



CATALOG

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MUST
UNIVERSITY
FLORIDA - USA

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Catalog Disclaimer

Metropolitan University of Science and Technology (**MUST**) reserves the right to change programs or courses, start dates, tuition, fees, or to cancel or withdraw programs or courses. Changes will be made in accordance with applicable Florida State rules and regulations. Changes in information in this catalog will be published as applicable. It is the responsibility of each student to ascertain current information that pertains to the individual programs, including, but not limited to, degree requirements, by accessing the latest publication of the Catalog and/or its addendum electronically via the University webpage or by contacting the appropriate university office. MUST assumes no responsibility for catalog errors or omissions.

This catalog is effective from April 9, 2026 through December 31, 2026 and an electronic copy of this catalog is available at www.mustedu.com.

Notice of Non-Discrimination

MUST prohibits discrimination or harassment on the basis of race, color, national or ethnic origin, sex (including pregnancy, gender identity, and sexual orientation), disability, religion, age, social or political affiliation, or any other characteristic protected by federal, state, or local law. The University adheres to all applicable federal regulations, including those under Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in educational programs and activities. Additionally, the University complies with Title III of the Rehabilitation Act of 1973, which prohibits discrimination based on disability, and the Americans with Disabilities Act (ADA), which ensures equal access and non-discrimination for individuals with disabilities. This policy applies to all aspects of the University's programs, services, and activities.

Americans with Disabilities Act (ADA)

MUST *prohibits discrimination or harassment based on* race, handicap, national or ethnic origin, creed, color, gender, social or political condition, religious, or any other protected status, the University observes all Title IX Federal regulations. Additionally, MUST complies with the Rehabilitation Act of 1973 (Title III) requiring that no qualified handicapped person will be excluded by reason of handicap from enrolling in a program of study.

Students who seek reasonable adjustments or accommodations under the Americans with Disabilities Act (ADA) are encouraged to disclose their needs at the time of enrollment or at any point during their active status at the university. MUST will engage in a good-faith effort to provide reasonable accommodations based on documented needs and program requirements. Accommodation requests must be submitted using the MUST Special Accommodation Form and forwarded via email to accommodation@mustedu.com. The university's Special Accommodations Coordinator will acknowledge receipt and provide the institutional response within ten (10) calendar days.

Any student who believes they have not been treated in accordance with MUST's stated federal policies has the right to file a written complaint. Complaints must be submitted to the University President and may be delivered in person, by U.S. mail, by fax, or through an official MUST email account. Upon receipt of a complaint related to disability or accommodation policies, the University President will acknowledge receipt and provide the institutional response within ten (10) calendar days.

The following individual is MUST's Special Accommodations Coordinator: Dr. Fabian Fernandez VP of Accreditation and Institutional Alliances - Fabian.Fernandez@mustedu.com

MUST Physical Facilities

MUST's physical location is in Deerfield Beach, Florida at 70 SW 10th Street Deerfield Beach FL 33441. Its campus facility consists of approximately 8,438 square feet. The campus facility features spacious and well-equipped meeting facilities, computer workstations, and a recording studio. The facilities also houses administrative and academic offices, and student services offices, with a secure and ample parking area available for its university community.

Hours of Operation

The administrative office is open Monday through Thursday from 9:00 a.m. – 5:00 p.m., and Friday 9:00 a.m. – 4:00 p.m. The telephone number is: (561) 235-1048. Faculty are available via the University's Learning Management System communication, via email, and via communication platforms such as TEAMS. Faculty provides their contact preferences via the course syllabus at the start of their respective courses.

MUST Website: www.mustedu.com

A Message from the President



Welcome to MUST,

Metropolitan University of Science and Technology (MUST) is the continuation of a dream of transforming lives while shaping a new educational approach toward education.

Our goal is to continue the legacy of providing our students with opportunities to impact their lives through the pursuit of quality and accessible education. We are committed to welcoming our students to a learning environment that supports diversity and prepares them for the global market demands.

We also value relationships and the support that we offer our students during their academic journey.

Our commitment to our students' success and the achievement of their professional and personal goals was, is, and will continue to be steadfast.

MUST embraces the uniqueness of each of our learners and feels honored to be part of their academic preparation.

Giulianna Carbonari Meneghello
President

General Information

Vision Statement

To become an educational global leader by offering affordable programs in a student-centered and inclusive environment in which all students have an equal opportunity for personal, professional, and social growth.

Mission Statement

MUST is committed to offering affordable distance education with technological resources and content relevant to both domestic and international market needs. The University offers a student-centered environment that promotes diversity, while preparing future graduates to succeed professionally and personally.

University Core Values

As an institution of higher education, MUST values:

1. The student is a unique, culturally diverse, and ever-evolving individual.
2. The relationships with students, faculty, staff, and stakeholders.
3. The current global market and social trends that influence our community.
4. The relentless pursuit of academic excellence.
5. The individual as a catalyst of change and economic development.

Institutional Objectives

1. Establish a global footprint through student enrollment, business partnerships and collaborative educational initiatives.
2. Provide faculty and staff with adequate resources to deliver programs and courses in different modalities.
3. Support student learning through services and experiences to ensure their academic and personal success up to job opportunities.
4. Hire qualified faculty with professional experience and credentials that strengthen the attainment of institutional learning outcomes.
5. Offer courses that address and relate to local and global markets and social trends.
6. Promote student satisfaction through a personalized environment by training faculty and staff to service a diverse student population.

History

MUST started as a dream on behalf of the Carbonari family. Its founders and educators Prof. Maria Elisa E. Carbonari and Prof. Antonio Carbonari Netto discovered that access to higher education was limited and, for the most part, inaccessible to lower- and middle-class individuals. This family-led institution began with a great desire to open the gates to education, where everyone was provided equal opportunity for personal and professional growth, regardless of their socio-economic status. This desire became the guiding light for the Carbonari family as they began their endeavor to build an affordable global online university.

The Carbonari family is deeply rooted in education with a belief that access to knowledge should not be limited to those who can afford it, but to all individuals. Their commitment stems from the notion that regardless of where you come from, having the opportunity to pursue an academic degree, and thus a professional career, should be an attainable reality fiercely supported by educational institutions. They believe education extends beyond gaining knowledge; it is also the development of

a well-rounded human being that can contribute to society. For this reason, MUST believes that each of its students deserves the opportunity to pursue dreams and set goals for personal, professional, and social growth. Their initiative seeks to support the educational development of its students.

The Carbonari educational legacy was not intended to remain limited by geographical borders; therefore in 2017, MUST was founded with the goal of becoming a global leader in online education. Since then, the legacy has been preserved by offering the global community a student- centered and diverse learning environment.

MUST continues with its unwavering commitment to its mission by offering an innovative competitive, affordable global education with a mission to help students achieve their personal and professional educational goals.

Statement of Licensure

MUST is licensed by the Florida Commission for Independent Education, Florida Department of Education, License #5593. Additional information regarding this institution may be obtained by contacting the Commission at: 325 West Gaines St., Suite 1414 Tallahassee, FL, 32399- 0400; Telephone (850) 245-3200, Toll-Free Telephone (888) 224-6684; Fax (850) 3233, <https://www.fldoe.org/policy/cie/>

Memberships and Affiliations

- LIRN-Library & Information Resource Networks
- EBSCO (Elton B. Stephens Company) Brazil Databases
- HBP- Harvard Business Publishing
- American Association of Collegiate Registrars and Admissions Officers - AACRAO
- Brazilian American Chamber of Commerce of Florida -BACCF
- Florida Association of Postsecondary Schools and Colleges - FAPSC
- Associação Brasileira de Educação a Distância - ABED
- Associação Brasileira de Mantenedoras de Ensino Superior - ABMES
- Conselho Federal de Administração - CFA
- Universidad Espíritu Santo- Ecuador (UEES)
- Honduran American Chamber of Commerce
- Federation of BiNational Chambers of Commerce USA - FEBICHAM
- Centro de Desarrollo Empresarial Valle de Sula - Honduras, Centro América - CDE-VS
- Universidad San Miguel Arcángel de Honduras - USMAH
- Association for HR professionals in Higher Education - CUPA
- University Professional and Continuing Education Association's – UPCEA

Legal Control

MUST is privately owned by Miami College LLC, a corporation registered with the Florida Department of State, Division of Corporations, as a for-profit organization.

Board of Directors

Chairperson Maria Elisa Ehrhardt Carbonari, Director Marcelo Burbano, Director Renato Souza Netto, Board Member (ex officio)

University Governance

The University is overseen by a governing board committed to excellence in academic and student services. The university administration and faculty bring their experience to designing and delivering student-centered services and programs.

Governing Board

Renato Souza, Chairperson
Dr. Maria Elisa Carbonari, Board Member
Giulianna Carbonari Meneghello, Board Member
Armando Badillo, Board Member
Valerie Mendelsohn, Board Member
Fernando Valenzuela, Board Member
Carlos Eduardo Omine, Board Member

Advisory Board Members

Business Master's Degree Programs Advisory Council

Programs Covered:

- Master of Science in International Business
- Master of Science in Business Administration
- Master of Science in Digital Marketing
- Master of Science in Business Development and Innovation

Advisory Board Members:

- Custódio Filipe de Jesus Pereira
- José Carlos Pacheco Coimbra
- Mario Mendes da Silva Junior
- Francisco de Assis das Neves Mendes
- Marcelo Schulman
- Ricardo Bellino
- Francisco Almeida Costa
- Vitor Kordyas Dossa

MS in Emergent Technologies in Education Program Advisory Council

Advisory Board Members:

- Carmem Luiza da Silva
- Karina Nones Tomelin
- Roberta Bailoni Marcilio
- Seisa Santana Zuccala
- Maria Inês Fini
- Gabriela Aparecida de Moraes Marques

MS in Healthcare Management Program Advisory Council

Advisory Board Members:

- Sônia Aparecida Santiago
- Marcus Antonio da Silva Leme
- José Eduardo Gomes de Vasconcelos

- Filipe de Jesus Pereira
- Evandro Guimarães de Souza

MS in Legal Studies with Emphasis on International Law Program Advisory Council

Advisory Board Members:

- Welder de Souza Almeida
- Ailderson Oliveira Fortunato
- Miguel Pinto Netto
- Adriana Maria do Nascimento
- Marcio Alexandre Chagas
- Rodrigo Thiago dos Santos Barreto

MS in Organizational Psychology Program Advisory Council

Board Members:

- Elisabete Stradiotto Siqueira
- Yeda Cirera Oswaldo
- Maryse Storel Dutra de Moraes
- Rita de Cássia Truffi
- Marcelo Gulini Chiodi
- Elaine Silva de Paula

Doctorate in Business Administration Program Advisory Council

Board Members:

- Sinval Oliveira Souza
- Adão Ferreira Rocha
- João Luiz Merini Moser
- Bruna Camozzato
- Fernanda Furuno

Doctor of Education Program Advisory Council

Board Members:

- George Ricardo Stein
- Ronaldo Barbosa
- Adriana Martinelli
- Lara Andréa Crivelaro
- Sara Hughes
- Juliana Pereira de Albuquerque Storniolo
- Priscila Monte Alegre

University Administration

President

Giulianna Carbonari Meneghello

Vice President

Dr. Maria Elisa Ehrhardt Carbonari

Vice President of Accreditation and Institutional Alliances

Dr. Fabian Fernandez

Vice President of Academic Affairs

Dr. Glorivette Perez

Vice President of Finance & Operations

Walter Lopez

Director of Human Resources

Xaimar Fernandez

Director of Finance

Jose Guillermo Medina

Dean of Student Experience

Jeanette Espinal

Director of Academic Affairs

Dr. Alexandra Silveira Mastella

IT Director

Renato Dutra

Admissions Manager

Marcelo Burani

Head Librarian

Vilma Silva Butym

University Registrar

Jose Vicente Yerga

Director of Institutional Effectiveness

Gerardo Javariz

Facilities & Safety Director

Alejandro Restrepo

Academic Program Coordinators

Dr. Tatiana Santos – Program Director, Master of Education

Dr. Julianna Cavalcante – Program Coordinator, EdD

Dr. Alexandra Mastella – Program Coordinator, Master of Business

Dr. Claudia B. Caravantes – Program Coordinator, DBA

Dr. Carolina De Oliveira Splendore – Program and Relationship Coordinator, Master of Healthcare

Dr. Priscilla Barioni – Program and Relationship Coordinator, Master of Psychology

Mónica Coimbra, Esq. – Program and Relationship Coordinator, Master of International Law

Dr. Ivan Osvaldo Calderón – Program and Relationship Coordinator, Master Degrees – Spanish Tracks

Camila Do Nascimento – Relationship Coordinator, Master of Education

Dr. Claudia Sebastiana Rosa Da Silva – Relationship Coordinator, Master of Education

Elisangela Da Silva Carneiro – Relationship Coordinator, Master of Education

Déborah Ornellas de Almeida – Relationship Coordinator, Master of Business

Carlos Gustavo Lopes Da Silva – Relationship Coordinator, Master of Business

Student Success Coordinators

Carlos Gustavo Silva

Natasha Buesa

Lucianne Leal

Renata Moreira

Thais Souza

Carolina Splendore

Debora Ornellas de Almeida

Monica Coimbra

Bruno S. Moreno

Charles Leal

Tatiana dos Santos

Kiara Maia de Oliveira

Elisangela Carneiro

Admissions Policies and Procedures

Policy Statement

MUST maintains clear, consistent, and transparent admission policies that ensure applicants meet the minimum academic qualifications for their selected program of study. All admissions decisions are made in accordance with regulatory requirements.

The University's admission and recruitment practices are conducted ethically and are designed to promote access, fairness, and compliance with regulatory standards.

Admission Requirements

1. Submission of a completed admissions application.
2. The applicant must provide documentation of graduation from a College/University in the form of an earned bachelor's or graduate degree. Submission of transcripts or copy of a foreign evaluation showing successful completion of a US equivalent bachelor's degree or master's degree from an accredited college/university or equivalent recognition.
3. Acceptable documentation includes a transcript or documentation which confirms that the student meets or exceeds the academic achievement equivalent to an earned bachelors or graduate degree in the United States of America, acceptable documentation may include:

Acceptable Documentation:

- Evidence of previous credits, courses, or studies via a transcript/grade report documenting graduation from an institution of higher learning.
 - Certification from an appropriate government agency or recognized credentialing organization confirming degree completion.
 - Copy of a foreign evaluation showing successful completion of the equivalent of a bachelor's degree, graduate degree, or US recognized equivalent.
1. MUST offers programs in Spanish and Portuguese. Students who choose to receive instruction in a language other than their native language (limited to Spanish and Portuguese), must demonstrate competency in the language of instruction (see section- Language Proficiency Requirements).

Admission decisions are based on the applicant's fulfillment of stated requirements, a review of the applicant's previous educational records, and a review of the applicant's career interests. Students will have 60 calendar days to submit pending documentation following their first day of class to progress from conditional acceptance to formal acceptance (see conditional acceptance criteria). It is the responsibility of the applicant to ensure that MUST receives all required documentation. A university representative will examine provided document(s) to corroborate, in their best judgment, that documents are original and have no visible alterations, if copies are created, the university representative will sign the copies to identify them as copies from the original. All records received become the property of MUST.

Additional Doctorate Admission Criteria

- Applicants must have earned a master's degree in a related field, or a master's degree plus 4 years of verifiable related (to the degree applying to) professional experience.
- Submission of a transcripts demonstrating the attainment of a master's degree from an institution accredited by an agency recognized by the U.S. Department of Education, CHEA,

or its international equivalent. Foreign credentials will be evaluated for equivalency. Students will have 60 calendar days to submit pending documentation following their first day of class to progress from conditional acceptance to formal acceptance (see conditional acceptance criteria).

- Submit two letters of recommendation.
- Submit a curriculum vitae (or résumé).
- Submit a 500- to 800-word essay describing your academic and professional goals and how the doctoral degree program will help you achieve them.
- Complete an interview with the program coordinator.
- This program does not accept transfer of credits from a non-MUST program.

Conditional Admissions

Conditional acceptance is granted to an applicant who applies for admission or reentry but cannot submit all required documentation prior to the program start date (e.g., waiting on official transcripts).

Conditionally admitted students have up to 60 days to submit any remaining missing materials. Failure to do so within this period will result in the cancelation of their enrollment, a status of “Canceled with Attendance” assigned, and all funds paid on behalf of the student refunded, excluding the non-refundable registration fee.

Applicants who do not meet one or more admissions requirements may be interviewed by the designated school official. The designated school official will determine if the applicant can be conditionally admitted.

Applicants may appeal admission decisions to the Admissions Manager. The student may submit additional documentation to support their appeal request. The Admissions Manager decision may be appealed in meritorious cases to the University President.

Deferment of Admissions

Upon request, the Admissions Office may defer admission to the following semester or term of the same academic year for which admission to the university was granted.

Language Proficiency Requirements

Prospective students enrolling in a program delivered in a language (Spanish or Portuguese) other than their native language, and who have not earned a degree from an appropriately accredited institution where the language of instruction matches the language of the chosen program, must demonstrate college-level language proficiency for admission through one of the following methods:

For programs delivered in Spanish:

- **Master's Degree:** A minimum score on the DELE (Diploma de Español como Lengua Extranjera) at level B2 or higher; or a SIELE (Servicio Internacional de Evaluación de la Lengua Española) global score corresponding to CEFR B2 or higher.
- **Doctoral Degree:** A minimum score on the DELE at level B2 or higher; or a SIELE global score corresponding to CEFR B2 or higher. Doctoral applicants are strongly encouraged to

demonstrate proficiency at the C1 level given the reading and writing demands of doctoral coursework.

For programs delivered in Portuguese:

- **Master's Degree:** A minimum certification on the CELPE-Bras (Certificado de Proficiência em Língua Portuguesa para Estrangeiros) at the Intermediário Superior level or higher; or a CAPLE (Centro de Avaliação de Português Língua Estrangeira) DIPLE diploma or higher.
- **Doctoral Degree:** A minimum certification on the CELPE-Bras at the Intermediário Superior level or higher; or a CAPLE DIPLE diploma or higher. Doctoral applicants are strongly encouraged to demonstrate proficiency at the CELPE-Bras Avançado level or CAPLE DAPLE diploma given the reading and writing demands of doctoral coursework.

Additional proficiency documentation accepted for either language of instruction:

- A minimum CEFR level of B2 in the language of instruction, documented through any internationally recognized assessment aligned with the Common European Framework of Reference for Languages.
- A transcript indicating completion of at least 30 semester credit hours with an average grade of "B" or higher at an institution accredited by an agency recognized by the United States Secretary of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent listed in the International Handbook of Universities, where the language of instruction matched the language of the intended program.

Transcripts not in English, Spanish or Portuguese must be evaluated by a [NACES \(National Association of Credential Evaluation Services\)](#) member organization and translated into Spanish, Portuguese, or English. The evaluator must possess expertise in the educational practices of the country of origin and provide a translation of the review in Spanish, Portuguese, or English.

Record Keeping and Review

The Admissions Department and Registrar's Office maintain all admissions applications, evaluations, and exception approvals in the Student Information System (SIS) in accordance with institutional record retention policies.

Reentry

A reentry student is one who has interrupted his or her studies for and wishes to return to the institution to continue his or her program of study. Once admitted to a program, it is expected that a student will continue their studies uninterrupted and maintain Satisfactory Academic Progress (SAP). Students that wish to resume their studies after an interruption must apply for reentry and:

1. Demonstrate feasibility to meet Satisfactory Academic Progress (SAP) within SAP guidelines.
2. Fulfill the current requirements of the program of study applied to, and all other general admissions requirements.
3. Undergo an evaluation of the approved credits using the current curriculum.

Each student applying for reentry into MUST will be subject to the current curriculum, graduation requirements, and Tuition & Fees in effect for the program of study to which they are admitted.

Admission Guidelines

1. Students can only enroll in programs offered at the time of their admission or readmission.
2. Students that are approved to re-enter must re-enter the following available start date.
3. Students must fulfill the admission requirements by the dates established in the academic calendar. Applications that are not accompanied by the required documents or that do not meet the established requirements will be considered conditional applications. If the documentation is not received within 60 days from the student's start date, the Institution may invalidate the student's conditional admission and cancel their application.

International Students

1. All requirements for admission, readmission, and transfer will apply to international students.
2. College transcripts from foreign institutions must be evaluated by a trained individual certified by American Association of Collegiate Registrars and Admissions Officers (AACRAO), or National Association of Credential Evaluation Services, Inc. (www.naces.org), or Association of International Credential Evaluators (AICE).
3. Foreign Transcripts must be translated by a third-party agency authorized to perform official translations.
4. Demonstrate language proficiency. Please refer to the section in the catalog labeled Language Proficiency Requirements.

Non-Degree Seeking Students

Students who wish to take individual courses for the purpose of continuing education or transfer of credits to another institution may register as a Non-Degree Seeking Student (NDS).

NDS students must meet all MUST admissions criteria. Students may be required to participate in an interview with a representative of the university and/or academic department.

Student Identity Verification Policy

Policy Scope and Commitment

MUST is committed to ensuring that the student who registers for a course or program is the same individual who participates in, completes, and receives credit for the course or program. The University implements a combination of secure and effective methods to verify student identity, protect student data, and comply with institutional, state, and federal regulations.

Verification Measures

To verify student identity, MUST utilizes one or more of the following methods, depending on the course, program, or academic activity:

1. Admissions and Enrollment Verification

As part of the admissions process, all applicants are required to submit a valid, unexpired government-issued photo identification, such as a passport, driver's license, or national identification card. University representatives review the original or scanned identification documents and in specific circumstances, applicants may be asked to submit notarized documents. Verified identification materials become part of each student's permanent record, securely maintained by the Office of the Registrar. Additionally, all new students must complete an orientation session, during which they are introduced to university systems, security expectations, and are assigned their institutional email accounts.

2. Secure Login and Authentication

To ensure the integrity of the academic experience and protect student information, MUST enforces strict login and identity verification protocols.

Each student is assigned a unique institutional email address and secure login credentials that grant access to the university's Learning Management System (LMS) and Student Information System (SIS). Students are required to update their passwords regularly and are fully responsible for safeguarding their login information. Unauthorized sharing or misuse of login credentials is strictly prohibited and may result in disciplinary action.

Access to the LMS and SIS is restricted to authenticated users only. The LMS system actively monitors login activity, course participation, and time spent in each course. These metrics are periodically reviewed by university staff to detect unusual behavior patterns that may indicate unauthorized access or academic dishonesty.

MUST ensures continuous verification of student identities throughout their academic journey. This involves periodically re-validating personal information during course registrations, program changes, or when updates to records are requested by students. For online courses, the university utilizes secure login methods, including multi-factor authentication (MFA), to confirm that the student accessing the digital resources is the same individual who is officially enrolled. These security protocols are also applied during key academic processes such as exam access, assignment submissions, and enrollment modifications.

By implementing these layered safeguards, MUST ensures accurate student records, protects institutional data, and upholds the credibility of its academic programs.

3. Live or Asynchronous Video Verification

Students must verify their identity through live video calls or recorded submissions for capstone projects, thesis, dissertations, exams, or other key academic milestones.

4. Secure Technology Requirements

Students enrolled at MUST are required to meet the institution's minimum standards for computers, operating systems, and internet browsers to ensure compatibility with academic platforms. It is the student's responsibility to keep their browsers and essential media plug-ins, such as Flash, Java, and Adobe Reader, updated to maintain secure and reliable access to course materials. Additionally, any changes to student information, including email addresses, names, or other personal details, must be formally verified and documented with the Office of the Registrar to preserve the accuracy and security of institutional records.

Student Responsibilities

Students are expected to provide accurate and truthful information during all stages of the identity verification process. They are responsible for maintaining the confidentiality and security of their login credentials and must not share this information with others under any circumstances. Any act of credential sharing, impersonation, or misrepresentation is considered a serious violation of the University's Code of Conduct and Academic Integrity Policy and may result in disciplinary action, up to and including dismissal from the institution.

Privacy and Data Protection

MUST follows secure procedures to verify student identity, protecting privacy and confidentiality of student information. All verification activities comply with FERPA standards and other data protection regulations. Personally identifiable information collected during verification is securely stored, accessed only by authorized personnel, and disclosed according to university policy and applicable local and federal laws.

Notification of Fees

Students will be informed ahead of time about any new or additional fees associated with identity verification, via a catalog addendum, such as proctoring service fees.

Permanent File and Data Monitoring

MUST maintains a secure and comprehensive record of each student's identity verification materials, including application forms, government-issued identification, and related correspondence, managed by the Office of the Registrar. These records ensure institutional accountability and student authenticity. In parallel, the University continuously monitors Learning Management System (LMS) and Student Information System (SIS) activity, tracking logins, course participation, and engagement data to detect unauthorized access or irregularities. This integrated approach, secure documentation, and proactive digital monitoring, upholds academic integrity, protects student information, and ensures compliance with FERPA regulations.

Policy Compliance Oversight

MUST President, Department Heads, and the Compliance Team are responsible for ensuring compliance with this policy, reviewing verification procedures annually (or as needed based on

technology advancements and regulatory changes), and recommending improvements to maintain the integrity of MUST's educational programs.

Academic Policies

Transfer of Credits

Transfer credit acceptance is always at the sole discretion of the receiving institution, and MUST makes no representation, promise, or guarantee that credits earned at MUST will be accepted by any other institution. Accreditation does not guarantee transfer of credits. Students interested in transferring credits earned at MUST should check with the receiving institution directly to determine to what extent, if any, credits can be transferred.

The request to transfer credit must be initiated by the applicant or student. Requests for transfer credit should be submitted prior to enrollment, and only under extenuating circumstances may an exception be made with the approval of the University President, in which case all necessary documents must be received no later than 60 calendar days after the start date or re-entry date of the student's program.

To apply for consideration of credits previously earned, students must request official transcripts be sent directly to the University to the attention of the Registrar. Students may be required to provide a relevant catalog and/or other relevant documents regarding the course(s) to be considered. Foreign Transcripts shall be translated by a third-party agency authorized to perform official translations.

Language Courses

Transfer credit for language courses may be awarded if the course description and objectives are equivalent to a language course offered at the institution. For more information, please refer to the section in the catalog entitled Language Proficiency Requirement.

Graduate Degrees

MUST award a maximum of 50% of the credits required for a master's degree program through transfer credit. Courses accepted for transfer credit must be relevant to the program of study and equivalent in both content and degree level.

Courses which are accepted for transfer will be included in the credits attempted and credits earned in the calculation of satisfactory academic progress. Transfer credits are not included when calculating the Cumulative Grade Point Average (cGPA). For additional information, please refer to the sections in the catalog entitled Satisfactory Academic Progress. Transfer credits will be designated with a "T" designation on the transcript.

Doctoral Degrees

MUST does not accept transfer credits into its Doctoral Degree programs.

Criteria for acceptance for transfer of credit are as follows:

1. The courses for transfer are similar in objectives and content to those offered by MUST.
2. The courses for transfer can be applied toward graduation requirements.

3. The letter grade (or equivalent) earned in the course for transfer is a “B” or better (provided the “B” grade earned is equivalent to, or better than, MUST’s definition of a “B” grade).
4. Core professional skills or technology, certificates, and specialization courses may be accepted if those credits were earned no more than 5 years prior to enrollment date.
5. General Education courses may be accepted if those credits were earned no more than 10 years prior to the enrollment date.
6. Credits transferred from institutions are evaluated based on equivalency with the content of the courses and credits required by MUST.

The Director of Academic Affairs (DAA) or the Vice President of Academic Affairs VPAA will review all completed transfer of credit requests. When appropriate, the DAA/VPAA may consult with faculty who have expertise in the subject area under evaluation. In most cases, course equivalencies will be determined using the transferring institution’s catalog and the official course description provided by the student.

An official transfer credit evaluation will only be conducted after the student has been admitted to the university and the Registrar’s Office has received an official transcript from the institution that awarded the credits. The Registrar’s Office will notify the student of any courses officially accepted for transfer within 45 business days of receipt of completed request.

If the student does not agree with the decision on the granting or placement of credit earned at another institution, the student has the right to submit an appeal to the Director of Academic Affairs or their designee. Students will be required to provide reasonable material to support the appeal. Once all the required information is received, the expectation is that we will provide the student with a written response within 15 business days. If the decision finds merit to change the course to meet a major requirement, the registrar office will update the student record and notify the student.

Advanced Standing

A student’s time to complete their program of study may be shortened through transfer of credit, credit from standardized placement assessment, or prior learning. The maximum amount of advanced standing credit, regardless of source, cannot exceed 50% of the total degree for master’s degree programs.

Academic credit that is awarded through one of these methods is not calculated in the student’s cumulative grade point average (cGPA) but is factored into the determination of the maximum time in which a program must be completed as published in the section entitled Satisfactory Academic Progress (SAP).

Credit for Prior Learning/Life Experience

MUST provides applicants the opportunity to earn college credit for relevant employment experience. Credit may be awarded to students applying to the master’s degree programs who can demonstrate that the knowledge and skills gained through work or other non-classroom learning are equivalent to the learning outcomes of specific courses offered by the institution. Credit for Prior Learning/Life Experience does not apply to Doctoral Degree programs.

To be eligible, students must be in good academic standing, and the course for which credit is requested must meet the following criteria:

1. It is required for degree completion.
2. It does not have an advanced standing option.
3. It is not a practicum or capstone course.
4. It is not a general education course.

Students seeking credit for prior professional or life experience must submit an Experiential Portfolio for each course they wish to petition, along with the Advanced Standing for Professional Life/Work Experience Request Form, to the Director of Academic Affairs or their designee.

The following conditions apply:

- Portfolios must be submitted and approved within the first six (6) months of enrollment.
- A portfolio may only be submitted once for each course.
- No more than 25% of core program courses may be satisfied through prior learning or life experience. This limit counts toward the overall 50% transfer credit maximum permitted for master's degree programs.
- A non-refundable fee of \$150 will be assessed for each portfolio review, regardless of the outcome.

Methods of Instruction

MUST operates on a 15-week semester system. Master's degree programs are structured into three consecutive five-week terms, designated as Term A, Term B, and Term C. Doctoral programs, by contrast, follow a continuous 15-week semester format. Courses incorporate multiple synchronous online sessions, each lasting a minimum of one hour and delivered through the University's Learning Management System (LMS). Consistent with established academic standards, students are expected to complete at least two hours of independent or collaborative study for every hour of formal instruction. Faculty and students maintain ongoing engagement through the LMS, which serves as the central platform for course materials, communication, and academic resources.

Online Education and Language of Delivery

MUST delivers its academic programs fully online and offers instruction in Spanish and Portuguese. Students complete all program requirements through this exclusive online modality.

MUST offers distance delivery options that enable students to complete their program of study using the University platform. All distance education courses maintain the same curriculum content, academic rigor, structure, and standards as the campus-based programs. Students can access their classes using their assigned username and password. Distance Education programs are taught using a combination of asynchronous and synchronous methods where activities and assignments are distributed weekly to achieve the course's objectives.

Student Classification

Graduate Degrees

Full-Time Students

Students who have met the admissions requirements of MUST and are enrolled in nine (9) or more credits per semester in a degree-granting program.

Half-Time Students

Students who have met the admissions requirements of MUST and are enrolled in a degree-granting program for eight (8) or fewer credits per semester.

Complete Status

A completer is a student who is no longer enrolled at the university and has successfully finished all required program courses but did not meet the graduation requirements because they either exceeded the allowed time to complete the program (quantitative) or attempted the maximum number of credits permitted (qualitative).

Course Registration

The Registrar determines the registration procedures and, in conjunction with the Academic Department, establishes the academic calendar. Candidates for admission will not be able to register for classes until they have received an official acceptance letter from admission. Detailed information explaining the registration procedures is distributed in advance by the Admissions Department. Students are required to register on the dates established for their respective cohorts according to the registration schedule published by the University. Each course the student registers for during regular or late registration will become part of his or her permanent academic record.

To officially register for courses, the student must:

1. Meet all entrance requirements for the program of study.
2. Pay all required charges and fees to the Finance Office.
3. Complete and submit all required documents to the appropriate university department.

Drop/Add Period

MUST provides a drop/add period that allows students to adjust their course schedule without academic penalty. Students who withdraw from a course without enrolling in a replacement must consider the potential impact on their enrollment status, tuition charges, financial obligations, and Satisfactory Academic Progress (SAP). The drop/add period is limited to the first seven (7) calendar days of the assigned term/semester. Students who wish to cancel their enrollment may do so by contacting the Registrar's Office at registrar@mustedu.com or by submitting the Student Request Form available through the student portal.

Change of Program or Major

Active students who wish to request a change of program or major must submit a written petition to the respective Program Coordinator by the deadline specified in the Academic Calendar. Upon receipt of the request, a university representative will contact the student within three (3) business days to schedule an appointment and review the academic requirements associated with the proposed program.

All change requests are evaluated by the Office of the Registrar and forwarded to the appropriate Program Coordinator/Director for approval, based on program requirements and space availability. Approval for a change of program or major may be requested and, if applicable, granted during the drop/add period.

Approved program changes will take effect at the beginning of the subsequent term or semester. Requests submitted during an active term or semester may be reviewed; however, any approved changes will not be implemented until the start of the following academic term or semester.

Program Closing, Curriculum changes, or Internal Moratorium

MUST evaluates fluctuations in program enrollments, specialties, and demands in the labor market to determine the continuity of their academic offering. The University reserves the right to change the curriculum, close or put in internal moratorium a program of study. MUST will follow all governmental teach-out procedures according to legal guidelines and ensure course availability to students that have continued in an uninterrupted way (without failing or leaving a term/semester of study in between), until they complete their academic degree.

Institutional Closure

In the event of an institutional or campus closure:

1. One semester prior to the enrollment process for the following term, the university administration shall disclose its closure plan.
2. Students will meet with the appropriate personnel to help them identify and make the necessary arrangements to ensure the completion of their studies at the institution within the identified allotted time or decide to transfer to another institution.
3. The Office of Academic Affairs and Student Experience shall establish a verifiable and reliable system to continue to provide students with information relevant to their academic work.
4. The Office of Student Experience shall deliver to the licensing agency all academic records, in digital format, and will certify that the information is correct.

Class Attendance & Participation

MUST documents initial class participation and monitors ongoing class participation. The participation policy ensures that student participation is consistent with: (1) the expected performance outcomes of the course or program and (2) statutory, regulatory, and accreditation requirements, including, at a minimum, required student retention and graduation rates. MUST does not track attendance since it is a non-attendance taking institution.

Grade System

MUST uses the grading scale below to evaluate academic performance.

Letter Grade	Description	Points	Points per Credit Hour
A	Excellent	90-100	4.00
B	Good	80-89	3.00
C	Average	70-79	2.00
D	Below Average	60-69	1.00
F	Failure	0-59	0.00
WF	Withdrawal-Fail	0	0.00
S	Satisfactory	0	4.00
U	Unsatisfactory	0	0.00

MUST does not include the following, which do not carry grade points, in calculating the cumulative grade point average (CGPA):

Letter Grade	Description	Points	Points per Credit Hour
W	Withdrawal	NA	Not Calculated
IP	Course in Progress	NA	Not Calculated
I	Incomplete	NA	Not Calculated
*	Repeat	NA	Not Calculated
T	Transfer Credit	NA	Not Calculated
PM	Progress Made	NA	Not Calculated
NC	Audit/No Credit Course	NA	Not Calculated
CX	Challenge Exam/Third Party Testing /Credit for Life Experience	NA	Not Calculated

- A final earned course grade of B or higher constitutes satisfactory completion of a graduate course.
- A final earned course grade of C or D does not meet graduate degree requirements, and the course must be repeated.
- A final earned course grades of F and WF indicate failure and must be repeated.
- Course with an earned grade of PM (only assigned to doctoral capstone courses) must be repeated.

MUST calculates the cumulative Grade Point Average (CGPA) by dividing the total number of grade points earned by the total number of GPA credit hours attempted. MUST determines grade points by multiplying the grade point value assigned to each letter grade by the number of credit hours for that course and then summing those values for all applicable courses. MUST includes only grades that carry grade points, A, B, C, D, F, WF S, and U, in the CGPA calculation.

Students must achieve a minimum cumulative Grade Point Average (CGPA) after completing each evaluation period (the completion of three consecutive terms/one semester-see Definitions section). Master's and doctoral degree students must achieve a minimum CGPA of 3.0 to graduate from their program.

To graduate, students must:

- Earn a minimum cumulative GPA of 3.0
- Successfully complete all required coursework
- Earn a grade of B or higher in all required courses
- Meet all program-specific requirements, including thesis, dissertation, or capstone requirements (if applicable)

A course with a **“W”** indicates that the student withdrew from the course before the midpoint of the term. A student who requests to be withdrawn from the course during the **“W”** timeframe will receive a **“W.”** A **“W”** grade is not calculated into the CGPA but is considered in the determination of Pace of Completion (Quantitative). Students may not withdraw from a course after the drop/add period without financial penalty. Excessive **“W”s** will affect pace of completion (see SAP policy).

A course with a **“WF”** indicates that the student withdrew from the course after the midpoint of the term. A student who requests to be withdrawn after the mid-term, and is failing said course, will receive a grade of **“WF.”** WF grades will affect the qualitative and quantitative SAP calculation accordingly. When the course is retaken, the new grade will replace the **“WF”** when calculating

CGPA. Students who withdraw from a course after the drop/add period may experience financial consequences.

An Incomplete Grade (“**I**”) indicates that a portion of the required coursework is past due or outstanding. To request an incomplete grade, a student must submit an Incomplete Grade Request Form signed and approved by the Academic Director or Program Coordinator. If the student does not complete the outstanding work within seven-calendar days after approval is granted, the grade earned at the time the incomplete was granted will become the final grade. This final grade will be included in the student’s cumulative GPA, and the credits will count as attempted credits. A student may not receive a second incomplete for the same course. The final grade and attempted credits will be included in both the qualitative and quantitative components of the Satisfactory Academic Progress (SAP) calculation.

A final course grade assignment of an “**S**” indicates that the student met the minimum expectations of the course. An “**S**” grade is calculated into the CGPA and in the determination of pace of completion (Qualitative).

A final course grade assignment of a C, D, F, or U indicates that the student did not meet the minimum expectations of the course. A final course grade of C, D, F, or U is calculated into the CGPA and is considered in the determination of pace of completion (Qualitative).

Auditing a course or taking a non-credit course means that performance in the course is not evaluated for a grade. Upon completion of the course, the student will receive the grade of “**NC**.”

Grades received for transfer of credits (**T**) or credit for life experience, challenge examination, or third-party testing (**CX**) grade will be counted as credits attempted and credits completed when calculating the Pace of Completion (Quantitative).

A final course grade of “**PM**” is only assigned to doctoral capstone courses and indicates the student has made significant progress in their research during the doctoral capstone course, as determined by the assigned faculty member, but has not yet fulfilled all course requirements to be considered as having successfully completed the course. A PM grade may only be assigned as long as the student is scheduled to meet Pace of Completion (150%); therefore, PM grades will be considered in the calculation of the quantitative measure but not in the calculation of the qualitative measure.

Once a grade has been assigned by the course instructor or designated academic personnel, it is considered final and is validated by the Office of the Registrar as part of the student’s official academic record. All attempted courses will appear on the student’s transcript, regardless of the grade earned.

Students have the right to appeal a final course grade by following the procedures outlined in the Grade Changes and Appeals Policy. All grade appeal requests must be submitted within thirty (30) calendar days after the official end date of the course.

Course Repeats (*)

All courses must be successfully completed within a program's maximum timeframe (Pace of Completion-Quantitative). Students are required to repeat courses with earned final course grades of C, D, F, PM, W, WF, or U. The following will apply:

1. Students must successfully pass all courses and meet all degree graduation requirements to graduate from the program. A student who wishes to repeat a course for a better grade can have the option to do so at their expense.
2. All courses at the graduate level or above must be passed with a "B" or higher to be considered as having been successfully passed.
3. Students are permitted to repeat a course as long as they do not exceed 150% of attempted credits.
4. Only the highest grade obtained in repeat courses will be utilized in calculating the cumulative grade point average.
5. Capstone courses may only be repeated once and must be successfully completed within the scheduled timeframe to be considered passing. A third attempt may be granted only with the approval of the Director of Academic Affairs or their designee. If the student fails the course on the third attempt, the student will be removed from the program of study.
6. If the grade obtained for a repeat course is the same as the previous attempts, only one will be calculated in the CGPA calculation.
7. Students can only repeat courses where a final grade has been issued and approval has been granted.
8. Repeated courses will count towards the evaluation of the student's satisfactory academic progress.

Withdrawals

Withdrawals from a course are allowed during a part of a term or semester as specified in the academic calendar. To apply for a course withdrawal or program withdrawal, students must submit an official notification of intent to withdraw, in writing, to the Registrar via the MUST Ticket System, which can be accessed via the student portal, or by submitting an official email to the Registrar at registrar@mustedu.com. The campus Registrar will record and document the reason(s) and date of the student petition.

Courses in which the student applies, and is approved, for withdrawal will be reimbursed according to the Refund Calculation Chart (see Finance section). Withdrawal may affect the student's status, financial agreement, and academic progress.

A student may be administratively withdrawn from a course or the institution, in accordance with the University's policies and procedures. The institution reserves the right to withdraw a student from a course or from the University. Reasons for administrative withdrawal may include, but are not limited to:

- The student's behavior presents a significant risk of harm to themselves or to other members of the University community, including students, staff, or faculty.
- The student is found to be in violation of University policies and procedures.
- The student conducts themselves in a manner unbecoming of a MUST University student.
- The student bullies, threatens, harasses, or insults another student, faculty member, or staff member.

- The student refuses to follow University regulations or engages in serious misconduct.
- The student engages in or submits plagiarized or misleading academic work, as defined by the Academic Standards Policy.
- Student has failed to meet their financial obligations to the university.

Grade Changes and Appeals

Students who believe that a final grade has been inaccurately calculated or does not reflect the quality of their submitted work may file a Grade Appeal by completing the Grade Appeal Form through the MUST Ticket System available in the student portal.

Grade appeal requests must be submitted within thirty (30) calendar days of the official posting of the final grade. Appeals submitted after this deadline may not be considered. The Grade Appeal Form must be completed in full and include all relevant documentation or evidence supporting the request.

The appeal will be reviewed by the Director of Academic Affairs, or their designee, and a final decision will be communicated to the student within ten (10) calendar days of the submission of a complete appeal. The student can appeal the Director of Academic Affairs' decision by submitting an official email to the Registrar at registrar@mustedu.com addressed to the Appeals Committee.

Grade Appeal Procedure

- Grade Appeal Review:** Completed grade appeal requests must be submitted to the Director of Academic Affairs or their designee for consideration. The Director will review the appeal and notify the student of the decision within ten (10) calendar days of receiving the completed request.
- Appeal to the Committee:** A student may appeal the decision of the Director of Academic Affairs by submitting an official email to the Registrar at registrar@mustedu.com, addressed to the Appeals Committee. The Appeals Committee is composed of the Vice President of Academic Affairs, Director of Academic Affairs, Program Coordinator/Director, Professor, University Registrar, and the Dean of Student Experience. A quorum must be established, and all decisions of the Committee are final, determined by a majority vote. The Committee Chair, or their designee, will authorize any approved grade changes. The Committee will review the appeal and issue its determination within thirty (30) calendar days of receiving the completed appeal request.

Definitions

- **Academic Year** – length of time the institution offers classes within a nine-month period. An academic year includes 30 weeks of instruction.
- **Semester Credit Hour** – One semester credit hour is equivalent to a minimum of 15 theory, or 30 lab, or 45 clinical hours of planned learning experiences composed of hours of instruction and independent activities as indicated in the course syllabus under the guidance of a qualified professor. Students are expected to engage in a minimum of two hours of independent work for every clock hour of formal instruction.

- **Semester** – A 15-week period of instructional time in which courses are scheduled and delivered.
- **Term** – A five (5) week period of instructional time in a master's degree program. Each 15-week semester is composed of three (3) 5-week terms designated as terms A, B, and C, respectively.
- **Grade Point Average (GPA)** – weighted average of the grades for each course or overall grade upon completion of chosen degree.
- **Cumulative Grade Point Average (cGPA)** – The grade point average (GPA) a student has achieved during the entire length of their studies at MUST.
- **Academic Load** – Academic Load refers to the total number of credit hours in which a student is enrolled during a given academic term or semester. A student's academic load determines their enrollment status, such as full-time or half-time, and may affect tuition charges, aid eligibility, and Satisfactory Academic Progress (SAP). The standard academic load for a full-time graduate student is nine (9) credits per semester.
 1. Enrollment in more than nine (9) credits per semester requires authorization from the Director of Academic Affairs or their designee, unless the program of study specifically requires it.
 2. Graduate students who are registered for the maximum academic load and need three additional credits to complete graduation requirements in the same semester may do so with the approval of the Vice President of Academic Affairs or their designee.
 3. Under no circumstances may a graduate student's academic load exceed eighteen (18) credits per semester.

Standard Period of Non-Enrollment (SPNE)

In the event a course is not offered for a student to attend, the student may be placed on a Standard Period of Non-Enrollment. A Standard Period of Non-Enrollment may not exceed one full scheduled course consecutively.

Independent Study

Independent Study (IS) courses are offered to students that may have fallen out of sequence from their original educational track and are in need of a specific course prior to being scheduled for Capstone. IS courses are conducted under the direct oversight of a qualified faculty member, and students are required to complete all the educational requirements and assessments of the course. Courses in this category must comply with established requirements of total course hour requirements. Independent Study courses will be offered through independent study if they meet the following specific criteria:

- The course content cannot be substituted for another.
- The course is not offered in the semester the student is enrolled in, and the student cannot attend the course offered in another semester.
- The course is required for the student's major.

- Independent Study (IS) courses are limited in availability and are assigned by the Program Coordinator as part of the student's Program Completion Plan. All IS course assignments must be reviewed and approved by the Director of Academic Affairs or their designee.

Use of Artificial Intelligence (AI) Policy

MUST supports the responsible and ethical use of Artificial Intelligence (AI) tools as part of the academic learning experience. AI technologies, such as ChatGPT, Grammarly, Copilot, and similar platforms, may enhance learning and research when used appropriately and in accordance with university guidelines.

The use of AI tools in coursework is permitted only with prior authorization from the course instructor. Acceptable use may include research assistance, idea development, or grammar support, provided that the student maintains full authorship and academic responsibility for all submitted work.

Students are prohibited from using AI tools to generate, fabricate, or complete assignments, examinations, or research in a manner that misrepresents original work. Such actions are considered violations of the Academic Integrity Policy and may result in disciplinary action.

When AI tools are used with instructor approval, students must clearly disclose and cite the tool used, the purpose of use, and the extent of its contribution. Faculty are encouraged to outline AI expectations in their course and guide students in the ethical and effective application of these technologies.

MUST remains committed to fostering innovation, academic honesty, and responsible use of emerging technologies across all academic programs.

Satisfactory Academic Progress

Students at MUST are expected to maintain satisfactory academic progress and to make ongoing progress toward graduation. There are two standards that must be met: Cumulative grade point average (cGPA) (qualitative) and Completion Pace (quantitative).

Students must achieve a minimum cumulative Grade Point Average (cGPA) after completing each evaluation period (the completion of three consecutive terms/one semester). Graduate and doctoral degree students must achieve a minimum cGPA of 3.0 to graduate from their program. Students must achieve a minimum Completion Pace after completing each evaluation period. Graduate and doctoral degree students must achieve a minimum Completion Pace of 66.67% to graduate from their program. Satisfactory minimums are based on the students' Evaluation Level as follows:

Graduate Degree Programs			
Evaluation Level	Credits Attempted	% of Credits Earned	Minimum GPA
1	1 to 18	60%	2.75
2	19 to 30	66.67%	3
3	31 or higher	66.67%	3

Doctoral Degree Programs			
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Evaluation Level	Credits Attempted	% of Credits Earned	Minimum GPA
1	1 to 30	60%	2.75
2	31 to 60	66.67%	3
3	61 or higher	66.67%	3

Quantitative Requirement

Students must successfully earn a minimum number of credits attempted by the end of each SAP evaluation period as defined above.

Only satisfactorily completed course credits are counted as credits earned (e.g. passing grade earned). Courses are considered attempted if students receive any grade as well as a W, WF, P, and NP. (see Grade System Tables). Transfer credits accepted for the student's program, as well as "Challenge Exam/Third Party Testing /Credit for Life Experience" credits, will be counted as credits attempted and credits completed. A student's SAP calculation will be based on the student's entire history of enrollment in a specific program of study.

Students have a maximum of 150% of the program length to complete their program:

- **Doctorate Degree Program Length:** 36 months
- **Master's Degree Program Length:** 18 months

Qualitative Requirement

Students must successfully achieve a minimum cumulative grade point average (cGPA) by the end of each SAP evaluation period as defined above.

MUST measures CGPA on a 4.0 scale. All courses for which a student receives a grade will be included when calculating the student's cGPA (see Grade System Tables for reference). If a student repeats a course, only the highest grade for that course will be included when calculating the student's cGPA.

Grade Point Average

In the transcript, the grade point average (GPA) is listed at the end of each semester for that semester; the cumulative Grade Point Average (cGPA) is listed at the end of the latest semester attempted. The formula for calculating GPA is:

Each letter grade is converted into grade points (see grade system tables for reference)

Example (common 4.0 scale):

A = 4.0
B = 3.0
C = 2.0
D = 1.0
F = 0.0

- Multiply the grade points by the course's credit hours to get the total quality points.
 - Example: A (4.0) in a 3-credit course = 12 quality points.
- Add up all quality points earned across all courses.
- Add up all attempted credit hours (the credits from courses that count toward GPA).

- Divide the total quality points by the total attempted credit hours.

Cumulative GPA =	$\frac{\text{Total Quality Points}}{\text{Total Credit Hours Attempted}}$
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The cumulative GPA for each academic level (e.g., graduate and doctoral) includes all grades in that level, regardless of prior degree conferral, broken enrollment, or a program/major change.

Academic Warning

SAP will be calculated at the end of each evaluation period (the completion of three consecutive terms/one semester). Students that are not meeting SAP requirements are placed on academic warning and provided a written Academic Plan for the following three terms/one semester. A student will be dismissed at the end of the academic warning period if they fail to meet SAP requirements following the warning period or fail to provide, and be approved for, an academic appeal within two weeks after completion of the SAP warning period.

Dismissal

Students who have not achieved SAP during their warning or probation status period and have not submitted, and been approved for, an appeal are dismissed and notified of the dismissal in writing. To reestablish eligibility for reentry, the student must file an appeal (see SAP Appeal Process). If the appeal is approved, a revised academic plan will be created, and the student will be placed on probationary status for an additional evaluation period.

SAP Appeal Process

A student who fails to meet the academic plan designed to help them achieve Satisfactory Academic Progress (SAP) requirements and is scheduled for dismissal may submit a written appeal to the Appeals Committee if they believe there were mitigating or extenuating circumstances that contributed to their failure to maintain SAP. Mitigating circumstances may include situations such as injury or illness, the death of a relative, or other extraordinary events. Students who fail to meet the requirements of their academic plan must submit a written appeal to the Appeals Committee within two weeks after the end of their SAP warning or probationary period. The Appeals Committee will review the appeal and respond to the student within two weeks of their submission. An approved appeal will allow the student an additional SAP evaluation period during which they may work to meet SAP standards. Denied appeals will result in a student's dismissal from the university; dismissed students will be financially responsible for the course in which they were dismissed from, University refund policies will apply.

The appeal must be accompanied by supporting documentation regarding why the student failed and what changed in the student's situation that will allow them to make SAP by the next evaluation point. When the University grants a student's appeal for unusual or mitigating circumstances, it is not eliminating or disregarding any grades or credits attempted in the calculation of a student's SAP standing. The student's credits attempted, cGPA, and SAP standing will remain the same. When an appeal is granted, the University accepts only that, because of the circumstances identified in the appeal, the student will continue their enrollment.

The SAP Appeals Committee will conduct a review of the appeal and determine an approved or denial status. Should the appeal be granted, the student will regain enrollment status, while

meeting the requirements as specified in the student's academic plan. If the student fails to meet the terms of the academic plan at any time, the student will be dismissed. Any decision resulting from the review of an appeal is final and may not be appealed further. The result of the appeal (approved or denied) will be provided to the student in writing. A student may be granted more than one probation period; however, the student will be financially responsible for all courses they enroll in.

Academic Plan

An academic plan will accompany SAP warning or SAP probation status. The academic plan will serve as a road map to guide a student toward meeting his or her SAP goal within a specified period. The plan is designed by the Program Coordinator, or their designee, and communicated to the student in writing. The plan will be regularly evaluated by a member of the academic department and refined as internal and external developments warrant. While on an Academic Plan, the student is required to attend academic advising sessions. An academic plan may span multiple terms, so long as the academic plan allows students to regain SAP prior to completion of all required coursework, and the student stays in compliance with the terms of the Academic Plan.

SAP Appeals Committee

The SAP Appeal Committee, composed of the Director of Academic Affairs, Vice President of Academic Affairs, Dean of Student Experience, University Registrar, and the respective Program Coordinator/Director, reviews SAP appeal requests. It is presided by the Director of Academic Affairs or their designee.

Procedure SAP – Notification

- The Registrar will supply the Program Coordinator, or their designee, with the names of students not meeting SAP by the end of the evaluation period.
- The Program Coordinator will present the student failing to meet SAP, with a written academic plan which details the steps needed to be taken by the student to meet SAP during the following evaluation period. At this stage the student status will be changed to SAP Warning.
- A student who does not achieve SAP by the next evaluation period will be dismissed from the program unless they submit a written appeal for review by the SAP Appeals Committee within two weeks of the end of the evaluation period. If the appeal is approved, the student will be granted an additional evaluation period under SAP Probation Status with a revised Academic Plan. The SAP Appeals Committee has two weeks to review all appeals, students will be notified of the committee's decision in writing.
- Students who fail to meet the terms of the Academic Plan at the conclusion of any evaluation period will be dismissed from the Program.

Graduation Requirements

1. Students must successfully complete all courses required for their degree as specified in the University Catalog and comply with all programmatic academic requirements.
2. Students must complete the total number of credits required for the degree and meet the minimum programmatic cumulative GPA (cGPA).
3. When calculating the cGPA for graduation, only courses approved and required for the degree will be considered.
4. Students must fulfill all exit requirements including the submission of surveys (i.e. Placement information, Exit Survey, etc., etc.) submitting a Graduation Form to the Office of the Registrar by the deadline established in the Academic Calendar.

5. Financial obligations to the University must be fulfilled according to the student financial plan.

Master's degree Recognitions

- Cum Laude: cGPA 3.50 - 3.74
- Magna Cum Laude: cGPA 3.75 - 3.89
- Summa Cum Laude: cGPA 3.90 - 4.00

Doctoral Degree Recognition

- "With Distinction" cGPA 3.9 - 4.0

Valedictorian and Salutatorian Recognition

MUST honors outstanding academic achievement through the recognition of a Valedictorian and Salutatorian at each commencement ceremony. These distinctions are awarded to graduating students who have demonstrated exceptional academic excellence, leadership, and integrity throughout their program of study. The Valedictorian is the graduate with the highest cumulative grade point average (GPA) among all eligible students in the graduating class, while the Salutatorian holds the second-highest cumulative GPA. In addition to academic merit, recipients must exemplify the University's core values and maintain good academic and disciplinary standing. Both honorees are recognized during commencement and may be invited to deliver remarks at the ceremony.

Second Degree

Students that have graduated from MUST and who wish to earn another degree must apply for admission to the University. Upon acceptance to the desired program of study, courses which could count toward the new degree program completion requirements will be transferred. A student may only transfer courses with a final grade of "B" for graduate programs. Credits attempted, and grades earned in the student's new program of study will count towards determining satisfactory academic progress.

Concurrent Enrollment (Dual Degree)

MUST offers students the opportunity to pursue dual degrees as part of their academic and professional development. A dual degree allows a student to earn two distinct MUST degrees, at the same academic level, by completing the specific requirements of each program. Students seeking to enroll in a dual degree (concurrent) format must obtain written approval from both the Admissions and Academic Affairs departments prior to enrollment and sign an enrollment agreement for each program.

To qualify, students must demonstrate strong academic standing and the ability to successfully manage the academic demands of both programs. While limited coursework overlap may be permitted, students are fully responsible for completing all required assignments and assessments in each program, including in cases where class schedules or synchronous sessions conflict. Students are also required to meet all financial obligations associated with each enrolled degree program and must adhere to the academic policies and procedures governing each program as outlined in the University Catalog.

Course Numbering

The course numbering system of MUST consists of a three-letter alpha prefix followed by a three or four-digit course code. The alpha prefix indicates academic discipline. The level is specified by the first digit, as follows: 1 for freshman level; 2 for sophomore level; 3 for junior level; 4 for senior level; and 5-9 for graduate and terminal degree level courses. The last two digits are reserved for departmental use in indicating the courses.

Transcripts

An official transcript is available to any student who submits a written request. The first copy of the transcript is provided free of charge. Additional copies may be requested for a fee; please refer to the University's Schedule of Fees for current pricing.

Degrees and Diplomas

Every student who has successfully completed a program of study and fulfilled all obligations to the University will be awarded a degree and receive a diploma during annual graduation exercises. The replacement cost for these documents is \$50.00.

Leave of Absence (LOA)

Students seeking a leave of absence must have completed at least one full semester at MUST. Requests for leave must be submitted in writing, along with any required documentation, to the Director of Academic Affairs or the designated school official by submitting a LOA/PLOA request via the student portal. Approval must be obtained prior to the start of the leave. Exceptions may be made for medical emergencies, such as accidents, provided the student anticipates returning within the maximum allowable leave period. A single request for a non-contiguous leave may be considered if it is for the same reason (e.g., a serious health condition requiring multiple treatments).

A leave of absence may be granted for a period not to exceed 180 days. Students are generally limited to one leave of absence per twelve-month period; a second leave may be approved if the total duration does not exceed 180 days within that same period. Students must be in good academic standing and not on probation at the time of the request. Acceptable reasons for leave include, but are not limited to:

- Jury duty or military service
- Medical or family circumstances consistent with the Family and Medical Leave Act of 1993 (FMLA), such as:
 - Birth of a child or placement of a child for adoption or foster care
 - Caring for a spouse, child, or parent with a serious health condition
 - Serious illness of the student

A leave of absence is granted only when there is a reasonable expectation that the student will return at the conclusion of the leave. Students on an approved LOA do not incur additional charges for the leave period. Students who fail to return at the end of the approved leave will be withdrawn from the University and may be assessed a re-entry fee if returning later. Students may resume classes prior to the scheduled end of the LOA, written requests to return prior to the due date must be submitted to registrar@mustedu.com.

As MUST is a non-attendance-taking institution, if a student does not return by the expected return date of an approved LOA, the leave start date will be used as the official withdrawal date, and charges and refund calculations will be applied in accordance with University policy.

Personal Leave of Absence (PLOA)

A personal leave of absence is granted only when there is a reasonable expectation that a student will return to school at the expiration of the leave. Students taking an approved personal leave of absence do not incur additional charges for the period of the approved leave. However, any student who fails to return to school at the end of an approved personal leave of absence is withdrawn from MUST and will be charged a re-entry fee upon their return as applicable. A student may return to class before the expiration of the student's PLOA as long as appropriate written approval is granted by the Academic Affairs and Registrar teams.

A Personal Leave of Absence (PLOA) may be granted for a period not to exceed 90 days. Students are limited to one leave of absence in any twelve-month period. Students must be in good academic standing and may not be on probation at the time of the leave request. Acceptable reasons for a personal leave of absence are situations which are not covered under a standard LOA (see Leave of Absence policy). These circumstances include, but are not limited to, loss of employment, financial, mental health, extended travel, or care for a loved one not covered under a standard LOA. All leave of absence policies will also apply for PLOA including required documentation and determination of date of withdrawal in case a student does not return from PLOA.

Distance Education

MUST is an online institution; therefore, students should recognize that success in online courses requires strong self-motivation and proficiency in computer and internet use. Additionally, students are expected to demonstrate adequate language and writing skills, along with effective time management abilities.

Online Course Requirements

1. Before beginning their first online course, students are encouraged to complete the MUST Online Orientation and the accompanying LIB101-Library Orientation course. These resources help students understand the expectations, requirements, and academic rigor associated with online learning at MUST.
2. Students must have access to a computer that meets the minimum online technology requirements (see Technology Requirements section)
3. Students must have reliable internet service. MUST online courses require a broadband connection.
4. Students must have an institutional e-mail address (provided by MUST).

Course Cancellation

The University requires a minimum number of students on an online course. In rare circumstances, the University may cancel an online course on, or before, the first day of class due to low enrollment. The University will notify students by using official MUST communication channels. Every effort will be made to move students to another online course in their program of study which meets their educational requirements. Students will not be financially responsible for university-canceled

courses even if the student has logged into the Learning Management System prior to the start of the course.

Guidelines for Online Enrollment

Students must be registered for online classes prior to the start of the term. MUST has a rigorous online course design which requires that students be motivated and self-driven to be successful within courses. There is substantial reading, research, collaborative learning, and writing activities that students must complete in a timely manner.

Online Weekly Schedule

Master's degree courses are offered in five (5)-week terms, except for the capstone course, which is delivered over a fifteen (15)-week semester. Doctoral degree courses follow a concurrent fifteen (15)-week semester framework.

Synchronous sessions are held throughout each course, and students are strongly encouraged to attend and actively participate. Consistent weekly engagement is required to optimize learning outcomes and fulfill all academic requirements. Course start and end dates are published in the University's official academic calendar.

Conduct Policy for Online Classes

The online classroom environment at MUST requires students to submit assignments, participate in threaded discussions, and respond to reflection questions. As this is an academic setting, students are expected to maintain professional conduct and use appropriate language at all times.

When providing feedback or commenting on classmates' work, students must communicate respectfully, even when expressing differing opinions or engaging in academic debate.

MUST maintains a zero-tolerance policy for bullying, harassment, threatening, or intimidating behavior. Any student found in violation of the University's Code of Student Conduct will be subject to disciplinary action, which may include dismissal from the University.

Verification of Identity During Examinations

To ensure the integrity and authenticity of the academic process, MUST may require verification of student identity during examinations and assessments. Students may be asked to provide directory or personal information such as their student identification number, official university-issued ID, secure login credentials, or other verification methods authorized by the University.

These measures are designed to confirm that the individual completing the examination is the student of record and to uphold the highest standards of academic honesty and institutional compliance. Failure to comply with identity verification procedures may result in exam invalidation or disciplinary action in accordance with university policy.

Usage Report

MUST actively monitors student engagement within the online classroom to ensure participation and academic integrity. The University maintains a usage report system that records each student's login activity, including the dates, frequency, and duration of time spent in the online classroom.

This information is accessible to faculty and administrators to support student success, monitor attendance, and ensure compliance with institutional and accreditation requirements.

Technology Requirements

MUST delivers all educational programs through online distance education. Students must have access to reliable technology that meets the following minimum requirements to successfully participate in coursework and access institutional resources.

Computer Operating Systems

Students must use a computer with one of the following operating systems:

Windows

- Windows XP Service Pack 2 (Home & Professional)
- Windows Vista
- Windows 7

Mac

- Mac OS X 10.5.x and above

Microsoft 365

MUST provides complimentary access to the Microsoft 365 suite of applications. Students receive instructions for activating their accounts upon enrollment and are encouraged to use these tools to support their academic studies.

Computer Hardware

MUST does not mandate specific RAM or processor speed requirements. However, equipment limitations may affect page loading times and tool performance. Students should ensure their computers can run current web browsers and streaming media without significant delays.

Internet Connection

Students must maintain reliable internet service to access course materials, participate in discussions, submit assignments, and attend any synchronous sessions.

Supported Web Browsers

Students must use a supported web browser to access the learning management system and course materials:

- Google Chrome 10+
- Firefox 7.0.x+
- Safari 4+

Required Software and Plugins

Certain course materials may require additional software or plug-ins. Students are responsible for maintaining updated versions of the following:

- **Adobe Flash Player:** Required for some embedded videos and document previews.
- **Java:** Required for certain interactive content.
- **Adobe Reader or Apple Preview:** Required for viewing PDF documents.
- **Media Players:** QuickTime, Windows Media Player, Real Player, or Microsoft Silverlight may be required for audio and video content.

Additional Information

Students may access the most current technology requirements and technical support resources at: <https://mustedu.com/tech-support/>

Student Services & Policies

Student Orientation – Welcome Class

The orientation session, held the week prior to the start of each term, is designed to support students in their transition to MUST and to familiarize them with the institution's structure, resources, and academic expectations. During orientation/welcome class, students are introduced to the University's mission, vision, policies, and regulations.

The session also covers essential topics such as study strategies, academic standards, counseling resources, and professional ethics. New and reentry students are strongly encouraged to attend. Orientation/welcome class provides an opportunity for students to develop effective study habits, gain insights into their chosen field of study, and begin building connections with fellow students, faculty, and staff.

Academic Counseling

MUST provides comprehensive academic counseling services to assist students throughout their educational journey. These services are designed to support academic planning, course selection, registration, tutoring, and the completion of administrative requirements and student requests.

In addition, students have access to financial advisement and guidance on personal or academic concerns. Faculty members are readily accessible through the University's learning management system and by email, and their contact information is provided in each course syllabus to ensure open communication and academic support.

Career Services and Employment Assistance

MUST is deeply committed to its mission of fostering a student-centered environment that equips graduates for both professional and personal success. This commitment is reflected in the University's comprehensive career support services, which include student activities, organizations, leadership programs, and a wide range of career development resources.

Through the Student Experience department, students gain essential career-readiness skills such as résumé writing, mock interviewing, participation in career fairs, and professional networking. These initiatives are designed to prepare students effectively for their future careers.

While MUST does not guarantee employment or a specific salary upon graduation, the University is dedicated to supporting students in their job search and career development. The Student Experience department provides personalized advisement, career development guidance, and access to technology-based tools for identifying employment opportunities in each student's chosen field.

During the last semester and upon graduation, MUST invites all graduates to participate in a survey to share information about their employment status and career advancement, which helps the

University enhance its programs and services. Students can access Career Services through the university website by visiting <https://mustedu.com/career-services-department/>.

Alumni Services

MUST encourages all alumni to connect with MUST via their social media applications and institutional website. The university conducts events for alumni which oftentimes may require an RSVP; therefore, it is the responsibility of the alumni to stay in active contact with the university for alumni events and activities.

Transcript Request

MUST maintains all official student transcripts through the Registrar's Office. Each student receives one official academic transcript upon completion of their program at no cost.

MUST transcript contain information concerning a student's academic performance and status at the University. The University adheres to the Family Education Rights and Privacy Act of 1974 (FERPA). Therefore, a student's record will not be released without prior written consent from the student.

A student may request transcript through MUST website via the link: MUST Transcript Request, Parchment or via email at registrar@mustedu.com.

All transcript requests are processed in accordance with university policies and applicable privacy regulations.

Grievance/ Complaint Policy

Scope

This policy applies to all students enrolled, active, or graduated in any of the academic programs at MUST.

Definitions

For purposes of this policy, the following definitions will apply:

- **Grievance** is defined as a concern regarding an alleged policy or procedure the student believes the University has failed to follow.
- **Complaint** is defined as a concern or issue arising from a decision or action that was made by University staff or faculty (e.g., grades, tests, mistreatment).

Procedure

A grievance or complaint process provides students with a means to escalate the issue to the next level of authority.

Students have the right to submit a grievance or complaint with respect to disciplinary action taken for violation of student conduct standards; financial awards or policies, including satisfactory academic progress (SAP); admissions decisions; tuition and fees; educational policies and procedures; and mistreatment or abusive behavior.

The purpose of this policy is to provide a prompt and equitable process for resolving student grievances. Students with grievances should first meet with the program administrator. If the

grievance remains unresolved, the student should schedule an appointment with the Director of Academic Affairs or their designee and complete a written statement.

When MUST takes disciplinary action against a student, every student has a right to procedural due process, including an opportunity to be heard. If the administration has to take disciplinary measures against a student or other action related to a student, the student may appeal the decision to the Grievance Committee.

Students should pursue informal resolution before initiating a formal grievance. Students should address concerns directly with the involved parties and work through normal administrative channels. When informal resolution proves unsuccessful, the student may submit a written petition to the Director of Student Affairs, who forwards the matter to the Grievance Committee for scheduling.

When a grievance or complaint concerns a faculty member, staff member, or administrator, MUST provides that individual with written notice of the complaint and sufficient opportunity to submit a response before the Grievance Committee or University President renders a final decision.

Submitting a Formal Complaint/Grievance

A student wishing to escalate their grievance or complaint should follow the steps below:

1. The first step in the process is to address and attempt to resolve the dispute with the person involved through respectful discussion. Students should communicate their concerns as soon as possible to achieve a reasonable resolution in a timely manner.
2. If the issue is not resolved, the student may submit a written complaint/grievance, along with all relevant evidence, to the program director or respective coordinator. For non-academic matters, the student submits their complaint/grievance to the relevant Department Director. The University representative may ask for additional supporting documentation or information and respond to the written complaint within ten (10) business days.
3. If the student still feels the issue is not resolved, students have the right to address the issue in writing to the Director of Academic Affairs, or respective Department Director (e.g., Finance Director, Director of Student Services, etc.). The respective Department Director has ten (10) business days to provide a written response.
4. If the student still feels the issue is not resolved, they may address the issue in writing to the Vice-President of Academic Affairs for all academic issues, and to the respective University Vice-President for all non-academic issues. The respective Vice-President has ten (10) business days to provide a written response.
5. If the student is still unsatisfied with the resolution, students have the right to address the issue in writing depending on the nature of the issues:
 - **Grievances:** A petition for a grievance must be made in writing and submitted to the grievance@mustedu.com email along with any evidence or supporting documentation. The grievance is then reviewed by the Grievance Committee which consists of two (2) faculty members, two (2) staff members, and one (1) student. All voting members of the Committee are non-biased participants. The VP of Academic

Affairs facilitate/moderate the grievance hearing as a non-voting member of the proceedings. The Committee reviews evidence, may ask follow-up questions, reviews the catalog/handbook policies, deliberates, and renders an advisory ruling that becomes binding upon both MUST and the student who filed the grievance. The Committee provides a written response within ten (10) business days of receipt of the completed grievance petition.

- **Complaints:** Students have the right to address the issue in writing to the University President, along with all supporting documentation. The University President responds to the complaint within ten (10) business days of initial receipt of a completed complaint.

Students who are not satisfied with the outcome of the MUST's process may contact the Florida Commission for Independent Education, Florida Department of Education at: 325 West Gaines St., Suite 1414 Tallahassee, FL, 32399-0400; Telephone (850) 245-3200, Toll-Free Telephone (888) 224-6684; Fax (850) 3233, <https://www.fldoe.org/policy/cie/>

Record Retention

MUST retains complete files for all grievances and complaints filed against the institution, its faculty, staff, students, or other associated parties for five (5) years.

Academic Integrity and Plagiarism Policy

Scope

This policy applies to all students enrolled in any academic program at MUST.

Academic Integrity and Plagiarism

Students at MUST University are expected to be honest and ethical in every aspect of their academic work. All work presented as a student's own must be the product of her or his own efforts. Academic dishonesty, plagiarism, cheating, or any other submission of another's work as one's own is unacceptable. Students working in groups are individually responsible for the academic integrity of the entire group project.

Forms of Academic Dishonesty

Academic dishonesty is defined as any act or attempt by a student to gain an unfair academic advantage or to misrepresent their own work, knowledge, or performance. Such conduct violates institutional policies and undermines the integrity of the educational process.

Academic dishonesty includes, but is not limited to:

- Acquiring, providing, or using unauthorized information during an examination or assignment.
- Using unauthorized notes, course materials, study aids, or technology during an exam.
- Using another student's work during an exam or assignment where collaboration is prohibited.
- Communicating with others to obtain unauthorized assistance during an exam or assignment.
- Obtaining or attempting to obtain an examination prior to its administration.
- Searching for or referencing online material during an examination without authorization.

- Allowing another person to complete academic work on one's behalf or submitting another person's work as one's own.
- Engaging in any activity intended to gain an unfair academic advantage over others.
- Unauthorized use or failing to cite the use of AI on academic work, assessments, or coursework.

Plagiarism

Plagiarism is defined as the intentional or unintentional use of another person's words, ideas, or creative work without proper acknowledgment, resulting in the presentation of that work as one's own. MUST requires all students to submit original work and properly cite all sources in every assignment and course.

Plagiarism includes but is not limited to:

- Purchasing, copying, downloading, printing, or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument, or any other work and presenting it as one's own, either in whole or in part.
- Incorporating portions of another's work without proper acknowledgement and documentation.

Consequences of Plagiarism and/or Academic Dishonesty

The consequences for plagiarism are noted below; however, steps may be skipped depending on severity.

- First Offense: The student may receive an automatic grade of "F" for the assignment.
- Second Offense: The student may receive an automatic grade of "F" for the course.
- Third Offense: The student may be subject to dismissal from the University.

Procedure

Course faculty are responsible for identifying and addressing violations of academic integrity, using their professional judgment and in accordance with institutional policies and guidelines.

When an instructor determines that a student has breached academic integrity, the instructor informs the student of the finding and will notify the appropriate program coordinator/director, or academic department leadership of the incident, along with a recommended course of action.

Incident Documentation

Incidents of academic dishonesty become part of the student's permanent file. The process for recording incidents is as follows:

1. The course instructor will submit a report to the Registrar's Office by completing an Academic Dishonesty Report Form or by submitting a written statement through the official university email system. Course instructor will also provide a copy of said report or communication to the student for their records.
2. The Registrar's Office maintains all reports in the student's permanent SIS file.
3. If an instructor assigns a final course grade of "F" as a result of academic dishonesty, the Registrar's Office records the grade immediately on the student's academic record. A student may not withdraw from a course to avoid an "F" awarded due to academic dishonesty.

4. If the student chooses to appeal the sanction by following the procedures outlined in the University's Grievance Policy, the Registrar's Office maintains the report in pending status.
5. If the student's appeal is successful, the Registrar's Office will remove the report from the student's record.
6. If the student does not appeal, or if the appeal is denied, the Registrar's Office will retain the report. In cases of repeated violations, the Registrar will refer the matter to the Director of Academic Affairs and the Vice President of Academic Affairs, who will determine appropriate disciplinary action in accordance with the Institutional Catalog.
7. A student with multiple reports on file for violations of academic integrity may be subject to sanctions up to and including dismissal from the University, as determined by the Vice President of Academic Affairs.

By maintaining academic integrity, students contribute to the credibility of their education, the reputation of MUST, and the value of their academic achievements.

Appeals

A student wishing to formally register a grievance or complaint about an academic integrity finding, they should follow the steps outlined in the Complaint and Grievance Policy.

Professional Conduct Policy (Code of Conduct)

MUST expects all students to uphold the highest standards of professionalism and ethical conduct in every aspect of their academic experience. Professional behavior reflects the University's core values and prepares students for success in their chosen careers.

Students who engage in unprofessional or inappropriate behavior may be subject to disciplinary action, which can include probation, a written warning, a final written warning, or dismissal from the program, depending on the severity of the misconduct. Each warning will include a *Student Action Plan* outlining the specific behaviors that must be demonstrated for continued enrollment. The University reserves the right to withdraw a student at any time if the behavior is deemed severe or disruptive, as determined by any University Vice-President, their designee, or the University President.

To promote a culture of professionalism, students are expected to:

- Adhere to all University policies and procedures as outlined in the University Catalog.
- Follow program-specific policies and procedures as detailed in program documentation.
- Demonstrate accountability, responsibility, and integrity in all aspects of the educational process.
- Be on time for all scheduled synchronous class sessions. Punctuality is an essential component of professional conduct. In the event of an absence, students are responsible for obtaining missed material from classmates or instructors to maintain academic progress.
- Refrain from any form of threats, intimidation, harassment, or disrespectful behavior, whether verbal, written, or electronic.
- Exhibit appropriate and professional communication, behavior, and interaction with peers, faculty, and staff at all times.

MUST is committed to helping students cultivate the professional attitudes, behaviors, and skills necessary for success in entry-level and advanced positions within their respective fields.

Student Dismissals

Students who violate MUST policies or fail to meet academic or behavioral expectations may be subject to dismissal from the University. Dismissal decisions are made in accordance with institutional policies and procedures to ensure fairness, due process, and the integrity of the learning environment.

Reasons for dismissal may include, but are not limited to, the following:

- Failure to meet the minimum academic standards established by the program.
- Failure to meet financial responsibilities, including tuition and fee payments.
- Providing false or misleading information or documentation to university staff or faculty.
- Violating the University's Student Conduct Policy.
- Engaging in behavior that is threatening, demeaning, or disruptive toward students, faculty, or staff.
- Violating the University's Academic Integrity or Plagiarism Policy.
- Willful destruction, defacement, or theft of university or student property.
- Engaging in improper, unethical, or illegal conduct, including but not limited to harassment, discrimination, hazing, or sexual misconduct.
- Being under the influence, possession, or distribution of alcohol, illegal drugs, or any controlled substances during class sessions or while on university premises.

MUST is committed to maintaining a safe, respectful, and academically focused learning environment. Students dismissed from the University will receive written notification outlining the reason(s) for dismissal and applicable appeal procedures, if eligible.

Sexual Harassment Policy

MUST is committed to maintaining an educational environment that is free from all forms of harassment, intimidation, discrimination, or abuse. The University has zero tolerance for sexual harassment or any conduct that compromises the dignity, safety, or rights of students, faculty, or staff. Such behavior is strictly prohibited under both federal and state law, as well as University policy.

MUST reserves the right to take any action deemed necessary to prevent, address, and discipline behavior that violates this policy. This includes investigations, corrective measures, and, when warranted, disciplinary action up to and including dismissal or termination.

It is the policy of MUST that all members of its community are entitled to an environment free from unlawful discrimination, sexual harassment, and retaliation. No individual will be penalized or subjected to adverse treatment for filing a good-faith complaint or for participating in an investigation under this policy.

MUST encourages any individual who experiences or witnesses' harassment or discrimination to promptly report the incident to the appropriate University office for review and resolution.

Anti-Hazing

In compliance with Florida law, MUST strictly prohibits all forms of hazing. Hazing is defined as any act, whether physical, mental, emotional, or psychological, that subjects another person, voluntarily or involuntarily, to behavior that may abuse, mistreat, degrade, humiliate, harass, or intimidate them, or that in any way compromises their dignity as an individual.

Hazing is fundamentally incompatible with the mission, values, and goals of MUST. Such conduct will not be tolerated under any circumstances. The University is committed to maintaining a safe, respectful, and supportive educational environment and will take all necessary measures to prevent hazing and protect students from any form of victimization.

Any student, group, or organization found to have engaged in hazing activities will be subject to disciplinary action in accordance with university policy and applicable law.

Equal Opportunity, Discrimination, and Harassment Policy

MUST is committed to providing an inclusive and equitable educational and work environment free from discrimination and harassment. In accordance with federal, state, and local laws, the University prohibits discrimination or harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national or ethnic origin, age, disability, marital status, veteran status, pregnancy, childbirth or related medical conditions, or any other category protected by law.

MUST upholds the principle of equal opportunity in all areas of its operations, including admissions, hiring, academic programs, and services. No individual will be denied participation in, or be subjected to, discrimination under any University program or activity on the basis of a protected characteristic.

Graduation Ceremony

MUST holds annual commencement ceremonies to celebrate the achievements of its graduates. These ceremonies may also be available for virtual viewing.

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Graduates who wish to participate in the commencement ceremony must have successfully completed all academic and program requirements as outlined in university policy. Additionally, graduates must notify the University of their intention to attend the ceremony by the designated deadline.

Student Records

MUST's Registrar maintains official academic records for all students. These records include, but are not limited to, admission applications and supporting documentation, transcripts of grades and credits earned at MUST or accepted from other institutions, and other documents related to a student's academic progress and status.

All student records are maintained permanently and kept confidential. Personal information will not be disclosed to any individual without the student's written authorization, which can be submitted via the completion of a FERPA Release Form.

Students requesting changes to personal or contact information, such as name, address, email, or phone number, should contact the Registrar's Office via registrar@mustedu.com. Certain changes, including name or status updates, may require submission of supporting documentation for verification purposes.

Student's Right to Know- Student Privacy Records (Act of 1974)

MUST is committed to protecting student privacy and ensuring that students have access to their educational records in accordance with federal and state law. The University adheres to the Family Educational Rights and Privacy Act (FERPA) of 1974 and the Student Right to Know Act (PL 101-542), which provide students with the right to review and request corrections to their academic records.

Students with questions regarding their rights to access or amend their records may contact the Registrar's Office at registrar@mustedu.com for assistance.

Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Act (IDEA)

MUST adheres to the requirements of the Family Educational Rights and Privacy Act (FERPA) regarding students' rights and privacy of information in accordance with 20 U.S.C. § 1232g; 34 CFR Part 99, the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1417(c) and 34 CFR §§ 300.610-300.626), and Florida Statute 5.229.782. The university allows students to access their educational records; challenge records they believe are inaccurate, incomplete, or misleading; and limit the release of such information. Records will not be released without the written consent of the student. A student will be notified whenever a court subpoenas the records in which case, written consent is not required.

Parent(s) of a dependent student has the right to inspect records maintained by the school on the student's behalf.

Student Confidentiality and Privacy Policy

Policy Statement

Metropolitan University of Science and Technology ("MUST") is committed to safeguarding the confidentiality, integrity, and privacy of all students' educational records and personally identifiable information (PII). This commitment applies to all university departments, offices, and personnel who access, maintain, or process student records or PII, including but not limited to the Registrar's Office, Credential Evaluation Specialists, International Documentation Team (IDT), Library, and Career Services, Admissions, Academic Affairs, Finance, Information Technology, and all faculty.

All MUST University staff must comply with the Family Educational Rights and Privacy Act (FERPA), which governs the access, disclosure, and protection of student educational records. Staff who interact with records of students residing in jurisdictions with additional data protection requirements, including but not limited to the European Union's General Data Protection Regulation (GDPR) and Brazil's Lei Geral de Proteção de Dados (LGPD), must also comply with those applicable laws. Generally, this is the GDPR, which grants individuals broad rights over their personal data, including the right to access, correct, and request deletion of their data; requires explicit consent for data collection and processing; and mandates breach notification within 72 hours.

Policy Requirements

- Student information will only be collected, accessed, and used for legitimate educational and administrative purposes, and only with appropriate legal basis as required by applicable data protection laws.
- Student data will not be disclosed to third parties without written consent, except as permitted under FERPA (e.g., school officials with legitimate educational interest) or as otherwise required by law. Where GDPR or LGPD applies, the institution obtains explicit consent before processing student personal data beyond what is necessary for the educational relationship.
- Student information will be stored securely in authorized systems such as Orbund, Freshdesk, Pipefy, Learning Management System (LMS), and the Library Management System. Personal data will not be transferred outside the student's country of residence without adequate safeguards as required by applicable law.
- All staff must complete annual data privacy and FERPA training through Cornerstone to maintain compliance and protect student privacy.
- The institution will notify affected students and applicable regulatory authorities of any data breach within 72 hours of discovery, consistent with GDPR requirements.
- Violations of this policy, FERPA, GDPR, LGPD, or any other applicable data protection law may result in disciplinary action, up to and including termination.

This policy ensures the protection of student records across all university departments and offices and reinforces MUST's obligation to maintain legal compliance, institutional integrity, and student trust.

Procedure

Access to Student Records

Staff may access student information only when performing official job responsibilities and only within the scope of their authorized role and department.

- Access must be limited to the minimum information necessary to fulfill the task.
- Staff are prohibited from accessing records out of curiosity, personal interest, or for any non-institutional purpose.

Student Consent Requirements

Student information may not be released to external parties without signed, written consent from the student.

- Acceptable forms of consent include digital signatures submitted through verified institutional systems (Freshdesk forms, Pipefy forms, secure e-signature platforms).
- Consent forms must be stored in the student's digital record in Orbund (SIS).

FERPA-Compliant Disclosures Without Consent

As permitted by FERPA, information may be shared without student consent only when:

- The recipient is a school official with legitimate educational interest.
- The disclosure is required for accreditation, audits, or compliance reporting.
- Information is needed for institutional financial aid purposes.
- The disclosure concerns health or safety emergencies.
- Directory information is requested, and the student has not opted out.
- Staff must consult the Registrar's Office before determining whether an exception applies.

Communication Standards

All official student communications must occur through institutional systems:

- Freshdesk, Orbund, internal messaging, and University email.
- Sensitive documents must be uploaded only through secure university platforms (Freshdesk, Pipefy, Orbund uploads).

Data Storage and Security

Records must be stored only in authorized systems (Orbund, Freshdesk, Pipefy, Cornerstone).

- Documents containing PII may not be printed, stored on personal devices, or saved locally without encryption.
- Staff must lock screens when away from workstations and ensure physical files remain secured.
- Access credentials must never be shared with other employees.

Third-Party Requests

All external requests for transcripts, verification, recognition-related documents, or student financial information must be referred to the Registrar's Office or the appropriate unit.

- Staff or faculty must not release student documents to partner universities or other external institutions without written student permission.

Annual Training and Certification

All employees must complete annual data privacy and FERPA training in Cornerstone.

- Failure to complete training results in suspension of access to Orbund, Freshdesk, and Pipefy until completed.

Reporting Violations

Suspected breaches of confidentiality must be reported immediately to the Dean of Student Experience and IT Security.

- All breaches will be investigated following institutional guidelines.

Continuous Compliance Monitoring

The Registrar's Office, in collaboration with the Dean of Student Experience, will conduct annual audits of access logs, recordkeeping, and documentation standards.

- Corrective action plans will be implemented for departments or staff showing patterns of non-compliance.

Title IX – Equal Opportunity and Sexual Misconduct Policy

MUST is committed to maintaining a learning and working environment that is free from sex-based discrimination, harassment, and sexual misconduct. In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination based on sex, gender, sexual orientation, gender identity, pregnancy, childbirth, or related medical conditions.

Scope of Policy

This policy applies to all students, faculty, staff, and third parties participating in university programs or activities, whether on campus or in virtual settings. Prohibited conduct includes, but is not limited to:

- Sexual harassment, sexual assault, dating or domestic violence, and stalking.
- Retaliation against anyone who reports a concern in good faith or participates in an investigation.

Reporting and Resources

Individuals who experience or witness behavior that may violate Title IX are encouraged to report the incident promptly to the Title IX Coordinator or a designated University official. All reports are taken seriously and will be handled promptly, impartially, and confidentially to the extent possible.

Investigation and Resolution

MUST will investigate all reports of sexual misconduct or discrimination in a fair and equitable manner. Appropriate disciplinary action will be taken against any individual found to have violated University policy, which may include suspension, dismissal, or termination.

Support for Students

The University provides resources and support to students impacted by sexual misconduct, including counseling services, academic accommodations, and safety planning.

For more information or to report an incident, students may contact the VP of Academic Affairs, which serves as the Title IX Coordinator, via email at TitleIX@mustedu.com.

Finance and Aid

Tuition and Fees

MUST is committed to providing high-quality education at an affordable cost. Tuition and fees are established to support the instructional, administrative, and student service operations necessary to deliver an exceptional academic experience. Students are responsible for understanding the total cost of their program, including tuition, fees, and any additional expenses associated with their studies. All tuition and fees are subject to periodic review and may be adjusted by the University as deemed necessary. Tuition and fee schedules are also available through the Office of the Bursar and are published on the University's official website.

Item	Fee
Registration Fee (non-refundable)	\$150
Reentry Fee	\$100
Tuition, Master's Programs	\$160 per credit hour
Tuition, Doctoral Programs	\$350 per credit hour
Apostille, Evaluation, Translation fees	\$100-\$300
Doctoral Dissertation Course Fee*	\$750 per course
Master's Capstone Course Fee	\$60
Official Transcript Fee	\$10
Diploma Replacement Fee	\$50
Graduation Fee	\$100
Returned Check Fee	\$50
Credit for Prior Learning and Life Experience Portfolio Review Fee	\$150/course
Technology Fee (per student semester)	\$60

*The Doctoral Dissertation Course fee applies to all doctoral students enrolled in DIS 9800/ DIS 9810/DIS 9820/DIS 9830. The University reserves the right to modify fees and charges for educational services at any time. Fees incurred in the transition of the program such as technology fees and fees for services are non-refundable once applied.

Textbook Costs

The tuition cost for all master's and doctoral degrees includes books and supplies.

Dissertation/Capstone Courses

The master's capstone course and doctoral dissertation courses will be assessed a per-course fee, as detailed in the fees chart. These fees apply once a student enters the capstone or dissertation phase of their respective program.

Payment Methods

The institution receives payments through Personal Checks, Money Orders, Cash, Credit Cards, Debit Cards, Wire-Transfers, Pix, and Boletos.

Cancellation/Withdrawal and Refund Policy

Should a student's enrollment be terminated or canceled for any reason, all refunds will be made according to the following refund schedule and norms. Students wishing to cancel/withdrawal their

enrollment may do so by emailing the Registrar's Office at registrar@mustedu.com or by completing the Student Request Form, available on the student portal.

1. Cancellation can be processed via an email request, by Certified Mail, official MUST cancellation withdrawal link (ticket), or by official written communication.
2. Students who have signed an Enrollment Agreement and wish to cancel within five (5) calendar days after signing the EA will be refunded all paid funds, including fees.
3. Cancellation after the fifth (5th) calendar day, but before the first day of class, will result in a refund of all funds paid except the non-refundable Registration Fee.
4. If cancellation occurs during the term/semester drop/add period, MUST will refund 100% of the tuition paid for that term/semester.
5. Once the term drop/add period has passed, any student who requests a withdrawal will be subject to the refund table below.
6. **Termination Date:** In calculating any refund that may be due, the last date of the course, the date of the student's official request to withdraw, or the date of administrative withdrawal, whichever is earlier, will be used in the refund calculation.
7. Refunds will be made within 30 days of termination of student's enrollment or receipt of cancellation or withdrawal notice from student.

Refund Calculation

Any student who requests a total withdrawal of courses, after the drop-add period, will be reimbursed according to the following refund schedule:

Length of Term	Percentage of Tuition Returned to the Student	
5 weeks	1st Week	100%
	2nd Week	70%
	3rd Week	40%
	4th Week	20%
	5 th week	0%
15 weeks	1st Week	100%
	2nd Week	80%
	3rd Week	70%
	4th Week	60%
	5th Week	50%
	6th Week	40%
	7th Week	30%
	8th Week	20%
	9th Week	10%
	10-15th Week	0%

Transcript/Diploma Holds

MUST may withhold an official transcript or diploma if a graduate owes an institutional balance of US\$100 or more. This policy does not apply to students receiving US federal funds. Affected students will receive written notice and may (1) pay in full, (2) enter or continue an approved payment plan, or (3) appeal in writing within ten business days. Holds are lifted within two business days once obligations are satisfied. Unofficial transcripts remain available at no cost, and official

transcripts needed for professional licensure may be released upon verified employer or licensing-board request.

Scholarships

Merit-Based Scholarships

President's Circle Scholarship

The President's Circle Scholarship is the highest academic honor awarded by MUST. It is granted annually to one Master level and one Doctorate level student who demonstrate exceptional academic performance, strong recommendations, and significant financial need. This prestigious award covers full tuition and mandatory student fees and is renewable for subsequent years with approval from the Scholarship Committee. Recipients are expected to be not only top scholars, with a minimum cumulative GPA (cGPA) of 3.8, but also well-rounded individuals who are intellectually curious, creatively adventurous, and engaged in experiences or achievements beyond the norm.

Eligibility Requirements:

1. Complete the enrollment process and be accepted into a MUST program.
2. Submit the scholarship application prior to the start of the semester.
3. Demonstrate an earned cGPA of 3.8 or higher at the undergraduate level (for graduate applicants) and 3.8 or higher at the master's degree level (for Doctorate applicants)
4. Submit one Scholarship Essay (600 words or fewer) in response to one of the following prompts: *Howard Thurman, former Dean of BU's Marsh Chapel (1953–1965), wrote: "Don't ask what the world needs. Ask what makes you come alive and go do it. Because what the world needs is people who have come alive."*
 - Describe a particular experience or activity that makes you "come alive" and explain how you would integrate it into your program of study at MUST.
 - Describe a time when you felt out of your comfort zone or marginalized. How did you respond, and how has this experience shaped your actions moving forward?

Ongoing Requirements for Merit-Based Award Recipients:

Once selected, recipients must:

- Meet all entrance requirements for their program of study.
- Maintain full-time enrollment (9 or more credits per term for graduates).
- Maintain a cGPA of 3.8.
- Maintain continuous enrollment without interruption.

Institutional Grants

All grants noted below apply only to program tuition and may not be used for non-tuition expenses or fees.

Founders Grant – 100% Tuition Assistance

The Founders Grant is designed to support MUST students in pursuing a degree in their chosen field by removing the financial barrier of tuition. Awarded annually based on demonstrated financial need, this scholarship provides full (100%) tuition coverage.

Eligibility Requirements:

1. Successfully complete the enrollment process and be admitted to a MUST program.

2. Submit the Grant application prior to the start of the selected program of study.
3. Begin classes as outlined in the enrollment agreement.
4. Provide a self-disclosure regarding financial need.

Alumni Grant – Up to 40% Tuition Reduction

The Alumni Grant is available to graduates of MUST who wish to pursue a higher-level degree than the one they have previously completed. This award covers up to 40% of tuition costs and is designed to support lifelong learning and career advancement for our alumni.

Eligibility & Requirements:

1. Have successfully graduated from a degree program at MUST.
2. Complete the enrollment process and be accepted into an eligible degree program.
3. Submit the Grant application prior to the start of the selected program of study.
4. Begin classes as stated in the enrollment agreement.

MUST Partners and Alliances Grant – Up to 32% Tuition Reduction

The MUST Partners and Alliances Grant recognizes and honors the valued partnerships between the Metropolitan University of Science and Technology (MUST) and organizations that have selected MUST as their preferred educational provider. This grant is designed to strengthen the connection between academia and the workforce by providing tuition assistance to employees and stakeholders of partner organizations. The award covers up to 32% of tuition costs and does not apply to non-tuition expenses.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST program.
2. Submit the Grant application prior to the start of the selected program of study.
3. Be employed by, or affiliated with, a recognized partner organization for at least one year (proof required via pay stub, official letter, or endorsement from the partner organization).
4. Be in good standing with the partner organization.

Veteran's Grant – \$500 Per Semester

The Veteran's Grant is offered to honorably discharged members of the U.S. Armed Forces as a token of appreciation for their service. This grant provides \$500 per semester to eligible new students enrolling in degree programs at MUST. To qualify, applicants must present official documentation verifying honorable discharge. Acceptable documentation includes a DD214 (Certificate of Release or Discharge from Active Duty) or an NGB 22 (National Guard Report of Separation or Record of Service). Discharges classified as Dishonorable are not eligible.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST program.
2. Submit the grant application prior to the start of the program of study.
3. Provide acceptable military separation documentation (DD214 or NGB 22) indicating Honorable Discharge.

MUST/UEES Grant – 30% Tuition Assistance

In recognition of the validation agreement established in January 2024 between Metropolitan University of Science and Technology (MUST) and Universidad de Especialidades Espíritu Santo (UEES) in Ecuador, MUST is proud to offer the MUST/UEES Grant. This grant provides 30% tuition assistance for students enrolled under the terms of the agreement and is valid throughout their educational journey at MUST.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into the Master of Science in Business Administration program at MUST.
2. Have applied and been accepted into the Master of Business Administration program at UEES.
3. Begin classes as stated in the enrollment agreement.

Hispanic Grant – 50% Tuition Assistance

MUST recognizes the unique challenges faced by Spanish-speaking students pursuing higher education in their native language. In celebration of their perseverance and entrepreneurial spirit, MUST offers the Hispanic Grant, which covers 50% of tuition costs for eligible students throughout their studies at MUST. The Hispanic Grant applies only to Master's Degree programs delivered in Spanish and does not apply to doctoral degree programs. Grant is intended for those students with Spanish as their first language.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST program.
2. Submit the grant application prior to the start of the program of study.
3. Begin classes as outlined in the enrollment agreement.

Carbonari Grant – 20% Tuition Assistance

The Carbonari Grant honors the enduring legacy of the Carbonari family and the vision of Antonio Carbonari Netto to give back to his home country of Brazil. This grant provides 20% tuition assistance to eligible students residing in Brazil, supporting their academic journey and fostering educational opportunity in the region.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST degree program.
2. Submit the grant application prior to the start of the program of study.
3. Provide proof of Brazilian residency with a valid Brazilian ID.

Healthcare Professional Grant – Up to 40% Tuition Assistance

Honoring the dedication and service of healthcare professionals, MUST offers this grant to employees of healthcare organizations affiliated with the university. The award covers up to 40% of tuition costs for students pursuing a degree at MUST.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST degree program.
2. Submit the grant application prior to the start of the program of study.
3. Provide proof of employment with an affiliated healthcare organization via a recent pay stub, official letter, or endorsement from the affiliated organization.

CFA Grant – Up to 40% Tuition Assistance

In celebration of the 60th anniversary of the Concelio Federal de Administración (CFA) and in recognition of its contributions to the community, MUST offers the CFA Grant. This award provides up to 40% tuition assistance to students enrolled in a MUST program of study.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST degree program.
2. Submit the grant application prior to the start of the program of study.
3. Provide proof of CFA affiliation via a recent pay stub, official letter, or endorsement from the affiliated organization.

Caixa Agencies Attorneys Grant – 40% Tuition Assistance

MUST recognizes the contributions of the Caixa Agencies Attorneys to their communities through the Caixa Agencies Attorneys Grant. This award provides 40% tuition assistance to students enrolled in a MUST program who are affiliated with the organization.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST degree program.
2. Submit the grant application prior to the start of the semester.
3. Provide proof of affiliation with the Caixa Agencies Attorneys via a recent pay stub, official letter, or endorsement from the affiliated organization.

CESPU Grant – 32% Tuition Assistance

MUST values its collaboration with the Cooperative for Polytechnic and University Education (CESPU), a private, non-profit institution in Portugal dedicated to training healthcare professionals. The CESPU Grant provides 32% tuition assistance to CESPU staff, faculty, and their immediate family members pursuing Master's or Doctorate programs at MUST.

Eligibility & Requirements:

1. Complete the enrollment process and be accepted into a MUST degree program.
2. Submit the grant application prior to the start of the semester.
3. Provide proof of CESPU affiliation via a recent pay stub, employment letter, institutional ID, or other valid documentation. For family members, proof of relationship to a CESPU employee is required.

European Excellence Grant – 20% Tuition Assistance

The European Excellence Grant supports and encourages academic advancement among residents of Europe. Designed to make quality higher education more accessible, the grant provides 20% tuition assistance to eligible students, fostering diversity and global engagement at MUST.

Eligibility & Requirements:

1. Demonstrate residency in any European country (regardless of citizenship) by providing one of the following:
2. Utility bill (electricity, water, etc.)
3. Rental agreement or lease contract
4. Official correspondence (government or bank letter)
5. Complete the enrollment process and be accepted into a MUST program.

6. Submit the grant application prior to the start of the program of study.

MUST Monetary Exchange Grant – Covers Exchange Rate Variance

MUST recognizes the financial challenges international students face due to fluctuations in currency exchange rates. The Monetary Exchange Grant is designed to assist students who live outside U.S. territories and whose official currency is not the U.S. dollar. The grant amount will vary depending on the exchange rate and is intended to offset variances that occur during a student's enrollment at MUST.

Eligibility & Requirements:

1. Demonstrate residency outside U.S. territories in a country where the U.S. dollar is not the official currency by providing a valid foreign ID.
2. Complete the enrollment process and be accepted into a MUST degree program.

Grant Bundles

Grants at MUST are intended to assist students with tuition costs and, with limited exceptions, may not be combined. The only grants eligible for combination are the Carbonari Grant and the MUST Partners and Alliances Grant. When combined, the total benefit may not exceed 35% of tuition costs, with individual benefit amounts allocated as follows:

- Carbonari Scholarship: up to 20% of tuition
- MUST Partners and Alliances Scholarship: up to 15% of tuition

Degrees Awarded

Program	Credits Required	Credential Awarded
Master's Degrees		
Healthcare Management	36	Master of Science
International Business	36	Master of Science
Emergent Technologies in Education	36	Master of Science
Business Administration	36	Master of Science
Digital Marketing	36	Master of Science
Business Development and Innovation	36	Master of Science
Legal Studies with Emphasis on International Law	36	Master of Science
Organizational Psychology	36	Master of Science
Doctorate Degrees		
Business Administration (DBA)	60	Doctorate Degree
Educational Leadership (Ed.D.)	60	Doctorate Degree

Academic Programs

Master of Science in Healthcare Management (offered only in Portuguese and Spanish)

Program Description

The Master of Science in Healthcare Management (MS-HCM) program at MUST has been designed to provide working Healthcare professionals with the knowledge, skill sets, and abilities needed to be effective Healthcare administrators and managers.

Healthcare delivery is undergoing rapid growth and change in the United States and around the world, a change that has accelerated in the 21st century. As a result, the responsibilities of healthcare administrators and managers are continuously being redefined. In this dynamic environment, organizations must manage for continuous improvement and maintain flexibility to respond to the latest challenges. This underscores the constant need for healthcare professionals to keep pace with new knowledge and gain new skills.

The MS-HCM program at MUST seeks to develop professionals who understand how to manage non-profit, for-profit, and voluntary Healthcare organizations in effective and innovative ways and who can help Healthcare organizations successfully meet the challenges of a rapidly changing environment. Students in the MS-HCM program acquire the analytical skills needed to explore new models of healthcare delivery and organizational design. They also develop the leadership skills needed to discover and implement creative solutions to problems in the current Healthcare system.

Program Objectives

The Healthcare Leadership Alliance (HLA), a consortium of major professional Healthcare associations, has identified five competency domains in which all Healthcare Administrators and managers should have proficiency for workplace effectiveness: communication and relationship management, leadership, professionalism, knowledge of the healthcare environment, and business skills and knowledge. The MS-HCA program has adopted these five competency domains as its program learning outcomes.

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

1. Develop clear and concise communication strategies with internal and external clients to establish and maintain relationships and facilitate constructive interactions with individuals and groups.
2. Develop strategies for implementation that promote individual and organizational excellence, build a shared vision, and manage change effectively to achieve strategic goals and measurable performance outcomes.
3. Integrate ethical and professional standards into personal and organizational practice to promote accountability, responsibility to patients and the community, service orientation, and lifelong learning.
4. Analyze the Healthcare system and the environment in which Healthcare managers and providers function.
5. Evaluate business principles, including financial management, human resource management, organizational dynamics and governance, strategic planning and marketing, information management, risk management, and quality improvement, as they apply to the healthcare environment.

CURRICULUM		
Course Number	Course Title	Credit Hours
REI501	Resilience and Emotional Intelligence	3
BUS518	Quantitative & Qualitative Methods for Decision Making	3
HCA520	Healthcare Systems	3
HCA522	Hospital Management	3
HCA523	Health Crisis Management	3
HCA532	Healthcare Management for Executives	3
HCA550	Healthcare Law Ethics	3
HCA630	Data Analysis and Health Informatics	3
HCA700	Healthcare Management Capstone*	3
MUST CHOOSE ONE (1) CONCENTRATION BELOW		
Leadership Concentration:		
HCA624	Entrepreneurship in Healthcare Management	3
HCA640	Strategic Management of Healthcare Organizations	3
HCA670	Organizational Leadership and Governance	3
Health Service Management Concentration:		
HCA628	Healthcare Quality Assessment and Improvement	3
HCA660	Monitoring, Auditing and Reporting in Healthcare Compliance	3
HCA678	Healthcare Compliance Foundations	3
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings.

***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in International Business (offered only in Portuguese)

Program Description

The Master of Science in International Business program at MUST is designed to prepare students for management opportunities within multinational industries and organizations. Learners will build leadership skills and a comprehensive understanding of cultural business

issues, international regulations, and strategic planning necessary to succeed in today's dynamic global marketplace. Additional areas of focus include the challenges of expansion, technology use, and effective decision-making on an international scale.

Program Objectives

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

1. Develop comprehensive strategic business plans for global expansion.
2. Analyze compliance and regulatory requirements for international hiring and managing of foreign and remote employees.
3. Evaluate the proper technologies needed to sustain and secure infrastructure, data, and proprietary information.
4. Analyze the relationship between competitive markets and the economic and political factors that influence them in the context of international business.
5. Appraise currency, exchange rate fluctuations, and determine how they affect investments and financial planning.

CURRICULUM		
Course Number	Course Title	Credit Hours
ASM503	Advanced Success Mindset	3
BMO502	Business Modeling	3
BUS510	Global Financial Management	3
BUS530	Business Strategies in the Global Economy	3
BUS540	Effective Organizations – Theory and Practice	3
BUS612	International Business Law	3
BUS620	Technology Management in the Global Economy	3
BUS631	Global Trade	3
BUS632	International Business	3
MKT510	Marketing for Executives	3
REI501	Resilience and Emotional Intelligence	3
MAN730	International Business Capstone*	3
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings.

***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in Emergent Technologies in Education (offered only in Portuguese and Spanish)

Program Description

The Master of Science in Emergent Technologies in Education graduate program at MUST provides participants with technological knowledge and skills to create effective school district technology plans, to develop training programs for classroom professors in the use of technology, to promote organizational change through technology, to manage technology resources and personnel in a school setting, and to apply their technical skills and knowledge to identify and utilize technological resources appropriately for the needs of the schools, school districts, and similar educational organizations. All required courses address the technological needs of schools.

Program Objectives

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

1. Evaluate a variety of factors that influence integration of technology in education.

2. Develop technology-based projects for application in educational contexts to produce a comprehensive review of e-learning topics relevant to both education and industry.
3. Produce a research project for presentation, investigating a topic of professional interest related to education and technology, demonstrating theoretical understanding, methodological rigor, and practical relevance.
4. Analyze current issues in technology and education in one of the following related to technology topics: e-learning, planning and change; Web development.

CURRICULUM		
Course Number	Course Title	Credit Hours
EDU500	Principles of Curriculum Design	3
EDU510	Teaching Methodology and Assessment	3
EDU609	Designing Effective Multimedia Instruction	3
EDU612	Distance Learning Technologies and Applications	3
EDU620	Learning Theories and the Design of E-Learning Environments	3
EDU621	Principles of Instructional Design	3
EDU640	Educational Technology Planning for Innovation and Change	3
EDU660	Educational Interface Design	3
EDU670	Computer-Based Technology in the Classroom	3
EDU681	Digital Media and Audiovisual in Online Teaching	3
EDU682	Theories and Practices of Active Learning	3
EDU689	Emergent Technologies in Education Capstone*	3
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings.

***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in Business Administration (offered in Portuguese and Spanish)

Program Description

The Master of Science in Business Administration (MSBA) program at MUST is designed to develop strategic, analytical, and leadership competencies essential for success in today's dynamic global business environment. This graduate program emphasizes the integration of theory and practice across core business disciplines, including management, finance, marketing, operations, and organizational behavior.

Students engage in advanced study focused on critical thinking, data-driven decision-making, and innovative problem-solving to address complex business challenges. The curriculum encourages ethical leadership, effective communication, and a global perspective while fostering adaptability in diverse organizational settings.

Upon completion of the program, graduates will be equipped with the skills necessary to assume leadership roles across industries, launch entrepreneurial ventures, or advance within corporate, governmental, and nonprofit organizations. The MSBA program culminates with a capstone project that synthesizes learning outcomes through applied research and strategic analysis.

Program Objectives

This program is designed to prepare students for the competitive field of business. As part of their education, they will be exposed to a myriad of educational material which includes case studies and strategic use of available resources. The program culminates in a research study

that enables the conveyance and reflection of intrinsic knowledge crucial to success in the world of business. The result is for the student to understand the responsibility of a business leader and become a strategic disruptor in the field.

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

1. Analyze complex business environments and organizational systems to demonstrate a comprehensive and up-to-date understanding of effective management practices across global industries.
2. Evaluate advanced business management theories, tools, and techniques to make informed, data-driven, and ethical strategic decisions.
3. Integrate theory and practice to develop and implement innovative strategies that address real-world organizational challenges through structured business research and strategic analysis
4. Design strategic solutions to complex business problems by leveraging interdisciplinary knowledge, critical thinking, and evidence-based approaches.
5. Demonstrate effective leadership, collaboration, and professional communication skills appropriate to contemporary business settings by applying specialized competencies related to the student's chosen concentration.

CURRICULUM		
Course Number	Course Title	Credit Hours
ACT510	Executive Managerial Accounting	3
ASM503	Advanced Success Mindset	3
BMO502	Business Modeling	3
BTE680	Blockchain Technologies	3
BUS518	Quantitative & Qualitative Methods for Decision Making	3
BUS530	Business Strategies in the Global Economy	3
REI501	Resilience and Emotional Intelligence	3
SCM570	Supply Chain Management	3
CAP599	Business Administration Capstone*	3
MUST CHOOSE ONE (1) CONCENTRATION BELOW		
Finance Concentration:		
ACF611	Advanced Corporate Finance	3
IST656	Investment Strategies	3
BUS510	Global Financial Management	3
Human Resources Concentration:		
MGT512	Organizational Behavior	3
EDU640	Educational Technology Planning for Innovation and Change	3
LGE560	Leading Z Generation	3
Digital Marketing Concentration:		
DAN652	Data Driven Analysis	3
DST618	Digital Marketing Strategy	3
MKT510	Marketing for Executives	3
Data Protection Concentration:		
HRP551	Human Rights and Privacy	3
CYT683	Technology and Cybersecurity	3
BUS620	Technology Management in the Global Economy	3

	Total	36
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Course sequence can be changed at the discretion of MUST depending on course offerings.

***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in Digital Marketing (offered in Portuguese)

Program Description

The Master of Science in Digital Marketing program at MUST is designed to prepare students to lead and innovate in today's fast-evolving digital marketplace. The program provides a comprehensive understanding of digital marketing strategies, consumer behavior, data analytics, brand management, and the integration of emerging technologies in marketing campaigns. Students learn to critically evaluate marketing data, design performance-driven strategies, and apply digital tools that enhance organizational growth and customer engagement.

Through a balance of theoretical foundations and practical application, the program emphasizes strategic thinking, creativity, and ethical decision-making in a global digital environment. Graduates will be equipped to assume leadership roles in areas such as digital strategy, social media management, e-commerce, content marketing, and brand analytics, driving measurable results and innovation across industries.

Program Objectives

This program is designed to prepare students to work in the field of marketing under the context of technological innovation and with a focus on results. Students will be introduced to contemporary marketing tools and techniques and study consumer behavior on a shopping and data analysis journey to support the best digital marketing decisions. The program will end with the development of research covering the content learned and the students' interest in going deeper into solving a research problem. In this way, the program's graduate will have a clear vision of the current situation of digital marketing and being able to use current tools and techniques in function of the best results in digital marketing.

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

1. Analyze consumer behavior, digital trends, and market data to identify opportunities and challenges in the evolving digital marketplace.
2. Evaluate the effectiveness of digital marketing strategies and campaigns using performance metrics, analytics tools, and key performance indicators (KPIs).
3. Integrate digital marketing theories, communication strategies, and technological innovations to design comprehensive, multi-channel marketing plans that align with organizational goals.
4. Develop creative and ethical digital marketing solutions that enhance customer engagement, brand awareness, and long-term business growth.
5. Demonstrate leadership, strategic decision-making, and collaboration skills in managing digital marketing projects within diverse, global, and technology-driven environments.

CURRICULUM		
Course Number	Course Title	Credit Hours
BUS518	Quantitative & Qualitative Methods for Decision Making	3
BUS655	E-Commerce and Digital Business Models	3
BUS674	Consumer Behavior in a Digital World	3
BUS682	Business Intelligence and CRM	3

DAN652	Data Driven Analysis	3
DST618	Digital Marketing Strategy	3
MKT510	Marketing for Executives	3
MKT601	Market Demand and Sales Forecasting	3
MKT670	Customer Journey Analytics	3
MKT680	Content Marketing	3
REI501	Resilience and Emotional Intelligence	3
MKT700	Digital Marketing Capstone*	3
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings.

***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in Business Development and Innovation (only offered in Portuguese)

Program Description

The Master of Science in Business Development and Innovation program at MUST is designed to prepare forward-thinking professionals to lead organizational growth, manage change, and foster innovation in a global business environment. The program emphasizes the integration of strategic management, entrepreneurship, and innovation frameworks to help students identify emerging opportunities, design scalable business models, and implement creative solutions that drive competitive advantage.

Through a multidisciplinary approach, students develop advanced skills in market analysis, strategic planning, project management, and innovation leadership. The curriculum blends theory with practical application, enabling students to analyze business challenges, evaluate growth opportunities, and design innovative strategies that create value for organizations and society.

Graduates of this program will be prepared to assume leadership roles in business development, innovation management, product strategy, consulting, and entrepreneurship, equipped with the analytical insight, creativity, and strategic mindset required to succeed in dynamic and technology-driven markets.

Program Objectives

This program is designed to prepare students to be entrepreneurs with a strong innovative perspective emphasis. As part of their education, they will be exposed to different business models, how technologies are changing business, the steps, and the right mindset they will use to create a new business in the current days and in the future. The program culminates in a research study that enables the conveyance and reflection of intrinsic knowledge crucial to succeed as an entrepreneur. The result is for the student to not only know how to create a new business, but to become a visionary in the field.

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

1. Analyze innovative business models and emerging market trends to identify opportunities for sustainable organizational growth.
2. Evaluate the applicability of modern technologies and digital tools to develop, launch, and scale new business initiatives.
3. Analyze the entrepreneurial mindset to foster creativity, resilience, and strategic thinking in dynamic business environments.
4. Develop structured, research-based business plans that demonstrate feasibility, innovation, and strategic alignment with market demands.

5. Formulate compelling business proposals and investment strategies that effectively communicate value and attract stakeholder support.

CURRICULUM		
Course Number	Course Title	Credit Hours
BMO502	Business Modeling	3
BPL570	Business Planning	3
BTE680	Blockchain Technologies	3
BUS518	Quantitative & Qualitative Methods for Decision Making	3
BUS530	Business Strategies in the Global Economy	3
EMB550	Entrepreneur Mindset and Behavior	3
FIN530	Financial Modeling	3
INV640	Applied Innovation	3
LCD680	Low Code Development	3
MKT510	Marketing for Executives	3
REI501	Resilience and Emotional Intelligence	3
BSI690	Business Development and Innovation Capstone*	3
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings. ***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in Legal Studies Emphasis in International Law (only offered in Portuguese)

Program Description

The Master of Science in Legal Studies program is designed to provide a solid foundation in legal doctrine and concepts while developing and refining the student's ability to identify and analyze legal issues. The program highlights the foundations of the American legal system, process and procedure, dispute resolution, legal research and writing, legal reasoning and analysis, ethical decision making, jurisprudence and legal history, and substantive law in the area of international law. The program in legal studies does not prepare graduates for the practice of law. Students completing this program are not eligible to sit for any state bar examination.

Upon graduation, graduates could pursue career opportunities in law and law-related fields, government, or business, or may use the background knowledge gained through this degree to prepare for further graduate study.

Program Objectives

The Master of Science in Legal Studies program is designed to provide a solid foundation in legal doctrine and concepts while developing and refining the student's ability to identify and analyze legal issues. The program in legal studies does not prepare graduates for the practice of law. Graduates are not eligible to sit for any state's bar examination based solely on the completion of this program. Upon graduation, graduates could pursue career opportunities in law and law-related fields, government, or business or may use the background knowledge gained through this degree to prepare for further graduate study.

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

1. Analyze international legal systems, treaties, and institutions to evaluate their impact on global governance, diplomacy, and cross-border relations.

2. Evaluate complex international legal issues involving human rights, trade, environmental protection, and conflict resolution from both theoretical and practical perspectives.
3. Integrate comparative and transnational legal principles to develop effective legal strategies that address global challenges and promote international cooperation.
4. Design advanced legal research applying appropriate methodologies to interpret international legal frameworks and propose evidence-based policy recommendations.
5. Apply professional communication strategies, ethical frameworks, and critical reasoning skills to effectively address international legal disputes and advise organizations operating in the global arena.

CURRICULUM		
Course Number	Course Title	Credit Hours
LAW500	Legal Methods and Process	3
LAW510	Legal Research and Writing	3
LAW520	Community Law and Organizations	3
LAW530	Conflict Resolution	3
LAW540	Business Law and Compliance	3
Specialization Courses		
LAW560	Diplomatic Relations and International Ethics	3
LAW580	International Criminal Law	3
LAW590	International Labor Law	3
LAW640	Data Protection and Legislation Contracts	3
LAW650	International Treaties	3
LAW700	International Law Capstone*	6
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings. ***Capstone course has a prerequisite of successful completion of all prior program courses**

Master of Science in Organizational Psychology (only offered in Portuguese)

Program Description

This program is intended to prepare students from different areas for actions on current and emerging themes which interface with Psychology, Business, and Economic Sciences. It focuses on topics of interest to organizations and their employees to ensure and reconcile the importance of business with the people's needs. Topics related to work and how they affect the life of the individual, his or her family and the environment are addressed. Experimentation with everyday assessment and intervention techniques are part of the requirements for completing the course. In addition to experimentation, students will have the opportunity to produce research and/or reports on the topics covered.

Program Objectives

The master's program at MUST in Organizational Psychology is intended to enable students to act on current and definitive themes for the success of organizations.

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

1. Integrate theory and practice related to organizational behavior, work processes, and performance systems to analyze and improve organizational effectiveness.
2. Evaluate essential professional and interpersonal skills that enhance performance across diverse organizational roles and functions.

3. Analyze strategies for talent identification, development, and retention to strengthen organizational capability.
4. Design evidence-based workforce development and training programs that align with organizational goals and human capital needs for implementation.
5. Evaluate interventions that promote employee health, well-being, and work-life balance, considering individual, family, and societal impacts.

CURRICULUM		
Course Number	Course Title	Credit Hours
BUS518	Quantitative & Qualitative Methods for Decision Making	3
MGT512	Organizational Behavior	3
PSY520	Work Competencies	3
PSY530	Behavioral Assessment in Work	3
PSY540	Achieving Well-being in Work	3
PSY550	The Changing Nature of Work	3
PSY560	Talent Retention and Workforce Management	3
PSY570	Leadership and Development for Organizational Success	3
PSY580	Learning, Qualifying and Development	3
PSY590	Engagement and Motivation	3
PSY600	Organizational Psychology Capstone*	6
	Total	36

Course sequence can be changed at the discretion of MUST depending on course offerings. ***Capstone course has a prerequisite of successful completion of all prior program courses.**

Doctoral Program Information

Doctor of Business Administration (only offered in Portuguese)

Program Description

The Doctoral Program in Business Administration is an academic and professional journey designed to prepare highly qualified leaders and specialists to face the complex challenges of the business world. With an innovative approach oriented towards the practical application of research, the program aims to improve managerial skills, encourage strategic decision-making, and promote solutions to real problems faced by organizations and companies.

The program stands out for its emphasis on applied research, encouraging students to investigate relevant and current issues, with the aim of generating impact in the corporate environment. Through collaborations with the market and partnerships with organizations, students will be encouraged to apply their academic skills in real business contexts, promoting a close connection between theory and practice. Flexibility and innovation are key elements of the program, allowing students to follow research paths aligned with their interests and career goals. Experienced and dedicated faculty act as mentors, offering individualized support and scholarly guidance throughout the research process.

The program emphasizes the development of skills essential for professional success, including leadership, negotiation, communication, and problem solving. Through collaborative learning experiences, students can form valuable professional networks, broadening their perspectives and career opportunities.

At the end of the program, students are expected to have contributed significantly to the advancement of knowledge in business administration and add value to society, through high-quality research applicable in real life and publishable in scientific journals.

Program Objective

The objective of this program is to prepare highly qualified candidates and specialists to face the complex challenges of the business world. With a focus on the practical application of research, the aim is to develop managerial skills, the ability to make strategic decisions and solve real problems faced by organizations. This ensures conducting applied research, the program aims to contribute to the advancement of knowledge in business administration, ensuring that the research carried out has a real and positive impact on the corporate environment. Allows students to follow research paths aligned with their interests and career goals, while having access to mentorship and guidance from experienced professors. The program is committed to offering excellent training, encouraging participation in academic events, and ensuring that students become outstanding researchers, capable of positively influencing practice and theory in the field of business administration.

Graduates of the Doctorate in Business Administration program will be able to:

1. Analyze complex organizational, economic, and global business environments to identify emerging challenges and opportunities that influence strategic decision-making
2. Evaluate existing theories, models, and empirical research in business administration to formulate evidence-based strategies and management innovations that enhance organizational performance.
3. Produce advanced, original, and applied research that contributes to the advancement of knowledge and practice in business administration.
4. Develop innovative, ethical, and sustainable solutions to complex business problems through interdisciplinary inquiry and practical application of research findings.
5. Argue research findings, theoretical insights, and strategic recommendations effectively to diverse academic, professional, and organizational audiences.

CURRICULUM		
Course Number	Prerequisite Courses	Credit Hours
OTH 7600	Organizational Theory	3
MVP 7610	Measuring the Added Value Proposition	3
HRL 7615	Human Resource Leadership	3
ACM 7620	Market Analysis and Main Concepts in Marketing	3
MIT 7625	Management of Innovative Technologies I	3
CAT 7630	Competitive Advantage Theory and Application	3
QUA 7635	Quantitative and Qualitative Analysis	3
	Research Courses	12
QUR 8640	Quantitative Research	3
QAR 8645	Qualitative Research	3
MRE 8650	Mixed Methods Research	3
SDA 8655	Statistics for Data Analysis	3
	Concentrations Choose one (1)	15
	Human Resources	
LMT 9660	Leadership and Managing Team Dynamics	3
ETM 9665	Effective Team Management	3
POV 9670	Planning for Organizational Pivoting	3
SHR 9675	Strategic Partnerships in Human Resource Management	3
PPM 9680	Policy and People Management	3
	Finance	
ARF 9685	Accounting and Reporting in Finance	3
FCO 9690	Financial Economics	3
THF 9695	Theory of Finance	3
INV 9700	Investment Strategies	3
ECF 9710	Econometrics and Finance	3
	Management	
BME 9715	Business Management Essentials	3
SOG 9720	Strategic Organizational Management	3
CSA 9725	Managing Competition with Strategic Alliances	3
EFM 9730	Management Tools of Effective Business Models	3
CCB 9735	Challenges in Contemporary Business Models	3
	Applied Technologies	
BAD 9740	Business Analytics and Data Management	3
BAR 9745	Artificial Intelligence in Business	3
MIT 9750	Management of Innovative Technologies II	3
LBD 9755	Machine Learning Tools for Big data	3
AET 9760	Advanced Effective Technologies	3
	Dissertation Courses	12
DIS 9800	Dissertation Proposal and Research I	3
DIS 9810	Dissertation Proposal and Research II	3
DIS 9820	Dissertation Proposal and Research III	3
DIS 9830	Dissertation Defense	3
Total		60

Course sequence can be changed at the discretion of MUST depending on course offerings.

***Dissertation courses have prerequisites for successful completion of all prior program courses.**

Doctor of Education in Educational Leadership (only offered in Portuguese)

Program Description

The Ed.D. in Educational Leadership program offers a pioneering journey into the intersection of educational leadership, educational research, and educational technology and the use of technologies in leadership. This program is meticulously designed for educators and educational leaders who aspire to shape the future of education through innovative practices and technological integration. The key features of the program are Leadership Theories, Business Analytics and AI, Conflict Resolution, Emergent Learning Environments, and Educational Research.

This program is an ideal fit for individuals seeking to become leaders and innovators in the realm of education, blending a passion for educational leadership with a drive for technological advancement. Graduates will be familiarized with and be able to conduct research on educational practices and technologies in various settings, from academic institutions to corporate training environments.

Program Objective

The EdD in Educational Leadership is a program at the forefront of educational leadership and technology. Structured to deepen understanding of contemporary educational leadership practices through theory and technology, this program sets a clear path for students to gain crucial skills and knowledge. The program's objectives are to mold students into visionary leaders and researchers, capable of making impactful contributions in the field of educational leadership and be ready to navigate the ever-changing educational landscape.

Graduates of the Doctor of Education (Ed.D.) in Educational Leadership program will be able to:

1. Analyze complex educational systems, leadership models, and policy frameworks to identify opportunities for innovation and organizational improvement in diverse educational contexts.
2. Evaluate the impact of emerging technologies, data analytics, and artificial intelligence on instructional leadership, decision-making, and educational outcomes.
3. Produce original research that advances the field of educational leadership, integrating theoretical, technological, and practical dimensions of educational improvement.
4. Develop strategic, ethical, and evidence-based solutions to address complex challenges in educational leadership, policy, and institutional change.
5. Synthesize innovative leadership strategies and research findings to promote equity, excellence, and innovation in education for academic, professional, and community stakeholders.

Please Note: This program will not lead or qualify Student for licensure upon graduation.

CURRICULUM		
Course Number	Course Title	Credit Hours
Core Courses		21
EDU 8000	Orientation to Research and the Doctoral Journey	3
EDU 8100	Conflict Resolution	3
EDU 8300	Literature Review for Advanced Research	3
EDU 8500	Business Analytics and Artificial Intelligence in Education	3
EDU 8600	Education and Emergent Learning Environments	3
QUA 7635	Quantitative and Qualitative Analysis	3
HRL 7615	Human Resource Leadership	3
Methodology Courses		15

LAM 8210	Ethics and Theories in Educational Leadership	3
LAM 8220	Leading Change in an Organization	3
LAM 8230	Issues and Trends in Educational Leadership	3
LAM 8240	Organizational Behavior	3
SOG 9720	Strategic Organizational Management	3
Research Courses		12
QUR 8640	Quantitative Research	3
QAR 8645	Qualitative Research	3
MRE 8650	Mix Methods Research	3
SDA 8655	Statistics for Data Analysis	3
Dissertation Courses		12
DIS 9800	Dissertation Proposal and Research I	3
DIS 9810	Dissertation Proposal and Research II	3
DIS 9820	Dissertation Proposal and Research III	3
DIS 9830	Dissertation Defense	3
Total		60

Course sequence can be changed at the discretion of MUST depending on course offerings.

***Dissertation courses have prerequisites for successful completion of all prior program courses.**

Course Descriptions

Master's Program Courses

ACF611-Advanced Corporate Finance (3 Semester Credit Hours)

The course presents to a wide community of Academics and Practitioners a selection of theoretical and applied contributions on topics related to commodities and financial markets. Within a structure based on the three parts, it presents recent state-of-the-art and original works related to the adoption of multi-criteria and dynamic optimization approaches in financial and insurance markets in presence of market stress and growing systemic risk; Decision paradigms, based on behavioral finance or factor-based, or more classical stochastic optimization techniques, applied to portfolio selection problems including new asset classes such as alternative investments; Risk measurement methodologies, including model risk assessment, recently applied to energy spot and future markets.

ACT510-Executive Managerial Accounting (3 Semester Credit Hours)

Executive Managerial Accounting focuses on how accounting and financial information is created and used inside an organization to assist an enterprise in implementing its business strategies to achieve its mission. This course also focusses on annual reports, 10-K filings and similar other financial reports that are used primarily outside an enterprise by shareholders and the financial community when making decisions about investing in a company.

ASM503-Advanced Success Mindset (3 Semester Credit Hours)

An advanced look at case studies that provide emotional responses to fear, and stress induced by workplace events. In this course, the student is challenged to identify roadblocks created by previous failures or successes and map positive professional outcomes.

BMO502-Business Modeling (3 Semester Credit Hours)

Determine if and when an organization needs a new business model. Identify powerful new opportunities to serve their existing customers in existing markets. Reach entirely new customers and create new markets through disruptive business models and products. Seize opportunities for growth opened up by tectonic shifts in market demand, government policy, and technologies. Make business model innovation a more predictable discipline inside an organization.

BPL570-Business Planning (3 Semester Credit Hours)

This course is a practical guide for students to learn how to launch or expand a business. The course presents in detail the phases of a business plan with examples, tips for winning investors, methods for winning the competition, among other matters relevant to the topic.

BSI690-Business Development and Innovation Capstone (3 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Writing for the Behavioral and Social Sciences, Manuscript Structure and Content, Writing Clearly and Concisely, the Mechanism of Style, Displaying Results, Crediting Sources, Reference Examples, The Publication Process.

BTE680-Blockchain Technologies (3 Semester Credit Hours)

The financial revolution with completely new currency and money mechanisms will have drastic effects on the entire society of the future— banking and finance are only partial areas. Therefore, the thread running through this course is far more a heavy, braided rope: namely, what these changes have for social, economic, and political consequences. What happens when suddenly

everything, really everything, is organized in block- Introductory remarks – for example through “global, decentralized and self- determined management systems” and open applications? All this and the possible driving forces and actors of the coming financial revolution will be presented in this course, which an explicitly understand as a positive outlook.

BUS510-Global Financial Management (3 Semester Credit Hours)

This course addresses the process of corporate financial management and its integration into the international market in Asia, South and Central America, Europe, the Middle East, and North America including the United States. This class will review financial exchange and investment risks and opportunities for limiting losses and enhancing returns.

BUS518-Quantitative and Qualitative Methods for Decision Making (3 Semester Credit Hours)

This course introduces the learner to utilizing and applying both quantitative and qualitative methods for individual, organizational, and societal decision- making. A variety of tools and techniques will be examined as the foundation for the development and interpretation of attributes and variables in addition to the use of data sources for improving processes and organizational environments.

BUS530-Business Strategies in the Global Economy (3 Semester Credit Hours)

This course addresses the role of international political and economic issues and the challenges facing trade and foreign business policies in developing nations who seek to attract business investments. The role of labor and access to natural resources and the utilization of IMF funding and foreign investment will be discussed to evaluate the potential business opportunities and the risks associated with global expansion projects. Economic and societal differences within cultures engaging in international commerce shall be analyzed to provide an understanding with respect to the implementation of specific strategic decisions.

BUS540-Effective Organizations-Theory and Practice (3 Semester Credit Hours)

In this course, students gain an understanding of managing operational and strategic issues in public and private organizations facing accelerated social, economic, and technological changes. Students will examine organizational theory, strategic thinking and management, and theories guiding decision making, leadership, organizational culture, and change management.

BUS612-International Business Law (3 Semester Credit Hours)

This course is an introduction to international business law, featuring global trade, licensing agreements for the transfer and protection of patents, copyrights, trademarks, and intellectual property (including franchising), and active foreign investment through mergers, acquisitions, and joint ventures.

BUS620-Technology Management in the Global Economy (3 Semester Credit Hours)

This course addresses the process of managing technology in the global business environment. Students will learn about voice, video, and data applications and their management to assist with the financial and competitive use of technology for market expansion.

BUS631-Global Trade (3 Semester Credit Hours)

This course addresses the theory of international trade and the role it plays in economic integration and development through trade policy. This class will review the issues of protectionism and sanctions as part of political agendas. A multinational approach to trade regulations will be

presented to students that shall cover regional and country specific issues within Asia, South and Central America, Europe, the Middle East, and North America including the United States.

BUS632-International Business (3 Semester Credit Hours)

This class addresses the factors that affect international business and business expansion. Discussion topics include demographic, economic, political, natural resource, technology, and cultural characteristics and the role they play in the advancement of multinational enterprises. Challenging business and legal issues in Asia, South and Central America, Europe, the Middle East, and North America including the United States shall be covered in the content presented to students.

BUS655-E-Commerce and Digital Business Models (3 Semester Credit Hours)

This course presents the scheme for creating business models considering the value chain and understanding customer needs. The course examines different business models, each with its own functionalities.

BUS674-Consumer Behavior in a Digital World (3 Semester Credit Hours)

The course addresses the changes in consumer behavior with technological innovation, developing fundamental concepts to understand these changes. It portrays issues about social relationships on the internet, millennium consumers and cyberculture. The course also discusses novelties in the purchasing process, the importance of green marketing and sustainability, as well as the most effective paths for marketing in the digital world, with the production of content for future trends.

BUS682-Business Intelligence and CRM (3 Semester Credit Hours)

This course addresses the modern way of relating to customers, evaluating the database and a new thinking in marketing, making it possible to understand market needs and deliver, through targeted actions and technology, the added value necessary for the relationship become long-term.

CAP599-Business Administration – Capstone (3 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Development of a product (teaching project, implementation plan, program evaluation proposal) which is identified in the research course and summarized in a written abstract. Both the project and the abstract are submitted to the Capstone Faculty Committee, which specify their formats.

CYT683-Technology and Cybersecurity (3 Semester Credit Hours)

Understand legal, ethical, and privacy issues, Ensure operational, organizational, and physical security, use of cryptography and public key infrastructures (PKIs), Secure remote access, wireless networks, and virtual private networks (VPNs), Authenticate users and lock down mobile devices, Harden network devices, operating systems, and applications, Prevent network attacks, such as denial of service, spoofing, hijacking, and password guessing, Combat viruses, worms, Trojan horses, and rootkits, Manage e-mail, instant messaging, and web security.

DAN652-Data Driven Analysis (3 Semester Credit Hours)

Target and delight customers with unprecedented accuracy and success, Bring customers closer to the brand and inspire them to engage, purchase, and remain loyal, Capture, organize, and analyze data from every source and activate it across every channel, Create a data-powered marketing strategy that can be customized for any audience, Serve individual consumers with highly personalized interactions, Deliver better customer service for the best customer experience,

Improve products and optimize operating systems, Use AI and IoT to predict the future direction of markets.

DST618-Digital Marketing Strategy (3 Semester Credit Hours)

Ranging from social media, SEO, content marketing and user experience, to customer loyalty, automation and personalization, this course features cutting edge updates on marketing automation, messaging, and email, online and offline integration, the power of technologies such as AI, plus new data protection and privacy strategies.

EDU500-Principles of Curriculum Design (3 Semester Credit Hours)

This course introduces dynamic curriculum leadership and a curriculum development process that leads to highly successful school programs. It shows how administrators can develop curriculum to meet their school's changing needs, incorporate emerging technologies, and reflect new and creative ways of thinking about education.

EDU510-Teaching Methodology and Assessment (3 Semester Credit Hours)

The new teaching methodologies value the effective participation of students in the construction of knowledge and in the development of competences, enabling them to learn at their own pace, time, and style, through different forms of experimentation and sharing, inside and outside the classroom., with the mediation of inspiring teachers and incorporation of all the possibilities of the digital world. This course presents pedagogical practices, in basic and higher education, that value the role of students and that are related to the theories that support them.

EDU609-Designing Effective Multimedia Instruction (3 Semester Credit Hours)

Effective design and development of multimedia material to promote optional interactivity, performance, and motivation. Evaluation of educational multimedia products, design and development of original software, and examination of research on electronic learning.

EDU612-Distance Learning Technologies and Applications (3 Semester Credit Hours)

Rationale for the use of and critical analysis of various types of distance learning technologies. Current transmission options for distance learning. Instructional strategies for teaching using distance technologies.

EDU620-Learning Theories and the Design of E- Learning Environments (3 Semester Credit Hours)

Identification of developmental theories in social and cognitive psychology, focusing on the characteristics of development, the nature of learning, the social influence on development and learning, and the foundation provided by these theories for the design of instructional multimedia programs.

EDU621-Principles of Instructional Design (3 Semester Credit Hours)

Instructional design theories and models in technology; application of design principles in the evaluation and creation of instructional materials including text; professor-mediated instruction in multimedia.

EDU640-Educational Technology Planning for Innovation and Change (3 Semester Credit Hours)

History of creative innovation and its effects on educational culture and thought. Critical examination of current innovative technologies for instruction at all levels, pre-school through professional. Strategies for instructional technology planning.

EDU660-Educational Interface Design (3 Semester Credit Hours)

Current developments in cognitive science related to instructional technology. Human brain organization, the influence of environment upon memory and problem solving, how these issues can provide a foundation for progressive educational technology leaders.

EDU670-Computer-Based Technology in the Classroom (3 Semester Credit Hours)

General and specific knowledge and skills appropriate for beginning professors. Hardware and software terminology, operation, troubleshooting, record management, e-mail, collaborative tools, copyright, privacy, security, and safety issues. Relevance for K-12 student learning.

EDU681-Digital Media and Audiovisual in Online Teaching (3 Semester Credit Hours)

This course aims to demonstrate how educators who engage with today's students appreciate the impact digital media has on the lives of our younger generations. Learners of today consume, create, and publish multimedia content continuously, using a variety of devices such as cell phones, tablets, and computers. Today's educators must learn to harness the enthusiasm students have for digital media (content that uses a combination of text, images, audio, animation, and video) into daily lessons to enhance student interest, engagement, motivation, and achievement in classroom environments. This course addresses these vital considerations, thereby empowering teachers, and students to benefit from the application of digital media in their classrooms, both as a compelling assessment tool and as an engaging teaching strategy.

EDU682-Theories and Practices of Active Learning (3 Semester Credit Hours)

While Active Learning Classrooms, or ALCs, offer rich new environments for learning, they present many new challenges to faculty because, among other things, they eliminate the room's central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed. This course addresses how can instructors mitigate the apparent lack of a central focal point in the space, what types of learning activities work well in the ALCs and take advantage of the affordances of the room, how can teachers address familiar classroom-management challenges in these unfamiliar spaces, how they balance group learning with the needs of the larger class and how can instructors evaluate the effectiveness of their teaching in these spaces.

EDU689-Emergent Technologies in Education Capstone (3 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Development of a product (teaching project, implementation plan, program evaluation proposal), which is identified in the research course and summarized in a written abstract. Both the project and the abstract are submitted to the Capstone faculty Committee, which specify their formats.

EMB550-Entrepreneur Mindset and Behavior (3 Semester Credit Hours)

This course introduces students to the four fundamental practices of the world's greatest entrepreneurs: Sense of Mission, Customer / Product Vision, High- Speed Innovation and Self-Inspired Behavior. In addition, examples of the entrepreneur's mindset will be discussed and presented, showing real examples from the greatest entrepreneurs in the world.

FIN530-Financial Modeling (3 Semester Credit Hours)

This course introduces students to theories, ways of measuring data and software to develop business financial modeling in today's world. The course is a practical guide to modeling, interpreting, and forecasting financial data.

HCA520-Healthcare Systems (3 Semester Credit Hours)

This course aims to discuss the challenges and perspectives of health systems worldwide. An update on the changes to Medicare coverage, including adding means testing on optional coverage for beneficiaries. A new discussion of the legislation the current administration would like to implement for universal healthcare coverage. A new focus on the quality-of-care debate and pay-for-performance incentives. New requirements for not-for-profit hospitals to report services provided to validate their tax status and an update on managed care and how universal coverage could change payment and delivery.

HCA522-Hospital Management (3 Semester Credit Hours)

This course provides a broad overview of what is needed to run hospitals and other health care facilities effectively and efficiently. All of the skills and tools required to achieve this aim are elucidated in this course, including business engineering and change management, strategic planning and the Balanced Scorecard, project management, integrative innovation management, social and ethical aspects of human resource management, communication and conflict management, staff development and leadership.

HCA523-Health Crisis Management (3 Semester Credit Hours)

The successful management of emergencies and public health crises depends on adequate measures being implemented at all levels of the emergency chain of action, from policy makers to the general population. It starts with appropriate risk assessment, prevention, and mitigation and continues to prehospital and hospital care, recovery, and evaluation. All levels of action require well-thought-out emergency management plans and routines based on established command and control, identified safety issues, functional communication, well-documented triage and treatment policies, and available logistics. This course aims to discuss the commitment to all parts of emergency and public health crisis management from a multi-agency perspective. It aims to discuss lessons learned and emerging risks, introduce new ideas about flexible surge capacity, and show the way it can practice multiagency collaboration.

HCA532-Healthcare Management for Executives (3 Semester Credit Hours)

This course provides comprehensive and practical coverage of all aspects of operations management specific to the HEALTHCARE industry. It covers everything from hospital finances to project management, patient flows, performance management, process improvement, and supply chain management.

HCA550-Healthcare Law Ethics (3 Semester Credit Hours)

The purpose of this course is to work towards the importance of the field of awareness and awareness of leaders and efforts for health management, leaders of the initiative for health management and leaders of the importance of health management on the role of critical health. The role of social responsibility, ethics, and human values, as well as the concept of corporate governance in health are some of the fundamental points of responsibility in this course.

HCA624-Entrepreneurship in Healthcare Management (3 Semester Credit Hours)

Entrepreneurship in the Healthcare sector has received increased attention over the last two decades, both in terms of scholarly research and number of innovative enterprises. Entrepreneurial activities and innovations have emerged from and will continue to be driven by several actors along the healthcare value chain but especially from non-traditional healthcare players. In this course, is presented to the learners several critical issues in healthcare entrepreneurship and innovation, covering a comprehensive set of research topics, bringing together the latest academic research and management practice, with contributions by authors from entrepreneurship, medical sciences, and management, who provide in depth and practical insights into designing and managing entrepreneurship in healthcare.

HCA628- Healthcare Quality Assessment and Improvement (3 Semester Credit Hours)

This course prepares students to be advanced beginners in QI: Methods for identifying and closing the quality gap and improving patient safety. Instructions on how to find, evaluate, and apply scientific evidence for improving care.

HCA630-Data Analysis and Health Informatics (3 Semester Credit Hours)

The healthcare environment is constantly evolving and increasingly complex. Time for decision making is shrinking, while the global nature of decisions is expanding, requiring the development and use of computerized decision support systems. The focus of this course is the theoretical and conceptual foundations of decision support and the tools and techniques available. The fundamentals of the techniques and how such systems are built and used for this are presented.

HCA640-Strategic Management of Healthcare Organizations (3 Semester Credit Hours)

Explores the application of strategic management principles to healthcare organizations. Topics include analyzing the external and internal environments, responding to change, developing mission and goal statements, strategy formulation, evaluation of strategic alternatives, and implementation.

HCA660-Monitoring, Auditing and Reporting in Healthcare Compliance (3 Semester Credit Hours)

Control and planning in the health areas have been increasingly rigid, which makes the demand for audit professionals growing. With this in mind, this course proposes a reflection on the good use of information, the development of clinical protocols and the standardization of procedures that are tools to support the work of professionals in this area, who are dedicated to ensuring the quality of patient care. It also emphasizes the execution of processes that seek valuable information to promote quality health care, proposes ways and techniques for carrying out the audit and presents several fields that are still little explored in the area.

HCA670-Organizational Leadership and Governance (3 Semester Credit Hours)

Transformational leadership, ethics, information, and governance in health provides the development of a multidimensional and expanded view of the leader in the health area, with the continuous exercise of multiple competencies necessary in such a competitive scenario, presenting concepts of governance and management, with approaches in different models. of leadership, in order to achieve the best performance of the multi-professional team. Among the topics covered are leadership, corporate governance, information management, ethics, and compliance in healthcare organizations.

HCA678-Healthcare Compliance Foundations (3 Semester Credit Hours)

The course presents the topic of Compliance in a systematic way, covering all the important aspects of the analysis of Compliance applied to the healthcare market. The most fundamental aspects, such as the initial reflection on the importance of Compliance in all segments of the Sector, the fundamentals of Compliance in the health area and the central elements of the Health Compliance Management System are covered in the course.

HCA700-Healthcare Management Capstone (3 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Development of a product (teaching project, implementation plan, program evaluation proposal) which is identified in the research course and summarized in a written abstract. Both the project and the abstract are submitted to the Capstone Faculty Committee, which specify their formats.

HRP551-Human Rights and Privacy (3 Semester Credit Hours)

In a digitally connected world, the question of how to respect, protect and fulfill human rights has become inevitable. Bringing together real-world academic and technical research, this course provides a fresh look at current debates on digital technologies, framing them in terms of human rights. We explore issues related to the management of key Internet resources, the governance of its architecture, the role of different stakeholders, the legitimacy of rulemaking and enforcement, and the exercise of international public authority over users. Highly interdisciplinary, this course draws on law, political science, and international relations, as well as computer science and technology studies, to engage them all with human rights aspects of the present digitally connected world. This course presents in-depth topics on human rights and security, internet access, surveillance, automation, trade, and freedom of expression.

INV640-Applied Innovation (3 Semester Credit Hours)

This course introduces an innovative method to design products with the potential to become market and profitable leaders. During the course, students will learn how to design products and how to gain competitive advantages.

IST656-Investment Strategies (3 Semester Credit Hours)

Understand How Compound Growth Works. How Investments Work in General. Investment strategies. Asset Classes. Stock Market Investing. Investing in Real Estate. Investing in Bonds. Investing in Business Partnerships. Investing in Private Corporations. Investing in Precious Metals. Investment Vehicles. Investing Plans. Investment Analysis & Strategy. Investment Portfolio Management.

LAW500-Legal Methods and Process (3 Semester Credit Hours)

The objective of the course is to develop a study and research that understand how the establishment of contemporary society led to the emergence of new mechanisms of legal decision beyond the centrality of the State and how they are imposed and applied, specifically, as the focus of this process, the construction of doctrinal concepts and classifications.

LAW510-Legal Research and Writing (3 Semester Credit Hours)

The course will allow students to learn and practice how to perform legal research, writing, and analysis by using legal resources and tools. Students will learn how to identify, locate, and analyze primary and secondary case law. Students will solve legal problems and how to structure and draft legal memoranda and briefs. This course presents the student with skills for efficient writing in the legal environment.

LAW520-Community Law and Organizations (3 Semester Credit Hours)

The approach methods to be used will be historical-deductive, inductive, and dialectical, the latter mainly due to the multidisciplinary of research involving the most varied aspects of Internal Law and the transformations in international society of a political and sociological nature, in addition, the work has the challenge of working with different themes, but centered on the same systemic logic, which will require reflection. The legal methods to be applied mix dogmatic and empirical methodology, considering, as has been said, the interdisciplinary approach, in addition to the application of the systematic interpretive method due to the jurisprudential analysis applied to the reality of contemporary international society in legal decisions arising from international courts. Expected results: the set of objectives mentioned above will demand, for their achievement, dedication in research for the effective production of the results that are sought to be achieved and, therefore, it is expected: to define and solidify concepts that will be used by law operators based on the understanding of the mechanisms that make up contemporary international law; identify and classify concepts derived from the expansion of International Law; broaden the understanding of the use of new mechanisms in the doctrinal context of contemporary International Law; to understand how international decisions are produced in a systemic normative framework and their practical application.

LAW530-Conflict Resolution (3 Semester Credit Hours)

The development of International Environmental Law, although recent, is remarkable, as is the role of international organizations in this area. However, parallel to the emergence of dozens of agreements aimed at environmental protection - global, regional, and local - its objectives are often frustrated by political attitudes (governments) and administrative (authorities in charge of its execution), neglect and other threats that represent a challenge to its implementation and to obtain a healthier environment that guarantees an adequate quality of life. General objective: survey of agreements signed under the sponsorship of international organizations in areas subject to environmental protection.

LAW540-Business Law and Compliance (3 Semester Credit Hours)

Regulatory compliance is an important strategy for business competitiveness and attractiveness, as global society is increasingly aware of sustainable and ethical consumption, demanding that organizations adopt positions and behaviors that reflect these values. This course identifies and analyzes the topics that shape contemporary International Law and its systemic normative logic through the articulation of themes and concepts, with the specific objectives of: establishing open doctrinal concepts resulting from the implementation of contemporary international society; discussing in depth and analytically, within the context of graduate-level offerings, alternative methods of dispute resolution in international courts and domestic law, based on new mechanisms that operate concretely within International Law; identifying existing gaps arising from the emergence of new paradigms resulting from the construction of contemporary international society; observing and interpreting new trends in International Law stemming from the emergence of new topics and their normative expansion; establishing a taxonomic classification of the various topics of International Law within a systemic context; situating conceptual mechanisms and legal production within the framework of contemporary International Law; promoting debates that foster discussion and the development of academic reflections on contemporary International Law; analyzing the consolidation of concepts and those that require interpretative readjustments within the framework of contemporary International Law; and examining the application of international norms within the context of the legal system. Research Methodology: Methodologically, it is

important to highlight the extensive use of bibliographic materials, given the interdisciplinary nature of the research.

LAW560-Diplomatic Relations and International Ethics (3 Semester Credit Hours)

In the second half of the 20th century, the world witnessed the extraordinary proliferation of national and international mechanisms for the protection of Human Rights. Constitutions in each country and international treaties to protect human rights were signed. All this was only possible thanks to the inaugural event represented by the Universal Declaration of Human Rights of 1948. In 1966 the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights came to light. Conventions on the ban on genocide, on the prohibition of racial discrimination and discrimination against women, on torture, the Rights of the Children, and the protection of persons with disabilities were important milestones in this direction. Each treaty has specific mechanisms to protect human rights. In general, reports, interstate complaints and the creation of oversight bodies mark ways to safeguard human rights worldwide. In parallel, regional courts on the protection of Human Rights in Europe, Africa and on the European continent played and are playing an important role in guaranteeing Human Rights that are complementary with protection at the universal and regional level. They are still indivisible, interdependent, and universal as the 1993 Vienna Declaration pointed out.

LAW580-International Criminal Law (3 Semester Credit Hours)

This course examines the main characteristics of crimes against humanity, with a fundamental distinction based on the dogmatic concept of crime, as studied within the spheres of influence of criminal law doctrine in different countries.

LAW590-International Labor Law (3 Semester Credit Hours)

This course addresses the foundations and primary objectives of the International Labor Organization (ILO). In this context, it clarifies the basic notions related to the concept, object, scope, and purpose of International Labor Law, from its theoretical foundations to its practical application. Accordingly, this course demonstrates that International Labor Law is committed to promoting and expanding the social achievements already attained by workers through legal instruments that legitimize social human rights, as provided in the general and specific sources of International Labor Law. In recent years, there has been an increasing appreciation for a legal interpretation that considers international labor standards, a practice that continues to grow in the daily work of legal professionals. Therefore, analyses presented to the public regarding the impact of international norms on domestic law—particularly labor law—are highly relevant. This course also serves as complementary reading for the disciplines of Labor Law, International Law, International Relations, and their respective specializations in undergraduate and graduate law programs.

LAW640-Data Protection and Legislation Contracts (3 Semester Credit Hours)

To verify the implementation of such agreements and eventual results – positive or negative – already obtained in relation to - a) multilateral and regional agreements aimed at protecting the spheres that make up the planet; b) agreements by species or object. Methodology: use of the procedures and theoretical methods necessary to assess the status of the environmental assets that are the object of such agreements. Expected results: identification of effectiveness in the performance and implementation of international standards in relation to the state of those areas and goods whose regulation will be studied. Adherent production of 2021: presentation of lectures and works in the project's object field.

LAW650-International Treaties (3 Semester Credit Hours)

Transitional Justice after exceptional regimes in South America and its relationship with International Human Rights Law and International Criminal Law. Analyze the implementation of Transitional Justice in the post-military dictatorships of the 60s/90s of the 20th century, from the perspective of International Law. To specifically analyze the incidence and influence of international regulations on trials relating to serious human rights violations and international crimes committed during exceptional regimes. Analysis of the doctrine regarding the concepts and methods of Transitional Justice and its relationship with International Law. Empirical research of the measures taken, and the jurisprudence related to the countries studied during the Transitional Justice processes, with the objective of verifying the incidence and impact of International Law. Comparative and contextualized study of Transitional Justice processes in the countries studied, with special emphasis on the analysis of the contribution of International Law in domestic criminal trials for human rights violations and international crimes.

LAW700-International Law Capstone (6 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Writing for International Law, Manuscript Structure and Content, Writing Clearly and Concisely, the Mechanism of Style, Displaying Results, Crediting Sources, Reference Examples, and the Publication Process.

LCD680-Low Code Development (3 Semester Credit Hours)

This course introduces students to digital Low Code platforms. With these content and other learning elements, students are expected to be autonomous for the creation of their business internet pages as well as for the creation of their companies' digital strategy.

LGE560-Leading Z Generation (3 Semester Credit Hours)

Every aspect of the lives of the Generation Z, including a focus on their career aspirations, religious beliefs and practices, entertainment and hobbies, social concerns, relationships with friends and family, health and wellness, money management, civic engagement, communication styles, political ideologies, technology use, and educational preferences.

MAN730-International Business Capstone (3 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Development of a product (teaching project, implementation plan, program evaluation proposal) which is identified in the research course and summarized in a written abstract. Both the project and the abstract are submitted to the Capstone Faculty Committee, which specify their formats.

MGT512-Organizational Behavior (3 Semester Credit Hours)

This course deals with human behavior in a variety of organizations. Conceptual frameworks, case discussions, and skill-oriented activities are applied to each topic. Topics include communications, motivation, group dynamics, leadership, power, and organizational design and development. Class sessions and assignments are intended to help participants acquire the skills that managers need to improve organizational relationships and performance.

MKT510-Marketing for Executives (3 Semester Credit Hours)

The primary objective of this course is to help students develop skills and gain experience in analyzing a business situation and then formulating, implementing, and monitoring marketing

strategies in a competitive environment. The course will focus specifically on issues such as selecting segments in which to compete, developing meaningful points of differentiation and positioning statements, allocating resources, designing products, setting, and managing prices, developing, and managing distribution strategies and developing and managing promotion strategies.

MKT601-Market Demand and Sales Forecasting (3 Semester Credit Hours)

This course discusses the need and advantages of forecasting demand in any type of company, as well as presenting the main methods used for this purpose. Among the topics covered are qualitative methods of demand forecasting, statistical tools and causal methods used in this type of forecasting. The course also deals with the use of time series of sales data and the application of demand forecast to the service and commerce sectors.

MKT670-Customer Journey Analytics (3 Semester Credit Hours)

This course provides the tools and techniques needed to understand customers, develop solutions, design experiences, rethink processes, and thrive. The course addresses the customer experience and their shopping journey in an integrated manner with business processes.

MKT680-Content Marketing (3 Semester Credit Hours)

This course presents the steps required to build successful content. Topics include direct response strategies, persuasive headlines, how to develop valuable and relevant sales-oriented content, winning models, and other innovative media designed to attract and retain a defined audience.

MKT700-Digital Marketing Capstone (3 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Writing for the Behavioral and Social Sciences, Manuscript Structure and Content, Writing Clearly and Concisely, the Mechanism of Style, Displaying Results, Crediting Sources, Reference Examples, The Publication Process.

PSY520-Work Competencies (3 Semester Credit Hours)

This course addresses the model of skills and those specifically required for the world of work. Highlights among the skills: professional, cognitive, socioemotional, and digital. Promotes the categorization of skills required for work in transformation. The competency models. Skills required at work: professional, cognitive, socio-emotional, and digital. Need for skilled labor in jobs in today's world. Future of work and transformation of jobs.

PSY530-Behavioral Assessment in Work (3 Semester Credit Hours)

The main objective of this course is to enable people to identify and evaluate key job attributes. Rating scales and questionnaires are covered. Validity and accuracy of assessment instruments are also discussed. Purpose and characteristics of measures in the selection and development of people. Identification and definition of attributes. Qualification and quantification of attributes. Rating scales. Validity and accuracy of assessment instruments.

PSY540-Achieving Well- Being at Work (3 Semester Credit Hours)

The use of strategies that promote health and well-being of workers is key for companies in developing harmonious and safe environments. In this sense, this course is intended to prepare people that know and learn how to act on the main factors that can interfere with the health and well-being of an organization's employees. Furthermore, it focuses on productivity and factors such

as aging and consequences of the evolution of work transformations. Physical and mental health at work. Main factors for safety and well-being at work. Stress and its impact on work and productivity. Aging, productivity, and work.

PSY550-The Changing Nature of Work (3 Semester Credit Hours)

Work is an activity influenced by all dimensions of the human being. Its functioning in the work environment is multi-determined and the subject of multi-professional reflections. This course offers a contribution to the construction of responses to the challenges of the dynamic context of work and organizations. Efficient, ethical, and reflective professional performance can and should contribute to improving the quality of life in organizations. Innovation and Globalization in organizations. Organizational values and beliefs. Inclusive organizations. Organizational Performance. Work and opportunities in a changing world. Culture and organizational climate.

PSY560-Talent Retention and Workforce Management (3 Semester Credit Hours)

The retention of talent in organizations constitutes one of the most important current challenges. Fundamental to the prosperity of any business, good professionals must be maintained and valued through the implementation of good policies. Actions that retain people beyond salary policies are directly linked to the degree of satisfaction in the work environment. Talent management in organizations. Professional mobility. Satisfaction and quality of life as retention factors.

PSY570-Leadership and Development for Organizational Success (3 Semester Credit Hours)

This discipline focuses on leadership, its development and the new practices needed to face today's challenges. In addition, it focuses on processes that allow synchronizing people, resources, and competencies, to build successful teams. Behavioral negotiation and conflict resolution techniques for effective leadership are discussed. Behavioral traits of leadership. Organizational and strategic leadership. Leadership and team management. Leadership and motivation. Power, politics, and negotiation.

PSY580-Learning, Qualifying and Development (3 Semester Credit Hours)

Short-term and long-term process approaches are seen as essential for lifelong learning. Developing skills is key in understanding how people can develop according to their individual styles. Empowering employees is a competitive and strategic edge for organizations. Learning in the workplace. Learning for a lifetime. Learning and performance.

PSY590-Engagement and Motivation (3 Semester Credit Hours)

Engaging and motivating people at work is a great challenge for organizations. An organization's success is directly related to the way its employees feel in the exercise of their functions and in the relationship, they develop with the environment they operate. High levels of productivity are also the result of the employees' feeling of belonging and how motivated they are to achieve their goals. Emotions and motivation, behavior, attitudes, and ethics at work, satisfaction with life and work, personality and types of intelligence, Engagement and alienation, the role of feedback, and incentive policies.

PSY600-Organizational Psychology Capstone (6 Semester Credit Hours)

(Prerequisite: Successful completion of all program courses)

Writing for the Behavioral and Social Sciences, Manuscript Structure and Content, Writing Clearly and Concisely, the Mechanism of Style, Displaying Results, Crediting Sources, Reference Examples, The Publication Process.

REI501-Resilience and Emotional Intelligence (3 Semester Credit Hours)

Lead authentically to inspire and motivate others. Support employee's needs and nurture development. Communicate with purpose, meaning, and vision. Foster ingenuity, imagination, and autonomous thinking. Commitment, collaboration, nurturing talent, developing skills, fostering relationships.

SCM570-Supply Chain Management (3 Semester Credit Hours)

Manufacturing planning and control, Enterprise resource planning, Demand management, Forecasting, Advanced sales and operations planning, Master production scheduling, Material requirements planning, Advanced MRP, Capacity planning and management, Production activity control, Just-in-time, Distribution requirements planning, Management of supply chain logistics, order point inventory control methods, Strategy and MPC system design.

Doctoral Degree Course Descriptions**ACM 7620 Market Analysis and Main Concepts in Marketing (3 Semester Credit Hours)**

The course aims to enable students to comprehensively understand the marketing universe, providing solid knowledge in fundamentals and critical strategies. Students will be encouraged to make conscious choices and effective decisions in creating and executing marketing plans by exploring market analysis techniques, consumer behavior studies, and the practical application of digital and social media marketing strategies. In addition, analysis of real cases and interaction in team activities will provide a dynamic, stimulating, and innovative learning environment.

AET 9760 Advanced Effective Technologies (3 Semester Credit Hours)

This course intends to broaden students' vision of the future of technology applied to the business world and other areas of society, through the Planning and implementation of new technologies. Studies on Generative AI, Digital Twins, Computational Vision, Internet of Things (IoT), Robotics, Blockchain, Metaverse, Cloud Computing, Edge Computing, Quantum Computing, Cybersecurity, Prompt Engineering, Low Code, No-Code, Technologies in support of ESG, Internet of Bodies (IoB), Cognitive Computing and Singularity. Case studies in applying new technologies in business and other areas of society.

ARF 9685 Accounting and Reporting in Finance (3 Semester Credit Hours)

The course's main objective is to enable students to understand accounting principles, analyze financial statements, and apply financial accounting to prepare research reports, promoting a deeper understanding of the economic impacts of study results. In addition, the course will seek to develop skills to interpret financial indicators and analyze balance sheets, allowing the assessment of companies' financial health and performance and to master techniques for collecting, analyzing, and communicating data in research, ensuring the preparation of high-quality reports and their relevance.

BAD 9740 Business Analytics and Data Management (3 Semester Credit Hours)

The course presents the basis of Data Science in Business Analysis applications. Students will understand the uses and applications of data analysis for business, whether in search for effective results, predicting situations, or making more assertive decisions, through Business Intelligence, Big Data, Data Mining, Data Warehouse, and data collection. The course will also address issues related to data protection in companies and organizations.

BAR 9745 Artificial Intelligence in Business (3 Semester Credit Hours)

The content emphasizes Artificial Intelligence uses and applications in business, focusing on process management, prediction, and decision-making. In addition, the system will introduce Artificial Intelligence, addressing its history, concepts, types, areas, and applications. The course aims to enable students to create ontologies using natural language processing, Generative AI, and artificial neural networks to manage model processes, prediction, and decision-making in companies—the study of cases of application of Artificial Intelligence in business management in companies and organizations.

BME 9715 Business Management Essentials (3 Semester Credit Hours)

The Business Fundamentals discipline has the primary purpose of revisiting, analyzing, and detailing the main management theories that guide the business formulation and development until today, also presenting formats and dynamic tools that provide the practical deployment of management actions to business consolidation.

CAT 7630 Competitive Advantage Theory and Application (3 Semester Credit Hours)

The course aims to offer a broad view of disruptive technologies applied in business management. The student will learn and understand how to use disruptive technologies in support of corporate governance, encompassing technological tools related to Artificial Intelligence (AI) such as Machine Learning (ML), Deep Learning (DL), Natural Language Processing (NLP), Generative AI and Neural Networks. The course will also explore the potential of other disruptive technologies such as Blockchain, the Internet of Things (IoT), Robotics, Big Data, Data Science, Metaverse, Digital Twins (DT), Wearables, and the Internet of Bodies (IoB) in supporting the management of companies and organizations. Students will understand how disruptive technologies help make more assertive and predictive decisions in organizational leadership.

CCB 9735 Challenges in Contemporary Business Models (3 Semester Credit Hours)

As new forms of business management emerge, previously validated models no longer make sense in the new reality that presents itself. Thus, the course intends to teach the main challenges companies face from the perspective of managing business in the 21st Century, bringing contemporaneity to the light of studies, correlating these challenges and possible paths for formulating corrective actions and organizational development.

CSA 9725 Managing Competition with Strategic Alliances (3 Semester Credit Hours)

Competitiveness is one of the pillars of fixation and adhesion of a product or service in the market. Considering this definition, the present course focuses on understanding competitiveness and its deployment in linkages and strategic alliances with partners and other suppliers toward expansion and dominance in the desired consumer market.

DIS 9800 - Dissertation Proposal and Research I (3 Semester Credit Hours)

(Prerequisite: Successful completion of all core and concentration program courses)

Research as a basic element in the training process needs to be socialized and incorporated in all stages of dissertation development, in this sense it is necessary to put it into practice from different epistemological positions. This course is designed for students to receive feedback on their dissertation topic with the main goal of deciding a feasible method for investigating their selected research problem.

DIS 9810 - Dissertation Proposal and Research II (3 Semester Credit Hours)

(Prerequisite: Successful completion of DIS9800)

The development of theoretical and practical content to successfully approach a problem requires total immersion of the researcher, because this phase of the process is the basis of what is intended to be built. A good approach generates the questions that will be formulated at the beginning and answered at the end of the study. In this sense, the aim of the subject is to formulate a research problem, specifying the objectives/purposes that direct the processes, the justification and delimitation. This course focuses on developing and successfully defending the dissertation proposal.

DIS 9820 - Dissertation Proposal and Research III (3 Semester Credit Hours)

(Prerequisite: Successful completion of DIS9810)

This course focuses on the continued development of the dissertation. During this course, the student will begin their study investigation and conduct the research necessary to continue developing the dissertation in preparation for the dissertation defense. The student will actively work with the dissertation chair and receive proper feedback.

DIS 9830 - Dissertation Defense (3 Semester Credit Hours)

(Prerequisite: Successful completion of all Dissertation Courses)

In this course students defend the methodology of research design, the gathering of research data, the analysis of the research findings, and the conclusions derived from their research.

ECF 9710 Econometrics and Finance (3 Semester Credit Hours)

This course aims to coach students in the fundamental concepts of econometrics to perform descriptive statistical analysis, linear and panel regression modeling, and event studies, as well as their respective assumption tests and error correction methods for heterogeneity and multicollinearity through the econometric analysis software use, enabling the development of practical skills for risk analysis and correlation between financial variables that help in the decision-making process.

EDU 8000 - Orientation to Research and the Doctoral Journey (3 Semester Credit Hours)

This course orients students to the doctoral journey and discusses the skills and competencies necessary for success in the dissertation process. This course clarifies to students what it means to be a doctoral candidate and how learning throughout the program informs multiple outcomes as they work in their coursework, study, research, and post-doctoral opportunities.

EDU 8100 - Conflict Resolution (3 Semester Credit Hours)

This course examines conflict resolution techniques and theories through conceptualizing and practicing relational leadership skills, analyzing assumptions, testing theories and taking into account the meaning of what other people have said by listening and testing their meaning. Multicultural and multiethnic communication challenges will be explored by conducting case studies.

EDU 8300 - Literature Review for Advanced Research (3 Semester Credit Hours)

This course aims to provide doctoral students with advanced review and research skills and strategies for conducting a literature review. Said review is critical for the doctoral student in their

journey towards their dissertation. Additionally, the course will address critical thinking skills, synthesis of information, and application of literature as critical ingredients in supporting the feasibility and relevance of a research study.

EDU 8500 - Business Analytics and Artificial Intelligence in Education (3 Semester Credit Hours)

This course delves into the integration of Business Intelligence, analytics, data science, and Artificial Intelligence technologies in the educational sphere. The course covers a wide array of topics, including the practical applications of AI in learning and educational organizations, the development of AI-based learning environments, and the ethical considerations surrounding AI use in educational contexts. Concepts, drivers, major technologies, business applications, ethical, privacy, and managerial considerations in analytics is also discussed.

EDU 8600 - Education and Emergent Learning Environments (3 Semester Credit Hours)

This course explores the dynamic landscape of the teaching and learning process and technology practices as they affect the classroom environment. A study of professional, personal, and pedagogical use of technology including e-learning environments, current trends, and emergent learning technologies will be explored. The course aims to prepare future educational leaders to embrace and explore technology to innovate and facilitate immersive, engaging learning environments.

EFM 9730 Management Tools of Effective Business Models (3 Semester Credit Hours)

The discipline of business models and management tools assumes an understanding of a business, leading to a sense of business models that can be adopted in companies and, consequently, which management tools can be adopted within an organization to have a healthy development and maximize its operational results.

ETM 9665 Effective Team Management (3 Semester Credit Hours)

The course explores advanced theories and practices for leading high-performance teams in complex environments. Addressing aspects such as group dynamics, team composition, transformational leadership, conflict resolution, innovation, and organizational learning, the topics seek to develop communication, collaboration, and decision-making skills. The course also explores constructive conflict management, motivation, feedback, coaching, and future trends in team management. Ultimately, students can lead effective teams, promote innovation, and achieve exceptional results in challenging organizational contexts.

FCO 9690 Financial Economics (3 Semester Credit Hours)

This course's content will provide a solid understanding of economic principles applied to the financial context, enabling participants to analyze, evaluate, and build investment portfolios, understand corporate financial decisions, explore capital markets and financial instruments, develop strategies for managing risks, discuss behavioral economics role in finance, analyze international financial markets, understand monetary implications and fiscal policy, and explore advanced topics in finance, all through practical applications and case studies.

HRL 7615 - Human Resource Leadership (3 Semester Credit Hours)

The Human Resource Management and Leadership course provides a broad understanding of fundamental human resource management, along with practices and theories of leadership. Students will explore HR environment analysis and strategic planning, performance management,

leadership development, diversity and inclusion, decision-making, ethical leadership, talent management, motivation and engagement, effective communication, change management, and innovation. In addition, topics such as recruitment and selection, leadership in global contexts, executive coaching, and research ethics will be addressed. The course will also examine future trends to prepare doctoral students to face the evolving challenges in HR and leadership, contributing to forming competent and responsible leaders.

INV 9700 Investment Strategies (3 Semester Credit Hours)

This course's main objectives are to present the concepts and fundamentals of investment decisions and behavioral finance, exploring the cognitive and emotional biases that influence financial decisions. Through behavioral theories of decision-making, investment strategies based on behavioral finance, analysis of financial investor and consumer behavior, and studies of behavioral biases in the financial market, the course aims to enable participants to understand and deal with these factors. In volatile environments, including the practical application of behavioral finance in projects and case studies, we prepare them to make informed and better decisions in the financial context.

LAM 8210 - Ethics and Theories in Educational Leadership (3 Semester Credit Hours)

This course offers an in-depth exploration of multicultural education and leadership. Emphasis is given to Educational Leadership theories and the challenges encountered in leading a multicultural team and organization. This course aims to equip future educators and educational leaders with a nuanced understanding of how ethical considerations and philosophical perspectives fundamentally impact the realm of education.

LAM 8220 - Leading Change in an Organization (3 Semester Credit Hours)

This course includes a comprehensive review of the processes an organization undergoes when faced with change and the theories and practice of leading successful changes. Students will review change processes, politics and culture of the organization, effective solutions to change, case scenarios, and leadership styles for leading a team through changing environments.

LAM 8230 - Issues and Trends in Educational Leadership (3 Semester Credit Hours)

This course offers an overview of the current issues and trends related to the field of educational leadership. The in-depth study of contemporary leadership theories, ethical values, emotional intelligence, leadership styles, global leadership, ethics in leadership and leadership styles and trends will be discussed. This course helps equip students with a comprehensive understanding of the interactions between leaders and followers, as well as the difference between managers and leaders.

LAM 8240 - Organizational Behavior (3 Semester Credit Hours)

This course studies the nature and management of educational organizations and their behaviors. Students will explore how to create more effective cultures by integrating major theoretical perspectives, analyzing decision making, exploring organizational change and managing organizational conflict with special focus on applying theories to better understand and more effectively resolve organizational problems.

LBD 9755 Machine Learning Tools for Big Data (3 Semester Credit Hours)

This course aims to understand the practical basis of using Big Data and Machine Learning for business analysis and decision-making, studying the concept, structure, and applications of Big

Data, Machine Learning concepts, and operations within Artificial Intelligence. In addition, students will understand how to apply Machine Learning to Big Data to analyze data and make predictions. Studying Big Data and Machine Learning tools used in Cybersecurity, Supply Chain, Recommender Systems, Pricing, Preventive Maintenance, Predictive Analysis, and general corporate areas.

LMT 9660 Leadership and Managing Team Dynamics (3 Semester Credit Hours)

This discipline offers an in-depth study of leadership complexities and its followers. The course covers everything from fundamentals to future trends. It explores classic and contemporary leadership theories, the dynamics between leaders and followers, ethical and values issues, emotional intelligence, psychological influence, adaptive leadership, diversity and inclusion, global leadership, technology, and digital leadership. The course aims to equip students with a comprehensive understanding of the interactions between managers and followers, enabling them to lead ethically, innovatively, and effectively in organizational or social contexts.

MIT 7625 Management of Innovative Technologies I (3 Semester Credit Hours)

This course content seeks the presentation and detailed contextualization of business strategy-related aspects, business rules, and management, allowing the development and expansion of thought and innovation implementation for companies and businesses, packaged from the perspective of competitive advantage, which results in creating leaders ready for all the varied challenges at the job market.

MIT 9750 Management of Innovative Technologies II (3 Semester Credit Hours)

The course presents the basis of innovation, its characteristics, instruments, concepts, and actions of management innovation with the support of disruptive technologies. This content is based on open innovation in business management processes using disruptive technologies as support. Students will understand the leading disruptive technologies used in management and creation in the corporate area, with case studies of disruptive technology's usage in the direction of organizations and companies' innovation.

MRE 8650 - Mixed Methods Research (3 Semester Credit Hours)

(Prerequisite: QUA7635)

The course's main objective is to equip students with solid skills in quantitative and qualitative data analysis (Mixed Methods Research) applied to scientific research, enabling them to conduct high-quality studies, interpret meaningful results, and communicate them effectively. Students will be introduced to the theoretical foundations of research and will learn statistical techniques, quantitative analysis tools, qualitative data collection, and analysis methods. The course will also explore integrated approaches and emerging trends, enabling students to apply their knowledge to research projects.

MVP 7610 Measuring the Added Value Proposition (3 Semester Credit Hours)

This course takes a comprehensive approach to understanding and applying financial measures that go beyond traditional metrics and provide a more accurate view of the value created by a company. Focusing on maximizing returns for shareholders, investors, and other stakeholders, this content explores metrics such as Economic Value Added (EVA), Market Value Added (MVA), Return on Invested Capital (ROIC), Cash Flow Return on Investment (CFROI), Total Share Return (TSR), Tobin's Q and others relevant to strategic decision-making. Participants will learn to calculate, interpret, and use these measures practically and appropriately in different business contexts, allowing for a more solid and grounded analysis of a company's financial performance and value.

creation. In addition, the course will address emerging trends and future perspectives related to the topic, preparing participants for the demands of the constantly evolving financial scenario.

OTH 7600 Organizational Theory (3 Semester Credit Hours)

As its basis and approach, this course has a detailed description of organizational theories and how they can be unfolded to resolve problems. For that, its contextualization is based on measurement and management, so when understanding the organizational theories, the student will have the subsidy to seek management actions that allow not only the resolution of possible conflicts but also a direct and critical analysis to prevent problems that directly impact the assertive conduct of the organizational environment.

POV 9670 Planning for Organizational Pivoting (3 Semester Credit Hours)

This subject addresses the development of strategic human resources (HR) plans aimed at organizational agility in dynamic and competitive contexts. Doctoral students will explore theories, strategies, and advanced practices for creating HR plans that promote the organization's flexibility, innovation, and change-responsiveness. Topics such as environmental analysis, competency mapping, acquisition strategies, talent retention and development, agile performance management, and cultural transformation will be addressed.

PPM 9680 Policy and People Management (3 Semester Credit Hours)

This content explores the intersection between human resources (HR) management and organizations' decision-making processes. Doctoral students will analyze how HR decisions impact organizational performance, exploring advanced approaches to making effective decisions in complex scenarios. Topics include HR data analysis, predictive modeling, recruitment and selection strategies, talent development, performance management, and compensation, considering ethical and legal aspects. Students will also explore how HR decisions are influenced by organizational culture, leadership, and global trends.

QAR 8645 - Qualitative Research (3 Semester Credit Hours)

(Prerequisite: QUA7635)

The course's main objective is to equip students with solid skills in qualitative data analysis applied to scientific research. Students will be introduced to the theoretical foundations of study, learning statistical techniques, qualitative data collection and analysis methods. The course will also explore integrated approaches and emerging trends, enabling students to apply their knowledge to research projects.

QUA 7635 - Quantitative and Qualitative Analysis (3 Semester Credit Hours)

This course analyses various research methods for designing research projects to help the student prepare for their research proposal. The student will review research methods, formulate a research question, and begin analyzing a hypothesis to design their study. Qualitative, quantitative, and mixed methods approaches will be reviewed to assist the student in selecting the approach that best fits the research question and their study.

QUR 8640 - Quantitative Research (3 Semester Credit Hours)

(Prerequisite: QUA7635)

The course's main objective is to equip students with solid skills in quantitative analysis applied to scientific research. Students will be introduced to the theoretical foundations of study, learning

statistical techniques and quantitative analysis tools. The course will also explore integrated approaches and emerging trends, enabling students to apply their knowledge to research projects.

SDA 8655 - Statistics for Data Analysis (3 Semester Credit Hours)

This course is based on the understanding and development of research based on data analysis, descriptive statistics, basic inferential statistical techniques, hypothesis testing, analysis of variance, confidence intervals, correlation techniques and nonparametric statistical methods ensuring the complete assimilation and applicability of research data.

SHR 9675 Strategic Partnerships in Human Resource Management (3 Semester Credit Hours)

This course explores the transformation of the Human Resources (HR) area into a strategic and partner role in contemporary organizations. Doctoral students will analyze how HR has evolved from an operational function to a strategic partner, aligning its practices with the organization's goals and needs. Innovative approaches to people management, leadership development, organizational culture, diversity and inclusion, metrics, and data analysis to make informed decisions will be discussed. Students will also explore collaboration between HR and other disciplines to drive organizational performance and competitiveness.

SOG 9720 - Strategic Organizational Management (3 Semester Credit Hours)

This course aims to advance the studies in the corporate management field, that is, how an organization works, what its components are, the importance of its parts, and how they connect with the business strategy development in the organization to understand, unfold, and consolidate successful businesses.

THF 9695 Theory of Finance (3 Semester Credit Hours)

The main objective of this course is to provide participants with a solid understanding of fundamental concepts and theories in finance, enabling them to understand investment decisions and corporate finance, explore theories of market efficiency and behavioral finance, and discuss advanced topics such as corporate finance, international finance, and sustainable finance, applying knowledge in practical case studies to prepare them to face real financial challenges and conduct research.

Faculty Listing

Name	Academic Credentials
Abimael Burgos	Master's degree in digital marketing from Universidad del Sagrado Corazón; Bachelor's degree in business administration from Pontifical Catholic University of Puerto Rico.
Adriana Do Carmo De Jesus	Doctorate in Education from Federal University of São Carlos (UFSCar); Master's degree in education from UFSCar; Bachelor's degree in pedagogy from UFSCar and in physical education from Claretiano College.
Adriana Zampieri Martinati	Doctorate in Education from Federal University of São Carlos (UFSCar); Master's degree in education from Pontifical Catholic University of Campinas (PUC); Bachelor's degree in pedagogy from Anhanguera College and in Physical Education from Methodist University of Piracicaba.
Alder Thiago Bastos	Doctorate in Law from Catholic University of Santos (UNISANTOS); Master's in Law from Santa Cecília University (UNISANTA); Bachelor's in Law from Paulista University.
Aldrei Jesus Galhardo Batista	Doctorate in Education from Federal University of São Carlos (UFSCar); Master's in Education from UFSCar; Bachelor's in Pedagogy from UFSCar.
Alessandra Ferreira De Roma	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from UNESP; Bachelor's in Pedagogy from UNESP.
Alexandra Caetano	Doctorate and Master's degree in Arts from University of Brasília; Bachelor's in Pedagogy.
Alexandra Ferreira Martins Ribeiro	Doctorate in Education from Pontifical Catholic University of Paraná (PUC); Master's degree in Education from PUC Paraná; Bachelor's degree in History and Administration from PUC Paraná.
Alexandra Mastella	Doctorate in Administration from University of São Paulo; Master's degree in Production Engineering from Federal University of Santa Catarina; bachelor's degree in administration from State University of Santa Catarina.
Alexandre Franco	Doctorate in Administration with concentration in Accounting and Finance from Federal University of Rio Grande do Sul (UFRGS); master's degree in administration from UFRGS; bachelor's degree in civil engineering from Pontifical Catholic University of Rio Grande do Sul (PUCRS).
Alexandre Moreira da Silva	Master's in Law from MUST; Bachelor's in Law from São Carlos Law School.
Amalia Rebouças De Paiva E Oliveira	Doctorate in Special Education from Federal University of São Carlos (UFSCar); master's degree in special education from UFSCar; bachelor's degree in physical education from São Paulo State University (UNESP).
Ana Carla Vasco De Toledo	Doctorate in Law from Catholic University of Santos; Master's in Law from Catholic University of Santos; Bachelor's in Law from Metropolitan University of Santos.
Anderson De Lima	Doctorate in Education from São Paulo State University (UNESP); Master's degree in education from Federal University of São Carlos (UFSCar); Bachelor's in Pedagogy from UNESP and in Literature from Claretiano College.

André Antunes Soares De Camargo	Doctorate in Law from University of São Paulo; master's degree in law from University of California, Davis (USA); bachelor's degree in law from Mackenzie Presbyterian University.
André Felipe Costa Santos	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC); master's degree in education from PUC São Paulo; bachelor's degree in pedagogy from University of Brasília (UnB).
André Felipe Da Silva Guedes	Doctorate in Engineering and Materials Technology from Pontifical Catholic University of Rio Grande do Sul (PUC-RS); master's degree in engineering and Materials Technology from PUC-RS; bachelor's degree in physics from PUC-RS.
Andressa Schaurich Dos Santos	Doctorate in Administration from Federal University of Santa Maria (UFSM); master's degree in administration from UFSM; bachelor's degree in administration from UFSM.
Anelise Schaurich Dos Santos	Doctorate in Psychology from University of Vale do Rio dos Sinos; Master's degree in Psychology from Federal University of Santa Maria; Bachelor's degree in Teacher Education for Professional and Technological Education from Federal University of Santa Maria.
Angel Rios	Doctorate in Public Administration from Northcentral University; Master's degree in Human Resources from American Intercontinental University; Master's degree in Accounting and Finance from American Intercontinental University; Bachelor's degree in Accounting from University of Sacred Heart.
Angela Maria Moed Lopes	Doctorate in Health Sciences from Federal University of Triângulo Mineiro; master's degree in health sciences from Federal University of Triângulo Mineiro; Bachelor's in Biomedicine from University of Uberaba.
Antônio Augusto Dos Santos Soares	Doctorate in Administration from Federal University of Santa Catarina; Doctorate in Management from University of Trás-os-Montes e Alto Douro; bachelor's degree in production management technology from IPEP Integrated Colleges.
Arlene Moreno De Castro	Doctorate in Education from School of Education, University of São Paulo (FEUSP); master's degree in social policies from Cruzeiro do Sul University (UNICSUL); bachelor's degree in Pedagogy from UNICSUL.
Arturo Enamorado	Doctorate in Business Administration and International Relations from Logos International University (LIU); master's degree in international Trade from Complutense University of Madrid; bachelor's degree in business administration from Central American Technological University (UNITEC).
Bruno Moreno	Doctorate in Human Development and Technologies from UNESP; Master's in Movement Sciences from UNESP; bachelor's degree in psychology (bachelor's degree and Licenciature) from State University of Londrina (UEL).
Camile Gonçalves Hesketh Cardoso	Doctorate in Education from Pontifical Catholic University of Paraná (PUC); master's degree in education from PUC Paraná; bachelor's degree in Pedagogy from PUC Paraná.
Carlos Afonso Gonçalves Da Silva	Doctorate in Law from Pontifical Catholic University of São Paulo (PUC-SP);

	Master's in Law from PUC-SP; Bachelor's in Law from Bauru Law School.
Carlos Bustamante	M.D. in Medicine and Surgery, Pontificia Universidad Javeriana, Bogotá; Master's degree in Alternative Medicine from National University of Colombia; Bachelor's in Medicine from Pontifical Javeriana University.
Carmen Lucia Costa Amaral	Doctorate in Chemistry from University of São Paulo (USP); Master's in Organic Chemistry from USP; Bachelor's in Chemistry from Federal University of Rio Grande do Norte (UFRN).
Carolina Splendore	Doctorate in Health Sciences from São Francisco University (Pharmaceutical Sciences); Master's degree in Health Care Management from MUST; Bachelor's in Pharmaceutical Sciences with emphasis in Clinical Analysis.
Christiano Braga De Castro Lopes	Master's degree in Auditing and Business Management from European University of the Atlantic (Spain); Bachelor's degree in Business Administration from Federal University of Alagoas.
Clarice Paim	Doctorate in Administration from University of Vale do Rio dos Sinos (UNISINOS); Master's degree in Administration and Business from Pontifical Catholic University of Rio Grande do Sul (PUC-RS); Bachelor's in Administration from PUC-RS.
Clarivaldo Silva Brito	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in Philosophy from Pontifical Catholic University of Campinas (PUC); Bachelor's degree in Pedagogy from Federal University of Amapá (UNIFAP) and in Philosophy from PUC Campinas.
Cláudia Born Caravantes	Doctorate in Production Engineering with focus on Organizational Change and Intelligence from Federal University of Santa Catarina (UFSC); Master's degree in Administration with focus on Organizational Theories from Federal University of Rio Grande do Sul (UFRGS); Bachelor's degree in Social Communication with emphasis in Public Relations from Pontifical Catholic University of Rio Grande do Sul (PUCRS).
Claudia Mandaio	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC-SP); Master's degree in Education from PUC-SP; Bachelor's degree in Computer Science from School of Engineering of Piracicaba (EEP-FUMEP).
Cleber Lopes	PhD in Education, Pontifical Catholic University of Paraná, Curitiba, Brazil; Master's degree in Education from Federal University of Paraná (UFPR); Bachelor's degree in Pedagogy from Faculdade Única de Ipatatinga (FUNIP); Bachelor's degree in History from Faculdade Educacional da Lapa (FAEL).
Cleide Maria Dos Santos Muñoz	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC-SP); Master's degree in Education from PUC-SP; Bachelor's degree in Pedagogy from Faculdade de São Bernardo do Campo (FASB) and Faculdade Ibra de Brasília (FABRAS).
Consuelo Biacchi Eloy	Doctorate in Psychology from UNESP; Master's in Psychology from UNESP; Bachelor's degree in Psychology from Federal University of Paraná (UFPR).
Crislaine Fernandes Matozinhos Silva	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in education, University of Campinas (UNICAMP),

	Campinas, Brazil Bachelor's degree in Pedagogy from Anhanguera Educational College.
Dallas Morais De Almeida	Master's degree in Administration from MUST / UNAMA; Bachelor's degree in Administration from Methodist University of Piracicaba (UNIMEP).
Daniela Cristina Lopes De Abreu	Doctorate in Education from University of São Paulo (USP); Master's degree in Education from São Paulo State University (UNESP); Bachelor's degree in Pedagogy from UNESP.
Danilo De Oliveira	Doctorate in Law from Pontifical Catholic University of São Paulo (PUC-SP); Master's degree in Law from PUC-SP; Bachelor's degree in Law from Paulista University (UNIP).
Deborah Costa	Doctorate in Education from City University of São Paulo (UNICID); Master's degree in Applied Linguistics from State University of Campinas (UNICAMP); Bachelor's degree in Pedagogy from Faculdade de Pinhais (FAPI); Bachelor's degree in Literature from Faculty of Philosophy, Sciences and Letters of Ouro Fino.
Denize Grzybovsky	Doctorate in Administration from Federal University of Lavras (UFLA); master's degree in business Direction and Organization from Universidad del Museo Social Argentino (UMSA); Bachelor's degree in Administration from Regional Integrated University of Alto Uruguai and Missões (URI).
Dennis Calderon	Doctorate in Administration from Grenoble École de Management; master's degree in administration from University of Tennessee; bachelor's degree in business management from California Lutheran University.
Diana Souza Silva Mendonça	Doctorate in Education from Universidad San Carlos, Paraguay; master's degree in education from Universidad San Carlos, Paraguay; Bachelor's degree in Pedagogy from State University Vale do Acaraú (UVA-CE), Brazil.
Diego Cardona	Doctorate in Administration from ESADE Ramon Llull; master's degree in administration from Pontifical Javeriana University; bachelor's degree in civil engineering from Universidad de los Andes.
Dimitri Nascimento Sales	Doctorate in Law from Pontifical Catholic University of São Paulo; master's degree in law from Pontifical Catholic University of São Paulo; Bachelor's degree in Law from State University of Santa Cruz.
Douglas Antonio Zelaya	Doctor of Philosophy in Administrative Services, Catholic University of Honduras Master's degree in administration from National Autonomous University of Honduras; Bachelor's degree in Administration from National Autonomous University of Honduras.
Edwin Melendez	Doctorate in Administration and Strategic Management from Pontifical Catholic University of Puerto Rico; Master's in Global Management from University of Phoenix; Bachelor's degree in Management from Universidad del Turabo.
Eliane Quinelato	Doctorate in Literary Studies from São Paulo State University (UNESP); Master's in Literary Studies from UNESP; bachelor's degree in literature from UNESP; Bachelor's degree in Pedagogy from UNESP.
Elianeide Nascimento Lima	Doctorate in Education from Federal University of São Carlos (UFSCar); master's degree in education from UFSCar; Bachelor's degree in Pedagogy from Federal University of Viçosa (UFV), Brazil.

Eliete Martins	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from UNESP; Bachelor's degree in Pedagogy from Faculty of Philosophy, Sciences and Letters of Araçatuba (ITE); Bachelor's degree in Pedagogy from UNESP.
Elisa Oliveira Büttenbender	Doctorate in Economics with concentration in Development Economics from Federal University of Rio Grande do Sul (UFRGS); Master's degree in Economics with concentration in Industrial Organization and International Economics from University of Vale do Rio dos Sinos (UNISINOS); Bachelor's degree in Economics from Federal University of Pelotas (UFPEL).
Eloisa Helena Mello	Doctorate in Education from Tuiuti University of Paraná (UTP), Brazil; Master's degree in Education from UTP; Bachelor's degree in Pedagogy from Faculdade Santa Amélia SECAL; Bachelor's degree in Administration from State University of Ponta Grossa (UEPG).
Emilsen Holgin	Doctorate in Administration from Walden University; Master's degree in Administration from Excelsior College; Bachelor's degree in Science from Excelsior College.
Ernandes Rodrigues Do Nascimento	Doctorate in Mathematics and Technological Education from Federal University of Pernambuco (UFPE); Master's degree in Education from ULE (Spain) and in Administration from UFPE; Bachelor's degree in Administration from UFPE.
Fernanda Carolina Toledo Da Silva	Doctorate in Education from São Paulo State University (UNESP); master's degree in education from UNESP; Bachelor's degree in Physical Education from UNESP.
Fernanda Cristina Guassu Almeida	Doctorate in Health Sciences from São Paulo State University (UNESP); master's degree in Biological Sciences from UNESP; Bachelor's degree in Biological Sciences (Medical Modality) from UNESP.
Fernanda Feitosa Do Vale	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in Education from São Paulo State University (UNESP); Bachelor's degree in Pedagogy from UNESP.
Flavia Zancan	Doctorate in Accounting and Controllershship from University of São Paulo (USP); Master's degree in Administration from Federal University of Santa Maria (UFSM); Bachelor's degree in Accounting Sciences from UFSM.
Flávio Rebustini	Doctorate in Human Development and Technology from São Paulo State University (UNESP); Master's degree in Motor Sciences; Bachelor's degree in Physical Education.
Flávio Santiago	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in Education from UNICAMP; Bachelor's degree in Pedagogy from Federal University of São Carlos (UFSCar) and in Geography from Faculdade Única.
Francis Roberta De Jesus	Doctorate in Education from State University of Campinas (UNICAMP); master's degree in education from UNICAMP; Bachelor's degree in Pedagogy from UNICAMP.
Francisca Cristina De Oliveira E Pires	Doctorate in Education from Federal University of Juiz de Fora (UFJF); master's degree in education from Catholic University of Petrópolis (UCP); Bachelor's degree in Pedagogy from Centro Universitário Internacional (UNINTER); Bachelor's degree in History from UFJF.
Franklin Orellana	Doctorate in Project Management from National University; Master's degree in Administration from American InterContinental University; Master's degree in Information Technologies from American

	InterContinental University; Bachelor's in Systems Engineering from Universidad Espíritu Santo (UEES).
Fulvio Cesar Garcia Severino	Doctorate in Education from Federal University of São Carlos (UFSCar); Master's degree in Ecology and Natural Resources from UFSCar; Bachelor's degree in Biological Sciences from UFSCar; Bachelor's degree in Physiotherapy from UFSCar.
Giovani De Paula Batista	Doctorate in Education from Pontifical Catholic University of Paraná (PUC); master's degree in education from PUC Paraná; bachelor's degree in physical education from PUC Paraná.
Glorivette Perez Valentín	Doctorate in Education from Interamerican University of Puerto Rico; master's degree in educational administration and Supervision from Metropolitan University of Puerto Rico; bachelor's degree in education from Interamerican University of Puerto Rico.
Graciella Martignago	Doctorate in Administration from Federal University of Santa Catarina (UFSC); master's degree in production engineering from UFSC; bachelor's degree in economics from UFSC; bachelor's degree in business administration from UFSC.
Graziela Oste Graziano	Doctorate in Administration from UNINOVE; master's degree in administration from UNIMEP; bachelor's in administration from UNIMEP.
Helena Rivelli De Oliveira	Doctorate in Education from Federal University of Juiz de Fora (UFJF); Master's degree in Education from UFJF; Bachelor's degree in Biological Sciences from Federal University of São João Del-Rei (UFSJ).
Iara Da Silva Ferrão	Doctorate in Education from Federal University of Santa Maria (UFSM); Master's degree in Psychology from UFSM; Bachelor's degree in Special Education from IBRA Educational Group; Bachelor's in Psychology from Integrated College of Santa Maria (FISMA).
Iara Sanches Rosa	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC/SP); Master's degree in School Psychology and Human Development from University of São Paulo (USP); Bachelor's degree in Pedagogy and Literature from University of Guarulhos (UNG).
Igor Aparecido Dallaqua Pedrini	Doctorate in Education from Federal University of Uberlândia (UFU); Master's degree in Education from São Paulo State University (UNESP); Bachelor's degree in Pedagogy from Centro Universitário de Araras Dr. Edmundo Ulson (UNAR).
Isaias Peixoto Dos Santos Nascimento	Doctorate and Master's degree in Psychology from Federal University of São Carlos (UFSCar); Bachelor's degree in Psychology from Centro Universitário Central Paulista (UNICEP).
Jamile Simões	Doctorate in Law from Universidade Nove de Julho; Master's degree in Law from Universidade Nove de Julho; Bachelor's degree in Law from Faculdade Damásio de Jesus.
Javier González	Doctorate in Economics and Health Management from Polytechnic University of Valencia; Master's degree in Advanced Studies in Health Economics from Polytechnic University of Valencia; Bachelor's in Medicine from Universidad del Rosario.
Jefferson Dos Santos	Master's degree in International Business from MUST; MBA in IT Service Management, University of São Paulo, Brazil; MBA in Industrial Administration, University of São Paulo, Brazil Bachelor's in Business Administration from UNIP.

Jenerton Arlan Schütz	Doctorate in Education from Regional University of Northwestern Rio Grande do Sul (UNIJUI); Master's degree in Education from UNIJUI; Bachelor's degree in History from Centro Universitário Leonardo da Vinci (UNIASSELVI); Bachelor's degree in Sociology from UNIASSELVI; Bachelor's degree in Pedagogy from Faculdade Campos Elíseos (FCE).
Jéssica Fernanda Lopes	Doctorate in School Education from São Paulo State University (UNESP); Master's degree in Developmental and Learning Psychology from UNESP; Bachelor's degree in Pedagogy from UNESP.
Jose A. Flecha	Doctorate in Administration from Argosy University; master's degree in digital Analysis from University of Barcelona; master's degree in administration from Universidad Ana G. Méndez; bachelor's degree in administration from Universidad Ana G. Méndez.
José Israel Sanchez Robles	Doctorate in Intensive Care Therapy from Brazilian Institute of Intensive Care Therapy (IBRATI), Brazil; Master's degree in Social Gerontology from International Ibero-American University (UNINI), Mexico; Master's degree in Gerontology from Miguel de Cervantes University (UMC), Spain; Bachelor's degree in Medicine from Universidad de Guayaquil.
Jose Mejía	Doctorate in Law from University of La Verne; Doctorate in Administration from Thomas Edison State University; Bachelor's degree in Administration from California State Polytechnic University.
Juan Tapia	Doctorate in Law from Central University; Doctorate in Administration from Keiser University; Master's degree in Administration from Metropolitan University; Bachelor's degree in Legal Studies from Central University.
Juana Ramirez	Doctorate in Administration from Keiser University; Master's degree in Administration from Keiser University; Bachelor's degree in Education from Higher Pedagogical Institute of Pinar del Río.
Juliana Battistus Mateus Ferreira	Doctorate in Education from Pontifical Catholic University of Paraná (PUC/PR); master's degree in education from PUC/PR; bachelor's degree in Pedagogy from PUC/PR.
Juliana Cavalcante De Andrade Louzada	Doctorate in Education from São Paulo State University (UNESP); master's degree in education from UNESP; bachelor's degree in physical education from UNESP.
Juliana Nutti	Doctorate in Education from Federal University of São Carlos (UFSCar); Master's degree in Education from UFSCar; Bachelor's degree in Psychology from Federal University of Uberlândia (UFU).
Julio Cesar De Souza	Doctorate in Education from Federal University of Espírito Santo (UFES); Master's degree in History from Federal University of Uberlândia (UFU); Bachelor's degree in Pedagogy and History from University of Uberaba (UNIUBE).
Karen Regiane Soriano	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from UNESP; Bachelor's degree in Pedagogy from UNESP.
Kleber William Alves Da Silva	Doctorate in Education from University of São Paulo (USP); Master's degree in Education from USP; Bachelor's degree in Mathematics from University of Guarulhos (UNG).
Lana Paula Crivelaro Monteiro De Almeida	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in Education from UNICAMP; Bachelor's degree in Speech Therapy from Pontifical Catholic University of Campinas (PUC).

Leandro Wendel Martins	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC/SP); Master's degree in Education, Art, and Cultural History from Mackenzie Presbyterian University (MACKENZIE); Bachelor's degree in Pedagogy from University of Grande ABC (UNIABC); Bachelor's degree in Visual Arts from University of Taubaté (UNITAU).
Leila Rubinsztajn Direzenchi	Doctorate in Social Psychology from John Kennedy University and Federal University of Rio Grande do Sul (UFRGS); Master's degree in Semiotics, Information and Communication Technologies from Braz Cubas University (UCB); Bachelor's degree in Pedagogy and History from Vale do Rio Verde University of Três Corações (UNINCOR).
Letícia Dos Santos	Doctorate in Administration from Federal University of Santa Maria (UFSM); Master's degree in Administration from Federal University of Rio Grande do Sul (UFRGS); Bachelor's degree in Administration from UFSM.
Liliane De Queiroz Antonio	Doctorate in Education, Science, and Technology from State University of Campinas (UNICAMP); Master's degree in Education, Science, and Technology from UNICAMP; Bachelor's degree in Pedagogy from Federal University of São Carlos (UFSCar).
Lincoln Zub Dutra	Doctorate in Law from Pontifical Catholic University of Paraná; Master's degree in Law from Centro Universitário Autônomo (UNIBRASIL); Bachelor's degree in Law from Pontifical Catholic University of Paraná.
Livia Maria Ribeiro Leme	Doctorate in Special Education from Federal University of São Carlos (UFSCar); Master's degree in Special Education from UFSCar; Bachelor's degree in Pedagogy from São Paulo State University (UNESP).
Loiane Maria Zengo Orbolato	Doctorate in Special Education from Faculty of Philosophy and Sciences, São Paulo State University (UNESP); Master's degree in Education from UNESP; Bachelor's degree in Pedagogy from Universidade Nove de Julho (UNINOVE); Bachelor's degree in Physical Education from UNESP.
Lucas Visentini	Doctorate in Education from Federal University of Santa Maria (UFSM); Master's degree in Education from UFSM; Bachelor's degree in Pedagogy and Accounting Sciences from UFSM.
Luciana Novais De Oliveira Lopes	Master's degree in Law from Methodist University of Piracicaba (UNIMEP); Bachelor's degree in Law from Paulista University (UNIP).
Luciane Soutello	Doctorate in Business Administration from Mackenzie University; Master's degree in Information Management from State University of Londrina (UEL); Bachelor's degree in Administration from FACCAR.
Luciene Mozzer	Doctorate in Education from Methodist University of São Paulo (UMESP); Master's degree in Education from UMEP; Bachelor's in Pedagogy from Centro Universitário FIEO (UNIFIEO); Bachelor's degree in Physical Education from Federal University of Juiz de Fora (UFJF).
Luigi Giuseppe Barbieri Ferrarini	Doctorate in Law from University of São Paulo Law School; Master's degree in Law from University of São Paulo Law School; Bachelor's degree in Law from Centro Universitário Curitiba (UNICURITIBA).
Luis Rodriguez	Master's degree in Technology Management from University of Phoenix; Bachelor's degree in Information Systems from Colegio Universitario del Este.

Luiz Alberto Segalla Bevilacqua	Master's degree in law from Methodist University of Piracicaba; bachelor's degree in law from Toledo Teaching Institution – Bauru, SP.
Luiz Miguel Picelli Sanches	Doctorate in Nursing from State University of Campinas (UNICAMP); master's degree in nursing from UNICAMP; bachelor's degree in nursing from State University of Maringá (UEM).
Luiz Roberto Hijo Sampietro	Doctorate in Civil Procedural Law from University of São Paulo (USP); Master's degree in Civil Procedural Law from USP.
Maini Barreira Gonçalves	Doctorate in Education from University of Sorocaba (UNISO); master's degree in management and development from Paula Souza State Center for Technological Education (CEETEPS); bachelor's degree in Pedagogy from Cruzeiro do Sul University (UNICSUL); Bachelor's degree in Philosophy from Federal University of São João Del-Rei (UFSJ).
Marcelo Lamy	Doctorate in Law from Pontifical Catholic University of São Paulo; master's degree in law from University of São Paulo; bachelor's degree in law from Federal University of Paraná.
Marcus Brauer	Doctorate in Administration from Fundação Getulio Vargas (FGV/SP); master's degree in public administration from FGV/SP; bachelor's degree in industrial administration from CEFET/RJ.
Maria Betânia De Carvalho Fidalgo Arroyo	Doctorate in Administration from UNAMA; Master's degree in Higher Education and University Management from UNAMA; Bachelor's degree in Pedagogy from FICOM.
Maria Elisa Carbonari	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in Literature from Pontifical Catholic University of Campinas; Bachelor's degree in Portuguese-English Literature from PUC Campinas.
Maria Inês Crnkovic Octaviani	Doctorate in Education from Federal University of São Carlos (UFSCar); Master's degree in Education from UFSCar; Bachelor's degree in Pedagogy from UFSCar.
Maria Luiza Salzani Fiorini	Doctorate in Education from São Paulo State University – Bauru (UNESP); Master's degree in Education from UNESP; Bachelor's degree in Physics from UNESP.
Marília Marques Mira	Doctorate in Education from Pontifical Catholic University of Paraná (PUC/PR); Master's degree in Education from PUC/PR; Bachelor's degree in Pedagogy from Federal University of Paraná (UFPR).
Mario Salazar	Doctorate in Educational Sciences from Universidad Bicentenario de Aragua; Doctorate in Complex Thought from Multiversidad Mundo Real Edgar Morin; Master's degree in Business Administration from Instituto de Estudios Bursátiles (IEB); Bachelor's degree in Industrial Engineering from Universidad Pedagógica y Tecnológica de Colombia (UPTC).
Maycon Raul Hidalgo	Doctorate in Education from State University of Maringá; Master's degree in Education from State University of Maringá; Bachelor's degree in Biological Sciences from Universidade Paranaense.
Michele Aparecida Cerqueira Rodrigues	Doctorate in Education from Central Christian University (CCU) and in Psychology from Logos University International (UNILOGOS); Master's degree in Psychological Intervention in Development and Education and in Neuropsychology from Universidad Europea del Atlántico (Spain);

	Bachelor's in Pedagogy from Faculdade Sumaré (FACSUMARÉ) and in Mathematics from University of Guarulhos (UNG).
Michelle Paulista	Doctorate in Education from Federal University of Rio Grande do Norte (UFRN); Master's degree in Education from UFRN; Bachelor's degree in Pedagogy from UFRN.
Milagros Velasco	Doctorate in Education from Keiser University; Master's degree in Forensic Psychology from Florida National University; Bachelor's degree in Education from Universidad Tula.
Milena Prata Jamal	Doctorate in Health Sciences from Federal University of Triângulo Mineiro (UFTM); Master's degree in Sciences with concentration in Clinical Pathology from UFTM; Bachelor's degree in Physiotherapy from University of Uberaba (UNIUBE).
Miriane De Almeida Fernandes	Doctorate in Administration from Methodist University of Piracicaba (UNIMEP); Master's degree in Administration of Micro and Small Enterprises from Centro Universitário Campo Limpo Paulista (UNIFACCAMP); Bachelor's degree in Business Administration from Methodist University of São Paulo and in Accounting Sciences from Faculdade Integrada de Valinhos.
Mozart Lemos De Siqueira	Doctorate in Computer Science from Federal University of Rio Grande do Sul (UFRGS); Master's degree in Computer Science from UFRGS; Bachelor's in Informatics from Lutheran University of Brazil.
Natálie Iane Goldoni	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from UNESP; Bachelor's degree in Pedagogy from State University of Santa Cruz (UESC); Bachelor's degree in Speech Therapy from UNESP.
Nathercia Cristina Manzano Magnani	Doctorate in Law from Pontifical Catholic University of São Paulo; Master's degree in Law from PUC-SP; Bachelor's degree in Law from State University of Londrina.
Nedisson Gessi	Doctorate in Regional Development, Administration & Public Policies and Territorial Development from Regional University of Northwestern Rio Grande do Sul; Master's degree in Scientific and Technological Education from Regional Integrated University of Alto Uruguai and Missões; Bachelor's degree in Administration and Information Systems from the same institution.
Nilson Perinazzo Machado	Doctorate in Education from Universidad Evangélica del Paraguay; Master's degree in Accounting Sciences from University of Vale do Rio dos Sinos (UNISINOS); Bachelor's degree in Accounting Sciences from Federal University of Rio Grande do Sul (UFRGS).
Omar Garcia	Doctorate in Administration from Atlantic International University (AIU); Master's degree in Finance from Universidad Tecnológica de Honduras (UNITEC); Master's degree in Marketing from UNITEC; Bachelor's degree in Business Administration from National Autonomous University of Honduras (UNAH).

Oswaldo Silva Paleo	Doctorate in Engineering with concentration in Quality Systems from Federal University of Rio Grande do Sul (UFRGS); Master's degree in Administration with concentration in Business from Pontifical Catholic University of Rio Grande do Sul (PUCRS); Bachelor's degree in Public Administration from PUCRS.
Ovídio Inácio Ferreira Neto	Master's degree in Legal Studies with emphasis in International Law from MUST; Bachelor's degree in Law from Centro Universitário Alfredo Nasser (Unifan).
Pâmela Felix Freitas	Doctorate in Education from School of Education, University of São Paulo (FEUSP); Master's degree in Education from Foundation for Support to USP School of Education (FAFE/SP); Bachelor's degree in Pedagogy from State University of Ceará (UECE).
Patricia Gallo De Franca	Doctorate in Education from Federal University of Rio Grande do Norte (UFRN); Master's degree in Education from UFRN; Bachelor's degree in Computer Science Education from Claretiano College.
Paula Mitsuyo Yamasaki Sakaguti	Doctorate in Education from Federal University of Paraná (UFPR); Master's degree in Education from UFPR; Bachelor's in Pedagogy from Fundação Faculdade de Educação, Ciências e Letras de Cascavel (FECIVEL).
Paulo Antonio Rufino De Andrade	Doctorate in Law from Catholic University of Santos; master's degree in law from Metropolitan University of Santos; bachelor's degree in law from Universidade Braz Cubas.
Paulo Sergio Maniesi	Doctorate in Education from Pontifical Catholic University of Paraná (PUC/PR); master's degree in education from PUC/PR; Bachelor's in Pedagogy from Centro Universitário Internacional (UNINTER); bachelor's degree in physics from Federal University of Paraná (UFPR).
Poliana Pionorio Assis	Master's degree in Administration from MUST; Bachelor's degree in Administration & Marketing from UNIRIOS.
Priscila Camile Barioni	Doctorate in Medical Sciences from State University of Campinas (UNICAMP).; Master's degree in neurology, Faculty of Medical Sciences of the State University of Campinas, Brazil; Bachelor's degree in psychology, Paulista University (UNIP), Brazil
Priscila Costa Santos	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC); Master's degree in Developmental and School Psychology from University of Brasília (UnB); Bachelor's degree in Pedagogy from UnB.
Queila Rocha Carmona	Doctorate in Law from Pontifical Catholic University of São Paulo; master's degree in law from Universidade Nove de Julho; bachelor's degree in law from Universidade Nove de Julho.
Rafael Lima Medeiros Ferreira	Doctorate in Education from City University of São Paulo (UNICID); Master's degree in Public Policy from University of Mogi das Cruzes (UMC); Bachelor's degree in Pedagogy from Intervale College (INTERVALE); Bachelor's degree in Library Science from Federal University of Amazonas (UFAM).
Raimundo Nonato De Carvalho Júnior	Doctorate in Education from Universidade Nove de Julho (UNINOVE); Master's degree in Education from UNINOVE; Bachelor's in Pedagogy from União Cultural College of São Paulo (UCESP); Bachelor's degree in Portuguese-English Literature from Cidade Verde University Center (UNICV).

Raquel Franco Ferronato	Doctorate in Education from State University of Maringá (UEM); Master's degree in Education from State University of Londrina (UEL); Bachelor's degree in Pedagogy from Universidade Norte do Paraná (UNOPAR); Bachelor's degree in Law from UEL.
Regina Célia Barbosa Ferreira De Almeida	Doctorate in Education from Pontifical Catholic University of São Paulo (PUC/SP); Master's degree in Education from PUC/SP; Bachelor's degree in Pedagogy from PUC/SP; Bachelor's degree in History from Claretiano University Center.
Regina Clare	Doctorate in Education from State University of Campinas (UNICAMP); Master's degree in Education from UNICAMP; Bachelor's degree in Literature from Pontifical Catholic University of Campinas (PUC).
Renato Matthiesen	Master's degree in Computer Science from Methodist University of Piracicaba; Bachelor's degree in Computer Science from EEP; Bachelor's degree in Business Administration from UNIDERP.
Roberta Soares Da Silva	Doctorate in Social Relations Law from Pontifical Catholic University of São Paulo; Master's degree in Social Relations Law from PUC-SP; Bachelor's degree in Law from Metropolitan United Colleges (FMU).
Rosemary Trabold Nicacio	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from Pontifical Catholic University of São Paulo (PUC/SP); Bachelor's degree in Pedagogy from University of Western São Paulo (UNOESTE); Bachelor's degree in Geography from University of Marília (UNIMAR); Bachelor's degree in Portuguese-English Literature from Cesumar University Center (UNICESUMAR).
Rosimeire Martins Régis Dos Santos	Doctorate in Education from Catholic University Dom Bosco (UCDB); Master's degree in Education from UCDB; Bachelor's degree in Pedagogy from University Center of Grande Dourados (UNIGRAN).
Sabrina Bagetti	Doctorate in Education from Federal University of Santa Maria (UFSM); Master's degree in Education from UFSM; Bachelor's degree in Pedagogy from UFSM.
Samantha Martins Feuz	Doctorate in Law from Pontifical Catholic University of São Paulo; Master's degree in Law from PUC-SP; Bachelor's degree in Law from PUC-SP.
Soraia Castellano	Doctorate in Law from Metropolitan University of Santos; Master's degree in Law from Metropolitan University of Santos; Bachelor's degree in Law from Catholic University of Santos.
Sueli Pereira Donato	Doctorate in Education from Pontifical Catholic University of Paraná (PUC); Master's degree in Education from PUC; Bachelor's degree in Pedagogy from PUC.
Sylvana Teixeira	Doctorate and Master's in Conflict Resolution and Mediation from Universidad de León; Master's degree in Administration from MUST; Bachelor's degree in Law from Universidade Ceuma.
Tassio Jose Da Silva	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from Federal University of São Paulo (UNIFESP); Bachelor's degree in Pedagogy from Mackenzie Presbyterian University.
Tatiana Dos Santos	Doctorate in Education from University of Vale do Itajaí (UNIVALI); Master's degree in Education from Regional University of Blumenau (FURB); Bachelor's degree in Pedagogy from State University of Santa Catarina (UDESC) and in Artistic Education from FURB.

Tatiane Weiler	Master's degree in administration from MUST; Bachelor's degree in Administration from FAE
Thais De Assis Antunes	Doctorate in Psychology: Profession and Science from Pontifical Catholic University of Campinas; Master's degree in psychology, Federal University of São Paulo (Unifesp); Bachelor's degree in psychology, Federal University of São Paulo (Unifesp)
Thais Sousa	Doctorate in Rehabilitation from Federal University of São Paulo (UNIFESP); Master's degree in Rehabilitation from UNIFESP; Bachelor's degree in Physiotherapy from University Center of Triângulo (UNITRI).
Vadson Bastos Do Carmo	Doctorate in Chemical Engineering from UNICAMP; Master's degree in Information Systems Management from PUC and in Production Engineering from UNIMEP; Bachelor's degree in Pedagogy from UniBF; Bachelor's degree in Chemistry from UNICAMP.
Valeria Aparecida De Souza Siqueira	Doctorate in Education from University of São Paulo, Brazil.
Valéria Rueda Spers	Doctorate in Social Sciences from Pontifical Catholic University of São Paulo (PUC); Master's degree in Education from UNICAMP; Bachelor's degree in Administration from Salesian University Center Dom Bosco.
Vâner Lima Silva	Doctorate in Education from City University of São Paulo (UNICID); Master's degree in Education from Paulista University (UNIP); Bachelor's degree in Pedagogy from Anhembi Morumbi University (UAM).
Vanessa Aparecida Peluccio De Azevedo	Doctorate in Education from São Paulo State University (UNESP); Master's degree in Education from UNESP; Bachelor's degree in Pedagogy from UNESP.
Vanessa Moreira Crecci	Doctorate in Education from State University of Campinas (UNICAMP); Master in Education, State University of Campinas (UNICAMP), Bachelor's degree in Pedagogy from UNICAMP.
Vinícius Dos Santos	Doctorate in Business Administration from Mackenzie; master's degree in international business from MUST; bachelor's degree in economics from FCEB.
Viviane Spadaro Di Gesu	Doctorate in Education from City University of São Paulo (UNICID); master's degree in social policies from Cruzeiro do Sul University (UNICSUL); bachelor's degree in administration from UNICSUL.
Walmir Fernandes Pereira	Doctorate in Educational Sciences from Faculté Libre des Sciences de l'Homme et de l'Environnement de Paris (FLSHEP); Master's in Emerging Technologies in Education from MUST; Bachelor's degree in Pedagogy and Visual Arts from Metropolitan University of Santos (UNIMES); Bachelor's degree in Literature from State University of Tocantins (UNITINS); Bachelor's degree in History and Special Education from Cidade Verde University Center (UNICV).
Wanusa Rodrigues Da Silva	Doctorate in Mathematics Education from Pontifical Catholic University of São Paulo (PUC-SP); Master's degree in Mathematics Education from PUC-SP; Bachelor's degree in Pedagogy from University of Franca; Bachelor's degree in Mathematics from University of São Paulo (USP).
Zoraia Da Silva	Doctorate in Education from Federal University of Rio Grande do Norte (UFRN); Master's degree in Human Sciences from UFRN; Bachelor's degree in Pedagogy from Universidade Potiguar de Educação e Cultura.

Academic Calendar – 2026

Master's Degrees (5-week terms)

Spring 2026 – Semester- January 11, 2026 – April 25, 2026	
Spring 2026 Term A – January 11, 2026 – February 14, 2026	
Description	Date
Course start date	January 11, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	January 17, 2026
*Deadline to complete the course acceptance process in Moodle	January 18, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	January 28, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	January 29, 2026
Deadline for requesting an Incomplete	February 12–14, 2026
Last day of class	February 14, 2026
Deadline for faculty to submit final grades	February 15-17, 2026
Deadline for students to submit incomplete coursework	February 25, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	February 28, 2026
Satisfactory Academic Progress Evaluation for Term A – Fall 2025	February 18–19, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process	
SPRING – TERM B – February 15 to March 21, 2026	
Description	Date
Course start date	February 15, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	February 21, 2026
*Deadline to complete the course acceptance process in Moodle	February 22, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	March 4, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	March 5, 2026
Deadline for requesting an Incomplete	March 19-21, 2026
Last day of class	March 21, 2026
Deadline for faculty to submit final grades	March 22-24, 2025
Deadline for students to submit incomplete coursework	April 1, 2025
Deadline for faculty to correct incomplete work and submit grades in the LMS	April 4, 2025
Satisfactory Academic Progress Evaluation for Term B – Fall 2025	March 25-27, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process	
SPRING – TERM C – March 22 to April 25, 2026	
Description	Date
Course start date	March 22, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	March 28, 2026
*Deadline to complete the course acceptance process in Moodle	March 29, 2026

Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	April 8, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	April 9, 2026
Deadline for requesting an Incomplete	April 23-25, 2026
Last day of class	April 25, 2026
Deadline for faculty to submit final grades	April 26-28, 2026
Deadline for students to submit incomplete coursework	May 6, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	May 9, 2026
Satisfactory Academic Progress Evaluation for Term C – Fall 2025	April 29-May 1, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process	
SUMMER 2026 – Semester- May 3, 2026 – August 15, 2026	
SUMMER 2026 Term A – May 3, 2026 – June 6, 2026	
Description	Date
Course start date	May 3, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	May 9, 2026
*Deadline to complete the course acceptance process in Moodle	May 10, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	May 20, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	May 21, 2026
Deadline for requesting an Incomplete	June 4-6, 2026
Last day of class	June 6, 2026
Deadline for faculty to submit final grades	June 7-9, 2026
Deadline for students to submit incomplete coursework	June 17, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	June 20, 2026
Satisfactory Academic Progress Evaluation for Term A – Spring 2026	June 10-12, 2026
Observed Holiday: Memorial Day	May 25, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process	
SUMMER-TERM B – June 7 to July 11, 2026	
Description	Date
Course start date	June 7, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	June 13, 2026
*Deadline to complete the course acceptance process in Moodle	June 14, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	June 24, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	June 25, 2026
Deadline for requesting an Incomplete	July 9-11, 2025
Last day of class	July 11, 2026
Deadline for faculty to submit final grades	July 12-14, 2026

Deadline for students to submit incomplete coursework	July 22, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	July 25, 2026
Satisfactory Academic Progress Evaluation for Term B – Spring 2026	July 14-17, 2026
Observed Holiday: Independence Day	July 3, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process	
SUMMER – TERM C – July 12 to August 15, 2026	
Description	Date
Course start date	July 12, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	July 18, 2026
*Deadline to complete the course acceptance process in Moodle	July 19, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	July 29, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	July 30, 2026
Deadline for requesting an Incomplete	August 13-15, 2026
Last day of class	August 15, 2026
Deadline for faculty to submit final grades	August 16-18, 2026
Deadline for students to submit incomplete coursework	August 26, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	August 29, 2026
Satisfactory Academic Progress Evaluation for Term C – Spring 2026	August 19-21, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process	

FALL 2026 – Semester- August 30, 2026 – December 12, 2026	
FALL 2026 Term A – August 30, 2026 – October 3, 2026	
Description	Date
Course start date	August 30, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	September 5, 2026
*Deadline to complete the course acceptance process in Moodle	September 6, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	September 16, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	September 17, 2026
Deadline for requesting an Incomplete	October 1-3, 2026
Last day of class	October 3, 2026
Deadline for faculty to submit final grades	October 4-6, 2026
Deadline for students to submit incomplete coursework	October 14, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	October 17, 2026

Satisfactory Academic Progress Evaluation for Term A – SUMMER 2026	October 7-9, 2026
Observed Holiday: Labor Day	September 1, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process.	
FALL - TERM B – October 4 to November 7, 2026	
Description	Date
Course start date	October 4, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	October 10, 2026
*Deadline to complete the course acceptance process in Moodle	October 11, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	October 21, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	October 22, 2026
Deadline for requesting an Incomplete	November 5-7, 2026
Last day of class	November 7, 2026
Deadline for faculty to submit final grades	November 8-10, 2026
Deadline for students to submit incomplete coursework	November 18, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	November 21, 2026
Satisfactory Academic Progress Evaluation for Term B – SUMMER 2026	November 11-13, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process.	
FALL – TERM C – November 8 to December 12, 2026	
Description	Date
Course start date	November 8, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	November 14, 2026
*Deadline to complete the course acceptance process in Moodle	November 15, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	November 25, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	November 26, 2026
Deadline for requesting an Incomplete	December 10-12, 2026
Last day of class	December 12, 2026
Deadline for faculty to submit final grades	December 13-15, 2026
Deadline for students to submit incomplete coursework	December 23, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	January 5, 2027
Satisfactory Academic Progress Evaluation for Term C – SUMMER 2026	December 16-18, 2025
Observed Holiday: Thanksgiving and Day After Thanksgiving	November 26-27, 2026
Observed Holiday: Christmas Day	December 25, 2026

* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process.

Doctoral Degrees (15-week semesters)

SPRING SEMESTER 2026 – Term A January 11, 2026 – April 25, 2026	
Description	Date
Course start date	January 11, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	January 17, 2026
*Deadline to complete the course acceptance process in Moodle	January 18, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	March 4, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	March 5, 2026
Deadline for requesting an Incomplete	April 23-25, 2026
Last day of class	April 25, 2026
Deadline for faculty to submit final grades	April 26-28, 2026
Deadline for students to submit incomplete coursework	May 6, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	May 9, 2026
Satisfactory Academic Progress Evaluation for Term A – Fall 2025	April 29-May 1, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process.	
SUMMER SEMESTER – TERM A – May 3 to August 15, 2026	
Description	Date
Course start date	May 3, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	May 9, 2026
*Deadline to complete the course acceptance process in Moodle	May 10, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	June 24, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	June 25, 2026
Deadline for requesting an Incomplete	August 13-15, 2026
Last day of class	August 15, 2026
Deadline for faculty to submit final grades	August 16-18, 2026
Deadline for students to submit incomplete coursework	August 26, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	August 29, 2026
Satisfactory Academic Progress Evaluation for Term B – SPRING 2026	August 19-21, 2026
Observed Holiday: Memorial Day	May 25, 2026
Observed Holiday: Independence Day	July 3, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process.	

FALL SEMESTER – TERM A – August 30 to December 12, 2026	
Description	Date
Course start date	August 30, 2026
Add & Drop Period Ends (Last day to withdraw without penalty)	September 5, 2026
*Deadline to complete the course acceptance process in Moodle	September 6, 2026
Deadline to request partial or total withdrawal with a “W” at the Registrar’s Office	October 21, 2026
Withdrawals on this date or after will result in a “WF” on the academic record	October 22, 2026
Deadline for requesting an Incomplete	December 10-12, 2026
Last day of class	December 12, 2026
Deadline for faculty to submit final grades	December 13-15, 2026
Deadline for students to submit incomplete coursework	December 23, 2026
Deadline for faculty to correct incomplete work and submit grades in the LMS	January 5, 2027
Satisfactory Academic Progress Evaluation for Term C – SUMMER 2026	December 16-18, 2025
Observed Holiday: Labor Day	September 1, 2026
Observed Holiday: Thanksgiving and Day After Thanksgiving	November 26-27, 2026
Observed Holiday: Christmas Day	December 25, 2026
* Students who do not complete the course acceptance process by the deadline will receive an administrative withdrawal and will need to complete a re-entry process.	