SUMMA University

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CATALOG 2025 – 2026

SUMMA University Catalog

8400 NW 36th Street, Suite 450,

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INDEX

1. Institutional Overview

1.1 Our University

SUMMA University is part of the Instituto Europeo de Posgrado. SUMMA University is an institution founded in the State of Florida that provides society with an international quality education based on efficiency, innovation, and excellence in the design and management of institutional resources.

The international environment at SUMMA University is achieved through a multicultural student community, and the valuable contributions of faculty and students that share their experiences from different parts of the world, with a regional focus on the USA and Latin America.

A student from SUMMA University is an individual seeking to enhance their professional performance from an institution with an international perspective.

Technology and globalization are utilized for the effective learning of our students. SUMMA University is a university providing postgraduate education programs and executive training 100% online, in English and Spanish.

1.2 Mission

SUMMA University delivers quality degree programs and executive education in current and emerging disciplines through an online learning environment that promotes cross-cultural engagement and international perspectives necessary for students to succeed in a global marketplace.

1.3 Vision

SUMMA University aims to be recognized as a beacon in the education of professionals with a regional perspective of business in North America and Latin America.

1.4 Objectives

- Provide educational excellence in undergraduate, graduate, and executive education, recognized by the quality of our programs and our graduates.

- Promote an international learning environment based on a rich multicultural background of the students, faculty, and staff.

- Provide students with the best education for career development so they can successfully perform in the labor market or entrepreneurship.

- Effectively utilize up-to-date technology and educational resources to fulfill the student's outcome in a distance education model.

- Provide financial stability and responsibility aligned with the institutional development plans.

- Collaborate and interact with other educational institutions and organizations to build relationships with common objectives to provide the community with a high-quality list of professional, competent, and productive employees with skills to be successful on the job.

1.5 Ownership

SUMMA University is owned by SUMMAEDUCATION, LLC, a Florida limited liability Company; whose controlling principals are Carlos Perez Castro and Ester Martin-Caro.

1.6   Licensure information

	SUMMA University is licensed by the **Commission for Independent Education (CIE)**, Florida Department of Education, License #5790. Additional Information regarding this institution may be obtained by contacting the Commission for Independent Education (CIE) at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400. Toll-free telephone number: (888) 224-6684.
	SUMMA University is accredited by the **Distance Education Accrediting Commission (DEAC)**, an agency recognized by the **Council for Higher Education Accreditation (CHEA).** This accreditation supports our excellence in distance education and ensures the official validity of our programs in the U.S. and worldwide.
	Summa University is a member of the **Florida Association of Postsecondary Schools and Colleges (FAPSC)**, a network of educational institutions dedicated to promoting academic excellence and professional development for the benefit of students, faculty, and communities in Florida.
	SUMMA University is a member of the **American Association of Collegiate Registrars and Admissions Officers (AACRAO)**, a professional association that promotes excellence in admissions and academic management. This partnership strengthens the university's commitment to best practices and innovation in higher education.
	SUMMA University participates in the **State Authorization Reciprocity Agreements (SARA)**. This authorization allows the University to offer distance education programs to students located in other SARA member states and territories. SUMMA University offers only graduate-level programs (master's degrees), none of which lead to professional licensure. For more information about SARA and the complaint process, please visit https://nc-sara.org

1.7   Contact Information

SUMMA University is located at 8400 NW 36th St, Suite #450, Doral, FL 33166. Business hours are Monday through Friday from 9:00 am to 5:00 pm (ET). Telephone number: (786)-477-6455. The administrative offices of the university located inside the building, provide access to the campus director's office, the office of the registrar where student records are kept, the student services coordinator, two meeting rooms, a cafeteria, social, areas, and an office center where students can make print, make photocopies, and scan documents.

1.8   Academic Programs

SUMMA University offers the following academic programs for the 2025 academic year:

Executive Master of Business Administration

- 42 Graduate level semester credits hours – Estimated Completion Time: 14 months

Master of Education in Instructional Design and Technology

- 36 Graduate level semester credits hours – Estimated Completion Time: 12 months

Master of Science in Digital Marketing

- 36 Graduate level semester credits hours – Estimated Completion Time: 12 months

Master of Science in Finance

- 36 Graduate level semester credits hours – Estimated Completion Time: 12 months

Master of Science in Project Management

- 36 Graduate level semester credits hours – Estimated Completion Time: 12 months

Master of Science in Risk Management

- 36 Graduate level semester credits hours – Estimated Completion Time: 12 months

Master of Science in Supply Chain and Logistics

- 36 Graduate level semester credits hours – Estimated Completion Time: 12 months

1.9   Organizational Information

1.9.1   Administrative Staff

- Pérez Castro, Carlos, MSc, President.
- Claudia P. Sandoval Ch., MBA, CAO.
- Isabel Picón Navas, MS, CFO.
- Nuria Segovia, Ed.D., CTO.
- Sheila Fournier, Ph.D., Dean.
- Malgorzata Lisowska, Mg. Library and Information Science, Librarian.
- Libi Romero. Registrar.
- César González, Director of Student Services and Academic Coordinator.

1.9.2   Faculty

Faculty Member	Bio
Agueda Barrero, Ángel	M.B.A., Management Information Systems & Communications, Universidad Politécnica de Madrid, Madrid, Spain Technical Engineer, Business Information Systems, Universidad Pontificia Comillas, Madrid, Spain.
Barrios, Eliette	Ed.D., Education, Nova Southeastern University, Fort Lauderdale, FL M.S., Business Intelligence, Nova Southeastern University, Fort Lauderdale, FL M.S. Instructional Technology, Strayer University, Miami, FL M.S., Math Education, Nova Southeastern University, Fort Lauderdale, FL B.S., Food Sciences, Universidad Autónoma de Nicaragua, Nicaragua
Bulnes Castro, Gregorio Emiliano	PhD, Project Management, Atlantic International University, Honolulu, HI M.S. Project Management, University of Barcelona, Barcelona, Spain M.B.A. Universidad de Piura, Piura, Peru

Christiansen, Manuel	D.B.A., Finance, Walden University, Minneapolis, EE.UU. M.B.A., Finance and Management, IESA, Caracas, Venezuela B.S., Mechanical Engineering, Universidad Simón Bolívar, Caracas, Venezuela
Cobo Quesada, Francisco Benjamín	PhD, Economic and Business Sciences, Universidad Complutense de Madrid, Spain M.S., Relational Marketing, CRM, and e-Commerce, ESIC-ICEMD, Spain B.S., Economic and Business Sciences, Universidad Complutense de Madrid, Spain B.S., Business Sciences, Universidad Complutense de Madrid, Spain
Cruz, Juan	EdD in Educational Leadership and Innovation, St. Thomas University, Florida, USA MSc. In Supply Chain Management and Logistics, University of San Diego, California, USA MBA in Materials Management, University of Turabo, Puerto Rico, USA Bachelor of Business Administration, University of Turabo, Puerto Rico, USA
Delgado Torres, Claudia Lizethe	Ph.D. in Strategic Business Administration, Universidad Tecnológica Latinoamericana, Mexico. M.S. in Digital Marketing, Universidad Latinoamericana, Mexico. M.S. in Organizational Development, Universidad Latinoamericana, Mexico. M.S. in Business Administration (Senior Management), Universidad Autónoma de Querétaro, MX. B.S. in Business Administration (Marketing), Tecnológico de Coahuila, Mexico. B.S. in Education and Training Management (in progress), Universidad Xalapa, Mexico.
Díaz Walter Ismael	D.B.A., Florida International University, Miami, FL M.B.A. Auburn University, Montgomery, AL M.S., Human Resource Management, Troy University, Montgomery, AL
García Matos, Perfecto	M.B.A., Universidad Ana G. Méndez, San Juan, Puerto Rico B.S.B.A., Marketing, Recinto Universitario Mayagüez, Mayagüez, Puerto Rico
Hurtado, Rafael	PhD, Economics. Universidad San Pablo-CEU. Madrid, Spain M.B.A., IESE. Madrid, Spain B.A., Economics, Universidad Autónoma. Madrid, Spain B.A., Business Administration. Universidad San Pablo-CEU. Madrid, Spain
Lanza, Victor	Doctor in Business Administration, Pontificial Catholic University, Puerto Rico, USA M.S. in Business Administration major in marketing, University Ana G Mendez, Puerto Rico, USA B.S. in Economics, University of Puerto Rico, Puerto Rico, USA
Martins Pestana, Feliberto	Ed.D., Santa María University, Caracas, Venezuela Doctor of Critical Pedagogy, National Experimental University Simón Rodríguez, Caracas, Venezuela M.S., Educational Planning, Universidad Rafael Urdaneta, Maracaibo, Venezuela
Nonaka, Miguel	PhD., Business Administration, Universite du Quebec a Montreal, Canada M.B.A., Business Administration, Universite du Quebec a Montreal, Canada M.B.A., Business Administration, Universidad San Ignacio de Loyola, Peru B.S., Chemical Engineering, Universidad Nacional de Ingenieria, Peru
Panaggio, Marcos	M.B.A, Business Administration, Universidad Nacional del Centro de la Provincia de Buenos Aires Master in Education in Instructional Design, IEP Spain; Master in Logistics and Supply Chain Management, Universitat de Barcelona, Spain; BS Mechanical Engineering, Universidad Nacional Mar de Plata, Argentina.
Peña Alfaro, Edgar Alain	PhD. In Administration, INEXPO University, Mexico Masters in Administration, Valle del Grijalva University, Mexico Bachelor in Public Accounting, Valle del Grijalva University, Mexico.
Pizarro, Luis	PhD., Organizational Behavior with a specialization in Information Technology Management, Capella University, Minneapolis MN M.S., Business Education with a specialization in Technology in Education, Southern New Hampshire University, Hooksett NH B.S., Electronic Engineering, Northrop University, Inglewood CA
Rodríguez, Luis F.	Ph.D. Management, Walden University, Minneapolis, MN MBA Marketing, University of Phoenix, Phoenix, AZ BA Education, University of Puerto Rico, PR
Rodríguez Ruiz de Linares, Cristina	PhD. in Sociology, Universidad Pontificia de Salamanca, Spain Master of Business Administration, IESE Business School, Spain B.S. in Economics, Universidad Complutense de Madrid, Spain

Sánchez, Pedro María	PhD. in Engineering, Risk Management, Technische Universität Dresden, Germany PMP®, Project Management Institute (PMI®), USA PRM®, Project Management Institute (PMI®), USA Master of Science in Construction Management, Universidad de Nottingham, U.K. B.S. Civil Engineering, Instituto Tecnológico de Tijuana, México
Sánchez-Vellve, Francisco	PhD in Economics, UNED, Spain; Master in Economics, UNED, Spain; Bachelor in Economic and Business Sciences, UCM, Spain.
Santamaria, Rodolfo	PhD in Management, Lynn University, Florida, USA MBA, Atlantis International University, Florida, USA Bachelor of International Business, Florida Memorial University, Florida, USA
Segovia García, Nuria	Ed.D. Cum Laude in Knowledge Society and Action in Education, Communication, Law, and New Technologies, Universidad Internacional de La Rioja, Spain. Doctorate in Didactic Models, Interculturality, and Application of New Technologies in Educational Institutions, UNED, Spain. M.Phil. (Research Proficiency) – focus: Roma Women and Information and Communication Technologies, UNED, Spain. Master in Internet: Development of E-Commerce Applications, A.F.I., Spain. B.A. in Pedagogy, Universidad de Salamanca, Spain.
Torres, Jaime Luis	PhD. In International Business, Inter-American University, Puerto Rico, USA MBA in Finance, Inter-American University, Puerto Rico, USA BBA in Finance, Inter-American University, Puerto Rico, USA
Vásquez, Rojo Juan	Doctor of Economics, International Economics, Universidad Camilo José Cela, Madrid, Spain Master of International Economics, University of A Coruña, A Coruña, Spain B.S.B.A., University of A Coruña, A Coruña, Spain

1.9.3   Advisory Councils

Education Advisory Council Members:

- María Victoria Angulo González, Master in Applied Economic Analysis and Master in Economic Development. Colombian Ministry of Education 2018 – 2022.

- Juan Rodolfo Romero Figuera, Doctor in Humanities and Educational Sciences, Doctorate in Innovation and Didactics in Teacher Education. Professor, University of Baja California.

- Luis Poveda Crespo, Doctor of Education. Instructor, Catholic University of Murcia

- Stephan Langton, Master of Business Administration. Principal, Neu!

Business Advisory Council Members:

- Jose Manuel Casas, Master of Business Administration. Executive Vice President of Telefónica.

- J. Steven Bartley, Master of Arts in International Management. Principal, Americas Gateway.

- Jesús Valderrabano. CEO, Ogilvy & Mather.

- Roberto Gatica, International Relationship Manager, Amerant Bank.

- Sebastián Velazco, Master of Business Administration. Fidelity International.

- Gustavo Rodriguez, Business Administration, CXP.

- Laura Realpe, Industrial Engineer, Sustainability Manager, Unilever

- Rosa Ma. Antuña Nuño, Industrial Engineer, PMP Certificate, Repsol S.A

- Maria Isabel Casares, Ph.D. in Financial and Actuarial Economics, President, CASAReS – Asesoría Actuarial y de Riesgos, S.L.

2. Academic Overview

2.1 SUMMA University Learning Model

SUMMA University implements a 100% online delivery model that uses information technology as a platform for the learning process to occur. It is in the network and technology platforms where the institution integrates the core functions of teaching, research, and academic management. Therefore, the learning environment is alternative and innovative, contributing to knowledge management, comprehensive training, development of citizenship skills, and the formation of outstanding human beings who must meet local and global quality standards. Moreover, online education is understood as a set of pedagogical relationships between students, faculty members, and the institution, based on or supported by the use of technologies for the systemic development of a quality learning process. The student becomes the protagonist of an educational process that is generated to develop their capabilities to digitally interact, communicate with others, learn within the network, and interact with classmates and faculty members.

According to the mission, institutional objectives and consistent with the definition of online education, the learning model of the SUMMA University is defined as Social Learning. This Social Learning model is a three-legged stool supported by Constructivism, Connectivism, and Competency-Based Learning. Constructivism, to promote that students use their technical knowledge and experiences for problem solving; competency-based learning to ensure that the needs of the productive sector are met; and connectivism to explain how to learn in the digital age.

Social Learning		
Constructivism	Connectivism	Competency-based learning

2.1.1 Constructivism:

Constructivism is a teaching philosophy based on the concept that learning (cognition) is the result of 'mental construction' - students construct their own understanding by reflecting on their personal experiences, and by relating the new knowledge with what they already know. In constructivism, learning is not considered as a copy or reproduction of reality, but as a process by which the student is able to develop a personal representation of an object or content that aims to learn. Thus, learning is conceptualized as an active process of construction (or reconstruction) of knowledge and the faculty member's role is the one of a promoter of this internal process. In this philosophy, students have an active role in building their knowledge to ensure meaningful learning.

This process requires the student to relate substantial new information with prior knowledge and experiences, transcending memorization of disjointed content to accomplish the construction of meaning. Consequently, students make sense of what they learned and understand the scope and relevance of new knowledge in academic and everyday situations.

Accordingly, teaching suggests that students assimilate not only the scientific concepts involved but also how that knowledge can be used, in a way that is meaningful to their life and those around them. Therefore, at SUMMA University, learning is understood as the process by which the students develop skills and attitudes that enable them to build knowledge and act with flexibility in different contexts.

SUMMA University's constructivist approach is achieved from four learning principles:

Self-managed learning:

It is understood as a principle in which students are the owners of their own learning curve. The student monitors his/hers academic and motivational goals, manages human and material resources, taking into account the decisions and performances of all learning processes.

Meaningful Learning

It means the recognition of prior learning by students. Therefore, new knowledge is acquired and supported by what the students already know, gaining a greater sense. This recognition identifies previous experiences that may be relevant. In order to meet this condition, new information should substantially relate to the contents that the students already know.

Contextualized learning

It involves analyzing the social and productive needs of the environment in order to ensure the relevance of the SUMMA University curriculum. Learning is best attained in a context of cooperation, where individual achievements translate into profit for the group. Furthermore, Faculty members have an enormous responsibility in selecting a context of interest for students to learn a particular subject.

Collaborative learning

It describes a situation in which specific forms of interaction are expected to occur that lead to the achievement of learning. These interactions should include an objective and are mediated in an environment that enables learning.

In Summary, the constructivist approach is adopted by SUMMA University since it encompasses an active role by the student in the learning process. The institution under-stands the role of the faculty member as a permanent guide and recognizes the basic principles of teaching-learning interaction in recalling previous learning, comprehending learning as a process, and centering learning on completion of assignments that can be evaluated.

2.1.2   Competency-based learning

Competencies are defined as complex integrated capabilities that education should instill in students to enable them to act as responsible individuals in different situations and contexts of social and personal life. SUMMA University considers these three characteristics of competencies:

1. The competencies articulate conceptual, procedural, and attitudinal knowledge but go beyond them. The fact of accumulating knowledge does not necessarily imply becoming competent. The sum of knowledge and skills does not lead to competency either. The mastery of a competency implies a step further: it entails that from all the wealth of knowledge that one has (or can access), one must select the knowledge that is relevant for that particular situation (disregarding knowledge one has but that it does not help in that particular context) to solve the problem or challenge at hand.

2. Competencies are linked to personality traits but are learned: the fact that one innately possesses certain intelligence is a good starting point but does not guarantee competency mastery. Competencies should be developed with initial training, ongoing training, and experience throughout life. Someone may be competent today and not tomorrow; one can be competent in one context and not in an unknown one. Therefore, competency has a recurring characteristic of continuing growth.

3. Competency makes sense in action, but with reflection. Having an applicative dimension does not imply mechanical and thoughtless repetition of certain patterns of action. On the contrary, to be competent it is essential to have a thoughtful reflection that leads away from the standardization of behavior.

SUMMA University believes that an educational curriculum that only focuses on teaching, "content" is insufficient to meet society's demands and challenges. Therefore, there is a need to rethink the curricular approach to higher education. It also reconsidered assessments, teaching strategies, and faculty training. Competency based curriculum is created on the study and analysis of the local, regional, national, and international context as decisive factors in identifying the needs that justify and support the existence of an academic program. Once the required competencies have been identified, it is necessary

to categorize, rank and prioritize them in order to ensure the achievement of the desired learning outcomes that are relevant to the specifics of each profession.

Consequently, the curriculum of SUMMA University is based on the following blocks of competencies to comprehensively cover the knowledge that students are expected to master:

Basic or General Competencies

They constitute the basis by which other competencies are developed. These competencies are common to all, enabling analysis, understanding, everyday life problem solving, and therefore, allowing students to process information of any kind.

Transversal or Generic Competencies

These competencies are those that provide the tools required by a worker to analyze problems, evaluate strategies to use, and provide relevant solutions in new situations. They are required in any job position or productive activity and promote employability.

Specific Competencies

These competencies are identified by national and international standards, as well as by validation exercises with the productive sector or by evaluation processes of academic communities and international standards. For this reason, sometimes they are called occupational competencies. Specific competencies are geared to enable an individual to develop their own productive functions of an occupation or common functions to a set of occupations.

2.1.3   Connectivism

Connectivism is a learning theory promoted by Stephen Downes and George Siemens. It is called a learning theory for a digital age; it seeks to explain complex learning in a rapidly changing social digital world. Therefore, it acquires an importance that cannot be ignored in the process of online education. Connectivism allows SUMMA University to set several guidelines to consider in teaching practices. This new approach to learning is within a scenario where technology plays a major role and responds to the advances that have determined new social dynamics.

In Connectivism, learning is defined as the process of building knowledge that is not fully controlled by an individual and is mediated by an environment of external elements that are not organized and are ever changing. In addition, learning occurs in the brain of students, but can also occur outside of their brains, when it is stored and manipulated by technology. Moreover, connectivism conceives learning as a process of forming networks whose main agent is the student itself. The network connects nodes representing external entities such as individuals, organizations, libraries, websites, wikis, books, magazines, and databases, among others.

In this way, learning is promoted to generate the creation of this network where all nodes are connected to produce a source of complex knowledge. Therefore, learning is grounded by the ability to make distinctions among innumerable information sources that are available in order to select the right information to use. Information changes with high speed, so the ability to recognize changes in the environment and assess the impact of these changes is essential in the decision-making process.

Principles of Connectivity are:

- Learning and knowledge depend on the diversity of opinions.

- Learning is a process of connecting specialized nodes or information sources.

- Learning may reside in non-human devices.

- The ability to know more is more critical than what is known at a given time.

- Feeding and maintaining connections is needed to facilitate continual learning.

- The ability to see connections between fields, ideas, and concepts is a key skill.

- The update (accurate and current knowledge) is the intent of all connectivism learning activities.

- Decision-making is by itself a learning process. The act of choosing what to learn and the meaning of incoming information is seen through the lens of a changing reality. A right decision today may be wrong tomorrow due to alterations in the information environment affecting the decision.

Based on these principles, it can be expressed that learning in a process of self-organization in the sense that it depends on the successful completion of connections to external sources of information. Moreover, for the principles of connectivism to be assimilated into teaching practices, SUMMA University incorporates the following elements to its online platform:

- A space where students and teachers can communicate internal messaging, forums, chats, etc.

- A space for self-expression: personal blog associated with the student so that they are allowed to publish and share their knowledge.

- A space for debate and dialogue forums, chats, etc.

- A space to search for archived knowledge: online virtual library services.

- A space to learn in a structured way: where sequences of tasks are given to master the learning outcomes.

- A space to experiment with new approaches or ideas.

In summary, connectivism provides the foundation to comprehend how information and communication technologies can effectively promote the generation of social learning.

Integrating the Social Learning Model.

The SUMMA University Social Learning model assimilates the concepts described above for the development of its online programs. The Social Learning model implementation interrelates with the University organization at all institutional levels. The model allows the institution to carry out the process of online learning comprising an innovative, friendly, and safe learning environment. This online environment guarantees collaborative learning, student services integration, interactions log registry, access to appropriate learning resources, and measurement of learning outcomes.

In order to make sure that the Social Learning model becomes a reality, SUMMA University establishes noticeably clear and specific guidelines for the optimization of the educational principles. These guidelines are organized into three fronts: curriculum guidelines, process for courses "virtualization" and methodology, and course structure.

Curriculum Guidelines

The curriculum development at SUMMA University addresses the institutional mission and the educational model of the institution. It considered a process of identifying the needs of the productive sector and then translates them into the specific competency-based learning outcomes of each course. This process is intended to ensure the relevance of programs and curriculum.

Process for Course "Virtualization"

The process for virtualizing resources for online learning requires understanding the factors and conditions that must be met to ensure the effectiveness of the available tools and materials. The process is designed in a way that allows students to become strategic learners who can learn and solve problems and above all to find practical applications to the knowledge that they have acquired by completing the course.

Methodology and Course Structure

It is in the design of each course that the University learning model must be reflected and where all the strategies that so far have been described are implemented. The methodology demands active student participation that is encouraged and therefore considered as part of the student evaluation. The course structure design clearly incorporates the three University Social Learning Cornerstones: Constructivism Competency- based learning outcomes, and Connectivism.

The array of resources available will be described in detail on the "Online Environment" section of this catalog.

2.2   SUMMA University Online Environment

SUMMA University online environment is a virtual classroom that allows students to communicate with one another, view presentations or videos, access course content, interact with other participants, and engage with online resources in work groups. It is conceived to be a tool to execute the Social Learning Model. Using their username and password students will access a secure learning environment that is the virtual version of a classroom. Students are met by a welcome page that has all the information needed for them to navigate the SUMMA University Experience including an activities calendar, academic courses access, communications center, SUMMA University links to social media, and a student profile section.

Once students access an academic course, they will find the following four modules to help them keep the course content organized:

1)   Knowledge Compass.

   a)   It guides students through the course. Includes a welcome video from the faculty member with general information and guidelines about the course. Another important component of this module is the Work Plan that lays out the recommended strategy for students to follow. This module also includes a student auto evaluation to identify the participant knowledge base for the course.

2)   Learning Modules.

   a)   This environment includes the theoretical and practical content of the course structured by the following phases:

      (i)   Business Situation. The main concepts and objectives of the class are introduced through a real business situation. This phase raises several open questions that need to be answered by the students as the course progresses. This phase includes:

         a.   Introduction,

         b.   Brief summary of the essential concepts

         c.   Theoretical content of the unit on downloadable PDF files videos

         d.   Faculty member videos in which the main ideas of the unit are exposed in practicality.

         e.   Faculty member videos that explain in detail an idea or point that deserves special attention, and always with an applied example. It is a resource for quantitative subjects.

         f.   Problem identification. In this phase the student, having understood and retained the essence of the learning unit, is going to take a different role, watching an audiovisual resource, and reading articles related to the agenda in order to outline key factors related to solving the business situation at hand.

         g.   Knowledge mobilization. The student can apply what they previously learned resolving one or more case studies drawn from reality. Students will be encouraged to work together to jointly arrive at solution for the case. Students' participation and interactivity between them and with faculty is expected at the forum tool.

         h.   Report. Students will complete a set of evaluations that serve to measure their knowledge and acquired skills. This module also includes:

            i.   Synchronous Class. The faculty member reviews the fundamental elements of the course and includes recommendations for consideration through a synchronous tool that allows students to submit questions. The class is recorded so that students can access the content once it has concluded for review.

      ii.   Course Survey assessment. It is obligatory to complete in order to have access to the final exam, thus ensuring that all students taking the exam reflect their opinion about the faculty member, the University, course content, and resources used. Additionally, students can make suggestions relevant to the academic team.

3) Knowledge Center

a) It is an environment in which the student can look up online resources that both the faculty member and the students deem necessary for the development of learning activities within the course. This module makes available links to the virtual library resources powered by AQUINAS, EBSCO and e-Libro.

4) Evaluations Module.

Students can access course evaluations. Once the faculty member has graded the evaluations, students can access this module for grades and feedback. The Final examination is included in this module. It measures students on the learning outcomes they have acquired during the course.

Interactivity tools

The Online environment also offers participants access to the "Communication Center" to support all forms of synchronous and asynchronous communications, including the official university e-mail, threaded discussions, chat rooms, and other media, sometimes with the instructor serving as the moderator.

2.3   Assessment and Quality Assurance (QA)

The University processes are regularly monitored to ensure they are synchronized with the mission, vision, and objectives of the Institution. Faculty members, staff, and administrators work together to ensure that the structure and integrity of the organization are maintained with a commitment to quality and continuous improvement at all levels of the Institution.

SUMMA University has an Advisory Board with members not otherwise employed or contracted by the institution consisting of practitioners in the fields for which the institution offers programs. This Board convenes at least at the beginning of each calendar year and provides the institution with advice on whether the institution's educational program objectives, curriculum, and course materials adequately prepare students with the skills, knowledge, and abilities needed to enter the current job market in the fields related to the institution's educational programs.

2.4   Academic Policies

2.4.1   Academic Term

A term is a period of four (4) weeks in which a student must complete all courses in which he/she has enrolled. There are twelve (12) academic terms in an academic year. Students are encouraged to enroll in one (1) course per term.

2.4.2   Credit Hour Definition

SUMMA University uses a variation of the traditional Carnegie unit for measuring the amount of time online students are engaged in course learning. Therefore, a semester credit hour is measured by the learning outcomes achieved through 15 hours of student engagement "in-class" and 30 hours of "outside-class" for semester credit hour assigned to a course.

Academic engagement "in-class" may include, but is not limited to:

- Submitting an academic assignment.
- Listening to class lectures or webinars (synchronous or asynchronous).
- Taking an exam.
- An interactive tutorial or computer-assisted instruction.

- Attending a study group that is assigned by the institution.

- Contributing to an academic online discussion.

- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Course "outside-class" preparation is typically:

- Homework, such as reading and study time.

- Completing assignments and projects.

SUMMA University measures and documents the amount of time it takes students to achieve learning outcomes and specifies the academic engagement and course preparation time for each course in order to meet the semester credit hour standard.

2.4.3   Grades System and Scale

Faculty members will provide students with performance evaluations for each course. Grading is based on the results of the course assignments, exams, and other criteria established at each course syllabus. Grades are posted one week after the end of each term into the student's records and sent by the faculty member, using the university email. Student grade information shall be protected in accordance with the Privacy Act. The following chart identifies the University grading scale, and its equivalent grade point average for GPA calculation purpose:

2.4.3.1   Grading Scale

Grade	Quality Points	Percentage
A+	4.00	96 points and above
A	3.75	91-95
B+	3.50	86 – 90
B	3.00	80 – 85
C+	2.50	70 – 79
C	2.00	60 – 69
D+	1.50	55 - 59
D	1.00	50 - 54
F	0	49 and below

In addition to the grades described above, these letters are used to indicate the status of a course grade and have no effect in the calculation of grade point average (GPA).

I	Incomplete
W	Withdrawn from the course
T	Transferred credit

2.4.3.2   Calculation of Grade Point Average (GPA)

A Grade Point Average (GPA) for each student is calculated at the end of each term. This average is computed for the term's academic result and is also cumulative for the entire period the student is registered in the University. The GPA is the average number of quality points per credit hour attempted. At SUMMA University, the cumulative GPA for graduation requirement is a minimum of 3.00 ("B") for graduate programs and a minimum of 2.00 ("C") for undergraduate graduate programs

The number of points for a course is calculated by multiplying the number of credit hours by the quality points earned. The points are summed for all courses and divided by the total number of credit hours to produce the overall GPA.

2.4.4   Appealing a Grade

Students may appeal a grade that they believe was assigned as a result of an error or on some basis other than performance by the faculty member. Students may appeal within 30 days following the posting of the course grade.

A student is encouraged to appeal a grade if a faculty member uses different standards than those applied to other students in that course. Also, if the assignment of a grade or competency evaluation that is a substantial departure from the faculty member's established criteria as stated in the course syllabus.

Procedure

If a student believes that a grade has been assigned erroneously or arbitrarily, the student must contact the faculty member. The objective of this interaction is to reach a mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade.

If the problem cannot be resolved, the student has the right to appeal the grade by means of a formal resolution process. This formal process starts with the submission of "Grade Appeal Request Communication." This communication is submitted by e-mail to the Office of the Registrar containing the following information:

The student must include a request for review of the grade and provide evidence that the grade is either incorrect or given arbitrarily as defined in this policy.

The student must provide a comprehensive statement that fully describes and documents all evidence that supports his or her claim.

The Office of the Registrar will assign a panel consisting of an academic officer and designated faculty member(s) with expertise in the course in which the appeal is requested. The panel designee will request the faculty member involved in the appeal to submit a written response to the student's appeal. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented. The panel designee will report the panel's decision to all involved parties as soon as possible. A record of the panel's decision will become part of the student's official academic record. Both parties have the right to appeal the panel's decision.

If either party chooses to appeal the panel's decision, he or she must submit a written appeal request to the president's designee. The appeal request must be submitted via email to the Office of the Registrar within 10 calendar days of them being sent notification of the panel's decision. The Director of Academic Affairs will designate a new evaluator to review all evidence, records, evaluations, and panel decisions. Following the review, the designee will issue a decision and report it to all involved parties as soon as practicable. The decision will determine one of the following: a) uphold the findings of the panel, b) reverse the findings of the panel, c) direct the panel to provide additional information, or d) the designee will determine his or her own findings. The decision of the designee is final and not eligible for further review under another policy.

2.4.5   Student Participation and Engagement

Student participation and engagement is critical to student learning. Engagement involves students devoting time and energy to learn course materials and skills, demonstrating that learning, interacting in a meaningful way with others in the

online class, and becoming emotionally involved with their learning. The Social Learning model seeks to achieve this by getting students excited about course content, by integrating practical applications and role play techniques so that students enjoy the learning and/or interactions. This has been deliberately incorporated into the courses from the design process. Therefore, SUMMA University believes in its social learning model that only students are truly learning when they are engaged in communication with others about what they are learning, have a succession of appropriate assignments to apply their skills/knowledge, and receive feedback from their classmates and Faculty Members.

At the same time, there is a lot of emphasis to track student's participation and assignment completions per course in order to contact students that are falling behind. If a student is not actively participating in a course within a period of one (1) week, the academic advisor to ascertain the conditions that are preventing the student from participating and give advice on time management techniques and set up a course of action to assist the student will contact the student.

2.4.6 Repeated Courses Policy

A course in which a letter grade of 2.50 "C+" is earned must be repeated in graduate programs. Only a higher grade is used in computation of a cumulative grade point average once the course is successfully completed. However, all attempts will be noted on the transcripts. The repeated course will appear with brackets on the transcript. Students are allowed one opportunity to repeat a course they have completed and for which they have been assigned a grade for the purpose of raising his or her grade. No more than two (2) courses may be repeated in a graduate program. All attempts will be noted on the transcript. No courses may be repeated for grade average purposes after graduation. All credits attempted are considered when calculating Academic Standing status.

Enabling Exams. The student will have activated a personalized Qualification Plan in the Academic Support module, available on their virtual platform. In this space, you will locate the subjects in which you have not reached the average level of the group, being able to request their activation after viewing the general conditions for this. The subject will be enabled for one (1) month, during which the student will have the study material for preparation. The student may take a maximum of one (1) qualification per month, notifying his / her academic mentor, by email, within a minimum period of ten (10) business days prior to the requested qualification date.

The qualification obtained in the Enabling Plan will have the character of a final grade, passing with a minimum grade of 3.00 (B) for graduate programs and 2.00 (C) for undergraduate programs. The Habilitation Plan is developed without teacher support. The qualifying activities to be carried out are: Initial self-assessment, Report of each class and Final Exam.

The cost of each Habilitation Plan will be informed to the student prior of its activation.

2.4.7 Student Records / Transcripts

An official copy of a student's academic record at SUMMA University that bears the official seal of the University, and the signature of the Registrar is referred to as a transcript. Requests for transcripts must sent in writing to registrar@summauniversity.edu and accompanied by a $10.00 fee for each copy.

Since the Registrar can only verify the authenticity of course work earned at SUMMA University, transcripts entrusted to the University from other institutions cannot be duplicated and given to the student or other external individuals without the expressed written permission of the institution and the student.

2.4.8 Withdrawal Policy

Withdrawal from course(s) or from the University requires completing and submitting a Withdrawal Form to the Office of the Registrar. The date of withdrawal will be used to calculate any applicable refund in line with the Refund Policy as described on this Catalog. The Date of Withdrawal is effective as of the date the student officially notifies the Office of the Registrar by submitting the Withdrawal Form. The Office of the Registrar can be contacted by Phone at (786) 477-6455 or by e-mail at: registrar@summauniversity.edu

Students may withdraw a course for any reason. These are the guidelines when a student withdraws a course(s):

1. A Student who withdraws from all courses in the first week of the term (e.g., the "Add/Drop period") will be considered to have canceled his/her enrollment and will receive a full tuition refund.

2. A Course withdrawn after the first week of the term and before the last week of the term will be assigned a grade of "W" (withdraw) for that course.

3. A course withdrawn during the last week of the term will result in a letter grade of "F" (failure) for that course.

4. The Institution can withdraw a student at its discretion for insufficient progress, non-payment of tuition and/or fees, or failure to comply with the rules and regulations as outlined in the Catalog (Administrative Withdrawal).

5. A student may not withdraw a course after an "I" (incomplete) has been granted. If a student wishes to withdraw from the University while a course is in incomplete status, the "I" grade will change to an "F" (failure).

6. Refunds due are subject to the terms of the Refund Policy as described in the Catalog.

Add/Drop Period

A Student can add or drop course(s) during the first week of classes without penalties. This period is known as the "add/drop period." After the completion of the first week any drop course(s) will be subject to the Refund Policy as described on this Catalog. Students may not add a course(s) after the completion of the first week of classes.

Incomplete Course

A grade of "Incomplete" may be awarded for circumstances beyond the student's control, which prevents a student from completing a course in the regular term timeframe. Students may request an incomplete from his/her faculty member by e-mail attaching documentation corroborating extenuating circumstances. Except in cases of medical emergency, an incomplete request should be made prior to the last week of the term. Once the incomplete is granted, it allows a student an additional 30 days to complete pending assignments. The grade of "I" (incomplete) will be assigned and will remain in the student academic records until assignments are complete and a grade is posted or until the end of the 30 days. If assignments are not completed within 30 days, a grade of zero will be awarded to these assignments and averaged into the final grade. Faculty members must receive approval from the Director of Academic Affairs prior to granting an incomplete.

Extenuating Circumstances beyond the student's control that may grant an incomplete include:

- Death of a student's immediate family member

- Student's Illness or injury

- Illness or injury to a student's immediate family member

- Student involuntary work schedule change or transfer

- Jury duty or direct involvement with a current legal action

- Student called to active military duty

2.4.9   Leave of Absence

Students may request a leave of absence due to health concerns, a serious family emergency, military service, extenuating job circumstances, or critical life circumstances that prevent them from being able to take courses for an extended period of time. A formal request, along with documentation of the situation, must be submitted to the Office of the Registrar for consideration by e-mail at registrar@summauniversity.edu. A student may be in a leave of absence status for a maximum of 180 days and must notify the university at least two weeks prior to the beginning of each term.

2.4.10 Readmission

Readmission is the process by which students reapply for admission to the university after at least 12 months of academic inactivity or after being placed on an academic status that requires readmission. Students must submit a new application that is subject to the Director of Admission review.

2.4.11 Academic Standing

All academic actions are shown on grade reports and transcripts. Every academic action is created upon course completion. Below is a list of SUMMA University's academic actions instituted by faculty and academic departments.

Probation

Probation is a temporary status intended to concentrate the University's resources to address and remedy the causes of insufficient academic progress. Probation is not intended as a punitive measure but as a warning and a time for necessary improvement. This is an action that is taken when a student's cumulative GPA drops below 3.00 "B" for graduate programs or 2.00 "C" for undergraduate programs. Academic Probation will continue until the cumulative GPA reaches 3.00 "B" or above for graduate programs or 2.00 "C" or above for undergraduate programs. If a student with corrective measure to avoid academic suspension. A student on probation for more than one term will only be allowed to enroll in a maximum of one (1) class in the subsequent term.

Academic Suspension

A student on "Probation" is suspended upon failure to achieve a GPA of 3.00 "B" for graduate programs or 2.00 "C" for undergraduate programs for two (2) consecutive terms. An academic suspended student must submit an application for readmission supported by a letter (email) indicating the reasons for previous academic difficulties and strategy for achieving a GPA of 3.00 "B" or better for graduate programs or 2.00 "C" or better for undergraduate programs. Upon receiving the application for readmission, the student records will be reviewed by the Director of Academic Affairs. Based on this review, the Director may suspend the student for a period of one (1) academic term or will take action on readmission.

Academic Exclusion

A student readmitted following academic suspension failing to achieve a minimum GPA of 3.00 "B" for graduate programs or 2.00 "C" for undergraduate programs during the term following the term of suspension is excluded from the University. Expulsion is the most serious academic actions and readmission will not be considered prior to a minimum suspension period of one (1) year.

Good Standing

Students are in good standing as long as their academic action does not place them on academic probation, suspension, or exclusion. Good standing is defined as having a cumulative GPA above 3.00 "B" for graduate programs or 2.00 "C" for undergraduate programs

Official Notification of Changes of Academic Standing

Notifications of change of academic standing will be e-mailed to the student's SUMMA University e-mail address.

2.4.12 Graduation Requirements

Executive Master of Business Administration (EMBA) Degree Requirements:

In order to obtain an EMBA Degree a student must fulfill the following graduation requirements:

- Successful completion of the program requirements for the issuance of the degree.
- Acceptance of all information required for admission and the transfer of credits by SUMMA University.
- Successful completion of program 42 credits.

- A minimum cumulative grade point average (GPA) of 3.00 "B" for the degree program.

- Students must have satisfied all financial obligations with SUMMA University.

Master of Science (M.S.) Degree Programs Degree Requirements:

In order to obtain a M.S. Degree a student must fulfill the following graduation requirements:

- Successful completion of the program requirements for the issuance of the degree.

- Acceptance of all information required for admission and the transfer of credits by SUMMA University.

- Successful completion the program 36 credits.

- A minimum cumulative grade point average (GPA) of 3.00 "B" for the degree program.

- Students must have satisfied all financial obligations with SUMMA University.

Master of Education (M.Ed.) Degree Program Degree Requirements:

In order to obtain the M.Ed. Degree a student must fulfill the following graduation requirements:

- Successful completion of the program requirements for the issuance of the degree.

- Acceptance of all information required for admission and the transfer of credits by SUMMA University.

- Successful completion the program 36 credits.

- A minimum cumulative grade point average (GPA) of 3.00 "B" for the degree program.

- Students must have satisfied all financial obligations with SUMMA University.

2.4.13   Graduation Honors

The policy for granting graduation with honor as established by the SUMMA University provides for honoring at each graduation approximately 15 percent of the students who have earned the highest-grade point averages.

The top 5% with a 4.0 GPA will receive the "Highest Honors" or "Summa Cum Laude" designation. The following 5% will receive the "With great honor" or "Magna Cum Laude designation.

The following 5% will receive the "With Honor" or "Cum Laude" designation.

The appropriate honor will automatically be placed on the student's final transcript and diploma.

3. Academic Program and Curricula

3.1 Master's Degree Programs

3.1.1 Executive Master of Business Administration (EMBA)

Program Objectives:

The Executive master's in business administration is designed to educate entrepreneurial leaders who create great economic and social value. The specific learning goals are:

- Apply successful management skills using available resources.

- Evaluate financial data to solve problems and inform business decisions.

- Differentiate between primary business functions including accounting, economics, finance, management, and marketing.

- Propose innovative solutions to dynamic and strategic business problems.

- Compare North and South American economics markets using global business perspectives.

Program Description:

The SUMMA University Executive MBA is designed to prepare high performance executives, capable of making creative and realistic decisions to confront business environments that are becoming more challenging and dynamic.

Curriculum:

Course Number	Course Title	Credit Hours
MAN 511	Organizational Change Management & Leadership	3
MKT 512	Strategic Marketing	3
ACT 513	Managerial Accounting	3
MKT 514	Communication Strategy	3
FIN 522	Financial and Investment Analysis	3
ACT 523	Cost Analysis for Decision Making	3
ENT 521	Entrepreneurship and Business Plan	3
MAN 524	Commercial Management: Sales and Planning	3
MAN 532	Strategic Management: Achieving Competitive Excellence	3
FIN 541	Financial Management	3
MAN 542	Management Control Systems	3
MAN 534	Project and Process Management	3
MAN 533	Business Intelligence & Big Data	3
MAN 700	Final Project	3
Total		**42**

MAN511 – Organizational Change Management & Leadership (3 credits)

Course Description: This course is a dynamic examination of managerial concepts of human behavior in work organizations. Topics include motivation, leadership, reward systems, recruiting, selection, and job design. **Prerequisites:** None

MKT522 – Strategic Marketing (3 credits)

Course Description: This course explores strategy applied to planning, analysis, and control; emphasis on individual situation, analysis-involving consumer needs, market position, competition, and public policy environment. Concepts of international economics blended with the marketing of goods and services in international markets. Current international events discussed. **Prerequisites:** None

ACT513 – Managerial Accounting (3 credits)

Course Description: This course explores financial decision making under uncertainty, positive and normative models, and current issues in financial management. **Prerequisites:** None

MKT514 – Communication Strategy (3 credits)

Course Description: This course teaches students message and touch-point integration, with special attention to marketing and communication effectiveness and measurable results. Now more than ever, communication professionals are accountable for integrating their marketing programs and strategies. In addition, most marketing and communication specialists have the power to shape the way their marketing organizations do business and communication with customers. **Prerequisites:** None

ENT521 – Entrepreneurship and Business Plan (3 credits)

Course Description: This course seeks to provide an understanding of business planning techniques that transform ideas into viable commercial businesses. Students will conduct the market, organizational, operational, strategic, and financial analyses that are required to produce a venture concept and an actionable business plan. Participants will study firms' business planning efforts as well as create a business plan. **Prerequisites:** None

FIN522 – Financial and Investment Analysis (3 credits)

Course Description: This course provides a basic understanding of accounting systems and financial statements as a foundation for analysis. The course also addresses cost systems and controls as they pertain to organizational control. **Prerequisites:** None

ACT523 – Cost Analysis for Decision Making (3 credits)

Course Description: This course teaches students how to extract and modify costs in order to make informed managerial decisions. Planning is covered by topics including activity-based costing, budgeting, flexible budgeting, cost-volume-profit analysis, cost estimating, and the costs of outsourcing. Control is covered by topics including standard costing, variance analysis, responsibility accounting, and performance evaluation. Emphasis is placed on cost terminology (the wide variety of costs), cost behavior, cost systems, and the limitations concerning the use of average costs. **Prerequisites:** None

MAN524 – Commercial Management: Sales and Planning (3 credits)

Course Description: Exploration of sales management. Application of modern management principles: sales force planning, organization, inventories and administration, selection, and training. The development, scope, and objectives of production control, as well as the dynamics of managing inventory in the changing industrial and commercial environment. Scheduling, control, critical path, forecasting sales and inventory requirements, computer applications to inventory control problems, building inventory models, simulation, and the relationships of inventory control to marketing management and production control. **Prerequisites:** None

MAN533 – Business Intelligence & Big Data (3 credits)

Course Description: In this course, the student will know all the relevant aspects to lead a Big Data program and the keys to obtain the maximum value from data. You will learn how to develop business application use cases in this new Data Age and will be able to turn your company into data-driven, making better decisions with an appropriate data strategy. **Prerequisites:** None

MAN532 – Strategic Management: Achieving Competitive Excellence (3 credits)

Course Description: This course covers the relation between theories and practices of management and focuses on utilizing methodologies and theories for strategic decision making. It is an integrative and interdisciplinary course. It assumes a broad view of the environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces and views the external environment as dynamic and characterized by uncertainty. In studying strategy, the course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics. **Prerequisites:** None

MAN534 – Project and Process Management (3 credits)

Course Description: Trains in the basic principles of project management, including concepts from the initiating, planning, executing, monitoring & controlling, and closing process groups. Introduces fundamentals from the ten project management knowledge areas: Integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management. **Prerequisites:** None

FIN541 – Financial Management (3 credits)

Course Description: This course will introduce to the major topics in corporate finance. The course examines the time value of money, capital budgeting, financial analysis and forecasting, stock valuation, bond valuation, and the financial markets. **Prerequisites:** None

MAN542 – Management Control Systems (3 credits)

Course Description: Develops a conceptual framework, which is useful in describing the nature of the operations function, with emphasis on identifying basic issues in managing the operations of a service organization. **Prerequisites:** None

MAN700 – Final Project: Business Management Simulator (3 credits)

Course Description: In your final project module, in addition to presenting your research work, you will have the opportunity to take a business management simulator with a digital and interactive platform for the development of ideas and business plans. **Prerequisites:** 39 credits approved

3.1.2 Master of Education in Instructional Design and Technology

Program Objectives:

This program is designed to prepare Instructional designers and learning & development (L&D) professionals, to understand, analyze, and explain the use and implementation of instructional design and technology in the educational and training environment. The specific learning goals are:

- Apply learning principles and design theories to adapt educational content and implement effective instructional strategies.

- Evaluate the effectiveness of teaching and learning strategies by conducting problem analysis, measuring key indicators, assessing formative and summative evaluations, and proposing solutions for continuous improvement.

- Use learning technologies to provide equitable access to instructional materials for all learners.

- Apply common technology tools to create learning solutions and materials that engages diverse learners.

- Manage instructional design approaches using adult learning principles, design theories, and project management approaches.

- Recommend learning platforms and technology tool solutions based on the objectives of the proposed curricula and target learner population that reflects effective learning principles.

Program Description:

The Master of Education in Instructional Design and Technology is a program designed to provide students with the tools and concepts needed for learning and professional development, to help them in the conceptualization and systematic development of instructional specifications.

Curriculum:

Course Number	Course Title	Credit Hours
EDL 533	Digital Accessibility and Universal Design in Inclusive Education	3
EDL 514	Current Perspectives of Digital Education: Virtual Environments, ICT, and New Theories	3
EDL 532	Digital Innovation in Teaching Practice	3
EDL 511	Gamification and Didactic Resources	3
EDL 513	Advanced Resources for Digital Learning	3
EDL 524	Planning, Design, and Evaluation of Digital Teaching	3
EDL 512	Emerging Trends in Digital Education	3
EDL 522	Administration and Configuration of Learning Management Systems (LMS)	3
EDL 523	Design and Evaluation of Technopedagogical Projects	3
EDL 521	Web Design for Online Learning	3
EDL 531	Evaluation in Education: Concepts, Methodologies, and Emerging Technologies	3
EDL 700	Final Project	3
Total		**36**

EDL511 – Gamification and Didactic Resources (3 credits)

Course Description: The subject Gamification and Didactic Resources will provide students with a comprehensive vision of how gamification, playful learning and serious games approaches can revolutionize the learning experience, generating greater commitment and motivation in students. Throughout the three thematic units, students will explore the elements and mechanics of games and their application in educational contexts and examples of successful gamification will be analyzed.

The goal is to train students to effectively apply gamification and didactic resources in their educational practices, creating engaging and enriching learning experiences. **Prerequisites:** None

EDL512 – Emerging Trends in Digital Education (3 credits)

Course Description: The subject Emerging Trends in Digital Education addresses the latest trends in the field of digital education. Through three thematic units, students explore the most current learning trends, including e-learning, b-learning, and m-learning, to understand their advantages and applications in educational settings. In addition, online communication tools and learning analytics are analyzed, which allow for improved collaboration and monitoring of student progress. Topics such as the Internet of Things (IoT), wearable devices, chatbots, social learning and active methodologies in virtual environments will be studied, with the aim of exploring how these emerging technologies can enrich the teaching and learning experience, as well as the use of conversational intelligence tools such as ChatGPT, providing a more detailed view of the different alternatives and applications in the context educational. **Prerequisites:** None

EDL513 – Advanced Resources for Digital Learning (3 credits)

Course Description: The Advanced Resources for Digital Learning course aims to explore and use advanced tools and resources for learning in digital environments. Throughout the three thematic units, students will immerse themselves in the world of collaborative tools and e-Learning platforms, such as MOOCs, OER, and LMS, understanding their impact on collaboration and access to educational resources. In addition, the potential of virtual, augmented, and mixed reality, along with other online resources, to enrich teaching practice will be explored. Finally, e-Learning resource management, automation and evaluation of e-Learning projects will be addressed, providing students with the necessary skills to effectively organize, optimize and evaluate digital learning. **Prerequisites:** None

EDL514 – Current Perspectives of Digital Education: Virtual Environments, ICT, and New Theories (3 credits)

Course Description: The subject Current Perspectives on Digital Education: Virtual Environments, ICT and New Theories focuses on the latest trends and developments in the field of digital education, based on contemporary educational theories. Throughout the three thematic units, students will explore the virtual environments and information and communication technologies (ICTs) present in our society today, as well as the new theories that are shaping modern education. The impact of the digital age on teaching and learning will be analyzed, and the most effective pedagogical strategies and approaches in this context will be studied. **Prerequisites:** None

EDL521 – Web Design for Online Learning (3 credits)

Course Description: The subject Web Design for Online Learning focuses on developing skills to design effective websites and resources in the context of online learning. Through three thematic units, students explore the use of multimedia and audiovisual language, learn how to design interfaces and interactive resources specific to online learning environments, and discover new tools and social networks to promote collaboration and interaction in the learning process.

Prerequisites: None

EDL522 – Administration and Configuration of Learning Management Systems (LMS) (3 credits)

Course Description: The Learning Management Systems (LMS) Administration and Configuration course focuses on providing students with the knowledge needed to manage and configure learning management systems. Throughout the three thematic units, students will learn how to perform the initial configurations of an LMS, ensuring its optimal functioning and adapting it to the specific needs of their educational context.

Prerequisites: None

EDL523 – Design and Evaluation of Techno pedagogical Projects (3 credits)

Course Description: The subject Design and Evaluation of Techno-pedagogical Projects is designed to provide students with the fundamental knowledge and skills in the design and evaluation of projects that effectively integrate technology in educational environments. Throughout the course, students will explore and apply various streams of instructional design, such as the ADDIE model, Dick and Carey, or the SAM model. **Prerequisites:** None

EDL524 – Planning, Design, and Evaluation of Digital Teaching (3 credits)

Course Description: The subject Planning, Design and Evaluation of Digital Teaching focuses on equipping students with the necessary skills to plan, design and evaluate teaching in digital environments. Through the three thematic units, students will learn how to develop teaching programs, taking into account the educational objectives and needs of the students. **Prerequisites:** None

EDL531 – Evaluation in Education: Concepts, Methodologies, and Emerging Technologies (3 credits)

Course Description: The subject Evaluation in Education: Concepts, Methodologies and Emerging Technologies addresses the fundamentals and practices of educational evaluation. Students explore the concept of assessment in education and the competencies and areas in which it is applied. **Prerequisites:** None

EDL532 – Digital Innovation in Teaching Practice (3 credits)

Course Description: To provide students with a deep understanding of the relevance of Information and Communication Technologies (ICT) in the current educational and social context, focusing on the figure of the teacher and his or her role in integrating ICT effectively. **Prerequisites:** None

EDL533 – Digital Accessibility and Universal Design in Inclusive Education (3 credits)

Course Description: The subject focuses on promoting equal opportunities in the field of education through the inclusive education approach and Universal Design for Learning (UDL). **Prerequisites:** None

EDL700 – Instructional Design and Technology Final Project (3 credits)

Course Description: The final project of the master's degree in education and digital Pedagogical Development allows students to demonstrate and apply the knowledge and skills acquired throughout the program in a practical and meaningful project. **Prerequisites:** 33 credits approved

3.1.3   Master of Science in Digital Marketing

Program Objectives:

The Master of Science in Digital Marketing is designed to provide professionals with the strategic and analytical skills to guide organizations in a digital world. The specific learning goals are:

- Develop corporate strategies and marketing plans to increase the targeted customer base.

- Evaluate digital marketing and e-commerce frameworks to leverage various digital channels.

- Create a digital marketing strategy using marketing analytics and business intelligence.

- Assess digital tools and techniques to develop an efficient CRM strategy.

- Apply proven e-commerce practices to executive effective digital marketing strategies.

- Develop creative and persuasive marketing content that engages the target audience.

Program Description:

This program educates professionals in the areas related to Digital Marketing, with the objective of developing their careers with a deep knowledge of this rapidly emerging marketing field.

Curriculum:

Course Number	Course Title	Credit Hours
MKT 511	Digital Marketing and Automation Marketing	3
MKT 512	Communication and Digital Creativity	3
MKT 552	Search Engine Positioning. Google Adwords. SEO, SEM, and PPC	3
MKT 561	Usability, Persuasiveness, and User Experience (UX)	3
MKT 562	Programmatic Buying and Real-Time Bidding. Big Data and Marketing	3
MKK 571	E-commerce Management	3
MKT 572	Analytics, Data, and Digital Research	3
MKT 581	CRM and Customer Acquisition and Management: From Email Marketing to Affiliation	3
MKT 531	Google Analytics Certification	3
MAN 533	Business Intelligence and Big Data	3
MKT 541	Google Ads Certification. Shopping Ads	3
MKT 700	Final Project	3
Total		**36**

MKT511 – Digital Marketing and Automation Marketing (3 credits)

Course Description: The objective of this course is to acquire skills and knowledge in Search Engine Marketing, Pay-Per-Click and AdWords to implement effective digital marketing strategies, increase the visibility of a company in search engines, generate qualified traffic to your website and achieve measurable results in terms of conversions and return on investment. The main tools of Search Engine Marketing (SEM, SEO, and PPC), web analytics, internet communication strategies (social media and e-mail marketing), CRM, conversion funnels, Lead Nurturing, Lead scoring and Inbound Marketing will be studied.

Prerequisites: None

MKT512 – Communication and Digital Creativity (3 credits)

Course Description: In this subject you will learn the keys to the Creative Concept and its role in the construction of brands, you will understand its construction process, its relationship with the content and what elements work on its effectiveness. In addition, you will discover the functioning and evolution of the teams responsible for implementing Creativity in an organization. **Prerequisites:** None

MKT552 – Search Engine Positioning. Google AdWords. SEO, SEM, and PPC (3 credits)

Course Description: The online world revolves around search engines and, par excellence, Google. In this course you will learn the necessary notions for your website or business to be visible on Google, either through paid traffic (Google Ads) or organic positioning (SEO). **Prerequisites:** None

MKT561 – Usability, Persuasiveness, and User Experience (UX) (3 credits)

Course Description: This course provides a detailed and comprehensive overview of the concepts, principles, and methods of user-oriented digital and interactive product design. The student will know the scenario, terminology and methodology that will participate throughout the strategic process of user experience design, as well as the decisions that must be made depending on the project we are facing and its characteristics. Likewise, the skills and knowledge that a UX Designer should possess will be explained and argued.

Prerequisites: None

MKT562 – Programmatic Buying and Real-Time Bidding. Big Data and Marketing (3 credits)

Course Description: This subject deals in detail with the fundamental concepts of online advertising and more specifically Programmatic Buying and Real Time Biding. The student will learn about the ecosystem of Programmatic Buying and the fundamental actors that participate in it, as well as the process and the most common strategies in Programmatic Purchasing, based on the objectives previously defined for the campaign in question.

Prerequisites: None

MKT571 – E-Commerce Management (3 credits)

Course Description: The aim of this course is to learn about the different areas that influence the day-to-day management of an e-commerce. In this, you will learn about everything from the factors that condition the contracting of a payment and logistics service, to the legal aspects and management software necessary to manage a digital business. **Prerequisites:** None

MKT572 – Analytics, Data, and Digital Research (3 credits)

Course Description: This course offers a detailed and complete overview of the concepts, methods and tools of Digital Marketing analytics. The student will know the entire strategic process, planning, analysis for data-driven decision-making and statistical evidence. **Prerequisites:** None

MKT581 – CRM and Customer Acquisition Management: From Email Marketing to Affiliation (3 credits)

Course Description: The objective of the course is to be able to know and predict the current and future behavior of customers to guarantee their full satisfaction and achieve their loyalty to the company. **Prerequisites:** None

MKT531 – Google Analytics Certification (3 credits)

Course Description: The objective of this course is to understand how the Google Analytics measurement tool works, which is used by most websites. This tool makes it possible to measure all the actions that users take in applications or web pages, collecting information on the origin of visits, behavior within the site or the purchase or contact actions they take. This training will also address the official Google Analytics certification. **Prerequisites:** None

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MAN533 – Business Intelligence and Big Data (3 credits)

Course Description: In this course, the student will know all the relevant aspects to lead a Big Data program and the keys to obtain the maximum value from data. You will learn how to develop business application use cases in this new Data Age and will be able to turn your company into data-driven, making better decisions with an appropriate data strategy. **Prerequisites:** None

MKT541 – Google Ads Certification. Shopping Ads (3 credits)

Course Description: The Google AdWords certification is a professional accreditation that Google grants to those who demonstrate a high level of knowledge about basic and advanced aspects of AdWords. With this certification, you prove that you are a certified online advertising professional. For eight weeks, an expert trainer selected by Google will help you obtain the Google AdWords (Shopping Advertising) Certification. **Prerequisites:** None

MKT700 – Marketing Final Project (3 credits)

Course Description: This course guides the student to develop a proper marketing plan for a real company, by applying the concepts studied during the program. The main objective is to prepare the student to carry out a marketing plan and its implementation. **Prerequisites:** 33 credits approved

3.1.4 Master of Science in Finance

Program Objectives:

The Master of Science in Finance gives working professionals the opportunity to deepen their business and technical finance skills. The specific learning goals are:

- Apply financial concepts and analytical tools in business decision making.
- Evaluate accounting information for organizational decision-making.
- Create a financial portfolio with projected returns and associated risks.
- Evaluate the complexities of the financial ecosystem within the digital economy.
- Design a digital transformation strategy for a business reflective of dynamic financial trends.
- Develop a financial risk management strategy to support sound business growth in a changing global environment.

Program Description:

The Master of Science in Finance is a graduate degree program designed for international executives to keep them current with the most relevant business and finance theories and practices within a globalized and highly competitive business environment.

Curriculum:

Course Number	Course Title	Credit Hours
FIN 611	Financial Risk Management	3
FIN 615	Digital Transformation in Finance	3
ACT 513	Managerial Accounting	3
FIN 614	Financial Markets	3
FIN 522	Financial and Investment Analysis	3
ACT 523	Cost Analysis for Decision Making	3
FIN 623	Treasury Management	3
FIN 624	Budgeting as a useful Management Tool	3
FIN 631	Corporate Finance	3
FIN 621	Financial innovation: Fintech and New Business Models	3
MAN 542	Management Control Systems	3
MAN 700	Final Project	3
Total		**36**

FIN611 – Financial Risk Management (3 credits)

Course Description: The objective of the course is to establish the mathematical knowledge and numerical skills necessary for a perfect handling of financial instruments both in the short and long term: Loans, Borrowings, FRA, Exchange Insurance and others.

Prerequisites: None

FIN612 – Digital Transformation in Finance (3 credits)

Course Description: The objective of the course is to show the structure and organization of the markets and institutions that make up the international financial system, to enter into the functions of central banks and the objectives of compliance with their corresponding monetary policies, as well as the study of the main indicators of the economic situation, very useful when preparing macroeconomic forecasts and understanding the functioning of the markets.
Prerequisites: None

ACT513 – Managerial Accounting (3 credits)

Course Description: This course explores financial decision making under uncertainty, positive and normative models, and current issues in financial management.

Prerequisites: None

FIN614 – Financial Markets (3 credits)

Course Description: This course will examine the interaction between the performance of the financial markets- namely bonds, equities, and foreign exchange. The approach to the topics will consist of a more pragmatic, "real-world" framework that focuses on the dynamics and "noisy" realities that often drive financial market behavior in the short-run and, often, over the medium-term. A basic analytical framework discussing those relationships will also be presented where appropriate.

Prerequisites: None

FIN522 – Financial and Investment Analysis (3 credits)

Course Description: This course provides a basic understanding of accounting systems and financial statements as a foundation for analysis. The course also addresses cost systems and controls as they pertain to organizational control. **Prerequisites:** None

ACT523 – Cost Analysis for Decision Making (3 credits)

Course Description: This course teaches students how to extract and modify costs in order to make informed managerial decisions. Planning is covered by topics including activity-based costing, budgeting, flexible budgeting, cost-volume-profit analysis, cost estimating, and the costs of outsourcing. Control is covered by topics including standard costing, variance analysis, responsibility accounting, and performance evaluation. Emphasis is placed on cost terminology (the wide variety of costs), cost behavior, cost systems, and the limitations concerning the use of average costs. **Prerequisites:** None

FIN623 – Treasury Management (3 credits)

Course Description: This course is a dynamic examination of the administration process and the optimal control of cash flows in the Company accounts. It will allow the student to develop capacities on financial planning and to manage efficiently all processes within the value chain of the organization. **Prerequisites:** None

FIN624 – Budgeting as a useful Management Tool (3 credits)

Course Description: Budgeting as a useful Management Tool describes how to create cash forecast and the supporting systems. The course also covers methods for collecting and disbursing cash, plus the characteristics of the major cash concentration systems. It also investigates ways to improve cash flow, and how to raise funds from debt and equity. There is extensive coverage of risk management for foreign exchange and interest rates, as well as the controls and measurements required for a cash management system. **Prerequisites:** None

FIN631 – Corporate Finance (3 credits)

Course Description: Finance topics involving strategic financial decisions, including capital structure and cost of capital, financial forecasting, valuation, and corporate control. **Prerequisites:** None

FIN541 – Financial Innovation: Fintech and New Business Models (3 credits)

Course Description: The overall objective of Financial Innovation: Fintech and New Business Models course is to provide students with an in-depth understanding of emerging trends in the financial industry and how technology is transforming traditional business models. Through this course, students will gain knowledge about financial innovations, such as Fintech, and how they are redefining the way financial transactions are conducted and services are offered.

Prerequisites: None

MAN542 – Management Control Systems (3 credits)

Course Description: This course develops a conceptual framework which is useful in describing the nature of the operations function, with emphasis on identifying basic issues in managing the operations of a service organization. **Prerequisites:** None

MAN700 – Final Project: Business Management Simulator (3 credits)
Course Description: In your final project module, in addition to presenting your research work, you will have the opportunity to take a business management simulator with a digital and interactive platform for the development of ideas and business plans. **Prerequisites:** 33 credits approved

3.1.5   Master of Science in Project Management

Program Objectives:

The Master of Science in Project Management is designed to empower professionals to become dynamic and effective project managers, through a broader knowledge of management skills, adequate methodology and necessary tools to successfully manage the life cycles of a project. The specific learning goals are:

- Apply project management principles and data analytics to support organizational effectiveness and make decisions in a changing and global work environment.

- Analyze variances and conduct risk analyses to initiate corrective action and inform internal reports and budgets.

- Employ project management principles and technology tools to plan, lead, manage, and monitor project execution.

- Plan projects utilizing readily available resources to achieve the intended goals.

- Design projects using technology to effectively track progress.

Program Description:

The Master of Science in Project Management is designed to provide professionals with a new perspective of project management that is accepted and recognized internationally. Therefore, it is based in the Project Management Institute (PMI) standards. This program provides the most modern and globally accepted methods to manage projects with successful outcomes, enabling professionals to serve as leaders and practitioners in the Project Management field.

Curriculum:

Course Number	Course Title	Credit Hours
MAN 511	Organizational Change Management & Leadership	3
MAN 642	Project Management I	3
MAN 643	Quality Management	3
MAN 512	Agile Management	3
MAN 651	Project Management II	3
MAN 652	Project Management Office (PMO)	3
MAN 653	Planning and Control using Microsoft Project	3
MAN 532	Strategic Management: Achieving Competitive Excellence	3
MAN 661	Risk Management	3
FIN 662	Project Evaluation and Assessment	3
MAN 663	Project development and tracking	3
PJM 700	Final Project	3
Total		**36**

MAN511 – Organizational Change Management & Leadership (3 credits)

Course Description: Organizational change management and people leadership are fundamental disciplines in a competitive and globalized business environment. The aim of this course is to provide students with the knowledge and skills necessary to effectively lead and manage change in organizations, focusing on the latest trends in people management, such as coaching. **Prerequisites:** None

MAN642 – Project Management I (3 credits)

Course Description: This course develops the basic principles of project management, including concepts from the initiating, planning, executing, monitoring & controlling, and closing process groups. Introduces fundamentals from the ten project management knowledge areas: integration, scope, time, cost, quality, human resources, communications, risk, procurement, and stakeholder management. **Prerequisites:** None

MAN643 – Quality Management (3 credits)

Course Description: This course focuses on both the management of product quality and the management of the process quality for creating project deliverables. It provides exposure to the tools, techniques, and metrics used to ensure that sufficient product and process quality is achieved. It includes assignments, which allow participants to learn how to plan quality into a project and determine key metrics to manage project and process quality. **Prerequisites:** None

MAN512 – Agile Management (3 credits)

Course Description: The general objective of this course is for the student to become familiar with the general structure of agile management, as well as its methodologies and other aspects such as agile coaching. Taking this as a starting point, we will delve into core topics such as agile and lean methods or quantitative and qualitative management, also emphasizing how teams and projects can benefit through agile coaching. **Prerequisites:** None

MAN651 – Project Management II (3 credits)

Course Description: This course is designed for students who have taken Project Management I. It provides students with the opportunity to apply project management principles to real-world situations with the use of simulations and case studies. Also, offers additional training in project management principles, tools, techniques, and outcomes. **Prerequisites:** None

MAN652 – Project Management Office (3 credits)

Course Description: The Project Management Office PMO – a successful Project Management Office (PMO) that contributes to the effective management of projects and the achievement of business benefits. This course focuses on the relevant challenges and explores the best practices and trends to improve communication, cut costs and optimize resource utilization. Students will learn how to prioritize projects and monitor progress and budgets on a continual basis. Students will take away key documents from the course that can be used immediately at your workplace. **Prerequisites:** None

MAN653 – Planning and Control using Microsoft Project (3 credits)

Course Description: Microsoft® Project has transformed the way project managers streamline their process- es. Easily analyze resources, budgets and timelines and make more informed, strategic decisions that move your projects forward.

The Microsoft® Project for Program and Project Managers program shows you how to capitalize on technology and make your projects as successful as possible. **Prerequisites:** None

MAN532 – Strategic Management: Achieving Competitive Excellence (3 credits)

Course Description: This course covers the relation between theories and practices of management and focuses on utilizing methodologies and theories for strategic decision making. It is an integrative and interdisciplinary course. It assumes a broad view of the environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces and views the external environment as dynamic and characterized by uncertainty. In studying strategy, the course draws together and builds on all the ideas, concepts, and theories from your functional courses such as Accounting, Economics, Finance, Marketing, Organizational Behavior, and Statistics. **Prerequisites:** None

MAN661 – Risk Management (3 credits)

Course Description: The course provides an introduction to probabilistic modeling techniques for decision making with spreadsheet implementation. Special focus is placed on the concept of risk and methods for analyzing it. Topics covered included influence diagrams; risk analysis; risk attitudes; utility theory; subjective and empirical probability distribution assessment; simulation models; queuing theory; Markov chains; and game theory. The models discussed span all business disciplines, including finance, marketing, operations, and project management. Throughout the course, learning is reinforced via hands-on computer experience using problems and cases.

Prerequisites: None

FIN662 – Project Evaluation and Assessment (3 credits)

Course Description: This course teaches students how to identify investment projects which return exceeds the cost of carrying them out. They will learn how to assess an investment project, by forecasting future cash flows and calculating their current value.

 Prerequisites: None

MAN663 – Project Development and Tracking (3 credits)

Course Description: Addressing the concepts and methods of cost estimation and control relevant to project management, this course covers formalized methods for developing the project estimate during the planning stages and updating the estimate throughout a project's life. Students are introduced to the tools and techniques used in the initial estimating and subsequent monitoring, reporting, controlling, and managing of project costs; the procedures used in managing project resources to optimize the cost of the project; and the relationships between project cost and other project parameters including scope, time, quality, estimate reliability, procurement, and risk.

Prerequisites: None

PJM700 – Project Management Final Project (3 credits)

Course Description: This course will help you to be a better Project Manager. In your final project module, in addition to presenting your research work, you will have the opportunity to take a PMP Certification practice test to develop your skills. **Prerequisites:** 33 credits approved

3.1.6 Master of Science in Risk Management

Program Objectives:

This program is designed to prepare professionals to understand, analyze, and explain the identification, evaluation, and management of risks within organizations. It equips students with the skills to detect, classify, and assess risks, as well as to define and implement effective risk management policies aligned with today's technology-driven business environment. The specific learning goals are:

- Apply advanced risk management frameworks and analytical tools to identify, evaluate, and mitigate risks in dynamic organizational environments.

- Assess the legal, regulatory, and compliance aspects of risk management to ensure organizational sustainability and compliance with global standards.

- Design comprehensive risk control and reduction strategies to minimize potential impacts on organizational assets and operations.

- Evaluate innovative risk transfer and financing solutions, including traditional and alternative mechanisms, to optimize organizational resilience.

- Develop and implement emergency and contingency plans, emphasizing safety, security audits, and crisis response for effective risk mitigation.

- Integrate strategic decision-making and risk management principles to enhance organizational growth in a complex and evolving global context.

Program Description:

The Master of Science in Risk Management is a program designed to provide students with the tools and concepts needed to identify, evaluate, and mitigate risks that may affect an organization's stability and performance. The curriculum prepares students to understand the nature of financial, operational, strategic, and technological risks, and to develop effective risk management processes that support informed decision-making and organizational resilience.

Curriculum:

Course Number	Course Title	Credit Hours
MAN532	Strategic Management: Achieving Competitive Excellence	3
RKM511	Basic Knowledge and Introduction to Risk Management	3
RKM521	Legal, Regulatory and Compliance Aspects in Risk Management	3
RKM522	Sources of Risks and Groups of Subjects	3
RKM541	Risk Modelling	3
RKM542	Risk Assessment and Economic Assessment	3
RKM621	Safety, Risk Reduction and Control	3
RKM622	Risk Financing and Retention	3
RKM651	Traditional Risk Transfer	3
RKM652	Alternative Products to Risk Transfer	3
RKM653	The Organization of Emergencies, Contingency Plans and Security Audits	3
RKM700	Final Project for Risk Management	3
Total		**36**

MAN532 – Strategic Management: Achieving Competitive Excellence (3 credits)

Course Description: The objective of this course is to provide a practical guide that can be applied in the formulation of a strategy in a business or company. **Prerequisites:** None

RKM511 – Basic Knowledge and Introduction to Risk Management (3 credits)

Course Description: This course aims to provide knowledge focused on identifying the risks and impact they have on organizations. For effective management of these, it is necessary for the Risk Department to audit and identify the specific hazards of each area of the company, so that the risk management strategy must be intricately linked to the company's strategy and its risk culture. **Prerequisites:** None

RKM521 – Legal, Regulatory and Compliance Aspects in Risk Management (3 credits)

Course Description: Following the recent crisis, business ethics, transparency in management and good corporate governance must be the pillars that mark the present and future action of financial markets. This subject aims to deepen the concepts of business obligation, as well as the responsibility of companies in compliance with their applicable regulations.

Prerequisites: None

RKM522 – Sources of Risks and Groups of Subjects (3 credits)

Course Description: The objective of this course is to broaden the student's vision of the different types of risks that organizations face, and to provide them with a number of tools to manage and mitigate them. In turn, it is proposed to familiarize students with the tools provided, so that they can adapt and use them according to their criteria, in the different situations that may arise. **Prerequisites:** None

RKM541 – Risk Modelling (3 credits)

Course Description: This subject offers a detailed study of the concept of risk, its modelling and quantification. We focus on financial risk and the most commonly used measure to quantify risk, Value at Risk. It is a subject that has gained great importance in the financial industry following the crisis born in 2008 and subsequent regulatory change. In addition, we offer an insight into the organization of risk management within an organization **Prerequisites:** None

RKM542 – Risk Assessment and Economic Assessment (3 credits)

Course Description: This course provides an introduction to the ALM (Asset Liability Management) analysis and a detailed study of all the type of risks that may affect the company. In many cases, when talking about risk, agents adhere to the financial analysis and risk of it, but it is necessary to have an overview of the risks to be managed and the existing instruments for their treatment and coverage. **Prerequisites:** None

RKM621 – Safety, Risk Reduction and Control (3 credits)

Course Description: The objective of this course is to study the mechanisms to reduce the different types of risks and develop processes to control them in a safe environment, to minimize risk. **Prerequisites:** None

RKM622 – Risk Financing and Retention (3 credits)

Course Description: The objective of this course is to acquire a deep understanding in the mechanisms used to retain totally or partially the risks, as well as their pros and cons in a financial environment. **Prerequisites:** None

RKM651 – Traditional Risk Transfer (3 credits)

Course Description: Modern business management requires sufficient knowledge of the tools traditionally used for risk management. In this subject, the student will become familiar with the main concepts and elements of insurance and deepen fundamental elements of the contract that are of general application. You will be able identify and define the types of risk commonly managed by transferring them through insurance and will be able to implement your understanding of a contract insurance. **Prerequisites:** None

RKM652 – Alternative Products to Risk Transfer (3 credits)

Course Description: This course provides a detailed and comprehensive overview of the main mechanisms alternative risk transfer to traditional reinsurance. The student will know the main characteristics of each of the products studied, their structure and how it works, so that you know how to apply it in your business to cover certain risks. **Prerequisites:** None

RKM653 – The Organization of Emergencies, Contingency Plans and Security Audits (3 credits)

Course Description: The objective of this subject is to know the principles of emergency plans and contingency, as well as the means to reduce the impact of the risks to which the company is exposed. **Prerequisites:** None

RKM700 – Final Project for Risk Management (3 credits)

Course Description: The course provides students with the opportunity to apply the knowledge acquired from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. **Prerequisites:** 33 credits approved

3.1.7 Master of Science in Supply Chain and Logistics

Program Objectives:

The Master of Science in Supply Chain Management and Logistics targets professionals with a multidisciplinary background providing supply chain management skills for a broader management position, with a more strategic and less operational approach. The specific learning goals are:

- Apply modern supply chain management practices and analysis methods using technology to develop strategies for managing complex, global organizations.

- Evaluate the effectiveness of supply chain functions across various organizational departments.

- Implement policies and processes that support ethical business practices and social responsibility.

- Lead organizational change informed by data analytics to respond to shifting marketing conditions within supply chains.

- Design and implement supply chain strategies that prioritize memorable service experiences that meet and exceed customer expectations.

- Analyze complex supply chain and logistics challenges and formulate strategic solutions and develop plans to address them.

Program Description:

The Master of Science in Supply Chain Management and Logistics is designed to develop a strategic and managerial vision of Supply Chain Management to enable professionals to manage the necessary changes in industrial, commercial, and service companies to confront the challenges that come with the fourth industrial revolution.

This program includes preparation for CSCM® - Certified Supply Chain Manager, certification that provides the credentials that guarantee advanced knowledge for leading and managing the supply chain. The CSCM certification from ISCEA that SUMMA University offers is not a requirement to graduate from this program. Obtaining this certification is an opportunity that SUMMA University provides where these types of certificates are highly demanded.

Curriculum:

Course Number	Course Title	Credit Hours
MAN 671	Global Supply Chain Management	3
SCM 672	Strategic Planning in Logistics 4.0	3
SCM 673	Strategic Procurement and Supplier Management	3
SCM 674	Demand-Driven Supply Chain (DDSC)	3
SCM 681	Inventory Optimization	3
SCM 682	Sustainable Production of Goods and Memorable Service Experiences	3
SCM 683	Distribution Management and Network Design	3
SCM 684	ICT Applied to Logistics 4.0	3
SCM 691	E-Commerce and Logistics	3
SCM 692	Quantitative Modeling for Decision Making in Supply Chain	3
SCM 693	Digital Transformation in Supply Chain	3
SCM 700	Final Project	3
Total		**36**

MAN671 – Global Supply Chain Management (3 credits)

Course Description: This course focuses on Supply Chain Management fundamentals and new trends. Using a diachronic or historical perspective, it addresses concepts such as MRP, MRPII and ERP as well as Just-in-time whose underlying principles are key to understand Supply Chain integration challenges such as: bullwhip effect, POS data capture, new product introduction, etc. Emerging trends such as Flow casting will be covered as well as industry specific challenges (for example, in the retail, food and healthcare industries). At the end of the seminar, students should have a good understanding of Production and Inventory Management Systems and be able to identify key success factors in SCM. Throughout the seminar, students will develop their ability to distinguish breakthrough ideas in SCM from peripheral improvements.

Prerequisites: None

SCM672 – Strategic Planning in Logistics 4.0 (3 credits)

Course Description: The objective of this course is to learn concepts and tools necessary to formulate, implement, evaluate and improve strategic planning in the supply chain. It focuses on leadership and the key concepts of strategic planning, as well

as their formulation and implementation specifically in the field of supply chain. In addition, the evaluation and continuous improvement of strategic planning, as well as financial management, is addressed as an important tool in this process. By completing this course, the student will be prepared to make effective strategic decisions in Logistics 4.0, optimizing the future position of the organization and taking advantage of opportunities and advantages in the supply chain. **Prerequisites:** None

SCM673 – Strategic Procurement and Supplier Management (3 credits)

Course Description: This course is designed for students who have taken Global Supply Chain Management. Overall, the supply chain includes all those actions and responsible values for continuous improvement in the design, development, and process management of the supply chain of an organization. It´s main goal is to improve and increase profitability and ensure its survival while ensuring the profitability and survival of their suppliers and customers. Thus, the function responsible for the procurement and supply has been developed from shopping (buying) to acquisitions (purchasing), integrating the function of Supply Management. Supply Management includes inventory control (how much), production control (when), storage and supply of materials and services involved indirectly in the process, product decisions to make (what) and shopping (what conditions and who buy). **Prerequisites:** None

SCM674 – Demand-Driven Supply Chain (DDSC) (3 credits)

Course Description: The objective of this course is to learn the fundamental principles of Demand Driven MRP (DDMRP) and how this operations model redefines the structure of supply chains. It focuses on integrating the operational tactical perspective into planning processes and using new demand-aligned rules and tools for supply chain management. Upon completion of this course, the student will be able to apply DDMRP in supply chain management, optimizing flow, managing variability, and using buffers strategically for demand-driven planning. **Prerequisites:** None

SCM681 – Inventory Optimization (3 credits)

Course Description: Supply-Chain management is a set of approaches utilized to efficiently integrate suppliers, manufactures, warehouses, and stores, so that merchandise is produced and distributed in the right quantities, to the right locations, and at the right time, in order to minimize system wide costs while satisfying service level requirements. This course will focus in two major areas related to supply-chain management: (1) the design of the distribution system, and (2) the planning and control system used to manage the supply chain material flow. **Prerequisites:** None

SCM682 – Sustainable Production of Goods and Memorable Service Experiences (3 credits)

Course Description: This course defines CRM as the core business strategy that integrates internal processes and functions and external networks to create and deliver value to targeted customers at a profit.

Prerequisites: None

SCM683 – Distribution Management and Network Design (3 credits)

Course Description: The objective of the course is to train the student in the key principles and practices related to the distribution and design of operational networks. Its purpose is to develop skills to effectively manage multimodal transport, implement transport management strategies and logistics platforms, and carry out the appropriate recruitment of logistics operators. In addition, it seeks to provide students with the necessary tools to design optimal operational networks and stay up to date on current trends in distribution. Upon completion of this course, the student will be prepared to make strategic decisions in network distribution and design, maximizing efficiency and performance in the supply chain.

Prerequisites: None

SCM684 – ICT Applied to Logistics 4.0 (3 credits)

Course Description: This subject aims to provide the student with a comprehensive understanding of information and communication technologies (ICT) applied to the supply chain. Its purpose is to enable students to use information systems, analyze large volumes of data (Big Data) and take advantage of the opportunities offered by logistics in the Internet era. In addition, it seeks to promote innovation and the use of technology in supply chain management, covering aspects such as e-commerce and its integration with the supply chain. Upon completion of this course, the student will be prepared to apply ICT effectively in logistics, driving efficiency, visibility, and strategic decision-making in the supply chain. **Prerequisites:** None

SCM691 – E-Commerce and Logistics (3 credits)

Course Description: The objective of this course is to provide the student with a solid base of knowledge in e-commerce and logistics, addressing the main topics necessary to become an expert in the field. At the end of the course, the student will understand and apply the fundamental concepts of e-commerce and logistics in the business environment. In addition, you will gain skills in digital marketing and customer service management, vital aspects for success in e-commerce. This goal will prepare you to meet challenges and seize opportunities in the dynamic and ever-evolving field of e-commerce. **Prerequisites:** None

SCM692 – Quantitative Modeling for Decision Making in Supply Chain (3 credits)

Course Description: This course explores the importance of Supply Chain Management when used as a competitive advantage. Through the integration of the purchasing function and procurement management, synergies between all participants are developed. The logistics belongs to the Supply Chain area in charge of planning, controlling, and implementing efficiently the flow and storage of raw materials, work in process and finished with related information from point of origin to point of consumption in order to respond to the customer's needs. Therefore, the organization's engine and management of the supply chain is the demand of final consumers, being influenced by factors such as the economy, trends, competition, product, price, availability, and promotion. **Prerequisites:** None

SCM693 – Digital Transformation in Supply Chain (3 credits)

Course Description: This subject offers a transversal vision of Digital Transformation, placing it in a business, regulatory and current context within the digital revolution. Dive deeper into tools and technologies: how they help improve the company's productivity and bottom line. **Prerequisites:** None

SCM700 – Final Project (3 credits)

Course Description: The Master's Thesis is the last step to obtain the title of the training program. It consists of carrying out an academic work in which knowledge acquired throughout the training program is applied or developed. This work must include the application of general competencies associated with the program. **Prerequisites:** 33 credits approved

3.2 Course Numbering System

Each course is identified by a unique course number. The first three letters of the course code identify the subject area or academic department. Courses with numbers in the 500–700 ranges are at the master's degree level, while courses with numbers in the 100-400 range are for undergraduate level.

Course Prefix Identifier	Academic Department
ACT	Accounting
EDL	Education
ENT	Entrepreneurship
FIN	Finance
MAN	Management
MKT	Marketing
OPS	Operations
PJM	Project Management
SCM	Supply Chain Management
RKM	Risk Management

4. Student Services

4.1 Academic Advising

SUMMA University conceives the academic advising function as a process of information exchange that empowers students to realize their maximum educational potential. Students at SUMMA University are professionals that engage in a collaborative relationship with an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with their personal interests, values, and abilities. At the beginning of the program, the academic advisor's role is to help and support the student in adapting to the pace of work involved in an online program and to make sure the student is making the most of the resources offers. Once the student progresses in the program, the advisor role turns to be of a liaison between the student and the institution, and to provide tips and advice on how to make the most of the different resources and tools.

Academic advisors are encouraged to relate to students personally and professionally, by inquiring about the student's goals, family, and personal interests in order to create a student dossier. This dossier is used to help academic advisors provide assistance that transcends the program of study and is oriented to benefit students in their professional career path and in their personal life.

Advisors are available during office hours by phone, email, or Skype, and will respond to communications by the next business day.

SUMMA University does not offer Financial Aid nor guarantee job placement.

4.2 Student Orientation Session

At the beginning of their program, students receive an orientation session in real time about the management of the educational platform. The session can be accessed later for review since it is recorded.

In addition, guidance is always available through live virtual sessions, handouts and tutorial videos specifically made to communicate and explain how to use all the online tools and resources.

4.3 Office of the Registrar

The Office of the Registrar maintains all academic student records.

The Registrar's office hours are Monday through Friday from 9:00AM to 5:00PM (Eastern Time).

Inquiries may be made via email at registrar@summauniversity.edu or by phone at (786) 477-6455.

SUMMA University maintains academic records in perpetuity for each enrolled student including courses taken at the institution, grades, academic advising log, and employment data. Official transcripts are available upon request with the payment of a fee. All records are confidential unless released in writing by the student.

4.4 Technical Services and Support

SUMMA University technology tools are user friendly, accessible 24-7, and secure. In order to offer the assist students with technical issues, the University has established a technical support service to serve students, faculty, and staff. This service is available by email at academicservices@summauniversity.edu Response time for technical request issues is within 24 hours. Students are also encouraged to check the technical issues Frequently Asked Questions (FAQ) section of the Institution's website. Additionally, technical support issues may be addressed directly with SUMMA University staff by phone at (786) 477-6455, Monday through Friday, from 9:00 AM to and 5:00 PM (Eastern Standard Time).

4.5 Online Library Resources

SUMMA University online library is provided by AQUINAS, EBSCO "Business Source Complete", and e-libro.

The Library and Information Resources Network, a 501(c)(3) nonprofit corporation formed in 1996, is a consortium of educational institutions that have joined together to share access to information resources.

AQUINAS® members enjoy the benefits of group purchasing, a centrally managed authentication gateway, on and off campus access for their students, as well as hosted proxy services, a powerful federated search solution, and our new consortium librarian service.

The AQUINAS® collection provides students with millions of peer-reviewed and full-text journal, magazine, and newspaper articles, e-books, podcasts, audio, and video resources to support their academic studies from ProQuest, Gale Cengage, EBSCO, eLibrary, Books24x7, and more, covering topics for General Education, Business, and Medical programs. http://icolc.net/consortia/273

EBSCO, Business Source Complete: a full-text content and peer-reviewed business journal, this database is the essential tool for business students. It covers all disciplines of business, including marketing, management, accounting, banking, finance, and more. Indexing and abstracts and full text are available back as far as 1886. Business Source Complete offers access to video content from the Associated Press, the world's leading news agency. Videos relevant to the search terms will appear in a carousel in the result list. With footage from 1930 to the present and updated monthly, this collection of more than 60,000 videos covers a wide variety of topics. In addition, the "Company View" component of Business Source Complete provides detailed company information for more than 1.1 million of the world's largest public and private companies. Data includes financials, subsidiaries, products, employees, industry information and more. For more information visit: https://www.ebscohost.com e-libro: is A Solution for Essential Spanish Language eBooks. It has extensive content with over 84,000 titles, including monographs, journal articles and historical documents. e-Libro works with multiple distribution partners to offer Spanish language eBooks from multiple publishers

For more information: http://e-libro.us/

These services provide open-access academic journals and reference materials for student use. SUMMA University employs a full-time librarian to ensure sufficient resources are available to students and to monitor usage of library resources.

In addition to these two services, SUMMA University librarian collects for the students an index of major and most significant databases freely available, to facilitate support for academic research.

The University librarian is available via e-mail to assist students, faculty members, and staff with projects or assignments through the SUMMA University library resources, the e-mail is biblioteca@summauniversity.edu

4.6   Career Services

SUMMA University is committed to the success of each student and graduate. The Academic Department has staff to provide career services through the Career Center. The Career Center provides a variety of services, information, and presentations to SUMMA University students and alumni. Some of the services offered are:

- Career coaching matches the degree programs currently offered.
- Assistance in the development of necessary career tools relating to desired careers.
- Career planning resources, and employment placement services.
- The Career Center website also has a list of workshops, networking events, panels, and webinars that students and alumni have access.

4.7   Employment Placement Services

The Career Center of SUMMA University provides advice on placement services at the request students and alumni. SUMMA University does not guarantee job placement.

Among the services offered by career center are the following:

- Resume development.

- Interviewing guidelines and simulated interview.

- Career search guidelines, tips, and coaching.

- SUMMA University maintains a database of local employers to assist students and alumni develop relationships that may lead job openings and opportunities.

- The Career Center schedules an interview with students prior to the completion of their program to design a career advancement plan and expose them to available resources. In addition, the Center can provide letters of recommendation upon the student's request.

5.   Students' Rights and Responsibilities

5.1   General Information

Academic Integrity is SUMMA University's cornerstone. Academic Integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. At the same time, Students are expected to conduct themselves with the utmost respect at all times. This means that students should treat all members of the university community with courtesy, and their behavior should reflect the basic principles of respect for each other as valuable members of the academic community. Moreover, students are expected to act with integrity and honesty in all their interactions associated with their academic endeavors pursuant to this policy.

SUMMA University has incorporated into its courses the following principles or strategies that fosters an integrity driven community:

- Include critical thinking discussions in online classes.

- Incorporate assignments that anticipate and require collaboration.

- Choose learning activities that are "distinctive, individual, and non-duplicative."

- Develop a conduct code.

- Explain what will be considered unacceptable, as described on 5.5.4 Prohibition against Cheating, plagiarism, and Fabrication on this section.

- Ask for student input on creating a community of integrity

5.2   Non-Discrimination Policy

SUMMA University admits students of any race, color, sex, age, marital status, physical disability, religion, or creed, national or ethnic origin, marital status, veteran status, or any other basis prohibited by federal and state law. University prohibits discrimination of any members of the university community and any retaliatory behavior related to reports of such conduct.

5.3   Non-Harassment Policy

Harassment is a conduct that has the purpose or effect of substantially interfering with a student's work or educational opportunity; creates an intimidating, hostile, or offensive work or educational environment; or otherwise negatively affects a student's work or educational opportunities.

SUMMA University is committed to providing an online environment that is free of harassment. The University expressly prohibits any form of harassment; including verbal, threats, demands and retaliation. Violation of this policy will result in disciplinary action, which may include suspension or expulsion, depending on the seriousness of the violation.

The University prohibits harassment by all members of its community including employees, students, and other individuals associated with SUMMA University. It is unlawful and expressly against the SUMMA University policy to retaliate against any person for filing a harassment complaint or for cooperating with a complaint investigation.

If any students or employees believes that he or she has been subjected to harassment, he or she has the right to file a complaint, either orally or in writing by contacting the Director of Academic Affairs at studentservices@summauniversity.edu or by phone at (786) 477-6455.

5.4   Code of Conduct

While attending SUMMA University, faculty members, staff and students expect a certain environment in which to study and pursue knowledge. Mutual respect and encouragement, healthy relationships, honesty, and accepting personal

responsibility for one's actions all create an atmosphere in which individuals from a variety of backgrounds and holding diverse viewpoints can learn from each other.

Furthermore, Integrity is the foundation of SUMMA University's commitment to the academic honesty of its University community. Knowledge and maintenance of the academic standards of honesty and integrity are the responsibility of the entire expects responsible behavior from students and strives to create and maintain an environment of social, moral, and intellectual excellence. When this trusted environment is violated, the academic community suffers and must act to ensure its standards remain meaningful. The vehicle for this action is the establishment of rigorous Code of Conduct prohibitions that must not be violated under any circumstance.

5.5   Prohibitions

The following prohibitions apply to all students, faculty members, and staff who participate in administration of courses, programs, and delivery of courses at SUMMA University.

5.5.1   Prohibition Against Behavioral Misconduct

Any conduct that willfully or recklessly endangers the physical or mental health of another student, faculty member, or University employee. These are some instances of behavioral misconduct that are not tolerated under any circumstances:

Physical or verbal abuse, bullying, intimidation or harassment of another person or group of persons, including any harassment based on race, religion, color, age, sexual orientation, national origin, disability, gender, or any other protected status.

Obscene or harassing communication directed toward a student, faculty, or any staff member of the University.

5.5.2   Access and Utilization of SUMMA University Resources

Use of SUMMA University contents, tools and materials without the institution's authorization is completely prohibited.

At the same time, tampering, destruction, or alterations by a student of documents, data programs or any other type of information may lead to disciplinary action including dismissal from SUMMA University.

5.5.3   Prohibition against Cheating, Plagiarism and Fabrication

Cheating is using or attempting to use materials, information, notes, study aids, purchased materials from the Internet, or other human assistance in any type of examination or evaluation that has not been authorized by the instructor or indicated in the course syllabus.

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work, which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of the original sources. Fabrication is the use of invented, counterfeited, altered, or forged information documents of any type, including any activities done in conjunction with academic courses, registration for academic courses, student appeals, etc. SUMMA University utilizes the service of Turnitin (www.turnitin.com) plagiarism prevention software to encourage Student to employ best practices in citing other people's written material. Turnitin offers a complete web-based service to manage the process of submitting and tracking papers electronically, providing instant feedback to students. Turnitin is a service trusted by 15,000 institutions and 30 million students around the world.

5.5.4   Reporting Allegations of Academic Dishonesty

Anyone may report an allegation of academic dishonesty. The allegation should be reported verbally or in writing to the faculty member responsible for supervising the course or activity during which the allegation occurred.

5.5.5   Resolution of Allegations of Academic Dishonesty

Whenever the faculty member associated with the course in which the alleged academic dishonesty has occurred will resolve possible, allegations of academic dishonesty. These steps will be taken to assure a successful resolution:

1. The faculty member will contact the student to notify him or her of the alleged academic dishonesty.

2. The faculty member will review the circumstances surrounding the allegation with the student. The student will be given the opportunity to explain or refute the allegation.

3. If the faculty member determines that the allegation was accurately identified as academic dishonesty, the faculty member will typically give the student the opportunity to demonstrate academic integrity should this be the student's first offense.

4. The faculty member may decide to conduct a teaching/learning experience with the student to work on improving his or her academic integrity competencies and skills. The faculty member may conduct as many teaching/learning experiences as he or she feels necessary.

5. A record of the teaching/learning experience will become part of the student's official academic record, including first-time offenses.

6. Although first-time offenses typically result in a teaching/learning experience that the faculty member conducts with the student, the faculty member may also choose to issue the student a sanction.

Per university policy, faculty members are limited to two academic sanction options in cases of academic dishonesty:

1. Reduction of the grade for the assignment in question

2. Reduction of the final grade in the course (including failure of the course)

3. Additional academic work

If an acceptable resolution is not reached between the student and the faculty member, the decision of an academic sanction will rest with the Director of Academic Affairs.

5.6   Copyright violations

Faculty members, staff, and students must comply with federal copyright and trademark laws, such as the Digital Millennium Copyright Act (DCMA) that was incorporated into the Copyright Act (Title 17 of the U. S. Code): http://www.copyright.gov/title17

No one may use SUMMA University information resources and other information technology tools for unauthorized file sharing, posting of copyrighted materials as one's own, or other copyright violations.

In addition to SUMMA University sanctions, under the Digital Millennium Copyright Act, copyright infringement can result in civil and criminal liabilities for unauthorized distribution of copyrighted materials.

5.7   Disciplinary Sanctions

Sanction is a disciplinary consequence that may be issued by faculty member or the university due to a student committing an act of academic dishonesty as described but not limited to the Code of Conduct prohibitions. The disciplinary sanctions are determined on a case-by-case basis and may include but are not limited to one or more of the following faculty member sanctions: non-acceptance of submitted course work, failing grade on an assignment, lower grade in a course, failing grade in a course, written warning.

In cases where the faculty member considers that the sanctions described above are not enough, she or he may refer the situation to the Office of the Registrar for further evaluation and administrative sanctions.

Administrative Sanctions

Administrative sanctions may include academic warning and suspension from the university, or dismissal from the university in the form of administrative withdrawal, and cancellation of previously awarded course credits or degrees.

Academic Warning

A written warning may result from engaging in prohibited conduct; it describes certain conditions students must meet to continue to have access to the online platform.

Suspension from the University

A student suspension for a period with reinstatement thereafter, provided that the student has complied with all conditions imposed as part of the suspension and provided that he or she is otherwise qualified for reinstatement. Violation of the conditions of suspension or of University policies during the period of suspension may be cause for further disciplinary action, normally in the form of dismissal from the University. Administrative Withdrawal

Administrative withdrawal is a university-initiated separation of a student from the university. It may occur for a variety of reasons. These reasons may include a) university determination that the student is no longer attending classes, b) lack of payments from the student, c) violations of the code of conduct, and d) failure to comply with published university policies.

Notification

If it is determined that a university disciplinary sanction, administrative sanction or administrative withdrawal is warranted, the student will be notified by e-mail to his or her official SUMMA University e-mail. This notification will be followed up by a phone call to the student's phone number on record.

5.8   Student Grievance Policy

This policy provides a structured process for resolving problems, complaints, or grievances relating to the execution of institutional policies or procedures. University ensures that students will not be subject to unfair actions as a result of their initiation of a grievance proceeding.

A grievance is a complaint against an individual based on specific facts that there has been a misinterpretation, misapplication, discriminatory application, or violation of a university policy or procedure that may or may not include a violation of rights as set forth in Code of Conduct.

Initial Process

Before filing a written grievance, the aggrieved individual is encouraged to make a good faith effort to talk with the party against whom he or she has a grievance to come to an amicable resolution. For this initial process, the aggrieved party may contact the Director of Student Services for assistance in the resolution effort.

Formal Resolution

If the aggrieved party does not receive an adequate resolution to the grievance after the initial process, he or she may submit a formal, written grievance to the Director of Student Services.

Upon receiving the grievance, the Director of Student Services will acknowledge receipt of the grievance and inform all involved parties that a formal resolution process has been initiated and that the grievance is being referred to a Grievance Review Panel.

A Grievance Review Panel is an independent review panel appointed by the Director of student services to which all student grievances are referred during the formal resolution process.

Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the Grievance Review Panel. This information must include:

1. The individual(s) or department(s) against whom the grievance is directed.

2. A brief description of the grievance, including the date(s), time(s), and place(s).

3. Any efforts to resolve the matter during the initial resolution process.

4. The corrective action the grievant is seeking.

After receiving all relevant materials, the Grievance Review Panel (the Panel) will meet to review the materials and issue a decision as soon as feasible. The Panel will provide sufficient opportunity to all parties to state in writing their perspective in the case in case it feels additional information is required. Upon evaluating all evidence, the Panel will issue a decision and set forth a resolution to be implemented. Both parties have the right to appeal the Panel decision, as described in the Formal Appeal Process.

Formal Appeal Process

In case of an appeal is requested by either party, a written appeal request must be submitted to the Director of Student Services by e-mail within 10 days of receiving the Panel formal resolution decision. Upon receiving the appeal request, the Director of Student Services will acknowledge receipt of the request and inform all parties involved that a formal appeal process has been initiated.

The Director of Student Services will designate a University Staff member or faculty member to serve as a reviewer. The designee will receive and review all prior evidence, records, evaluations, and Grievance Panel decision associated with the grievance. Following the review, the designee will issue a decision and report it to all involved parties. The decision will do one of the following:

a) Uphold the findings of the Panel.

b) Reverse the findings of the Panel.

c) Direct the Panel to provide additional information.

d) The designee will determine his or her own findings. In the event the designee requests additional information from the Panel, the involved parties will be notified of a revised time frame for the determination of the grievance.

The decision of the president's designee is final. A record of the final decision and all related materials will become part of the student's official academic record and upon request, will be made available to all University boards and any appropriate regulatory bodies.

External Resolution

If a complaint cannot be resolved after exhausting the institution's student grievance policy procedures, the student may file a complaint with the Florida Commission for Independent Education; 325 W. Gaines St.; Suite 1414; Tallahassee, FL 32399; 888.224.6684. Students must contact the commission for further details.

Student Responsibility for University Communication

SUMMA University uses e-mail as the official means of notifying students of important university business and academic information concerning registration, deadlines, student accounts (including tuition and fees), academic progress and problems, and Many other critical items for satisfactory completion of a University degree program. The university sends all communications to a university official e-mail address to ensure that there is one repository for that information. Every student must check the University official e-mail regularly to avoid missing important and critical information from the university.

Additionally, each student must have an up-to-date emergency e-mail address and cell phone number by which to be reached in case of an emergency. Also, both permanent and local mailing addresses must be on record, so that any physical documents that must be mailed can be delivered.

5.9   Formal Appeal Process

In case of an appeal is requested by either party, a written appeal request must be submitted to the Director of Academic Affairs by e-mail within 10 days of receiving the Panel formal resolution decision. Upon receiving the appeal request, the Director of Academic Affairs will acknowledge receipt of the request and inform all parties involved that a formal appeal process has been initiated.

The Director of Academic Affairs will designate a University Staff member or faculty member to serve as a reviewer. The designee will receive and review all prior evidence, records, evaluations, and Grievance Panel decision associated with the grievance. Following the review, the designee will issue a decision and report it to all involved parties. The decision will do one of the following: a) uphold the findings of the Panel, b) reverse the findings of the Panel, c) direct the Panel to provide additional information, or d) the designee will determine his or her own findings. In the event the designee requests additional information from the Panel, the involved parties will be notified of a revised time frame for the determination of the grievance.

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Additionally, each student must have an up-to-date emergency e-mail address and cell phone number by which to be reached in case of an emergency. Also, both permanent and local mailing addresses must be on record, so that any physical documents that must be mailed can be delivered.

5.9.2   Students' Obligations

Should a student fail to meet his or her obligations with respect to academic tuition and fees when due, the university may bar a student's registration, refuse admittance to the online platform, restrict library privileges, or withhold certificates and diplomas, until such obligations are met. Continued failure to meet student obligations may result in Academic Withdrawal from the university.

5.10   Satisfactory Academic Progress (SAP)

Criteria for Maintaining Satisfactory Academic Progress

1. Minimum GPA: Students must maintain a minimum cumulative GPA of 3.0 as assessed at the end of each term.

2. Credit Hours Completion (Pace): Students must successfully complete 67% of the total credit hours attempted.

3. Maximum Timeframe for Completion: Students must complete their master's degree program in a maximum timeframe of eighteen (18) months and twenty-one (21) months for the EMBA degree program.

The Academic Coordinator reviews students' academic progress at the end of each term to identify students at-risk of not meeting SAP requirements and may be placed on Academic Warning. Failure to meet Satisfactory Academic Progress (SAP) standards within the timeframe allotted results in academic probation, and eventually academic withdrawal.

5.10.1 Academic Warning, Probation, and Withdrawal Policy

Students may be placed on academic warning, academic probation, or academic withdrawal, based on their performance relative to Satisfactory Academic Progress (SAP) criteria. Additionally, the following outlines a clear path for students to return to good standing and achieve academic success.

Academic Warning

Students are placed on academic warning when their performance does not meet the Satisfactory Academic Progress (SAP) criteria. This status serves as a formal initial notification of the need for academic improvement. During the next term, Academic Advisors contact students weekly to ensure they are achieving their academic goals. Students must attend any required academic support sessions or workshops. Students on academic warning must return to good standing by the end of the next term.

Academic Probation

Students are placed on academic probation when their performance does not meet Satisfactory Academic Progress (SAP) criteria for a second consecutive term. This status serves as a formal second notification of the need for academic improvement. Students on Academic Probation must meet with the Academic Coordinator to discuss their performance and develop an improvement plan. Students must meet weekly with their Academic Advisor to review progress and attend all required academic support sessions or workshops. Students must return to good standing by the end of the next two terms.

Academic Withdrawal

SUMMA University withdraws students who are unable to return to good standing within two academic terms after being placed on Academic Probation. Students withdrawn for not maintaining Satisfactory Academic Progress can appeal their withdrawal if there were extenuating circumstances that contributed to their lack of academic progress within ten (10) days following their withdrawal from SUMMA University.

5.10.2 Appeals Process for Academic Withdrawal

Students who have been academically withdrawn can submit an appeal and request reconsideration of their academic status by following the process outlined below.

Eligibility for Appeal

Students who have been academically withdrawn may appeal the decision if they believe there were extenuating circumstances that contributed to their academic difficulties. Eligible reasons for appeal may include:

- Medical issues or personal emergencies

- Family or significant life events

- Administrative errors or discrepancies

- Other factors beyond students' control

Appeal Submission Procedure

Students must submit a written appeal to the Academic Coordinator by sending an email to studentservices@summeuniversity.edu Appeals must be received within 10 (ten) business days from the date of academic withdrawal. Late appeal submissions will not be reviewed.

Students must submit the following documentation with their appeal:

- A detailed explanation of the reasons for the appeal.

- Supporting documentation relevant to the circumstances (e.g., medical records, letters from professionals, or other relevant evidence).

- A proposed plan for addressing academic deficiencies, timing expected to do so, and plan for ensuring future success.

Appeals Review Process

The Academic Coordinator conducts an initial review of the appeal to ensure all required documentation and information were received. The Dean schedules a meeting with the student to discuss the appeal in detail. The Dean and the CAO review the appeal based on the provided information, documentation, and any additional input from the student expressed during the initial meeting. The Dean and the CAO makes a decision based on the results of this comprehensive review. Possible outcomes include:

- **Approval:** The appeal is accepted, and the student's academic withdrawal status is reconsidered. The student may be allowed to return to their program under Academic Probation and must return to good standing within two academic terms.

- **Denial:** The appeal is denied, and the academic withdrawal status remains in effect.

The Academic Coordinator notifies students within 15 (fifteen) business days of the appeal submission.

Post-Appeal Actions

If Approved:

- **Reinstatement:** The student will be reinstated into their degree program under Academic Probation and have two academic terms to return to good standing and must meet goals outlined in the improvement plan. Students must meet weekly with their Academic Advisor to review progress and attend all required academic support sessions or workshops.

If Denied:

- **Final Decision:** The decision of the Academic Appeals is final. The student must adhere to the academic withdrawal status and may explore alternative options such as reapplication or seeking additional support. Students may re-apply to SUMMA University six (6) months following their academic withdrawal.

This appeals process ensures that students have a fair opportunity to present their case and seek reconsideration of their academic withdrawal status. The goal is to support students in overcoming academic challenges and achieving their educational goals.

5.10.3   Re-Admission Process for Students Academically Withdrawn

Students who have been academically withdrawn for not meeting Satisfactory Academic Progress (SAP) are eligible to re-apply for admission to SUMMA University after a minimum period of six (6) months from the date of their academic withdrawal.

Re-Admission Process

1. **Completion of Re-Admission Application:** Students must complete a re-admission application letter and email it to the CAO at claudia.sandoval@summauniversity.edu.

2. **Submission of Supporting Documentation:** Students must submit a detailed letter explaining the reasons for their previous academic difficulties and the steps they have taken to address these issues, including any evidence of additional academic work or activities undertaken during the withdrawal period to improve skills and knowledge that supports their readiness to resume their studies.

3. **Meeting with Academic Coordinator:** Students must schedule a meeting with the Academic Coordinator to discuss their re-admission application, review their academic plan, and ensure that they understand the SAP requirements and will participate in University provided support services.

4. **Review of Re-Admission Application:** The Academic Coordinator, Dean, and CAO reviews the re-admission application and supporting documentation to determine the student's eligibility for re-admission. They consider faculty such as the student's previous academic record, the actions taken during the withdrawal period, and the likelihood of future academic success.

5. **Decision Notification:** The Academic Coordinator notifies students in writing of the University's re-admission decision within 30 days of receiving their application. If re-admitted, students receive a re-admission packet with information on their academic plan, registration procedures, and available support services.

6. **Academic Probation Period:** Re-admitted students are placed on academic probation and have two consecutive academic terms to return to good standing. During this probation period, students must meet with the Academic Coordinator regularly (bi-weekly) and adhere to an individualized improvement plan to help them return to good standing.

7. **Monitoring and Support:** The Academic Coordinator closely monitors students' progress during the probation period and provides guidance and support to help them succeed. Failure to return to good standing in two consecutive academic terms following re-admission may result in academic dismissal.

8. **Re-Evaluation of Academic Status:** The Academic Coordinator reviews students' academic progress at the end of each term. If at the end of the probation period, the student has met the SAP requirements, they will return to good academic standing and be removed from Academic Probation. If the student has not met the SAP requirements, further actions, including potential academic dismissal, will be taken.

5.11 Privacy of the Student: Family Education Rights and Privacy Act (FERPA)

SUMMA University complies with the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA), which regulates the confidentiality of data in student's educational records and the terms for its disclosure. The educational records protected, whether in electronic or any other format are the following:

Documents collected or created during the application process, including but not limited to the university application, professional history, and transcripts.

Documents collected or created during the course of an academic program, including but not limited to transcripts, test scores, grades, university advising records, financial information, academic dishonesty records, and records of educational services provided to the student.

Official correspondence to or from a student pertaining to his or her academic progress, advising, financial status, learning disability records, physical disability records, academic dishonesty records, and disciplinary records.

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) FERPA provides students certain rights with respect to their educational records. The rights include:

1. The right to inspect and review the student's educational record within 45 days of the university receiving a request for access. Students must submit a written request to the Office of the Registrar and identify the record(s) they wish to review. The Office of the Registrar will make arrangements for access and notify the student of procedures for records access and inspection.

2. The right to request the amendment of the student's educational records where the student believes information is inaccurate or misleading. Students may ask the university to amend a record they believe is inaccurate or misleading. To do so, students must submit a written request to the Office of the Registrar clearly identifying the

part of the record they want changed, specifying why the record is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when he or she is notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information contained in educational records, except to the extent that FERPA authorizes disclosure without consent. The university discloses education records without a student's prior consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); and a person Serving on the University Board of Directors. A school official has a legitimate educational interest if an education record must be reviewed in order to fulfill his or her professional responsibility. Upon request, the university may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education alleging failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education

400 Maryland Ave. SW Washington, DC 20202-4605 Phone: 202.260.3887

Fax: 202.260.9001

Disclosure of Student Information

Information contained in a student's educational record that generally would not be considered harmful or an invasion of privacy if disclosed to outside organizations is considered directory information. Any individual or agency may release directory information without prior student consent upon request.

Directory information is defined as the following:

1. Learner name

2. State or country of residence

3. E-mail address

4. Primary phone number

5. Program

6. Certificates or degrees received, and dates conferred

7. Dates of attendance

8. Photographs (individual photographs posted by students in the online course platform or group photographs taken at public events; this does not include photographs to be used for marketing materials)

9. Anticipated graduation date

10. Honors and awards

Withholding Consent for Disclosure

FERPA provides students the right to withhold disclosure of their directory information. Students are encouraged to carefully consider the ramifications of withholding directory information. Without subsequent written consent from the student, withholding the disclosure of directory information will prohibit the university from publishing the learner's name

in commencement programs, completing employer verifications, and complying with other common requests for directory information.

Students who want to withhold consent for the disclosure of their directory information may do so by contacting the Office of the Registrar. The Registrar will identify the records of these students, and their directory information will not be released.

Website User Information

SUMMA collects information about your interactions with the Site, such as the pages or content you view, searches you make, and other actions on the Site.

Log Data and Device Information

We automatically collect certain technical and device information when you access and use the Site, even if you have not yet created a personal ID and password. That information includes, among other things: details about how you have used the Site (including if you clicked on links to third party applications), IP address, access dates and times, specific hardware and software information, device information, unique identifiers, crash data, cookie data, and the pages you have viewed or engaged with before or after using the Site.

Analytics

We use data analytics to ensure site functionality and improve SUMMA Site. We use mobile analytics software to allow us to understand the functionality of the applications on your phone. This software may record information such as how often you use the applications, what happens within the applications, aggregated usage, performance data, app errors and debugging information, and where the applications were downloaded from.

Cookies and Similar Technologies

Along with your IP address, we use cookies and similar technologies regarding which pages you visit on our Site, information about which page led you to our site, and the software you use to visit our site. We may automatically collect device- specific information when you install, access, or use our website or applications. This information may include information such as the hardware model, operating system information, app version, app usage, debugging information, browser information, and unique device identifiers.

Payment Transaction Information

We collect information related to your payment transactions through the SUMMA Site, including the payment instrument used, date and time, payment amount, payment instrument expiration date and billing postcode, PayPal email address, your address, and other related transaction details. This information is necessary to allow the provision of payment services.

Last, we may disclose Personal Information as we believe to be necessary or appropriate: (a) under applicable law, including laws outside your country of residence; (b) to comply with legal process; (c) to respond to requests from public and government authorities including public and government authorities outside your country of residence; (d) to enforce our terms and conditions; (e) to protect our operations or those of any of our affiliates; (f) to protect our rights, privacy, safety or property, and/or that of our affiliates, you or others; and (g) to allow us to pursue available remedies or limit the damages that we may sustain.

Choice/Opt-Out

Our Site provides Users with the opportunity to opt-out of receiving future communications from SUMMA and its partners upon SUMMA's request for information from the User.

Users may have their Personal Information removed for purposes of future communications by submitting their request in any of the following manners:

Via email to studentservices@summauniversity.edu or

Via telephone by contacting (786) 477-6455; or

Via mail correspondence by sending a request to:

SUMMA University, 8400 NW 36th St #450, Doral, FL 33166, EE. UU.

SUMMA will try to comply with User request(s) as soon as reasonably practicable. If you opt out of receiving marketing-related messages from us, we may still send you important administrative messages.

Disclaimer

SUMMA's Site provides information on various topics. While our staff strives to provide accurate information to our Users, we cannot guarantee the 100% accuracy or reliability of the Site's content.

This Site provides links to sites of other entities solely as a convenience to our Users.

SUMMA does not endorse these companies nor are we responsible for the privacy practices or the content of such web sites.

EU General Data Protection Regulation (GDPR)

As of May 25, 2018, SUMMA complies with the EU General Data Protection Regulation (GDPR). For more information on the GDPR and its requirements, please visit https://www.eugdpr.org

Data Processing

Any personal information collected about EU visitors via our Site is processed in the United States by SUMMA. When you provide personal information to SUMMA, you consent to the processing of your information in the United States. Our Site is hosted in the United States.

Security

SUMMA employs industry standard security measures to ensure the security of information and to best protect and prevent the loss, misuse, and alteration of the information within our control. However, the security of information transmitted through the Internet can never be guaranteed. SUMMA is not responsible for any interception or interruption of any communications through the Internet or for changes to or losses of information. Users of our Site are responsible for maintaining the security of any password, user ID, or other form of authentication involved in obtaining access to password protected or secure areas of any SUMMA websites. In order to protect you and your information, SUMMA may suspend your use of our Site, without notice, pending an investigation, if any breach of security is suspected. Access to and use of password protected and/or secure area of our Site is restricted to authorized Users only. Unauthorized access to such areas is prohibited and may lead to criminal prosecution. If you have reason to believe that your interaction with us is no longer secure (for example, if you feel that the security of any account you might have with us has been compromised), please immediately notify us of the problem by contacting us in accordance with the "Contacting Us" section herein.

6. Admission to SUMMA University

6.1 Admissions Requirements for Degree Seeking Students

All students wishing to be considered for admission to a SUMMA University graduate program must complete the application and meet the following requirements:

- A Baccalaureate Degree (4-year undergraduate degree) or its equivalent from an institution accredited by an agency recognized by the US Department of Education or the Council for Higher Education Accreditation (or its international equivalent). Students must submit official transcripts received by SUMMA University directly from the sending institution.

- Resume: All applicants must submit an updated professional resume. The resume needs to outline relevant work experience and, where applicable, include detailed information on managerial roles.

- Recommendations: Submit two letters of recommendation that address applicant's potential for study at the graduate level and for a successful career in business.

- Valid government-issued ID from your country of origin or country of residence.

- Experience: Demonstrate at least 3 years of professional work experience. This requirement only applies for admission to the Executive Master of Business program.

The applicant may request consideration for transfer credits as per the Transfer Policy (See Section 6.5 Transfer of Credits of this Catalog for details) for equivalent graduate level coursework successfully completed previously at another institution.

SUMMA University reserves the right to deny admission to any applicant based on their overall application.

Disclaimer: Students who move outside the state of Florida are required to communicate their planned/new address of residence to SUMMA University right away. Students may not be able to continue their program with SUMMA University upon leaving Florida, based on the higher education licensure, approval, and/or regulatory requirements in place in each respective State or Territory.

6.2 Language of Instruction

Programs at SUMMA University are offered in Spanish.

6.2.1 Language Requirements

SUMMA University students whose native language is not Spanish must demonstrate college-level proficiency in Spanish through one of the following for admission:

1. A Bachelor of Arts in Spanish completed at an accredited higher education institution (or its international equivalent).

2. Official documentation of an earned degree from an appropriately accredited institution where Spanish is the principal language of instruction.

3. A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an appropriately accredited institution where Spanish is the principal language of instruction.

4. A minimum B-2 Spanish proficiency level on the Diplomas de Español Como Lengua Extranjera (DELE: Diploma of Spanish as a Foreign Language) test. See Cervantes Institute for more information.

5. A minimum Spanish proficiency score on the Servicio Internacional de Evaluación de la Lengua Española (SIELE: International Spanish Language Evaluation Service) test as follows. All four modules of the SIELE test must be taken and the student must earn at least the scores indicated below. See siele.org for more information.

   a. Reading Comprehension – At least 178

b. Listening Comprehension – At least 164

c. Written Expression and Interaction – At least 167

d. Oral Expression and Interaction – At least 176

6. 95 on the Duolingo Spanish Test

7. A minimum B-2 Spanish proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through any other Spanish proficiency examination (if using a test not named above, please confirm potential acceptance with institution staff).

6.3   Technical Requirements

The online learning environment at SUMMA University requires that the students' computer meet the following minimum technical requirements to provide an optimal learning experience:

Minimum Hardware Requirements:

- Processor: Pc Pentium IV

- Sound Card: 16 Bits Full-duplex.

- Webcam

- Graphics support: SVGA 1024 x 768 Minimum Software Requirements:

- Operating System: Microsoft Windows Vista or higher, Apple Mac OS X or higher or Linux.

  o Internet Explorer 8 or newer version

  o Mozilla Firefox

  o Google Chrome

- Flash Player: Macromedia/Adobe Flash Player 8 or newer version.

Courses are designed to be displayed on tablets: iPads, Windows, and Android based.

6.4   Technological Competencies

All students are required to have certain computer competencies before entering the program. The program is delivered utilizing online delivery requiring student familiarity and competencies in the following areas:

- Use of a web browser to access course and program material on the Web.

- Use of word processing and spreadsheet programs such as the ones provided by Microsoft Office Suite.

- Interact with University staff, students, and faculty via email and the Web.

- Use appropriate antivirus utilities so that files transmitted and received are virus free.

6.5   Transfer of Credits

Students who wish to transfer credits to SUMMA University must meet the regular admission requirements of the Institution. Students should notify the University of their intention to have their previous courses considered for transfer credit. Applicants with previous graduate studies must submit prior university transcripts and course syllabus for each course the applicant requests to transfer.

SUMMA University will accept only those credits considered equivalent to the courses of the selected program of study from an accredited or national recognized institution. The acceptance of any credits is solely at the discretion of SUMMA University administration.

Additionally, students must comply with the following:

- The minimum acceptable grade for transfer of prior coursework is a letter grade of "B".

- Course and program of study description certified by the originating Institution (for example, Catalog, program guide, or an official letter from the institution verifying its validity.)

- Provide copies of original course syllabus or course content documents for full evaluation to assist SUMMA University in determining the level of content matches the equivalent course at SUMMA University. The content match between the two courses must be at least 50% to be considered for the awarding of transfer credit.

- Additional documents may be required at the discretion of SUMMA University to fully evaluate your transfer request.

- All previous coursework must have been completed within the past ten (10) years.

- In any event, SUMMA University will have the final decision in approving transfer credit.

Students may appeal against the denial of transfer credit as per the following process:

5. The student must request the revision with the Registrar in writing within ten (10) days of the ruling on a credit transfer request.

6. The Registrar will review the petition and may request additional documentation and/or an interview with the student to assist in the appeal process.

7. The Registrar shall make a response to the appeal request within fifteen (15) days.

It is important to note that the transfer of credits both to and from SUMMA University will be accepted solely at the discretion of the receiving institution. It is the student's responsibility to confirm whether or not another institution will accept credits from SUMMA University.

No guarantee of transfer of credits is made or implied by SUMMA University.

Students will receive a grade of "T" for courses taken at another institution that are being transferred in for required courses at SUMMA University. The grade of "T" has no effect on the student's cumulative GPA or successful completion of courses. However, a grade of "T" is added to hours attempted within the specified minimum time frame.

6.5.1   Maximum Transfer Credits Accepted

SUMMA University reserves the right to make the final determination of the number of transfer credits that are accepted. At least 50% of the degree program course credits should be completed at SUMMA University.

6.5.2   Challenge Examinations and Prior Learning

SUMMA University does not have challenge examinations, standardized tests, nor recognizes prior learning/experience for transferability of credits.

6.6   Student Identification Verification

Each student is assigned a unique username and password to log into the university learning management system. Students are responsible for providing their complete and true identity information in any identification verification process.

All users of the university platform are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to an individual for exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited. It is against university policy for a user to give someone his or her password or allow others to use his or her account. Users are responsible for any and all users of their account. Users are responsible for all activity on their accounts.

As part of the application process, students must verify their identity by submitting a valid form of government-issue identification. Once enrolled, students receive a username and a password to access the Moodle LMS, which is unique to them. The following process has been implemented to verify student identity properly and effectively.

Admission Process and Initial Verification

- ID Comparison: During the admissions process, students submit a government-issued ID that International Academic Advisors use to compare with other submitted documents, such as transcripts and application forms, to verify consistency and authenticity.

- Enrollment Agreement (EA): Students must complete and sign the Enrollment Agreement, which must match the information students provided with their application.

- Telephone Verification

- Periodic Calls: International Academic Advisors conduct periodic telephone calls with prospective and newly enrolled students. During these calls, the International Academic Advisor asks students to verify specific information that they have submitted in their Enrollment Agreement and other documents.

- Director of Enrollment Calls: The Director of Enrollment also makes follow-up calls to verify certain details and ensure the authenticity of students' identity. This step adds an extra layer of verification to the process.

Ongoing Verification During Enrollment

- Monthly Communication: Throughout their enrollment, students receive monthly phone calls and emails from the Student Services Team to confirm their identity and verify their continued engagement with the program. As a minimum, each student receives a follow-up call every month. If specific support is required, additional calls are scheduled and conducted, as needed, to provide more personalized assistance.

- Document Updates: Students must update their personal information annually, particularly their telephone contact numbers and physical mailing addresses. These updates are important to ensure that students receive their graduation documents at the end of the program, upon completion. The information is verified against existing records to maintain continuity and accuracy throughout their enrollment.

Proctoring System for Exams

- Respondus Proctoring System: SUMMA University utilizes Respondus, a leading proctoring software, to secure the identity of students during examinations. Respondus provides a robust system for monitoring and verifying student identity through several methods:

- ID Verification: Before starting an exam, students must show their ID to the webcam. The system captures and verifies this information to ensure the same student completing the exam is the same student who enrolled in the program and course.

- Behavioral Monitoring: Respondus monitors the student's behavior during the exam to ensure that the individual taking the exam is the enrolled student.

- Facial Recognition: The software also uses facial recognition technology to match the student's face with their ID and previous records.

7. Cost of Attendance and Financial Policies

7.1 Tuition and Fees

Price per Credit	**US $131.20** – Executive Master of Business Administration. ***Total: ($5,510.40 / 42 credits)*** **US $123.35** – Master of Science in: Digital Marketing, Finance, Project Management, Risk Management, Supply Chain and Logistics. ***Total: ($4,440.60 / 36 credits)*** **US $104.03** – Master of Education in Instructional Design and Technology. **Total: ($3,745.08 / 36 credits)**
Registration Fee	US$ 105.00 (Non-refundable One-time charge)
Graduation Fee	US$ 110.00
Return Check Fee	US$ 40.00
Official Transcript	US$ 10.00 (Each copy)
Withdrawal Processing	US$ 25.00

Incidental/Optional costs are not included above unless noted. See Optional Service Costs.

7.2 Refund Policy

Students who wish to withdraw or drop a course(s) or program must follow refund guidelines, provided they have not been funded by the university:

1. All tuition and fees will be refunded if, before the program begins, the applicant is not accepted by the University or if the student cancels within five (5) calendar days after signing the Enrollment Agreement. Application records will be kept on file for denied applicants for two (2) years.

2. Cancellation after the fifth (5th) calendar day, but before the first class, will result in a refund of all monies paid, minus the $100.00 non-refundable registration fee.

3. A student can add or drop course(s) during the first week of classes without penalties. This period is known as the "add/drop period."

4. Dropping a course(s) after completion of the first full week of classes will result in a prorated refund of tuition via the refund table below.

Refund Chart	
Withdrawal Date (Term Week)	**Refund Amount**
Before the end of Week 1	100%
Before the end of Week 2	90%
Before the end of Week 3	80%
Before the end of Week 4	0%

5.   Dropping a course(s) after the completion of week three in a term will result in no refund, and the student will be responsible for the total cost of the course(s).

6.   A withdrawal is considered to have occurred on the date the student officially submits a withdrawal form, or on the date the University determines the student ceased attendance or failed to meet published academic policies and is administratively withdrawn, whichever comes first. This is the date of withdrawal used to compute the refund.

7.   Refunds are made within 30 days of the date of withdrawal.

8.   The Office of the Registrar can be contacted for any question related to the Refund Policy by phone at (786)-477-6455 or by e-mail at registrar@summauniversity.edu

9.   No Fees are refundable except as identified in this policy.

Sample Refund Calculation: A student enrolled in a 3-semester credit hour course in the Executive Master of Business Administration program paid tuition in full prior to the term start ($131.20 per credit hour x 3 = $393.60). The student withdrew during week 2 and received a refund of $354.24 or 90% of the total amount paid.

7.3   Payment Methods

For convenience of our students, SUMMA University offers the following payment options:

By Mail:

Summa University, 8400 NW 36th St #450, Doral, FL 33166. Personal checks are accepted. All checks and money orders must be in U.S. dollars drawn on a U.S. bank to be accepted. They must be made payable to Summa University and must include the assigned student account number on the front of the check. If a personal check is returned, a fee of $35.00 will be charged.

Pay in-person:

SUMMA University accepts in-person payments at its main campus, located at 8400 NW 36th St #450, Doral, FL 33166. You can make payments Monday through Friday, between 9:00 AM and 5:00 PM (Eastern Time), using credit card, personal check, or cashier's check. To ensure a successful visit, we recommend confirming our office hours before coming to our premises. This will ensure that we are available to assist you and process your payment efficiently. Remember that we also offer other payment options, such as bank transfers, for your convenience.

Pay Online:

The student can make online payments directly on the SUMMA University website by clicking on the "Secure Payment" section. Online payments can be made with a debit/credit card (American Express, Visa, MasterCard, or Discover Card).

7.4   Student Financial Assistance

Financial assistance is not available for SUMMA University Students.

8. Academic Calendar

8.1 SUMMA University academic calendar 2025- 2026

Students take one course per month, beginning on the first of each month. The Add/Drop period for each four-week term is the first week of the month.

SUMMA University will be closed in observance of the following holidays:

- January 1, 2026 – New Year's Day

- January 19, 2026 – Martin Luther King Jr. Day

- May 25, 2026 – Memorial Day

- June 19, 2026 – Juneteenth National Independence Day

- July 4, 2026 – Independence Day

- September 7, 2026 – Labor Day

- October 12, 2026 – Columbus Day

- November 26, 2026 – Thanksgiving Day

- December 25, 2026 – Christmas Day

- December 31, 2026 – New Year's Eve