



# ST. THOMAS UNIVERSITY

## Global American Learning

# CATALOG

## valid through July 31, 2025

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## 1. GENERAL INFORMATION

### 1.1 Who We Are

St. Thomas University, Global American Learning, is promoted and controlled by American E-Learning Investments, Inc. (AEI), a company incorporated in Wyoming. The founders have been working in the field of quality education for several decades. All their initiatives have consistently been recognized by the competent authorities of the nations where they have operated by obtaining the necessary authorizations for operation and recognition of the degrees awarded.

Socially committed nonprofit organizations have decided to invest further in education, fully realizing that the insufficiency of culture and the explosive growth of knowledge concentrated in the hands of privileged elites have only increased the well-being of some and much less that of others.

They fully endorse the goals highlighted in the 2030 Agenda and are supported by all United Nations member states. They will focus all their actions based on the three principles enunciated by the Nobel laureates of Economics:

1. **Fight poverty with cultural innovation**
2. **Competitiveness with technological innovation**
3. **Increasing productivity by promoting cooperation and collaboration**

STU is an independent institution in which higher education is based on high-level studies aimed at broadening knowledge and contributing to the betterment of the society in which it operates from a developmental perspective as a function of progress and with a new and far-reaching vision that especially involves the lower classes in building a dynamic, meritocratic and resource-conscious society. STU maintains its independence and freedom from any external political or economic power; it is a culturally open university in which the variety of personal experiences and backgrounds is valued and encouraged because it is precisely these differences that foster mutual knowledge, understanding of social phenomena, the development of knowledge and the education of future citizens of a globalized world.

The values that guide and inspire all activities of the entire community of students, faculty, and administrative staff are meritocracy, integrity, respect, openness, pluralism, social responsibility, and differences in gender, ethnicity, religion, age, nationality, ability, socio-economic status, and geographic origin are valued and welcomed by the entire STU community in a context of mutual respect.

### 1.2 Mission Statement

***The mission of St. Thomas University is to provide an international online degree site to deliver higher education courses and degrees primarily for the social and economic development of disadvantaged and underrepresented populations.***

### 1.3 Purposes

STU seeks to actively participate in the educational process by educating the growing educational needs in the development process. This creates a massive gap between Western economies and so-called "emerging" countries, which generates significant social and economic tensions. Access to education is one of the main factors of social inequality and the common denominator of the ills that afflict this historical moment: ills that must be cured addressed the growing awareness of the advantage of solidarity, adapting, first of all, more than the economic model, the educational model which, in this regard, plays a role of primary importance. STU wants to intervene in areas where quality education is still inaccessible to most of the population to reduce this main factor of social and economic inequality. The lack of adequate education has lifelong consequences. It is a deficiency that, more than others, tends to make socioeconomic conditions preclude children from improving their social and economic conditions compared to their fathers, making poverty hereditary.

In addition, new technologies are radically reshaping almost all areas of educational activity. They offer massive opportunities for those who can use them and acquire the necessary skills.

They pose a severe obstacle for those without educational skills and are relegated to the margins of change.

### 1.4 Vision

In light of the highlighted purposes, STU has developed its academic focus on the following:

- structured academic courses on the use of new technologies;
- reduction of the skills gap in the English language;
- faculty who can transfer their skills through technology;
- logistical and economic accessibility to education through the provision of online academic pathways;
- accessibility to U.S. academic education methodologies recognized internationally as the best for preparing knowledgeable and competent future citizens.

In addition:

- STU operates from a developmental perspective as a function of progress and with a new and far-reaching vision that involves especially the less affluent classes in building a dynamic and meritocratic, resource-conscious society;
- STU will provide graduates with satisfying job opportunities while strengthening their entrepreneurial attitude;
- STU ensures the University's financial security and well-being by balancing income and expenditures, engaging potential donors, and creating conditions for private support.

### 1.5 Institutional Approvals

The University of North Carolina Board of Governors has approved St. Thomas University to operate an administrative campus in North Carolina. St. Thomas University is authorized to offer advising, enrollment, recruitment, and similar postsecondary degree activities, as defined in UNC Policy Manual 400.4.1.3[R](X)(B).

### 1.6 Facilities and Library

St. Thomas University is an online university with its headquarters and project headquarters in North Carolina and several **learning centers** in strategic countries, consistent with its mission. STU's virtually connected learning centers coordinate and supervise learning activities in their area and provide a physical place for students, faculty, and tutors to interact and meet.



The building that houses St. Thomas University responds to a concept of space custom-designed for online study. All environments dedicated to STU are created with multimedia design in the service of a teaching and learning method evolved toward the digitization of information. Each space dedicated to training and knowledge is equipped with wired computing devices and touch monitors.



*St. Thomas Learning Center in the world, 2024*

As a virtual library with complete electronic resources and email support, dedicated physical space is unnecessary to perform library duties and successfully support university students and faculty. Therefore, library facilities will have adequate physical space, a librarian's computer, and two library support staff members. The library will conduct individual assessments of library resources by the program to maintain current and relevant resources that support students enrolled in study licensure programs.

### 1.7 Contact Information

<p><b>ST. THOMAS UNIVERSITY</b> <b>Global American Learning</b> 15720 Brixham Hill Avenue, Suite 300 Charlotte, North Carolina 28277 Phone: (+1) 910-315-1915 Website: <a href="https://www.sthomasuniversity.org">https://www.sthomasuniversity.org</a> <a href="https://www.stuglobal.org">https://www.stuglobal.org</a></p> <p><b>Email addresses:</b></p> <ul style="list-style-type: none"><li>➤ General Inquiries <a href="mailto:info@sthomasuniversity.org">info@sthomasuniversity.org</a></li><li>➤ Admissions and Applications <a href="mailto:admissions@sthomasuniversity.org">admissions@sthomasuniversity.org</a></li><li>➤ Courses, Exams, and Transcripts <a href="mailto:register@sthomasuniversity.org">register@sthomasuniversity.org</a></li><li>➤ Tuition Fees and Reimbursements <a href="mailto:bursar@sthomasuniversity.org">bursar@sthomasuniversity.org</a></li><li>➤ IT &amp; Media-related issues <a href="mailto:techsupport@sthomasuniversity.org">techsupport@sthomasuniversity.org</a></li><li>➤ Data protection officer <a href="mailto:dpo@sthomasuniversity.org">dpo@sthomasuniversity.org</a></li></ul>	<p><b>AMERICAN E-LEARNING INVESTMENTS, INC.</b> 400 E 20<sup>th</sup> St Cheyenne, Wyoming 82001 website: <a href="https://www.aei7.org">https://www.aei7.org</a></p> <p><b>Email addresses:</b></p> <ul style="list-style-type: none"><li>➤ Academic Inquiries <a href="mailto:acm@aei7.org">acm@aei7.org</a></li><li>➤ Investments Inquiries <a href="mailto:itz@aei7.org">itz@aei7.org</a></li><li>➤ Administrative Inquiries <a href="mailto:dn@aei7.org">dn@aei7.org</a></li></ul>
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## 2. ACADEMIC SYSTEM

### 2.1 The American System

**STU operates internationally and believes providing this information for non-U.S. students entering the U.S. academic system is necessary.**

American bachelor's degrees are four (4) years, and master's degrees are two (2) years. The American higher education system encourages experimentation, particularly during the first two years of the undergraduate experience. While students have a certain number of mandatory credits, they can choose the types of courses that fulfill those credits.

The University's requirements are thus divided into four categories: General Education Requirements (GER), Core Curriculum, Major Requirements (*or* Concentration Area), and General Electives.

GER courses provide students with broad exposure to the core liberal arts discipline, including humanities areas such as history, literature, philosophy, and religion; natural sciences such as mathematics and computer science; and social sciences such as economics, political science, and psychology. In these courses, students are encouraged to explore topics that have yet to become familiar to them, broaden their intellectual interests, and discover previously unrecognized aptitudes and skills.

Within each degree program, the student must fulfill specific requirements. These include core courses deemed by faculty to be essential to the discipline and comparable to requirements for the same degree at other recognized and accredited colleges and universities in the American higher education system. In addition to the core requirements, students choose elective courses that support the core program and courses in other discipline areas of particular interest.

In the American system, the status of the student is as follows:

- **Freshman:** A student who has completed fewer than 30 credit hours.
- **Sophomore:** A student who has completed between 30 and 59 credit hours.
- **Junior:** A student who has completed between 60 and 89 credit hours.
- **Senior:** A student who has completed 90 credit hours or more.
- **Transfer student:** A student who has changed universities or programs and intends to pursue new studies.

### 2.2 St. Thomas University System

St. Thomas University recognizes the value of the didactic methodology used to deliver "knowledge" in distance education in the American university system. Its primary objective is to create an educational environment within which human and personal relationships are dominant over the mere transit of information, even in space-time distance.

The Innovative Didactics adopted by STU takes full advantage of the potential of computer-educational technologies and, in particular, multimedia, interactivity with learning materials, human interactivity, the possibility of customizing learning paths, the interoperability of the systems used and generated during the use of technological systems, the accessibility of content and the flexibility of student use. The educational activity of STU is carried out in a web-based environment (Learning Management System - LMS).

In this system, the student is never left alone, even if isolated by the space-time distance; students are guided by the tutor and stimulated to interact with other actors in the educational process, thus realizing moments of sharing and collaborative learning.

The system adopted by the STU makes it possible to:

- significantly reduce the logistical pressure on the physical facilities;
- reduce disadvantages due to student travel;
- improve educational offerings by adapting the structure of teaching to the different needs of the student population (student-workers, off-campus students, students with disabilities);
- improve students' ability to participate in the learning process;
- improve teaching effectiveness and student performance;
- improve the student-university relationship both from an academic (connection with the teacher and fellow students) and administrative (access to secretarial procedures) point of view;
- enhance interactive classroom moments;
- provide monitoring of learning achievements through tracking.

Functionality and effectiveness in program management are ensured by the Colleges listed below, all supported by the Academic Senate and Curriculum Committee:

- College of General Studies and Digital Education.
- College of Health Sciences
- College of International Business.
- College of Innovation and Intelligence

A Self-Evaluation Committee has been established to evaluate the success of STU's educational program, which is essential to its continued growth. This committee is responsible for the ongoing evaluation of the educational program and the assessment and improvement of STU's programming.

### 2.3 STU Academic Calendar and Class Schedule

The academic year is individualized for each student in that it begins with the first course in a degree program and ends when the student has completed the required credits and weeks of class time. A week of instructional time is seven consecutive days in which classes are held. In asynchronous distance learning courses, the instructional time is based on the student completing the instructional activity. Courses related to a bachelor's degree program last five consecutive weeks; courses related to a master's program last six straight weeks. When students finish a course, they may begin the new one immediately the following week. A maximum of two courses may be enrolled in at the same time. However, STU suggests that students take one course at a time. This intensive mode allows the student to focus more attention and resources on a single topic. It is an instructional mode that enhances learning and helps students achieve their educational goals more time-efficient and outcome-oriented. Class time is measured from the first day of class or examination and does not include vacations, scheduled academic breaks, or orientation periods.





## 2.4 Assignment of Credit Hours

The student's work is measured in credit hours (CH).

To earn a bachelor's degree, the student must complete 120 approved credit hours.

To earn a **master's degree**, the student must complete at least **36-60 approved credit hours**, depending on the requirements of the specific degree.

In STU's online courses, the amount of teaching, testing, reading, and studying can vary depending on the difficulty of the material. Courses are usually 3 CH divided into smaller parts, called units, and each unit consists of two parts: an instructional part and a study part.

The **instructional part** includes video lectures, quizzes, required readings, discussions, or activities for **each CH for 11-16 hours of instructional time**.

The **study** consists of doing research, additional readings, homework, and individual study, which is **22 to 42 hours for 1 CH**.

A typical 3 CH course thus consists of 5-6 units corresponding to **33-48 hours of instructional time and 66-126 hours of study**.

A period of **internship** is required in some professional degree programs. The internship consists of tutorial sessions that prepare the student for the experience, exercises, and simulations in which technical, interpersonal, and methodological skills are developed in protected situations before or during experimentation in real-world settings; direct practical experience in the field, with supervision; sessions for reflecting on and reframing the experience; and constant feedback, which is **60 hours for 1 CH**.

## 2.5 Curricula and Plans of Study

Each student's study plan includes the compulsory activities mentioned in the preceding paragraph, any educational activities envisaged as optional, and independently chosen activities.

Credits acquired as a result of examinations that may have been successfully taken for teaching, in addition to those countable to complete the path leading to the degree, remain recorded in the student's career and may give rise to subsequent recognition. Still, the evaluations obtained should be included in the calculation of the grade point average of the profit examinations.

The courses offered are numbered:

- Numbered less than 100 are preparatory courses and do not give credit.
- Numbered 100 to 299 are courses for first-year students, sophomores, or other introductory-level courses.
- Numbered 300 to 399 are junior or senior-level courses that require in-depth knowledge of the subject matter.
- Numbered 400 to 499 are senior-level courses.
- Numbered 500 to 900 refer to post-graduate level courses.

Course objectives, prerequisites, syllabi, requirements, and evaluation procedures will be clearly stated and made available to students in a written syllabus.

Students must meet all prerequisites before registering for a course.

## 2.6 Academic Planning

St. Thomas University—through its Colleges—offers four (4) year programs of study aimed at earning Bachelor of Arts (B.A.) and Bachelor of Science (B.Sc.) degrees and two-year programs aimed at earning Master's degrees that represent excellence in the respective fields of education.

The B.A. and B.Sc. are similar types of degrees but with some differences. In general, in the B.A., about half of the courses are specific to the major, while the other half are general education requirements and electives. The B.S. is more specialized, with more than half of the courses specific to the major, leaving less room for electives. It is the student's responsibility to fulfill the degree requirements of their academic program.

Master's programs provide students with the skills needed to succeed in their chosen field, with greater specialization and projection toward interdisciplinary aspects. As students acquire a capacity for understanding and critical analysis of various topics, they will have adequate knowledge that, regardless of their chosen path, will enable them to perfect their education with third-level studies, such as the Ph.D.

In particular, the conduct of the Master's Thesis (or Capstone Project) involves student participation in research projects coordinated by faculty members of the master's degree program. Active participation in research projects will allow students to self-evaluate their propensity for advanced research activity and choose, with full knowledge, whether to continue their studies with a doctoral degree or enter the world of work.

## 2.7 STU Colleges

St. Thomas University offers bachelor's and master's degree programs with college credit and certificate programs without college credit. The respective colleges deliver programs that outline general principles.

## 2.8 College of General Studies and Digital Education

The College of General Studies and Digital Education emphasizes interdisciplinary collaboration and addresses aspects of education, pedagogy, and various fields.

General Studies includes various courses and programs to provide students with a broad education. Core or foundational courses cover essential subjects such as English composition, mathematics, natural sciences, social sciences, and the humanities. They aim to provide students with a well-rounded education and ensure a broad-based fundamental understanding of critical disciplines.

Digital Education, also known as online education or e-learning, uses digital technologies and the Internet to deliver educational content and facilitate learning. Digital education uses computers, mobile devices, and online platforms to access course materials, interact with instructors and fellow students, participate in discussions, complete assignments, and conduct assessments. With the advancement of technology and the increasing demand for flexible and accessible educational opportunities, digital education has grown significantly and continues to grow in popularity. The course of studies in Digital Education places great importance on developing educators and trainers with the skills to create supportive and inclusive learning environments that address learners' emotional, psychological, and social needs. It is committed to preventing and countering distress from educational challenges, social inequities, and other issues.



The programs offered by the College are:

**Bachelor of Science in Digital Education** with a concentration in:

- Instructional Designer in Digital Contexts
- Psychosocial Educator in Digital Settings

**Master of Arts in Digital Education** with two areas of emphasis:

- Instructional Design
- Psychosocial Educator in Digital Settings

and

**Certificate in Primary and Secondary Online Teaching**

**Certificate in Beginning English**

**Certificate in Advanced English**

**Certificate in Academic Proficiency English (\*)**

## 2.9 College of Health Sciences

The College of Health Sciences, structured as the **Schools of Nursing, Nutrition and Dietetics, Health Administration, and Public Health**, strongly emphasizes global health initiatives.

In addition, St. Thomas University emphasizes the global recognition and professional standards associated with degrees awarded by the College of Health Sciences. In addition to coursework, students will engage in practicum activities at accredited healthcare institutions worldwide.

### A. School of Nursing

The School of Nursing at St. Thomas University is distinguished by its strong emphasis on global health initiatives and is dedicated to educating tomorrow's nurses. Nurses are taking on increasingly vital roles as frontline healthcare providers in an ever-changing healthcare landscape. Our nursing students are equipped with comprehensive knowledge and skills in the most advanced technologies essential for effective patient care management.

In today's interconnected world, nurses must adhere to global standards of care, using the Internet and other technological advances to their fullest potential. However, amid this technological evolution, nursing care remains unchanged: ensuring that quality patient care is delivered by the **right individual**, at the **right time**, and the **right cost**."

The programs offered by the School are:

**Bachelor of Science in Nursing**

**Master of Science in Nursing**

**Master of Science in Public Health Nursing**

### B. School of Nutrition and Dietetics

The School of Nutrition at St. Thomas University addresses some of the most significant challenges of the 21st century, such as the sustainable production and distribution of healthy food of the highest possible quality, feeding a steadily growing world population, and optimizing existing supply chains while developing new ones. The School of Nutrition at St. Thomas University's mission is ***"To prepare distinguished graduates in the field of nutrition and dietetics that is compatible with the requirement and international standards within a good academic environment and promoting the scientific research to enhance the knowledge renaissance and the development of society."***

The School of Nutrition at St. Thomas University is a pioneer program with sustainability and a high commitment to excellence in nutrition and dietetics research and innovation. The school's programs strive to provide high-quality nutrition and dietetic education to advance the profession's practice through innovative teaching methods, research, and community-oriented programs and to enhance the nutritional well-being and health of individuals, families, and populations.

The programs offered by the School are:

**Bachelor of Science in Dietetics**

**Master of Science in Human Nutrition**

**Certificate in Sports Nutrition**

### C. School of Health Administration and Public Health

The School of Health Administration and Public Health at St. Thoms University is dedicated to cultivating leaders who will positively impact diverse healthcare environments and advance healthcare management and leadership knowledge.

Through our rigorous program, we prepare a diverse cohort of careerists to excel as future managers and leaders within healthcare provider organizations and consulting firms. We are driven by a commitment to enhancing the delivery of health services worldwide. Our curriculum is designed for accelerated learning, ensuring that our students are equipped with the skills and knowledge necessary to navigate the complexities of modern healthcare systems.

Our vision is a world where health and justice intersect seamlessly for all. Guided by the fundamental belief that health is a universal human right, our mission encompasses educating the next generation of public health leaders, conducting pioneering research, and delivering innovative solutions to safeguard and enhance the health and well-being of individuals worldwide.

Central to our mission is promoting inclusivity and equity, where diverse perspectives and identities are recognized and celebrated. Through collaborative and unified efforts, our community is steadfast in pursuing our shared vision to create a healthy and just world.

The programs offered by the School are:

**Certificates in Healthcare Administration, Leadership and Management**

**Certificates in Healthcare Risk Management**

**Certificates in Clinical Research Management**

**Certificates in Emergency Medicine and Emergency Room Management**



## 2.10 College of Innovation and Intelligence

The College of Innovation and Intelligence is an interdisciplinary institution that oversees various academic disciplines, including Computer and Data Science, Math for Artificial Intelligence, Computational Life Sciences and Bioinformatics, Software Engineering, Architecture, Web and Information Systems, Intelligent Sensing (Robotics, Real-Time Systems, and Computer Vision), and Artificial Intelligence Systems.

The curriculum of our courses is meticulously designed to cultivate the proactive and preeminent roles of computer science professionals. Our primary objective is to equip our students with the necessary skills and knowledge to contribute to developing an open and dynamic knowledge society. To achieve this, we foster collaboration between our students and professionals from diverse fields such as design, anthropology, and psychology.

Within our educational offerings, we have developed a Bachelor's degree program that imparts fundamental information technology skills. Additionally, we provide specialized Master's degree programs that delve into the most sought-after topics in the contemporary workforce. These programs are specifically designed to meet the demands of the industry and enable our graduates to excel in their respective fields.

The programs offered by the College are:

**Bachelor of Science in Computer Science** with a concentration in:

- E-Commerce and Digital Communication
- Machine Learning and Artificial Intelligence
- Information and Data Analytics
- Networks and Cybersecurity

**Master of Science in Artificial Intelligence Systems** with a concentration in:

- Computer Vision
- Methodologies
- Intelligent Robots
- Artificial Intelligence and Innovation

**Master of Science in Cybersecurity**

*and*

**Certificate in Cyber Security Foundation**

## 2.11 College of International Business

The College of International Business covers economics, business, mathematics, and statistics expertise. It aims to promote the dissemination of culture and the advancement of theoretical and applied research in economic and international disciplines. It recognizes the importance of interdisciplinary scientific input and a plurality of analytical methods and business principles, encouraging intellectual discussion and debate. On this basis, the College of International Business encourages integration and coordination between research and teaching activities.

Evaluation and reward criteria and internationalization constitute the tools for disseminating knowledge and enhancing relations with society regionally, nationally, and internationally. In this context, training young people naturally becomes a focal point of the College of International Business activities, which aims to enhance educational offerings and research projects by creating close connections and interrelationships between the latter's results and the contents proposed by the courses of study.

This is also achieved with the support and active participation of the working world's reference actors (stakeholders).

The programs offered by the College are:

**Bachelor of Science in Business Administration** with a concentration in:

- Accounting
- Finance
- Management
- Marketing
- Digital Economy
- International Business
- Green Business Management

**Master of Business Administration - MBA** with a concentration in:

- Green Management, Energy, and Corporate Social Responsibility
- Marketing and Digital Communication
- International Banking and Finance
- Cyber Risk Strategy and Governance
- Circular Economy Management

*and*

**Certificate in Introduction to International Business (\*)**

**Certificate in Fundamentals Organizational Leadership**



### 3. STU BACHELOR DEGREES

#### 3.1 Minimum Requirements for Admission

1. A high-College diploma (or equivalent) *or* if the certificate was not earned in the U.S., proof of completion of secondary College that allows for university enrollment in the applicant's home country.
2. Candidates whose native language is not English must demonstrate proficiency in the English language.

#### 3.2 General Requirements for the Acquisition of a Bachelor's Degree

To receive a Bachelor's Degree, STU students must:

1. Complete at least 120 credit hours divided as such:
  - a. General Education Requirements - 30 CH
  - b. Core Curriculum, Major Requirements, and General Electives - 90 CH.
  - c. Within the 120 credits, at least 45 CH must be obtained in upper-level credits (300-400 level).
2. At least 70% of the coursework must be completed at STU.
3. Complete core requirements and major requirements as outlined in each major.
4. Maintain a minimum of a 2.0 cumulative GPA on a 4-point scale.

#### 3.3 General Education Requirements

A minimum of 30 CH or the equivalent is required for General Education courses. General Education courses address the broad areas of human knowledge essential to a liberal arts education. Across the curriculum, particular attention is placed on written and oral communication skills.

To achieve STU educational goals and be in alignment with the STU mission, students must complete the following General Education courses in the following categories:

- **Humanities and Fine Art.**
- **Business, Social, and Behavioral Sciences.**
- **Mathematics, Natural Science, and Computer Science.**
- **Global Perspectives and Diversity** - These courses prepare students for a global and diverse world and emphasize international comparative perspectives on race, ethnicity, and gender. Courses are indicated with a **G** in the STU catalog.
- **Writing Intensive** - These courses are designed to improve and reinforce the fundamental ability to communicate effectively, which is central to a liberal arts education. The classes are indicated with a **W** in the STU catalog.

Each course may be used to satisfy only one General Education Requirement.

#### 3.4 Core Curriculum and Major Requirements

Within each degree program, the core curriculum and essential major requirements establish the requirements of each area.

#### 3.5 General Electives

For some majors, besides the core requirements, students must complete additional general electives supporting needs.

#### 3.6 Professionalizing Internship

Internship activities aim to enable the student to acquire specific skills of professional interest. To achieve these training purposes, STU activates agreements with facilities worldwide that meet the suitability requirements regarding activities, provision of services, and facilities. The minimum credits reserved for the internship are the total commitment necessary for the student to achieve the expected skills profile.



## **4. BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION**

St. Thomas University's Business Administration degree is designed to develop the tools needed to enter and impact the business world. Special attention will be paid to the economic impact of environmental issues and sustainable development as a driver of policy and growth in the 21<sup>st</sup> century. In addition to the standard business courses, the St. Thomas University Bachelor of Business Administration degree includes lessons designed to develop systemic thinking and environmental awareness. Students will create a foundation of sustainable knowledge in the business environment. To achieve this goal, the degree offers additional courses from other academic disciplines to promote interdisciplinary thinking and problem-solving. Specific attention is paid to developing students' analytical skills. The aim is to identify business problems and find innovative solutions. The curriculum is constructed to maintain an interaction between advanced theories and industry practices. After essential preparation, the student must choose a subject area for further study:

### **4.1 Major in Accounting**

Accounting is the process of recording financial transactions about a business. This includes summarizing, analyzing, and reporting these transactions to oversight agencies, regulators, and tax collection entities. Financial statements are concise summaries of financial transactions over an accounting period, summarizing a company's operations, financial position, and cash flows.

### **4.2 Major in Finance**

Finance majors will be prepared for careers in financial management and analysis, commercial and investment banking, financial institutions, financial markets, investments, portfolio analysis and management, financial planning, and multinational finance. Finance requires analyzing financial data, forecasting outcomes, determining the time value of money, integrating capital budgeting, and developing and interpreting financial statements.

### **4.3 Major in Management**

Management's heart is understanding planning, organizing, leading, and controlling organizational processes. Today's business environment requires managers who can effectively assess situations to develop plans and guide organizations through them. This degree program requires financial decision-making, managerial accounting, organizational behavior, and servant leadership courses. Graduates with this concentration will be prepared for mid- and upper-management positions, including heads of department, directors, operations managers, and general managers.

### **4.4 Major in Marketing**

Marketing emphasizes branding and promoting products and services to the public, targeted through specific demographics. Marketing touches many areas, so students will be well-versed in advertising, communications, consumer behavior, public relations, marketing strategy, reset business law, management, economics, finance, computer science, mathematics, and statistics.

### **4.5 Major in International Business**

International business is an interdisciplinary program that combines courses in economics, business, international law, foreign languages, and other areas to ensure that students are adequately prepared for positions in global companies, banks, government agencies, and others.

### **4.6 Major in Digital Economy**

The digital economy refers to the economic output generated by the billions of online connections made daily between people, devices, and businesses, mainly due to mobile technology, the "Internet of Things" (IoT), and big data. The digital economy integrates the digital sector and includes the application of economic segments known here as the digitized economy.

### **4.7 Major in Green Business Management**

Green business management trains professionals to work in all types of organizations but provides further specialization in green or greening operations. In today's world, green business management prepares managers and their companies to reassess business models about the economy, social relations, and the environment.

### **4.8 Educational Objectives and Methodology**

The program aims to develop a multidisciplinary, international, multi-comprehensive, and comparative business and management curriculum. Students' experiences are enriched by exposure to the cultural, historical, social, and linguistic aspects of critical factors for professional success, fostered by the international community at St. Thomas University. Future managers and business leaders will be expected to understand the economy, society, and culture of the geographical areas currently regarded as significant players in the world regarding economic, cultural, and social openings, such as North America, Asia, and Europe.

### **4.9 Job Opportunities**

St. Thomas University's Business Administration graduates will have developed the tools and experience needed to succeed as entrepreneurs and managers.

The managerial skills acquired in this program can be applied to various companies.

### **4.10 Curricular Program**

Students must satisfy the following degree requirements:

#### **A. THE GENERAL EDUCATION REQUIREMENTS (30 CH)**

##### **Humanities and Fine Arts**

ENG 110 - English Composition III

ENG 390 - Public Speaking

One course in English Literature



**Social and Behavioral Sciences Business**

LAW 100 - International Law  
SOC 300 - Sociology of Media and Communication

**Mathematics, Natural Science and Computer Science**

COM 105 - Introduction to Computer Science  
One course in Mathematics  
One course in Natural Science

**Writing Intensive**

ENG 210 - English for Business Studies (W)

**Global Perspectives Diversity**

POL 200 - Global Poverty and International Responsibility (G)

**B. CORE CURRICULUM (48 CH)**

BUS 110 - Introduction to Business  
BUS 140 - Introduction to Accounting  
BUS 220 - Principles of Sustainable Management  
BUS 230 - Green Business Strategy  
BUS 240 - Human Resources Management  
BUS 270 - Principles of Marketing  
BUS 350 - Business Strategies  
BUS 460 - Operations Management  
BUS 470 - Global Risk Management  
ECO 150 - Microeconomics: The Principles of Human Action  
ECO 160 - Macroeconomics: Theory  
LAW 200 - Business Law and Ethics  
MAT 150 - Foundations of Probability and Statistics  
MAT 240 - Financial Mathematics  
BUS 495 - Senior Project (6 CH)

**C. MAJOR REQUIREMENTS (18 CH)** Students must select one of the following concentration areas:

**Accounting**

BUS 200 - Financial Accounting  
BUS 380 - Public Accounting  
BUS 390 - Business Analysis and Valuation  
BUS 410 - Financial Reporting and Strategic Cost Analysis  
BUS 415 - International Accounting and Reporting  
ECO 390 - Managerial Accounting

**Finance**

BUS 250 - Principles of Finance  
BUS 480 - Capital Markets and Risk Management  
ECO 310 - Corporate Finance  
ECO 330 - Public Finance  
ECO 340 - Entrepreneurial Finance  
ECO 370 - International Finance

**Management**

BUS 420 - Knowledge and Information Management  
BUS 425 - Production Innovation and Technology Management  
BUS 435 - Strategic Business Management in an International Context  
BUS 450 - Management and Entrepreneurship  
BUS 455 - Leadership and Organizational Behavior  
BUS 465 - Supply Chain Management

**Marketing**

BUS 290 - Promotion and Advertising  
BUS 310 - Consumer Behavior  
BUS 320 - Marketing Research Methods  
BUS 340 - E-Business in the Digital Age  
BUS 370 - Services Marketing  
BUS 440 - Corporate Strategies for Environmental and Social Responsibility

**International Business**

BUS 360 - International Business and Global Economics  
BUS 435 - Strategic Business Management in an International Context  
BUS 445 - Financial Markets and Institutions  
BUS 475 - Cross-cultural Human Resources Management  
BUS 485 - International Marketing Organization  
ECO 370 - International Finance





**Digital Economy**

BUS 280 - Business Management and Digital Applications  
BUS 405 - International Trade and Finance  
COM 180 - Data Analytics for Economics and Business  
ECO 410 - Economics of Innovation  
LAW 350 - Public Law and Labor Protection in the Digital Age  
MAT 210 - Statistics and Machine Learning

**Green Business Management**

BUS 440 - Corporate Strategies for Environmental and Social Responsibility  
ECO 270 - Environmental Economics and Sustainable Development  
ECO 280 - Natural Resources Management  
ECO 320 - Global Economy  
ECO 390 - Managerial Accounting  
ECO 410 - Economics of Innovation

**D. GENERAL ELECTIVES:** it is sufficient to complete an overall total of 120 credits





## 5. BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Businesses, service organizations, and public administration have increasingly considered computer science skills necessary. The constant rapid evolution has created a need for computer specialists to enter the workforce. The Bachelor of Science Degree in Computer Science provides an essential methodological background and an understanding of the latest technologies in various specialties, from business to public service and individual applications.

The student must choose a subject area for further study

### 5.1 Major in E-Commerce and Digital Communication

The major in E-Commerce and Digital Communication focuses on user-oriented digital application design. Students learn various stages of digital application design and their contexts, from identifying users' needs, creating application prototypes, assessing usability, generating promotional materials through digital channels, analyzing effectiveness, and keeping customer relations. E-Commerce and Digital Communication program students will be well-prepared for various careers in the rapidly growing online business and communication field. They may pursue roles as e-commerce managers, digital marketing specialists, web developers, data analysts, social media managers, or other related positions.

### 5.2 Major in Machine Learning and Artificial Intelligence

The Machine Learning and Artificial Intelligence program covers various topics, including machine learning, deep learning, natural language processing, and Computer vision. It combines rigorous computer science skills with ML and AI while providing the necessary mathematics, Statistics, and data science skills. The demand for professionals with machine learning and artificial intelligence expertise is increasing, with these skills being in high demand across many industries. Graduates will be prepared for various careers, including machine learning engineers, data scientists, artificial intelligence specialists, computer vision engineers, and natural language processing engineers.

### 5.3 Major in Information and Data Analytics

The Information and Data Analytics program provides a strong foundation for various exciting careers in the growing field of data analytics. It covers multiple topics, including data analysis, data mining, statistical modeling, data visualization, and programming languages like Python and R. The program is designed to provide students with the knowledge and skills required to work with large data sets and extract meaningful insights. Graduates will be well-prepared for various careers, including data analysts, data scientists, business intelligence analysts, and data engineers.

### 5.4 Major in Networks and Cybersecurity

The Network and Cybersecurity program equips students with the skills and knowledge required to work in the rapidly growing field of cybersecurity. The program covers many topics, including network security, cryptography, ethical hacking, incident response, and risk management. Graduates of the program will have the skills and knowledge necessary to secure computer networks from unauthorized access, identify vulnerabilities in computer systems and networks, and respond to security incidents. Some possible career paths include cybersecurity analyst, information security manager, penetration tester, and incident response specialist. Graduates will have the skills and knowledge to make a positive impact in the organizations they work for.

### 5.5 Educational Objectives and Methodology

The objective of the degree program is to acquire the skills necessary both for rapid entry into the world of work in the field of information and communication technologies and to enable the graduate to follow the rapid technological evolution and to adapt to a wide variety of work realities. Graduates in Computer Science will be able to use the knowledge and skills acquired in the design, development, and management of computer systems; they will have the skills needed to address and analyze problems in application contexts and to develop troubleshooting solutions.

### 5.6 Job Opportunities

The Bachelor of Science in Computer Science provides broad-based knowledge alongside elements of professional training to enable continuation in higher studies while offering entries into the world of work. Graduates in Computer Science will carry out professional activities in designing, organizing, and managing computer systems in companies producing hardware software in computer systems and networks and in information technology-based companies, e.g., banks, insurance companies, and public bodies. In addition, skills acquired during the degree program allow for the initiation of self-employed professional activities. The Bachelor of Science in Computer Science prepares for the following professions: Software Analysts and Designers, System Analysts, Web Application Analysts and Designers, Network and Computer Communications Specialists, Database Analysts, and Designers, Systems Administrators, Programming Technicians, Application Technicians, Web Technicians, Database Management Technicians, Network Systems Management Technicians.

### 5.7 Curricular Programs

Students must complete these curriculum requirements:

#### A. THE GENERAL EDUCATION REQUIREMENTS (30 CH)

##### Humanities and Fine Arts

ENG 110 - English Composition III

ENG 390 - Public Speaking

One course in Humanities or Fine Arts

##### Social and Behavioral Sciences Business

PSY 300 - Social Psychology

SOC 300 - Sociology of Media and Communication

##### Mathematics, Natural Science and Computer Science

COM 105 - Introduction to Computer Science



MAT 190 - Matrix Calculus and Operational Research  
PHY 200 - Physics

**Writing Intensive**

ENG 320 - Digital Linguistic and Technical Writing (W)

**Global Perspectives Diversity**

LAW 100 - International Law

**B. CORE CURRICULUM (39 CH)**

COM 110 - Introduction to Artificial Intelligence and Machine Learning  
COM 120 - Introduction to Web Design  
COM 140 - Programming I  
COM 150 - New Media  
COM 180 - Data Analytics for Economics and Business  
COM 190 - Computer Network and Cloud Computing  
COM 250 - Introduction to Digital Imaging and Visualization  
COM 270 - Management Information System  
COM 290 - Operating Systems  
COM 300 - Database and Data Management  
COM 330 - Architecture of Computers  
COM 390 - Human-Computer Interaction  
COM 495 - Senior Project

**C. MAJOR REQUIREMENTS (30 CH)** - Students must select one of the following concentration areas:

**E-Commerce and Digital Communication**

COM 210 - E-commerce Strategies and Models  
COM 220 - Programming II  
COM 240 - Digital Marketing  
COM 241 - Social Media and Networking  
COM 242 - Mobile Application Development  
COM 243 - Electronic Payment Systems  
COM 244 - Web Analytics  
COM 245 - Digital Content Management  
COM 246 - Information Visualization  
COM 247 - Customer Relationship Management

**Machine Learning and Artificial Intelligence**

COM 170 - Artificial Intelligence and Machine Learning Applied to Business  
COM 220 - Programming II  
COM 251 - Natural Language Processing  
COM 252 - Computer Vision  
COM 253 - Robotics and Automation  
COM 254 - Reinforcement Learning  
COM 255 - Explainable Artificial Intelligence  
COM 280 - Data Mining and Knowledge Discovery  
COM 410 - Learning Analytics  
COM 460 - Neural Networks and Deep Learning

**Information and Data Analytics**

COM 220 - Programming II  
COM 281 - Data Management and Warehousing  
COM 282 - Business Intelligence  
COM 283 - Predictive Analytics  
COM 284 - Data Visualization  
COM 285 - Statistical Methods for Data Science  
COM 286 - Data Ethics and Privacy  
COM 287 - Text Analytics  
COM 288 - Time Series Analysis  
COM 289 - Multivariate Analysis

**Network and Cybersecurity**

COM 220 - Programming II  
COM 291 - Cybersecurity Fundamentals  
COM 292 - Digital Forensics  
COM 293 - Intrusion Detection and Prevention  
COM 294 - Penetration Testing and Ethical Hacking  
COM 295 - Cryptography and Network Security  
COM 296 - Security Management and Risk Assessment  
COM 297 - Advanced Network Security



COM 450 - Network Protocols and Architecture  
COM 470 - Computer Network Security

**D. GENERAL ELECTIVES: (21 CH).** Students will choose seven courses in this area sufficient to complete a combined total of 120 credits:

COM 320 - Programming III  
COM 340 - Development of Software Applications  
COM 360 - Frequency and Spectral Allocation: Wireless Systems  
COM 401 - Information Technology in Healthcare  
COM 402 - IT Service Management  
COM 403 - Geographic Information Systems  
COM 404 - Virtual Reality and Augmented Reality  
COM 405 - Emerging Technologies  
COM 406 - Knowledge Management  
COM 407 - Information Technology Auditing and Assurance  
COM 420 - Formal Methods in Computer Science



## 6. BACHELOR OF SCIENCE IN DIETETICS

The Bachelor of Science in Dietetics trains health professionals competent in all activities to correctly apply food and nutrition, including educational aspects and collaboration in implementing ethical food policies.

The graduate dietitian has knowledge, skills, and interpersonal skills that enable them to perform with professional autonomy in the Administrative, Clinical, and Public Health areas.

In the administrative area, the dietitian ensures nutritional adequacy, both quantitatively and qualitatively, to individuals or groups of individuals, whether healthy or sick, in institutions or communities.

In the clinical area, the dietitian is responsible for devising, educating, monitoring, and evaluating a comprehensive clinical nutrition plan to restore optimal health.

In public health, the dietitian promotes confident food choices by individuals or groups to improve or maintain their nutritional health and minimize the risk of disease resulting from poor nutrition.

### 6.1 Educational Objectives and Methodology

The graduate of the degree program in Dietetics will, therefore, need to:

- possess a good basic knowledge of biological systems, particularly of humans, interpreted from molecular, cellular, and integrative perspectives in the body;
- possess the cultural and experimental basis of the multidisciplinary techniques on which the science of nutrition and applied dietetics are based;
- know the methods of experimental sciences and epidemiological and statistical investigations and be able to apply them in concrete situations with adequate knowledge of related deontological and bioethical norms and issues;
- be able to carry out well-defined technical-professional roles in the incorporation of dietary practices in the medical-health field;
- be able to use at least one language among French, German, Arabic, Russian, and Chinese, in addition to English, in the specific area of expertise and for the exchange of general information;
- possess psychological and sociological skills suitable for working in the field of education and food hygiene;
- be able to write technical and scientific reports and
- be able to work in a team, operate with defined degrees of autonomy, and fit readily into work environments;
- participate in study, research, and documentation activities for the above purposes.

The graduate in the Dietetics degree program will be able to:

- organize and coordinate specific activities related to nutrition in general and dietetics in particular;
- cooperate with the agencies responsible for the protection of the sanitary and hygienic aspects of the food service;
- study and work out the composition of food rations to meet the nutritional needs of population groups and plan the organization of nutrition services for healthy and sick communities;
- develop, formulate, and implement diets and monitor their acceptability by the patient;
- collaborate with others in the multidisciplinary treatment of eating disorders;
- carry out didactic-educational and informational activities aimed at disseminating the principles of proper nutrition, such as enabling the recovery and maintenance of good health for individuals, communities, and population groups.

### 6.2 Job Opportunities

Dietetics graduates work as dependents or freelancers in healthcare facilities and public and private companies operating in the food, nutrition, and dietetics fields.

Occupational outlets for the graduate in Dietetics can be identified in:

- Dietetics and clinical nutrition and hospital pharmacy services present in public and private hospital facilities;
- food services and cafeterias of schools, communities, industries, and other establishments;
- territorial outpatient services of the health system assigned to hygiene, nutrition education, and home dietary care;
- services for planning or organizing interventions, including educational interventions in the field of nutrition;
- industries in the food sector.

### 6.3 Minimum Requirements for Admission

1. A high-school diploma (or equivalent) *or*, if the certificate was not earned in the U.S., proof of completion of secondary school that allows for university enrollment in the applicant's home country.
2. Candidates whose native language is not English must demonstrate proficiency in the English language.
3. Knowledge of Basic Biology, Chemistry, Mathematics, and Physics is required.

### 6.4 Curriculum Program

Students must complete these curriculum requirements:

#### A. THE GENERAL EDUCATION REQUIREMENTS (30 CH)

##### Humanities and Fine Arts (9 CH)

ENG 110 - English Composition III (W)

ENG 210 - Professional English profiled for Dieticians and Nutritionists (2 + 1 CH second language)

ENG 211 - Professional English profiled toward the GERMAN language

or

ENG 212 - Professional English profiled toward the FRENCH language

or

ENG 213 - Professional English profiled toward the ITALIAN language

or

ENG 214 - Professional English profiled toward the ARABIC language

or



ENG 215 - Professional English profiled toward the RUSSIAN language  
ENG 390 - Public Speaking

**Social and Behavioral Sciences Business (6 CH)**

PSY 150 - General Psychology  
ECO 120 - Introduction to Economics

**Mathematics, Natural Science, and Computer Science (12 CH)**

COM 105 - Introduction to Computer Science  
BIO 100 - Biochemistry  
BIO 150 - Food Chemistry  
BIO 180 - Hygiene

**Global Perspectives Diversity (3 CH)**

POL 200 - Global Poverty and International Responsibility (G)

**B. CORE COURSES (66 CH)**

BIO 130 - Anatomy  
BIO 140 - Physiology  
BIO 170 - Pathology  
BIO 190 - Microbiology  
BIO 250 - Endocrinology  
BIO 300 - Pharmacology I  
MED 235 - General Surgery  
NUT 100 - Cultural Foods (1 CH)  
NUT 150 - Food Science  
NUT 170 - Food Production  
NUT 200 - Food Safety and Sanitation  
NUT 250 - Food Merceology  
NUT 260 - Principles of Dietetics  
NUT 270 - Nutrition Assessment  
NUT 310 - Nutrition and Internal Medicine  
NUT 320 - Nutrition and Pediatrics  
NUT 330 - Nutrition, Gynecology, and Obstetrics  
NUT 340 - Nutrition and Psychiatry  
NUT 350 - Nutrition and Gastroenterology  
NUT 360 - Nutrition and Medical Oncology  
NUT 410 - Adult malnutrition (1 CH)  
NUT 420 - Community Nutrition (1 CH)  
NUT 430 - Nutrition Counseling  
PSY 330 - Psychometrics

**C. PROFESSIONALIZING INTERNSHIP (15 CH - 900 hours)**

NUT 450 Internship

The internship is mandatory for qualification to the dietitian profession. The internship should be conducted in at least two different contexts:

- (a) a context in which individuals and groups are healthy
- (b) a context in which individuals and groups are ill

**D. SENIOR PROJECT (3 CH)**

NUT 495 - Senior Project



## 7. BACHELOR OF SCIENCE IN DIGITAL EDUCATION

The Bachelor of Science in Digital Education degree at St. Thomas University is designed to prepare students to teach in a digital environment. It is offered in response to an ever-growing and current need for a wide range of digital skills in virtually all educational and training systems. The recent demands on educational and training systems brought on by the worldwide COVID-19 pandemic have dramatically emphasized the need for educators, professionals, and experts across many disciplines to be, at a minimum, well-grounded in technology-mediated education, teaching, and training.

Sometimes referred to as Technology-Enhanced Learning (TEL) and E-Learning, the undergraduate degree in Digital Education at St. Thomas University encompasses elements of both to focus on a broad spectrum of digital tools and platforms and offline formats to provide a holistic view of digital learning in various settings and environments. Specifically, it is the contemporary and inventive use of digital tools and technologies in teaching, training, and learning.

The degree program is grounded in scientific and experimental information and experience and aims to provide a learning connection between education and the advancement of society. Students will gain the theoretical and practical knowledge necessary to perform adequately and effectively in digital education and training environments, including distance education, multimedia production, and various digital interfaces for continuing education needs. The program will also focus on digital citizenship education and re-education as a necessary part of the global social and economic future. A unifying feature is a particular emphasis on using new technologies for learning, an appropriate methodological design, and a didactic content framework for training. The program is open to traditional, adult, and non-traditional students.

### 7.1 Major in Instructional Designer in Digital Contexts

An Instructional Design in Digital Contexts major will give students a broad understanding of instructional design theory and principles. It will provide a comprehensive introduction and direct experience with various digital tools and technologies used in training and education, such as multimedia software, authoring tools, and Learning Management Systems. Graduates will be able to apply and support the theoretical aspects of various disciplines to the use of digital technologies. They can evaluate teaching and training needs to propose solutions and digital content. They will gain the skills and knowledge to design, implement, and evaluate effective and engaging learning experiences across various settings and industries.

### 7.2 Major in Psychosocial Educator in Digital Settings

A Psychosocial Educator in Digital Settings combines the knowledge of psychology and education with digital technology. A major in this field of study will provide students with an understanding of how digital tools can enhance learning and support the psychosocial development of individuals in different contexts. Its content aims to provide students with the knowledge and skills to implement educational interventions using digital technologies to design, implement, and evaluate digital tools and programs that facilitate learning and socio-emotional growth. These might include creating online courses, educational apps, and other digital resources supporting psychosocial development, such as emotional regulation, social skills, and self-esteem. A major in Psychosocial Educator in Digital Settings prepares graduates for a career in the rapidly growing field of digital education, where they can positively impact the psychosocial development of individuals and communities.

In addition, this course of study will provide the foundation for and emphasize the importance of developing a deep understanding of creating safe and inclusive digital education and training environments that promote positive social interactions and prevent risky behaviors such as digital addictions, cyberbullying, and other harmful online behaviors.

### 7.3 Educational Objectives and Methodology

The B.S. in Digital Education aims to equip graduates with the theoretical knowledge and practical skills required for professional employment in digital education and training programs.

The methodology used by the program will include a combination of lectures, seminars, workshops, and practical exercises that emphasize hands-on experience with digital technologies. Its goal is to prepare graduates for careers where they can use their knowledge and skills to create effective training methods, design education programs, and implement projects that utilize digital technologies and multimedia content. An overarching approach of the program is the development of analytical and problem-solving skills.

The program seeks to prepare professionals with the following:

- Ability to analyze and evaluate training interventions, identify learners' needs, and design effective training programs.
- Ability to manage and review educational and training programs to ensure continuous improvement.
- Ability to design and implement education and re-education projects utilizing digital technologies and multimedia content.
- Ability to develop critical thinking, teamwork, and practical communication skills.

### 7.4 Job Opportunities

The Bachelor of Science in Digital Education will prepare graduates for various career and job opportunities, such as instructional design, curriculum development, e-learning development, educational technology, and multimedia production in several public and private settings. These include, for example, vocational training centers and the training and education programs and settings found in Business, the Humanities, Natural and Applied Sciences, and the Social Sciences. Career and job options for majors in Psychosocial Education include employment opportunities in education, social work, counseling, and other related fields. Employment may be found in various social service sectors, including non-profit organizations and government agencies.

Some typical jobs in this field are career counselor, psychiatric technician, rehabilitation specialist, and case manager.

### 7.5 Curricular Program

Students must meet the following degree requirements:

#### A. THE GENERAL EDUCATION REQUIREMENTS (30 CH)

##### Humanities and Fine Arts

ENG 110 - English Composition III



ENG 390 - Public Speaking  
One course in English Literature

**Social and Behavioral Sciences Business**

LAW 100 - International Law  
SOC 300 - Sociology of Media and Communication

**Mathematics, Natural Science and Computer Science**

COM 105 - Introduction to Computer Science  
One course in Mathematics

One course in Natural Science

**Writing Intensive**

ENG 320 - Digital Linguistics and Technical Writing (W)

**Global Perspectives Diversity**

POL 200 - Global Poverty and International Responsibility (G)

**B. CORE CURRICULUM (51 CH)**

COM 275 - Environments and Technologies for Education  
COM 445 - Multimedia Database  
LAW 150 - Law in Digital Contexts  
MAT 150 - Foundations of Probability and Statistics  
PED 100 - Social History of Education  
PED 200 - Didactics and General Pedagogy  
PED 300 - Innovative Teaching Methodologies  
PED 250 - General Teaching and Special Education  
PED 360 - Digital Inclusion Processes and Open Educational Resources  
PED 400 - Research and Evaluation in Digital Educational Contexts  
PSY 150 - General Psychology  
PSY 310 - Neurocognitive Bases of Learning.  
PSY 250 - Development and Educational Psychology  
PSY 320 - Psychology of Innovation  
SOC 200 - Sociology of Digital Contexts  
PED 495 - Senior project (6 CH)

**C. MAJOR REQUIREMENTS (18 CH) - Students must choose one of the following areas of concentration:**

**Instructional Designers in Digital Contexts**

COM 120 - Introduction to Web Design  
COM 150 - New Media  
COM 250 - Introduction to Digital Imaging and Visualization  
COM 298 - Technologies for the production of Multimedia Content for Education  
COM 410 - Learning Analytics  
PSY 430 - Neural Learning and Deep Learning

**Psychosocial Educators in Digital Settings**

PED 350 - Digital Citizenship: Educational and Training Elements  
PSY 350 - Psychology of Interactions in Digital Contexts  
PSY 400 - Digital Technologies and Psychological Development  
PSY 450 - Risk Behaviors and Conduct and Psychopathologies in Digital Contexts  
SOC 220 - Sociopsychological Foundations of Digital Communities  
SOC 350 - Digital Communities: Educational and Formative Elements

**D. GENERAL ELECTIVES:** All Students must select additional elective courses to complete 120 CH.





## 8. BACHELOR OF SCIENCE IN NURSING

### *Qualifying for the Health Profession of Nursing*

Graduates in the Bachelor of Science in Nursing carry out professional autonomy activities directed at prevention, treatment, rehabilitation, and the safeguarding of individual and collective health, carrying out the functions identified by the regulations establishing the relevant professional profiles as well as by the specific deontological codes and using methodologies of planning by objectives of care in the developmental, adult and geriatric age.

They are endowed with adequate preparation in the basic disciplines, which enables them to understand best the most relevant elements, also about gender, that underlie the physiological and pathological processes to which their preventive, therapeutic, comforting, and complementary intervention is addressed and to maximum integration with the other professions.

They must also know a) at least a second language, in addition to English, in the specific area of competence and for the exchange of general information; b) notions of nursing informatics.

### 8.1 Educational Objectives

The main functions of the Nursing graduate are disease prevention, care of the sick and disabled of all ages, and health education. Specifically, the graduate in Nursing will be able to:

- manage with autonomy and responsibility preventive and nursing interventions aimed at the persons cared for, the family, and the community;
- manage the nursing care of patients (pediatric, adult, and elderly) with acute and chronic respiratory problems, cardiovascular problems, metabolic and rheumatologic problems, acute and chronic renal problems, acute and chronic gastrointestinal problems, hepatic problems, neurological problems, oncological problems, infectious problems, orthopedic and trauma problems, obstetric-gynecological problems, hematological disorders, behavioral and cognitive impairments, and psychological distress situations;
- ascertain and manage nursing care in patients with chronic problems and disabilities;
- manage preoperative nursing care;
- ensure the safe administration of therapy and monitor its effectiveness;
- perform nursing techniques defined by the standards of the Degree Course;
- activate decision-making processes based on the patient's condition, altered values of parameters, reports, and laboratory tests;
- manage diagnostic pathways by ensuring appropriate patient preparation and post-procedure surveillance;
- integrate nursing care into the multidisciplinary care plan;
- ascertain with structured and systematic techniques and modalities the problems of the care recipient through the identification of alterations in functional patterns (activity and exercise, perception and maintenance of health, nutrition and metabolism, elimination pattern, rest and sleep, cognition and perception, self-concept, role and relationships, coping and stress management, sexuality and reproduction, values and beliefs);
- activate and support the person's residual capacities to promote adaptation to the limitations and alterations produced by the disease and modification of lifestyles;
- identify the person's nursing care needs and reactions related to the disease, ongoing treatments, institutionalization, changes in activities of daily living, and perceived quality of life;
- prioritize interventions based on nursing needs, organizational requirements, and optimal use of available resources;
- design and implement, in collaboration with other professionals, informative and educational interventions to control risk factors aimed at individuals and groups;
- evaluate the results of care delivered and readjust nursing planning based on evolving patient problems;
- manage and organize the nursing care of a group of patients (including at night);
- distinguish care needs from nursing needs by differentiating the contribution of support workers from nurses;
- allocate and supervise nursing activities to support staff;
- manage the paper and computer information systems supporting nursing care;
- document nursing care delivered by legal and ethical principles;
- ensure patients and significant persons have relevant and up-to-date information about their health status within its competence;
- prepare the conditions for the discharge of the person being cared for in cooperation with the members of the team;
- ensure continuity of care between different shifts between different service facilities;
- use professional integration tools (meetings, team meetings, case discussions);
- work in an integrated manner in the team while respecting the spaces of competence;
- ensure an effective physical and psychosocial environment for patient safety;
- use physical, chemical, and biological hazard protection practices in the workplace;
- adopt precautions for manual handling of loads;
- adopt infectious risk prevention strategies (standard precautions) in hospital and community facilities;
- supervise and monitor the clinical and psychosocial situation of patients, identifying early signs of patient aggravation;
- activate the necessary interventions to manage acute and critical situations;
- identify triggers for relapse in chronic patients;
- activate and manage a helping and therapeutic relationship with the user, their family, and significant others;
- manage care processes with respect for cultural, ethnic, generational, and gender differences;
- support, in collaboration with the team, the caregiver, and the family in the terminal phase and bereavement;
- activate informal care networks to support the user and family in long-term care projects;
- contribute to the training of support staff;
- participate in continuing education activities related to their professional profile and research.



## 8.2 Methodology

The attainment of professional competence is implemented through theoretical and practical training that also includes the acquisition of behavioral skills to ensure, at the end of the training, complete mastery of all the skills necessary for the practice of the profession. Online theoretical training is delivered via STU's e-learning platform. The lecturer schedules classes via streaming, and learning materials, questionnaires, and tests are available.

Practical training, an integral and qualifying part of professional training, is implemented through guided internship activities. The internship is carried out at public and private specialized health services in agreement with St. Thomas University.

## 8.3 Job Opportunities

After registering with the Professional Order of the country in which they intend to practice, the graduate in Nursing has multiple professional opportunities within public social-health facilities (hospitals, assisted living residences, social-health districts, territorial home care, ambulance, and helicopter care, etc.) and within private social-health facilities (private clinics and outpatient clinics, private residential facilities, cooperatives, etc.) as freelancers (home care, consulting, etc.).

Nursing graduates can continue their education by enrolling in Master's or Ph.D. programs.

## 8.4 Minimum Requirements for Admission

- A high-school diploma (or equivalent) *or*, if the certificate was not earned in the U.S., proof of completion of secondary school that allows for university enrollment in the applicant's home country.
- Candidates whose native language is not English must demonstrate proficiency in the English language.
- Knowledge of Basic Biology, Chemistry, Mathematics, and Physics is required.

## 8.5 Curriculum Program

Students must complete these curriculum requirements:

### A. THE GENERAL EDUCATION REQUIREMENTS (30 CH)

#### Humanities and Fine Arts (9 CH)

ENG 110 - English Composition III

ENG 200 - Professional English profiled for Nursing (2 + 1 CH second language)

ENG 201 - Professional English profiled toward the GERMAN language

*or*

ENG 202 - Professional English profiled toward the FRENCH language

*or*

Eng 203 - Professional English profiled toward the ITALIAN language

*or*

Eng 204 - Professional English profiled toward the ARABIC language

*or*

ENG 205 - Professional English profiled toward the RUSSIAN language

ENG 390 - Public Speaking

#### Social and Behavioral Sciences Business (6 CH)

PSY 200 - Psychology for Nursing (1 CH)

SOC 150 - Sociology for Nursing (1 CH)

PHI 350 - Philosophy and Professional Ethics for Nursing

BUS 150 - Nursing Management (1 CH)

#### Mathematics, Natural Science, and Computer Science (12 CH)

BIO 100 - Biochemistry (1 CH)

BIO 110 - Biophysics (1 CH)

BIO 180 - Hygiene and Health Promotion

MAT 230 - Statistics in Health Care

COM 401 - Information Technology in Health Care (1 CH)

COM 370 - Nursing Informatics

#### Global Perspectives Diversity (3 CH)

LAW 130 - International Law for Nursing

### B. CORE COURSES (69 CH)

BIO 120 - Biology

BIO 130 - Anatomy

BIO 140 - Physiology

BIO 150 - Genetics

BIO 160 - Pathological Anatomy

BIO 170 - Pathology

BIO 190 - Microbiology and parasitology

BIO 200 - Nosocomial Infection

BIO 300 - Pharmacology I

BIO 350 - Pharmacology II

MED 210 - Primary Health Care

MED 220 - Basic of Medical Rescue

MED 230 - Internal Diseases and Intern Nursing

MED 240 - Surgery and Surgical Nursing



MED 250 - Anesthesiology and Nursing in Life-Threatening  
MED 260 - Geriatrics and Geriatric Nursing  
MED 270 - Long-term care (1 CH)  
MED 280 - Obstetrics, Gynecology, and Obstetric and Gynecological Nursing  
MED 290 - Pediatrics and Pediatric Nursing  
MED 300 - Psychiatry and Psychiatric Nursing  
MED 310 - Rehabilitation and Nursing of Disabled  
MED 320 - Radiology: Concepts of radiation protection and diagnostic imaging (1 CH)  
NUR 100 - Foundation of Professional Nursing  
NUR 200 - Physical Examination (1 CH)  
NUR 300 - Advanced Professional Nursing

**C. PROFESSIONALIZING INTERNSHIP (30 CH - 1,800 hours)**

NUR 450 - The internship is mandatory for qualification to the health nursing profession.

**D. SENIOR PROJECT (3 CH)**

NUR 495 - Senior Project



## 9. STU MASTER'S DEGREE PROGRAMS

The graduate programs represent excellence in their respective curricular areas.

Master's degree programs aim to provide students with the following qualities through an international environment and a highly qualified faculty and student body: Innovative skills and competencies, career entry employment skills, and regional opportunities for private economic development through national and international development programming.

### 9.1 Minimum Requirements for Admission

Students must meet the following criteria:

1. A bachelor's degree from an American college, university, or equivalent from a non-US institution.
2. Applicants whose first language is not English must demonstrate knowledge of the English language. Students who attended university Colleges where English was the primary language of instruction for all subjects are exempt from this demonstration.
3. A GPA of **2.5** on a **4-point** scale or equivalent
4. Evidence of adequate knowledge to support a degree course:
  - To enter **Masters of Cybersecurity or Informatics** programs, students must know of the following:  
Undergraduates who study in a field other than Information Systems, Artificial intelligence, Data Security, or related fields must take the following courses as prerequisites before entering the Master's programs.
    1. Calculus: This course covers topics in differential and integral calculus, which are foundational to many concepts in data analytics;
    2. Introduction to Programming: This course introduces basic programming concepts and languages, such as Python or Java;
    3. Statistics: This course covers basic statistical concepts, such as probability, hypothesis testing, regression analysis, *and*
    4. Data Structures and Algorithms: This course covers the design and analysis of algorithms, as well as data structures such as arrays, linked lists, and trees.
  - To enter the **Master of Business Administration** program, students must have a bachelor's degree in business. Those students who do not have a bachelor's degree in business may satisfactorily demonstrate proficient business understanding by completing the Beginning Certificate in International Business.
  - To enter the **Master of Arts, MA in Digital Education** program, students must have
    1. A Bachelor's Degree from an accredited higher education institution in Education, Digital Education, Instructional Design, Educational or Instructional Technology or related field.
    2. A Statement of Purpose that describes relevant academic and professional background, why you want the MA in Digital Education, and how this degree will enable you to achieve both professional and personal goals.
    3. A resume, curriculum vitae, or written description of relevant experience in digital education, teaching, instructional design, or related fields.
    4. Basic knowledge of computer science that includes, but is not limited to, fundamental concepts such as algorithms, data structures, programming languages, computer architecture, operating systems, and software engineering.
  - To enter the **Master of Science in Nursing or Public Health Nursing or Human Nutrition** programs, students must have
    1. A Bachelor's Degree in nursing, nutrition, or dietetics from an accredited or appropriately licensed higher education institution.
    2. A Statement of Purpose that describes relevant academic and professional background, why you want the Master of Science in Nursing, Public Health Nursing, or Human Nutrition, and how this degree will enable you to achieve both professional and personal goals.
    3. A resume, curriculum vitae, or written description of relevant experience in nursing and nutrition and dietetics, teaching, instructional design, or related fields.

### 9.2 General Requirements for the Acquisition of a Master's Degree

To receive a Master's Degree, STU students must successfully:

1. Complete the curriculum with at least 36-60 approved credit hours, depending upon the specific degree's requirements
2. At least 70% of the coursework must be completed at STU.
3. Maintain a minimum of a 3.0 cumulative GPA on a 4-point scale.
4. A maximum of 9 credit hours may be transferred into a graduate program. All transferred courses must be a B or better.
5. All credits must be completed within five years of enrollment.



## 10. MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE SYSTEMS

Artificial Intelligence has gained a central position in society and economic systems worldwide. It radically changes our relationship with the significant issues of the contemporary world in health, security, production, transportation, and educational venues. The role of Artificial Intelligence is central to society and will continue to grow. At the same time, implementing computer systems that express such innovation requires a methodological and architectural foundation in software development and database design. The pathway of the Master of Science in Artificial Intelligence Systems incorporates the fundamental features of the changes taking place with a vision attentive to the future evolution of Artificial Intelligence and computer systems development. The major topics addressed include interoperability among information systems, database development (including multimedia), knowledge management, personalized information services, autonomous and multi-agent systems, web-centric services, data warehouses, and machine learning.

The Master of Science in Artificial Intelligence Systems offers two areas of concentration:

### 10.1 Methodologies and Applications with three subareas:

#### 10.1.1 Machine Vision

Machine Vision focuses on enabling computers to interpret and make decisions based on visual inputs. This minor delves into the core principles of image processing, pattern recognition, and computer vision. Students will explore techniques for object detection, facial recognition, and scene understanding, as well as the underlying algorithms, such as convolutional neural networks (CNNs) and deep learning frameworks that power these technologies. Practical applications include developing systems for autonomous vehicles, medical image analysis, and industrial inspection. By mastering these concepts, students can create solutions that enhance the capability of machines to understand and interact with their environments visually.

In addition to theoretical knowledge, the Machine Vision minor emphasizes hands-on experience with state-of-the-art tools and software. Students will engage in projects that require them to apply their learning to real-world problems, such as developing vision systems for drones or robotic assistants. This practical approach ensures graduates are well-equipped to tackle challenges in various industries, from healthcare to automotive. By the end of the program, students will have a comprehensive understanding of how to design, implement, and optimize robust and efficient vision systems.

#### 10.1.2 Methodologies

The Methodologies minor program is dedicated to the systematic approaches and best practices in developing and deploying artificial intelligence systems. This area covers essential topics such as algorithm design, data science, and statistical methods, providing students with a strong foundation in the theoretical underpinnings of AI. It also includes an in-depth study of machine learning models, including supervised, unsupervised, and reinforcement learning techniques. Students learn to select the appropriate models for specific tasks, tune them for optimal performance, and assess their effectiveness using various metrics and validation techniques. The program also emphasizes hands-on experience, where students gain proficiency in software development practices tailored to AI projects, including agile methodologies, version control, and collaboration tools.

Students will also gain proficiency in software development practices tailored to AI projects, including agile methodologies, version control, and collaboration tools. The curriculum emphasizes the importance of ethical considerations and responsible AI, addressing bias, fairness, and transparency. Through case studies and hands-on projects, students apply these methodologies to real-world scenarios, preparing them to lead AI initiatives in diverse fields such as finance, healthcare, and technology. By the end of the minor, students will be equipped with the skills to design, implement, and manage AI systems that are reliable, ethical, and scalable.

#### 10.1.3 Intelligent Robots

The Intelligent Robots minor is a unique program integrating AI with robotics to create autonomous systems capable of performing complex tasks. This minor covers the fundamentals of robotics, including kinematics, dynamics, and control systems, as well as advanced topics such as sensor integration, path planning, and autonomous navigation. Students will learn how to develop algorithms that enable robots to perceive their surroundings, make decisions, and execute actions in dynamic environments. Key areas of study include robotic vision, motion planning, and human-robot interaction.

Practical experience is a cornerstone of this minor, with students participating in lab sessions and projects that involve designing, building, and programming intelligent robots. These projects may range from developing robotic arms for manufacturing to creating service robots for healthcare or hospitality. The curriculum also explores robotics ethical and societal implications, preparing students to address the challenges and opportunities that arise as robots become more integrated into everyday life. Graduates will have the expertise to innovate in the rapidly evolving field of robotics, contributing to advancements in automation, artificial intelligence, and human-machine collaboration.

### 10.2 Artificial Intelligence and Innovation

The Artificial Intelligence and Innovation minor is designed to empower students with the skills and knowledge needed to drive technological advancements and create innovative solutions using AI. This minor covers the intersection of AI and entrepreneurship, focusing on how artificial intelligence can be harnessed to develop new products, services, and business models. Students will explore various AI technologies, including natural language processing, machine learning, and data analytics, and learn how to apply these technologies to solve real-world problems creatively. Courses will include case studies of successful AI startups and companies, providing insights into the strategies and processes that lead to groundbreaking innovations.

In addition to technical proficiency, the minor emphasizes the importance of creativity, critical thinking, and strategic planning in the innovation process. Students will engage in hands-on projects that require them to conceptualize, design, and implement AI-driven solutions, often working in interdisciplinary teams to simulate real-world scenarios. The curriculum also covers intellectual property rights, funding, and the ethical implications of AI innovations, preparing students to navigate the complex landscape of technology development and commercialization. By the end of the program, students will be equipped with the tools and mindset to lead and inspire AI-driven innovation in various industries, from healthcare and finance to entertainment and beyond.



### 10.3 Educational Objectives and Methodology

The Master of Science in Artificial Intelligence Systems primary objective is the training of professionals exceptionally competent in data and knowledge modeling, analysis of information flows and decision-making, machine learning, automatic problem solving, or, in general, in advanced techniques and models for the design and development of software and databases. Graduate students can conceive, design, and develop information systems using modern artificial intelligence and distributed software systems development technologies. Students will have the skills necessary to solve problems posed by the growing need for integration and interaction between complex and potentially heterogeneous information systems. At the end of the master's program, Graduates should be able to operate autonomously for projects and facilities- attention to both the methodological-scientific training of students and the training of practical and design skills.

### 10.4 Job Opportunities

The occupational fields for this study are design, organization, management, and maintenance of complex information systems for organizations that use complex and possibly geographically distributed information systems. Computer systems for industry, services, health, science, culture, cultural heritage, and public administration are particularly relevant for employment and professional advancement. The innovative applications include artificial intelligence, machine learning, neural networks, soft computing, databases, business process management, automatic natural language processing, human-computer interaction, and multimedia databases. Our graduates can work as software architects, producing innovative computing solutions and services in research and development centers.

### 10.5 Curricular Program (36 CH)

The master's program offers four different curricula:

#### A. CORE COURSES (24 CH): These courses provide the foundation for upper-level graduate courses.

- COM 521 - Introduction to Robotics
- COM 525 - Artificial Intelligence
- COM 530 - Signal, Image, and Video
- COM 535 - Natural Language Understanding
- COM 621 - Human-Machine Dialogue
- COM 625 - Artificial and Biological Neural Systems
- COM 630 - Artificial Intelligence and Innovation
- COM 690 - Master Thesis or Capstone Project

#### B. CONCENTRATION AREA (9 CH)

To complete the Master's degree in AIS, students must choose an area of concentration most relevant to their career goals. All courses build on what students have learned in the core courses of the Master of Artificial Intelligent Systems program. Students should consult their advisor about scheduling to plan to complete the curriculum.

##### Methodologies and Applications

- **Computer Vision**

- COM 522 - Computer Vision
- COM 523 - Advanced Computer Vision
- COM 524 - Trends and Applications of Computer Vision

or

- **Methodologies**

- COM 526 - Advanced Computer Vision
- COM 527 - Advanced Topics in Machine Learning and Optimization
- COM 528 - Optimization Techniques

or

- **Intelligent Robots**

- COM 531 - Distributed Robot Perception
- COM 532 - Optimization-Based Robot Control
- COM 533 - Robot Planning and its Application

##### Artificial Intelligence and Innovation

- COM 536 - Bio-Inspired Artificial Intelligence
- COM 537 - Innovation and Entrepreneurship Basic
- COM 538 - Sensing and Radar Technologies

#### C. GENERAL ELECTIVES: one course chosen by the student and sufficient for it is enough to complete an overall total of 36 credits:

- COM 540 - Analysis and Visualization of Complex Networks
- COM 541 - Performance Evaluation: Simulation and Modeling
- COM 542 - Bioinformatics
- COM 543 - Natural Language Technologies
- COM 544 - Analysis and Processing of Digital Signals





## 11. MASTER OF BUSINESS ADMINISTRATION - MBA

*The Master of Business Administration is designed for students who have completed a Bachelor of Business Administration or earned a similar degree from a recognized university and wish to develop their management skills to advance their professional careers. **Students without a bachelor's degree in business must complete the Beginning Certificate in International Business.***

St. Thomas University offers a Master's in Business Administration emphasizing a synergistic interdisciplinary approach to innovative and sustainable business concepts and practices. The degree integrates dominant paradigms in management, sociology, ecology, and technological innovation to provide tomorrow's business leaders with the skills vital for success. Tomorrow's business leaders cannot simply follow the examples of their predecessors. The next generation must seek to promote financially sound, ecologically sustainable, and socially just initiatives within their organizations and economic spheres. Companies must pursue sustainable practices and actively meet current trends. They must meet the social and governmental challenges for change. The curriculum is structured to give students a foundation in traditional business practices and the latest sustainability principles in business operations. In addition to core materials and philosophy, the international and cultural diversity of the student body, faculty, and staff combine to provide a rich learning experience.

STU's MBA program offers five different curricula:

### 11.1 Green Management, Energy, and Corporate Social Responsibility

The Master's degree in Business Administration with a concentration in Green Management, Energy, and Corporate Social Responsibility prepares students to apply sustainable development skills and respond to the needs and potential for social transformation. **The program focuses on global development and environmental problems recognized in international agreements. It also explores how to solve these challenges by promoting sustainable development, which is becoming the focus of business models.** Economic sources must strike a balance between profitability, social equity, and environmental responsibility based on culture and philosophy that transforms the organizational structure and succeeds in making Corporate Social Responsibility not an industry issue but the DNA of companies that promote the country's development. The master's degree aims to provide a space for reflection to promote sustainable development and the result of critical, analytical, and integration skills for solving environmental and sustainable development challenges.

### 11.2 International Banking and Finance

The Master of Business Administration with a concentration in International Banking and Finance gives students an in-depth analysis of how the banking industry works, its risks and challenges, and the regulatory framework. This area of specialization focuses on the **role of banks and other financial institutions, where the main types of financial institutions and the risks they face will be discussed;** bank liquidity management and systemic risk; the regulatory framework, with a focus on capital requirements and the resolution framework; and the challenges for the financial industry due to the interest rate environment and the Covid-19 crisis. Special attention will be paid to banks that operate exclusively online.

### 11.3 Marketing and Digital Communication

The Master of Business Administration with a concentration in Marketing & Digital Communication is aimed at those who want to acquire the tools to implement **omnichannel and customer-centric digital marketing plans.** It is dedicated to students who, alongside the skills acquired in business administration, want to grow professionally in marketing and digital communication.

### 11.4 Cyber Risk Strategy and Governance

The Master's degree in Business Administration with a concentration in Cyber Risk Strategy and Governance focuses on studies principles and **economic, managerial, and legal aspects related to cyber risk** to develop skills and soft skills to build relationships at all levels of an organization, influence strategic decisions, and implement actions necessary to limit risks in the age of the digital economy.

### 11.5 Circular Economy Management

The Master's degree in Business Administration with a concentration in Circular Economy Management aims to train professionals capable of operating in the markets of end-of-life product management, recycling of raw and secondary materials, energy saving, sustainable mobility, and the implementation of industrial symbiosis projects by closely combining production, environment, and business. The Circular Economy, **now considered the fourth industrial revolution,** radically influenced production and distribution processes in the prevailing part of economic sectors. It represents an opportunity for sustainable development and requires a widespread and radical renewal of managerial skills.

### 11.6 Educational Objectives and Methodology

The main objective of the Master of Business Administration degree is to provide the in-depth preparation, knowledge, and skills needed to succeed in managerial roles in general management as well as functional directorates in various types of companies operating in diverse sectors. In particular, the focus is on organizational behavior negotiation techniques and change and innovation management, which are essential for holding managerial and coordinating positions. The knowledge and skills necessary to:

- use quantitative data processing methodologies to support decision-making processes;
- interpret the global macroeconomic and geopolitical scenario to contextualize business activity and identify development opportunities and threats;
- enhance the sustainability of business activity, including the perspective of process quality and environmental protection;
- understand the regulatory and fiscal environment in both national and international contexts;
- determine the business's financial needs and how best to meet them;
- assess the exposure of businesses to the various types of risks and develop plans to contain exposure;
- interpret and process economic and financial information for business performance planning, control, and evaluation;
- identify management and business development strategies best suited to the contextual conditions.





The curriculum includes a series of core teachings aimed at delving into business management from the perspective of complex, multi-national organizations. After the core teachings, students select their specialization. Students will prepare a final thesis on developing and deepening the skills acquired in the selected field. Instead of a thesis, students may choose to do a project report. A faculty member guides and directs both the thesis and project report.

### 11.7 Job Opportunities

STU offers an MBA education emphasizing a synergistic interdisciplinary approach to mastering sustainable business concepts and practices. Its educational philosophy integrates the dominant paradigms in management, sociology, ecology, and cultural studies to develop the skills tomorrow's business leaders will need to thrive in the business world. After the MBA, the graduates can work in any field of economics, from local businesses to the financial world.

### 11.8 Curricular Program (42 CH)

#### A. CORE COURSES: these courses provide the foundation for graduate courses.

- BUS 555 - Advanced Accounting
- BUS 560 - Corporate Finance
- BUS 565 - Quantitative Methods for Decision Making
- BUS 570 - Ethics, Law, and Business
- BUS 575 - Marketing Strategy and Implementation
- BUS 585 - Organizational Theory and Operations Management
- BUS 590 - Global Economics
- BUS 605 - E-Commerce
- BUS 610 - Business Strategy
- BUS 612 - Entrepreneurship

#### B. CONCENTRATION AREA: Students must choose a concentration area and select three courses to complete their MBA. The courses build on what students have learned in the MBA core courses and allow students to choose the courses that will be most relevant to their career goals. Students should consult with their advisor about scheduling and availability of classes to plan their second year of study accordingly.

##### **Green Management, Energy, and Corporate Social Responsibility**

- BUS 620 - Corporate Social Responsibility
- BUS 621 - Sustainable Supply Chain Management
- BUS 645 - Sustainability Strategies
- BUS 646 - Energy Economics
- BUS 647 - Economics of Renewables and Energy Saving Technologies

##### **International Banking and Finance**

- BUS 613 - Advanced Applied Finance
- BUS 614 - International Financial Statement Analysis
- BUS 615 - Money, Banking, and Financial Markets
- BUS 619 - International Corporate Governance
- BUS 634 - Venture Capital and Entrepreneurship

##### **Marketing and Digital Communication**

- BUS 648 - Web marketing and digital advertising
- BUS 649 - Digital communication goals: branding and performance
- BUS 650 - Digital communication strategies
- BUS 660 - Influencer marketing
- BUS 670 - Reputation and crisis management

##### **Cyber Risk Strategy and Governance**

- BUS 635 - Strategy and Governance for Cyber Risk
- BUS 636 - Methods and Data Analytics for Risk Assessment
- BUS 637 - Institutional Scenarios of Cyber Risk
- BUS 638 - Data Protection
- BUS 639 - Business and Cyber Intelligence

##### **Circular Economy Management**

- BUS 640 - Circular Economy and Circular Districts
- BUS 641 - Circular Economy as a New Economic Paradigm
- BUS 642 - Benefits of the Circular Economy on the Environment
- BUS 643 - Circular Economy as a Business Model
- BUS 645 - Collaboration and Circular Economy in the City

#### C. RESEARCH AND PROFESSIONAL PRACTICE (3 CH)

- BUS 690 - Capstone Project



## **12. MASTER OF SCIENCE IN CYBERSECURITY**

The Master of Science in Cybersecurity program provides a comprehensive understanding of cybersecurity methods, approaches, and concepts. It covers various cybersecurity techniques and continuously updates its content to address emerging issues and management solutions. The program explores cryptographic mechanisms and their application in securing computer systems and networks. It is designed for individuals with a solid foundation in information and communication technologies. The program also covers cybersecurity's nature, scope, and significance, justifying and exploring critical concepts. It examines cybersecurity threats and the technological and procedural mechanisms to mitigate them. The role of cryptography in ensuring security, including the use of algorithms in security programs, is discussed. The program also highlights the crucial support function of management and how cryptography functions.

### **12.1 Objectives and Methodology**

The goals that the Master of Science in Cybersecurity aims to achieve are:

- Equip students with practical and applied skills to address the evolving demands of the cybersecurity field.
- Enhance proficiency in the latest tools, techniques, strategies, and technologies relevant to cybersecurity.
- Foster critical thinking abilities in analyzing how organizations manage security.
- Provide direct access to industry professionals with specialized expertise in crucial cybersecurity areas.
- Offer hands-on experience through real-world case studies that reflect contemporary challenges in the field.

### **12.2 Job Opportunities**

The massive global use of data management and production with information technology has made it increasingly critical for professionals capable of ensuring cybersecurity in public and private institutions and companies, whether large or small. The professional profiles that are increasingly in demand and to which St. Thomas University is responding with the Master's program in Cybersecurity are:

Cybersecurity Expert, Data Protection Designer, Chief Information Security Officer, Chief Security Officer, Security Administrator, Security Architect, Security Engineer, Security Analyst, Ethical Hacker, Security Developer, General Data Protection Regulator, Digital Forensic Analyst, Data Protection Officer, and ICT Security Manager.

### **12.3 Curricular Program - (36 CH)**

COM 500 - Introduction to Cybersecurity  
COM 505 - Cybersecurity Policy  
COM 510 - Cyber Threat intelligence  
COM 515 - Cybersecurity Architecture  
COM 520 - Fundamental Security Management and Governance  
COM 600 - Applied Cryptography  
COM 605 - Network and Infrastructure Security  
COM 610 - Software and Application Security  
COM 615 - Cybersecurity Research Methods  
COM 690 - Master Thesis or Capstone Project

**and**

Select two of the following four courses:

COM 517 - Cloud Security  
COM 518 - Mobile Security  
COM 519 - Wireless Security  
COM 620 - Industrial Control Systems Security



### **13. MASTER OF ARTS, MA IN DIGITAL EDUCATION**

The Master of Arts in Digital Education provides graduates with the knowledge and skills to assume coordinating roles in designing, developing, and delivering educational content in digital formats. Students will advance their knowledge and skills in using technology to create engaging and effective learning experiences that meet the needs of diverse learning and learners in various contexts. The Master's degree in digital education also advances students' education and training in relevant areas, including the socio-psychological and pedagogical sciences and philosophical, legal, and applied computer sciences. The St. Thomas MA in Digital Education responds to the growing social and economic demands for continuous and progressive technological advancements associated with current and future educational issues and needs. A minimum of 36 Credit Hours is required for graduation, including 6 Credit Hours for the Capstone Project.

General graduate coursework may include

- Instructional design principles and practice
- Digital media and educational technology
- Distance learning and online education
- Multimedia design and development
- Educational research methods
- Technology integration in a variety of learning contexts
- Educational technology and leadership

The St. Thomas MA in Digital Education also offers students the opportunity to focus their study on one of two areas of emphasis:

#### **13.1 Instructional Design**

An emphasis on Instructional design will advance students' knowledge and skills and help them develop effective and engaging learning experiences for diverse learners in various learning environments. Instructional designers use various multimedia tools and technologies to create educational content that is engaging, interactive, and tailored to learning and learner needs. Students who wish to emphasize Instructional Design may select courses such as:

- Instructional design theories and models
- Learning theories and applications
- Instructional media design and development
- Evaluation and assessment of learning
- E-learning and technology integration
- Project management for instructional design
- Adult learning

#### **13.2 Psychosocial Educator in Digital Settings**

An emphasis on psychosocial education in digital settings will focus on the intersection of psychology and education to highlight how psychological and social factors influence learning and cognitive development. Students will advance their knowledge by studying various topics related to psychology, education, and the social sciences about cognitive psychology, child development, educational assessment, and counseling. Students who wish to emphasize the psychosocial aspects of digital education may select courses such as:

- Educational psychology and human development
- Learning theory and instructional design
- Social and cultural factors in education
- Assessment and evaluation in education
- Counseling and therapeutic interventions
- Special education and inclusive education

#### **13.3 Educational Objectives and Methodology**

The courses of study for the MA in Digital Education at St. Thomas University provide students with a firm academic foundation. They also offer essential learning activities so that students may acquire the relevant disciplinary and methodological knowledge and skills associated with the current state of the art in educational technology and their functional integration. Upon completing their studies, a graduate will also acquire an in-depth knowledge of communication languages and technologies, the techniques involved in producing, circulating, and using teaching and learning technologies, and communication flow in digital systems. Graduates will have learned, practiced, and developed their ability to use various communicative resources.

These resources will be enhanced and mediated by

- online and offline technologies
- formal and informal learning pathways
- the design and evaluation of a variety of educational and training interventions and
- by developing a critical sense and awareness of communicative phenomena to design, implement, and enhance digital products for diverse learners in various learning environments.

#### **13.4 Job Opportunities**

Graduates of the MA in Digital Education at St. Thomas University may pursue careers in many different areas wherever there is a convergence between education, digital didactics, and digital pedagogy. They will be well prepared to integrate into formal and informal education and training environments and numerous public and private sector organizations. For example:

- Instructional designer
- E-learning developer
- Online course instructor
- Training developer



- Learning and development specialist
- Educational technologist
- Curriculum developer
- Educational researcher
- Consultant
- Nonprofit leader
- Government employee

In addition, careers and employment may be found in cultural entertainment and leisure sectors, adolescent risk prevention, corporate and editorial media production, and training trainers on media education issues in various sectors.

### **13.5 Curricular Program (36 CH)**

All students must complete 36 Credit Hours for the MA in Digital Education, including 6 Credit Hours for their Capstone Project.

**A. CORE CURRICULUM (18 CH).** The Core Curriculum consists of 6 courses, each 3-credit-hour course.

- PED 560 - Pedagogy and Learning
- PED 580 - Information Technology Methodologies for E-Learning
- PED 600 - Design and Evaluation of Online Pathways
- PED 610 - Digital Communication
- PED 650 - Education in the Knowledge Society
- PED 660 - E-Learning and Digital Education Research Methods

**B. CONCENTRATION AREA (12 CH)** - Students must choose an area of concentration and select four courses to complete their MA in Digital Education:

**Instructional Design**

- PED 550 - History of Education and Communication Processes
- PED 590 - Promotion and Monitoring of Digital Culture and Research
- COM 575 - Conceptual Modeling for the Semantic Web
- COM 635 - Ethics, Society, and Privacy
- PED 665 - Reading and Conference - Independent Study
- PED 670 - Research - Independent Study

**Psychosocial Education in Digital Setting**

- PSY 600 - Educational Psychology and Multimedia Learning
- PSY 610 - Machine Epistemology
- PSY 620 - Social Psychology: Counseling Techniques for Education
- SOC 600 - Sociology of Digital Media
- PED 665 - Reading and Conference - Independent Study
- PED 670 - Research - Independent Study

**C. MASTER THESIS or CAPSTONE PROJECT (6 CH)**

**D. ADDITIONAL COURSES** - Students who want to deepen topics can choose up to 4 non-compulsory courses from the ones below:

- PED 570 - Innovative Tools for Teaching
- SOC 610 - Digital Innovation and New Welfare
- COM 555 - Natural Language Processing
- HIS 600 - Digital Bibliography and Librarianship
- LAW 600 - Information and Media Law
- LAW 650 - Criminal Law of Information Technology



## 14. MASTER OF SCIENCE IN HUMAN NUTRITION

The Master's Degree Course in Human Nutrition has a marked multidisciplinary connotation that, in addition to the physiological and biochemical processes of nutrition, the role of nutrition in preventing disease and maintaining good health as well as changes and needs in physiological and pathological conditions, aims to impart to students in-depth knowledge of regulatory aspects, from health protection to food safety, and economic elements in the business and quality context of the agri-food chain.

The course aims to deepen the essential subjects and develop the various application skills to forge a professional figure, particularly in demand in the world of work. In light of the importance of the graduate's role in Nutrition, the Human Nutrition Curriculum is devoted to the training of a professional figure equipped with in-depth knowledge of the influence of nutrition on the state of health and well-being and the prevention of diseases, e.g., metabolic or neurodegenerative, both of individuals and populations at risk for particular physiological conditions, such as pregnancy, lactation, growth, aging, senescence, and sports activity.

A minimum of 57 Credit Hours is required for graduation, including 15 Credit Hours for the Internship and Capstone Project.

### 14.1 Educational Objectives and Methodology

The Master's Degree in Human Nutrition is designed to impart advanced knowledge and skills in the field of nutrition and the health of the individual and the community, according to a multidisciplinary and integrated approach, functional to equip its students with the necessary equipment to operate in the world of work and professions.

The course's specific training objectives are intended to train a specialized professional capable of critically analyzing and solving problems related to human nutrition, the quality and safety of foods, food supplements, and nutraceuticals, their composition, the effects of consumption, techniques, and regulations of production, and their dissemination in the market.

To achieve these objectives, integrated and transversal teachings about the three different areas enumerated below are declined in the educational pathway of the Master of Science in Human Nutrition:

#### 1. Area of Human Nutrition.

For this area, the planned teachings aim to transfer advanced technical and scientific knowledge to students to:

- assess situations that limit food intake for optimal nutrition (e.g., food intolerances and inflammatory reactions, etc.);
- assess the sphere of eating disorders, highlighting their causes on multiple levels (e.g., endocrinological) and understanding their mechanisms of regulation and alteration of metabolism;
- examine from a preventive perspective the issue of nutrition concerning populations of individuals;
- assessing the nutritional status and requirements of individuals and different populations also with various ages and body conditions, as well as the evaluation of the metabolic effects of the most popular low-calorie diets;
- understand and evaluate the action and interaction of drugs with nutrients, the action of dietary supplements and nutraceuticals, endocrine regulation of metabolism, and the impact of malnutrition-related diseases.

#### 2. Biomedical Area.

For this area, the planned teachings aim to transfer advanced technical and scientific knowledge to students to:

- understand and evaluate the molecular mechanisms underlying metabolism;
- understand and evaluate the biochemical effects of dietary introduced nutrients on organs and tissues;
- understand and evaluate the effects of nutrients on physiological and pathological processes affecting the whole organism;
- understand and evaluate the role of microorganisms, such as yeasts and bacteria, on physiological and pathological processes in the human organism.

#### 3. Area of Economics, Technology, and Agribusiness Management.

For this area, the planned teachings aim to impart advanced technical and scientific knowledge to students to:

- understand and evaluate the composition of food, as well as the most advanced techniques for food processing and preservation, in addition to the chemical transformation events induced by its cooking;
- understand the role of input processing in preserving the functionality and properties of food;
- understand the essential scope of the right to health and the right to food safety and quality of life of the individual;
- thoroughly understand the regulations, national and European-based, of food production for consumption and know the obligations to be met in the exercise of one's profession;
- acquire knowledge in different fields related to food safety and food security issues.

The Internship and Master Thesis, an integral part of the training, strictly aim to characterize the outgoing students' experiences.

Teaching activities are delivered online through a dedicated platform within STU's technological infrastructure. Internship activities, on the other hand, are conducted in person.

### 14.2 Job Opportunities

Graduates of the Master's degree in Human Nutrition possess a versatile skill set that opens doors to various career paths. They can find employment in food and human nutrition and the broader Life Sciences (biology) field.

In particular, they constitute employment outlets for the graduate in Human Nutrition Sciences:

- the practice of the freelance profession of Nutritional Biologist, subject to passing the state examination to be taken in the country where one wishes to practice;
- the exercise of activities within professional and business structures of the sectors of nutrition, nutraceuticals, and food production, pharmaceuticals and in laboratories of control and experimentation of food technologies;
- the exercise of activities in the design, development, and enhancement of food products (functional and traditional), as well as the management of certification systems;
- access to work activities in the public sector, such as designing health, national and regional programs;
- the performance of activities within the school, corporate, hospital, nosocomial, social welfare, and sports group catering enterprises;
- the performance of training, education, and dissemination activities in the field of food quality and safety, as well as scientific information;
- continue studies in paths such as Doctorates or Graduate Schools.



### **14.3 Curricular Program (57 CH)**

All students must complete 60 Credit Hours for the MS in Human Nutrition, including Credit Hours for their Internship and Capstone Project.

#### **A. CORE CURRICULUM (45 CH)**

- COM 286 - Data Ethics and Privacy
- ECO 510 - Consumer economics and law: legal and economic rules in nutrition
- ENG 210 - Professional English profiled for Dietetics and Nutrition (2 CH)
- NUT 510 - Nutrition at the metabolic level: biochemical structures, reactions, and regulation
- NUT 520 - Food-level nutrition: production technologies and quality management
- NUT 530 - Organism-level nutrition: tissues, organs, and functions
- NUT 540 - Food intolerances, immunity, and drugs
- NUT 560 - Nutrition and microorganisms: infections and fermentations
- NUT 580 - Principles of Nutraceuticals
- NUT 600 - Methods of nutritional analysis
- NUT 610 - Eating Behavior Disorders and Hormonal Control
- NUT 620 - Epidemiology and genetics of nutrition
- NUT 625 - Metabolic syndrome and gut diseases
- NUT 630 - Nutrition and health status: traditional and innovative nutritional models
- NUT 635 - Lifestyles and nutrition at different ages of life
- NUT 640 - Lifestyles and nutrition for the prevention of chronic diseases

#### **B. INTERNSHIP (6 CH) - The internship is mandatory for qualification into the human nutrition profession.**

- NUT 670 - Internship

#### **C. MASTER THESIS or CAPSTONE PROJECT (6 CH)**

- NUT 690 - Capstone Project



## 15. MASTER OF SCIENCE IN NURSING

The Master's Degree in Nursing aims to train health professionals who can express advanced nursing, educational, and preventive skills in response to priority problems of population health and quality of services.

Our program fosters an integrated approach to the organizational and managerial problems of the health professions. This comprehensive approach respects each individual's unique competencies, ensuring a well-rounded mastery of health management techniques and procedures. The acquired methodological knowledge enables them to intervene in the training and research processes peculiar to the fields above. Indeed, graduates will be healthcare professionals capable of designing and managing innovative interventions aimed at continuous improvement of their clinical practice, using the most up-to-date methodologies in management, technology, pedagogy, and application of research evidence.

They will have an educational background that will enable them to assume professional leadership and advisory roles in contexts where the health professions operate. They will, therefore, be able to perform teaching, mentoring, instructional design, coordination, and organizational leadership functions.

### 15.1 Educational Objectives and Methodology

The Master of Science in Nursing aims to train graduates with knowledge and skills appropriate to the organizational management of nursing care staff. To this end, the proposed educational offerings enable students to acquire appropriate organizational, interpersonal, and teaching skills and scientific, technical, and ethical knowledge.

Master of Science in Nursing graduates possess the following skills:

- Manage the human and technological resources available for the organization of health services, express skills in health economics and business organization;
- Verify in various health care settings the effectiveness of planned interventions in the specific areas of health care organization and employ in the area of health service organization the methods and tools of research;
- Design and implement systems for the processing of scientific data, their management, and use in various application contexts;
- Plan, implement, and verify training interventions for refresher and continuing education afferent to the relevant health facilities in essential, complementary, and continuing education, teaching, and coordination skills for the specific professional figure.

### 15.2 Job Opportunities

The Master of Science in Nursing degree provides the student with advanced training to access roles of responsibility in care, management, training, and research processes in one of the fields relevant to the health professions.

One of the unique benefits of the Master of Science in Nursing degree is the pathway it provides to doctoral schools. These schools are designed to prepare students for research in various areas, including health care, economic sciences, and anthropological sciences. This further exploration of care in synergy with medical, economic, and psycho-social components is a valuable opportunity for those passionate about advancing the field.

### 15.3 Curricular Program - 57 CH

#### A. CORE CURRICULUM (42 CH)

- ECO 530 - Health Care Management
- ECO 550 - Aspects of Corporate Health Economics
- ENG 510 - Efficacy Communication and Public Speaking in the Health Professions
- MAT 150 - Foundation of Probability and Statistics
- NUR 560 - Care Pathways I
- NUR 570 - Leadership in Health Systems
- NUR 590 - Nursing Ethics, Health Policy, and Politics
- NUR 600 - Research Methodology in Nursing
- NUR 620 - Theory and Methods of Professional Management and Applications in Nursing
- NUR 660 - Care Pathways II
- PED 620 - Tutorial Teaching and Applied Teaching Methods in Nursing
- PED 630 - Health Education and Health Pedagogy
- PSY 650 - Clinical Psychology
- SOC 630 - Sociological Survey

#### B. INTERSHIPS (6 CH - 360 hours)

#### C. RESEARCH (6 CH)

#### D. MASTER THESIS or CAPSTONE PROJECT (3 CH)

- BUS 690 - Capstone Project





## 16. MASTER OF SCIENCE IN PUBLIC HEALTH NURSING

The Master of Science in Public Health Nursing prepares students for leadership positions as public health nurses in community health organizations, public health departments, visiting nurses, home care, and federal agencies. Students learn to monitor and study health trends, identify health risk factors, develop public and community health programs, and educate patients and communities on health issues that can improve health and save lives, focusing on underserved and marginalized populations. The Master aims to develop advanced nursing skills for the needs of individual citizens and the teaching, work, and welfare communities. It is necessary to manage, plan, implement, monitor, and evaluate preventive, global, continuous, timely, and high-quality assistance strategies in response to actual or potential health problems.

### 16.1 Educational Objectives and Methodology

The Master's program develops activities related to the design, implementation, and evaluation of:

- Health promotion and prevention interventions;
- Welfare interventions to the person, family, and caregiver;
- Educational interventions, training, and counseling;
- Epidemiological and multidimensional survey in communities and families;
- Organizational analysis of organizations, groups, and associations.

At the end of the Master's program, the student will be able to:

- Carry out an analysis of the community under investigation
- Carry out nursing care centered on the health problems and needs of the person cared for or the family concerning age, degree of autonomy, and the need to maintain and develop emotional and social ties;
- Manage (plan, monitor, and evaluate) the nursing process as part of the team in cooperation with the person, family, and community.
- Promote therapeutic education of the family, person, and caregiver.
- Contribute to health promotion through population health education, prevention, and early diagnosis.
- Apply caregiving processes in public health settings.
- Apply social empowerment and self-empowerment interventions.
- Manage human and material resources for services to achieve effective, efficient, and consistent care.
- Participate in staff training activities.
- Evaluate the effectiveness of preventive interventions in family, social-health, territorial, and educational settings.
- Participate in research activities.

The methodological approach is oriented on education to prioritize health problems, derived from the observation that the educational system is one of the leading health service and policy support systems. It will be dynamically oriented toward priority health problems related to preventive, educational, and care strategies.

### 16.2 Job Opportunities

The areas where the Public Health Nurse works in a dependent or freelance capacity are:

Preventive medicine centers, physician-associated practices, nursing outpatient clinics, hospital services, such as nursing services management, district services, home care, disability office management, etc.; support centers for self-help groups, immigrant centers, prisons, sports centers; educational facilities and Workplaces (Industries, banks, etc.).

### 16.3 Curricular Program (48 CH)

All students must complete 42 Credit Hours for the MS in Public Health Nursing, including 15 Credit Hours for their Internship, Research, and Capstone Project.

#### A. CORE CURRICULUM (33 CH)

- MAT 150 - Foundation of Probability and Statistics
- ENG 510 - Efficacy Communication and Public Speaking in the Health Professions
- NUR 510 - Health Care Quality
- NUR 530 - Epidemiology for Clinicians
- NUR 550 - Health Disparities
- NUR 600 - Research Methodology in Nursing
- NUR 570 - Leadership in Health Systems
- NUR 590 - Nursing Ethics, Health Policy, and Politics
- NUR 600 - Research Methodology in Nursing
- NUR 610 - Advanced Public Health Nursing I
- NUR 630 - Advanced Public Health Nursing II

#### B. INTERNSHIP (6 CH - 360 hours)

- PHN 670 - Advanced Public Health Practice I
- PHN 675 - Advanced Public Health Practice II

#### C. RESEARCH (6 CH)

#### D. MASTER THESIS or CAPSTONE PROJECT (3 CH)

- PHN 690 - Capstone Project



## 17. CERTIFICATE PROGRAMS

St. Thomas University offers Certificate Programs to develop or strengthen specific job skills. Certificate programs tend to focus on developing the skills needed for employment. Depending on your chosen certificate program, you will acquire the technical skills or know-how required to perform specific job-related tasks. Still, they also provide an opportunity to hone key transferable skills, such as critical thinking and decision-making.

St. Thomas University's professional certificate programs are valuable for those seeking career advancement or specialized knowledge in a particular field. They contribute significantly to personal and professional growth.

**Specialized Skills Development:** Our certificate programs are designed to quickly provide expertise in specific areas.

**Career advancement opportunities:** Professional certificates can enhance career prospects by providing credentials and demonstrating commitment to professional development.

**Flexibility and accessibility:** Certificate programs are accessible to many people who can balance professional and personal commitments with further study.

**Affordability:** Our professional certification programs are a more accessible option in terms of cost and time.

**Industry Recognition:** Industry or professional associations often recognize and endorse established certification programs.

**Up-to-date knowledge:** St. Thomas University's professional certification programs are constantly updated to align with industry trends, technologies, and practices.

**Time-efficient:** Individuals can acquire valuable skills and credentials quickly to enter or re-enter the job market or apply new knowledge in their current roles.

STU's certificates are divided into two levels:

- **Beginner Certificate Programs** are designed for students who want to develop skills in a particular subject or field or those who want to change jobs and need new skills.
- **Advanced Certificate Programs** are designed for those who want to strengthen the skills needed to advance in their chosen career or to enter STU's Bachelor's or Master's academic programs (\*).

### 17.1 Requirements for Admissions

Admission to the certificate program is open to people from diverse backgrounds as long as they are related to the field of teaching.

### 17.2 Educational Methodology

The course is conducted in online mode.

- Total - 5 Modules
- 45 to 60-minute length
- Multiple lessons will make up each module
- Module lessons will have a summary review
- Questions will follow each lesson to test your knowledge

Students and STU interact through STU's e-learning platforms.

Upon admission to the university, students receive a personal STU e-mail address that serves as their primary link to the university and their program of study.

### 17.3 Certification

A certificate attesting to the successful completion of the certificate programs is awarded at the end of the program.

### 17.4 Certificates offered by the College of General Studies and Digital Education

#### 17.4.1 Primary and Secondary Online Teaching

St. Thomas University now offers an introductory certificate program to help primary and secondary-level teachers become master online teachers. The program is based on five progressive modules. Beginning with an overview of online teaching, participants grow their skills in developing instruction that can be adapted to almost any online learning management system. As the first module provides an overview of online teaching, the second module focuses on the fundamentals of online course design, considering variables such as student characteristics, online resources, and learning and instructional outcomes. The remaining three modules tackle some of the most challenging areas of quality online instruction: teaching online, engaging students online, and assessing student learning. Each module is approximately one hour in length and can be completed remotely.

#### 17.4.2 Beginning English

A program tailored for beginners aiming to develop a functional command of English, including basic grammar structures, common phrases, and conversational skills essential for effective communication.

#### 17.4.3 Advanced English

This certificate program focuses on refining language proficiency to an advanced level, emphasizing nuanced vocabulary, complex grammar structures, and advanced communication strategies. Learners delve into literature, debates, and academic discussions, preparing them for higher education or professional contexts requiring sophisticated English fluency.

#### 17.4.4 Academic Proficiency English (\*)

This advanced-level certification builds upon foundational language skills, refining comprehension, fluency, and accuracy to advanced proficiency. Through intensive study of literature, academic writing, and complex language structures, participants deepen their understanding of English while honing their ability to engage in nuanced communication and critical analysis. **It is ideal for those pursuing advanced academic or professional opportunities requiring a high level of English proficiency.**



## 17.5 Certificates offered by the College of International Business

### 17.5.1 Introduction to International Business (\*)

This certificate will provide essential business knowledge for those who lack fundamental business skills. Those who complete this certificate will be well prepared to move into entry- to middle-level leadership and management positions within their organizations. Admission to the certificate program is open to individuals from diverse backgrounds, including students and professionals, without any specific attendance requirements.

**This certificate will also provide the required educational foundation for students without a management degree who wish to pursue an MBA at St. Thomas University.**

### 17.5.2 Fundamentals Organizational Leadership

Organizational leadership is a crucial aspect of business management. It involves effectively leading, motivating, and guiding a team toward achieving organizational goals. Obtaining a certificate in organizational leadership can enhance leadership skills and advance a career in management. A certificate in organizational leadership provides individuals with the skills needed to become influential leaders and teaches them how to make informed decisions that benefit the organization. Leaders with a certificate in organizational leadership help increase organizational effectiveness by streamlining processes, improving communication, and fostering a culture of innovation and continuous improvement. This course teaches individuals how to effectively adapt to change and lead their teams through transitional periods.

Admission to the certificate program is open to individuals from diverse backgrounds, including students and professionals, without any specific attendance requirements.

## 17.6 Certificates offered by the College of Innovation and Intelligence

### 17.6.1 Cyber Security Foundation

St. Thomas University offers a Certificate in Cyber Security Foundation aimed at students with little or no knowledge of cyber security but is interested in learning more. Specifically, the course provides an overview of fundamental theoretical knowledge, includes detailed information about the security infrastructure, and delves into threats, vulnerabilities, risks, and necessary security measures.

The course is not technical; the content applies to most technologies (desktops, laptops, mobile devices, tablets, IoT).

The topics covered help create a solid base that will enable participants to enroll in more specialized certifications focused on the technical aspect of cyber security.

Admission to the certificate program is open to individuals from diverse backgrounds, including students and professionals, without any specific attendance requirements.

## 17.7 Certificates offered by the College of Health Science

### 17.7.1 Sports Nutrition

Athletes in every sport and level of competition can gain a tremendous competitive advantage through a targeted approach to nutrient intake designed to meet their sport's increasing performance demands. In this course, the student will learn how to create a customized nutritional plan to help each athlete fuel their body for maximum recovery and performance. This program includes modules on energy and metabolism, nutrition strategies for performance, nutrients and hydration, and more.

Admission to the certificate program is open to individuals from diverse backgrounds, including students and professionals, without any specific attendance requirements.

### 17.7.2 Healthcare Administration, Leadership and Management Area

#### 17.7.2.1 Healthcare Quality Improvement

The "Healthcare Quality Improvement" course is designed to equip healthcare professionals with the knowledge and skills necessary to enhance the quality of healthcare delivery. In today's rapidly evolving healthcare landscape, ensuring patient safety, optimizing clinical outcomes, and streamlining healthcare processes are paramount. This course delves into the principles, methodologies, and tools of quality improvement within the healthcare context. Participants will explore healthcare quality frameworks, performance measurement, root cause analysis, and evidence-based practice. They will learn how to identify and address gaps in care, reduce medical errors, and optimize resource utilization.

By the end of the course, students will be equipped to lead quality improvement initiatives, drive healthcare innovation, and contribute to creating a safer and more efficient healthcare system for patients and providers alike. Whether you are a healthcare practitioner, administrator, or policymaker, this course will empower you to positively impact the quality of healthcare services within your organization and the broader healthcare community.

#### 17.7.2.2 Healthcare Management

The "Health Management" course comprehensively explores the principles, strategies, and best practices necessary to administer and lead effectively within the dynamic healthcare field. In an era of evolving healthcare systems, this course equips students with the knowledge and skills to navigate complex challenges and drive positive outcomes.

Participants will explore various topics, including healthcare policy and regulation, healthcare economics, strategic planning, human resource management, healthcare technology, and healthcare quality improvement. Through case studies and practical exercises, students will develop the analytical, leadership, and decision-making abilities essential for managing healthcare organizations of all sizes. The course is tailored for healthcare professionals, administrators, and aspiring leaders seeking to understand the intricacies of the healthcare industry and excel in managerial roles. By the course's conclusion, students will be well-prepared to address the unique demands of healthcare management, implement innovative solutions, and contribute to advancing healthcare delivery and outcomes. Whether you currently work in healthcare or aspire to enter the field, "Health Management" will provide you with the knowledge and skills to navigate the complex and ever-changing healthcare landscape effectively.



### 17.7.2.3 Healthcare Human Resources Management

The "Healthcare Human Resources Management" course is designed to equip healthcare professionals and administrators with the specialized knowledge and skills to manage human resources in the healthcare industry effectively. In the fast-paced and dynamic healthcare field, the ability to recruit, develop, and retain top talent is crucial for organizational success. This course delves into healthcare HR management's unique challenges and intricacies, covering healthcare labor laws, workforce planning, talent acquisition, performance management, compensation and benefits, and employee relations. Students will gain a deep understanding of healthcare-specific HR policies and practices and strategies for creating a workplace culture that fosters staff engagement, wellness, and growth. Through case studies, practical exercises, and discussions, participants will learn how to navigate the regulatory landscape, address staffing shortages, and optimize workforce productivity. Whether you are a healthcare HR professional, a manager in a healthcare organization, or someone looking to specialize in healthcare HR, this course will provide you with the expertise needed to manage the human capital that drives the success of healthcare institutions effectively.

Upon completion, students will be well-prepared to meet the unique HR challenges of the healthcare sector and contribute to building high-performing and compassionate healthcare teams.

### 17.7.2.4 Gerontology and Aging Services

The "Gerontology and Aging Services" course provides a comprehensive overview of gerontology and the range of services and care options available to meet the unique needs of older adults. As the population ages, understanding aging and the ability to provide adequate services for older individuals become increasingly vital. This course covers a wide range of topics, including the biology of aging, social aspects of aging, healthcare for older adults, psychological well-being, and the design and delivery of aging-related services. Participants will explore the challenges and opportunities associated with an aging population, such as healthcare disparities, caregiving, long-term care options, and policy considerations. Through case studies, guest lectures, and practical exercises, students will gain insights into older adults' diverse needs and preferences and learn how to plan, coordinate, and evaluate aging services effectively. This course is ideal for healthcare professionals, social workers, administrators, and anyone interested in working with older populations.

By the end of the course, participants will be well-prepared to address the unique and evolving challenges of aging, contribute to the development of age-friendly communities, and positively impact the lives of older adults by ensuring they have access to quality care and services that enhance their well-being and quality of life.

## 17.7.3 Healthcare Risk Management Area

### 17.7.3.1 Healthcare Risk Assessment

The "Healthcare Risk Assessment" course comprehensively explores the methodologies and tools necessary to identify, evaluate, and mitigate risks within the healthcare industry. Understanding and managing risks is vital for ensuring patient safety, regulatory compliance, and organizational resilience in a rapidly evolving healthcare landscape. This course covers various topics, including risk identification, assessment frameworks, data analysis, and risk mitigation strategies tailored to healthcare settings. Participants will gain insights into risk factors specific to healthcare, such as medical errors, cybersecurity threats, patient confidentiality, and regulatory compliance. Students will learn to conduct risk assessments, prioritize risks, and develop effective risk management plans through practical exercises, case studies, and real-world examples. Healthcare professionals, administrators, and risk management specialists will benefit from this course, as it equips them with the knowledge and skills to proactively address and mitigate risks in healthcare organizations.

By the end of the course, participants will be prepared to lead risk assessment initiatives, enhance patient safety, protect healthcare data, and contribute to the overall resilience and success of healthcare institutions in an increasingly complex and regulated environment.

### 17.7.3.2 Patient Safety and Quality Improvement

The "Patient Safety and Quality Improvement" course comprehensively explores the fundamental principles and practices for enhancing patient safety and optimizing healthcare quality. In today's healthcare environment, ensuring the well-being of patients and continually improving the quality of care are paramount goals. This course delves into critical topics, including patient safety culture, error prevention strategies, healthcare quality frameworks, performance measurement, and the application of quality improvement methodologies. Participants will learn how to identify and address potential risks to patient safety, reduce medical errors, and enhance clinical outcomes. Through case studies, hands-on exercises, and real-world examples, students will gain practical insights into patient safety and quality improvement. Healthcare professionals, clinicians, administrators, and quality improvement specialists will find this course invaluable for equipping them with the knowledge and skills to lead initiatives that drive positive change in healthcare organizations.

By the course's conclusion, participants will be empowered to spearhead quality improvement projects, promote a safety culture, and make meaningful contributions to elevating patient care. Whether you are already in the healthcare field or seeking to enter it, this course will prepare you to play a vital role in improving patient outcomes and ensuring the highest quality of healthcare services.

## 17.7.4 Clinical Research Management Area

### 17.7.4.1 Clinical Trial Design and Management

The Certificate in Clinical Trial Design and Management is a comprehensive program designed to equip participants with the knowledge and skills necessary to excel in clinical trials. Clinical trials are a critical component of the pharmaceutical and healthcare industries, pivotal in evaluating the safety and efficacy of new treatments and therapies. This program thoroughly explains the clinical trial process, from study design and protocol development to regulatory compliance and project management. Participants will gain expertise in the planning, executing, and monitoring clinical trials, ensuring that they are conducted ethically, efficiently, and in compliance with relevant regulations. The program consists of a series of courses that cover essential topics related to clinical trials, including, but not limited to, Introduction to Clinical Trials, Clinical Trial Design, Regulatory Compliance and Ethics, Clinical Trial Management, Data Management, and Quality Assurance. This program is ideal for professionals working in the pharmaceutical, biotechnology, medical device, or healthcare industries, as well as individuals seeking to enter the field of clinical research and clinical trial management.

Upon completing the program, participants will receive a Certificate in Clinical Trial Design and Management, signifying their expertise in this critical area of healthcare and research.



This certificate program aims to empower individuals with the knowledge and skills needed to contribute to advancing medical science and developing safe and effective treatments through well-designed and meticulously managed clinical trials. Join us on this educational journey toward a rewarding career in clinical trial design and management.

#### **17.7.4.2 Regulatory Affairs in Clinical Research**

A "Certificate in Regulatory Affairs in Clinical Research" is a specialized educational program designed to provide individuals with the knowledge and skills necessary to excel in clinical research and regulatory affairs. This program offers a comprehensive curriculum that covers various aspects of regulatory compliance and clinical research processes. Below is a detailed description of such a certificate program. This focused and intensive certificate program aims to prepare students, professionals, and aspiring clinical researchers for regulatory affairs, compliance, and clinical research management careers. It combines theoretical knowledge with practical skills to equip participants with the tools to navigate the complex regulatory landscape of clinical trials and drug development.

A Certificate in Regulatory Affairs in Clinical Research is a valuable educational program that equips individuals with the knowledge and skills required to excel in highly regulated and critical clinical research and regulatory affairs. This certificate program provides a pathway to a rewarding career in industries focused on improving healthcare through research and innovation. The following areas will be covered: Regulatory Expertise, Clinical Research Methodology, ethical and Legal Considerations, Quality Assurance and Compliance, Drug Development Process, documentation and Submission, Project Management, and Communication Skills.

Upon completing the Certificate in Regulatory Affairs in Clinical Research, a participant will be prepared for various pharmaceutical, biotechnology, medical device, and clinical research career opportunities. Potential roles include Regulatory Affairs Specialist, Clinical Research Coordinator, Quality Assurance Associate, Clinical Data Manager, Medical Writer, Regulatory Compliance Officer, and Clinical Research Project Manager.

#### **17.7.4.3 Data Management in Clinical Trials**

A Certificate Program in "Data Management in Clinical Trials" is designed to provide individuals with specialized knowledge and skills in managing and analyzing data generated during clinical trials. The Certificate program is a comprehensive and focused training initiative that equips participants with the tools and techniques to handle data generated during clinical research studies effectively. It covers a wide range of topics related to data management within the context of clinical trials, ensuring that participants gain a deep understanding of the field. The program will cover the following areas: Introduction to Clinical Trials; Data Collection and Entry; Data Quality Assurance; Regulatory Compliance; Data Management Plan (DMP); Database Design; Data Security and Privacy; Clinical Data Standards; Clinical Trial Software Tools; Project Management.

Upon completing the program, participants are better prepared to pursue careers as clinical data managers, clinical research coordinators, database administrators, statisticians, or related roles in the pharmaceutical, biotechnology, or clinical research sectors. The specialized skills acquired in this program are highly valued in the growing clinical trials and research field.

This Certificate in Data Management in Clinical Trials offers a structured and comprehensive educational pathway for individuals looking to excel in the critical domain of data management in clinical research and trials. It equips participants with the knowledge, skills, and credentials to contribute significantly to the healthcare and pharmaceutical industries.

#### **17.7.4.4 Ethical Issues in Clinical Research**

A Certificate Program in "Ethical Issues in Clinical Research" is a specialized educational program designed to provide participants with a comprehensive understanding of the ethical considerations and principles that guide clinical research practices. This program is intended for individuals aspiring to work in clinical research. Program content will consist of the following subject areas: Introduction to Clinical Research Ethics; Informed Consent; Ethical Review and Institutional Review Boards (IRBs); Research Participant Rights and Protections; Ethical Issues in Data Collection and Analysis; Research Misconduct and Fraud; International Research and Global Ethics; Case Studies and Ethical Dilemmas; Ethical Considerations in Emerging Technologies; Ethical challenges posed by AI, genomics, and other advanced technologies in research. This certificate program suits a wide range of professionals, including clinical researchers, research coordinators, healthcare professionals, ethics committee members, regulatory affairs specialists, and anyone interested in understanding and promoting ethical practices in clinical research.

Upon completing the program, participants are awarded a Certificate in Ethical Issues in Clinical Research, which can enhance their knowledge and credentials in clinical research and ethics. This certification demonstrates a commitment to upholding ethical standards and promoting responsible conduct in clinical research endeavors.

#### **17.7.5 Emergency Medicine Emergency Room Management Area**

*A certificate program in Emergency Room (ER) Management is designed to provide individuals with the skills and knowledge necessary to manage emergency departments effectively.*

##### **17.7.5.1 Emergency Department Operations and Workflow Management**

The "Emergency Department Operations and Workflow Management" course comprehensively explores the critical processes, strategies, and best practices required to efficiently and effectively manage an emergency department's (ED) operations. EDs are the frontline of healthcare, and optimizing their operations is crucial for providing timely and high-quality care to patients in critical need. This course covers many topics, including triage protocols, patient flow management, resource allocation, staff coordination, and disaster preparedness specific to emergency settings. Participants will gain insights into ED operations' unique challenges and complexities, including managing surges in patient volume, minimizing wait times, and ensuring patient safety. Through case studies, simulations, and real-world scenarios, students will develop the skills to streamline ED processes, enhance communication among multidisciplinary teams, and implement strategies for achieving optimal patient outcomes. Healthcare administrators, emergency medicine practitioners, nurses, and managers will find this course invaluable for improving ED efficiency and patient care.

By the end of the course, participants will be well-equipped to lead ED operations, navigate challenging situations, and contribute to creating a responsive and well-organized emergency healthcare environment that prioritizes patient needs and safety.





#### **17.7.5.2 Emergency Medicine Leadership and Team Management**

The "Emergency Medicine Leadership and Team Management" course is designed to equip healthcare professionals, particularly those in emergency medicine, with the essential leadership skills and strategies required to excel in high-pressure healthcare environments. In the fast-paced world of emergency medicine, effective leadership and teamwork are critical for optimal patient care.

This course covers various topics, including leadership styles, communication strategies, conflict resolution, crisis management, and team dynamics specific to emergency settings. Participants will gain insights into the unique challenges of emergency medicine, such as rapid decision-making, resource allocation, and response to critical incidents.

Through case studies, simulations, and practical exercises, students will develop the leadership and team management skills needed to lead multidisciplinary teams, enhance patient outcomes, and create a culture of excellence in emergency medicine. Healthcare providers, emergency physicians, nurses, paramedics, and healthcare administrators will benefit from this course by honing their leadership abilities.

By the course's conclusion, participants will be well-prepared to take on leadership roles, foster collaboration among healthcare teams, and excel in delivering high-quality care in emergencies. This course empowers individuals to significantly impact patient care and safety in the demanding field of emergency medicine.

#### **17.7.5.3 Emergency Preparedness and Disaster Management**

The "Emergency Preparedness and Disaster Management" course is a comprehensive and practical exploration of the strategies, principles, and skills required to effectively plan for, respond to, and manage emergencies and disasters. In an unpredictable world, the ability to prepare for and mitigate the impact of crises is essential across various sectors, including healthcare, government, and community organizations. This course covers critical topics, including risk assessment, disaster planning, emergency response coordination, resource allocation, communication strategies, and post-event recovery efforts. Participants will gain insights into the various types of disasters, from natural disasters like hurricanes and earthquakes to human-made emergencies such as pandemics and industrial accidents. Through case studies, simulations, and real-world scenarios, students will develop the skills to create emergency response plans, lead response teams, and assist affected communities. Emergency responders, healthcare professionals, public safety personnel, community leaders, and emergency management professionals will find this course invaluable for honing their disaster preparedness and management capabilities.

By the course's conclusion, participants will be well-equipped to play critical roles in emergency response and recovery efforts, protect lives and property, and contribute to their organizations' and communities' overall resilience and safety in emergencies and disasters.

#### **17.7.5.4 Quality Improvement and Patient Safety in the Emergency Department**

The "Quality Improvement and Patient Safety in the Emergency Department" course is a specialized program designed to empower healthcare professionals and leaders within emergency medicine to enhance the quality of care and safety for patients in urgent and critical situations. This course delves into the unique challenges of emergency medicine, covering topics such as patient triage, rapid assessment, diagnostic accuracy, effective communication, and process optimization specific to emergency department (ED) settings. Participants will gain insights into patient safety best practices, quality improvement methodologies, and tools for analyzing adverse events. Through case studies, real-world scenarios, and hands-on exercises, students will develop the skills and knowledge needed to lead quality improvement initiatives, reduce medical errors, and create a safety culture in the ED. Healthcare providers, emergency physicians, nurses, administrators, and quality improvement specialists will find this course invaluable for enhancing patient outcomes and streamlining ED operations.

By the end of the course, participants will be well-prepared to drive improvements in the ED's quality of care, patient satisfaction, and safety measures. This course equips individuals to make a significant impact on the delivery of emergency medicine, ensuring that patients receive the highest standard of care during their most critical moments.





## 18. ADMISSION PROCEDURES

### 18.1 Application and Admission

St. Thomas University operates an open admissions policy.

### 18.2 Minimum Program Admission Requirements

- A. A student must have earned the following degrees before applying to enroll at STU:
- Secondary College diploma (or equivalent) for enrollment in degree programs.
  - Bachelor's degree (or equivalent) for enrollment in master's programs.
- Suppose the secondary College diploma, Bachelor's degree, or Master's degree is not earned in the United States. In that case, it is required that the degree submitted allows for university enrollment in the applicant's home country.
- B. A student who intends to enroll in an undergraduate or graduate program whose native language is not English must demonstrate proficiency in English.

This proficiency may be demonstrated in one of the following ways:

1. demonstrating that they attended a high College or university where English was the primary language of instruction for 75 percent of all subjects or courses;
2. provide the results of one of the following tests:
  - TOEFL® exam - Test of English as a Foreign Language: Passing score 213
  - TOEIC® exam - Test of English as an International Communication: Passing score 750
  - IELTS® exam - International English Language Testing System: Passing score 6.5
  - CAMBRIDGE ENGLISH ASSESSMENT: Passing score 170

STU's Certificate in Academic Proficiency English

STU recognizes the **International Baccalaureate Diploma Program** as a recognized college-preparatory program for credit and actively seeks students with this academic preparation. The University considers Diploma candidates for advanced standing. Receiving up to a full year's credit (30 credits) is possible. Higher level courses will be considered on a course-by-course basis with a grade of 3 or better for credit toward an STU equivalent course to be determined by the Registrar in consultation with the appropriate Dean of Colleges.

### 18.3 Enrollment Process

A student who wishes to enroll must have the following documents received:

- A. **Application form:** must be filled out in its entirety and sent to [admissions@stthomasuniversity.org](mailto:admissions@stthomasuniversity.org)
- B. **Official transcripts:** The student must send official transcripts of all secondary and post-secondary education up to that point. All non-U.S. transcripts must be accompanied by a credential evaluation from IEE, Span Tran, WES, or another AACRAO-approved accredited evaluation company. Third-party evaluations must include the following:
- Course by Course evaluation,
  - Grade Point Average (GPA) as compared with the U.S. grading system,
  - U.S. equivalent of degree,
  - Copy of transcript(s),
  - Accreditation of institution(s)
- Third-party evaluations must include the transcript attached to the report.  
In any case, the student must submit the original or a certified copy of their academic records.
- C. **Copy of an identity document:** must be an official government-issued and valid document.

Documents should be **anticipated by e-mail along with the application** to the above address and then mailed to the address:

**ST. THOMAS UNIVERSITY - Admissions Office**  
15720 Brixham Hill Avenue, Suite 300  
Charlotte, North Carolina 28277

*All documents must be in English. The U.S. Consulate must translate original documents into another language in the student's country.*

### 18.4 Credit Recognition

A student who intends to request recognition of examinations, coursework, or other activities relevant to the degree program of interest must complete the Credit Hour Recognition and submit a request for credit recognition and abbreviation exclusively.

### 18.5 Admissions

STU recognizes three admission statuses:

- **Admitted:** a student is accepted when the admissions office has received and evaluated all documents submitted and all admission requirements met.
- **Provisional:** students who submit incomplete information or documentation may be placed in provisional admission status until STU receives all necessary information or documentation to make an appropriate admission decision. Students may take a maximum of three courses in temporary admission status. Students must obtain full admission and enroll in the fourth course.
- **Denied:** the applicant for admission has violated STU policy procedures.

***All students seeking admission to STU are responsible for submitting a complete and accurate application, including all required academic and professional credentials.***

***Submission of incomplete, false, or misleading information is grounds for dismissal at any time.***



## 19. ACADEMIC POLICIES

### 19.1 Attendance Policy

A successful academic experience depends on collaboration between faculty and students. At STU, participation in lessons and discussions is an integral part of the learning process, and the student must seek assistance from the tutor advising as needed.

#### 19.1.1 Good Standing

A student is considered in Good Standing when the semester and cumulative grade point average (GPA) is 2.0 or higher (undergraduates) or 3.0 (graduates) or in initial Good Standing during the first semester after transferring from another college or university, regardless of the transfer GPA.

#### 19.1.2 Disqualified for Verification

Students who have been admitted with provisional admission status and still need to receive verification or official academic documents by completing the third course may only attend classes or change programs once documentation is received.

#### 19.1.3 Academic Probation

At the end of three courses, students with a grade point average (GPA) below 2.0 for undergraduate and 3.0 for graduate students, the Academic Standards Committee will inform students of their placement on academic probation. During academic probation, students may take three more courses and maintain an average of 2.0 for undergraduates and 3.0 for graduate students or better. It must be done within six months. If a student cannot maintain significant improvement, the university can exercise the right to dismissal.

#### 19.1.4 Academic Suspension

Students on Academic Probation will be placed on Academic Suspension if:

- (a) After the probationary period is granted, they maintain a GPA of less than 2.0 for undergraduates or 3.0 for graduates.
- (b) For failing to achieve the minimum required grade after the second attempt of a course required for progression in their degree program.

Academic suspension is notified to the student by the Registrar, who prohibits enrollment in courses and the university for six months. After an academic break of six months has passed, students may be readmitted. The student must apply for readmission according to the university's admission procedures, explaining the reasons for their previous academic deficiencies and why they should be readmitted. The Academic Standards Committee will review the readmission file and decide on readmission. If approved, the student must complete all program requirements in effect at the time of reinstatement and will be placed on Academic Probation for the first three courses and must maintain a cumulative average of 2.5 for undergraduates or 3.0 for graduates to avoid permanent academic suspension.

The University will note on the student's transcript the date the student was placed and removed from academic suspension.

#### 19.1.5 Academic Suspension Review

The Provost shall review the records of students proposed for academic suspension and submit to the Academic Standards Committee that a student whose history shows promise of success in achieving a cumulative grade point average of 2.5 (for undergraduates) or 3.0 (for graduates) be retained on academic probation for an additional three courses.

#### 19.1.6 Disciplinary Suspension

Students may be suspended from the University for some time or indefinitely due to violating the Student Code of Conduct. The University will note the date the student was placed on and removed from academic suspension on the student's transcript and personnel record.

#### 19.1.7 Appeal to Academic Suspension

Students can appeal an academic suspension by completing the Academic Suspension Appeal Form. The appeal must be submitted to the Academic Standards Committee within one week of receiving notification of the rest from the University.

#### 19.1.8 Program Completion Deadlines

Program completion deadlines have been established for all programs offered by the University and apply to all continuously enrolled students. Program completion deadlines are calculated based on the first date of positive recorded attendance in the first program-suitable course and are listed below:

Program	Years for Completion
Bachelors	Within seven years
Masters	Within five years

**Please Note:** For any questions about progression requirements or academic disqualification, the student must contact the approximate university office.

#### 19.1.9 Deactivation of Courses of Study

In the case of deactivation of an undergraduate or master's degree program, STU guarantees that students who are already enrolled will complete their studies and attain the relevant degree while still regulating the option for the same students to enroll in other activated courses of study.



## 19.2 Courses Policy

### 19.2.1 Course Prerequisite Waiver

Students may register for courses even if they do not meet the prerequisite requirement with the permission of the course faculty member to waive the prerequisite. Students without prerequisites or the faculty member's consent to waive conditions will be automatically dropped from a course unless the Registrar's Office has received proof of prerequisite completion or the prerequisite waiver approval form.

### 19.2.2 Major

During the admission process, students will have the opportunity to choose one of STU's majors. If students do not declare their major at admission, they will be classified as undeclared majors.

After admission and enrollment, students may declare or change their major by completing the Declaration and Change of Major or Concentration form in the Registrar's Office.

As specified in each degree program, applicants must fulfill all course requirements to graduate. If the student decides to change majors, they must inform their faculty advisor and complete a new declaration of change of major or concentration form. Students are required to declare a major by the completion of 60 credits.

### 19.2.3 Program Changes

Students who wish to change their course of study may consult their academic representative. The student must sign a new enrollment agreement and meet the admission requirements of the new program. The student must then complete the curricular or degree requirements of the new program. If some previously completed courses meet some provisions of the new program, these are recognized.

### 19.2.4 Repeating a Course

A student may choose to repeat a course for which an "F" grade has been assigned. The "F" grade will remain on the student's transcript regardless of the passing grade for the repeated course.

The new passing grade, not the "F," will be counted in the cumulative GPA, and a mark of "NC" (No Credit) will be placed next to the original "F" grade on the transcript.

Only in exceptional cases may a student repeat a course for which they have earned a passing grade, and they must obtain permission from the Academic Standards Committee. This may be done only once, and the second grade will determine the GPA. The student must submit a written request for permission to the Academic Standards Committee.

The repeated course must be identical to the original system in title and credits. Some changes to the curriculum may require an exception. Credit for a course may be given only once.

If the student receives a grade of W in the repeated course, the previous step will remain in the student's cumulative GPA.

Courses taken at other institutions cannot be used to replace grades earned.

Students must file a repeat request form with the Registrar's Office whenever they wish to repeat a course.

### 19.2.5 Incomplete Courses

Students may petition the Academic Standards Committee in cases where they believe they have a justifiable reason for failing the course or being absent from the final exam. Such petitions must be submitted in writing to the Dean of the College at least seven days before the termination date of the course in question. If the petition is approved, a grade of "I" (Incomplete) is assigned.

After completing all course requirements, the instructor will review the student's final grade. It is STU's policy that incomplete work must be completed within the first month following the date the Incomplete was assigned. The professor and the Academic Dean will decide the due date for completing the work.

If the student fails to finish the Incomplete work by these deadlines, the "I" grade will become an "F" grade, which is a failure for that course.

Students must complete a course completion agreement form available in the Registrar's Office. The form must be signed by both student and faculty member and submitted to the Registrar's Office for the "I" grade to be recorded.

## 19.3 Internship Policy

Some professional degree programs require an internship. The internship consists of mentoring sessions that prepare the student for the experience; exercises and simulations in which technical, interpersonal, and methodological skills are developed in protected situations before or during experimentation in real-world settings; direct practical experience in the field, with supervision; sessions for reflection and reworking of the experience; and constant feedback.

The minimum credits reserved for the internship represent the total commitment necessary for the student to achieve the expected competency profile.

Internship activities enable the student to acquire specific skills of professional interest. The purposes of the internship are:

- Develop professional skills
- Developing professional identity and belonging
- Anticipatory socialization to work

Tutors of the same professional profile supervise and guide students, and a lecturer of the specific professional profile coordinates this. To ensure a practical internship experience for the student consistent with the acquisition of disciplinary knowledge skills, taking into account the imperative need to ensure safe and quality care for the users assisted by the students, St. Thomas University

- A. Enter into agreements and arrangements with international facilities that meet eligibility requirements for activities, service delivery, and facilities. Internship sites must meet and maintain suitability requirements established and evaluated by the STU to ensure a facilitative learning environment for the trainee student. The student is responsible for identifying and proposing to the Dean of their major that the facility be evaluated for conducting the internship.
- B. Integrate simulation into health care training through low-fidelity and medium-fidelity simulations, with excellent results, even in low-resource settings.



The World Health Organization (WHO) document “*Transforming and Scaling up the Education and Training of Health Professionals*” (WHO, 2013) strongly recommends the use of simulation.” Recommendation 5 states, “Providers of education and training of health professionals should use high-fidelity simulation methods in adequately resourced settings and low-fidelity methods in low-resource settings.”

The STU encourages and emphasizes simulated practice before clinical practice, **reflecting a deep respect for human beings and their dignity in all clinical practice settings as part of its educational philosophy.**

How simulation is integrated into St. Thomas University training courses varies widely: it can be integrated into a theory course as a practicum component or specific clinical courses. Simulation can be used almost exclusively to learn and train specific techniques, or it can focus on developing more comprehensive, cross-cutting skills (communication techniques with the patient and other team members, decision-making, management of adverse events, and leadership), gradually incorporated into increasingly complex scenarios.

## 19.4 Transcript and Grading Policy

### 19.3.1 Official Transcript

Formal report cards are available on the student website at the end of each course. The grade reports indicate the approach taken, the credits received, and the grade assigned. **If a student has not paid tuition and fees for a period, the rate will be withheld until payment.** Faculty are required to post final grades within seven days of course completion.

### 19.3.2 Academic Standing

St. Thomas University has established the following grading guidelines that are adhered to by the faculty.

STU uses the 4.00 scale to evaluate students' academic performance, where 4.00 is the highest grade, and 0.00 is the lowest. Before STU calculates grades using the 4.00 scale, the faculty member assigns letter grades on the 100-point scale based on each student's performance in their class.

	Points 100	Letter Grade	Grade Point Average
<b>Outstanding</b>	93-100	A	4.00
	90-92	A-	3.67
<b>Above Average</b>	86-89	B+	3.33
	82-85	B	3.00
	79-81	B-	2.67
<b>Average</b>	76-78	C+	2.33
	72-75	C	2.00
<b>Below Average</b>	69-71	C-	1.67
	66-68	D+	1.33
	63-65	D	1.00
	60-62	D-	0.67
<b>Failure</b>	0-59	F	0.00

**A = Outstanding Achievement.** The student demonstrates intellectual initiative in achieving course objectives through a high level of originality and creativity.

**B = Excellent work.** Student's performance meets course objectives by demonstrating a good understanding of course material.

**C = Average work.** The student's performance demonstrates average understanding and satisfactory achievement of course objectives.

**D = Acceptable work.** The student's performance demonstrates acceptable performance in meeting course objectives.

**F = Fail.** The student's performance could be better or below the minimum threshold of acceptability in meeting course objectives.

The following grades do not have a numerical equivalent and are not used in GPA calculations:

**I = Incomplete.** The grade assigned to the student who has been granted an extension to complete assignments. If the student completes the course, the “I” grade will be replaced with the grade earned, and the “I” grade will no longer be displayed on the student's record.

**P = Pass.** The student has satisfactorily completed the course.

**W = Withdrawn.** The student has withdrawn from the course.

**NC = No credit.**

**Please Note:** D- is the minimum grade to pass a course; however, students are reminded that a GPA of 2.5 for undergraduate studies and 3.0 for Master's courses must be maintained for course continuation.

### 19.3.3 Grade Point Average

The University uses the numerical value of a letter grade to compute the student's Grade Point Average (GPA). Grade Value represents the numerical value associated with a letter grade. The sum of all grade values earned for each class is called the GPA Points. The number of Grade Points earned in one course is determined by multiplying the Grade Value by the credit hours earned in the class. For example, a grade of “A” in a 3.00 credit hour course will contribute 4.00 (grade value) x 3.00 (credit hours) = 12 Grade Points to a student's GPA. GPA Credit Hours is the sum of the credit hours for courses with a grade of “A” through “F.”

**Please Note: The credit hours for courses in which a grade of “F” is earned will NOT be counted towards degree credit, but they are counted in the GPA calculation.**

The GPA is the sum of the grade points for all courses divided by the total number of GPA Credit Hours for all courses attempted. Please refer to the information below for a sample GPA calculation.



Course	Credit Hours Attempted	X	Letter Grade (Grade Value)	=	Grade Points
	3		A (4)		12
	3		B (3)		9
	3		B (3)		9
	4		C (2)		8
<b>TOTALS</b>	<b>13</b>				<b>38</b>

$$\frac{\text{Grade Points}}{\text{CH attempted}} = \text{Grade Point Average}$$

$$\frac{38}{13} = 2,923$$

The letter grade for each course and the cumulative GPA appears on the university transcript. Grades are reported to the registrar's office and recorded at the end of each course.

#### 19.3.4 Grade and Transcript Report Policy

- At the end of each course, the lecturer sends and publishes each student's grades.
- Grades are available to students who have paid all fees and tuition due.
- Students can view their course information, including grades, GPA, program information, and scheduled courses, online at [register@stthomasuniversity.org](mailto:register@stthomasuniversity.org).
- Grades cannot be communicated to students by phone.
- Student's official transcript shows courses, grades, credits, and teaching dates for each course.
- Credits earned are recorded on the transcript as assigned, and grading fees are paid.
- The transcript shows only a summary of credits transferred by the institution.
- The deadline for changing an incomplete grade is seven days after receiving the student's completed assignments. Students must wait approximately two weeks to change their rates.
- If a student repeats a course, only the grade and credit from the most recent repeat are used to calculate the total hours earned and cumulative grade point average. Still, the original quality and the repeated grade remain on the transcript, indicating that a particular course was repeated.
- Transcripts will be issued only to students who have paid all tuition, fees, and fines.
- Transcript request forms are available online.
- The Family Education Rights and Privacy Act of 1974 requires the student to submit all mailed transcript requests in writing and sign all of the transcript requests.
- Students can request official transcripts from the University website by following the directions for requesting a transcript.
- The University cannot release transcripts received from other institutions. Copies of such transcripts must be requested from the originating institution.
- All official transcripts sent to St. Thomas University become the property of the University and will not be returned to the student.
- All student academic records must be retained, protected, and disposed of by local, state, and federal regulations.
- All student information is maintained in the University's computer system on paper and an electronic imaging system.

#### 19.3.5 Disputing Grades

Students who dispute a grade received may contact the Dean of the College or designee, who will help them get the faculty member to discuss the grade dispute. The faculty member's decision is final.

A grade dispute must be initiated within one week after the grade is posted. Grade disputes are not appealable outside the University. The faculty member may only change student grades after grades are posted if the student initiates the formal grade challenge procedure or if the faculty member determines that the actual rate was improperly calculated.

Student grades represent the work and level of knowledge achieved during regularly scheduled course dates. Students may not submit work to increase their grades after the end of the course, as this grade would no longer reflect the level of proficiency achieved at the end period of the course.

#### 19.3.6 Application for Graduation and Conferral of Degree

Students must apply for graduation to obtain the degree. Once graduation requirements are completed, students can download the application form directly from the student section of the website. If, for some reason, the state cannot be downloaded, the student should contact their academic representative to obtain a copy of the graduation application. Once the Registrar's Office has received the graduation application and verified that the student has fulfilled their financial obligations to the University and that all academic requirements for graduation have been met, a diploma will be issued to the student. A transcript will be ordered and mailed.

#### 19.3.7 Participation in the Graduation Ceremony

St. Thomas University organizes graduation ceremonies in which undergraduate and graduate students who have completed all required credits for graduation and are in good standing can participate.

Graduation ceremonies are held at the university's learning centers according to a schedule that will be posted on the university's website.

When a student submits the graduation application form, they must indicate whether they intend to participate in the graduation ceremony and reserve their cap and gown for the ceremony. Students may only attend the graduation ceremony with a lid and dress. The university recognizes that, as an online university, student physical participation in a graduation ceremony will be limited because of time, place, and cost—an online graduate ceremony will be arranged.

#### 19.3.8 Diploma Registration

Diplomas are recorded on the student's transcript every month. A student's certificate is recorded on their transcript on the last day of the month after completing all graduation requirements. Graduation requirements are considered fulfilled when all credits are on the



academic record. The completion date of the student's degree is recorded on the transcript, indicating that all academic graduation requirements have been met.

Diplomas are ordered with the graduation registration date for all students who have completed degree requirements and paid all fees and tuition.

Diplomas are processed and mailed approximately two weeks after graduation.

Students ineligible for graduation are informed by their academic representative of their deficiencies.

#### 19.3.9 Graduation with Honors

Students who complete their degree with a grade point average of 3.85 or higher graduate with honors. The Honors designation will appear on the university diploma and permanent transcript.

#### 19.3.10 Honorary Degree

The university will grant honorary degrees based on service to the university mission and academic initiatives.

#### 19.3.11 Records Retention and Disposition

The maintenance, retention, and disposition of documents relating to student educational records are governed by institutional policy.

A listing of documents and disposition schedules filed in the Registrar's Office includes:

- The permanent academic records of students **are retained indefinitely**.
- Applications for admission and–admission, transcripts issued by other institutions, military service documents, undergraduate admission evaluations, national testing results, program changes, and pertinent correspondence **are retained for five years** after the student's last date of attendance.
- University policy prohibits the reproduction of transcripts and similar documents issued by other educational institutions.





## 20. TUITION AND FEES

### 20.1 Tuition and Fees Policy

STU's course tuition and related costs are aimed at international students primarily from low-income family areas. The decision to offer lower tuition fees than those charged by U.S. universities is consistent with STU's mission, which addresses its interest as an institution of higher education in countries where access to quality university programs is still tricky because of the costs required to attend them.

- Tuition and fees are set annually by the Board of Trustees.
- Students are academically in good standing if they have paid fees and contributions according to the terms agreed upon at enrollment.
- The student may choose two contractual modes of payment:
  - The first is one in which the student sets the entire undergraduate or master's degree program while keeping **the same annual amount from enrollment until graduation.**
  - The second is one in which the student fixes payment on a course-by-course basis, **updated annually.**
- The annual increase that will be applied based on North Carolina trends will be calculated annually.
- STU must receive the amount in full. The student is responsible for the bank's fees for making the transfer.
- STU is not responsible for charges or penalties for payments with debit cards or other restrictive payment cards.
- Automatic payments are set up before each course upon request.
- Administrative fees must be paid at the same time as enrollment.
- STU must know who is responsible for paying the fees. If this person is NOT the student, a statement of financial responsibility must be completed using the form on the STU website to confirm acceptance of payment obligations. The person(s) responsible must inform STU of any change of address or bank details.
- In case of late payment, the student's registration may be canceled, with an additional fee for re-registration.

If you have any questions, please email: [bursar@stthomasuniversity.org](mailto:bursar@stthomasuniversity.org)

### 20.2 Tuition and Fees Price

Course prices offered by St. Thomas are aimed at international students primarily from low-income family areas. The decision to provide lower tuition fees than those charged by several U.S. universities is consistent with STU's mission, which addresses its interest as an institution of higher education in countries where access to quality university programs is still tricky because of the high costs required to attend them.

The prices below refer to attendance at St. Thomas University's online virtual campus.

#### TUITION PRICE

Beginner Certificate Program		\$ 1,200		
Advanced Certificate Program		\$ 1,450		
Undergraduate Program	Tuition cost by credit \$ 150	1 course = 3 CH Five weeks \$ 450	Annual 30 CH \$ 4,500	Four-year degree program 120 CH \$ 18,000
Undergraduate Program with a professional internship	Tuition cost by credit \$ 200	1 course = 3 CH Five weeks \$ 600	Annual 30 CH \$ 6,000	Four-year degree program 120 CH \$ 24,000
Graduate Program	Tuition cost by credit \$ 200	1 course = 3 CH Six weeks \$ 600	===	Minimum 36 CH \$ 7,200 Maximum 60 CH \$ 12,000

#### ADMINISTRATIVE AND RESOURCES FEES

Certificate Program	===	\$ 180
Undergraduate Program	Annual \$ 300	Four years \$ 1,200
Graduate Program	===	Complete the Master's program for \$ 500



### 20.3 Payment Method

The student can make payments by credit or debit card or by bank transfer in the manner specified below:

1. **By credit or debit card:** if the student has completed the debit authorization form, the tuition and mandatory fees will be charged to that card. Payments must be made through our website using the Secure Online Payment option.
2. **By direct bank transfer wire.** The bank document must contain the student's last and first name, date of birth, and course in which the student is enrolled.
  - A) If made from the **UNITED STATES and CANADA**, enter the following information:  
**Bank:** WISE Bank - 30 W. 26<sup>th</sup> Street, Sixth Floor - New York, NY 10010  
**Beneficiary:** ST. THOMAS GLOBAL AMERICAN LEARNING  
**Routing Number ACH e wire:** 026073150  
**Account Number:** 822000414292
  - B) If made from countries **OUTSIDE the U.S. and Canada**, enter the following information:  
**Bank:** WISE Bank - 30 W. 26<sup>th</sup> Street, Sixth Floor - New York, NY 10010  
**Beneficiary:** ST. THOMAS GLOBAL AMERICAN LEARNING  
**Routing Number:** 026073150  
**BIC SWIFT:** CMFGUS33  
**Account Number:** 822000414292
  - C) If made from countries **Union Europe or SEPA**, enter the following information:  
**Bank:** WISE Bank - Rue du Trone, 100, 3rt floor - Brussels 1050, Belgium  
**Beneficiary:** ST. THOMAS GLOBAL AMERICAN LEARNING  
**IBAN:** BE67 9673 2554 4187  
**BIC:** TRWIBEB1XXX

**Please Note:** The Bank does not accept payments from the countries listed below, which will be returned to the sender:

**Africa** - Burundi, Central African Republic, Chad, Democratic Republic of Congo, Eritrea, Guinea-Bissau, Libya, Somalia, South Sudan, Sudan.

**Americas** - Cuba, Venezuela.

**Asia** - Democratic People's Republic of Korea (North Korea).

**Europe** - Belarus, Crimea, Russian Federation, Serbia.

**Middle East** - Afghanistan, Iran, Iraq, Syria, Yemen.

To ensure the payment has been processed correctly, the student should send a copy of the payment form to [bursar@stthomasuniversity.org](mailto:bursar@stthomasuniversity.org)

### 20.4 Cancellation and Refund Policy

Students withdrawing from STU must notify the Office of the President and Registrar in writing immediately. Any financial adjustments are calculated when the Office of the President and Bursar receives written notification.

All withdrawals require the president's approval. The student is considered enrolled, and their academic and financial responsibility continues for all courses they have registered until the President's Office notifies them that the withdrawal has been approved and accepted.

The student will retain the right to a refund if they comply with the withdrawal procedure described above.

Stopping payment or not attending classes does not constitute a withdrawal.

No refund will be given for unofficial withdrawal or dismissal from STU.

Students enrolled who withdraw before the start of the course(s) will be entitled to a refund of 100% of the tuition paid.

Students enrolled who withdraw in the first and second week of the course will be entitled to a refund as per the table below:

Before the 1 <sup>st</sup> week	100%
1 <sup>st</sup> week	50%
2 <sup>nd</sup> week	30%
After the 2 <sup>nd</sup> week	0%

Administrative and Resources fees are non-refundable unless prohibited by some provision of law. A student who withdraws from a course will have access to the electronic course materials at no additional cost if the student re-enrolls within 180 days of the withdrawal date.

Students enrolled in one or more courses after the second week of the course are responsible for full payment and will not be entitled to a refund.

Students enrolled in one or more courses will be responsible for full payment to STU at registration in their national currency.

Bank fees incurred are the student's responsibility and funding source, not STU's.

Reimbursements do not include bank fees incurred and are not STU's responsibility.



## 21. STUDENT SERVICES

In pursuit of the educational objectives understood as the set of knowledge, skills, and competencies in terms of expected learning outcomes that characterize the cultural and professional profile of a course of study, the services offered to students at St. Thomas University are as follows:

### 21.1 Counseling and Guidance

St. Thomas University pays special attention to those who have to make such an important choice as a major. Wrong orientation is among the leading causes of dropouts among students in the stakeholders served by STU.

STU's educational offerings were created to propose pathways to young people entering the university that meet specific needs for acquiring skills adherent to their cultural interests. Above all, they are expendable in the labor market once they graduate. In addition, the offerings innovatively interpret the demand for specialized skills, considering the latest technical and scientific developments, the socioeconomic system, and the people working there.

The St. Thomas University faculty is available to provide the necessary information for an informed choice. Faculty, staff, and administration must provide assistance, courtesy, and professionalism.

### 21.2 Advising

The STU provides information to resolve students' doubts and problems in university life, supporting them in organizational and educational difficulties. Provides assistance aimed at students throughout their university journey:

- Degree course orientation.
- Compilation of study plans.
- Assistance in studying.
- Bureaucratic assistance.
- Support in organizing a work plan.
- Dissertation advising.
- Creation of study groups.
- Creation of teaching workshops.

The STU not only provides informational and didactic support services for students but also brings to fruition that conscious accompaniment in progress that is part of the broader complex of services that invest the student from the time they manifest the desire to enroll at STU to when, after graduation, they begin to be productive in the world of work.

This new design perspective aims to increase academic achievement and student well-being in an integrated and participatory vision.

The email address of the assigned faculty member will be sent to the student upon registration.

*Advising records will be kept strictly confidential and unavailable to third parties to our privacy policy.*

Organizing students into working groups run by experienced tutors trained in the technical-communication aspects of online education also stimulates them throughout their education and creates a social context for learning.

Students in the same group (virtual class) collaborate in developing joint projects, discuss teaching content in forums, and support each other in understanding content and developing papers.

Tutoring modes are mainly carried out in four forms:

1. Guidance advice.
2. Monitoring of overall performance.
3. Monitoring of individual learning paths.
4. Student group coordination.

Tutoring is carried out mainly in individual and personalized modes via e-mail and the collective through virtual spaces of synchronous and asynchronous interactivity.

Communication features allow students to exchange information with each other and with faculty members, facilitating learning consolidation and knowledge dissemination and creating a widespread space for collaborative learning. Faculty members and students are provided with Forums, Interactive Classrooms, and 3D Virtual Classrooms.

### 21.3 Help Desk

The service provides information and clarification by phone during office hours, as indicated in the contact information, or by institutional e-mail.

### 21.4 Student Secretariat

The secretarial service provides information by phone or e-mail on enrollment, matriculation, credit recognition procedures, and various study paths. It issues documents such as attendance certificates, enrollment certificates, graduation certificates, etc.

### 21.5 Special-Needs Students

In promoting the inclusiveness of its educational offerings, STU relies on technology platforms that adhere to international accessibility standards and refer to the W3C (World Wide Web Consortium).

Visually impaired students can take the test on the computer using special text magnification tools. For all students who certify that they have learning disabilities, STU grants an increased period of attendance to take the end-of-course exams at no additional cost.

### 21.6 Service Quality Assessment

STU ensures quality services and active student participation in university life.

Questionnaires directly verify satisfaction with the services provided to students, covering organizational, educational, and administrative aspects.

In addition, information on any complaints and nonconformities that have arisen during service delivery is evaluated.

**The evaluation functions** are carried out by the **Self-Evaluation Committee** and are provided for participation as members of two students.



**Active participation** of students in university life is ensured by participation in the governing bodies of STU, namely:

- the presence of two students in the **Academic Senate**
- the presence of two students in the **Academic Standards Committee**
- The student government's primary objective is the promotion of the common welfare of students by sponsoring programs and services and acting as the student body's voice to the STU's governing bodies.

### **21.7 Course Delivery and Use**

Students and STU interaction through STU's e-learning platforms. Upon admission to the university, students are given a personal STU email address that serves as their primary communication link with the university and their program of studies. Advisement, courses, tutorials, mentoring with faculty, library access, and course resources such as video and project assignment sharing are delivered online. The platforms allow asynchronous activities (lecture study, self-assessment tests, participation in forums, etc.) and synchronous activities (video conferencing, live seminars, etc.).

Students enrolling in a Bachelor's or Master's degree program can start within five working days of receiving the acceptance of their application.



## 22. STUDENT SUPPORT PROGRAMS

St Thomas University (STU) will provide students with several services or support programs. STU will have the following available immediately to students:

- **Faculty mentoring**—This service is provided to all academic course students. In this model, the instructor approaches the educational learning experience as a learning mentor and facilitator instead of the traditional one-way learner instruction. This includes providing referrals to additional services, internal or external, as identified.
- **Technical assistance**—These services are available to assist students with technical issues they might encounter while taking an online course. They include both LMS and SIS assistance.
- **Library services**—This service is provided to all students and includes course-specific library guides and the ability to ask a Librarian for assistance.

### Policy concerning the effectiveness of provided programs:

St Thomas University (STU) embraces stakeholder feedback for continuous quality improvement within our educational services and University operations. To help achieve this goal, STU employs the following techniques.

1. Student course and instructor feedback surveys. At the end of each course, students are offered a survey through the online LMS to complete regarding course content and instruction.
2. Enrollment and advisement surveys. Students are offered a survey upon enrollment and after meeting with their advisor, at least once annually, regarding their experience with the process and customer service they received.
3. Additional support and technical assistance customer satisfaction survey. Upon completing a service request, individuals will be given a brief opportunity to complete a satisfaction survey through a web link.
4. Graduation survey. Upon graduation, the student will be surveyed through electronic means regarding their overall program opinions.
5. General Suggestion Complaint comment card. STU will develop a feedback form on its website that allows stakeholders to submit general feedback and complaints or ask questions anytime. The comments can be anonymous or named depending on the complaint type and stakeholder choice.

The designated support area compiles surveys; results are aggregated for each type or course and shared with senior administration monthly or quarterly. Faculty also receive an anonymized summary of course feedback survey after each course or for open entry exit courses monthly or quarterly, depending on student volume (to ensure anonymity).

## 23. STUDENT INFORMATION SUPPORT

### 23.1 Technical Skills and Abilities for Successful Participation in Online Education

Successfully learning online takes some basic technical skills. You must be familiar with using a web browser and an office productivity suite, including a word processor, spreadsheet, and presentation software. See out technical equipment guidelines for recommendations related to software and hardware that will maximize your learning experience.

In addition, Online education requires self-motivation and minimizing distractions to facilitate the learning process. The following guidelines can assist you in becoming more productive in learning.

## Minimizing Distractions

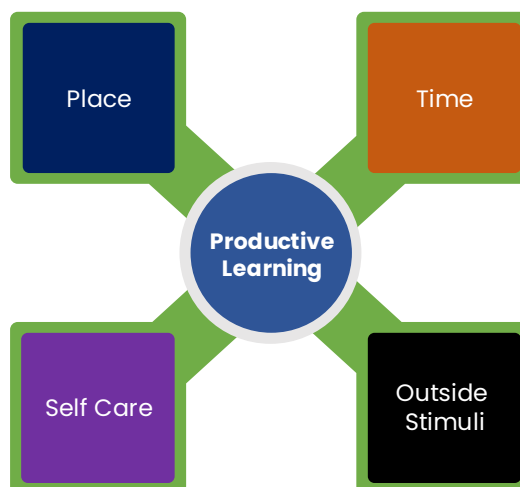
Try these tips to reduce distractions  
For more information ask your instructor

### Place:

Find a quiet and clutter free place to study or work on projects. This will help you keep focused and organized.

### Self Care:

- Set achievable incremental goals.
- Rest your brain.
- Switch between activities to stay focused.
- Never be afraid to ask for help!



### Time:

- Schedule time to study.
- Set specific start and end times.
- Schedule break times to rest your brain.
- Set milestone and completion dates.

### Outside Stimuli:

- Turn off or quiet:
- Cell phones
  - Email
  - Social media notifications
  - Collaboration tools (i.e., Teams)
  - TV or Music

Remember, online learning provides flexibility and the ability to learn from anywhere. However, to get the most out of that experience, you must be able to access the Internet, use a web browser, and complete assignments using productivity software.

The online platforms have instructional guides and tutorials that enable you to utilize the online learning modules. Many demos and videos exist online, on YouTube, and in other services that will help you maximize the use of the tools and productivity software needed to succeed online.



### **23.2 Technical Requirements for Online Learning at St. Thomas University**

St. Thomas University has gone to great lengths to make its learning platforms accessible in many ways. You can access the platform and course modules from a desktop PC, laptop, tablet, or cell phone. St. Thomas University recommends using a desktop PC or laptop as your primary device to access courses and complete assignments. Windows or Apple operating systems are supported and will provide the optimal user experience. In addition to internet access, a student will need access to a productivity software suite, such as Microsoft Office 365 or Google Tools. This suite should include a word processor, spreadsheet, and presentation software. The following are recommended standards for successful online learning participation.

#### **23.2.1 Desktop Laptop**

Operating Systems: Windows 10 or higher (Windows is preferred)  
Apple OS 10 or higher (allowable but not preferred)  
Web Browser: Google Chrome, Microsoft Edge  
Productivity Suite: Microsoft Office 365 or Google Workspace  
Video Player: Operating system default offering  
Ram: 8 MB minimum, 16 MB preferred  
Hard Drive: 40 GB minimum  
Input Output devices: Keyboard, Mouse, Headphones, speakers, microphone, and printer(optional)

#### **24.2.2 Tablets or Cell Phones**

If you have a tablet or want to use one, it should be a recent operating system, no more than two years old, and it could be Android, Apple, or Windows. It must have a minimum 32 GB tablet; 64 GB or higher is preferred. You are not recommended to use a tablet or cell phone to complete assignments. While they can be used to access information, the devices are not designed to be used when completing online learning programs and will reduce your overall learning experience.

#### **23.2.2 Internet Connection**

If using a land-based internet service, you must have an internet connection supporting 4G or higher connectivity or 200MB. Wireless and wired connections are both supported.





## 24. GENERAL STUDENT RIGHTS AND DUTIES

St. Thomas University, Global American Learning NPO, recognizes and respects students' rights, which are the basis of the charter of services:

1. RIGHT to quality education with high-profile faculty, effective teaching methods, and advanced technological infrastructure;
2. RIGHT to be informed in a timely, complete, and up-to-date manner about everything related to the activities of the University and teaching in particular;
3. RIGHT to access and use learning materials on the 24-hour learning platform;
4. RIGHT to use administrative services during the hours established by St. Thomas University;
5. RIGHT to be assisted in their educational journey by teachers and tutors by the established procedures and schedules;
6. RIGHT to technical support provided by technical assistance;
7. RIGHT to submit complaints and suggestions on any inefficiencies;
8. RIGHT to confidentiality and protection of personal data by relevant laws.

As an institution of higher learning, St. Thomas University:

- GUARANTEES the right of all able and deserving students to achieve the highest level of education. The right to study is essential for all students. Students eligible for scholarships due to academic merit or financial need will be assisted in seeking financial assistance.
- ASSURES its students with the necessary conditions for developing their personality and civic knowledge. The right to participation, free expression, and cultural autonomy are recognized.
- GUARANTEES that students with disabilities will not be excluded from participation in any St. Thomas University program or activity as long as they meet the minimum course admission requirements.
- ASSURE its students with correct and timely information they may need to succeed academically.

Students must:

1. TAKE RESPONSIBILITY to conscientiously strive to achieve the academic goals they have set for themselves. Accordingly, each student must comply with the rules of the University and the courses in which they have enrolled;
2. TAKE RESPONSIBILITY for knowing the entrance requirements of their specific courses;
3. TAKE RESPONSIBILITY for knowing all STU policies or procedures. A student's lack of knowledge of an STU policy or methodology will not be accepted as grounds for a waiver or exemption from a policy;
4. RESPECT the organizational and safety STANDARDS outlined in STU's policies and procedures.

### 24.1 Privacy Regarding Students' Academic and Educational Records

**Family Educational Rights and Privacy Act, 20 USC § 1232g et seq. (FERPA)**, gives St. Thomas University (STU) students certain rights regarding their educational records. Educational records are directly related to a student and maintained by STU or a party acting for STU.

The term "**educational documentation**" does not include the following:

- a. Records of a teaching, supervisory, administrative, and educational nature kept by STU officials for personal use only.
- b. Documentation of student employees.
- c. Alumni documentation.
- d. Student health, psychiatric, and counseling records concerning students' treatment are maintained. Other health records laws may protect these records).

Students' rights regarding educational documents include the following:

1. The right to inspect and review the student's educational records within 45 days of the day STU receives an access request. The student must submit a written request to the Register identifying the documents the student wishes to inspect. The STU Register will make access arrangements and notify the student of the time and place the documents may be inspected.
2. The right to request amendment of student education records that the student believes are inaccurate, misleading, or violate the student's privacy rights under FERPA. A student who wishes to ask STU to amend a document must write to the STU official responsible for the record, clearly identifying the part of the document the student wishes to amend and specifying why it should be amended. If STU decides not to amend the document as requested, STU will inform the student in writing of the decision and their right to a hearing on the request for amendment. Further information about the hearing procedures will be provided to the student upon notification of the right to a hearing.
3. The right to provide written consent before STU discloses personally identifiable information in a student's education records, except where FERPA authorizes disclosure without consent.
4. FERPA allows disclosure of student education records to university officials with a legitimate educational interest in the records without requiring the student's written consent. STU discloses academic records without the student's prior written consent under this exception to FERPA requirements. A "College official" is a person employed by STU in an administrative, supervisory, academic, research, or staff support position (including law enforcement, personnel, and health care personnel); a person or company with whom STU has contracted as its agent to provide a service, such as an attorney, auditor, or collection agent; a person who serves on the Board of Trustees; or a student who serves on an official committee, such as a disciplinary or grievance committee, or who assists another College official in performing their duties. A College official has a "legitimate educational interest" if they need to review an educational document to fulfill their professional responsibilities for STU.
5. FERPA allows disclosure of student education records without the student's prior written consent to Colleges where the student intends to enroll or is already registered. STU will disclose College records without written approval under this exception to FERPA requirements upon request. STU will make a reasonable attempt to inform each student of these disclosures.
6. The right to file a complaint with the U.S. Department of Education regarding alleged failures by STU to comply with FERPA requirements.



Students can contact FERPA at:

**Family Educational Rights and Privacy Act  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202-5901**

### Directory Information

FERPA allows the disclosure of "directory information" without the student's written consent.

FERPA also allows students to request that their information not be disclosed. STU discloses "confidential information" without the specific prior consent of the student unless the student has requested that their confidential information not be disclosed by following the procedure described below.

For this purpose, directory information is defined as follows:

- Last and First Name (including maiden and married name, if applicable).
- Address, telephone number, and e-mail address.
- Date and place of birth.
- Main field of study.
- Enrollment status (Bachelor or Master).

A student who does not want *directory information* released without their consent MUST explicitly state this in the **enrollment document - Privacy section** - [www.stthomasuniversity.org](http://www.stthomasuniversity.org)

### 24.2 Academic Dishonesty

STU's community is expected to maintain high personal standards of academic honesty and uphold them in its activities. At STU, **Academic Dishonesty** is considered an act by which a student seeks to reap benefit from another individual's intellectual or artistic work, uses materials unauthorized by STU, or fabricates information in any academic assignment. This includes (but is not limited to):

- Plagiarism is using someone else's work, ideas, or words without attribution. It may also involve misrepresenting the sources used. The issue of plagiarism applies to any job, including exams, papers, other writings, and IT, artistic, photographic, or video-related works.
- Assisting or receiving assistance in any test or examination.
- Impeding or damaging the academic work of another student.
- Submitting material from books, internet sites, or articles without including bibliographic references or proper citations.
- Editing or revising works for others or allowing one's work to be edited or altered by others.
- Submitting the same work in more than one course without all the instructors' consent.
- Acting as an accomplice to other students in any of the above acts.
- Deliberate falsification of data or distortion of supporting documentation for coursework or other academic activity.
- Copyright violations.

Each faculty member will promptly report cases of suspected academic dishonesty to the Academic Standards Committee. By so doing, an instructor does not relinquish the right to assign the student a grade consistent with the grading policy and academic dishonesty statement in the University Catalog.

After consultation with the instructor, the Academic Standards Committee may recommend that the instructor handle the situation solely as a classroom issue, send a letter of concern to the student, and officially refer the case to the office to initiate formal hearing procedures.

Any student referred to the Academic Standards Committee for academic misconduct is entitled to notice of charges being made against them and a full hearing. The student and teacher must document their allegations and refutations in writing and include supporting material (i.e., copies of the student's work, other materials used but not referenced in the student's work, etc.) relevant to the case. If suspension or dismissal is recommended, the student is further entitled to an appeal procedure and will not be suspended or dismissed from the University while appeals are in process.

The Office of the Registrar has available a written statement of policy assuring fair consideration of students in cases of alleged academic dishonesty, specified hearing procedures, possible sanctions, and routes for appeal of decisions.

### 24.3 Judgment of Academic Infractions

Students who violate the standards of conduct will be subject to disciplinary action. Academic cases arising from alleged violations of the University Code of Conduct are the responsibility of the Academic Standards Committee, chaired by the Provost and composed of all Dean of Colleges and two Student Government representatives. Students can express their feelings in writing to the Dean of the College up to three days before the Committee meeting.

Jurisdiction over academic charges is continuous, and depending on the severity of the infractions, the Academic Standards Committee may also provide for the immediate expulsion of the student from the University. Some violations of the University Code of Conduct are related to specific acts of academic dishonesty. Students who commit acts of academic dishonesty will receive at least one failing grade on the work in question or the entire course. This will be determined based on the evaluation of the teacher, the Academic Standards Committee, and the level of the violation.

If a student fails a course for academic dishonesty, they cannot subsequently withdraw from the course. The standard practice for repeating a course in these situations still applies. In the case of a repeated course, the failing grade "F" will be replaced by "NC," which indicates that the failing grade is no longer calculated in the student's grade point average.

The Academic Standards Committee will immediately expel the student if academic dishonesty is repeated.



#### **24.4 Sanctions**

Violations of STU policy may result in a verbal warning, suspension, ending, and expulsion.

#### **24.5 Disciplinary Appeals**

Students who believe a disciplinary action taken against them by the Academic Standards Committee is unfair may appeal in writing to the President. All appeals must be filed within 15 days of the disciplinary action being assigned to the student. The decision of the President is final and unappealable.



## **25. UNIVERSITY CODE OF CONDUCT**

The St. Thomas University Code of Conduct describes the standards of daily conduct, rights, and responsibilities of the academic community. With the acceptance of the contract of cooperation by faculty and non-teaching staff or the enrollment of students at STU, all regulations and codes of conduct of the University are accepted, and their contents are shared.

### **25.1 Violations of Law On and Off Campus**

St. Thomas University takes a firm stand concerning law violations on and off campus to protect our educational mission. Deliberate illegal activity that comes to the attention of STU members will not be tolerated. At STU, each individual is responsible for their behavior.

### **25.2 Equal Opportunity and Nondiscrimination Policy**

St. Thomas University does not discriminate based on race, color, religion, gender, ethnic or national origin, age, marital status, or sexual orientation in the administration of academic and admissions policies, scholarships and financial aid, College-administered activities, programs, or employment practices.

### **25.3 Policy on Civic and Personal Violations**

Concerning the rights of all university community members, St. Thomas University will administer disciplinary action in case of any of the following violations. This list includes, but is not limited to:

#### **25.3.1 Violations related to harm to the community**

These actions include public safety violations and the people's peace on and off campus. These violations include:

- a. The possession or use of dangerous objects.
- b. The possession or use of a firearm.
- c. The use of flammable materials or incendiary items.
- d. Theft or duplication of keys belonging to the university complex.
- e. Smoking on University property.
- f. Disturbing the ordinary course of classes and all activities conducted by STU.
- g. Damaging security equipment.
- h. Throwing false alarms.
- i. Stealing or borrowing items without the owner's permission.

#### **25.3.2 Violations related to damaging the integrity of persons**

These violations include all actions that demonstrate a lack of individual responsibility and, in extreme cases, can be dangerous to personal safety:

- a. Providing false information.
- b. Committing acts of academic dishonesty.
- c. Consuming or possessing alcoholic substances.
- d. Consuming or possessing any drugs.

#### **25.3.3 Violations involving the dignity, safety, and welfare of others**

These include actions involving harassment, humiliation, cheating, and harming other members of society:

- a. Spying on or stalking other people.
- b. Photographing or filming other people without permission.
- c. Using violent behavior. This violation also includes verbal violence and forcibly restraining another person.
- d. Applying psychological pressure, frightening or isolating individuals or groups of people.

## **25.4 Sexual Harassment Policy**

### **Definition of Sexual Harassment**

Sexual harassment implies unprofessional behavior, verbal or non-verbal, explicit or implicit, which consists of sexual advances, sexual, spoken language, or requests for sexual favors. Sexual harassment occurs in cases in which the behavior is unwelcome. All members of STU's community are expected to use their time solely for educational and administrative purposes. If an action, whether sexually inspired or not, interferes with these activities at the University in an offensive or perpetually disturbing manner, STU will intervene in the situation promptly.

The following are examples of sexual harassment:

- A discussion or request for information (either directly or indirectly) concerning an individual's sexual orientation and experiences.
- Unwelcome touching, whistling, leering, insulting, or suggestive comments of a sexual nature.
- Any unwelcome sexual advances.
- The possession and diffusion of sexual material (whether pornographic or material with sexual overtones) on university property.
- Comments or jokes of a sexual nature.
- Using sexual acts as a means of educational or institutional advancement or employment.

It is important to note that as an international University, STU congregates many ethnicities and cultures within its community. Inevitably, misconceptions regarding cultural differences may arise, though STU's policies must be respected in every case and must be decisive in determining misconduct. STU understands cultural differences and will consider these factors while deliberating the case. However, acts such as sexual harassment, regardless of the cultural background of the University Community Member, will not be tolerated in any way. Sexual harassment is not permitted in any form at STU. This policy affects the entire institution and includes every member of its community, including students, faculty, staff, and administrators. In cases involving sexual harassment, STU will maintain the utmost confidentiality and ensure justice in every case. If found guilty, the community member risks, at a minimum, expulsion or the termination of their contract.



## **26. REVISION OF THE CATALOG**

This Catalog will be reviewed and updated annually. The University President, the Academic Senate, or the competent office may propose changes. The President approves the revisions proposed. The Board of Trustees will finally act upon all revisions proposals.



## 27. ADMINISTRATIVE AND FACULTY LIST

### **MEADORS, Allen C., Ph.D., LFACHE**

*President of the University*

- B.B.A. Bachelor in Business Administration, University of Central Arkansas, Conway, AR
- M.B.A. Master in Business Administration, University of Northern Colorado, Greeley, CO
- M.A. Master of Arts in Psychology and Human Relations, Webster University, St. Louise, MO
- M.H.A. Master in Health Services Management. Webster University, St. Louise, MO
- M.P.A. Master in Public Administration, University of Kansas, Lawrence, KS
- Ph.D. Doctorate in Administration and Education, Southern Illinois University, Carbondale, IL
- A.A. Associate of Arts in Computer Sciences, Saddleback College, Mission, Viejo, CA
- Certificate in Health Systems Management, Sloan College of Management, Massachusetts Institute of Technology, Cambridge, MA
- Certificate in Health Services Administration Development Program, Trinity University Graduate College, S. Antonio, TX

### **BROWN, Roger Glenn, MPS, Ph.D.**

*Provost of the University*

- B.S. Bachelor of Science in Education, University of Tennessee, TN
- M.A. Master of Arts in Political Science, University of Tennessee, TN
- Ph.D. Doctorate in Political Science, Johns Hopkins University

### **SCAPIN Anna**

*Chief Financial Officer*

- Master's degree in Economics and Business Administration, Università degli Studi di Milano
- Registration with the Register of Chartered Accountants and Accounting Experts, Italy
- Registration with the Register of Statutory Auditors at the Ministry of Economy and Finance, Italy

### **JACKSON Casanna, MLIS, MSOL**

*Dean of Library Service*

- B.A. Bachelor of Arts, Social Science Jacksonville University, FL
- M.S.O.L. Master of Organizational Leadership, Jacksonville University, Jacksonville, FL (AACSB accredited)
- M.L.I.S. Master of Library and Information Science, San Jose State University, San Jose, CA (ALA accredited)

### **CROUSE, Kevin T., CISSP, CISM, CIPP E, CIPM, D.B.A.**

*General Manager IT and Media Services*

- B.A. Bachelor of Arts in Sociology, Eastern Illinois University, IL
- M.S. Master of Science in Information Assurance, Norwich University, VT
- M.P.A. Master in Public Administration, Southern Illinois University-Edwardsville, IL
- D.B.A. Doctorate in Business Administration with a concentration in Computer and Information Security, Northcentral University

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### **TAYLOR, Timothy L., MPH, Ph.D.**

*Dean, College of General Studies and Digital Education*

- B.A. Bachelor of Arts in English & Political Science, University of Washington, WA
- M.P.H. Master in Health Administration & Policy, University of Oklahoma Health Sciences Center, College of Public Health, OK
- Ph.D. Doctorate in Health Administration & Policy, University of Oklahoma Health Sciences Center, College of Public Health, OK

### **BASS, James, MA, Ed.D.**

*Faculty Author, College of General Studies and Digital Education*

- B.A. Bachelor of Arts in Arts Administration, Pembroke State University, Pembroke, NC
- M.A. Master of Arts in English Education, University of North Carolina at Pembroke, Pembroke, NC
- Ed.D. Doctorate in Educational Leadership, Fayetteville State University, Fayetteville, NC
- Executive Certificate, Jack Welch Management Institute, Leadership Certification, Strayer University Online

### **GORDON, Cristina, MA, ME, Ph.D.**

*Faculty Author, College of General Studies and Digital Education*

- B.A. Bachelor of Arts in Psychology, Faculdades Metropolitanas Unidas, Sao Paulo, Brazil
- M.A. Master of Arts in Psychology, University of West Georgia, Carrollton, GA
- M.E. Master in Education in Adult Education Management and Administration, Northwestern Oklahoma State University, Alva, OK
- Ph.D. Doctorate in Psychology, Capella University, Minneapolis, MN

### **GORDON, Lance, MA**

*Faculty Author, College of General Studies and Digital Education*

- B.A. Bachelor of Arts in History and History of Science, University of Wisconsin, Madison, WI
- M.A. Master of Arts in American Studies, Northwestern Oklahoma State University, Alva, OK

### **MILLER, Michael T., MS, Ed.D.**

*Faculty Author, College of General Studies and Digital Education*

- B.A. Bachelor of Arts in Political Science, Minor: Journalism, Southern Illinois University, IL
- M.S. Master of Science in Higher Education, Southern Illinois University, IL
- Ed.D. Doctorate in Postsecondary Education, Teacher's College, University of Nebraska-Lincoln





**MINER, Seth, MS**

*Faculty Author, College of General Studies and Digital Education*

B.S. Bachelor of Science in Philosophy: Emphasis in Ethics, University of Arizona, Tucson, AZ

M.S. Master of Science in Philosophy: Epistemology, Ethics and Mind, University of Edinburgh, Edinburgh, Scotland

**THARP, Louis B., Ph.D.**

*Faculty Author, College of General Studies and Digital Education*

B.A. Bachelor of Arts in Philosophy magna cum laude - Yale University, New Haven, CT

M.A. Master of Arts in Psychology - Claremont Graduate University, CA

Ph.D. Doctorate in Psychology - Claremont Graduate University, CA

*Other Post-graduate Studies*

Fuller Theological Seminary - Theology - one year

Educational Psychology - 30 units - California State University at Los Angeles

Seminars on writing - University of California at Irvine

Television production courses - Saddleback College

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**AKGÜN, Hediye Seval, MD, PhDs, MSc, CPHHA**

*Dean, College of Health Science*

MD Bachelor in Medicine, Ankara University

Ph.D. Doctorate in Public Health Specialization, Hacettepe University, Turkey

Ph.D. Doctorate in Occupational Health Specialist, Hacettepe University, Turkey

*Other Post-Graduate Studies*

Maternal and Child Nutrition, Wageningen Agricultural University, Netherlands

Community Nutrition, Hacettepe University, Turkey

Epidemiology Emory University, Atlanta, USA

Clinical Quality Assurance, Public Health Institute, Santa Cruz, California, USA

Surveyor in Health Care Facilities, AGI Consulting LLC, Oklahoma City, Oklahoma, USA

Applied Public Health, School of Public Health and Occupational Health, Netherlands

Clinical Quality Improvement, John Hopkins University, Baltimore, USA

Observer, Continuous Quality Improvement Activities in Health, IUCC, Dallas, Texas, USA

Training of Trainers, Harvard School of Public Health

Development of Human Resources Management Policy in Health Care, School of Public Health, WHO, Geneva, WB, Washington

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**CHEN, Alexander N., MS Rural Sociology, MAG, Ph.D.**

*Dean, College of Innovation and Intelligence*

B.S. Bachelor of Science in Agricultural Extension, National Taiwan University, Taiwan

M.S. Master of Science in Rural Sociology, Pennsylvania State University, PA

M.Ag. Master in Agricultural Economics, Pennsylvania State University, PA

Ph.D. Doctorate in Rural Sociology, Pennsylvania State University, PA

**CASEY, Michael, MSE, Ph.D.**

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B.S. Bachelor of Science in Mathematics, University of Central Arkansas, AR

M.S.E. Master of Science in Education in Advanced Studies in Teacher Leadership, University of Central Arkansas, AR

Ph.D. Doctorate in Computer and Information Science, University Arkansas Little Rock, AR

National Board-Certified Teacher, National Board for Professional Teaching Standards

**CHEN, Bernard, Ph.D.**

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B.S. Bachelor of Science in Computer Science and Information Engineering, Fu Jen Catholic University, Taipei, Taiwan

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**CROUSE, Kevin T. Crouse, CISSP, CISM, CIPP E, CIPM, DBA**

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**DONG, Yinlin, MA, Ph.D.**

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B.S. Bachelor of Science in Computational Mathematics, Nankai University Tianjin, China

M.A. Master of Arts in Mathematics, University of Alabama Tuscaloosa, AL

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**GETSON, Nancy Jo, MS**

*Faculty Author, College of Innovation and Intelligence*

- B.S. Bachelor of Science in Physics (Honors College), Michigan State University, MI
- M.S. Master of Science in Engineering Science, Arizona State University, AZ

**KONCABA, Sabrina, LLC**

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- B.S. Bachelor of Science in Interdisciplinary Studies, Lamar University, Beaumont, TX
- M.S. Master of Science in Information Assurance, Norwich University, VT

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**BOLLES, Jeffrey Richard, MA in Exercise Physiology, MBA, Ph.D.**

*Dean, College of International Business*

- B.S. Bachelor of Science in Physical Education Theory, Exercise Physiology, State University of New York, College at Cortland
- M.A. Master of Arts in Exercise & Sports Science, Exercise Physiology, University of North Carolina - Chapel Hill, NC
- M.B.A. Master in Business Administration, University of North Carolina-Pembroke, NC
- Ph.D. Doctorate in Health Studies, Community Health, Texas Woman's University, TX
- Certificate in Family Financial Planning, North Carolina Agricultural and Technical State University, NC

**NDHLOVU, Pardon, MBA**

*Faculty Author, College of International Business*

- B.S. Bachelor of Science in International Business, University of North Carolina at Pembroke (UNCP), NC
- M.B.A. Master of Business Administration, Augusta University, Augusta, GA

**O'DELL, John, MSN, MBA HAS**

*Faculty Author, College of International Business*

- A.D. Nursing, Wake Technical Community College, NC
- B.S. Bachelor of Science in Nursing, East Carolina University, NC
- M.S. Master of Science in Nursing, University of North Carolina, Greensboro, NC
- M.B.A. Master in Business Administration with a concentration in Health Services Administration, Strayer University, Alexandria, VA

**PARISIAN, Daniel J., Ph.D.**

*Faculty Author, College of International Business*

- B.A. Bachelor of Arts in Economics, Hartwick College, Oneonta, NY
- B.A. Bachelor of Arts in Mathematics, Hartwick College, Oneonta, NY
- M.A. Master of Arts in Economics, State University of New York at Binghamton, NY
- Ph.D. Doctorate in Economics, State University of New York at Binghamton, NY

**THOMAS, William Stewart, PhD, CPA, CGMA**

*Faculty Author, College of International Business*

- B.S. Bachelor of Science in Business Administration-Accounting, University of North Carolina, Chapel Hill, NC
- M.B.A. Master in Business Administration with a concentration in Management, Campbell University, Buies Creek, NC
- Ph.D. Organization and Management specializing in Information Technology Management, Capella University, Minneapolis, MN
- Certified Public Accountant, 1993. Currently Licensed in the State of North Carolina
- Chartered Global Management Accountant, 2013. Currently Licensed with the American Institute of Certified Public Accountants