructing such University or other public officials in the performance of or the attempt to perform their duties.
9. Selling, preparing, or distributing for any commercial purpose course lecture notes, video or audio recordings of any course unless authorized by the University in advance and explicitly permitted by the course instructor in writing. The unauthorized sale or commercial distribution of course notes or recordings by a student is a violation of these policies whether it was the student or someone else who prepared the notes or recordings. Copying -for any commercial purpose- handouts, readers or other course materials provided by an instructor as part of the University course unless authorized by the University in advance and explicitly permitted by the course instructor or the copyright holder in writing.

PENALTIES FOR MISCONDUCT

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

If because of an official appeal it is determined that the student was improperly disciplined, the **Academic Director** shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such case, the record of the hearing may be used only in connection with legal proceedings.

Whether or not a hearing is conducted, the University may provide written notice to a student that his or her alleged behavior may have violated University policy or campus regulations and that, if repeated, such behavior will be subject to the disciplinary process. Evidence of the prior alleged behavior as detailed in the written notice may be introduced in a subsequent disciplinary action.

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

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

GRIEVANCE POLICY

A grievance procedure is available to any student who believes a university decision or action has adversely affected his or her status, rights, or privileges as a student. The purpose is to provide a prompt and equitable process for resolving student grievances. Students with grievances should first communicate with the appropriate course professor. If the professor is unable to resolve the student's complaint, the professor will refer it to the Academic Director in writing. If the **Academic Director** is unable to resolve the student's complaint, he will refer it to the **President**. The **President** will take steps to resolve the complaint or will refer it in turn to the **President of the University**. The University President's decision is final.

Informal Resolution

Students are encouraged to speak directly with their mentor or staff member most concerned with or responsible for the situation that is the cause of the complaint. If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.

Informal Complaint

A student may register an informal complaint within thirty (30) days of the event that triggered the complaint. The earlier the communication is made, the more likely it is to resolve the matter satisfactorily. Complaints should be made to the Academic Director. Informal complaints may be made by email. Appropriate University staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the University's response within 20 days of the informal complaint. If the student is not satisfied with the decision and/or attempts at resolution, he/she may go on to make a formal complaint.

Formal Complaint

A formal complaint must be submitted in writing to the Department Chairperson. Formal complaints must be filed within sixty (60) days of the event that triggered the complaint and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described.

Formal Complaints can be filed by email or using the "Student Official Grievance Form" available at the Carver University website.

Receipt of the complaint will be acknowledged within fifteen (15) days. The appropriate University administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within thirty (30) days of the receipt of the complaint. The relevant University office will keep a complete record of formal complaints.

Records of the outcome of all formal complaints will also be stored in a centralized database and the student's electronic file.

Students who at the end of this process feel a grievance is unresolved may refer it to:

Commission for Independent Education

Florida Department of Education

325 West Gaines Street

Tallahassee, FL 32399-0400

Phone 850.245.3200, or Toll Free 888.224.6684, or online at <http://www.fldoe.org/policy/cie>

MODIFICATIONS

Carver University reserves the right to modify academic policies, regulations, courses, fees and other matters of policy and rule when deemed necessary and with due notice. Student will be given advance notification of such changes.

NON-DISCRIMINATION

Carver University admits students of any race, color, sex, age, marital status, non-disqualifying disability to the extent of the law, religion, or creed, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to student at the University and does not discriminate in administration of its educational policies, admissions policies, or other University - administered programs.

ANTI-HAZING

At Carver University the practice of hazing is prohibited. Hazing is defined as any action taken or situations created to intentionally produce mental or physical discomfort, embarrassment, harassment, or ridicule.

EMERGENCY CLOSURE

In the event of an emergency, Carver University's administrative office will close as determined by Orange County due to inclement weather or natural disaster (hurricane, etc.).

COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

The course numbers are based on course codes established by the University and do not relate to state common course numbering systems. The course numbering system consists of an alpha prefix followed by a digit course number. The alpha prefix identifies the academic discipline, and the first digit specifies if the course belongs to an upper or lower division. The numbers indicate the level of the course.

Sample Course Number **(PSY 200)**
Letters = Discipline = Psychology
Digits = 200 = Program Sequence

GENERAL EDUCATION COURSES

ENG 101: English Composition I – 3 Credits

Development of essay form, including documented essay; instruction and practice in expository writing. Emphasis on clarity of central and support ideas, adequate development, logical organization, coherence, appropriate citing of primary and/or secondary sources, and grammatical and mechanical accuracy.

Pre-requisite: None

WBA 101: Basic Writing – 3 Credits

This course applies writing and reading skills, focusing on grammar, sentence structure, paragraph development, fundamental English usage, and intensive paragraph writing.

Pre-requisite: None

COM 102: Interpersonal Communication – 3 Credits

Students explore a range of communication concepts and topics from interpersonal communication to small group communication, to public speaking. Students develop skills to put the communication principles to work. *Pre-requisite: None*

SFO 104: Speech Foundations – 3 Credits

In this course students will learn basic communication skills that explore the basic concepts of interpersonal, small group and public communication. *Pre-requisite: None*

ALG 106: College Algebra I – 3 Credits

This course provides a general introduction to college mathematics. Students learn the following mathematical concepts in a logical sequence that increases in difficulty as students gain command of a concept: polynomials, equations, inequalities, the straight line, Cartesian coordinates, functions and graphs, systems of linear equations, logarithms and exponentials, matrix algebra, limit of a function, and derivative of a function and integral. *Pre-requisite: None*

PSY 107: Introduction to Psychology – 3 Credits

This course is designed to provide students with an overview of theory and research in the major areas of psychology, biological, experimental, developmental, social, cognitive, personality, and clinical. This factual and conceptual foundation in psychology will help students understand behavior and apply psychological principles in a variety of settings and to their own lives. *Pre-requisite: None*

SOC 108: Sociology – 3 Credits

Enables student to understand social behavior and social processes and become familiar with vocabulary and methodology of discipline of sociology. Emphasis on culture and personality, age and sex roles, family, deviant behavior, social class and stratification, group behavior and social change. *Pre-requisite: PSY107*

BIO 109: Biology – 3 Credits

An introduction to essential principles of biological science. Topics include, but are not limited to, the nature of science and the scientific method, chemistry for biology, cell structure, metabolism, reproduction and genetics, organisms, evolution theory, and classification of organisms. This is a general education course for non-biology majors. It is also recommended for students who need preparation before enrolling in a biology course for science majors. Students should be prepared to complete college level reading, writing, and mathematic assignments as part of this course. *Pre-requisite: None*

MIS 111: Computer Science I – 3 Credits

Overview of fundamental concepts of computer science. Introduction to problem solving, software engineering and object-oriented algorithm development and programming. *Pre-requisite: None*

AHP 105: Art History – 3 Credits

The course provides students with a general foundation in sequential and thematic knowledge of the great moments in Art, Architecture, and Culture throughout history, from the earliest times to the present.

Pre-requisite: None

BACHELOR OF SCIENCE IN COMPUTER ENGINEERING

CDE 200: Compiler Design – 3 Credits

This course aims to adapt Compiler Design skill and will teach students to understand different considerations and phases of compilation, the impact of language attributes upon the compilation process, the effect of hardware features on the generated code and the practical fundamentals of compiler implementation. *Pre-requisite: None*

SML 210: Simulation Methods and Languages – 3 Credits

This course aims to adapt Simulation methods and languages skills and is designed to introduce the basic concepts of system modeling and computer simulation. *Pre-requisite: None*

WNS 220: Wireless Network and System – 3 Credits

The course aims to adapt Wireless Network and System skills to introduce the fundamentals of the wireless communications systems, the wireless network architectures, protocols, and applications. Topics of study include an overview of wireless communications and mobile computing systems, signal propagation characteristics of wireless channels, wireless channel modeling, frequency reuse/cellular/microcellular concepts, spread-spectrum modulation for wireless systems, multiple access techniques, and wireless networking standards. *Pre-requisite: None*

ALG 230: Algorithms – 3 Credits

The course aims to adapt Algorithms skills and is intended to provide the foundations of the practical implementation and usage of Algorithms and Data Structures. One objective is to ensure that the student evolves into a competent programmer capable of designing and analyzing implementations of algorithms and data structures for different kinds of problems. The second objective is to expose the student to algorithm analysis techniques, to the theory of reductions, and to the classification of problems into complexity classes. *Pre-requisite: ALG 106*

APR 240: Web Programming I – 3 Credits

This course aims to adapt Web Programming I skills and provides an introduction to web development. After providing a review of HTML5 and CSS, the course provides exposure to the concepts of web programming. The course covers basic construction of web pages, cascading style sheet, and java script. The course provides a foundation in computer programming in JavaScript: syntax and data structures, AJAX, DOM, and JS libraries. *Pre-requisite: None*

DAB 250: Database – 3 Credits

This course aims to adapt Database skills and presents the fundamental concepts of database design and use. It provides a study of data models, data description languages, and query facilities including relational algebra and SQL, data normalization, transactions and their properties, physical data organization and indexing, security issues and object databases. It also looks at the new trends in databases, for example, Big Data, Map Reduce, and NoSQL. The knowledge of the above topics will be applied in the design and implementation of a database application using a target database management system. *Pre-requisite: None*

DAB 260: Database Analytics – 3 Credits

This course aims to adapt Database Analytics skill and will provide an overview of Big Data, i.e., storage, retrieval, and processing of big data. In addition, it also focuses on the design of Algorithms to solve Data

Intensive problems using Map Reduce paradigm, design and Implementation of Big Data Analytics using pig and spark to solve data intensive problems and to generate analytics Implement Big Data Activities using Hive. *Pre-requisite: DAB 250*

APR 270: Advanced Programming I – 3 Credits

This course aims to adapt Advanced Programming I skills to give students advanced knowledge about programming, including data structures and algorithms, object orientation, threads, recursion, and elementary computational complexity, an introduction to different standards for structured data for use with external data sources will also be given. *Pre-requisite: None*

APR 280: Object-Oriented Programming I – 3 Credits

This course aims to adapt Object-Oriented Programming I skills philosophy advantages of OOP over structured programming; Encapsulation; Classes and objects; Access specifiers; Static and non-static members; Constructors, destructors and copy constructors; Array of objects, object pointers, and object references; Inheritance: single and multiple inheritance; Polymorphism: overloading, abstract classes, virtual functions and overriding; Exceptions; Object Oriented I/O; Template functions and classes; Multi-threaded Programming. Memory models, the message-based philosophy. *Pre-requisite: APR 270*

DAB 290: Data Structures – 3 Credits

This course aims to adapt Data Structures skills overview of data structure concepts, arrays, stack, queues, trees, and graphs. Discussion of various implementations of these data objects, programming styles, and run-time representations. Course also examines algorithms for sorting, searching and some graph algorithms. Algorithm analysis and efficient code design is discussed. *Pre-requisite: DAB 250, DAB 260*

CCD 300: Cloud Computing and DevOps – 3 Credits

This course aims to adapt Cloud Computing and DeVops skills. It makes it easier to deliver software and services at the speed the market demands.

This course will equip you with a foundational understanding of DevOps, Cloud Computing, Agile, and Scrum and their transformational impact on businesses and approaches to software engineering. The students will learn about the DevOps culture and its benefits, Cloud Computing fundamentals, Agile philosophy, and Scrum methodology. They will familiarize themselves with the skills, technology, tools, processes, practices, and metrics. *Pre-requisite: None*

DAS 310: Design and Analysis of Systems I – 3 Credits

This course aims to adapt Design and Analysis of Systems I skills. This module aims to introduce a variety of new software used by analysts and designers to manage projects, analyze, and document systems, design new systems and implement their plans. It also introduces recent coverage of UML, wireless technologies, and ERP; web-based systems for e-commerce and expanded coverage on RAD and GUI design. *Pre-requisite: None*

APR 320: Advanced Programming II – 3 Credits

This course aims to adapt Advanced Programming II skills the Advanced Programming course builds upon prior knowledge of students about programming using languages like C. Students will learn the key elements of a typical object-oriented application such as objects, classes, messages, interfaces, abstraction, inheritance, encapsulation, and polymorphism. After covering the basics of object-oriented programming,

we will cover advanced Java programming features such as the Basic Error amp; Exception handling, IO amp; Streams, Concurrent programming with Threads, GUI programming, Collections Framework, and unit testing with JUnit. Throughout the course, students will use an integrated development environment like Eclipse and learn to make use of Java documentation and learn to create documentation, using Javadoc, with code. *Pre-requisites: APR 270*

APR 330: Object-Oriented Programming II – 3 Credits

This course aims to adapt Object-Oriented Programming II skills content based on upcoming popular and modern programming languages having demand in jobs for local and international markets at the time of offering. Introduction to Python programming; Control Statements and Program Development; Functions; Lists and Tuples; Dictionaries and Sets; Using NumPy for numerical computation; Using String; File and Exception Handling; Object-Oriented Programming: Introduction, Using Class and Method, Inheritance, Operator Overloading, Name Space and Scopes, Polymorphism; Named Tuples, Design Case Study. *Pre-requisites: APR 280*

DAS 340: Design and Analysis of Systems II – 3 Credits

This course aims to adapt Design and Analysis of Systems II skills. The principal objective of this course is to provide a range of concepts, tools and technologies that collectively provide the student with the capabilities for system analysis and design. The student should be able to organize, develop, construct and document effective computer-based systems. Major areas of coverage for this course) include Technologies and Methods for Systems Development; Data Modeling and Analysis; Process Modeling; Analysis and Design; Network Modeling; File and Database Design; User Interface Design; Program Design; Systems Implementation and Support. The students will review and apply concepts from the first semester, including: The function of a System’s Analyst; The System Development Life Cycle; Systems Analysis, Planning and Design; Project Management; Fact Finding Techniques; Feasibility Analysis; Interpersonal Skills; and ISO9001 standards. *Pre-requisites: DAS 310*

WAD 350: Web Applications Development I – 3 Credits

This course aims to adapt Web Applications Development I skills and focuses on building core competencies in web design and development. It begins with a complete immersion into HTML essentially XHTML and Dynamic HTML (DHTML). Students are exposed to Cascading Style Sheets (CSS), as well as Dynamic CSS. The fundamentals of JavaScript language including object-oriented JavaScript is covered comprehensively. AJAX with XML and JSON are covered, as they are the primary means to transfer data from client and server. *Pre-requisite: None*

MOB 360: Mobile Application I – 3 Credits

This course aims to adapt Mobile Application I skills and introduces students to programming technologies, design and development related to mobile applications. Topics include accessing device capabilities, industry standards, operating systems, and programming for mobile applications using an OS Software Development Kit (SDK). Upon completion, students should be able to create basic applications for mobile devices. *Pre-requisite: None*

WAD 370: Web Applications Development II – 3 Credits

This course aims to adapt Web Applications Development II skills and will demonstrate the ability to understand and implement advanced programming concepts including asynchronous programming, higher-order functions, and data structures. *Pre-requisites: WAD 350*

MOB 380: Mobile Application II – 3 Credits

This course aims to adapt Mobile Application II skills by teaching design, and development of mobile apps, such as for smartphones, tablets, desktop, and the web. Students will create apps that are in high demand today and in the future. *Pre-requisites: MOB 360*

APR 390: Web Programming II – 3 Credits

This course aims to adapt Web Programming II skills as well as guide in web programming, which is the practice of writing applications that run on a web server and can be utilize by many, allowing you to turn a simple, static HTML page into a dynamic masterpiece. *Pre-requisites: APR 240*

SAP 400: Security of Applications – 3 Credits

This course aims to adapt Security of Applications skills and students will gain an understanding of computer code that can be described as harmful or malicious. Both technical and non-technical attacks will be discussed. You will learn how an organization can protect itself from these attacks. You will learn concepts in endpoint device security, cloud infrastructure security, securing big data systems, and securing virtual environments. *Pre-requisite: None*

QUA 410: Quality Assurance – 3 Credits

This course aims to adapt Quality Assurance skills and capability of a software product to satisfy stated and implied needs under specified conditions. Additionally, they will understand white box, block box, object oriented, web based and cloud testing. *Pre-requisite: None*

ITP 420: IT Project Management – 3 Credits

This course aims to adapt Project Management skills and introduces the concepts and methods required for the construction of large software intensive systems. It aims to develop a broad understanding of the discipline of software engineering; they will seek to complement this course with a detailed knowledge of techniques for the analysis and design of complex software intensive systems. The students will build techniques in an appropriate engineering and management context engineering of Software. *Pre-requisite: None*

ITM 430: IT Service Management – 3 Credits

This course aims to adapt IT Service Management skills. Information Technology Service Management (ITSM) is the implementation and management of quality information technology services. It is a set of procedures and functions that align IT with business goals and ultimately deliver value. *Pre-requisite: None*

APR 440: Web Programming III – 3 Credits

This course aims to adapt Web Programming III skills and will review web technologies used for static web pages and interactive web applications. They examine advanced topics in Hyper Text Markup Language, Cascade Style Sheet and JavaScript for interactive web applications that use rich user interfaces. They will continue with server-side web technologies for dynamic web applications, such as server-side scripting

programming, database access for three-tier data-driven applications, and asynchronous communication between client and server for fast partial update of client windows. *Pre-requisites: APR 240, APR 390*

BUS 450: Digital Business – 3 Credits

This course aims to adapt Digital Business skills and will explore several trends that have emerged in Digital Business in terms of Customers, Competition, Data, Innovation, Technology and Value Propositions. We will learn about the world's most innovative Digital Business companies, their organization, and strategies. We will also examine the failures and lessons learned of legacy businesses in the digital age. *Pre-requisite: None*

ARI 460: Artificial Intelligence – 3 credits

This course aims to adapt Artificial Intelligence skills and experience programming in AI language tools. Potential areas of further exploration include expert systems, neural networks, fuzzy logic, robotics, natural language processing, and computer vision. Decision tree learning; neural networks; nearest neighbor methods; dimensionality reduction; clustering; kernel machines; support vector machines; uncertainty and probability theory; probabilistic reasoning in AI; Bayesian networks; statistical learning; fuzzy logic. *Pre-requisite: None*

ENS 470: Engineering of Software – 3 Credits

This course aims to adapt Engineering of Software skills including understanding system requirements, finding appropriate engineering compromises, effective methods of design, coding, and testing, team software development, and the application of engineering tools. The course will combine a strong technical focus with a capstone project providing the opportunity to practice engineering knowledge, skills, and practices in a realistic development setting with a real client. *Pre-requisite: None*

VPR 480: Visual Programming – 3 Credits

This course aims to adapt Visual Programming skills as well as the program design, the fundamentals of event driven object-oriented programming, arrays, validation of user input, and how to create menu driven programs and multiple form applications. *Pre-requisites: APR 270, APR 320*

CAP 499: Computer Engineering Capstone – 3 Credits

This course Computer Engineering Capstone Project skills will develop openness to new ideas in computer science, develop the ability to draw reasonable inferences from observations and learn to formulate and solve new computer science problems using analytical and problem-solving skills; develop the ability to synthesize and integrate information and ideas, develop the ability to think creatively, develop the ability to think holistically and develop the ability to distinguish between facts and opinion, includes organization and management of software projects, security, programmer teams, validation and verification. *Pre-requisite: Minimum of 70% program completion.*

BACHELOR OF SCIENCE IN PSYCHOLOGY

PSY 200: Introduction to Sensation and Perception – 3 Credits

This course will introduce the scientific study of sensation and perception. Students will undertake a detailed study of the major senses (vision, audition, touch, smell, taste), using insights and methods from a variety of disciplines (philosophy, physics, computer science, neuroscience, psychology). Students will begin with a study of the physical basis for perceptual information (e.g., light, sound waves), and proceed

to the biological, psychological, and computational processes by which such information is converted to percepts in the brain. *Pre-requisite: PSY 107*

PSY 202: Introduction to Literary Theory – 3 Credits

This course examines the ways in which we read. It introduces some important strategies for engaging with literary texts developed in the twentieth century, paying special attention to poststructuralist theories and their legacy. The course is organized around specific theoretical paradigms. *Pre-requisite: PSY 107*

ENG 210: English Composition II – 3 Credits

Emphasis on style; use of library; reading and evaluating available sources; planning, writing, and documenting short research paper. *Pre-requisite: ENG101*

RWR 215 :Introduction to Research Writing – 3 Credits

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local, and global environment. *Pre-requisite: WBA 101*

PSY 240 Child and Adolescent Development – 3 Credits

The Child and Adolescent Development course explores the cognitive, physical, and socio-emotional development of school-age children and adolescents. This course focuses on childhood and adolescence psychology, students will learn strategies for working with these age groups in a variety of settings to address the challenging issues they face today. *Pre-requisite: PSY 107 & PSY 200*

IRM 210: Introduction to Research Methods – 3 Credits

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to begin to critically review literature relevant to their field or interests and determine how research findings are useful in forming their understanding of their work, social, local, and global environment. *Pre-requisite: WBA 101 & RWR 215*

STA 212 Statistical Methods – 3 Credits

This course will teach students the basic concepts and methods of statistics, including descriptive statistics, probability, sampling theory and practice, hypothesis testing, and correlation. *Pre-requisite: ALG 106*

PSY 270 Brain and Behavior – 3 Credits

This course will focus on basic concepts of neuroscience and how the brain processes sensation, motivation, emotion, learning, and abnormal behavior. Students will learn the cellular components of the central and peripheral nervous systems, neurotransmitters, and cellular communication, these concepts will be applied to the study of behavior. *Pre-requisite: PSY 107, PSY 200 & PSY 240*

MIS 208: Computer Science II – 3 Credits

This course provides an expanding study of programming concepts, good style, algorithms, documentation, and elementary data structures. A high-level language will be used as a vehicle for the further development of these concepts. Laboratory use of the computer in designing, coding, debugging, and executing programs is an integral part of the course. *Pre-requisite: MIS 111*

PSY 215: Personality Theory and Research – 3 Credits

This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches. *Pre-requisite: PSY107, PSY200*

PSY 300: Social & Personality Development – 3 Credits

This course introduces students to major theories and research in social and personality development, with a focus on development in infancy through adolescence. Students in this course will gain an understanding of children's and adolescents' social, emotional, and moral development along with associated, interactive influences of biology, social context, and culture. *Pre-requisite: PSY 107, PSY 200*

PSY 310 Cognitive Behavior - 3 Credits

This course is a survey of the study of thought, memory, language, and decision-making from the point of view of cognitive psychology. Students will discuss related cognitive sciences, such as linguistics, neuroscience, and philosophy. In the course of examining general principles of cognition, students will touch on the following topics: neuroscience, mental imagery, discourse, monetary decision-making, language in apes, and eyewitness testimony. The goals of this course are to introduce students to the ideas and theories of cognitive psychology, apply them to everyday life, teach students about the methods of scientific psychology, and how to examine research questions. *Pre-requisite: PSY107 PSY200, PSY215, PSY240 & PSY270 & PSY300*

PSY 320: Development in Infancy: The Basis of Human Knowledge – 3 Credits

This course is a more in-depth look at the development of humans during the first 3 years of life. Students will cover various topics of infant development (e.g., motor development, language development) and discuss the influential roles of genetics, experience, and time and how these interact to form the individual person. Students will primarily be discussing typical development and how it can inform us about atypical development. *Pre-requisite: PSY 107, PSY 200 & PSY 310*

PSY 330: Social Psychology – 3 Credits

This course is an assessment of the fundamental theories and experimental methods in the study of social psychology. The purpose of this course is for the student to understand the ideas and methods that form the foundation of the field. *Pre-requisite: PSY 107 & PSY 200*

PSY 340 Educational Psychology - 3 Credits

In this course student will have an understanding of the foundations of psychological educational theory, study, and practice. They will learn about learner characteristics, creativity, intelligence, motivation, measurement and evaluation, and various teaching models of teaching for students. *Pre-requisite: PSY215, PSY240, PSY270, PSY300 & PSY 320*

PSY 350: Theories of Personality – 3 Credits

This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches. *Pre-requisite: PSY 200, PSY 215, PSY 240 & PSY 300*

PSY 360 Psychology of Interpersonal Relationships – 3 Credits

The Psychology of Interpersonal Relationships is an experiential approach to everyday intra- and interpersonal processes. It emphasizes observation, practice, and discussion of such topics as self-disclosure, trust, verbal, and nonverbal expression of feelings, listening skills, conflict resolution, anger and stress management, and the value of cultivating diverse relationships, while considering personal ethics and values in intra- and interpersonal processes. *Pre-requisite: PSY 300, PSY320 & PSY 330*

QRE 390: Quantitative Reasoning – 3 Credits

The Quantitative Reasoning course is designed to ensure that students graduate with basic understanding and competency in mathematics, statistics, or computer science. *Pre-requisite: ALG106 & STA 212*

PSY 301: Psychology Career Development – 3 Credits

Students develop attainable career goals and plans by implementing psychological knowledge, skills, and values in occupational pursuits in a variety of settings to meet personal and societal needs. *Pre-requisite: PSY107, PSY200*

PSY 390: Motivation and Emotion – 3 Credits

Motivation and Emotion in psychology is the study of an individual's social, emotional, cognitive, and biological development through motivation of his or her lifespan. The focus of this course will be from infancy to later life. *Pre-requisite: PSY107, PSY200*

PSY 400: Abnormal Psychology – 3 Credits

This course will provide an overview of the scientific study of mental illness (also known as psychopathology). About 25% of the course will cover basic concepts and definitions, historical perspectives on psychopathology, different theoretical models of psychopathology, the assessment and diagnosis of mental illness, and research methods for studying mental disorders. The remaining 75% of the course will concern the leading categories of mental disorders among adults, children, and adolescents, including the description and classification of these disorders, the leading theories and evidence explaining their origins, and some of the treatments for these disorders. Legal and ethical issues pertaining to the assessment and treatment of mental illness will be discussed, as well as the role of culture and diversity in assessment and treatment. The course will at various times touch upon theory, empirical research, and clinical practice. *Pre-requisite: PSY 107, PSY 200 & PSY 240*

PSY 410: Developmental Psychology – 3 Credits

Developmental psychology is the study of an individual's social, emotional, cognitive, and biological development through his or her lifespan. The focus of this course will be from infancy to later life. *Pre-requisite: PSY 240*

PSY 420 Drugs and Behavior – 3 Credits

This course focuses on the interactions between drugs and behavior. To understand the effects of drugs, we must first understand the action of drugs. The first section of this course briefly reviews drug actions, including pharmacokinetics, tolerance, dependence, neurotransmitters, the neuron, and the nervous system. The second section focuses on the different classes of drugs, ranging from the commonly used drugs, such as alcohol, to the less commonly used drugs, such as antipsychotics. *Pre-requisite: PSY 270 & PSY 310*

PSY 430: Organizational Psychology – 3 Credits

This course will introduce the history of Industrial/Organizational psychology, job analysis, psychological assessments, personnel decisions, training and development, organizational change, teamwork, motivation, leadership, and work stress and health. *Pre-requisite: PSY 215*

PSY 440 Assessment Methods – 3 Credits

In this course students will learn about psychological assessment and its process of testing. Assessment Methods uses a combination of techniques that help to come up with some hypotheses about a person, their behavior, personality, and capabilities. *Pre-requisite: IRM 210 & PSY 215*

PSY 450: Psychology and Diversity – 3 Credits

Managing diversity is becoming increasingly important to contemporary organizations and is likely to become even more critical in the future as the population and workforce become even more heterogeneous. This course will offer an introductory overview of the great variety of human differences, problems and unique strengths of diverse groups, and processes of interacting with people who are different. Students will examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on as these apply to work. (Diversity, Complexity). They will analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability (Diversity, Social Justice) and will cover a wide range of concepts to understand the social, political, and economic implications of diversity in organizations. We will consider ways in which organizations can and do manage diversity. *Pre-requisite: PSY107, PSY200*

PSY 460 Case Research Methods - 3 Credits

This course covers the essential concepts related to research design and methodology that practitioners need to become critical evaluators of research and prepare for conducting research in their practices. Focus is on understanding each component of the research process, qualitative and quantitative designs, program evaluation, measurement issues, and data analysis. *Pre-requisite: IRM 210, PSY 215 & PSY 440*

PSY 470: Psychology of Aging – 3 Credits

This course is designed to provide students an introduction and an overview of the aging process from a psychological perspective by studying such topics as major theories of aging, stereotypes about aging and older adults, changes in physical and mental health, cognition, personal transitions in later life, social relationships and sexuality during later life, and death and dying. *Pre-requisite: PSY 215, PSY 240, PSY 320 & PSY 350*

PSY 499: Psychology Capstone – 3 Credits

The capstone in psychology is designed to be the culmination of experience of your work in the psychology major. *Pre-requisite: Minimum of 70% program completion.*

MASTER OF BUSINESS ADMINISTRATION**BUS 500: Business in the Global Economy – 3 Credits**

This course addresses the factors that affect international business and business expansion. Discussion topics include demographic, economic, political, natural resource, technology, and cultural characteristics and the role they play in the advancement of multinational enterprises. *Pre-requisite: None*

BUS 505: Business Law and Ethics – 3 Credits

This course will introduce you to the laws and ethical standards that managers must abide by in the course of conducting business. Student will Learn about the laws that business managers must follow to protect their consumers, employees, and overall operations. Explore conflict management strategies and legal issues, such as torts, contracts, property law, intellectual property, and employment law. *Pre-requisite: None*

ACC 510: Accounting for Decision Making and Control – 3 Credits

This course focuses on the various ways decision makers in all organizations can use accounting information. It covers the creation, use, and interpretation of internal accounting data and information. And it also includes the managerial functions of cost control and reporting, budgeting, profit planning and projections used in decision making. *Pre-requisite: None*

MAR 515: Marketing for Executives – 3 Credits

Students will gain a working knowledge of the decisions marketing managers make by learning to think strategically. Students will develop marketing plans aligning marketing decisions and strategies. Students will be able to implement marketing decisions to optimize customer and organizational value. *Pre-requisite: None*

LED 520: Leadership and Organizational Behavior – 3 Credits

Students will gain a thorough understanding of individual, group, and organizational behavior. Students will utilize this knowledge to build practical skills in leading individuals and teams to high performance. Through a variety of teaching methods, students will learn to analyze their business environment, detect, and analyze problems, and develop sound, creative and socially responsible solutions to help their organizations flourish in a complex and uncertain world. *Pre-requisite: BUS 500*

BUS 525: Managerial Economics – 3 Credits

The course is designed to bring together theories in microeconomics and macroeconomics at the firm level with applications in business decision making from an economic perspective. Students learn to utilize skills from their other management related courses as it is applied to pricing strategies, production and cost analysis, and industry analysis. Students will analyze economic problems within a more scientific approach to business decision-making. Students will learn about how analyzing consumer behavior forms the foundation of demand theory. Students will tackle the problems of the firm related to resource allocation within the context of production and cost and finally within the context of an industry as discussions turn to how firms get to interact under different market structures. *Pre-requisite: BUS 500*

BUS 530: International Relations – 3 Credits

International Relations establishes the many interdisciplinary aspects of the growing tourism industry, with emphasis on managerial challenges and responsibilities for both domestic and international tourism. Provides an overview of the broad subject of international travel and tourism. Aspects covered include the travel industry, government roles and policy, tourism development, selling travel, transportation, and hospitality-related services. *Pre-requisite: BUS 500 & BUS 505*

STA 535: Quantitative and Qualitative Methods for Decision Making – 3 Credits

This course introduces the learner to utilizing and applying quantitative methods for individual, organizational, and societal decision-making. A variety of tools and techniques will be examined as the foundation for the development and interpretation of attributes and variables in addition to the use of data sources for improving processes and organizational environments. Topics covered include displaying and summarizing data, random variables and probability distributions, sampling, statistical inference, regression analysis, forecasting, statistical quality control, risk analysis, Monte Carlo simulation, decision trees, and linear and integer optimization modeling. Requires Microsoft Excel. *Pre-requisite: ACC 510*

BUS 540: Supply Chain Management – 3 Credits

This course covers the set of activities that create goods and services through the transformation of inputs into outputs. It's also an introduction to the design, operation, and control of domestic and international supply chain and logistics systems. Emphasis is placed on transportation, distribution, and warehousing in the business enterprise. *Pre-requisite: BUS 500*

ISM 545: Information and Technology Management – 3 Credits

This course studies the integration of information systems solutions and business processes. Topics include how information and information systems relate to business processes; how organizations use information systems for competitive strategy, supply chain and resource management; and how information systems are developed and managed. The ethical implications of information systems and international dimensions of information systems use are also covered. *Pre-requisite: None*

FIN 550: Financial Decision Making – 3 Credits

This course presents the processes for analyzing a firm's financial condition, developing alternatives, and making business finance decisions. Exercises the analysis of current financial and operational data, and the projection of these data forward to support decision making under varying assumptions. This course will include means of managing working capital including sources of short-term financing of operations and methods used to raise external capital including initial public offerings, seasoned equity offerings, public and private debt, private equity, and venture capital. *Pre-requisite: ACC 510, & BUS 540*

HRM 555: Human Resources Management – 3 Credits

This course analyzes the processes by which the human resource is managed considering its strategic importance. Examines the relationships between the traditional human resource functions and the various business functions so that efficiency and effectiveness are balanced and optimized. The course will contain several functions including the recruitment, selection, and maintenance of a qualified, motivated, and productive workforce. The effective performance of these functions requires understanding and skill in employment law, planning, job analysis, recruitment, selection, orientation, training, employee

development, performance appraisal, compensation, benefits, safety, and labor relations. *Pre-requisite: BUS 500*

BUS 560: Advanced Project Management – 3 Credits

Applies the structure for project management and develops the skills needed to manage projects of all sizes. Topics include the project life cycle, project team, project identification, evaluation and selection, project organization, project planning, negotiation and conflict resolution, and human resource management. *Pre-requisite: BUS 500 & FIN 550*

BUS 565: Entrepreneurial Leadership – 3 Credits

In this course students will study leadership theories, skills, and practices necessary for effectiveness in varied entrepreneurial settings. The different settings include private businesses, corporations, nonprofit organizations, and social movements. *Pre-requisite: LED 520*

BUS 600: Business Administration Capstone – 3 Credits

In this course, students apply the knowledge and skills used in previous courses to the business planning process required for new venture development. The course consequently builds on the knowledge gathered during your years as a business student. The course requires students to integrate their knowledge and skills acquired throughout the major. It gives them the ability to work on an extended business project while gathering very practical experience. This involves critiquing business plans and using practical research tools and appropriate analytical approaches to work through components of plans of their own. Throughout the semester, student teams present ideas to both peers and experts from the community who provide feedback and insight into what it takes to start a successful business. Students will be required to work on a complex and real-life problem related to Business studies. In doing so, the Capstone makes the link between the academic discourse and the world thereafter. *Pre-requisite: Minimum of 70% program completion.*

MASTER OF ARTS IN PSYCHOLOGY

PSY 500: Counseling Theory – 3 Credits

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills. *Pre-requisite: None*

PSY 510: Developmental Psychology – 3 Credits

This course will cover developmental and contextual experiences of humans across the lifespan. Emphasis will be placed on issues and questions that have dominated the field over time and continue to provide impetus for research. Interactions will focus on articles that describe and illustrate current theories and trends. Students will read selected research articles and self-select additional readings related to weekly topics and personal interest. These topics include theoretical trends and foundations in research, policy and ethics, health and wellness, human developmental context, and end-of-life issues. *Pre-requisite: None*

PSY 520: Advanced Human Development – 3 Credits

This course explores theories and research in normal development and the evolution of consciousness across the life span, including prenatal development, birth, infancy, early childhood, middle and late childhood, adolescence, early adulthood, maturity, old age, and death. *Pre-requisite: PSY510*

PSY 530: Crisis Intervention and Disaster Mental Health – 3 Credits

Examines the crisis counseling and disaster mental health field with an emphasis on improving the well-being (mental health) of those who are survivors or extended survivors of a crisis event or disaster. Addresses the assessment, diagnosis, and treatment of crisis/disaster-related issues, such as stress, acute stress disorder, acute crisis episodes, trauma, and PTSD. Investigates current evidence-based practice and research in crisis/disaster mental health and addresses the role of the counseling professional in the development, training, and care of an effective crisis team and the development of community resources.

Pre-requisite: PSY500, PSY510 & PSY520

PSY 540: Research and Evaluation – 3 Credits

This course provides students with a foundation in how productive research and evaluation questions are formulated, the critical distinction between empirical observation and inference, the types of conclusions that can be drawn from empirical data, and the importance of ethical and cultural considerations in conducting research. *Pre-requisite:* None

PSY 550: Social and Cultural Foundations – 3 Credits

This course explores issues and trends in a pluralistic society. Areas covered include issues associated with factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender, and socioeconomic status. Ethical implications and considerations are examined.

Pre-requisite: None

PSY 560: Psychopharmacology – 3 Credits

The course will provide students with an introduction to psychopharmacology, summarizing the basic concepts of the functions of the organs and systems of the human body and brain. The course incorporates an overview of drugs, their action, effects, use and abuse. Students will identify and assess the actions, effects, uses, and abuses of legal and illegal drugs. *Pre-requisite:* PSY500, PSY510 & PSY520

PSY 570: Social Gerontology – 3 Credits

An introduction to aging research targeted towards understanding demographics of aging societies, lifespan theories, methods of aging research, psychosocial aging processes, family and caregiving issues, housing and long-term care, and current social policies. *Pre-requisite:* PSY500, PSY510 & PSY520

PSY 580: Psychopathology – 3 Credits

This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology. *Pre-requisite:* PSY500, PSY510 & PSY520

PSY 590: Psychological Trauma Across the Lifespan – 3 Credits

This course provides students with a foundation in psychological trauma and its impact on mental and physical health. Two frameworks-- biopsychosocial and developmental psychopathology--will be used for students to gain up-to-date knowledge on the consequences of traumatic experiences and other serious adversities along the molar (behavior) to molecular (neurobiology) continuum and across the lifespan.

State-of-the-science interventions will be covered so that students acquire knowledge and skills in helping traumatized individuals to successfully ameliorate their symptoms and improve their functioning.

Pre-requisite: PSY500, PSY510 & PSY520

PSY 600: Advanced Psychological Statistics – 3 Credits

This course is designed to foster students' understanding of the relationship between research methodology and statistical analysis. Students will learn how to determine which statistic is appropriate given the particular research design and will apply their knowledge of psychological statistics by analyzing and interpreting sets of data. *Pre-requisite: PSY500, PSY510 & PSY520*

PSY 610: Psychology Capstone – 3 Credits

The Capstone Project provides an opportunity for students to engage in high-level inquiry focusing on a psychology field. The Capstone represents an opportunity for students to integrate and apply previous coursework in psychology by learning to use psychology in order to design creative solutions to real-world issues or problems in our communities and workplaces. *Pre-requisite: Minimum of 70% program completion.*

MASTER OF ARTS IN PUBLIC ADMINISTRATION

PAC 500: Strategic Management – 3 Credits

This course aims to subject, identify, analyze, and synthesize data and information that supports company decision-making to improve customer satisfaction, and overall financial performance. Describe the generic and business-specific factors that reflect a company's overall operational performance, and its performance in its business units and functional business areas including corporate ethical, and social responsibility. *Pre-requisite: None*

PAC 510: Public Administration – 3 Credits

This course aims to demonstrate critical thinking, research, and communication skills as applied to the public and private sectors. Explain the cross-cultural context of public and private institutions operating in a global environment. Manage diversity issues within an organizational framework and identify major issues in today's public and private institutions. Demonstrate the integrative knowledge, skills, and ethics necessary for responsible administrative, management and leadership positions. *Pre-requisite: None*

PAC 520: Financial and Budget Management for Public Organizations – 3 Credits

This course aims to provide an overview of public agency budgeting and financial management. Public agency budgets are the means by which public resources are allocated and, as such, are central to the role of government. The course will provide an overview of the budget process, including the players and the strategies they employ, as well as provide students with the practical skills involved in understanding, analyzing, and preparing budgets. *Pre-requisite: PAC 510*

PAC 530: Political Marketing and Media Management – 3 Credits

This course aims to understand the importance and interrelation between politics, media, and communication, structuring precise operational plans and strategies. It will allow them to make the best use of social networks, media, and the web for marketing and political-electoral communication purposes, getting to know new visual and off-line means of communication for a successful positioning in the political-electoral market. It will allow them to improve their public speaking skills also in terms of advising others.

Pre-requisite: PAC 510 & PAC 520

PAC 540: Strategic People Management – 3 Credits

This course aims at both the design and execution of human resource management strategies. This course has two central themes: How to think systematically and strategically about aspects of managing the organization's human assets, and What really needs to be done to implement these policies and to achieve competitive advantage. Increase effectiveness in developing policies and practices that general manager can use to enhance the value of the people in their organizations. *Pre-requisite: PAC 500*

PAC 550: Negotiation of Social Conflicts – 3 Credits

This course aims to adapt negotiation and conflict management skills building on your own personal strengths and weaknesses, control of negotiation process more effectively by developing an in-depth understand of the key elements of the process, improve confidence to better deal with difficult negotiators and achieve collaborative value adding results, expand your range of available negotiating strategies and tactics and your ability to use them effectively and plan easily and effectively for every negotiation using a highly effective strategic preparation template. *Pre-requisite: None*

PAC 560: Audit and Risk Prevention – 3 Credits

This course aims to identify the key characteristics of corporate governance including the role of internal audit and assurance within it, explain the key principles of risk management and the processes by which it is implemented, outline the methods used in risk identification and analysis, identify, and explain risk treatment strategies, assess the relative benefits of embedded monitoring and independent assurance, and explain the principles and mechanisms used in internal control. *Pre-requisite: PAC 520*

PAC 570: Transparency and Citizen Participation – 3 Credits

This course aims to promote and understand democratic values such as transparency and accountability. Argue the deliberative and collective action strategies of civic engagement, to involve the public and focus public management on citizen concerns, emphasize providing more opportunities for citizen participation and input in government performance evaluation and policy decision making is an important strategy for improving trust in government. Describe the government's effort to harness new technologies in order to enable greater citizen participation in policy formation and evaluation and create more robust information exchange between citizens and government. *Pre-requisite: PAC 530*

PAC 580: Change Management in Public Organizations – 3 Credits

This course aims to understand the major theories and perspectives concerning public organizations development and change, the application of the theories and perspectives concerning managing change and public organizations, the role of the internal and external environment in driving or restraining change, as well as the importance of the political, cultural, and technological contexts.

Understand the challenges for Organization development specialists and change agents at different levels of, and in different relationships to, the agency or human service organization and demonstrate competency in applying principles of managing change and organization development to human service organizations and social systems at all levels of practice. *Pre-requisite: PAC 510, PAC 570,*

PAC 590: Formulation, Implementation and Evaluation of Public Projects – 3 Credits

This course aims to provide background information and tools to guide project identification and formulation, emphasize the importance of sound selection of alternative means at the early stages of the cycle, explain how sound choice can be guided by using tools, demonstrate how project elements can be

clearly specified and risks, assessed and reduced, set out how to link logical project design to work planning and budgeting of public projects. *Pre-requisite:* PAC 520, PAC 560

PAC 600: Digital Government – 3 Credits

This course aims to recognize the opportunities e-government can bring and Identify and prioritize where technology can be best applied to drive efficiencies, enable change and improve service delivery for Citizens, understand, analyze and where to apply technologies appropriately, to enable a digital transformation that serves the Department and citizens recognize the needs of the 'Citizen' in all areas of work whether writing policy, creating a communications plan or creating or improving a service and have insight and basic understanding of the latest technologies and their application. *Pre-requisite:* PAC 570

PAC 610: Government and Public Management Capstone – 3 Credits

This course aims to understand the key concepts, ideas, theories, and terminology associated with public administration and public sector management, understand the main issues in key theoretical debates in public administration and public sector management, the main principles in public sector reform and apply them to individual cases and demonstrate improved capacity for critical analysis as well as for clear and effective communication, both written and oral. *Pre-requisite:* Minimum of 70% program completion.

STAFF & FACULTY

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▪ Registrar	Sara Geller
▪ Academic Director	Jorge Bernal
▪ Admissions Director	Enrico González-Adasme
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**THANK YOU
FOR
CHOOSING...**



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