



**UNIR**  
International  
University

# CATALOG

2021 Volume I



**UNIR International University**  
1444 Biscayne Boulevard  
Miami, Florida 33132  
*A Branch Campus of Atlantis University*

**Legal Control**

UNIR International University is a branch of Atlantis University, a DBA of Technology Trade Group, Inc., a Florida Corporation offering accessible, quality education to its students through career-oriented academic programs at graduate and undergraduate levels in-campus and online.

**Ownership / Board of Trustees**

Omar Palacios, President

Marlene de Palacios, Director

**Locations**

UNIR International University is a branch campus of Atlantis University delivering programs in Business, Health, & Education. The branch campus operates under the supervision of its oversight entity: Atlantis University.

Main Campus

Atlantis University

1442 Biscayne Boulevard, Miami – Florida 33132

Telephone (305) 377 8817

Web: atlantisuniversity.edu

Satellite Location

AU University Park

1011 SunnyBrook Road

Miami, Florida 33136

Branch Campus

UNIR international University

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Telephone (786) 454 2471

Web: unir.edu

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## **UNIR INTERNATIONAL UNIVERSITY**

### **History**

UNIR International University is born in 2020 as a branch of Atlantis University located in Miami, Florida. The institution has a long history that dates back to 1975 when the founding fathers of Instituto Universitario de Tecnología UNIR in Latin America started an educational venture offering career-focused programs and that soon after expanded into an urban, multi-campus college serving the Latin American community through its residential and online programs, and graduating over 40,000 students living and working worldwide.

Later, in the early 2000's, under the same ownership but independent from UNIR, Atlantis University was created in Miami, Florida – an accredited institution with a mission of preparing career-minded individuals through quality education. Through the years, Atlantis University has served the US student population interested in its programs and has provided the employment community with well-rounded professionals who have helped many organizations and the US economy grow. After 15 years, Atlantis University continues to grow and to expand its offerings reaching new frontiers, while continuing to meet the needs of its students and the requirements of its regulators, accrediting body, the State, and the U.S. Department of Education.

Eager to meet the demands of an ever-changing student population and employment community, Atlantis University opens its branch campus UNIR International University to serve the specific needs of a unique student population who lives and works in Florida, speaks English and Spanish fluently, is career-oriented, and who seeks a multi-lingual education with an international perspective and who has a local employment outcome in mind.

The name of the branch campus UNIR International University is an homage to the institution that started it all and its founding fathers that paved the way to the educational ventures that continue to live and grow strong today.

Committed to shaping successful professionals and responsible individuals for a global community, and under the control and supervision of its main campus Atlantis University in Miami, Florida, UNIR International University proposes to fulfil the demands of an ever-changing job market and to provide its students with a unique education based on the foundation of strong academic principles and a modern perspective on the world through the delivery of residential programs in different fields, and thus become an international model for learning and professional development.

## **Mission**

As a branch of Atlantis University, the mission of UNIR International University remains to prepare career-minded individuals through quality education, while encouraging student's personal self-enrichment for their personal and professional development. The objectives of the institution are:

To provide quality in higher education by imparting knowledge through teaching, fostering creativity, and encouraging personal and professional discovery. Encouraging the development and value of self-identity; fostering in the student an attitude of personal growth, which facilitates the ethical formation.

To offer accessible, affordable career education to its students by focusing on the learner's needs, and by working in partnership with the dynamic and multicultural community. Through educational and formative activities, we seek to promote and strengthen values of social and civic responsibility, which encourages our graduates to become committed decision makers with valuable solutions to community problems.

To prepare students to become career-minded qualified professionals, and responsible and accountable individuals, to enter the workforce with strong educational foundations, developed creativity skills, responsibility, principles of moral values and ethics, while promoting tolerance, acceptance, and respect for today's multicultural professional environment, with its diversity of ideas and beliefs.

## **Educational Philosophy**

As a higher education institution, with the goal of shaping capable professionals willing and able to participate in today's competitive world, UNIR International University, is committed to:

- Quality Education through the use of modern pedagogic methods that include active class participation in order to foster interaction between faculty and students; enabling learners to manage a variety of business and social issues with creativity, responsibility and commitment.
- Integrity, honesty, and principles of equality among the student community  
Respect and sensitivity towards cultural differences as well as for groups with special needs.
- The use of modern technological innovations, critical analysis, creative capacity, and praxis.

## **Vision**

UNIR International University strives to be model for international quality education whose graduates are distinguished for their personal and professional accomplishments.

## **Delivery Method**

The University offers its academic programs through in-campus (residential / campus-based) learning.

Curriculum for all programs is taught in-campus, and students are able to select their schedule of preference. In order to offer an improved academic experience, all courses have a virtual space that support classroom instruction and where students can download the course syllabus, reading materials, view and submit assignments, post homework, quizzes, and interact with classmates and faculty.

Courses are measured in credit hours. Each credit hour is 50 minutes. Course numbers are based on course codes established by the institution and do not relate to state common course numbering systems. The course numbers include letters that use abbreviations or words to indicate the course subject matter. The numbers indicate the level of the course. For example, ACCTG indicates accounting. The 100 and 200 level courses indicate lower level courses, 300 and 400 level courses are for upper level courses, 500 and above are for Graduate level courses.

**Prefixes**

BSC	Biology
ENGL	English
HSA	Healthcare
HCL	Leadership in Healthcare
CIT	Computer Information Technology
NUR	Nursing
NUE	Nursing Education
PHI	Philosophy
PHN	Public Health Nursing
PSY	Psychology
HCM	Graduate Healthcare Management
MSN	Graduate Nursing Courses
MED	Graduate Education Courses
MEDL	Educational Leadership
MEDT	Educational Technologies
HCI	Health Informatics

**Definition of Clock Hour to Credit Hour Conversion:**

<b>Academic Year</b>	Minimum of two (2) semesters
<b>Semester</b>	A period of instruction of 16 weeks in duration
<b>Period of Financial Obligation</b>	One semester
<b>Semester Credit Hours</b>	Each course equals three (3) credit hours, equivalent to 48 hours of classroom contact
<b>A Clock Hour</b>	A period of 50 minutes of instruction
<b>Full-time Student</b>	Student enrolled for a minimum of 12 semester credit hour in an undergraduate program, or 6 semester credit hours in a graduate program

## **ADMISSIONS**

### **General Admissions Requirements**

- Must be 18 years or older or have written permission from a parent/legal guardian.
- Complete an interview with Admissions by in-person, telephone, or video conference.
- Complete an enrollment agreement.
- Provide a copy of a high school diploma, or high school transcript, or GED, or the equivalent document if the applicant completed secondary education in another country. Documents from non-English speaking countries must be translated into English and evaluated by an approved educational evaluation service attesting that the degree/or credits earned are equivalent to a degree/credits earned at an accredited institution of higher education or to be at least the equivalent to a US high school diploma in the United States.
  - Applicants will not be required to provide proof of high school graduation when they provide the following:
  - Official Transcripts of college credits or of an earned degree from an accredited institution recognized by the United States Department of Education;
    - If documents are from another country: An evaluation of an official transcript by an approved educational evaluation service attesting the degree/or credits earned are equivalent to a degree/credits earned at a US accredited institution of higher education.
- Provide official transcript from other approved postsecondary schools if seeking transfer credit. Documents from non-English speaking countries must be translated into English and evaluated by an approved educational evaluation service attesting that the degree/or credits earned are equivalent to a degree/credits earned at an accredited institution of higher education in the United States.
  - Acceptable postsecondary institutions of education include: Institutions accredited by an accrediting agency recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, or
  - Institutions recognized by the Department / Ministry of Education of the country where the institution is in operation.
- International students must have earned the following score on the Test of English as a Foreign Language: Computer Based (CBT) – 173. TOEFL is not required for applicants who have graduated from a college or university in the US accredited in a manner accepted by UNIR International University.
- Applicants must complete program specific admissions' requirements as set forth in this catalog.



## **Program Specific Admissions' Requirements**

### **Graduate Degrees Admissions' Requirements**

Students pursuing a Master's degree Program at UNIR International University must successfully complete 30-36 semester credit hours beyond the Bachelor's level in specific graduate level curriculum. Required credit hours per program are detailed in the Program Description and Breakdown per program.

In addition to the General Admissions Requirements, Master's Degree Program applicants must:

- Hold a four-year Bachelor's Degree or equivalent credential conferred by an approved institution of postsecondary education and provide official transcripts. A minimum of 120 Credit Hours minimally at the undergraduate level to include at least 30 Semester hours of General Education Credit.
- An undergraduate degree in a specific field is not a requirement; qualified students from all backgrounds are encouraged to apply, unless otherwise specified in the program requirements. The Admission decision is based on a combination of a student's undergraduate academic performance, relevant professional experience, and letters of recommendation.
- Three (3) years of full-time relevant work experience recommended.

### **Undergraduate Degrees Admissions' Requirements**

In addition to the General Admissions Requirements:

Students pursuing an undergraduate degree at UNIR International University must successfully complete a minimum of 123 semester credit hours if enrolled in a Bachelor's degree as follows:

- For Bachelor's Degrees: Complete 30 credit hours (mandatory) of prescribed general education courses, and 93 credit hours of prescribed major courses.

### **BS Nursing (RN to BSN) Admissions' Requirements**

In addition to the General Admissions Requirements applicants must:

- Hold an Associate degree in nursing from an accredited institution.
- Applicants seeking to transfer credits must provide official transcript from approved post-secondary schools.
- Background check and drug screening.
- License as a registered nurse that is active and non-restricted.

**Admissions' Process**

Students desiring to enter a Degree Program at UNIR International University should contact the Admissions Office or log onto our website at [unir.edu](http://unir.edu) to submit an application. Students should submit their applications well in advance of the date they desire to enter the University to permit proper scheduling and assure availability. Local applicants are encouraged to visit the University in person. International applicants may apply online. The University uses a rolling admissions policy.

Applicants will be notified of their acceptance or rejection by the University within ten (10) days after the application is submitted. All admissions services are conducted on equal opportunity/equal access basis.

The Admissions Office is open throughout the week during the following hours: Monday through Friday, 9:00am to 7:00pm, and Saturday by appointment.

## **Enrollment Procedures**

### **Language of Programs**

Programs are taught in English or Spanish. Class starts vary depending upon the language of instruction. Evidence of English proficiency is required if a student's primary language is not English and is applying for a Degree Program taught in English. The applicant must take the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 500 must be achieved on the written format, or 173 on the computer version, or 61 on the internet based. Please see the admissions requirements for more information.

Completing a course or program in a language other than English may reduce employability where English is required.

### **Personal Interview**

A personal interview with an admissions representative is required for all applicants prior to acceptance into their program. During this interview, the admissions representative evaluates an applicant's career goals and potential for academic success.

### **Enrollment Agreement and Registration**

Prospective students must complete an Enrollment Agreement specifying the program, language and delivery method of choice before receiving an acceptance by the institution.

To register for classes, students must have academic and administrative clearance, which includes the requirement that all tuition and fees are paid by the required dates.

### **Late Enrollment**

A student who wishes to enroll after the registration deadline (which is the Class Start Date of every Term) may do so with the approval of the Registrar and up to the Add/Drop Period, which is one week within the beginning of the term. A late registration fee of \$25 will apply.

### **Acceptance by Institution**

The UNIR International University catalog is available online at the institution's website [www.unir.edu](http://www.unir.edu) for all applicants to review. Applicants receive catalogs prior to their interview. The catalog is reviewed during the interview with the applicant. The applicant is encouraged to ask questions and is given additional clarification if needed. The applicant signs the enrollment agreement and attests to the fact that s/he understands the terms and conditions of attending UNIR International University. Upon review of the application and enrollment documents, the University will determine if the prospective student is accepted into the selected program and is eligible to register for classes. The applicant will be informed of the admission's decision by letter within ten (10) business days of the interview and submission and review of all required documents.

## **Transfer of Credits**

### **Policies on Transferring Credit from Other Institutions**

UNIR International University accepts transfer credits applicable to an applicant's program of study from other eligible institutions. To apply for transfer credit, students must send an official copy of their transcript to the Academic Department for review and complete the corresponding paperwork for each transfer course. A transfer student's transcript(s) becomes part of the official student permanent record. UNIR International University, upon evaluation, will determine how many credits, if any, will apply toward a degree. Credit for undergraduate programs may be granted only for courses in which grades of "C" or better have been earned (2.00 GPA or higher). Students must complete at a minimum 25% of an undergraduate program, and a minimum of 90% of a graduate program at UNIR International University in order to be eligible for graduation. Transfer credits for Graduate programs will be considered on a case by case basis. Credit may be granted only for courses in which grades of "B" or better have been earned (3.00 GPA or higher).

### **Policies on Transferring Credit to Other Institutions**

Acceptance of transfer credits by another institution is at the sole discretion of the receiving institution. UNIR International University does not guarantee transfer of credits.

### **Policies on Course or Program Cancellation**

UNIR offers courses based on the students' needs. However, if a course or program cancellation arises, due notice will be given to students. A decision to cancel a course is at the discretion of the Academic Department of UNIR International University. Upon making such decisions, the University will notify the potential and enrolled students by way of email, hard copy mail, and if appropriate, via telephone. This decision would be based on an enrollment substantially below the expected level, and the pattern of levels of past enrollment and/or the unavailability of an appropriate instructor. The UNIR International University refund policy will apply.

## **Graduation Requirements**

To be eligible for a degree at UNIR International University students must:

- Successfully complete the required graduate or undergraduate level semester credit hours of the specific program of study.
- Complete undergraduate degree requirements with a cumulative G.P.A of 2.0 or higher, or for graduate degree programs, complete requirements with a cumulative G.P.A of 3.0.
- For undergraduate degrees: Complete at a minimum 25% of an undergraduate program at UNIR International University. For graduate degrees: Complete 90% of the program at UNIR International University.
- Complete all financial obligations with the institution and all required exit paperwork.

## **Academic Programs:**

UNIR International University offers graduate and undergraduate degree programs as follows:

### **School of Education**

- Master of Science in Education
  - o Concentrations in:
    - Educational Leadership
    - Educational Technology

### **School of Nursing**

- Master of Science in Nursing
  - o Concentrations in:
    - Health Informatics
    - Nursing Education
    - Public Health Nursing
    - Leadership and Management in Healthcare Systems
  
- Bachelor of Science in Nursing (RN to BSN)

### **School of Business**

- Master of Science in Healthcare Management

### Master of Science in Education

(36 Graduate Level Semester Credit Hours – Estimated Completion Time 12 months)

#### Program Description

The Master of Science in Education program is designed for professionals interested in acquiring skills and/or teaching practice, through access to current theories, methodologies, and pedagogical techniques applicable to different educational levels.

The program curriculum is competency-based, flexible, and oriented by Projects that enables the student to experience what has been learned, apply critical thinking, socialized, and constructive participative learning, as well as providing a permanent reflection on the educational practice that allows learning in a comprehensive and articulated way. The program is administered using a model that integrates information technologies strategies as a study modality, as well as a transversal axis in all classes, thereby facilitating learning using the tools available in digital environments in a flexible way without time constraints and space.

The program is designed to foster strong analytical and personal skills, technological abilities, effective communication, and logical ethical approaches to the education industry. The curriculum encompasses teaching competencies and includes a culminating experience and research component required for program completion.

The program is structured as follows:

- Core Credits: 27
- Concentration Credits: 9
- Total Credits: 36

Students take 27 Core Credits, which includes 3 Capstone credits, then they have the option of taking a concentration of 9 credits. The concentrations options are:

**Concentration in Educational Leadership** This concentration provides leadership skills and tools to assist the student to reach their full potential. Students will learn to interpret leadership models, teacher evaluation, and motivation, and use it to develop professional learning opportunities that promote continuous improvement. Upon completion of this concentration, students will have the following skills:

- Ability to perform functions as leaders of transformation in educational organizations of any level.
- Ability to foster through innovative instructional and managerial practices a school climate conducive to the learning of all constituents.
- Ability to apply methods and techniques of negotiation and conflict resolution in educational organizations.

**Concentration in Educational Technologies** This concentration prepares educators and other professionals to serve as technology leaders by teaching them to track trends and leverage technology as an effective tool to support learning and meet the needs of staff, teachers, and students. Upon completion of this concentration, students will have the following skills:

- Ability to implement pedagogical models using Technologies in Education.
- Ability to develop teaching methodologies that adjust to current trends in education.
- Ability to use new technological trends to innovate learning models in teaching practice.

### **Program Objective**

The program's objective is to deepen students' knowledge and expertise, develop their professional skills, and enable them to compete for a rewarding career in the education field. The Master of Science in Education degree is designed to prepare educators for career advancement.

To support the University's Mission and goals, the MS Education with concentrations provides learning opportunities in which the students gain experience, practice, and acquire skills and knowledge in:

- Promoting the acquisition of knowledge, abilities and skills related to the theoretical foundations of educational science in current teaching and learning models,
- Using innovative tools and critical analysis.
- Facilitating socialization that fosters the design of innovative strategies, methods and techniques of teaching and learning according to current trends in education
- Offering teaching strategies that guarantee the development of applied educational research skills.
- Promoting in teachers the leadership and administration capacities for educational institutions,
- critically analyzing problems on the basis of research methods that are linked to educational management.
- Developing competencies for teaching-learning processes through didactic use and new technological trends that allow the teacher to apply and innovate learning models in their teaching practice.
- Fluently communicate an oral or written discourse on technology in education, its trends and development.
- Developing educational research related to technology and its uses in education.



## Master of Science in Education

(36 Graduate Level Semester Credit Hours – Estimated Completion Time 12 months)

### Program Breakdown by Course

Course Code	Course Name	Credits
<b>Core Courses (27 credits)</b>		
MED 500	Psychology of Learning	3.00
MED 510	Pedagogical Perspectives of Education, Trends & Develop.	3.00
MED 520	Adult Learning	3.00
MED 541	Emerging Technologies in Education	3.00
MED 533	Learning Process and Creativity	3.00
MED 612	Curriculum, Instruction, and Assessment	3.00
MED 625	Designing Learning Environments	3.00
MED 645	Scholarly Writing and Research Strategies	3.00
MED 699	Capstone Project	3.00

### Concentration Courses (9 credits)

#### MS Education - Concentration in Educational Leadership (9 credits)

MEDL 682	Teacher Leadership	3.00
MEDL 683	Methods of Negotiation and Conflict Resolution	3.00
MEDL 684	Strategic Operations Planning and Innovation	3.00

#### MS Education - Concentration in Educational Technology (9 credits)

MEDT 685	Digital Educator	3.00
MEDT 686	Technology Curriculum and Planning with Technology	3.00
MEDT 687	Instructional Models for Digital Learning	3.00

### **Master of Science in Nursing**

(36 Graduate Level Semester Credit Hours – Estimated Completion Time 12 months)

#### **Program Description**

The Master of Science in Nursing at Atlantis University is an intensive graduate degree program designed to offer students an opportunity to become prepared as advanced practitioners in selected health care specialties so that they may assume roles as leaders, healthcare managers, clinicians, and ultimately improve health care for all people. The program is designed to prepare students for positions of leadership, and to provide students with a broad comprehensive view of advanced studies in Nursing.

#### **Program Objective**

Graduates who pursue a career in Nursing will be prepared to plan, organize, lead, control, and evaluate quality improvement initiatives in healthcare organizations. They are also prepared to integrate knowledge, management, leadership, and consultation into their roles and function in collaboration with other members of the health care team. The program is designed for working Nurses and seasoned Healthcare professionals who want to expand their careers and strengthen their credentials as leaders, healthcare managers, and administrators.

#### **Concentrations:**

The MS Nursing curriculum is organized by specialty or concentration. The program is 36 credit hours where the first 27 credits are the core courses, and the remaining 9 credits prepare students in the concentration of their choice. Required courses for each specialty are listed in the description of each concentration. For students who do not wish to pursue a concentration, they may complete the 36 credits of the program by taking the 27 credits of the core courses and the additional 9 credits from any of the concentration courses.

**MS in Nursing with Concentration in Health Informatics** – This concentration is designed to provide nurses and healthcare professionals with a unique leadership and management perspective while preparing them with the knowledge and competencies they need to leverage technology and data analytics tools to improve quality, safety, outcomes and cost-effectiveness of healthcare delivery.

**MS in Nursing with Concentration in Nursing Education** – This concentration is designed to provide students the knowledge and competencies to be academic nurse educators in various educational and practice settings. Upon completion, graduates will possess the knowledge and skills that enable educators to teach effectively in clinical and lab, online, hybrid, virtual and classroom learning environments.

**MS in Nursing with Concentration in Leadership & Administration in Healthcare Systems** – This concentration is designed to provide students with the knowledge and competences to lead, shape policies, influence patient outcomes, and deliver the best care possible. Upon completion, the graduate will possess a well-rounded nurse executive set of skills to have an impact in any healthcare setting from the waiting room to the boardroom.

**MS in Nursing with Concentration in Public Health Nursing** – This concentration is designed to prepare students to integrate advanced nursing practice with population-based public health perspectives. Students will learn to work with and guide teams in the development of innovative, evidence-based, culturally appropriate health care services for identified high-risk populations locally and internationally.

**RN to MSN Track** – Students who meet the requirements and are enrolled in the RN to BSN program have the opportunity to move directly into the MSN and complete two degrees in 24 months. The RN to MSN track prepares graduates to take on challenging career options in leadership within their field by building on prior clinical knowledge and practice.

## Master of Science in Nursing

(36 Graduate Level Semester Credit Hours – Estimated Completion Time 12 months)

### Program Breakdown by Course

Course Code	Course Name	Credits
Core Courses (27 credits)		
MSN 503	Professional Nursing Practice	3.00
MSN 504	Organizational Leadership and Informatics	3.00
MSN 505	Legal and Ethical Considerations in Care Coordination	3.00
MSN 590	Evidence-based Practice Project	3.00
MSN 621	Principles of Healthcare Financial Management	3.00
MSN 630	Healthcare Data Management and Analytics	3.00
MSN 645	Performance Improvement and Quality in Health Care	3.00
MSN 650	Acquiring Developing, and Leveraging Human Capital	3.00
MSN 683	International Perspectives in Community Health	3.00
<b>MS Nursing - Concentration in Health Informatics (9 credits)</b>		
HCI 604	Healthcare Informatics and Technology	3.00
HCI 617	Electronic Health Records: Analysis of Clinical Information Systems & Application to Nursing Practice	3.00
HCI 610	Health Informatics Capstone	3.00
<b>MS Nursing - Concentration in Nursing Education (9 credits)</b>		
NUE 605	The role of the Nurse Educator	3.00
NUE 618	Curriculum design, development, assessment and evaluation in Nursing Education	3.00
NUE 610	Nursing Education Capstone	3.00
<b>MS Nursing - Concentration in Public Health Nursing (9 credits)</b>		
PHN 606	Foundations of Public Health Nursing	3.00
PHN 619	Application and Interpretation of Public Health Data	3.00
PHN 610	Public Health Nursing Capstone	3.00
<b>MS Nursing - Concentration in Leadership &amp; Management in Healthcare Systems (9 credits)</b>		
HCL 607	Healthcare Quality and Safety Management	3.00
HCL 620	Leadership & Decision Making in Healthcare: Leading the future of Healthcare	3.00
HCL 610	Leadership in Health Care Systems Capstone	3.00

## **Bachelor of Science in Nursing (RN to BSN)**

(123 Credit Hours – 63 semester credits will be awarded for the student entering with the Associate's degree in Nursing. The upper division major courses will be taken at UNIR to total 60 semester credit hours. Estimated Completion Time: 20 months)

### **Program Description**

The BS in Nursing (RN to BSN) is a program for current, active registered nurses with an associate degree in nursing. This program emphasizes the skills needed to be successful in healthcare settings. The curriculum emphasizes issues that affect patients and how healthcare is delivered.

### **Program Objective**

Graduates who choose to pursue a career in nursing and healthcare management or academia will become successful managers, supervisors, or educators who demonstrate strong leadership, technical, and team skills; and a commitment to continuing professional development.

The BS Nursing program prepares graduates for a rewarding career in nursing and nursing management. UNIR International University BSN graduates will have a thorough grounding in the principles and practices of nursing and management as well as the scientific and leadership principles upon which they are built; they will also be prepared for further education and for productive employment in the industry.

Graduates of the Bachelor of Science in Nursing Degree program will be able to:

1. Assess a healthcare situation and think critically and ethically to resolve the situation
2. Work with others to manage patient care
3. Communicate effectively in complex healthcare situations
4. Enhance technology skills used in healthcare

Upon completion of the Bachelor of Science in Nursing Degree program, students may seek employment in healthcare facilities where nursing and management skills are needed.

## **Bachelor of Science in Nursing (RN to BSN)**

(123 Credit Hours – 63 semester credits will be awarded for the student entering with the Associate's degree in Nursing. The upper division major courses will be taken at UNIR to total 60 semester credit hours. Estimated Completion Time: 20 months)

### **Program Breakdown by Course**

<b>Course Code</b>	<b>Course Name</b>	<b>Credit Hours</b>
NUR 301	Introduction to the role and scope of Nursing	3.00
IDS 310	Critical Thinking and Conflict Resolution	3.00
NUR 320	Pathophysiology	3.00
NUR 330	Health Assessment	3.00
NUR 340	Pharmacology	3.00
COM 350	Interpersonal Communications	3.00
NUR 360	Public Health	3.00
NUR 370	Ethical and Legal Practices in Nursing	3.00
NUR 380	Nursing Leadership and Management	3.00
NUR 390	Nursing Informatics	3.00
NUR 401	Healthcare Assessment and Practices	3.00
NUR 410	Nursing in Diverse Communities	3.00
NUR 420	Crisis Intervention in Healthcare	3.00
NUR 430	Global Aspects of Healthcare	3.00
HSA 440	Risk Management in Healthcare	3.00
PSY 450	Psychiatry	3.00
IDS 460	Performance Evaluation	3.00
NUR 470	Nursing Practicum 1	3.00
NUR 480	Nursing Practicum 2	3.00
NUR 499	Nursing Capstone	3.00

**Master of Science in Healthcare Management**

(30 Graduate Level Semester Credit Hours – Estimated Completion Time 20 months)

**Program Description**

The Master of Science in Healthcare Management at UNIR International University is an intensive graduate degree program designed to instruct students in the theories and practices of the modern healthcare management environment. The program is designed to prepare students with knowledge, skills and abilities, through a program that incorporates health science, technology applied in health management, education projected towards research, projection and community service, using basic management principles in organizational performance.

**Program Objective**

Graduates who choose to pursue a career in Healthcare Management will be prepared to plan, organize, lead, control, and evaluate quality improvement initiatives in healthcare organizations. The program is designed for working adults who want to expand their careers and strengthen their credentials as healthcare managers, administrators, and consultants.

**Program Breakdown by Course**

<b>Course Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
HSA 520	Special Topics in US Healthcare System	3.00
HSA 540	Leadership in Healthcare	3.00
MAN 531	HR Fundamentals & Organizational Dynamics	3.00
HSA 565	MIS for Healthcare Management	3.00
HSA 570	Health Data Management Apps	3.00
HSA 575	Healthcare Policy and Ethics	3.00
HSA 581	Population Health Informatics: Systematic Application to Public Health	3.00
HSA 635	Methods of Health Care Negotiation & Conflict Resolution	3.00
HSA 649	Research Project – Community Health	3.00
HSA 699	Healthcare Capstone Project	3.00

## **Description of Institution**

UNIR International University is located at 1444 Biscayne Boulevard, Miami, Florida 33132. UNIR is the branch of Atlantis University. The Campus is equipped with a reception area, lecture room, computer laboratory, administrative offices, library, restrooms, and a student lounge area for the enjoyment of students, faculty and staff occupying approximately 1,609 square feet. UNIR has an office for student services and career assistant services. Ample and secure parking is available. Students have access to the school facilities through public transportation.

UNIR International University campus is located at the center of Miami's design district in the heart of the cultural, financial and commercial sector. It is located in the most international area of the city with proximity to all major expressways for easy access. Disabled parking spaces and paved ramps allow access to the physically disabled.

### **Institution Library**

The library is the information center of UNIR International University. The mission of the library is to facilitate and expedite access to information using appropriate resources to support the programs offered. In addition to textbooks and other media, the library provides students, faculty, and others with access to resources throughout the world via high-speed internet connections and on-line and virtual subscriptions to research documents and publications.

Access to any of the UNIR library resources is provided through LIRN (Library & Information Resources Network, ICN); and to address the needs of the Spanish-speaking student population, UNIR International University subscribes to Fuente Académica. The online library is available to students at any time, via password, with access to an internet connected computer. This virtual library includes the following specific resources:

**Program Resources:** These include online journals, government documents, research institute reports, and internet-based white papers, surveys, statistics, and similar information resources.

**Online Books:** The collection of online books includes more than 23,000 titles. Students and faculty may search the collection, view important resources, and highlight and print pertinent sections. They may also make notations for research purposes and create bookshelves of volumes necessary for current projects.

In the online book collection, the key subject areas include the following: Business & Economics, Computers, Technology and Mathematics, Education, Psychology and Family, History, Literary Criticism, Fiction, Linguistics and Foreign Language Study, Medical, Performing Arts, Music, Art and Architecture, Political Science, Philosophy and Law, Science and Nature, and Social Science and Religion.



**Government Resources:** These include 150,000 full-text government documents.

### **Career Development Resources**

**General Reference Materials:** These include a comprehensive list of links to almanacs, dictionaries, maps, encyclopedias, and other reference works for swift and easy access to reference resources.

**Life and Leisure Resources:** These include additional information resources for topics outside the classroom, including eldercare, genealogy, travel, consumer information, food and cooking, health-related issues, and more.

Staffed with a professional librarian, the UNIR library is an essential part of our student's educational success. The mission of the library is to support the curricula offered by the institution.

### **Equipment**

UNIR offers each student individual computer workstations to use while in class and on campus and makes other office equipment such as copiers and printers available in order to meet academic requirements.

### **Student Services**

#### **Housing**

UNIR does not maintain housing for students but does provide resources to find nearby housing and shared accommodations.

#### **Student Records and Transcripts**

Student records are retained perpetually at the institution site in Florida in a fireproof cabinet. Computer records are backed up weekly and stored at UNIR. Requests for copies of transcripts for personal use may be made by contacting the Registrar and paying the appropriate fee. The school will issue official copies to another college, employer, institution, or agency, only at the student's request. Students and alumni may request copies of their academic records, which will be stamped "Student Copy". There is a \$15 charge for each transcript after the issuance of one upon graduation.

#### **Records and Information**

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

## **Family Education Rights and Privacy Act**

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

## **Career and Placement Services**

Placement services are available at no charge to the student. UNIR assists students in identifying career advancement opportunities in the field of study upon graduation but does not guarantee employment. Graduates of programs taught in Spanish may encounter employment limitations if they don't speak English due to the fact that most businesses in the United States require fluency in the English language.

## **Support Services – Academic Advising**

UNIR is committed to helping students achieve their academic and professional goals through academic advising. Academic Advising services provide students with information, guidance, and access to resources in order to obtain the maximum benefit from their educational experience at UNIR International University. Academic advisement is available from the Academic Department upon request from the student. Students with issues of a personal nature will be referred to local public or private agencies for professional assistance.

## **Academic Policies and Standards of Progress**

### **Maximum Number of Students per Class**

The maximum number of students per course is established at 20 students to guarantee sufficient time for student/faculty interactions, adequate tutorships and feedback.

### **Syllabi**

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

### **Registration**

Students will receive a grade or credit only for classes for which they are registered. All students are expected to register for courses by the registration date listed in the academic calendar. Students may pre-register for courses. Only students in good standing, both academically and financially, are eligible to register for classes. Students must receive clearance from both departments in order to register for classes. Alternative arrangements for payment must be made with the Financial Services Department prior to registration. The student must confirm that written notice of tuition payment arrangements is forwarded by the Financial Services Department to the Registrar. Students who fail to follow this procedure will not be considered registered and are not entitled to the student services of the University.

### **Failure to Register**

A student who leaves the university without obtaining a leave of absence, or who fails to register and pay the required tuition or fees for more than one term, must apply for readmission to the University.

### **Leave of Absence (LOA)**

Students in good standing, who have a family or personal emergency, or who have military orders for active services, can take a leave of absence from UNIR and will not be required to apply for readmission. The student must make a written request for a leave of absence. The written request must state the nature of the emergency, and when the student is planning to resume classes. The leave may not exceed 180 days within any 12-month period. The leave of absence must be approved by the Academic Director. Once approved the student is considered to be on an approved Leave of Absence (LOA). Courses that have commenced prior to the date of the approved leave of absence will be assigned a grade of Early Drop (ED) or Late Drop (LD). Early Drop (ED) grades assigned to these courses are not used in the calculation of the GPA and completion percentage. Late Drop (LD) grades will be used in the calculation of the completion percentage. If a student does not return when scheduled, he or she will be terminated. The last day of actual attendance will be used for refund purposes.

### **Withdrawals**

Students withdrawing from the University and seeking tuition refunds shall notify the Registrar Office of their intention to withdraw in writing. Nonattendance does not reduce or alter a student's financial obligation to the university. If a student does not return when scheduled, he or she will be terminated. UNIR refund policy will apply. The last day of actual attendance will be used for refund purposes. Early Drop (ED) grades assigned to withdrawn courses are not used in the calculation of the student's GPA. Late Drop (LD) grades will be used in the calculation of the student's GPA. Students who discontinue attendance in a course and who fail to withdraw within the designated period will earn the appropriate letter grade, an F.

### **Attendance Policy**

Students are expected to attend classes as scheduled. In the event that a student is forced to be absent for any reason, it is recommended that the student consults with the instructor, in advance if possible, to establish how and when to make up missed coursework. There are no charges to make up work. If absences exceed 20% in a calendar month, the student's academic advisor will be notified, and the student will be subject to administrative review. The academic advisor will submit recommendations to the Academic Director. Excused absences will be granted for extenuating circumstances only. In case of special hardship, a student may petition the Academic Director for suspension of the requirement or permission to withdraw without penalty.

## **Grading Scale**

Atlantis University's grading scale and academic standards are based on the following grade-point equivalents:

<b>Letter Grade</b>	<b>Numeric Grade</b>	<b>Grade Points</b>
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Below 59	0.0

## **Make-Up Work Policy**

Students who are unable to complete required work by the end of a term may be granted an Incomplete (I) grade with the instructor's approval. This make-up work policy is granted on a case- by-case basis. Arrangements must be completed within a stated time frame from the end of the course. Failure to make sure arrangements, without administrative approval, will result in a failing grade. Make-up work may be submitted in cases when an Incomplete "I" grade is granted; which is a temporary grade that may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Students will have two weeks from the term's end date to complete course work. Otherwise, the grade will convert to an F.

## **Standards of Academic Progress Policy (SAP Policy)**

Students are expected to meet specific standards of satisfactory academic progress while working toward a diploma or degree at UNIR International University. Students will be evaluated for academic progress at the end of each semester– which is a period of 16 weeks (4 terms) calculated from the student's Start Date. There are three criteria a student must satisfy in order to be viewed as making Satisfactory Academic Progress. The satisfactory academic progress policy measures the following:

1. **Qualitative Measure (Cumulative GPA):** Undergraduate students must maintain a cumulative grade point average of 2.0 or higher, Graduate students must maintain a cumulative grade point average of 3.0 for all credit hours attempted to remain compliant with SAP Policy. This amounts to a “C” average. The grade of “W” has no effect on the student's cumulative grade point average.
2. **Quantitative Measure (Credit Hour Progression):** 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, a student enrolls for 12 semester credit hours the student is required to successfully complete a minimum of 8 semester credit hours ( $12 \times 67\% = 8$ ) for the term.
3. **Timeframe (Attempted Credit Thresholds) or Maximum Timeframe to Complete (150%):** The maximum allowable timeframe for receiving aid is equal to 150% of the length of the program. For a credit hour program, 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. For transfer students, accepted transfer coursework will be counted in the maximum timeframe. Students can repeat a course, but the credits will also be applied toward the maximum timeframe. Required remedial coursework will not be counted toward the student's maximum timeframe (up to 30 credits).

## **SAP Terminology**

“Attempted” means all credit hours for which a student is enrolled and has attended after the drop/add date for class enrollment.

Successful completion of a course is defined as a passing grade. Grades of “W” (withdrawn) and “F” (failing) are not considered successful completion. A grade of “I” (incomplete) is not considered to be successful completion until the course has been completed and the new grade has been officially received and recorded within a maximum timeframe of one (1) term.

A grade of “W” is given when a student drops from a course after the add/drop week.

An Incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Students will have two weeks from the term’s end date to complete course work. Otherwise, the grade will convert to an F.

Pass/fail grades count as both attempted and completed hours.

Transfer credits are counted toward the student’s current program count as both attempted and completed hours.

The Institution does not provide for proficiency credits, non-credit courses, and remedial courses, therefore are not considered part of the students’ satisfactory academy progress.

## **Repeat coursework**

The University allows a student to repeat a failed course. A failed course is a course in which a student received an “F”. The policy does not remove the previous grade and does not eliminate the effect of that grade on the cumulative GPA computation. The repeated course will be included in the attempted credit hours in calculating maximum timeframe to complete the course.

## **Academic Standards for Degree Candidates**

All students in Undergraduate Degree and/or in Diploma programs at the university should maintain at a minimum, a grade-point average of 2.0 (“C”) to receive credit. Students in Graduate Degree programs should maintain at a minimum, a grade-point average of 3.0 to receive credit. Successful course completion requires that all courses be successfully completed in order to graduate.

## Categories of Academic Progress:

1. **Academic Warning** - A student will be placed on Academic Warning at the end of a semester for which the satisfactory academic progress standards outlined above have not been met. This status is only available for students making satisfactory academic progress in the prior semester. An Academic Warning is valid for one semester and allows the student to remain eligible to continue registered for one semester. If after one semester the student is again meeting satisfactory academic progress, the student will be removed from SAP warning.
2. **Academic Probation** - A student will be placed on academic probation for not meeting the standards outlined above for a second payment period. A student placed on academic probation is ineligible financial assistance unless a successful appeal is filed with the school director. The student appeal must include the reasons for which the student failed to meet SAP and what has changed that will allow the student to make SAP at the next evaluation. If the appeal is approved, the student will be allowed to remain on probation until the next payment period. As a result of a successful appeal, the student will be placed on an academic plan designed by an instructor that must be followed. The academic plan will outline grade and course requirements that will allow the student to successfully meet SAP. Under an academic plan, a student's progress will be monitored at the end of each semester in order to ensure that the student is progressing according to the requirements of the plan.  
If the student is meeting the requirements of the academic plan, the student is eligible to receive financial assistance as long as the student continues to meet those requirements and is reviewed according to the requirements specified in the plan. If after one semester, the student is again meeting satisfactory academic progress, the student will be removed from academic probation.
3. **Academic Suspension** - A student will be placed on suspension for not meeting the academic standards outlined above after a semester of probation and lose eligibility for financial assistance funds as a result.

### SAP Dismissal / Termination

When a student on Probation fails to achieve acceptable standards of Satisfactory Academic Progress prior to the next SAP report, the student will no longer be eligible to continue his/her enrollment and will be dismissed for not meeting standards of academic progress.

### SAP Appeal

A student whose enrollment has been terminated may apply for reinstatement on a probationary basis by submitting a SAP Appeal form to the Academic Department. In the form the student must indicate the criteria he/she is not

meeting: CGPA, Pace, Timeframe. SAP Appeals may be considered in extenuating circumstances only, including death of a relative, personal injury, illness, physical disability, first semester at UNIR, other.

In all instances, the appeal must be substantiated by relevant supporting documentation and a copy of the academic improvement plan (when the criteria not being met is CGPA). Appeal results will be determined and communicated to the student via email within approximately 10 business days after the appeal is received.

Students whose appeal is denied, may submit an appeal for a future term if they appear to be able to meet SAP standards within their maximum timeframe.

### **Conditions for Reinstatement**

To be reinstated as a regular student after enrollment eligibility has been terminated, a student must retake previously failed courses so that the recalculated cumulated grade point average and maximum time frame levels meet or exceed the minimum requirements. Eligibility resumes only after student returns to satisfactory recalculated qualitative and quantitative standards.

### **Drop/Add Period**

#### **Drop/Add Period for Degree Programs:**

Courses can be added or dropped from the student's schedule during the first week of the semester without penalties. However, the student must be aware of the penalties involved in adding or dropping a course after the second week of the semester. The timing of the drop will determine if a financial and academic penalty is incurred. It is the student's responsibility to notify the Registrar Office in writing anytime a change is requested.

Students dropping within the Add/Drop period will not be charged tuition for that class or count as a course taken at the school. The class dropped will have no effect on the student's GPA.

Students dropping after the Add/Drop period will be responsible for the entire tuition of the semester. The class dropped will have an effect on the student's GPA as it will result with a final grade of "F".



### **Changes Made by Institution**

The University reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students, to be effective whenever determined by the University. It also reserves the right to modify or discontinue any of the services, programs described in the catalog or on the website. These changes will govern current and formerly enrolled students. Enrollment of all students is subject to this condition. Students and applicants will be notified about any changes made by the institution by affixing the change to the catalog and notifying students via its communication channels.

### **Graduation Requirements**

Graduation requires the successful completion of all courses of the program of enrollment as prescribed, and a 3.00 (B) cumulative grade point average or better for graduate programs, and a 2.00 (C) cumulative grade point average or better for undergraduate programs. Graduation determination is based upon the student's satisfactory achievement and demonstration of the required knowledge and skills.

Only those graduate level courses in which a student earns the equivalent of a 2.0 (C) or better may be applied toward the total number of credits required for graduation.

All students must complete the general graduation requirements as prescribed by the University, as well as degree requirements specified in the degree being pursued. Students meeting these requirements will be issued a Bachelor of Science Degree, or a Master of Science Degree.

Students should must request an exit interview in order to graduate. Accordingly, students must contact the Academic Director to schedule an appointment and/or make arrangements to complete the necessary paperwork.

Only those students who have completed all degree requirements are allowed to participate in the commencement exercises. Students will not be issued a degree or transcript of their records until all debts and obligations owed to the University have been satisfied. Students will not be issued a degree unless they are in good standing according to University policies and regulations. The student must not be on disciplinary probation.

### **Credential Awarded upon Completion**

Students who satisfactorily complete an academic program will receive a degree from UNIR International University as follows:

- Master of Science in Education
- Master of Science in Nursing
- Bachelor of Science in Nursing (RN to BSN)
- Master of Science in Healthcare Management

## **General Information**

### **Student Conduct**

Students are expected to conduct themselves in accordance with the university's goals as an educational institution. This means that students should treat all members of the university community with courtesy, and their behavior should reflect the basic principles of respect for persons and property. In order to maintain a learning environment that is safe and inviting for every member of the university community, instructors may, with the approval of the Administrative Director, exclude from class any student who exhibits unbecoming conduct. Improper conduct includes, but is not limited to:

- Non-compliance with rules and regulations.
- Conduct that reflects unfavorably upon the school or its students.
- Unsatisfactory academic progress.
- Excessive absences or tardiness.
- Failure to pay fees when due.
- Cheating.
- Falsifying records.
- Breach of institution enrollment agreement.
- Failure to abide by the rules and regulations of clinical sites.
- Entering the institution while under the influence or effects of alcohol, drugs, or narcotics of any kind.
- Carrying a concealed or potentially dangerous weapon.
- Sexual harassment.
- Harassment of any kind including intimidation and discrimination.

### **Student Obligations**

Should a student in any university program fail to meet his or her obligations with respect to all tuition, fees and charges when due, or fail to make satisfactory payment arrangements with the Business Office with regard to tuition, fees and charges, or the repayment of loans, the college may bar a student's registration, refuse admittance to classrooms, restrict library privileges or withhold certificates and diplomas, until such obligations are met. Continued failure to meet student obligations may result in suspension from the university.

Should the students fail to return library materials when due, they will be responsible for fines and charges, which are posted in the Library. Further, if students fail to meet their library obligations, UNIR International University reserves the right to bar registration and withhold certificates and diplomas to which students would otherwise be entitled.

### **Hazing Policy State of Florida Hazing law: 240.1325**

UNIR International University complies with Florida State Law prohibiting hazing. The definition of "hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization

operating under the sanction of a postsecondary institution. Such term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity which could adversely affect the physical health or safety of the student, and also includes any activity which would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing is not allowed even with student consent. Any individual student or group of students found guilty of such violation will receive disciplinary probation, suspension, dismissal, expulsion or any combination of such penalties, depending upon the circumstances and the severity of the individual case.

After it has been determined that a student or employee of UNIR International University has participated in disruptive activities, the following penalties may be imposed against such person:(a) Immediate termination of contract of such employee; (b) Immediate expulsion of such student from the institution of higher learning for a minimum of 2 years.

It shall be considered a violation of this policy for any UNIR International University employee, faculty member, or student to abuse another through harassing conduct or communication. Whenever such misconduct exists, the supervisor or other appropriate person is required to take prompt and corrective action consistent with the discipline provisions of the appropriate policy.

### **Americans with Disabilities Act (ADA)**

UNIR International University maintains compliance with the Americans with Disabilities Act by making reasonable accommodation within the scope of compliance of the ADA. Its facilities are outfitted with restroom equipment for the physically disabled, and handicapped parking is available on campus. Requests for additional reasonable accommodations can be made to the Academic Director.

### **Non-Discrimination Policy**

In accordance with Title IX of the Education Amendments of 1972, "UNIR International University admits students of any race, color, nationality or ethnic origin, to all the programs, and all activities that are made available to the students. Furthermore, the University does not discriminate on the basis of race, color, national or ethnic origin, sexual orientation or gender identity/expression in its admission policies, administration, scholarship, tutoring, job placement and other school programs." Regarding individuals with disabilities, the University ensures that students with disabilities have equal access to facilities and program participation as described in Section 504 and 508 of the Rehabilitation Act of 1973 and in compliance with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA).

## **Sexual Harassment Policy**

Sexual harassment is unlawful and is unacceptable behavior at UNIR International University. It is unlawful to retaliate against an employee or student for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. As part of the University's overall nondiscrimination policy, the University prohibits all forms of harassment of others because of race, color, religion, gender, age, national origin, ancestry, sexual orientation, physical or mental handicap, veteran or other protected status. In particular, an atmosphere of tension created by inappropriate sexual advances of any kind, discriminatory remarks or discriminatory animosity does not belong at the University and will not be tolerated. Full descriptions of the University's sexual harassment policy are available from the Director of Student Services.

## **Grievance Procedures**

Grievance procedures are provided for students who believe that they have been unlawfully discriminated against, unfairly treated, or harassed in any way. Academic grievances relate to a complaint about a course, program of study, or grade. Students are expected to address any disagreements or conflict directly with the individual involved in person with a written document outlining the complaint and communication. After this, if there is no satisfactory resolution, the student may set an appointment by phone to see the institution director. All communications regarding the complaint must be in writing and all meetings and communications will be documented in the student file. Every attempt at a satisfactory resolution will be made. UNIR International University strives to ensure fair and equal treatment for all of its students. For this reason, it insists that full attention be given to any grievance a student may have.

Students who have grievances should address them to the Academic Department or the Student Services Department who will give guidance and provide the student with information and direction for pursuing a resolution.

Students who are unsure how to utilize the grievance procedures or are uncomfortable addressing issues with the appropriate person should contact the Compliance Officer at [compliance@unir.edu](mailto:compliance@unir.edu)

1. Complaints against students or university employees shall first be directed to the individual. Complaints must be made within six months of the problem.
2. All students are urged to discuss openly and frankly their school-related concern, problems or questions with their teachers. Effective two-way communication between teacher and student has always served the best interests of both. Many problems can be resolved in this way. For this reason, all teachers are expected to listen carefully to the student, consider the problem and try to resolve it through direct conversation.

3. If the student is not satisfied with this solution, he/she may write to the Administrative Director, explaining the problem in detail. The Administrative Director will review this letter carefully together with the Administrative Director of Students and the Administrative Director and arrange a meeting with the student to further understand the situation. Within 10 working days, the Administrative Director should reply in writing to the student, stating the resolution of the matter.
4. If the student is still not satisfied with this solution, he/she may write a letter to the President of the University, stating the problem in detail and the steps that were taken to alleviate it. The decision of the President is final, and the student should receive a letter explaining that decision within 15 working days.
5. All communications must be in writing and on file.
6. Students who feel a complaint or grievance is unresolved, after exhausting the institution's grievance procedure, may refer their grievance to the Executive Director, Commission for Independent Education, 325 West Gaines Street #1414, Tallahassee, FL 32399-0400, (850)245-3200 or toll free (888)224-6684.

## **Drug-Free Learning and Working Environment**

The unlawful possession, use, distribution, dispensation or manufacture of a controlled substance, including both illegal drugs and unauthorized use of alcohol or prescription drugs, is prohibited anywhere on the premises of UNIR International University. Violations of this policy will result in disciplinary procedures and/or criminal prosecution under state and federal laws.

Students or employees who are concerned about substance abuse are encouraged to consult with the Director of Student Services for confidential advice on resources available.

## **Academic Integrity**

Honesty and integrity are core human and values. UNIR International University administration and faculty expect that each individual understands and takes responsibility for these values, for they are central to every aspect of student life, especially research, papers, coursework and examinations. Academic integrity is the responsibility of every student who registers at the University, undergraduate and graduate alike. Dishonesty diminishes the quality of scholarship and deceives all those who depend on the integrity of the University's academic programs.

Students should be particularly careful not to compromise their academic integrity regarding examination behavior, fabrication and plagiarism.

The use of any external assistance during an examination will be considered academically dishonest unless expressly authorized by the instructor. Inappropriate examination behavior includes, but is not limited to, communicating with another student in any way during an exam, copying material from another student's examination, allowing another student to copy from one's examination paper and using unauthorized notes or other unauthorized materials.

Furthermore, any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity. Fabrication includes, but is not limited to, inventing or altering research for a research project or field project, and resubmitting returned and corrected academic work without the full knowledge and approval of the instructor. Plagiarism consists of appropriating and passing another's ideas or words off as one's own. When using another's words or ideas, students must acknowledge the original source through recognized referencing practices. Students who are unsure whether or not a citation is necessary, or what sort of citation is appropriate, should consult with their advisor or course instructor. Use of another's ideas or words must be properly acknowledged as follows:

- Direct quotations must be acknowledged by footnote citation and by either quotation marks or other appropriate designation.

- When another's ideas are borrowed in whole or in part and restated in the student's own words, proper acknowledgment must, nonetheless, be made.
  - A footnote or proper internal citation must follow the paraphrased material.
- Other forms of academic dishonesty include, but are not limited to, the submission of another's paper as one's own work, the use of a paper or essay to fulfill requirements in more than one class without both instructor's knowledge and expressed permission, and the acquisition of a copy of an examination in advance without the knowledge and consent of the instructor.

### **Courses of Action**

Students who have acted dishonestly or breached the code of Academic Integrity or other University student conduct policies may be subject to academic penalties, administrative review and/or dismissal from their academic programs, pending the decisions of the instructor and the director of the program. Students may appeal these decisions as outlined in the Grievance Procedure. It is University policy that suspensions, probations and dismissals be listed on academic transcripts.

Any student dismissed from the University, for violations of academic integrity, policy or rule of conduct may apply for readmission. In evaluating this reapplication, the Admissions staff will consult with the committee that originally made the decision to dismiss.

### **Academic Freedom**

UNIR International University is dedicated to maintaining a climate of academic freedom encouraging the sharing and cultivation of a wide variety of viewpoints. Academic freedom encompasses the freedom to study, teach, and express ideas, including unpopular or controversial ones, without censorship or political restraint. Academic freedom, rather than being a license to do or say whatever one wishes, requires professional competence, open inquiry and rigorous attention to the pursuit of truth.

## Academic Calendar

### 2021 Academic Calendar

**Note:** Each term begins on a Monday at 12:01a.m. And ends on a Sunday at 11:59 p.m.

#### January 4 – April 25, 2021

January 4 – January 31, 2021  
January 18, 2021  
February 1 – February 28, 2021  
February 15, 2021  
March 1 – March 28, 2021  
March 29 – April 25, 2021  
April 26 – May 2, 2021

#### Winter Semester 2021

Winter 2021 Term A (W21-A)  
MLK, Jr. Day – No Class/ Faculty & Staff Workday  
Winter 2021 Term B (W21-B)  
President's Day – No Classes / Faculty & Staff Workday  
Winter 2021 Term C (W21-C)  
Winter 2021 Term D (W21-D)  
Spring Break – No Classes  
Planning & Assessment Week

#### May 3 – August 22, 2021

May 3 – May 30, 2021  
June 1 – June 28, 2020  
June 29 – July 26, 2020  
July 27 – August 23, 2020  
August 23 - 29, 2021

#### Summer Semester 2021

Summer 2021 Term A (S21-A)  
Summer 2021 Term B (S21-B)  
Summer 2021 Term C (S21-C)  
Summer 2021 Term D (S21-D)  
Summer Break – No Classes  
Planning & Assessment Week

#### August 30 – Dec. 19, 2021

August 30 – Sept. 26, 2021  
Sept. 27 – October 24, 2021  
October 25 – Nov. 21, 2021  
Nov. 22 – December 19, 2021  
Dec. 20, 2021 – January 3, 2022

#### Fall Semester 2021

Fall 2021 Term A (F21-A)  
Fall 2021 Term B (F21-B)  
Fall 2021 Term C (F21-C)  
Fall 2021 Term D (F21-D)  
Holiday Break – No Classes  
Planning & Assessment Week

#### Hours of Operations

UNIR hours of operations are from Monday through Friday between 9:00am to 8:00pm; except during the observation of National Holidays (see Calendar).

#### Class Schedules

##### Day Schedule:

Monday through Friday 9:00am – 1:00pm

##### Evening Schedule:

Monday through Friday 6:00pm – 10:00pm

##### Note:

Classes have 10-minute breaks per hour of instruction.

**Orientation** Students who enroll in degree level programs may have to wait until the next semester start date to begin classes. For that reason, they are strongly advised to complete an open-enrollment Orientation course. During this course, students learn study skills, develop employment, life skills, and work ethic, learn more about their field of interest, and have the opportunity to develop friendships with other students.

**Program Start Dates** All Academic Programs are offered continuously. Undergraduate degree programs start every term (on Terms A, B, C, D), and Graduate degree programs start every other term (on Terms A and C). Therefore, registration is available on a continuous year-round basis.



## **Tuition and Payment**

### **Costs for Degree Programs**

The tuition rate is subject to change by UNIR International University without notice. Tuition is charged by semester depending on the number of credits the student is enrolled in during the semester.

### **Application Fee**

There is a one-time application fee of \$50.00 for Undergraduate Degree Programs, and a one-time application fee of \$100.00 for Graduate Degree Programs.

### **Tuition**

Tuition for Undergraduate Degree Programs

Tuition is charged at \$410.00 per credit for Undergraduate Degree Programs.

Tuition for Graduate Degree Programs

Tuition is charged at \$897.00 per credit for Graduate Degree Programs (Unless otherwise specified for a particular program).

### **Fees**

There are semester fees associated with all degree programs (undergraduate and graduate programs). Semester Fee schedules for all programs at UNIR International University, have been calculated on a semester basis and are subject to review and modification. Semester fees cover a variety of services offered by the University to all students enrolled at the University, including but not limited to technology, lab access, and online platform access and support.

#### Undergraduate Programs Semester Fee Per Credit

There is a fee of \$40.00 per credit hour fee for Undergraduate Degree Programs. Therefore, if a student is registered for 12 credit hours in the semester, the semester fee for that particular semester is \$480.00 (\$40 per credit hour x 12 credit hours).

#### Graduate Programs Semester Fee Per Credit

There is a fee of \$223.33 per credit hour fee for Graduate Degree Programs. Therefore, if a student is registered for 6 credit hours in the semester, the semester fee for that particular semester is \$1,340.00 (\$223.33 per credit hour x 6 credit hours).

### **Books and Learning Materials**

Textbook costs (approximately \$100 per course) are additional and are paid for by the students. Students may purchase textbooks, required for each class, from local bookstores or from on-line providers.

**Graduation (One-time Fee) \$ 350.00**

UNIR International University does not offer Federal Financial Aid.

## Refund Policy

Should a student be terminated or canceled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation from the program may be in writing or verbally.
2. All tuition fees will be refunded if, prior to the beginning of the program, the applicant is not accepted by the University or if the student cancels within three (3) business days after signing the Enrollment Agreement and making an initial deposit.
3. Cancellation after the third (3rd) business day, but before the first class, will result in a refund of all monies paid, with the exception of the registration fee.
4. Courses can be added or dropped from the student's schedule during the first week of the course without penalties. Withdrawal or termination from the program after completion of the first full week of classes will result in no refund, and student will be responsible for the full cost of the semester.
5. Books and materials for degree programs are not included in the cost of tuition and are charged separately from the tuition. Upon withdrawal from the school, books and materials are returnable if they are in good "as new" condition within 20 days of withdrawal.
6. The termination date for refund computation purposes is the last date of actual attendance by the student.
7. Refunds will be made within 30 days from the day the school determines the student has dropped. Date of determination will be within 14 days from the last date of attendance from students with five (5) consecutive unexcused absences, or the date the student provides an official notice to the school of their intention to withdraw from the school.

**Other Terms and Conditions.** A student may be terminated for creating a safety hazard to other students, disobedient or disrespectful behavior to faculty or other students, unsatisfactory academic progress, poor attendance, unprofessional conduct, excessive absence or lateness, failure to pay fees when due, cheating, falsifying records, breach of enrollment agreement, entering the University site while under the influence or effects of alcohol, drugs, or narcotics, of any kind, carrying a concealed or potentially dangerous weapon or sexual harassment or harassment of any kind. Terms of the refund policy will apply. The University will provide its graduates with assistance and job leads upon graduation but cannot guarantee job placement or employment.

## **FACULTY AND ADMINISTRATION**

### **ADMINISTRATION**

#### **Chancellor / President**

Palacios, Omar

Doctor Honoris Causa, Alonso de Ojeda University, Venezuela

M.Ed. Master in Higher Education Management, Bogotá, Colombia

MBA Master of Business Administration, Adolfo Ibanez School of Management

Magíster Scientiarium en Planificación y Gerencia, Universidad Del Zulia, Venezuela

Bachelor of Arts in Education, Universidad Pedagógica y Tecnológica de Colombia, Tunja, Colombia

#### **Chairman of the Board of Directors**

Moreno, Maria Marleny

Master of Arts in Education, Universidad de Los Andes, Bogotá, Colombia

Bachelor of Arts in Education, Universidad Pedagógica y Tecnológica de Colombia

#### **Executive Director / Director of Compliance**

Palacios, Carol

MBA Master of Business Administration, Adolfo Ibáñez School of Management, Miami, Florida, Bachelor of Science in Business Administration, University of

Missouri, Columbia, Missouri (Major: Management, Minor: French).

Higher Education Management Diploma, UNIR, Maracaibo, Venezuela

#### **Director of Operations**

**Lemus, Edel**

Doctor of Business Administration, Accounting, Argosy University, Sarasota – Florida, Master of Science in International Business, Finance, Nova Southeastern University, Fort Lauderdale – Florida, Bachelor of Business Administration, Accounting, Nova Southeastern University, Fort Lauderdale – Florida

#### **Director of Admissions**

Capera, Diana

BS Business Administration, Universidad Autónoma de Occidente, Colombia

#### **Student and Career Services**

Kistner, Ken

Graduate Work in International Relations, Troy State University, RAF Upper Heyford, UK

BA History, University of Maryland, RAF Upper Heyford, UK

Certificate, Instructional System Development, United States Air Force

## **Faculty Hiring Criteria**

UNIR International University has a policy for maintaining a pool of qualified professors able to teach the courses related to the programs offered. Faculty hiring procedures are based on the joint recognition by all members of UNIR International University staff that responsibility for selecting faculty from a pool of qualified applicants is shared cooperatively by the faculty, the administration, and the Board of Trustees participating effectively in all phases of the hiring process. Hiring procedures for full-time and adjunct faculty are designed to ensure the hiring of faculty who are:

- Expert in their subject areas,
- Skilled in teaching and serving the needs of a varied student population,
- Capable of enhancing UNIR's overall education effectiveness, and
- Sensitive to and representative of the ethnic and cultural diversity of the student's population.

Graduate level courses mandate faculty holding doctoral degrees and/or master's degrees in the subject matter and at least 5 years of relevant work experience in the field. The following provisions serve to ensure that UNIR International University Graduate courses are instructed by professionals with high levels of education and experience. Graduate faculty members are expected to establish and maintain a record of academic distinction, real-world experience and the ability to work with graduate students. The faculty member's performance as a member of the graduate faculty is evaluated by the faculty member, department chair and dean during reviews and observations. If the faculty member's scholarship, teaching or independent work with graduate students does not meet the guidelines or standards established by the department, college and the graduate council, the faculty member, the chair and the dean will develop a plan that they believe will result in the faculty member meeting those guidelines or standards. This plan will include actions to be undertaken by the faculty member, a timeline for those actions, and the support provided by the college for the faculty member's successful and timely completion of those planned actions. The effectiveness of this plan will be a part of the faculty member's next annual performance review. The performance of the faculty member as a member of the graduate faculty should have a substantial impact on the faculty member's annual performance evaluation and on the dean and chair's recommendation for merit, tenure, or promotion.

## **General Guidelines for Hiring Faculty for Master's Degree Level Programs**

- Expert in his or her subject areas
- Minimum of 5-years' experience in his or her field
- Hold a terminal degree in the discipline or a related field; or provide clear evidence of exceptional scholarly achievement that obviates this requirement.
- Demonstrate an ongoing record of a variety of scholarly activities as described in the research and scholarly activities sections of the Tenure and Promotion Policy defined by the faculty member's college and department.
- Demonstrate a minimum of 5-years successful graduate teaching and effective individual work with graduate students.

- Bilingual – English/Spanish
- Graduate-Level degrees are acceptable if all other parameters are met and the degree awarded is specific to subject matter.

## Faculty Listing

### **Carrington, Rashika**

PhD Leadership & Education - Higher Education Administration, Barry University  
MS Public Administration and Health, Barry University  
BS Healthcare Service Administration and Management, Barry University  
AS Nursing, Nursing Degree, CHI & Everest School of Nursing  
AA Business Administration, Broward College

### **Dixon, Germany**

Ed.D Leadership and Management, St. Thomas University  
MS Health Management, and MS Business Administration, St. Thomas University  
Healthcare Risk Management Licensure, University of Florida  
Licensed Healthcare Risk Manager, State of Florida, Agency for Health Care Administration  
BA Biology, LaGrange College

### **Freeman, Edward**

PhD Nursing, University of California  
MS Nurse Practitioner, University of Missouri  
MS English, University of Texas at Arlington  
BS Nursing, University of Texas at Arlington

### **Granoff, Mary Jane**

PhD Healthcare Administration, Nova Southeastern University  
MS Nursing, University of Phoenix  
MS Healthcare Administration, University of Miami  
Registered Nurse, Barnet School of Nursing

### **Inciarte, Mercedes**

PhD Education, Zulia University, Venezuela  
MS Educational Technologies, Zulia University, Venezuela  
BS Education, Zulia University, Venezuela

### **Jean, Judy**

Doctor of Health Science, Global Health Track, Nova Southeastern University, Fort Lauderdale – Florida,  
Graduate Certificate in Health Promotion (Public Health), and  
MS Health Service Administration, Florida International University, Miami – Florida

### **Lindore, Marie-Flore**

PhD Leadership and Education, Specialization: Higher Education Administration &  
MS in Health Services Administration, Barry University

**Owusu, Theo**

PhD in Information Systems and Communications, Robert Morris University Moon Township,

Master of Science in Internet Information Systems, Robert Morris University, Moon Township – Pennsylvania,

Bachelor of Science in Information Sciences, Robert Morris University, Moon Township – Pennsylvania

**Rojas, Alain**

Doctor of Nursing Practice, Chamberlain College of Nursing

MS in Nursing, Major: Family Nurse Practitioner, Universidad del Turabo

**Velazquez, Jose**

Ed.D. in Higher Education Leadership, Nova Southeastern University

MBA in Global Management, University of Phoenix

BS in Liberal Arts, Regents College

**Velis, Evelio**

Medical Doctor, The Higher Institute of Medical Sciences, Cuba PhD Biostatistics, Faculty of Public Health, Cuba, Master of Science in Health Services Administration, Barry University, Miami – Florida

## Course Descriptions

Courses are measured in credit hours. Each credit hour (regardless of the method of delivery) is 50 minutes. Course numbers are based on course codes established by the institution and do not relate to state common course numbering systems. The course numbers include letters that use abbreviations or words to indicate the course subject matter. The numbers indicate the level of the course. For example, ACCTG indicates accounting. The 100 and 200 level courses indicate lower level courses, 300 and 400 level courses are for upper level courses, 500 and above are for Graduate level courses.

### Prefixes

BSC	Biology
ENGL	English
HSA	Healthcare
HCL	Leadership in Healthcare
CIT	Computer Information Technology
NUR	Nursing
NUE	Nursing Education
PHI	Philosophy
PHN	Public Health Nursing
PSY	Psychology
HCM	Graduate Healthcare Management
MSN	Graduate Nursing Courses
MED	Graduate Education Courses
MEDL	Educational Leadership
MEDT	Educational Technologies
HCI	Health Informatics



## Course Descriptions

Course Code	Course Name	Course Description
COM 350	Interpersonal Communications	This course provides an overview of intrapersonal and interpersonal communication skills used in a professional setting. Emphasis is placed on communication patterns and professional relationships including values and ethics, diversity, team and work group communication, conflict management, leadership, and networking
HCI 604	Healthcare Informatics and Technology	This course provides students the application of informatics skills and knowledge to health-related problems. Application activities will include simple data analysis and visualization of clinical data, answering clinical questions using information retrieval methods and doing simple association analysis of disease.
HCI 617	Electronic Health Records	In this course, learners analyze the various aspects of clinical information systems and apply evidence-based informatics strategies to deliver quality health care. Students gain knowledge and skills needed to effectively plan, design, and implement health/clinical information systems within nursing practice.
HCI 610	Health Informatics Capstone	Students develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization.
HCL 607	Healthcare Quality and Safety Management	The course provides students with the knowledge and skills to lead patient safety and quality improvement initiatives at the micro and macro levels. The course takes a world view of patient safety and quality, linking participants to research and resources from the World Health Organization (WHO), the US Agency for Healthcare Research and Quality (AHRQ), the Joint Commission and other international organizations.
HCL 620	Leadership & Decision Making in Healthcare: Leading the future of Healthcare	This course will offer students the skills and knowledge of negotiation, multidimensional problem solving, and meta-Making in leadership as well as conflict analysis, management, intervention and resolution. Through review of the literature, in-class simulation exercises and lecture discussion, will examine the future of the field and explore its application to complex, multi-professional public health and health care settings and issues. The course is offered with the hope that its content and lessons will become a valuable building block in the professional repertoire of participating, whether it be for crisis management or for better accomplishing the everyday objectives that attracted us to the important work of healthcare.

HCL 610	Leadership in Health Care Systems Capstone	Students develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization.
HSA 440	Risk Management in Healthcare	Knowledge definitions and the study of organization, functions, operations and management of the hospitality industry, safety, security and practices
HSA 520	Special Topics in US Healthcare System	This course evaluates the healthcare delivery system in the U.S. and the impact initiatives have on healthcare quality, cost and access. Students will become familiar with the costs involved, tiered services, preventative healthcare, trends in healthcare utilization, and the role of major providers and payers. This course focuses on evaluating the healthcare delivery system in the U.S. and the impact various initiatives have had on healthcare quality, cost, and access. You will become familiar with the costs involved in healthcare, tiered services, preventative healthcare, trends in healthcare utilization, and the role of major providers and payers, such as insurance companies and government programs like Medicare. Coursework also explores the history and transformation of the healthcare delivery system, including the impact of policies and practices as they relate to commercial payment reform and the evolution of clinical standards for providers. Each week, students will analyze case studies about how different factors at play in the industry affect their role.
HSA 540	Leadership in Healthcare	This course focuses on the unique nature of physician leadership and managerial skills that are most practical and relevant to successful leadership. Cases, articles, discussions, and guest speakers provide participants with insight into the real-world examples of roles, challenges, and success requirements of executives and clinical leaders. A framework for leadership is introduced and successive sessions take selected elements of the framework for further study. Sessions include; leadership theory and current challenges professionally and personally; operational challenges and opportunities, the physician's role in governance and health care leadership in light of contemporary challenges and opportunities; communication, project and process management oriented to impact and results; human resources, developing others, and personal development.
HSA 565	MIS for Healthcare	This course introduces students to the principles and strategies used to acquire and use information technology to improve healthcare. Students will become familiar with

	Management	current industry trends in healthcare IT and apply theories of innovation and quality improvement to design successful processes and strategies that will positively impact the quality of patient care. Each week, students will analyze case studies about how different factors at play in the industry affect their role.
HSA 570	Health Data Management Apps	This course will explore the ways in which data provides the foundation for healthcare information systems. Topics include the concepts of information and knowledge, and the practice of medicine and health supported by mobile devices such as telephones, patient monitoring devices, digital assistants and other wireless devices. The practice of this course includes applications on lifestyle and well-being that connect people with medical devices or sensors, observation of medication reminder models and health information through messages and telemedicine services.
HSA 575	Health Care Policy and Ethics	This course introduces students to the methods of decision-making from a manager's perspective, will discuss criteria to evaluate the allocation of resources and analyze the behavior of two of the principal actors – consumers and firms. A careful analysis of the choices made by individuals, organizations, and governments will demonstrate that sensible “choice architecture” can successfully nudge people toward better decisions without restricting their freedom of choice. The principles of economic and management decision-making will be presented in the context of health care systems and markets. will use numerous real-world issues and case studies to demonstrate decision-making techniques, especially for health care organizations and consumers Each week, students will analyze case studies about how different factors at play in the industry affect their role.
HSA 581	Population Health Informatics: Systematic Application to Public Health	This course will cover the organizational structure and function of public health systems, policies, and programs at the local, state, and federal levels in the US. Official agencies, voluntary agencies, and health-related activities in the private sector are considered. Topics covered in this course include health services/ public health organizations/ programs, financing, workforce, costs & quality issues, and organizational Management. This course will provide an overall picture as well as many specific elements of health services/ public health organizations in the US. Each week, students will analyze case studies about how different factors at play in the industry affect their role.
HSA 635	Methods of Health Care Negotiations	This course introduces students to the theory and practice of negotiation and conflict resolution. Particular emphasis is placed on integrating analytic skills, negotiation techniques

	& Conflict Resolution	and conflict resolution methods into the practice of health care management. Students are also introduced to the concepts and practice of the five dimensions of meta-leadership, a strategy to build connectivity of strategy and action amongst different departments and organizations in a complex health system. A portion of the class is devoted to simulation exercise in which general concepts and methods are demonstrated and practiced. These exercises model disputes typical of health care settings and health care management problems. The debriefings that follow each exercise offer individual feedback, as well as the opportunity to examine applied issues of organizational communication, system design and conflict. By the end of the course, students will have knowledge of the overt and covert causes of conflict, concepts for analyzing disputes and a variety of methods useful for preventing, resolving and when necessary, initiating a conflict.
HSA 649	Research Project (Community Health Assessment)	This is a graduate level course providing a comprehensive foundation for project management as it applies to healthcare. Students will be introduced to the theory and concepts of project management and the tools to manage projects with a specific focus on health information technology. At the end of this course, students should be able to develop, execute, and control a basic project plan that is capable of supporting organizational objectives linked to measures of success for a single project.
HSA 699	Healthcare Management Capstone Course	The final capstone is a culminating project that utilizes a set of skills that demonstrate maturity and professionalism in terms of strategic thinking in healthcare informed by an understanding of data, technology, new models of care delivery, and value-based payment
IDS 310	Critical Thinking and Conflict Resolution	This course focuses on the thinking process which includes: problem solving, perception, beliefs, the use of language and thought, and constructing persuasive arguments.
MAN 531	HR Fundamentals and Organizational Dynamics	The course takes a practical view that integrates the contributions of the behavioral sciences with the technical aspects of implementing the HR function in the 'real world.' Certainly, not everyone who takes this course will become a human resource professional, although they will learn a great deal about those roles. Indeed, for many students this course will be the only HR course they take. However, all managers, no matter what their specialization, play an integral role in carrying out HR policies and practices in their organization and they have to deal with their Healthcare human resources department. Each week, students will analyze case studies

about how different factors at play in the industry affect their role.

- MED 500 Psychology of Learning The purpose of this course is to provide the student with an advanced understanding of the major concepts, theories, methodologies and empirical findings of contemporary cognitive psychology. This course will facilitate the development of skills necessary to understand and critique research in the field of learning. The content allows the participant to learn the main psychological tendencies associated with learning, their most representative authors, postulates and their current state in the context of an education permeated by technology, transformative trends and social inequalities.
- MED 510 Pedagogical Perspectives of Education, Trends, and Development t This course provides participants with a theoretical-practical approach in which the contents intertwine and complement each other in the analysis and understanding of the different present and future perspectives in education, generating comparisons that allow evaluating current trends and how they influence the innovation of teaching and learning today. This course on Pedagogical Perspectives of Education, Trends and Development is designed to assess current trends and problems in education. Students will take a constructivist approach to developing a leadership vision for the implications of past, present, and future educational developments.
- MED 520 Adult Learning This course provides the participant with the necessary competencies to analyze the theory of adult learning; applying to adult learning practices, according to the six principles of adult learning theory in the development of the ability to integrate learning theory and current best practices based on teaching and educational research and planning. Topics include fields of practice, schools of thought, clarification of concepts, and emerging issues and challenges.
- MED 541 Emerging Technologies in Education Students will design, implement, and assess examples of programs that apply emerging technologies. The course will focus on issues associated with the interface of technology and people.
- MED 533 Learning Process and Creativity In this course students have the opportunity to get immersed in deep questions about learning, discussing the most provocative aspects, such as: What should be the true purpose of education? Do classrooms make sense anymore? What should individuals contribute to their own education? Are yesterday's distinctions between subjects and between the arts and sciences still meaningful? What would the ideal lifelong education look like at the K-12 level, in universities, in the workplace, and beyond.

MED 612	Curriculum, Instruction, and Assessment	Students identify, analyze, and apply curricular models, instructional, and assessment strategies in a diverse classroom, demonstrate effective leadership, collaborative, and student advocacy skills, using self-reflection, critical thinking, and the application and interpretation of research outcomes to improve instruction and curriculum.
MED 625	Designing Learning Environments	Learners apply psychological theories and instructional design models and principles to a continuum of learning environments, including face-to-face, blended, and online. They demonstrate the ability to manage and adapt learning experiences and instruction to each environment by emphasizing inclusion and collaboration, identifying and analyzing learners and learning tasks, goals, objectives, and assessments. Learners develop products in which they establish learning expectations, promote student-instructor and student-instructor interactions, determine instructional strategies and appropriate materials, and design formative and summative evaluations. Cybersecurity and cyberbullying are addressed within the context of effective learning environments.
MED 645	Scholarly Writing and Research Strategies	This course analyzes the importance of scholarly writing in educational practice, the foundation of how to write in a scholarly mode, and research strategies to support a master project writing.
MED 699	Capstone Project	This course is the culminating experience of the MS Education program. It is recommended that students have completed all program courses to have a better understanding of critical knowledge and take full advantage of developing a Capstone project. The emphasis of this course is the completion of the project. The themes for the course are the development of an investigation, results of data analysis, discussion of results, and the presentation of the thesis or project. The development of the course takes into consideration the diverse facets of the methodological and epistemological aspects of the study conducted. The course is designed to strengthen the processes of analysis and systemizing information principally through qualitative and quantitative methods. The stated academic space is contemplated, as a scenario where the methodology, used is appropriate in relation to techniques sustained through technology (software) and the traditional techniques of interpretation and argumentation.
MEDL 682	Teacher Leadership	This course provides with the knowledge and tools to help educators and teachers reach their full potential, learning to interpret research on leadership models, teacher evaluation, and motivation.
MEDL 683	Strategic Operations	Students will design, develop, and implement models of strategic planning that exhibit innovation.

Planning and  
Innovation

MEDL 684	Methods of Negotiation and Conflict Resolution	Success is attributed to effective decision making, a skill required for professional and personal reasons. An essential ability required by leaders; decision making is a process which identifies critical elements of a choice to determine a course of action. The focus for this course considers ways decisions are made and how these techniques can be evaluated to improve outcomes. Specifically, the course addresses the development of skills to efficiently and consistently make informed decisions using data to maintain awareness of organizational needs, demographics, and performance levels. The role of collaboration in decision making is also a major focus.
MEDT 685	Digital Educator	This course uses a project-based approach in studying technology in education, best practices for classroom teachers, and strategies for professional development in light of emerging technologies. The course addresses standards for education, educators' digital presence, cloud computing, and digital ethics.
MEDT 686	Technology Curriculum and Planning with Technology	Using principles, theories, and models of curriculum design, learners build a school wide, standards-based technology curriculum that supports and enhances existing subject and content curriculum. Using the results of a current practice analysis, learners construct a measurable curriculum plan that promotes the integration and application of technology skills into the learning process, demonstrates the ability to differentiate instruction, and supports the needs of a diverse student population. Additionally, learners prepare an implementation timeline and presentation to introduce the curriculum which identify the supportive role of the educational technology leader in helping students to achieve technology standards. Learners also demonstrate understanding of digital equity issues and strategies for resolving differing levels of access to technology resources.
MEDT 687	Instructional Models for Digital Learning	This course draws from multiple disciplines to explore design and strategies for computer- and web-based learning. Special attention is paid to collaborative learning, interactivity, assessment, and best use of technology tools.
NUE 605	The role of the Nurse Educator	The course analyzes the relationship between teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment.
NUE 618	Curriculum design,	The course exposes students to curriculum frameworks and models used in nursing education. Learners will have the

	development, assessment and evaluation in Nursing Education	opportunity to develop curricula designed to reflect professional nursing standards and contemporary health care trends structured to achieve expected student outcomes. Evaluation processes to assess curricula are analyzed including accreditation and regulatory requirements that impact nursing curricula, as well as evaluation processes to assess students in the classroom.
NUE 610	Nursing Education Capstone	Students develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization.
NUR 320	Pathophysiology	This course examines a basic understanding of pathophysiology related to human illness and disease. Emphasis is placed on biological theories and principles to analyze client illnesses and symptoms
NUR 330	Health Assessment	This course examines a more detailed understanding of pathophysiology related to human illness and pharmacotherapy. Emphasis is placed on the application of disease prevention and treatment and how an alteration in the normal physiology functioning cause biologic responses within the body. The course uses critical thinking to analyze health care implications in various situations
NUR 340	Pharmacology	This course covers the concepts, constructs and theories that support nursing practice and form a foundation for nursing. In addition, this course will discuss ethical issues as they relate to the patient and the nursing profession.
NUR 360	Public Health	This course covers the research process and research methods used in nursing practice. The course emphasizes cultural, economic and political issues associated with nursing and health care.
NUR 370	Ethical and Legal Practices in Nursing	This course focuses on the ethical and legal aspects of nursing including decision making and legal accountability for actions taken.
NUR 380	Nursing Leadership and Management	This course examines the principles of effectively leading and managing nurses as a manager today's diverse healthcare environment. Emphasis is placed on the development of interpersonal skills, group interaction and leadership, setting goals, and budgeting and resource allocation.
NUR 390	Nursing Informatics	This course examines the principles of effectively leading and managing nurses as a manager today's diverse healthcare environment. Emphasis is placed on the development of



interpersonal skills, group interaction and leadership, setting goals, and budgeting and resource allocation.

NUR 401	Healthcare Assessment Practices	This course covers patient-centered care that identifies, respects, and addresses clients' differences, values, preferences and needs. Emphasis is placed on assessment that covers various aspects of the client including the spiritual needs, the client's perceptions of their health and illness and how care is communicated to the client. Pathophysiological processes, critical thinking and clinical professional judgment used in providing quality care are also discussed.
NUR 410	Nursing in Diverse Communities	The course provides students with a basis to care for clients from many diverse cultures and backgrounds within a variety of healthcare settings and specialties. Emphasis is placed on nursing in communities with diverse populations.
NUR 420	Crisis Intervention in Healthcare	This course focuses on crisis intervention in nursing. Emphasis is placed crisis theory, characteristics of crises, situational crises, responses to crises, crisis intervention techniques, and resources used to address crises situations.
NUR 430	Global Aspects of Healthcare	This course examines the impact of increased globalization on nursing and healthcare delivery. Emphasis is placed cultural sensitivity, a changing socio-political and economical health care environment and the need to meet the demand of a multicultural world.
NUR 470	Nursing Practicum I	This course presents clinical concepts of nursing focusing on the client and the healthcare settings. The student will participate in clinical activities at various community agencies as an opportunity to manage and promote healthcare to a diverse population.
NUR 480	Nursing Practicum 2	This course provides professional practice to promote the care of clients, families, groups, and populations within the health care environment. The student will have the opportunity to display his/her knowledge and expertise in selected areas of nursing practice.
NUR 499	Nursing Capstone	The capstone course requires the student to demonstrate the competencies consistent with program outcomes by provided in a written and approved professional portfolio. Emphasis is placed on the opportunity for the student to enhance his/her knowledge and expertise in selected areas of nursing practice.
PHN 606	Application and Interpretatio	This course provides the participant knowledge of how to produce, use and interpret data analyses, use data to evaluate how different factors (predictors) may be associated

	n of Public Health Data	with health outcomes of interest, to determine the extent to which different interventions may be effective. Thus, the student must be able to use data to make convincing arguments for which factors are important determinants in a public health outcome and to understand public health issues.
PHN 619	Epidemiology for Public Health Nursing	The graduate course provide the student knowledge of the evaluation of epidemiologic aspects of infectious disease (variations in severity of illness, components of the infectious disease process, mechanism of disease transmission, and common source versus propagated), considers the meaning, scope, and applications of epidemiology to the practice of public health and the uses of statistics for the scientific appraisal and dissemination of public health data.
PHN 610	Public Health Nursing Capstone	Students develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization.