



**UNICARIBE**  
UNIVERSIDAD DEL CARIBE



# POSTGRADUATE CATALOG

Updated to 2025

Updated to 2025

Version 03

Central Campus

Autopista 30 de Mayo km 7½, Urbanización Tropical, Santo Domingo

Service Office: Province of Monte Plata

Dominican Republic



# CATALOG

## POSTGRADUATE Updated to 2025



## PRESENTATION

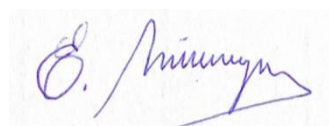
*The University of the Caribbean (UNICARIBE) has established in its mission statement the updating and strengthening of the professional skills of its graduates in different disciplines of knowledge, and offers postgraduate courses in line with the needs of society and as a continuation of its undergraduate courses.*

*UNICARIBE's graduate programs are designed to train professionals with the skills necessary to innovate and influence the transformations required by society and the productive and service sectors. UNICARIBE offers specialization, master's, and continuing education programs with highly specialized, cutting-edge, and innovative topics that promote self-management and self-learning, enabling graduates to facilitate knowledge for responsible problem-solving in their professional field.*

*Postgraduate studies at UNICARIBE are designed to enable students to achieve the highest level of knowledge and include research as an inherent part of the training process, with a view to developing the academic and professional skills required today for local, regional, and global development.*

*UNICARIBE offers postgraduate programs open to the community of graduates and the general public, based on the Educational Model that characterizes the University, which relies on the intensive use of information and communication technologies, in both blended and virtual modalities. These programs comply with the provisions and regulations of the Ministry of Higher Education, Science, and Technology (MESCyT).*

*The postgraduate area is an academic unit whose main function is to administer, organize, plan, and control the postgraduate programs designed by the schools that make up the Universidad del Caribe in accordance with the institution's philosophical principles.*



*Dr. Emilio Mínguez Rector*

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## CHAPTER 1. INSTITUTIONAL INFORMATION

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### 1.1 History of the University of the Caribbean

The University of the Caribbean (UNICARIBE) was founded in 1995 in Santo Domingo, Dominican Republic, with the mission of offering high-quality, accessible higher education focused on the comprehensive development of its students. It was conceived as a university that could provide educational opportunities to people who, for work or personal reasons, have not been able to access academic programs. **UNICARIBE** Decree Since its inception, UNICARIBE has adopted an innovative approach to higher education, combining blended learning with distance education. Its flexible, affordable, and inclusive model has allowed many professionals to continue their studies while working, which has been key to its growth and acceptance in Dominican society. UNICARIBE Educational Model 2024.pdf Some milestones in the history of UNICARIBE include:

1. **Founded in 1995:** It was founded in 1995 by Celedonio Más Garrido, who was the sponsor of the foundation, along with Dr. José Andrés Aybar Sánchez and Dr. José Ramón Holguín Brito, among others, who led the creation of the university with a focus on professional training and skills development that responded to the needs of the Dominican labor market at that time. It began operations at the facilities of the Caribbean Military Academy (AMC), a school owned by Mas Garrido, which today is part of the Foundation to which UNICARIBE belongs.

2. **Academic expansion:** Over the years, the university has expanded its academic offerings, incorporating new undergraduate and graduate programs in areas such as engineering, business and public administration, education, law, and more. Its focus on distance learning programs has been pioneering in the region.

3. **Focus on research:** In recent years, UNICARIBE has strengthened its commitment to research, establishing links with international institutions and promoting scientific production through various chairs and research centers, such as the Center for Analysis and International Studies of the Caribbean (CAYEI).

4. **Contribution to society:** The university has played an important role in training leaders and professionals who contribute to the economic, social, and cultural development of the Dominican Republic and the Caribbean. In addition, it has been committed to social responsibility, participating in community projects and promoting sustainability, with inclusive full scholarship programs for people with disabilities.

5. **International collaboration:** Over the years, UNICARIBE has forged alliances with international universities and organizations, strengthening its presence in the global academic arena.

6. It has first-rate educational technology platforms. With Banner as its student information system, Blackboard as its LMS, Cloudlabs virtual laboratories, and videoconferencing with Class.

Given the modern platforms that UNICARIBE has in its administrative and academic management, during the early stages of the COVID-19 pandemic and the disruption that marked a change in the way services were provided, the institution became a national benchmark that also provided technical support to other universities in the system for their rapid migration to virtual learning. All this was possible thanks to the fact that UNICARIBE's teachers were also trained in the use of technologies for their teaching work with virtual classrooms strengthened in resources.

UNICARIBE continues to consolidate its position as one of the country's leading private universities, with a vision of continuous growth and adaptability to the new demands of the modern world.

Today, UNICARIBE is an institution in evident continuous and assertive improvement, responding to the demands of a changing society that requires development, but with sustainability and resilience. Historically, the baseline for this improvement is the institutional strategic plan, a living and flexible document built with the participation of the university community, as a result of continuous self-evaluation and external evaluations. It is periodically evaluated and readjusted to new social and educational needs. The institution's educational offerings are, at the same time, an instrument of change and improvement in an environment of harmonious development of its substantive functions (teaching, research, outreach-engagement). It promotes the integration of the individual in their anthropological, social, biosociological, historical-productive, and ethical-moral dimensions, which promotes training based on an axis that integrates disciplinary knowledge and sociocultural values into professional practice, from a local, regional, and global development perspective.

## 1.2 From the Institutional Philosophy

### 1.2.1 Mission

"To train professionals who are committed to the development of their environment, competent and ethical, through an innovative model that contributes to social development and well-being, based on standards of excellence and quality."

### 1.2.2 Vision

"To be an inclusive distance learning university, recognized for its innovative programs and use of advanced technologies, to train leaders committed to the needs of society, with equity and contributing to sustainable development."



### 1.2.3 Values

- *Respect*
- *Inclusion*
- *Equity*

- *Humanism*
- *Integrity*

### 1.3 Code of Ethics

The Universidad del Caribe has a code of ethics that promotes interaction, dignity, and respect, as well as referring to individual conduct, where each member of the community is responsible for their actions and their conduct must be governed by good judgment, common sense, fairness, and acceptance of diversity, in compliance with the ethical principles set forth by the institution and national regulations. Its main objective is to regulate the conduct of employees (administrative, support, and teaching staff) with respect to the ethical principles that govern their performance at the institution, in order to guarantee and promote the highest degree of honesty and morality in the exercise of the functions of the Universidad del Caribe.

### 1.4 Government

UNICARIBE is an institution of higher education registered in the Dominican Republic. UNICARIBE is administered and controlled by a Board of Directors, which is the legal entity responsible for enacting, reviewing, and amending its rules and procedures. It also has an Advisory Board. The Rector is the highest authority at the university.

### 1.5 Law and Attention to Disabilities

UNICARIBE complies with the Rehabilitation Act of 1973 (Section 504), which requires that no disabled person be excluded from enrolling in an instructional course due to a disability. Students must disclose any special needs at the time of enrollment if they wish to benefit from special accommodations. For physically disabled students, UNICARIBE has elevators, ramps, and special parking spaces to facilitate entry into the building. The bathrooms have wide entrances to facilitate wheelchair access.

Similarly, the University of the Caribbean complies with Law 5-13, which protects and guarantees equal rights and opportunities for all persons with disabilities and regulates non-profit legal entities whose corporate purpose is to work to improve the quality of life of persons with disabilities. (Congress of the Dominican Republic).

### 1.6 Equal Opportunity Statement

UNICARIBE is an equal opportunity institution, consistent with the Federal Rule that no person shall be excluded from any instruction, nor subject to discrimination in any

contractual process, or in any school activity, on the basis of race, creed, color, disability, origin, sex, political affiliation, sexual orientation, marital status, or beliefs.

## 1.7 Affiliations

### 1.7.1. National

- A. Dominican Association of Universities (ADOU).
- B. Dominican Association of University Rectors (ADRU).

### 1.7.2. International

- A. Association of Rectors of the Caribbean and the Americas (ARCA).
- B. Interuniversity Center for Development (CINDA).
- C. CYTED is the Ibero-American Program of Science and Technology for Development.
- D. Inter-American University Organization (OUI).
- E. Euro-American Interuniversity Network for Research on Media Competencies (ALFAMED).
- F. Interuniversity Network on Inclusion in Higher Education (RIIES).
- G. Network of Universities of the Americas and the Caribbean for Disaster Risk Reduction (REDULAC).

## 1.8 Accreditation and Recognition

Higher education institutions in the Dominican Republic must be evaluated every five (5) years in the so-called Quinquennial Evaluation (EQ), which, according to Article 71 of Law 139-01 on Higher Education, Science, and Technology, is defined as a process to which higher education institutions (HEIs) must submit every 5 years to assess and describe the institutional conditions to ensure compliance with agreed and regulated quality criteria and standards through the provision of their services to Dominican society.

In the last five-year evaluation for 2021-2025, the Universidad del Caribe obtained an "Excellence" rating as a result of its Institutional Self-Assessment, which has provided an excellent opportunity for the University to reflect on its work, reaffirming its commitment to quality and continuous improvement with clear ethical criteria, transparency, and accountability that allow for institutional performance in accordance with its values, principles, and mission, in a context of relevance and academic quality that ensures the effectiveness and efficiency in the execution of internal management processes of its substantive and administrative functions for the fulfillment of its mission objectives.

In this context, UNICARIBE, in its ongoing pursuit of innovation and development, implements activities and actions to gain recognition from national and international entities through audits, accreditation processes, and external evaluation.

## CHAPTER 2. RESOURCES AND SERVICES

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### 2.1 Facilities and equipment

Universidad del Caribe, UNICARIBE, located at Autopista 30 de Mayo Km. 7½, Urbanización Tropical No. 11105 Santo Domingo, Dominican Republic. Phone: (809) 616-1616 Fax. (809) 535-0489. Website: <https://unicaribe.edu.do>; e-mail: [info@unicaribe.edu.do](mailto:info@unicaribe.edu.do).

The institution's facilities are divided into the following modules:

1. Building A
2. Building B
3. Building C
4. New building that houses graduate classrooms and administrative offices for the Foundation, UNICARIBE Board of Directors, Rector's Office, Vice-Rectors' Offices, Laboratories, UNICARIBE TV, UNICARIBE Radio, and a fifth floor for special events and executive use.

There are currently comfortable classrooms, three science laboratories, an electronics laboratory, twelve (12) computer laboratories, an auditorium, a library area, and other services that will be described in more detail in the description of each building.

#### Building A

This building has three levels, which house the Registrar's Office, Cashier's Office, Accounting Office, and Technology Office.

Distributed as follows:

**First Level:** Registrar's Office, Cashier's Office, Library, Reception, Accounts Receivable, and Infirmary.

**Second Level:** Reception and comfortable classrooms.

**Third Level:**

This level houses the administrative offices: Technology, Human Resources, Finance and Accounting, Support Area with kitchen, dining room, and bathroom.

#### Building B

This building has five levels, which house the Classrooms, Call Center, English Immersion, Technology Laboratories, Teacher Supervision, Janitorial Services, and Audiovisual Classroom, FUSECA (Educational Credit Foundation), 3D and Augmented Reality Laboratory, Physical Plant Offices, General Services, Bathrooms, among other facilities.

Distributed as follows:

**First Floor:** Information and Reception, FUCECA (Student Educational Credit Foundation), Recreation Area, Employee Dining Rooms, COOP-UNICARIBE (Cooperative), Restrooms.

**Second Floor:** 11 Classrooms, Accreditation and Quality Assurance Department, Thesis Work, Continuing Education, Teaching Supervision, Digital Room, Hearing Room, Cybersecurity Research and Development Center, 3D-Augmented Reality Laboratories, Digital Room, Technology Laboratory.

**Third Floor:** 27 classrooms.

**Fourth Floor:** Multipurpose Rooms (1 and 2), Contact Center Offices, Academic Vice-Rector's Office, Graduate Studies Department, Schools Department, and 18 classrooms.

**Fifth Floor:** 22 classrooms.

### Building C

It has five levels, the second with a total of sixteen (16) classrooms, distributed as follows: on the third level there are three (3) classrooms, on the fourth level there are seven (7) classrooms, and on the fifth level there are six (6) classrooms. Physical Plant, Purchasing, General Services, and Restroom offices.

**First Level:** Insurance Brokerage, Student Welfare, Admissions, Accounts Receivable/Student Financial Services Center.

**Second Level:** 3 Computer Labs. **Third Level:**

Storage, Technical Support.

**Fourth Floor:** 7 classrooms

### New Building

The University has a new five-story building currently undergoing refurbishment, which will house the President's Office, as well as other support and service areas: Rector's Office, Council Chamber, Academic Vice-Rector's Office, Student Services Vice-Rector's Office, Research Vice-Rector's Office, Extension Vice-Rector's Office, Postgraduate Vice-Rector's Office, Digital Transformation Vice-Rector's Office, Financial and Administrative Vice-Rector's Office.

### General adaptation

The Universidad del Caribe has a campus that is appropriate for its educational model and virtual and blended learning modality. It has five buildings with 100+ classrooms equipped with whiteboards and others with interactive whiteboards. It has two multipurpose rooms and an auditorium with a capacity for 1,000,000 people, comfortable bathrooms, a cafeteria, a commissary, an area for student and faculty recreation, technology and cooking laboratories, and others such as cybersecurity and augmented reality, a digital room, and a contact center to support students, faculty, and the general public with information about the institution.

There is a volleyball court and basketball court. A physical library and a virtual library facilitate bibliographic consultations and reviews in support of the teaching-learning process, and there are four large parking lots.

1. Size
2. Fireproofing

Not all classrooms are air-conditioned. There is a plan to complete the air conditioning of the classrooms. UNICARIBE has a Risk Reduction Plan that integrates prevention, preparedness, and response actions for its entire population, especially in the area of fire prevention.

### 3. Current status of repair/construction.

UNICARIBE has physical plant supervisors and conducts periodic satisfaction surveys of the community as mechanisms for evaluating and ensuring the relevance of its facilities. UNICARIBE currently has suitable physical facilities that correspond to its student and faculty population in its blended learning modality, as well as to the internal services it offers. It has a descriptive matrix of its facilities that includes classrooms, lecture halls, laboratories, offices, library, and others, with their capacity and use. It has a rigorous maintenance plan that is evaluated periodically.

### 4. Deferred maintenance

The Universidad del Caribe has had to postpone maintenance on several occasions due to various reasons, such as the need for more staff, the incapacitation of existing staff, and, during the COVID-19 pandemic, the suspension of activities as a preventive measure to protect the health of the university community.

## 2.2 Library

The Don José Andrés Aybar Castellanos Library is a service provided by the University of the Caribbean (UNICARIBE) under the Academic Vice-Rector's Office, where the institution's bibliographic and documentary collections and electronic resources are organized in order to meet the teaching, research, and updating needs of the university community and society in general.

The KOHA online catalog is a tool for public access to the information available in the library, allowing users to locate books, brochures, theses, periodicals, and other printed materials.

In accordance with Resolution 2004-03 of the Academic Regulations dated January 8, 2004, each student in their final year prior to graduation will donate a book to the library.

## 2.3 UNICARIBE Hours

The university will be open throughout the year, except on public holidays. Please refer to the operating hours. UNICARIBE's operating hours are as follows:



**CLASES**  
 Lunes a viernes: 9:00 a.m. – 10:00 p.m.  
 Sábado: 8:00 a.m. – 05:00 p.m.  
 Domingo: 8:00 a.m. – 12:00 m. a 1:00 p.m. – 05:00 p.m. (Solo Virtual)

**CALENDARIO ACADÉMICO CUATRIMESTRES**  
 Enero-abril  
 Mayo-agosto  
 Sept.-dic.

**FERIADOS**  
 Día de Año Nuevo  
 1 de enero  
 Día de Viernes Santos  
 Marzo o abril (Varía)  
 Día de Navidad  
 25 de diciembre

**HORAS DE OFICINA**  
 Lunes a viernes: 8:00 a.m. – 9:30 p.m.  
 Sábado: 8:00 a.m. – 04:00 p.m.  
 Domingo: 8:00 a.m. – 03:00p.m.

**SERVICIO DE LA BIBLIOTECA Y CENTRO DE INFORMACIÓN**  
 De lunes a domingo: 8:30 A.M. – 10:00 P.M

## 2.4 Privacy of Student Records

UNICARIBE is committed to protecting students' rights and the privacy of their information. In accordance with Public Decree 93-380 and the Family Educational Rights and Privacy Act of 1974, 1002.22, the school allows students to access their school records, challenge records they believe to be inaccurate, incomplete, or false, and limit the release of such information. These records will not be released without the express written consent of the student. The student will be notified if a court requests to see these records.

## 2.5 Campus Security

In accordance with the Student Right-to-Know Security Act, Public Decree 101-542, as amended by the Technical Amendments to Higher Education of 1991, or Public Decree 100-26, UNICARIBE will provide statistical data and procedures to raise awareness and prevent criminal activity. Students who are unable to access this information are advised to obtain a printed copy.

## 2.6 Medical Services

The Institution assists students with primary care and first aid, issuance of medical certificates, and family planning and reproductive health.

### Housing

UNICARIBE does not provide housing services for its students. However, through Student Welfare, it offers guidance to foreign students who wish to settle in the country.

## 2.7 Cooperative



COOPUNICARIBE is the university's cooperative for teaching and administrative staff. It provides its members with comprehensive and innovative solutions tailored to their needs. It offers benefits, including: Quick credit, educational activities, and discounts on products and

Services.

## 2.8 Parking

Traffic and parking regulations must be observed for everyone's protection. UNICARIBE has parking spaces on its main campus for use by students and faculty. Students must not park in areas designated for disabled persons, on sidewalks, or in areas where there are signs prohibiting parking. Violators are subject to having their vehicles towed without prior warning or formal notification.

## 2.9 Security

UNICARIBE has a Disaster Risk Management Plan that incorporates internal security. It maintains well-lit buildings and parking areas. Any incidents or suspicious persons should be reported immediately to internal security.

In case of fire, students should follow the exit signs in each building. In case of an emergency, students should:

- Leave the building through the nearest exit in an orderly manner
- Not use the elevators.
- Keep a safe distance from the building. Do not re-enter the building until instructed to do so by the Emergency Committee.

## 2.10 Student lounge

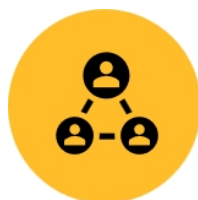
UNICARIBE has an area designed for students to enjoy refreshments or snacks. It also has vending machines.

## 2.11 Personal property

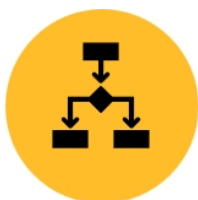
UNICARIBE is not responsible for the loss, theft, destruction, or damage of any belongings owned by students, visitors, or other individuals.

## CHAPTER 3. EDUCATIONAL TECHNOLOGICAL INNOVATION

The University of the Caribbean (UNICARIBE) stands out for its excellence in the integration of cutting-edge educational technologies for its management system, academics, and complementary platforms.



Unidad de Transformación Digital



Cultura de gestión ágil y digital



Competencias digitales docentes y empleados

During the COVID-19 pandemic, UNICARIBE stood out as a national benchmark thanks to its rapid adaptation to virtual learning. This not only involved a smooth transition within the institution itself, but also resulted in technical support being offered to other universities, contributing to educational continuity at the national level.



Gestión centrada en el estudiante digital



Plataformas LMS, SIS, Omnicanalidad



Renovación de la oferta académica

The key to success lies in the commitment of its teachers, who are highly trained in the use of these technological tools. UNICARIBE's virtual classrooms are equipped with robust solutions that encourage interaction and meaningful learning. This proactive approach reaffirms UNICARIBE's position as a leader in private education in the country, standing out for its constant evolution and response to the demands of the modern world.

### 3.1 Technological platforms

UNICARIBE, with its blended learning model, offers a wide range of technological platforms designed to meet academic, administrative, and service needs. In the academic sphere, advanced tools such as Blackboard Ultra and Class for learning management stand out, in addition to COURSERA and Cloudlab, which provide access to online courses and virtual laboratories. EBESCO is also integrated, providing essential bibliographic resources for study and research. In the administrative area, Banner Ellucian ensures efficient management of institutional information, Argos by Envisions provides statistical analysis of online information, while for additional services, users

have access to systems such as UCASYS, which optimizes internal management, and ViaFirma, which facilitates digital signature processes. These solutions reflect UNICARIBE's commitment to offering a comprehensive educational experience, adapted to the demands of modern education.



For the benefit of our community and usability of the platforms, we have **Single Sign-On** between Correo-Conecta-Blackboard and automated Blackboard integrations with third-party applications.

**The Virtual Help Desk offers support for Academic Services and Registration during extended hours Monday through Friday until 9:30 p.m. and on Sundays from 8:00 a.m. to 3:00 p.m.**

### 3.1.1 Blackboard: Blackboard Learn

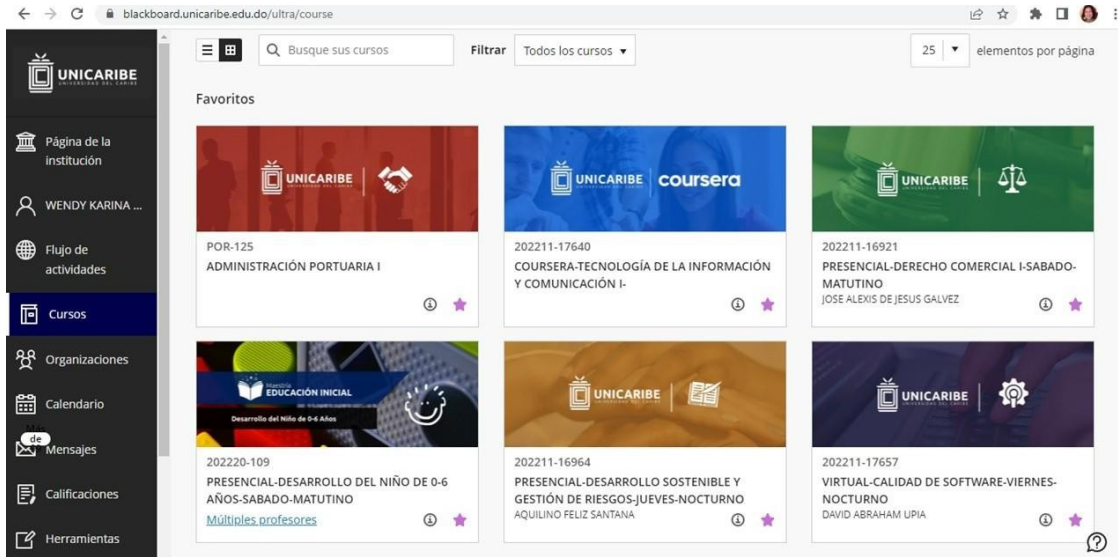
Blackboard is an American Learning Management System (LMS) launched in 1997 and designed to support teaching and training in academic and commercial institutions. UNICARIBE implemented this platform in 2016 to strengthen its virtual educational offerings. Blackboard allows users to create, manage, and share online courses, offering tools for publications, resources, activities, and automated grading, which are synchronized with the Conecta platform. It also includes Ally, a tool focused on accessibility and artificial intelligence to optimize educational content.



Dr. José Alejandro Aybar, Chancellor of UNICARIBE, was inducted into **the Blackboard Hall of Fame in July 2020**. This recognition highlighted his leadership and innovation in the field of education, especially for his contribution to the use of technologies such as Blackboard Ultra in virtual education. Dr. Aybar became the first Dominican to receive this honor, highlighting UNICARIBE's impact on academic training and the use of technological tools to address educational challenges.

- **Functions:** Blackboard allows teachers to create and organize courses with modules and content, manage assignments, communicate through announcements, forums, track student progress, and customize the learning experience according to their needs.
- **Advantages:** The platform offers flexibility to access from any device, saves time by eliminating travel, provides global access for students in different locations, and offers a controlled environment that promotes learning.





### Artificial Intelligence (AI) in Blackboard

Artificial intelligence in Blackboard Ultra, such as the AI Design Assistant, offers innovative tools to optimize course design and teaching. Among its benefits are:

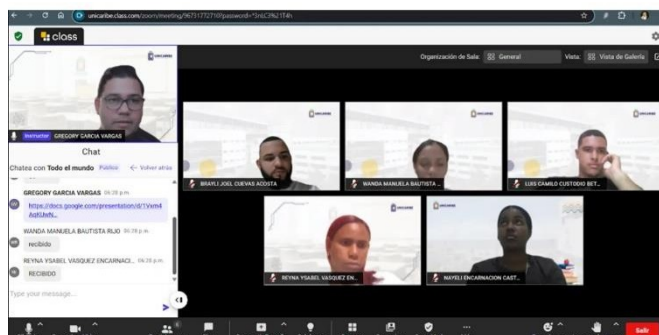
- **Efficiency in course design:** Generates learning modules, assessment questions, rubrics, and structured content automatically, saving instructors time.
- **Enhanced collaboration:** Facilitates the creation of discussions and assignments that encourage interaction among students.
- **Customization:** Allows you to adjust the complexity and cognitive level of content to suit students' needs.
- **Visual innovation:** Generates images and graphic elements to enrich course content.

These tools transform the educational experience, making learning more dynamic and accessible for the UNICARIBE academic community.

### 3.1.2 Class

The Class videoconferencing platform, implemented at UNICARIBE since January 2024, has had a positive impact by facilitating meetings, online classes, and real-time collaboration. With artificial intelligence for note-taking and answering questions, Class integrates with Blackboard, centralizing students' academic information. This integration

promotes interaction, screen sharing, and collaboration, reflecting UNICARIBE's commitment to and educational quality.



innovation

**Class** allows teachers to schedule and organize videoconferences, setting dates, times, and topics, as well as sending invitations with access links. During the sessions, participants can interact in real time via chat, voice, and video, while teachers moderate participation and share screens for presentations or demonstrations.



The platform records the

video conferences for future reference and teacher evaluation. It also enriches learning with tools such as a virtual whiteboard, surveys, and quizzes to assess understanding of the topics.

A key feature is the "**supervised view**," which allows teachers to monitor student activities in real time, ensuring a controlled and effective learning environment.

### Artificial Intelligence (AI) in Class

Class integrates artificial intelligence to enhance the virtual learning experience. Some of its applications include:

- **Real-time transcription:** AI generates automatic subtitles to facilitate accessibility and comprehension.
- **Engagement analysis:** It uses algorithms to measure the level of student interaction, identifying those who need more support.
- **Quality optimization:** Improves audio and video by reducing background noise and automatically adjusting the image.
- **Task automation:** Simplifies meeting scheduling and tracking student progress.

These features make Class a powerful tool for enriching online teaching and collaboration.

### 3.1.3 Coursera

This virtual education platform was launched in October 2011. It was developed by academics at Stanford University with the aim of providing mass education to the population through online courses (known as MOOCs, or Massive Online Open Courses). UNICARIBE formed a partnership in 2022 in which it uses its courses for integration into the academic offerings of some of the institution's subjects, giving students the opportunity to achieve various certifications that accredit the skills and competencies acquired during the course. <https://sites.google.com/unicaribe.edu.do/e-learning/coursera>

**UNICARIBE was recognized at the 2024 Coursera Enterprise Customer Awards in the Maximizing Impact category, highlighting its commitment to educational innovation. This prestigious award was presented during the Coursera Connect event in Mexico, where UNICARIBE representatives shared their experiences and best practices with university, business, and government leaders. Participation in this meeting reinforces UNICARIBE's role as a leader in the transformation of education and its ability to meet the challenges of learning in the 21st century.**

#### Artificial Intelligence (AI) at COURSERA

**Coursera Coach** uses artificial intelligence to enhance the learning experience. This tool offers interactive and personalized assistance, helping users understand complex concepts, summarize key content, and practice with additional questions. In addition, it relates learning to real-world professional scenarios, facilitating the application of knowledge in the workplace.



There are currently 14 Coursera courses integrated in its asynchronous mode, which allow our students to benefit from the automatic synchronization of grades with the Blackboard and Conecta systems.

### 3.2 Connect (Ellucian Banner)

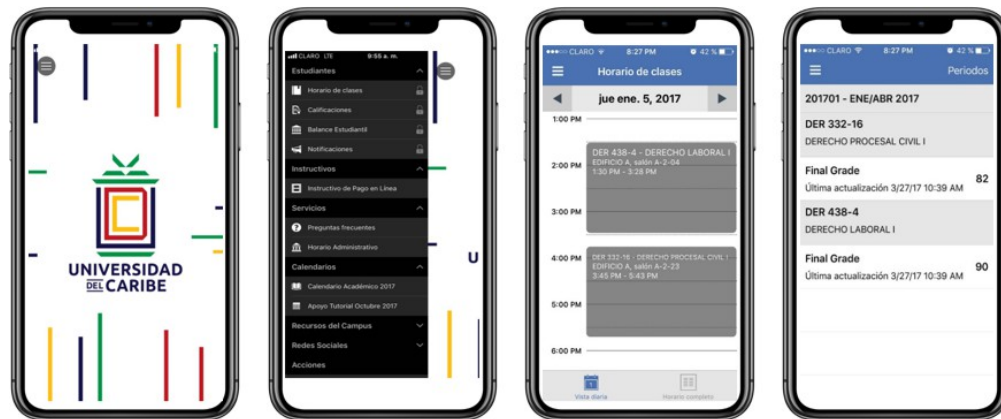
This is an enterprise resource planning (ERP) system designed specifically for educational institutions. Banner is a comprehensive solution that covers the entire academic lifecycle in higher education institutions. The activities and services offered on the Connect (Ellucian Banner) platform include:

Course registration	Online payments	Academic Compliance
Student Projection	Schedule Details	View Retentions
Check Balance	Grade Record	Online Requests

### 3.2.1 Connect UNICARIBE Mobile

This is an application where students and teachers can check schedules and classrooms, view published grades, notifications, or active withholdings. It supports students throughout their academic careers, helping them stay connected to the institution from anywhere in the country and from any electronic device. Among the activities and services offered on the platform are: course registration, student projections, balance inquiries, online payments, schedule details, grade records, academic compliance, withholdings, and online applications.

### 3.3 Google Workspace (@unicaribe.edu.do email)



Domain

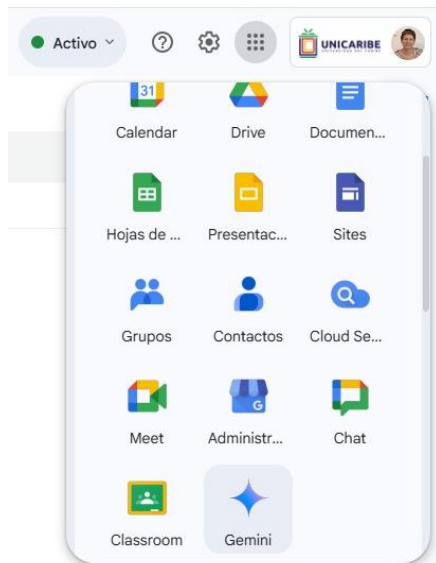
contracted from Google Workspace (formerly known as G Suite) is a set of applications designed to increase productivity and collaboration in institutions.

Google Workspace stands out for its innovation, constant updates, and ability to adapt to organizations of any size. Its applications, such as Gmail and Google Drive, optimize communication and collaboration in education, while its simplified administration allows for control over accounts and policies. Accessibility from any device facilitates remote work, and tools such as Google Docs promote real-time collaboration. In addition, it offers advanced security and encryption to protect business data.

### 3.4 ICT Tools and Artificial Intelligence (AI)

The institution applies the use of Information and Communication Technologies (ICT) and Artificial Intelligence (AI) in collaborative learning to promote the effective use of digital tools, such as online documents and presentations, digital portfolios, and Gemini AI, to improve interaction, communication, and academic collaboration.

- **Document and digital presentation in a collaborative environment**



The institution uses the online digital document and presentation available from UNICARIBE email collaboratively or individually to streamline studies and results obtained through collaboration. As well as other Workspace tools from the UNICARIBE domain via Gmail.

- **Artificial Intelligence (AI) from Workspace**

Multiple benefits by facilitating the management of academic information. It promotes efficiency in learning by enabling more accurate and rapid organization of data relevant to training. In addition, it improves interaction and collaboration between users by integrating with digital tools in educational environments. Gemini also fosters innovation in academic processes by optimizing routine tasks, leaving more time for strategic activities. Its implementation enhances the use of technological resources at UNICARIBE, available from the institutional email, which is accessible to the entire academic community.

- **eLearning portal present in all academic offerings**

The UNICARIBE eLearning portal is a platform designed to facilitate access to educational resources and academic services online. It also provides detailed instructions on how to optimize the use of digital tools and promote academic collaboration. You can explore more about these features. <https://sites.google.com/unicaribe.edu.do/e-learning>



### 3.5 Cloud Labs Educational Platform for STEM

Cloud Labs is an educational platform that offers interactive virtual laboratories for teaching science, mathematics, and STEM. Its benefits include:

- **Hands-on learning:** Students can explore concepts in real-world scenarios through gamified simulations.
- **Accessibility:** Provides a safe, digital environment for learning from anywhere.
- **Continuous assessment:** Offers feedback on strengths and areas for improvement, along with progress reports.
- **Interactivity:** Fomenta la participación and the development of problem-solving skills.



#### 3.5.1 Artificial Intelligence (AI) in Cloud Lab

Cloud Labs uses artificial intelligence in innovative ways to enhance learning. Some of its applications include:

- **Dynamic simulations:** AI optimizes interactivity in virtual labs, adjusting scenarios to student responses.
- **Intelligent assessments:** Analyzes user performance, identifying areas for improvement and adapting educational content.
- **Report generation:** Uses algorithms to provide detailed reports on progress and skills developed.
- **Personalized accessibility:** Adjusts the presentation of labs to suit individual student needs.

These features help create a practical, accessible, and enriching educational experience.

### 3.6 Innovative projects on the virtual platform

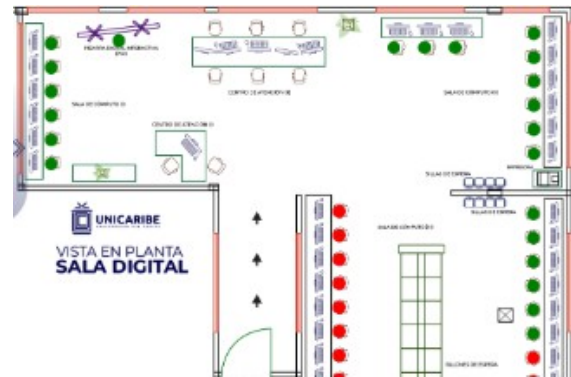
#### 3.6.1 Teacher attendance record

Teacher attendance registration ensures accurate recording of teacher attendance in person to facilitate the administration and verification of schedules and compliance through the virtual platform. It records the teacher's signature, fingerprint, teaching history, equipment loans, and daily schedule.



### 3.6.2 Digital Room Visitor Log

Visitor registration optimizes visit management by accurately and efficiently recording each visitor's entry and exit, facilitating control and monitoring of activity in the Digital Room.



### 3.6.3 Teacher Supervision

Supervision, monitoring, and evaluation of teacher performance and activities to ensure educational quality and compliance with institutional standards.

### 3.6.4 Reporting

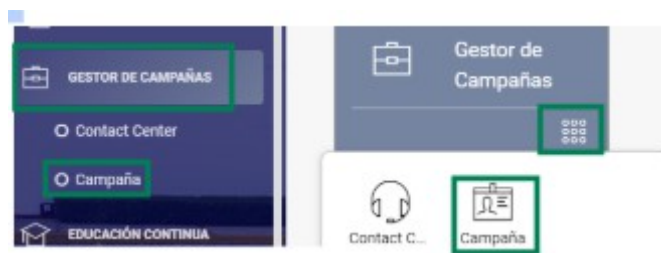
Reporting generates detailed reports on various metrics for each module to support decision-making and data analysis.

### 3.6.5 Survey Management

Survey management implements and analyzes surveys to obtain feedback from employees and students, facilitating data-driven decision-making and improving overall satisfaction.

### 3.6.6 Campaign Management

Campaign management optimizes the planning, execution, and monitoring of promotional and marketing campaigns, facilitating audience segmentation, results monitoring, and strategies to maximize impact.



### 3.6.7 Continuing Education Management

Facilitates the planning, administration, and monitoring of continuing education and training programs, managing courses and registrations.

### 3.6.8 GOB Signature

GOB optimizes the management of official documents, guaranteeing their authenticity, integrity, and security, as well as streamlining internal and external procedures, reducing paper use, improving operational efficiency, and promoting the digitization of services.



### 3.6.9 FUCECA

FUCECA offers an accessible and functional space where students can obtain detailed information about the services offered by the foundation, as well as facilitating the online application process for educational loans, supporting their academic financing with loans at just 8% annual interest to study training programs. To access these services, students can choose to do so in person on campus or virtually. Similarly, FUCECA reports payments to the credit bureau on a monthly basis, allowing students to build a solid credit history while they study.

### 3.6.10 Diario Unicaribeño

A platform dedicated to publishing relevant news from the different schools that make up the academic community, as well as topics of general interest to keep members of the educational community informed about events, activities, academic developments, and other aspects that promote knowledge and interaction.

<https://noticias.unicaribe.edu.do/>

## CHAPTER 4. STUDENT LIFE

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### 4.1 Students

Any applicant who has been admitted after meeting the admission requirements established by the institution and enrolled in one of its academic programs is considered a UNICARIBE student. Students are the main actors in the teaching-learning process, in which they assume a self-management role and are responsible for their own learning. Depending on the type of admission, students are classified as Regular Students, Transfer Students, and Exchange Students.

- a) Regular Students, whether national or foreign, are those who have met the admission requirements and are candidates for obtaining degrees at the different levels of education offered.
- b) A Transfer Student is one who comes from another institution of higher education and has been admitted to UNICARIBE.
- c) An exchange student is one who is enrolled in another institution of higher education and, subject to agreement with UNICARIBE, takes courses of interest, in accordance with their training and academic competence, without aspiring to an academic degree. Admission requirements are established between both institutions.

### 4.2 Active and inactive students

- a) An active student is one who is duly admitted, enrolled, and registered as a student in one of the academic programs offered.
- b) An inactive student is one who is duly admitted and enrolled as a student in one of the academic programs offered, but who is not registered for the current academic period.

Students are the main actors in the educational process and self-manage their learning, making use of the services, resources, and facilities that the University makes available to them. Students have the following characteristics:

- a) They are autonomous actors, responsible for a quality learning process, in which they require advice and guidance in the search for innovative scientific and technological solutions.
- b) They have defined goals and objectives based on their own interests, experiences, knowledge, and available time.

## 4.3 Rights and Duties of Students

### 4.3.1 Rights



The Universidad del Caribe faithfully complies with the rules established in the Student Regulations and all the regulations that govern its actions within the institution in order to apply decisions involving students fairly, in accordance with the guidelines that govern Higher Education Institutions.

Students have the following rights:

- a) To be treated respectfully by other members of the UNICARIBIANA community.
- b) To be treated without pressure, discrimination, intimidation, harassment, or offense by any member of the educational community.
- c) Represent the University at events for which they are designated by the University.
- d) Freely express their thoughts and opinions using the channels and procedures established by the institution.
- e) Access tutorial support services and other actions to improve the quality of their learning.
- f) To receive the results of the evaluation from the teacher at the end of the school day and at the end of the course.
- g) To be evaluated academically with fairness.
- h) Ensure academic quality by making appropriate use of the services offered by UNICARIBE.
- i) Be subject to the correct application of the institution's regulatory standards.
- j) Ensure that the institution handles information concerning your student status confidentially.
- k) Request a review of grades in accordance with the procedure established in the Academic Regulations for such purposes.
- l) Change your major, make changes to your selection, withdraw from courses or the semester you are enrolled in, in accordance with established procedures.
- m) Access relevant information from University bodies that facilitate your academic life, using the established procedures.
- n) Access the facilities, equipment, and materials available for your academic activities.
- o) Express your religious beliefs or political convictions, respecting diversity.
- p) Be part of student committees, sports, cultural, scientific, technological, ecological, and other groups as required by the institution.
- q) Receive academic guidance services on an individual basis, when deemed necessary.
- r) Be heard in the event of a violation of these Regulations.

### 4.3.2 Duties

Students must comply with the rules established in the Student Regulations and all regulations governing their actions within the institution. Students have the following duties:

- a) To express their thoughts and opinions in a respectful manner.
- b) Respect the free expression of other members of the community
- c) UNICARIBIANA.
- d) Attend teaching meetings punctually.
- e) Comply with any sanctions imposed.
- f) Fulfill your academic commitments without resorting to fraud.
- g) Promote and strengthen a culture of responsible participation in different areas of institutional academic life.
- h) Attend teaching spaces dressed appropriately, without distracting the attention of classmates and without detracting from morality and good manners.
- i) Contribute to the smooth running of the services offered by the institution.
- j) Model behavior within the institution that is in accordance with good customs and moral and ethical principles.
- k) Accept the results of the grade review.
- l) Maintain respectful and cooperative relationships with teachers, academic authorities, and administrators in the various activities in which the institution is involved.
- m) Respect the dates set forth in the academic calendar for selection, course withdrawals, changes in selection, and any other scheduled academic activity.
- n) Refrain from engaging in partisan or proselytizing activities of a political or religious nature on campus.
- o) Be familiar with and respect the philosophical foundations, development plans, and administrative procedures on which the institution bases its actions.
- p) Protect the physical facilities, furniture, equipment, instruments, teaching materials, and bibliographic resources available at the institution.
- q) Comply with the financial commitments made to UNICARIBE.
- r) Obtain a satisfactory academic index.
- s) Participate in the evaluation of the institution with its different stakeholders, when required.
- t) Respect the religious beliefs and political convictions of other members of the educational community.
- u) Be familiar with the rules, regulations, and procedures that affect your student life.
- v) Participate with the University if you have skills in sports, arts, and cultural activities.
- w) Get involved in extracurricular activities promoted by the institution.
- x) Attend the Academic Orientation and Assessment Test (POMA) on the assigned date.
- y) If you do not obtain the required results, attend the remedial courses when instructed and retake the test.
- z) Respect and use institutional symbols appropriately.
- aa) Make appropriate use of social media that identify the institution.
- bb) Learn the basic technology needed to complete your assignments.

## 4.4 The student complaint process

A student who believes that they have not been treated fairly under UNICARIBE's rules has the right to file a written complaint. The department responsible for receiving and handling complaints is the Student Welfare Office and the Academic Guidance Department.

Student Welfare is a department of the Academic Vice-Rector's Office, aimed at providing direct services to students. These services are preventive in nature, through activities that provide information and guidance that students will need in their academic life. The director is Marllin Anavell Villegas.

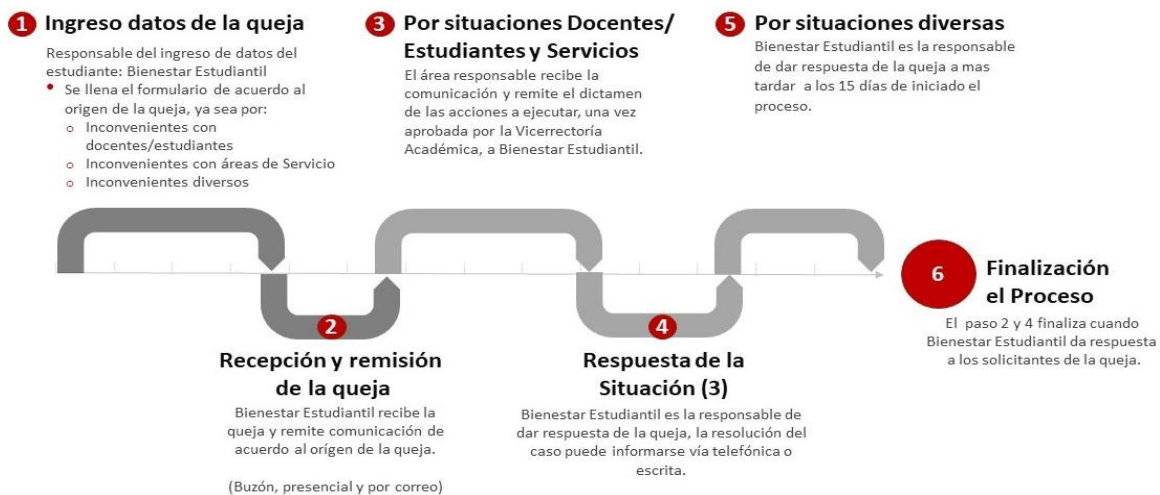
Academic Guidance aims to provide follow-up and advice to the student population when needed and is made up of a team of psychologists specialized in offering student support.

### 4.4.1 Student complaint or grievance process in the event of dissatisfaction

- Complaints must be dated and sent by certified mail.
- Within 10 business days of receiving the complaint, the Director of Academic Affairs will inform the student of the institution's response to their complaint.
- Students have the right to file a complaint with UNICARIBE if they believe that the school has not complied with its own standards. See the complaint procedure in this catalog.

### **RUTA PROCESO DE QUEJAS O SITUACIONES**

Estudiantes, Docente y/o Administrativo  
 Dirección de Bienestar Estudiantil



### 4.4.2 Procedure for appealing disciplinary measures

UNICARIBE believes that all students have the right to due process, in which the student receives reasonable notification and the opportunity to be heard. If the administration has

to take disciplinary action against a student, the student may appeal the decision to the Appeals Committee.

Students are encouraged to resolve issues through administrative channels. The request for a grievance hearing must be made in writing and submitted to the Director of Student Affairs. The Academic Director is the facilitator/moderator of the grievance hearing and a non-voting member of this committee. The Committee will review the evidence, ask questions, review policies, and issue a recommendation, subject to the approval of the President, which will be binding on both the administration and the student who made the complaint.

## **RUTA PROCESO DE MEDIDA DISCIPLINARIA**

Vicerrectoría Académica



## 4.5 Rules and Regulations of Conduct

### 4.5.1 Prohibitions

The following are prohibited on the entire university campus:

- The carrying and use of any type of weapon.
- Gambling of any kind.
- The sale of any type of goods or services without prior written authorization from the appropriate authority.
- The use of horns, bells, or any other type of sound or noise that may disturb teaching or administrative activities.
- Destruction, marking, scratching, defacing, or soiling of university property.
- Removing bibliographic or audiovisual material or equipment from the library or the University.
- Physical or verbal altercations, indecent, obscene, and dishonest behavior that violates morality and good customs.

- h) Use and distribution of alcoholic beverages and narcotics.
- i) Destruction of buildings, gardens, parking lots, etc.
- j) Eating food in classrooms.
- k) Plagiarism of any kind.
- l) Failure to comply with duties or violation of the statutes, regulations, provisions, and internal rules governing the services of the various departments of the University.
- m) Impersonating or attempting to impersonate another individual in the performance of any activity carried out by the University.
- n) Submitting false documents.
- o) Misusing the name of the University or acting in a manner that compromises its image or prestige.
- p) Coercing, threatening, disrespecting, slandering, or insulting students, teachers, staff, administrators, or, in general, anyone associated with the University, either verbally or physically.
- q) Interfering with, obstructing, or preventing access to or the normal conduct of classes or other activities or services to which any member of the university community is entitled.
- r) Detaining, intimidating, or extorting teachers or other University authorities.
- s) Stealing items from the University or from a member of the university community.

#### 4.5.2 Offenses and penalties

In the event that members of the UNICARIBE academic community display irrational or irresponsible attitudes and exhibit behavior contrary to the ethical standards and values promoted by the institution, they will be subject to sanctions.

In compliance with the above, punishable behaviors are determined and penalties corresponding to what are considered offenses are established.

Any individual or collective act that harms, interrupts, or hinders academic and administrative work at the University is considered a misdemeanor. Based on their nature and effects, they are classified as minor or serious.

##### 4.5.2.1 Minor offenses

- a) Copying all or part of another student's answers on written and practical tests.
- b) Obtaining grades through deception.
- c) Disturbing the peace, behaving inappropriately, or acting in a manner incompatible with your status as a student.
- d) Disseminating information and publications that are offensive to members of the educational community.
- e) Behavior contrary to morality and good customs.
- f) Engaging in proselytizing activities on campus.
- g) Manipulation of other students' personal information through the website.

#### 4.5.2.2 Serious offenses

- a) Repeated minor offenses.
- b) Impersonating another student in class or in an oral or written exam.
- c) Falsifying or altering academic documents.
- d) Theft of belongings from teachers, students, employees, or any other person on university grounds.
- e) Handling and consumption of alcohol and/or narcotics.
- f) Physical and/or verbal aggression toward authorities, teachers, employees, and students on or off campus, in activities related to the institution.
- g) Plagiarism in practical work, assignments inside and outside the university campus, grades, or report cards.
- h) Attending class while intoxicated or under the influence of legally prohibited drugs.
- i) Damaging library books and magazines, irresponsible use of laboratories, computers, sports fields, and any damage to the institution's infrastructure.
- j) Any other act that violates the guidelines and philosophy of the University, is contrary to morality and good customs, and is not covered by these Regulations.

Violation of the disciplinary rules contained in the Regulations and the commission of any of the acts considered to be offenses within the institution shall be subject to punishment in accordance with the decision of the Executive Council, after referral to the Disciplinary Committee.

#### 4.5.2.3 Penalties

Any situation arising in the implementation of postgraduate programs that is not provided for in the current catalog will be dealt with in accordance with the Disciplinary Regulations and/or common law, always protecting institutional stability and the dignity of individuals.

Depending on the type of offense, the applicable sanctions may be:

- a) Verbal or written warning.
- b) Cancellation of the assessment, disqualification, or failure of the course.
- c) Suspension from the course without the possibility of withdrawal.
- d) Payment of damages or replacement of stolen or destroyed property.
- e) Internal or external community service.
- f) Temporary separation from the University.
- g) Referral to the ordinary courts, if necessary.
- h) Permanent separation from the institution or cancellation of enrollment.

\*\*\* The University reserves the right to readmit a student after they have served the corresponding suspension.

\*\*\*A student may be expelled from UNICARIBE for violating administrative and academic regulations. The grounds for expulsion include, but are not limited to, the following:

#### 4.5.3 From the Code of Conduct

##### 4.5.3.1 Conduct

Students are expected to maintain complete honesty and integrity throughout their enrollment at UNICARIBE. Students must behave in a courteous and professional manner that allows the school to recommend them to [potential] employers.

Students under the influence of alcohol or in illegal possession of drugs or narcotics will be subject to immediate expulsion. Students will be responsible for all school property that is damaged or destroyed, whether intentionally or unintentionally. Students are required to keep their work areas clean and tidy and to return all equipment and materials to their proper place before leaving the classroom or lab for the rest of the day.

##### 4.5.3.2 Cell phones

Cell phones must be turned off during class.

UNICARIBE complies with federal government regulations regarding a drug-free workplace for both students and employees. Any student or employee caught in possession of, using, or distributing any illegal substance or equipment for its consumption may be expelled or referred to the appropriate agency for arrest, or both.

##### 4.5.3.3 Harassment

UNICARIBE supports a policy against harassment. Students, faculty, and administrative staff must work together in an environment free from all forms of harassment, exploitation, or intimidation.

##### 4.5.3.4 Falsification of records and other documents

Falsifying information or signatures on official academic documents, such as enrollment and withdrawal forms, incomplete forms, applications, or any other official school document, will result in disciplinary action.

##### 4.5.3.5 UNICARIBE Transcripts

A request for a transcript must be in writing, signed by the student, and submitted at least one (1) week in advance. It must include the complete address of the person or place to which the transcript is to be sent. An official school transcript will be sent directly to another school, prospective employers, or other agencies at the student's request.

##### 4.5.3.6 Privacy of Student Records

UNICARIBE adheres to the Family Educational Rights and Privacy Act of 1974 (Public Decree 93-380). Student records are kept in the Admissions Office or the

Registrar's Office (academic records), and in the Finance Department (financial and accounts receivable records). These records are kept in permanent digital files and in fireproof file cabinets.

All authorized personnel have access to student records for official reasons. A student is given access to his or her own record within a reasonable time after submitting a written request to the custodian of that record (in the Registrar's Office).

#### 4.5.3.7 Penalties for professional conduct

- a) Failure to comply with school rules and procedures as outlined in the school catalog.
- b) Failure to comply with program rules and procedures as outlined in the catalog.
- c) Failure to comply with the rules and procedures of the practice site where you were assigned.
- d) Failing to arrive on time for classes and practice sites.
- e) Deliberately destroying school or student property.
- f) Theft of student or school property.
- g) Improper or illegal conduct: bullying, sexual harassment.
- h) Use, possession, or distribution of alcoholic beverages or illegal drugs.
- i) Academic fraud, plagiarism.
- j) Use of offensive language, including verbalization or gestures of an obscene nature.
- k) Threatening or causing physical injury to students, faculty, staff, or others on campus while students are engaged in learning experiences on or off campus.

#### 4.5.3.8 Educational responsibilities and standards for teachers and administrators

- a) Submit academic work and tuition payments on time.
- b) Provide documentation, corrections, or new information (or both).
- c) Notify of any information that has changed since the initial application.
- d) Purchase or otherwise procure necessary materials.
- e) Preserve school property.
- f) Return library books on time and pay any fines [for late returns].
- g) Appropriate personal appearance.
- h) Satisfactory attendance.
- i) Payment for services provided by the school.
- j) Compliance with the rules and procedures listed in the school catalog.

#### 4.5.4 Distance learning model: Independent study

The distance learning model develops the teaching/learning model that arises from strategies promoted in the classroom and during independent study.

Independent study is defined as the experience of self-control and independent learning

that the student develops outside the classroom. Students will undertake a course of study

following the guidelines established by the university. During this process, the student will acquire their own experiences and complete the course assignments as outlined in the program guided by the teacher-tutor.

Independent study is carried out through sustained activities in virtual environments and in print media, such as:

- Essay writing
- Reports on reading assignments
- Instructional exercises
- Discussion forums
- Research work
- Analysis and case studies
- Practical exercises
- Sharing knowledge through social media as an educational tool.

During independent study, the teacher-tutor will supervise each student's assignments so that they work over a set period of time. Each assignment created during independent study will be graded according to defined criteria and recorded accordingly on the report card.

#### 4.5.4.1 Teaching advice

Students have access to a teaching advisor when they need one or when one is assigned to them as part of the student support process. The UNICARIBE faculty and administration attend to each student's academic needs carefully and professionally.

#### 4.5.4.2 General education courses

General instruction is a component of the postgraduate diploma offered by UNICARIBE, which aims to broaden knowledge in a disciplinary field. UNICARIBE's general instruction curriculum is designed to emphasize the ability to infer, analyze, and write effectively, as well as to interpret quantitative and qualitative data applicable to any area of knowledge. These courses focus on the specific skills, techniques, and procedures of a graduate program, fostering analytical and problem-solving abilities in an effective manner, emphasizing the development of attitudes and aptitudes that promote information search and analysis, research, constructive criticism, creativity, and innovation.

#### 4.5.4.3 Average class size

UNICARIBE offers small classes and individualized attention. Although the maximum capacity for an in-person class is 25 students, UNICARIBE strives to control class size.

#### 4.5.4.4 Guest speakers

UNICARIBE broadens the student's education by inviting speakers from the business and professional fields. Guest speakers will address students on a variety of topics.

#### 4.5.4.5 Interruption at UNICARIBE

In the event that the university's operations are suspended at any time due to "natural causes," strikes, riots, or any other reason beyond the institution's control, there will be no refunds of tuition, fees, charges, or any other payments made to the university.

### 4.6 Disciplinary Committee

The Disciplinary Committee is responsible for reviewing and evaluating offenses, as well as applying the sanctions set forth in these Regulations. It is composed of:

- a) The Vice-Rector for Academic Affairs, who chairs the committee.
- b) The Director of Student Services, acting as Secretary.
- c) The Director of the student's degree program, acting as a member.
- d) The Head of the Guidance Unit, acting as a Member.
- e) A student appointed in accordance with the criteria established in these Regulations, acting as a Member.

#### 4.6.1 The powers of the Disciplinary Committee are:

- a) To receive in writing the submission of any member of the student community who has violated these Regulations.
- b) Evaluate the written or testimonial evidence and make a decision within a period not exceeding ten days.  
(10) days.
- c) Refer those who have committed serious offenses to the ordinary courts, if deemed necessary.
- d) Submit the established sanctions to the Executive Council for ratification and issuance of a resolution.

### 4.7 Graduate Student Committee

To encourage student participation in the institution's processes, Student Groups are formed to carry out sports, recreational, cultural, scientific, research, technological, artistic, ecological, and social responsibility activities. Together with the authorities, these groups advocate for the strengthening of learning processes, contributing to the development of academic work and society.

The Graduate Student Committee is made up of student representatives from the faculties, with no more than one (1) member per faculty offering this level of education.

#### 4.7.1 Scope of action and duration

The Graduate Student Committee operates on the UNICARIBE campus and focuses on the development of university student life. It is a permanent institutional participatory body whose leadership is renewable according to the term established for its mandate.

#### 4.7.2 Functions

- a) Ensure meetings are held at least three (3) times a year.
- b) Make recommendations for institutional development.
- c) Comply with the policies and procedures established by the university's Graduate Regulations.
- d) Collaborate in the implementation of different institutional programs and projects.
- e) Attend meetings convened by institutional governing bodies.
- f) Perform other tasks assigned to them by the Rector.

#### 4.7.3 Organization and Operating Structure



For its operation, the Teaching Committee shall be composed of five (5) members and shall be structured as follows:

1. A chairperson, who directs and presides over meetings.
2. A vice-chair, who will represent the chair in his or her absence.
3. A secretary, who will act as secretary for Committee meetings, and if said official does not attend the meeting, the Committee chair will designate the person who will perform said role at that meeting. The secretary must draft the minutes of the meetings and keep them in good order and condition. Keep copies of the agendas and minutes on the university's dedicated website.
4. Two (2) Members: who have a voice and vote in the deliberations of the issues addressed by the committee.

\*\*\* The Committee shall meet at least once during each academic period.

\*\*\* For the election of committee members, each faculty shall select its representative and, among them, they shall elect the committee positions by consensus.

#### 4.7.4 Term of office of the Council's board

- A. The board shall be renewed every four (4) years.

## CHAPTER 5. EDUCATIONAL MODEL

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### 5.1 UNICARIBE Educational Model (MEDUC)



In accordance with its humanistic philosophy, the University of the Caribbean (UNICARIBE) promotes a teaching-learning process based on respect, commitment, and integrity in order to positively influence human behavior and development. In this regard, it adopts a student-centered curriculum approach, with students as the main actors in the teaching-learning process and as self-managers of that process, under the guidance and support of the teacher-tutor. It places special importance on learning resources that support the educational process, whose usefulness seeks to objectify the approaches addressed, develop skills, and promote learning achievement in the blended learning modality.

The educational model of the Universidad del Caribe bases its theoretical and practical foundations on the postulates and principles that govern distance learning. In this regard, it adopts blended and virtual learning modalities as a learning model that has a structure designed to maximize effectiveness, matching the best medium for each learning objective. Similarly, it is assumed to be a model that offers flexibility, as it adapts to different work situations, depending on the diversity of income sources, as well as to territorial particularities. It is a modality that easily adapts to changes in the curriculum, support systems, and evaluation systems themselves, always aimed at achieving better learning outcomes.

## 5.2 E-Learning



E-Learning is online teaching that allows students to access training content, carry out activities, and participate in educational interactions through electronic devices such as computers, tablets, or even mobile phones.

### 5.2.1 E-Learning Department

The eLearning department applies the UNICARIBE teaching and learning pedagogical model (MEDUC) in its instructional design to meet students' learning needs through the implementation of information and communication technologies (ICT) in education. This model integrates and guides the entire organizational dynamics of the institution.

The institution implements a digital transformation in each of the processes involved in the development of academic quality. This includes the application of MEDUC and the selection of robust platforms for the use of services, as well as the permanence of information. The teaching staff undergoes constant training with international certification, which allows for innovation and digital transformation in the academic community. All of this is supported by quality processes and protocols to achieve continuous reinforcement in both the design and redesign of the institution's offerings.

Among the elements involved are:

- MEDUC Educational Model
- MDIU Instructional Design Model
- LMS Virtual Platform
- Cloud services
- Teacher training in eTeacher Diploma and Virtual Teaching with international certification
- eLearning planning and processes

The institution has several integrated systems that provide effective solutions to the academic community.

**Banner ellucian** is the world's leading provider of student information systems, with more than 40 years of experience dedicated to developing technologies for higher education, with a presence in 40 countries around the world. Our institution has named it **Conecta** because of the role it plays in our institution with the academic community.

**Conecta UNICARIBE Móvil** is an application where students and teachers can check schedules and classrooms, view published grades, notifications, or active retentions. They support

It supports students throughout their academic careers, helping them stay connected to the institution from anywhere in the country and from any electronic device. Among the activities and services offered on the platform are: course registration, student projections, balance inquiries, online payments, schedule details, grade recording, academic compliance, withholdings, and online applications.

Additionally, we have [Argos by Envisions](#) for online statistical analysis of information, which generates reporting solutions that adapt to all needs, from queries to more advanced analytics and dashboards, without the need for additional tools and self-service for teachers/students in virtual or face-to-face modes. Workflows for the automation of academic processes. Single sign-on between Correo-Conecta-Blackboard and automated integrations with Blackboard and third-party applications.

[Blackboard](#) has been the driving force behind the major change at UNICARIBE. Since 2016, the LMS has been successfully implemented. Thanks to our distance learning model, the learning management system has been applied 100% to each of the courses offered in our curricula, ensuring continuity during the pandemic and demonstrating the high quality of the institution's implementation of its instructional design in accordance with MEDUC standards.

In Blackboard, our courses are presented in a standardized manner, organized by course content. Multimedia resources are a vital part of developing online course content. They are designed and selected in accordance with international guidelines on accessibility and the application of ICT tools.

[CLASS](#) is the platform for academic videoconferencing, integrated with Blackboard, which facilitates access through your existing course. This platform is designed to enhance teaching and learning, providing teachers with a set of powerful tools that will keep students engaged with the content, ensuring an effective, dynamic, and high-quality learning experience. A videoconferencing platform designed for the academic environment, allowing recordings of each meeting to be stored on the platform and ensuring constant availability of the virtual meeting room.

As for reviewing activities and providing feedback, we use [SAFEASSIGN](#), which indicates the level of correspondence between a student's work and the source from which it was obtained, with the aim of guaranteeing the originality of the work and minimizing plagiarism. Blackboard notifies the teacher when there is work to be graded and allows rubrics to be created and attached to activities in order to minimize the subjectivity of corrections.

In the grade book, students can access their progress, which is configured according to UNICARIBE's assessment regulations. It also has the option of aligning the

activities to the competencies to be developed in the curriculum and a report to monitor each student's achievement of these competencies.

### 5.2.2 The UNICARIBE Instructional Design (MIDIU)

The UNICARIBE Instructional Design Model was created in response to the provisions of the MEDUC and the Assessment Regulations. It has undergone various implementations of standard instructional design models in its different offerings, such as ADDIE, MERRILL, RAPID LEARNING, SAM, among others. The academic offerings include technical degrees, bachelor's degrees, engineering degrees, and master's degrees. These programs contain descriptions, objectives to be evaluated or competencies (depending on the degree), and content to be covered. They have been designed taking into account Bloom's taxonomy and propose strategies that allow them to be evaluated as case studies and problem-based learning, among others.

Based on lessons learned, it has consolidated its design into an agile practice, with the aim of keeping content up to date by the teacher in charge of each subject program. The MIDIU provides guidelines for the selection and design of resources, as well as for the creation of activities appropriate to the level of depth of learning expected. Its purpose is to guide teachers in the creation of their online courses. By following the guidelines, you will be able to create a high-quality course that is satisfactory for students.

Courses created with the following folders:

- Welcome and Questions
- Private consultations with the instructor
- Course syllabus
- Units folder
  - Unit 1 Folder
  - Unit 2 Folder
  - Unit 3 Folder
  - Unit 4 Folder
  - Unit 5 Folder
- Final Project Folder
  - Final Project Activity
  - Digital Presentation Activity
- Additional Resources Folder
- Exam
  - Midterm
  - Final
- Digital Library, Content Accessibility, ICT Tools, and Use of Blackboard Learn Ultra.

### 5.2.3 Accessibility

Good accessibility practices are considered for content creation:

- Alternative formats for resources and activities.
- Videos must have subtitles, audio, and text options available simultaneously.
- Use the eLearning portal for its application in UNICARIBE's Blackboard Learn Ultra.

### 5.2.4 Teacher training

Due to our commitment to academic excellence, Blackboard selected UNICARIBE as a strategic partner to offer eTeacher certification in the Caribbean. This consists of a certification program in digital teaching and learning delivered directly by Blackboard in our classrooms, which helps teachers reach their full potential in learning design and the technical skills necessary to teach in an online learning environment. UNICARIBE has become the fourth Center of Excellence certified by Blackboard worldwide, allowing it to offer eTeacher certification to pre-university and university educational institutions, government agencies, and any other type of training institution. This program develops a process of institutional strengthening focused primarily on its strategic axis of technology and virtual education. In this way, its teachers will become experts in virtual education, which will help to break down space-time barriers and provide students with a truly high-quality educational experience. The content of the eTeacher program is based on UNESCO's ICT standards. Under the same format as eTeacher, the Virtual Teaching Diploma course, also endorsed by UNESCO, has been created to continue the training of our teaching community in virtual education.



## CHAPTER 6. POSTGRADUATE LEVEL

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The Universidad del Caribe, in its mission to generate mechanisms for updating and strengthening the professional skills of its graduates in different disciplines of knowledge, offers postgraduate programs. This is the highest level of formal higher education in the country and includes Specialization, Master's, and Doctorate programs.

Postgraduate studies are aimed at achieving the highest level of specialization in human resources and involve research as an inherent part of the training process, with a view to developing the academic and professional skills required at the present time for local, regional, and global development.

UNICARIBE offers postgraduate programs open to graduates and the general public, based on the university's educational model, which relies on the intensive use of information and communication technologies in blended and virtual formats. These programs comply with the regulations established by the Ministry of Higher Education, Science, and Technology (MESCyT) and this institution.

### 6.1 Postgraduate Programs

- a) **Specialization.** This program focuses on developing skills and attitudes for training and improving human capital in the field of an occupation, profession, discipline, art, or science (MESCyT, 2009).
- b) **Master's degree.** This is a program geared toward the professional practice of human capital, which aims to systematize an area of knowledge and acquire skills that enable problem solving through the acquisition of knowledge, techniques, and attitudes. The final project must be focused on applied research, case studies, or the solution of specific problems (MESCyT, 2009).
- c) **Doctorate.** This program aims to develop skills for designing, conducting, and directing scientific research that generates new knowledge, innovations, or technologies.

### 6.2 Nature, Scope, and Philosophical Framework

The Postgraduate area is an academic unit whose main function is to administer, organize, plan, and control the postgraduate programs designed by the schools that make up the Universidad del Caribe in accordance with the institution's philosophical principles.



## 6.3 Postgraduate Objectives

- a) To specialize human capital in accordance with the provisions of the Ministry of Higher Education, Science, and Technology (MESCyT) and the guidelines of the Universidad del Caribe, in order to provide professionals with the necessary skills to innovate and influence the transformations required by society and the productive and service sectors.
- b) Establish a cutting-edge, innovative, motivating, and multidisciplinary educational alternative that promotes self-management and self-learning supported by the use of ICT.
- c) Promote scientific knowledge by developing a culture of research that provides solutions to problems in the social, productive, and service spheres.
- d) To promote the updating and specialization of professionals graduating from different areas of knowledge through specialization, master's, and doctoral programs.
- e) Encourage graduates of postgraduate programs to take responsibility for the social and economic development of the country through teaching, research, publication, and dissemination.

## 6.4 Academic Organization

The academic organization of the postgraduate division is structured as follows:

- Vice-Rector's Office for Postgraduate Studies
- Graduate Studies Directorate
- Directorate of Continuing Education

## 6.5 Program and Research Coordinator

### 6.5.1 Functions of the program coordinator:

- a) Direct the academic activities of the program under their responsibility and organize the advising of their students throughout the duration of their studies.
- b) Promote the postgraduate programs under their responsibility to different audiences.
- c) Design promotion and advertising strategies for the study programs under their responsibility in coordination with the relevant authorities.
- d) Ensure the smooth running of the specialization, master's, and doctoral courses under their responsibility.
- e) Coordinate reviews of the curricula for specialization, master's, and doctoral programs in order to propose changes and improvements to the Postgraduate Department.
- f) Coordinate with the Admissions Office to recruit and select new students.
- g) Provide efficient services to students in each program administered, giving appropriate and timely responses that satisfy the student.
- h) Offer all information that is of public interest and ensure its publication by the various media outlets, keeping the academic community informed of information related to the programs it administers.

- i) Design new proposals for graduate programs in conjunction with the School Directors, Directors of Areas of Specialization, and Academic Coordinators of the Graduate Studies Office.
- j) Participate in coordination with the Graduate Studies Department in the recruitment and selection of teaching staff and carry out the set of administrative procedures required in each case.
- k) Propose course offerings for each semester and coordinate their content with professors.
- l) Perform all management operations to ensure the smooth running of the courses.
- m) Prepare and submit academic reports as requested by the Director and/or Program Coordinator and forward them to the Director of Graduate Studies.
- n) Promote and develop new proposals for implementing specialization, master's, and doctoral programs.

#### 6.5.2 Duties of the Research Coordinator:

- a) Develop the Research Plan in line with the Strategic Plan and the University's improvement plans for the different periods determined as appropriate, and monitor and evaluate its implementation.
- b) Participate in the approval of research topics proposed by different schools and departments of the University and coordinate them to integrate them into systems.
- c) Participate as an active member of the Academic Technical Committee.
- d) Propose and/or review and approve training programs in research methodology, statistics, and any other discipline related to such training, from the various offerings, and monitor their compliance.
- e) Promote the ongoing improvement of the research training of University professors and administrators by organizing courses, seminars, workshops, internships, and other activities that may contribute to the achievement of this objective.
- f) Participate in the University's self-evaluation process.
- g) Promote, coordinate, and manage the participation of academics in different external sources of funding and promotion of scientific and technological development.
- h) Maintain a Research Project Bank.
- i) Maintain an up-to-date record of ongoing research, its status, and the results of each stage.
- j) Establish strategies for incorporating research results into the institution's continuous improvement plans.
- k) Manage the human, technological, and financial resources necessary for approved research projects.
- l) Identify research opportunities in the environment.
- m) Support academic units in the development of their research plans and programs.
- n) Identify and propose actions to overcome difficulties in the development of the research process.

- o) Carry out the necessary procedures for the approval and implementation of projects.
- p) Ensure the quality of research conducted at UNICARIBE.
- q) Evaluate, in the first instance, proposals and results and provide methodological support to researchers.
- r) Submit periodic reports on the activities carried out by this department.



## CHAPTER 7. ADMISSION AND REGISTRATION

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### 7.1 Admission and Enrollment

Admission is the process by which the Institution accepts an applicant's request to enroll in one of the programs offered, in accordance with institutional and MESCyT requirements.

\*\*\*UNICARIBE offers rolling admissions; applicants will have the opportunity to be admitted at any time of the year and join the selected program.

The Admissions Office, through the Admissions Committee, is the unit responsible for planning, coordinating, administering, supervising, and evaluating the admission and validation processes for students entering UNICARIBE. To fulfill its functions, it has the human, financial, and technological resources and facilities required for the process.

The documents submitted by the applicant for admission are the property of UNICARIBE and will be handled confidentially.

Enrollment consists of formalizing the admission process after acceptance. It is carried out for the assignment of student registration and selection of courses.

Applicants who meet the admission requirements established by the Universidad del Caribe and the current regulatory framework of the Ministry of Higher Education, Science, and Technology (MESCyT) may be admitted to graduate programs.

\*\*\*When admission is for a program offered under an agreement with foreign institutions, in the case of a double degree, the applicant must meet the admission requirements of both institutions. In the case of a single degree program, the applicant must meet the requirements of the foreign institution.

### 7.2 Admission Requirements for Graduate Level

1. Duly completed Admission Application Form.
2. Certified original birth certificate.
3. Medical certificate.
4. Copy of identity card and voter registration card.
5. 2 x 2 photos.
6. Copy of degree certificate, certified by the Ministry of Higher Education, Science, and Technology (MESCYT).
7. Original transcript of grades, legalized by the Ministry of Higher Education, Science, and Technology (MESCYT).

\*\*\*Foreign applicants for postgraduate studies will be required to submit the same documentation as for undergraduate studies, with the additional requirement that their undergraduate degree and transcript must be apostilled by the country of origin of the document and approved by the Ministry of Higher Education, Science, and Technology (MESCyT). in the case of the birth certificate, only apostilled by the country of origin of the document.

\*\*\*Documents that are not in Spanish must be translated by a court interpreter and legalized by the Attorney General's Office. These translations must be submitted together with the document in the original language at the time of admission.

The admission process will be handled by the Admissions Office, in accordance with the University's Academic Regulations.

The registration process will be handled by the Registrar's Office, in accordance with the University's Academic Regulations.

## CHAPTER 8. ACADEMIC WORKLOAD AND TEACHING

### 8.1 Academic Load and Teaching

The academic load refers to the number of credits a student must take in a semester. Students may enroll in as many courses and credits as their study plan allows for that semester, provided they enroll for all months of that semester. The components of academic credit are classroom hours or virtual interaction, virtual practical work supervised by the teacher-tutor, and independent research or work by the student.

**Important...** Article 36 of the 2009 Regulations for Postgraduate Studies at Higher Education Institutions states that credits are the unit of measurement for student workload and are expressed in terms of hours in one of the following ways: "One (1) credit is equivalent to 15 hours of theoretical teaching and/or direct supervision by the teacher, according to the methodology of the academic program, or 30 hours in terms of practical teaching, or 45 hours of research; therefore, UNICARIBE assumes this measure of the credit hour and responds depending on the nature of the subject.

THEORETICAL	TOTAL	PRACTICAL	TOTAL	CREDITS RESEARCH	TOTAL
1	15	1	30	1	45
2	30	2	60	2	90
3	45	3	90	3	135
4	60	4	120	4	180
5	75	5	150	5	225
6	90	6	180	6	270

The Specialization has a minimum academic load of 20 credits, as established in Article 37 of the MECSyT Postgraduate Regulations, with a duration of no less than nine months.

The Master's Degree has a minimum academic load of 40 credits, as established in Article 37 of the MECSyT Postgraduate Regulations, with a duration of no less than 18 months. This academic load includes the preparation of a thesis required for the Master's Degree.

The Doctorate has a minimum academic load of 40 credits, as established in Article 37 of the MECSyT Postgraduate Regulations, with a duration of no less than three years. This includes individual research work.

Students will have access to an educational technology platform, where resources and activities will be posted. This educational means of technological communication will facilitate the teaching-learning process and interaction between students and teachers.

## CHAPTER 9. ACADEMIC EVALUATION

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### 9.1 Academic Evaluation

Assessment is the process of evaluating students' levels of learning achievement and skills development in a subject. It is a fundamental part of ensuring educational quality. Learning assessment is individual and is carried out in accordance with the provisions of Article 76 of Regulation No. 12 of the Ministry of Science, Technology, Innovation, and Communication (MESCyT).

Assessment is carried out continuously based on a hundred (100) points distributed across tests, a final assignment, and assigned activities. This process is governed and explained in the Performance Assessment Regulations, which establish the concepts, criteria, indicators, procedures, instruments, periods, deadlines, times, and spaces relating to the assessment of learning.

Types of student performance assessment include self-assessment, peer assessment, and external assessment. Self-assessment encourages each student to reflect on their level of achievement in relation to the objectives of each activity carried out. Co-evaluation emphasizes collective learning and socialization with respect to the levels of achievement that students observe among themselves and in themselves. Heterogeneous evaluation, which is the primary responsibility of the teacher-tutor, addresses the need to make observations and decisions regarding student progress in the learning processes.

UNICARIBE approaches assessment as a three-phase process: diagnostic, formative, and summative, in order to grade students and demonstrate the learning achieved.

**IMPORTANT:** At UNICARIBE, attendance at face-to-face meetings is mandatory; students may only miss one face-to-face meeting. This condition is essential for passing the course.

### 9.2 Grades

The components of the assessment established in the Learning Assessment Regulations are as indicated in Table 1 below:

<b>GRADES</b>	
<b>ACTIVITY</b>	<b>ASSESSMENT</b>
<b>Virtual Activities Supervised by the Teacher on Virtual Platforms 30 pts.</b>	30 pts.
Final project oral presentation	5 pts.
<b>Attendance</b>	5 pts.
<b>Exams</b>	
Midterm exam	15 pts.
Final exam	25 pts.
<b>Activities implemented by the teacher</b>	
The teacher will apply the activities they deem relevant to achieve the learning objectives	10 pts.
Final project	10 pts.
<b>TOTAL SUMMATIVE ASSESSMENT</b>	<b>100 PTS</b>

Grades will be given in numerical form. The minimum passing grade is 80 points.

The grade I, which means "Incomplete," is a provisional grade given to students who have not yet completed a final requirement for the course. Students have seven days from the date the grade is published by the instructor to complete the requirement. If the deadline passes and the student has not fulfilled the missing requirement, their grade automatically becomes Failed. However, if the student fulfills the missing requirement within the established deadline, the teacher-tutor must submit the result of the assessment applied to the student to the Registrar's Office, which will then enter the grade obtained into the student system.

The letter R for Withdrawn is entered in the grade record when the participant withdraws from a course after it has begun.

The letter V, Validation, corresponds to courses that have been taken in other programs at the institution and are validated for a new program.

Grades must be reported by the teacher-tutor seventy-two (72) hours after the last face-to-face meeting with the students.

### 9.3 Academic Standing and Continuation in the Program

The academic index indicates academic standing, expressed in numerical terms from 0 to 100, and reflects student performance.

\*\*\*The four-month index corresponds to the subjects and equivalent curricular activities with academic credits taken in one semester.

\*\*\*The cumulative grade point average corresponds to all equivalent courses and curricular activities taken with credits until the degree is awarded.

All graduate students must complete their study plan within a period not exceeding three (3) times the total duration of their program, starting from the date of commencement of their program.

The completion periods for doctoral programs shall be governed by the legislation in force by the governing body of the system. In the case of an international program, it shall be governed by the regulations of the University offering it.

## CHAPTER 10. TION OF TEACHING AND ADMINISTRATIVE STAFF

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Specializations, master's degrees, and doctorates will have academic staff for research, teaching, and publication tasks, consisting of teaching professors and research professors hired for these specific purposes.

The academic degree of the Specialization and Master's teacher must be higher than the level of the program in which they participate. Therefore, Master's teachers must have a doctoral degree.

The academic degree of the teacher for the Doctorate program must be equal to the level of the program in which they participate.

Teachers of specialties, master's degrees, and doctorates, both domestic and foreign, hired for teaching and/or research purposes, must comply with the requirements established by the regulations of the University of the Caribbean and Law No. 139-01 on Higher Education and its regulations.

Within the postgraduate structure, there will be coordinators for each area of knowledge according to the profile required by the University and the Ministry of Science, Technology, Innovation, and Higher Education (MESCyT).

Each national or foreign postgraduate program will have a general coordinator, who will report to the Postgraduate Directorate and will be supported by academic coordinators from the different schools to which the academic programs belong.

## CHAPTER 11. INTERINSTITUTIONAL, NATIONAL, AND INTERNATIONAL PROGRAMS

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The Universidad del Caribe may establish agreements to operate postgraduate programs with national or foreign higher education institutions, which must provide written certification of legal endorsement in their country of origin in order to be officially notified to the Ministry of Higher Education, Science, and Technology (MESCyT), as established in Article 42 of the Regulations for Postgraduate Level Higher Education Institutions.

Postgraduate programs developed under inter-institutional agreements will be awarded the degree of the partner institution (domestic or foreign), as established by the Ministry of Higher Education, Science, and Technology (MESCyT).

\*\*\*For each of the agreements established with national or foreign institutions, coordination will be established at UNICARIBE and at the partner institution.

### 11.1 Validations

Validation is the process by which courses taken and passed by the student at another Higher Education Institution recognized by the Ministry of Higher Education, Science and Technology (MESCyT) are accepted as valid and comply with the provisions established in these regulations and those established by MESCyT.

The Validation Committee is the body that decides on the equivalence of studies completed at the institution of origin, in accordance with the requirements of MESCyT and UNICARIBE. It is made up of the Postgraduate Department, the Admissions Department, and the Registrar's Office.

Students transferring from another national or foreign university may request validation of courses from the Admissions Office at the time of admission, using the form provided for this purpose.

Students requesting validation must submit their legalized transfer transcript at the time of admission, as well as the syllabi of the courses to be validated.

### 11.2 Re-enrollment, Selection, Modification, and Withdrawal from Courses

Re-enrollment is the process that students carry out each semester to study in the following academic period. Students may re-enroll at any time of the year and select the subjects they will study in an academic period.

Modification is the process by which students are allowed to change a course or schedule previously selected to be taken in an academic period, and it must be done twenty-four (24) hours before the first class meeting.

Withdrawal is the process of removing the course(s) that the student has previously selected to take in a month within an academic period.

\*\*\*This process is carried out by the student, at their convenience, through the Student Services platform (CONECTA), within the period established in the academic calendar. Withdrawal must be made no later than the day of the second class meeting.

Students may only withdraw from the same course a total of three times.

Withdrawal from the semester or from courses within it does not affect the student's academic standing.

The processes of re-enrollment, selection, modification, and withdrawal from courses are the responsibility of the Registrar's Office. These must be carried out on the dates and within the deadlines established in the Academic Calendar.

### 11.3 Changing Programs

All students have the right to request a change of program whenever they deem it necessary. The request must be made in the area that administers the program to which the student wishes to transfer.

\*\*\*In order for a request to change to another program to be accepted, the student must meet all the admission requirements for the new program.

## CHAPTER 12. GRADUATION

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UNICARIBE holds at least three (3) regular graduation ceremonies each year, during which each student receives their diploma. No other person may represent the student for the purpose of receiving the degree.

\*\*\*There will be a special graduation ceremony when the Executive Council deems it appropriate.

\*\*\*The Executive Council will authorize a special graduation ceremony at the request of any student who, for justified reasons, cannot wait for the date of the next regular or special graduation ceremony. The procedures for applying for a degree and the graduation protocol shall be governed by the regulations established for these purposes.

**IMPORTANT...** Any regular student who has completed the enrolled study plan and has been awarded the degree corresponding to the level of education completed through a graduation ceremony is considered a UNICARIBE graduate.

Recognition of academic excellence

Presentation of the graduation ring and special recognition with a refund of all the money invested in the degree program, as a way to motivate students to continue their education and specialization. In addition, the presentation of the graduation ring for obtaining the highest academic index.

## CHAPTER 13. PROFESSIONAL SERVICES

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UNICARIBE has UNIEMPLEO (employment unit), which seeks to guarantee the employment of its graduates by applying a policy focused on their skills and experience. It also acts as an intermediary with partner companies, identifying job opportunities to facilitate their management. In this context, schools

guide students in career preparation activities, such as resume writing, career guidance, career fairs, and professional networking. All programs are designed to prepare graduates for professional excellence. Information services are easily accessible to students, and help in finding permanent employment is available to all graduates through UNIEMPLEO services. Schools follow up with their graduates, always seeking to ensure their professional success.

Students requesting assistance from professional services must provide signed authorization allowing UNICARIBE to send resumes as part of a graduate student's job search through their registration on the UNIEMPLEO Portal.

## CHAPTER 14. FINANCIAL SERVICES

### 14.1 General Information

The UNICARIBE Finance Department provides assistance to students in financial need to pay for tuition expenses at the school only. The Finance Department has established procedures that ensure fair and consistent treatment of all applicants.

UNICARIBE believes that the primary responsibility for the cost of education lies with the student and their family. Financial aid is available to meet the needs of the student. UNICARIBE considers the total costs associated with attending school, which include, but are not limited to, tuition and fees, housing and meals, books, materials, and personal and travel expenses.

UNICARIBE will collect applications and gather information to determine the student's financial needs. The information provided by the student or their family is confidential and is used solely for the purpose of assessing the student's needs. The financial aid received by students at UNICARIBE is based on the cost of attendance, the student's contribution, and their enrollment status within the academic year. Students must reapply for financial aid each semester.

A student's financial aid is the sole responsibility of the student. Each student is responsible for correctly completing all applications and processing documentation in a timely manner. If a student does not receive financial aid while in school, the student is responsible for all tuition and fee costs owed to UNICARIBE. Students must make appointments with the Finance Department to ensure that they understand the financial aid process.

UNICARIBE offers the following financial plans for students who are eligible for assistance:

- Student financing available through bank loans

### Service Fees

FEES	
Re-enrollment application	<b>1,000</b>
Application for change of degree program	<b>1,000</b>
Graduate certification for personal use	<b>1,000</b>
Certification of degree for legalization purposes	<b>1,000</b>
Certification of course load	<b>800</b>
Certification of completion	<b>1,000</b>

Certification of academic accreditation for access to postgraduate/master's degree programs. (legalized)	<b>1,000</b>
Certification of completion of curriculum	<b>1,000</b>
Certification of schedule	<b>500</b>
Certificate of degree – lost	<b>5,000</b>
Certificate of title – damage	<b>5,000</b>
Dossier for legalization	<b>3,000</b>
Dossier for personal use	<b>3,000</b>
Record of grades for personal use	<b>1,000</b>
Record of notes for legalization	<b>1,000</b>
Payment for graduation rights - special	<b>40,000</b>
Certification of graduation for legalization	<b>1,000</b>
ID card application	<b>50</b>
Request for transcript	<b>1,000</b>
Graduate ID card	<b>500</b>
Request for ring letter certification	<b>500</b>
Certification of academic accreditation for access to postgraduate/master's degree. (personal)	<b>1,000</b>
Selection sheet application	<b>500</b>
Certification of admission	<b>1,000</b>
Certificate of title - modification of names or surnames	<b>5,000</b>
Certificate of title for personal use	<b>1,000</b>
Certification pending investiture	<b>1,000</b>
Certification of master's degree studies	<b>1,000</b>

## 14.2 Scholarships

UNICARIBE's philosophy, humanistic by nature, is designed to provide answers to students interested in becoming professionals but who, for various reasons, including financial ones, have not yet been able to achieve this goal. The institution offers scholarship opportunities [to students] for their education and to enable them to be agents of change in an increasingly competitive market. That is why we offer students affordable tuition, financing [for the cost of their studies], and scholarships so that they can realize their dreams of becoming successful professionals.

### 14.2.1 Scholarships for different groups and activities

UNICARIBE establishes scholarship regulations for students who demonstrate limited financial resources to pay for their studies and who have a grade point average (GPA) above 80 percent in their pre-university studies. It also awards 100% scholarships to students with physical disabilities.

## CHAPTER 15. POSTGRADUATE PROGRAMS

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Graduate programs include: Master's degrees and specializations.

### 15.1 Master's Degrees

- Master's Degree in Early Childhood Education
- Master's Degree in Cybersecurity
- Master's Degree in Information and Communication Technology Management
- Master's Degree in Civil Procedural Law
- Master's Degree in Criminal Procedural Law
- Master's Degree in Municipal Management
- Master's Degree in Digital Education
- Master's Degree in Human Resource Management and Organizational Development.
- Master's Degree in Tourism Marketing
- Master's Degree in Political Communication and Digital Marketing.
- Master's Degree in Applied Artificial Intelligence.
- Master's Degree in Research Methodology
- Master's Degree in Project Planning and Management for Sustainable Development.
- Master's Degree in Teaching and Management of Higher Education
- Master's Degree in Educational Center Management
- Master's Degree in Distance Education
- Specializations in Teacher Training
- Social Sciences for Secondary Education
- Mathematics for Secondary Education.
- Spanish Language for Secondary Education.
- Biology for Secondary Education.
- Radiological Protection

### 15.2 Alphanumeric Codes for Master's Degrees

The course number consists of an alpha prefix followed by an alphanumeric code. **Alpha prefix**

1. When there is only one word in the course title, the first four letters will be used as the prefix.
2. For two-word titles, the first three letters of the first word and the first letter of the second word will be used.
3. For three-word titles, the first two letters of the first word and the first letter of each consecutive word will be used.
4. In titles with multiple words, the first letter of each word will be used.

## Alphanumeric code

1. The first alphanumeric digit indicates level, as follows:
  - 1 = First-year student
  - 2 = Second-year student
  - 3 = Third-year student
  - 4 = Fourth-year student
2. The second digit indicates the preceding course with the same alpha prefix.
3. The third digit indicates a sequence in the courses.

\*\*\*If the course is independent, then a zero (0) will be used to show that there are no prerequisites.

4. The fourth digit will be reduced to zero (0) by default unless the course is a laboratory, which will be designated with an "L," or an internship, which will be designated with an "E."

### 15.2.1 Master's Degree in Early Childhood Education

The Master's Degree in Early Childhood Education is aimed at education professionals who wish to expand their knowledge and understanding of early childhood education and its areas of knowledge, experience, strategies, and teaching and learning techniques.

This Master's program offers a theoretical framework that allows for the coordination, support, supervision, and evaluation of projects and practices developed in educational institutions and social organizations, creating spaces that promote innovation and change projects and generate knowledge related to childhood, the institutions that house it, and the issues that affect early childhood education. This Master's program allows students to broaden and deepen their understanding and meaning of accumulated knowledge and simultaneously produce and create new knowledge, opening up spaces for research related to the field of early childhood education.

Finally, this master's degree is the result of an analysis of the introduction of new quality standards in teacher training, incorporating the fundamentals, principles, and competencies established in the new postulates developed jointly by the Ministry of Higher Education, Science, and Technology (MESCYT) and the Ministry of Education (MINERD).

COURSE CODE	TITLE	CREDITS
MEI-111	Fundamentals and historical perspective of early childhood education	2
MEI-112	Research Methodology	3
MEI-113	Child Development from 0-6 Years	3

MEI-121	Foundations and structure of the early childhood curriculum	3
MEI-122	Language and communication development	3
MEI-123	Assessment in Education	3
MEI-131	Pedagogical processes at the initial level	3
MEI-132	Development of logical mathematical thinking in children	2
MEI-133	Artistic expression and play in early childhood education	3
MEI-211	Teaching and technological resources in early childhood education	3
MEI-212	Educational research seminar I	2
MEI-213	Family and Community in Early Childhood Education	2
MEI-221	Ethics and Social Responsibility	2
MEI-222	Educational Policies and Inclusion for Early Childhood Education	2
MEI-223	Management of early childhood education centers	2
MEI-231	Educational Research Seminar II	2
MEI-232	Thesis	6
Total program credits		46

#### Course descriptions:

Fundamentals and historical perspectives of early childhood education.

The course Fundamentals and Historical Perspective of Early Childhood Education traces the historical moments and figures that have marked the evolution of early childhood education over the years, with the aim of providing students with context on the value and importance of current classroom practice. Its objectives are to understand current pedagogical theories from the perspective of historical evolution and to recognize the contributions of pedagogy and educational policy necessary for understanding the historical, social, political, and regulatory framework of early childhood education.

#### Research methodology

The Research Methodology course addresses both the theoretical dimension, as it is aimed at helping students obtain basic information in the field of research in general, and the practical dimension, insofar as students apply theory, procedures, techniques, methods, and research tools to the successful design and execution of research projects for academic or other purposes.

#### Child development from 0-6 years

This course aims to introduce students to the main theories and scientific advances in development.

and learning in the early years (0-6 years), incorporating the relevance of different actors (family, social context, school, and infant). To this end, it places special emphasis on the articulation of explanatory models of psychology in understanding development and the educational phenomenon. In this context, the aim is for early childhood teachers to understand the evolutionary basis of human beings, with a specific focus on early childhood, recognizing certain strategies and theories for their observation and use. With this theoretical and practical knowledge, it is hoped that students will be able to analyze the relationship between stages of child development, teaching practices, and classroom situations that best support this process.

#### Foundation and Structure of the Early Childhood Curriculum

This course presents a discussion and analysis of the foundations and curricular structure of the Dominican educational system, from a legal framework perspective, based on Dominican educational legislation governing early childhood education. It also offers guidance on the role of teachers in curriculum management and as designers of plans that promote concrete practice in curriculum designs at different levels and in different modalities, highlighting their ability to adapt the normative curriculum to the educational reality of the moment.

#### Language and Communication Development

The Language Development and Communication course addresses the different theories that study language development in childhood and the psychological processes involved in it. It provides knowledge about aspects of language development, emphasizing the importance of the theoretical and methodological frameworks in which they are located. It offers relevant guidance to promote language development in infants and identify physical difficulties that may be referred to specialists in the field.

#### Assessment in early childhood education

This course addresses the fundamentals that underpin educational assessment for early childhood education, as well as aspects related to the explanation of the various methodologies, strategies, and assessment techniques in the competency-based approach, as well as the corresponding instruments, including those that can be created through the use of new technologies. Assessment will be promoted from a process-based and formative approach, for decision-making aimed at the continuous improvement of the quality of the teaching-learning process, respecting the dignity and individual differences of children in early childhood education.

#### Educational process at the early childhood level

The course Pedagogical Process in Early Childhood Education aims to provide students with a deeper, more contextual, and well-founded understanding of the teaching-learning processes that take place in the classroom. It refers to reflective and dynamic practices that enable improvements to be made to situations identified through the execution of teaching plans, the implementation of teaching and learning strategies, and the observation and analysis of practices in early childhood education. Its content is aimed at developing the classroom teaching process in a more complex way, emphasizing the integration of students into the teaching process. Topics related to oral and written communication skills as a teaching tool are addressed. Also, the

Motivation and discipline in learning environments.

Development of logical mathematical thinking

The subject Development of Logical Mathematical Thinking addresses aspects related to the teaching and learning of mathematics. It allows students to assimilate, learn about, experiment with, and experience how children learn and understand the meaning of the world of mathematics. Teachers are expected to understand and observe in real contexts how children develop ways of thinking that allow them to understand and organize the world around them and that will form the basis for them to build more advanced mathematical knowledge and skills.

Artistic expression and play in early childhood education

The course Artistic Expression and Play in Early Childhood Education addresses how children experience the creative process, as well as the role of teachers in the development of artistic expression and the study of play as a strategy for early childhood learning. It promotes the development of skills that enable teachers to recognize and promote graphic experiences by identifying the skills and content outlined in the early childhood curriculum and applying them to their practice. It focuses on theories of the teaching-learning process, selection criteria, and prior organizers for learning through play, as well as the didactics of educational play at different levels of development. It allows for the incorporation of meaningful learning through the use of playful and fun techniques and activities.

Teaching and technological resources in early childhood education

The course Teaching Resources and Technology in Early Childhood Education provides teachers with knowledge of the effects of the environment, as well as the development and effective use of resources and materials to ensure the learning of children in early childhood education. It develops skills and abilities in trainee teachers so that they can effectively identify, select, and integrate the means and resources to support the design of teaching and learning activities in order to enhance the quality of results through increasingly innovative practices, as well as promoting the use of technology as a working tool for efficient teaching practice.

Educational Research Seminar I

The research seminar complements the Research Methodology course and is aimed at psychology students in their various concentrations. It seeks to support and accompany students in the development of a proposal that integrates, based on research, the different knowledge and experiences acquired during their studies. The theoretical-practical methodology leads students to confront theory with reality, actively appropriate knowledge, and acquire skills to interact constructively with others. It is expected that the product of this course will serve as the basis for the Degree Seminar course, which completes the research cycle that culminates in the final research proposal for the Degree Project.

Family, community, and early childhood education

This course aims to provide the theoretical and methodological foundations for strengthening ties between school, family, and community, with the goal of creating the best conditions for

ensure the development of the child's personality. To this end, a series of activities has been planned to allow students to experience the role of teachers in working with parents and the community, applying a series of participatory techniques to the work plan and integrating it into their teaching practice.

#### Ethics and social responsibility

The Ethics and Social Responsibility course deals with the study of morality and human actions to promote desirable behavior in individuals. Through this course, teachers will develop critical thinking skills that will enable them to analyze and reflectively question the reality in which they live, forming their own judgments and arguing logically to take them as challenges and opportunities in promoting social change in a process of collective humanization. Contemporary ethics are addressed, offering clues to solving moral dilemmas that frequently arise in educational communities.

#### Educational policies and inclusion for early childhood education

This course analyzes the management processes of early childhood care programs and strategies, addressing the fundamentals, legal regulations, and the evolution of policies for this segment of the population. It also analyzes the mechanisms for the inclusion of children with different abilities, their structure, characteristics, and progress in the Dominican Republic. It delves into the legal bases related to children as subjects of law, both nationally and internationally.

#### Management of early childhood education centers

The Early Childhood Education Management course allows students to apply the theoretical and methodological foundations of pedagogy, curriculum technology, and other basic sciences to manage processes in public and private educational institutions, demonstrating efficiency, quality, and ethics in the provision of administrative services. It addresses concepts related to educational management, dimensions of educational management, educational management processes, and management documents and tools.

#### Research Seminar II

This course is the second level of the Research Seminar and seeks to continue supporting students in the development of their research project. The theoretical-practical methodology leads students to confront theory with reality, actively appropriate knowledge, and acquire skills to interact constructively with others.

The product of this course is expected to complete the research cycle that culminates in the final research proposal or master's thesis.

### 15.2.2 Master's Degree in Cybersecurity

The Master's Degree in Cybersecurity will provide advanced knowledge of current and future technologies in the field, as well as the methodologies and techniques needed to manage, plan, design, and implement the procedures necessary to optimize security. It places special emphasis on

management, planning, design, and implementation of the procedures necessary to optimize asset security, taking into account the latest threats. Students will learn methodologies and techniques that will enable them to tackle these challenges.

COURSE CODE	TITLE	CREDITS
MGT-111	Strategic IT Management	3
MGT-112	Strategic Management and Planning	2
MGT-113	Business Architecture and Strategy	2
MGT-114	Information Technology Market	2
MGT-121	Business Process Management (BP.M.)	3
MGT-122	Financial Management in ICT	3
MGT-123	Technology services management	3
MGT-124	Knowledge Management and Learning	2
MGT-131	Technology Operations Management	3
MGT-132	Information Security Management	3
MGT-133	Business Continuity Management	3
MGT-134	Business Intelligence and Decision Making	2
MGT-211	ICT Project Management	3
MGT-212	Information Systems Management	3
MGT-213	Regulatory and Legal Framework of ICT	2
MGT-214	Digital transformation	3
MGT-221	Quality Management in ICT	2
MGT-222	Global Trends in Technology	2
TFM-400	Master's thesis	6
Total program credits		52

Course description:

#### Strategic IT Management

The purpose of the Strategic IT Management course is to develop students' ability to propose a strategic information technology plan aligned with the

business strategy. It focuses on the planning, design, and strategic management of IT aligned with the business objectives of organizations, thereby adding value and ensuring a sustainable financial investment.

#### Strategic Management and Planning

The Strategic Management and Planning course aims to promote strategic thinking and provides training in tools and mechanisms that facilitate contemporary management, accepting change management as something unavoidable in the unstable and variable environments in which organizations operate. It encourages the development of the ability to work on the planning and implementation of a strategic plan that ensures that the organization efficiently achieves its defined goals and objectives over time.

#### Business architecture and strategy

The Architecture and Business Strategy course aims to provide the tools necessary to understand a complex business context, so that students can document and analyze it and extract the information needed to properly design an organization's IT component. Knowledge is approached from two angles: the first focuses on designing a company based on a business idea, until the IT capabilities needed to support it are defined. The second covers the survey, documentation, analysis, and diagnosis of the business architecture of an existing company, so that, based on the identification of a set of motivators, a strategic plan for digital transformation can be made.

#### Information technology market

This course will provide students with knowledge, experience, and practice in the new digital environment and teach them how to use it as a competitive advantage in the business world. With the exponential development of telecommunications and the extensive use of ICT in business, business models have been transformed and new initiatives have emerged, which in turn has given rise to the digital market.

#### Business Process Management (BPM)

The Business Process Management (BPM) course aims to develop skills for managing efficient processes in the company, reducing operating costs, improving service quality, controlling risks, and identifying new business opportunities. It also aims to develop students' ability to model business processes using the Business Process Management (BPM) approach and elements of Business Process Model and Notation (BPMN).

#### Financial Management in ICT

The subject Financial Management in ICT aims to develop in students the necessary skills to carry out efficient financial management in technological areas or projects, in such a way that they contribute to ensuring that investments made in technologies are

aligned with the objectives of the organization. The course covers the fundamental concepts of corporate finance, financial ratios as a tool for analysis and decision-making, and determining the investment needs and operating cash flows for the project as a basis for measuring financial requirements.

#### Technology services management

The purpose of the Technology Services Management course is to present the new paradigm of technology services management that ensures that these services are aligned with business processes and add value to organizations, since service management ensures the quality received by the customer. Such planned management, supported by ICT, will enable the organization to gain a better strategic position in the market, reduce costs, improve relationships with the different actors in the supply chain, increase productivity, resulting in better response times and internal and external customer service, and help to improve and innovate services in accordance with market preferences and needs.

#### Knowledge Management and Learning

The Knowledge Management and Organizational Learning course aims to guide students in understanding and applying key knowledge management activities in organizations. The conceptual foundations of knowledge management and its importance in today's society are studied. The strategic approach to knowledge management is explained and evaluated. Models, tools, and techniques for knowledge management and intellectual capital models are presented. Students will carry out various reading and research activities and develop a knowledge management project applied to a company.

#### Technology Operations Management

The purpose of the Technological Operations Management course is to develop in students the skills required for the efficient management of an organization or company's technological resources, so that they are aligned with its strategic direction. It should also provide the process cycle for the availability and continuity of technological platforms that enable organizational services.

#### Information security management

The Information Security Management course aims to develop students' skills and knowledge for the implementation and administration of a comprehensive Information Security strategy that guarantees the protection of companies' information assets from a managerial, process, and technical perspective. It highlights the importance of protecting organizations' information from various IT risks that could alter or damage IT resources, using a range of security mechanisms in line with security techniques and industry best practices related to information security.

#### Business Continuity Management

The purpose of the Business Continuity Management course is to develop in students the skills and knowledge to implement plans that enable recovery and restoration.

the critical business processes of organizations within a predetermined time after a disaster or unwanted interruption, so that the organization has levels of resilience and can guarantee its strategic objectives in the market to which it belongs.

#### Business intelligence and decision-making

The Business Intelligence and Decision Making course aims to provide the knowledge necessary to turn information into an element of value creation for the organization, providing the concepts and techniques for the correct application of Business Intelligence, training students in the methodology for applying these solutions and, through success stories, analyze and understand their integration with the organization's strategies to support decision-making and increase competitiveness.

#### ICT Project Management

The ICT Project Management course aims to provide students with learning and a critical attitude, based on case studies and workshops, regarding the planning and control of the different components that must be managed in a project: activities, time, costs, quality, human and material resources, risks, integrity, and their implementation. using methodologies, methods, techniques, and tools based on international standards and best practices, focused on ICT projects.

#### Information systems management

The purpose of the Information Systems Management course is to enable students to develop the ability to identify and describe the information systems that support effective organizational management, as well as to plan and implement information systems aligned with business processes and objectives that add value and provide competitive advantages in relevant markets, adjusted to business processes (BPM) and organizational needs, enabling companies to achieve their objectives. The different information systems used by companies are presented: ERP, CRM, inventory and logistics, among others.

#### Regulatory and legal framework for ICT

The Legal and Regulatory Framework for ICT course develops fundamental knowledge of both national and international legal frameworks governing ICT, as well as the regulatory ecosystem that enables its sustainable development in today's world, based on concepts related to fundamental rights regarding information security in the Constitution of the Dominican Republic and other countries.

#### Digital transformation

The Digital Transformation course develops the knowledge and skills necessary to lead the Digital Transformation of Business Processes and Operations in organizations in such a way that digitization and digital culture are achieved and the value chain is enhanced, highlighting the digital leadership necessary for the efficient transformation of business processes and objectives.

#### Quality Management in ICT

The ICT Quality Management course aims to develop the fundamental knowledge and skills needed to implement a Comprehensive Quality Management System for technological goods and services that meets the needs and requirements of businesses and is a source of competitive advantage in the market for companies, ranging from traditional quality management to specific models applied to information and communication technology services and projects.

#### Global Trends in Technology

The course Global Trends in Technology will give us a glimpse of the new technological trends that are changing the world we live in, thereby enabling the sustainable development of society while ensuring balance with the environment, equality, and socioeconomic development.

#### Master's thesis

The Master's Thesis synthesizes the central objective of the Master's Degree in Information and Communication Technology Management. It is integrative in nature, through which the master's student puts into practice the knowledge acquired throughout the training stage. This work requires knowledge and discernment between different work methodologies applicable to the acquisition of knowledge, depending on the subject of study and the objectives set, developing up-to-date procedural issues specific to research and the theorization processes associated with its practice.

### 15.2.3 Master's Degree in Information and Communication Technology Management

The Master's Degree in Information and Communication Technology Management provides the academic, theoretical, and practical knowledge needed for better professional management performance. It covers resource planning, information management methodologies, operational processes, and project and service management. Throughout the program, the focus remains on technological innovation and its effects on improving the productivity and competitiveness of companies.

COURSE CODE	TITLE	CREDITS
MGT-111	Strategic IT Management	3
MGT-112	Strategic Management and Planning	2
MGT-113	Business Architecture and Strategy	2
MGT-114	Information Technology Market	2
MGT-121	Business Process Management (BP.M.)	3
MGT-122	Financial Management in ICT	3

MGT-123	Technology Services Management	3
MGT-124	Knowledge Management and Learning	2
MGT-131	Technology Operations Management	3
MGT-132	Information Security Management	3
MGT-133	Business Continuity Management	3
MGT-134	Business Intelligence and Decision Making	2
MGT-211	ICT Project Management	3
MGT-212	Information Systems Management	3
MGT-213	Regulatory and Legal Framework of ICT	2
MGT-214	Digital transformation	3
MGT-221	Quality Management in ICT	2
MGT-222	Global trends in technology	2
TFM-400	Master's thesis	6
Total program credits		52

#### Description of subjects:

##### Strategic IT Management

The purpose of the Strategic IT Management course is to develop students' ability to propose a strategic information technology plan aligned with the business strategic plan. It focuses on the planning, design, and strategic management of IT aligned with the business objectives of organizations, thereby adding value and ensuring a sustainable financial investment.

##### Strategic management and planning

The Strategic Management and Planning course aims to promote strategic thinking and provides training in tools and mechanisms that facilitate contemporary management, accepting change management as something unavoidable in the unstable and variable environments in which organizations operate. It encourages the development of the ability to work on the planning and implementation of a strategic plan that ensures that the organization efficiently achieves its defined goals and objectives over time.

##### Business Architecture and Strategy

The purpose of the Business Architecture and Strategy course is to provide the tools necessary to understand a complex business context, in order to achieve

document it, analyze it, and extract the information needed to properly design an organization's IT component. Knowledge is approached from two angles: the first focuses on designing a company based on a business idea, until the IT capabilities needed to support it are defined. The second covers the survey, documentation, analysis, and diagnosis of the business architecture of an existing company, so that, based on the identification of a set of motivators, a strategic digital transformation plan can be made.

#### Information technology market

This course will provide students with knowledge, experience, and practice in the new digital environment and teach them how to use it as a competitive advantage in the business world. With the exponential development of telecommunications and the extensive use of ICT in business, business models have been transformed and new initiatives have emerged, which in turn has given rise to the digital market.

#### Business Process Management (BPM)

The Business Process Management (BPM) course aims to develop skills for managing efficient processes in the company, reducing operating costs, improving service quality, controlling risks, and identifying new business opportunities. It also aims to develop students' ability to model business processes using the Business Process Management (BPM) approach and elements of Business Process Model and Notation (BPMN).

#### Financial Management in ICT

The subject Financial Management in ICT aims to develop in students the necessary skills to carry out efficient financial management in technological areas or projects, in such a way that they contribute to ensuring that investments made in technologies are in line with the objectives of the organization. The course covers the fundamental concepts of business finance, financial ratios as a tool for analysis and decision-making, and determining investment needs and operating cash flows for the project as a basis for measuring financial requirements.

#### Technology services management

The purpose of the Technology Services Management course is to present the new paradigm of technology services management that ensures that these services are aligned with business processes and add value to organizations, since service management ensures the quality received by the customer. Such planned management, supported by ICT, will enable the organization to gain a better strategic position in the market, reduce costs, improve relationships with different actors in the supply chain, increase productivity, resulting in better response times and internal and external customer service, and help improve and innovate services in accordance with market preferences and needs.

#### Knowledge Management and Learning

The Knowledge Management and Organizational Learning course aims to guide students in understanding and applying key knowledge management activities in organizations. The conceptual foundations of knowledge management and its importance in today's society are studied. The strategic approach to knowledge management is explained and evaluated. Models, tools, and techniques for knowledge management and intellectual capital models are presented. Students will carry out various reading and research activities and develop a knowledge management project applied to a company.

#### Technology Operations Management

The purpose of the Technological Operations Management course is to develop in students the skills required for the efficient management of an organization or company's technological resources, so that they are aligned with its strategic direction. It should also provide the process cycle for the availability and continuity of technological platforms that enable organizational services.

#### Information security management

The Information Security Management course aims to develop students' skills and knowledge for the implementation and administration of a comprehensive Information Security strategy that guarantees the protection of companies' information assets from a managerial, process, and technical perspective. It highlights the importance of protecting organizations' information from various IT risks that could alter or damage IT resources, using a range of security mechanisms in line with security techniques and industry best practices related to information security.

#### Business continuity management

The Business Continuity Management course aims to develop students' skills and knowledge for the implementation of plans that enable the recovery and restoration of critical business processes within a predetermined time frame after a disaster or unwanted interruption, so that the organization has sufficient resilience and can guarantee its strategic objectives in its market.

#### Business intelligence and decision-making

The Business Intelligence and Decision Making course aims to provide the knowledge necessary to turn information into an element of value creation for the organization, providing the concepts and techniques for the correct application of Business Intelligence, training students in the methodology for applying these solutions and, through success stories, analyze and understand their integration with the organization's strategies to support decision-making and increase competitiveness.

#### ICT Project Management

The ICT Project Management course aims to provide students with learning and a critical attitude, based on case studies and workshops, regarding the planning and control of the

different components that must be managed in a project: activities, time, costs, quality, human and material resources, risks, integrity, and their execution, using methodologies, methods, techniques, and tools based on international standards and best practices, focused on ICT projects.

#### Information systems management

The purpose of the Information Systems Management course is to enable students to develop the ability to identify and describe the information systems that support effective organizational management, as well as to plan and implement information systems aligned with business processes and objectives that add value and provide competitive advantages in relevant markets, adjusted to business processes (BPM) and organizational needs, enabling companies to achieve their objectives. The different information systems used by companies are presented: ERP, CRM, inventory and logistics, among others.

#### Regulatory and legal framework for ICT

The Legal and Regulatory Framework for ICT course develops fundamental knowledge of both national and international legal frameworks governing ICT, as well as the regulatory ecosystem that enables its sustainable development in today's world, based on concepts related to fundamental rights regarding information security in the Constitution of the Dominican Republic and other countries.

#### Digital transformation

The Digital Transformation course develops the knowledge and skills necessary to lead the Digital Transformation of Business Processes and Operations in organizations in such a way that digitization and digital culture are achieved and the value chain is enhanced, highlighting the digital leadership necessary for the efficient transformation of business processes and objectives.

#### Quality Management in ICT

The ICT Quality Management course aims to develop the fundamental knowledge and skills needed to implement a Comprehensive Quality Management System for technological goods and services that meets the needs and requirements of businesses and is a source of competitive advantage in the market for companies, ranging from traditional quality management to specific models applied to information and communication technology services and projects.

#### Global Trends in Technology

The course Global Trends in Technology will give us a glimpse of the new technological trends that are changing the world we live in, thereby enabling the sustainable development of society while ensuring balance with the environment, equality, and socioeconomic development.

Master's thesis.



The Master's Thesis synthesizes the central objective of the Master's Degree in Information and Communication Technology Management. It is integrative in nature, through which the master's student puts into practice the knowledge acquired throughout the training stage. This work requires knowledge and discernment between different work methodologies applicable to the acquisition of knowledge, depending on the subject of study and the objectives set, developing up-to-date procedural issues specific to research and the theorization processes associated with its practice.

#### 15.2.4 Master's Degree in Civil Procedural Law

The Master's Degree in Civil Procedural Law is a high-level program that aims to provide participants with the theoretical and methodological tools for multidisciplinary analysis, enabling them to respond to different situations with critical thinking skills in the study of civil issues that arise in our country.

COURSE CODE	TITLE	CREDITS
MPC-111	Research Methodology	3
MPC-112	Human rights	2
MPC-113	Constitutionalization of civil procedure	2
MPC-114	Family law	2
MPC-121	Judicial Organization	2
MPC-122	Matrimonial property regimes	2
MPC-123	Inheritance and gifts	2
MPC-124	The action of justice	2
MPC-131	Obligations	2
MPC-132	Civil commercial contracts	2
MPC-133	Civil law and civil procedure	2
MPC-134	Comparative civil law and civil procedure	2
MPC-211	Guarantees	2
MPC-212	Remedies	6
MPC-213	Execution paths	2
MPC-214	Research seminar	3

MPC-221	Legal Ethics	1
MPC-222	Techniques of Written Expression	2
MPC-223	Civil liability	2
MPC-231	Special procedures	2
MPC-232	Intellectual property	2
MPC-233	Research Seminar 2	2
MPC-235	Thesis	6
Total program credits		52

#### Description of subjects:

##### Legal Research Methodology

The Research Methodology course provides master's students with the techniques and procedures needed to complete the assignments and practical work required in the program's courses, thereby contributing to their effective learning of the content. It also addresses the need for legal research applied to law and equips students with the theoretical and methodological knowledge essential for taking on the challenges posed by the fight against crime, drawing on contributions from various sciences.

##### Human rights

The subject of Personal Law comprises a conceptual and broad overview of all human actions as social beings, regardless of the activity in which they engage. It offers master's students the study of social life from conception, including name, address, classification of persons, and their rights, both personal and intellectual. It also teaches us about civil status acts and their probative value, hence the importance of delving into its study.

##### Constitutionalization of the civil process

The course Constitutionalization of Dominican Civil Procedure offers master's students the techniques and methods that, based on constitutional texts, doctrine, and practice contribute to the interpretation and application of constitutional texts, with special emphasis on the application of and respect for constitutional norms, so that practicing professionals can achieve a level of expertise that allows them to specialize in this area, thereby acquiring knowledge about the differences between fundamental rights and guarantees, so that when invoking one of them, they can do so with true protection of the fundamental rights of individuals.

##### Family law

The Family Law course covers topics related to family law, such as marriage, divorce, alimony, filiation, guardianship and family councils, adoption, among others, as well as learning about the specialization of civil courts for family matters, the latest decisions of our Constitutional Court, since the latter, with its many decisions on this matter, has forged the points to be followed in terms of the fundamental rights of individuals and corrected those obsolete references in our civil code.

#### Judicial Organization

The subject Judicial Organization contributes to forming in the master's student a conceptual and affective vision of the function, structure, and impact of the Judiciary in the administration of justice in a democratic state, such as the Dominican Republic. This is even more so with the creation of different bodies such as the National Council of the Magistracy, the Council of the Judiciary, the National School of the Judiciary, and the School of the Public Ministry, institutions that have the firm purpose of training our judicial servants and judges in our country.

#### Matrimonial Property Regimes

The main purpose of the course Matrimonial Regimes is to provide students with the theoretical and practical foundations for studying the doctrines, legislation, and jurisprudence on the personal and patrimonial effects of marital partnership, as well as the causes and consequences of the dissolution of the marital bond in its various types of divorce. With regard to matrimonial property regimes, the course will address the issues raised by the community property regime, the division of assets regime, and the application of the division of community property in cases of common-law marriages.

#### Inheritance and gifts

The subject Inheritance and Gifts covers concepts related to the general aspects of inheritance, its commencement, inheritance law, the theory of co-heirs, inheritance refunds, heirs and their types, gifts and their principles, and the capacities and incapacities of gifts, placements, and, in particular, everything related to the order of succession within each and every one of the different forms of transfer within succession. Describe the fundamentals and procedures.

#### The Action of Justice

The subject Action in Justice develops a conceptual and attitudinal vision for the administration of legal processes. It is at the moment when the procedural rules of law come into being that a person or representative knows which jurisdiction and court is competent to hear a civil action, which is why it is so important to teach those being accompanied the importance of procedural rules, based on the practical exercise of these theories by the accompanying person. Reasons why the mentor must provide corrective treatment of the rules of civil procedure, so that the mentee can establish a clear and effective vision of the different rules of Civil Procedure.

#### Obligations

The course Obligations develops in law students a conceptual and attitudinal vision of human progress as social beings and human actions viewed from the perspective of obligations and commitments entered into within a framework of responsibilities, entering into contracts and annulling them, depending on whether they have any substantive or procedural defects. Similarly, it places us within a different legal framework, as it will teach us the different types of obligations and their specific rules, such as the obligation to give, do, or not do.

#### Civil commercial contracts

The course Civil Commercial Contracts provides master's students with the legal regulations of commercial activities so that professionals can make commercial decisions based on the legal framework established in the Dominican Republic. The learning units are: commercial legislation comprising the Commercial Code and complementary laws, the different types of commercial companies that exist, civil contracts from a commercial perspective, the conditions of validity required in this type of contract, taxes, and each of their elements.

#### Civil law and civil procedure

The Civil Law and Civil Procedure course provides master's students with the techniques and methods that, based on constitutional texts, doctrine, and practice, contribute to the interpretation and application of constitutional texts, with special emphasis on judicial organization and respect for procedural rules, so that practicing professionals can achieve a level of expertise that allows them to specialize in this area. It also teaches them which instrument to use to initiate their action, which court will have jurisdiction, the time limit for initiating the action, and, above all, the doctrinal, legal, jurisprudential, and practical knowledge of how to initiate and conclude a proceeding.

#### Comparative Civil Procedure Law

The subject Comparative Civil Procedural Law addresses the interpretation and application of comparative civil procedure, with special attention to the different procedural rules governing proceedings in different countries. Taking as a starting point the international conventions that unite us in law, since we all know that an action to collect money has the same purpose, but depending on the country, there will be different procedural rules to follow in order to achieve it.

#### Guarantees

The course Guarantees addresses the different guarantees that could serve as the basis for contracts entered into by men and women in their contracted obligations. These will depend on the type of guarantee granted, as it will depend on whether they are personal, movable, or immovable guarantees, since these will have a different procedure for registration and enforcement, so that they can be enforced when the debtor fails to fulfill their obligation.

#### Remedies

The course Appeal Procedures provides master's students with the skills to take legal action, their jurisdiction, the rules of procedure, and the outcome of such action, which is the judgment and its classification. Students are guided to identify the different types of appeals that exist in our legislation, as well as the decisions against which they should be filed; deadlines, rules, and modalities.

#### Enforcement procedures

The course Enforcement Procedures provides master's students with the techniques and methods that contribute to the interpretation and application of enforcement procedures, with special emphasis on the seizure of movable and immovable property, so that practicing professionals can achieve a level of expertise that allows them to specialize in this area. Enforcement Procedures is the final stage of a process, as the winning party will only have to enforce the judgment that obtained authority of res judicata.

#### Research Seminar I

The research seminar complements the Research Methodology course and is aimed at students enrolled in this Master's program. It seeks to support and guide students in developing a proposal that integrates, based on research, the different knowledge and experiences acquired during the program. The theoretical-practical methodology leads students to confront theory with reality, actively appropriate knowledge, and acquire skills to interact constructively with others.

#### Legal Ethics

The Legal Ethics course addresses the principles, duties, and values of ethical behavior for future legal professionals, enabling students to adhere to legal practice in accordance with the most solid principles of legal ethics. Students will learn the fundamental importance of ethics in the practice of law through the study of behavior and the everyday actions of lawyers in their professional lives.

Legal professionals must understand that we are representatives of our clients' intentions, not owners of the processes.

#### Techniques in written presentation

The course Techniques of Written Expression provides essential guidelines for academic communication, enabling master's students to achieve effective oral expression, comprehensive and critical reading, and the ability to write academic texts in a coherent, cohesive, and appropriate manner. It also provides a true nuance to the factual level of writing a complaint or a defense brief, since we must write and highlight the essentials of the case at hand.

#### Civil liability

The Civil Liability course offers master's students an introduction to the area of law that, although it literally falls within civil law, as originally established in the Dominican Civil Code, both for contractual and non-contractual matters, is nevertheless

a highly useful science for civil procedural law itself, as master's students will learn the different actions, deadlines, and conditions for putting the knowledge acquired in the specialty into practice.

#### Special procedures

The course Special Procedures addresses the procedures contained in civil procedural law in the course of the law that is applied as a method of legal work for jurists and is of extraordinary value to participants in the master's program. The knowledge gained in this course provides master's degree participants with a valuable legal tool for actions, incidents, and claims—both principal and counterclaims—that are not regulated by ordinary civil procedure but, as the name suggests, are special in terms of the techniques, deadlines, and instruments used to file them.

#### Intellectual property

The Intellectual Property course provides master's students with the theoretical knowledge that underpins intangible property rights or those that represent an intellectual projection. It addresses the concepts of personality rights, the various international and/or global agreements on intellectual rights, and the legislation in force in the country. In a globalized world, where information is advancing at an accelerated pace, sharing agreements and even commercial transactions, it is necessary for students of Information and Communication Technologies and International Relations to receive the necessary training to enable them to handle the guidelines that regulate intellectual rights, as well as the procedures involved in a special manner of enforcing the right claimed by one of the parties.

#### Research Seminar II

This course is the second level of the Research Seminar and aims to continue supporting students in the development of their research project. The theoretical-practical methodology leads students to confront theory with reality, actively acquire knowledge, and develop skills to interact constructively with others.

The outcome of this course is expected to complete the research cycle, culminating in the final research proposal or master's thesis.

### 15.2.5 Master's Degree in Criminal Procedural Law

This master's degree is oriented toward professional practice, and its main purpose is to strengthen knowledge, offering participants the necessary tools to participate with quality in academic discussion spaces, based on legislation, doctrines, and jurisprudential decisions of great national and international significance.

CODE OF	TITLE	CREDITS
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COURSE		
MPP-111	Research Methodology	3
MPP-112	Theory of Crime	2
MPP-113	Constitutional Guarantees in Criminal Law	2
MPP-114	Criminology	2
MPP-121	The principles of criminal proceedings	2
MPP-122	Criminal law and criminal procedure	2
MPP-123	Interpretation of Criminal Law	2
MPP-124	Constitutionalization of law	2
MPP-131	Inquisitorial procedural system versus accusatory system	2
MPP-132	Evidence in criminal proceedings	2
MPP-133	The intermediate stage	2
MPP-134	Coercive measures	2
MPP-211	The subjects of the proceedings	2
MPP-213	Special proceedings	2
MPP-214	Economic procedural law	2
MPP-215	Research Seminar 1	3
MPP-221	Legal Ethics	1
MPP-220	Contemporary International Criminal Law	2
MPP-224	Oral trials and litigation techniques	3
MPP-222	Appeals	2
MPP-223	Criminal enforcement	2
MPP-233	Research Seminar II	3
MPP-235	Thesis	6
Total program credits		53

Description of subjects:

## GENERAL EDUCATION COURSES

### Legal research methodology

Legal Research Methodology is a branch of methodology that studies the methods and techniques used in law. The method is the plan that is carried out to reach a conclusion or goal. All research requires a method, because it offers two major advantages: it saves effort, since following a method avoids errors, as the procedure to be followed has been determined in advance; and it ensures the achievement of a goal, because the method was provided by someone who has already achieved the desired objective.

### Theory of crime

Legal theory on crime shows us the way to determine those situations that create the conditions for justice to intervene, as they constitute a crime. The process of analysis, which, based on current criminal law, leads to the specification of a type and measure as a legal consequence of the crime (punishment or security measure), is composed of a series of categories or elements based on material criteria.

Throughout history, jurists have developed the study of different systems of crime theory, which organize and consider its elements in different ways. Currently, although there are variations, there are two predominant systems: the causalist system and the finalist system.

### Constitutional guarantees of criminal law

The Constitution of the Dominican Republic of January 26, 2010, guarantees the effectiveness of fundamental rights through mechanisms of guardianship and protection, which offer individuals the possibility of obtaining satisfaction of their rights from those obligated to uphold them. Fundamental rights are binding on all public authorities, which must guarantee their effectiveness under the terms established by the constitution.

### Criminology

Criminology is one of the most fascinating sciences to which one can devote oneself to the reflection and study of human beings, and it could not be otherwise when one considers that its object of study is the contradictory behavior of humans, the bewildering discourse of societies and peoples, and the policies of states in everything related to the prevention, control, and repression of crime, and the prison spaces where those guilty of crimes and offenses serve their sentences.

### The principles of criminal procedure

To understand the meaning and main characteristics of the Dominican Republic's new criminal justice system, which came into effect on September 27, 2004, as well as the principles that guide it, we must first analyze the reasons behind this change and the objectives of this reform process. We often use a short phrase that says: it is about leaving behind the inquisitorial model and begin to develop a new adversarial accusatory model of criminal justice



## Criminal law and criminal procedure

Students will have the opportunity to study, analyze, and compare a subject in which they will observe, on the one hand, the types of criminal offenses existing in the regulations and, on the other hand, apply the accusatory criminal procedure model, in which the assessment of the evidence obtained and incorporated into the process differentiates it from what was the inquisitorial system. One of the characteristics to be considered is the role played by the actors in the process and the principle of procedural equality between the parties.

## Interpretation of criminal law

The requirement that the law be written (*lex scripta*) has a dual purpose. On the one hand, only laws that have been approved and published by constitutionally valid means are applicable; and on the other hand, prohibited conduct is contained solely in a law, understood as the act emanating from the legislative process carried out by the National Congress.

Article 25 of the Criminal Procedure Code establishes, in our legislation, the obligation of strict interpretation (*lex stricta*) and, consequently, restricts free and broad interpretation by stating that analogy and extensive interpretation are only possible when they favor the defendant (in *bonam partem*), ruling out the possibility that this type of interpretation could be used to harm the defendant (analogy in *malam partem*).

The requirement that the law be sufficiently comprehensible and clear (*lex certa*) is the responsibility of the legislator, who is responsible for clearly and comprehensibly defining the elements of substantive criminal law or the requirements, forms, and guarantees regulated in procedural law, as well as the penalty or consequence to be applied in each case.

They would constitutionalize criminal procedural law.

The primacy of the constitution and treaties is the first fundamental principle enshrined in the Criminal Procedure Code, and this principle derives directly from a proper reading of our fundamental law.

The supremacy of constitutional norms is established when it states that "any law, decree, regulation, resolution, or act contrary to this constitution is null and void."

Our constitution recognizes and applies the norms of general and American international law, provided that they have been duly signed and ratified by the corresponding bodies.

In accordance with the most authoritative doctrine of comparative constitutionalism, this constitutional clause serves as the basis for the theory of the so-called constitutional block, which is composed of the provisions of the constitution, international human rights treaties, and constitutional jurisprudence.

## Inquisitorial procedural system versus accusatory system

In the inquisitorial system, criminal proceedings and trials are bureaucratic and slow, written in endless files, and only those with a legal interest have access to the file. Pretrial detention is the rule. However, in the adversarial accusatory system, pretrial detention will be ordered on an exceptional basis in cases involving serious crimes and offenses, as the spirit of the presumption of innocence prevails in the pursuit of a legal culture of freedom. The public prosecutor's office may apply the criterion of opportunity in cases provided for by the applicable legal provisions, or may decide not to initiate an investigation when it is clear that there is no crime to prosecute.

#### Evidence in criminal proceedings

Evidence is only valid if it is obtained and incorporated into the proceedings in accordance with the principles and rules of this code. Failure to comply with this rule may be invoked at any stage of the proceedings and shall render the act and its consequences null and void, without prejudice to the penalties provided for by law for the perpetrators of the act. Evidence collected in violation of the forms and conditions that imply a violation of the rights and guarantees of the accused, as provided for in the Constitution of the Republic, international treaties, and this code, cannot be used to support a judicial decision or as a basis for it.

#### The intermediate stage

Under the accusatory model, criminal proceedings operate on the basis of a balance of guarantees. Hence, the decision to subject a defendant to the rigors of criminal proceedings should not be based solely on the criteria of the prosecuting State. Even with respect for the principle of procedural fairness, the legality of the proceedings, and the scope of the investigation in accordance with Article 260 of the Dominican Criminal Procedure Code. The decision to prosecute based on the outcome of the preparatory phase is the result of the prosecutor's assessment of the evidence obtained during the investigation with the aim of obtaining a conviction.

#### Coercive measures

We can distinguish between two main types of coercive measures: personal and real. This distinction is included in the criminal procedure code. The explanatory memorandum of the new code refers to the former as personal coercive measures, which limit the defendant's freedom of activity or movement (freedom of movement). Real coercive measures, on the other hand, preserve the assets on which a possible fine or compensation will be enforced or establish an additional guarantee that the defendant will not abscond from the trial. Both measures, once imposed by the relevant judge, may be reviewed and appealed from time to time.

#### The parties to the proceedings

To speak of procedural subjects in light of the Criminal Procedure Code is to refer to the core issue that defines the new criminal procedure system we have recently adopted. The reason is simple: they, and no one else, are the essence and leitmotif of criminal proceedings. Without procedural subjects, there is simply no process. This is precisely why addressing this issue is so important. In this context, it should be noted that one of the virtues of the Criminal Procedure Code is that it fully acknowledges this unavoidable reality. The first thing that stands out is that the parties become subjects. Together, they vindicate each of the procedural subjects that normally tend to

interact in the course of criminal proceedings. This is evident in the clear individualization and delimitation of legal powers in relation to each of them. The qualitative and quantitative leap in this regard compared to the previous procedural system is remarkable. In the former, the case file was the central focus of the proceedings, which ended up blurring and reducing the role that the parties involved were supposed to play.

#### Contemporary international criminal law

Contemporary international criminal law is the branch of law that prohibits certain categories of conduct considered serious crimes; regulates procedures for the investigation, prosecution, and punishment of those categories of conduct; and holds a person who commits one of those crimes personally responsible. In order to enforce international humanitarian law, it is essential to suppress serious violations of this branch of law, especially given the gravity of some violations, considered war crimes, whose punishment is in the interest of the international community as a whole. As international crimes increasingly involve extraterritorial elements, which require greater interaction between States, it is more urgent to coordinate respect for these principles. States must comply with both international principles and national principles provided for in their respective domestic criminal law, as well as specific principles contained in regional instruments to which they are parties.

#### Special proceedings

The prosecution of misdemeanors begins with the filing of charges by the victim or the public prosecutor, or a request by the official empowered by law to investigate and prosecute them. These procedures include private prosecution offenses, summary criminal proceedings, full agreements, partial agreements, and proceedings for complex matters. All of this is set out in the Dominican Criminal Procedure Code and the amendment based on Law 10-15 of 2015.

#### Economic criminal law

Economic criminal law has been defined throughout history, until reaching its current configuration and content, as the set of criminal offenses that revolve around the protection of the economic order of the State and the economic relations derived from the systems of production, distribution, and consumer access to goods and services in a specific society.

After the industrial revolution, states began to intervene in the economy as guardians of market rules, with regulations governing monopolistic systems and combating the hoarding of basic necessities.

But it was the turbulent 20th century that gave rise to economic law in which the state ceased to perform a simple supervisory role with regard to an economy governed exclusively by market rules, becoming instead a state that intervened in the market, in line with a new social conception of the economy.

### Research Seminar I

The research seminar complements the Research Methodology course and is aimed at students enrolled in this Master's program. It seeks to support and guide students in developing a proposal that integrates, based on research, the different knowledge and experiences acquired during the program. The theoretical-practical methodology leads students to confront theory with reality, actively appropriate knowledge, and acquire skills to interact constructively with others.

### Legal Ethics

The Legal Ethics course addresses the principles, duties, and values of ethical behavior for future legal professionals, enabling students to adhere to legal practice in accordance with the most solid principles of legal ethics. Students will learn the fundamental importance of ethics in the practice of law through the study of behavior and the everyday actions of lawyers in their professional lives.

Legal professionals must understand that we are representatives of our clients' intentions, not owners of the processes.

### Oral trials and litigation techniques

The new criminal procedure implemented in the Dominican Republic represents a paradigm shift both within the legal culture and in popular culture. This is reflected in the transition from a reformed mixed or inquisitorial system to an adversarial one; in the reformulation of the actors involved in the resolution of criminal conflicts; in the modernization of the work processes associated with criminal prosecution; and even in formal aspects such as the transition from outdated written practices to oral presentations in the various hearings and possible spaces for intervention before the courts with criminal jurisdiction.

### The resources of the criminal process

On September 27, 2004, the new Criminal Procedure Code of the Dominican Republic came into force, the latest to be implemented in Latin America, following successive amendments in various countries since the 1990s. The French Code of Criminal Procedure of 1808, which began to be applied in the Dominican Republic in 1822 during the Haitian invasion, was the first procedural rule that the independence fighters of 1844 left intact. It was during the presidency of Ulises Heureaux in 1884 that this text was translated and adapted together with the civil, criminal, and civil procedural codes. The old Code, known as the Code of Impunity, has given way to a new Code of Criminal Procedure, derived from the Constitution, which incorporates the fundamental rights contained therein and abandons the inquisitorial procedure, replacing it with an accusatory and guarantee-based procedure, based on oral proceedings and effectively separating the functions of the different parties involved: the judge judges, the prosecutor or the victim accuses, and the lawyer defends the interests of his or her client. The figure of the sentence enforcement judge is incorporated, linking the jurisdictional authority with the enforcement of the sentence, conditional suspension, and imprisonment.

Preventive. The administration of justice is streamlined with peremptory deadlines, both for the investigation and for the duration of the proceedings and preventive detention. This new Criminal Procedure Code presents alternatives for conflict resolution and protects the rights of both victims and defendants equally.

#### Criminal enforcement

We understand enforcement in criminal proceedings to be the set of acts attributed to the State bodies legally empowered to do so, which tend to comply, within the limits established by law and regulations, with the pronouncements contained in the ruling or operative part of enforceable judicial decisions handed down in criminal proceedings. In the case of the enforcement of custodial sentences, it should be borne in mind that these are aimed at the re-education and social reintegration of those convicted.

Various elements converge in criminal enforcement that make us think about the true nature of the judge responsible for enforcing sentences. On the one hand, there are elements linked to prison administration and, on the other, elements associated with the jurisdictional component. The multiple activities of the enforcement judge lead him to become a watchdog of the processes and instances of prison administration and a guarantor of the fundamental rights of the convicted person.

#### Research Seminar II

This course is the second level of the Research Seminar and seeks to continue accompanying students in the development of their research project. The theoretical-practical methodology leads students to confront theory with reality, actively appropriate knowledge, and acquire skills to interact constructively with others.

The outcome of this course is expected to complete the research cycle, culminating in the final research proposal or master's thesis.

### 15.2.6 Master's Degree in Municipal Management

The Master's Degree in Municipal Management at UNICARIBE is aimed at professionals who aspire to a high level of specialization that will enable them to improve their skills and performance in the fulfillment of their duties as part of the state apparatus, ensuring constant improvement in the efficiency and effectiveness of their work.

The purpose of the Master's Degree in Municipal Management is to prepare professionals for the new era, based on the knowledge paradigm, in which educators are primarily designers of learning methods and environments who work as a team alongside graduates.

COURSE CODE	TITLE	CREDITS
MGM-201	Research Methodology	1
MGM-202	Management skills	2
MGM-203	Municipal economics	2
MGM-204	Municipal Legislation	2
MGM-205	Public Policy	2
MGM-206	Globalization, Decentralization, and Municipal Development	2
MGM-207	Municipal government environment	2
MGM-208	Research seminar	2
MGM-209	Municipal Logistics	2
MGM-210	Municipal strategic planning	2
MGM-211	Municipal public finance	2
MGM-212	Technology applied to municipal management	2
MGM-213	Auditing municipal public accounts	2
MGM-214	Formulation and evaluation of municipal projects	2
MGM-215	Municipal development management	2
MGM-216	Social Oversight	2
MGM-217	Territorial Development	2
MGM-218	Transparency and accountability	2
MGM-219	Public service management	2
MGM-220	Municipal Management Seminar	2
MGM-221	Thesis	6
Total program credits		45

Description of subjects Research

methodology

This course is aimed at understanding the research methodology adopted by the University and which will be developed throughout the master's degree. Its main objective is to provide master's students with the instructions, techniques, and methodologies they will use to carry out and present their work. It analyzes the main study methods and techniques that promote autonomous and collaborative learning, participation in different educational and social environments, and the structural research elements of the coursework. It promotes the development of the intellectual and technical skills necessary for master's students to carry out the different types of academic work, in accordance with the expected outcomes of this and other subjects in the curriculum, and to successfully complete the master's degree program.

#### Management skills

This course aims to develop in master's students the management skills required today to be competent professionals, focusing on effective time management and the use of skills for the proper administration of organizations, promoting leadership, both of people and of business and social projects, creative and innovative in different productive areas, as well as teamwork, conflict management within diversity, and employee motivation through effective organizational communication and decision-making in productive environments and complex situations.

#### Municipal economics

The Municipal and Local Economics course aims to study an area of public intervention in the market economy. It also analyzes how the Non-Financial Public Sector (NFPS) generates resources to sustain its expenditures and how the various modalities affect other economic variables. The course consists of five units structured as follows: Overview of public finances. Revenue in the municipal and local economy. Municipal expenditure. Fiscal deficit and its financing, and the municipal economy of the 21st century.

#### Municipal legislation.

Municipalities are autonomous entities in economic, technical, and administrative terms, and are governed by a legal framework consisting mainly of the Municipal Code. Municipal development must take place under conditions that allow for progressive administrative decentralization in order to address local problems and meet the needs of the municipality's residents. Citizen empowerment is vital to achieving municipal development. To this end, citizen participation must be promoted under municipal laws, policies, and regulations. This section contains a compilation of municipal legislation and addresses the following topics: general provisions, the city council, formation and integration of the city council, organization of the National District, and relations with state powers and agencies.

#### Public policies

This course is theoretical-practical in nature and provides specialized training. Its main purpose is to analyze the fundamentals of public policy formulation around the world, understanding the relationship between public policy and public management in diverse socioeconomic contexts. The learning units are: (1) The Work of States: Public Policy, (2) Public Policy

and the Role of the State, (3) Public Management, (4) Public Administration and Strategic Vision, and (5) Citizen Participation and Accountability.

#### Globalization, decentralization, and municipal development

The current international economic crisis poses challenges and opportunities for the development of productive forces and the mechanisms used by public administrations to redistribute the results of productive processes in accordance with equitable social development, all within a context marked by a tendency to use decentralization mechanisms in development management. This course addresses the following topics: Globalization: A starting point, local development and decentralization in the 21st century, local development and municipal management, policies to promote local economic development, and the decentralization of economic development policies.

#### Municipal government environment

This course is theoretical-practical in nature and provides specialized training. It incorporates the presentation of theories on local government, as well as historical and comparative references that allow students to understand what local governments are like and what they do in the State of Autonomies. Its main purpose is to develop students' innovation skills so that they can promote organizational development in their environment.

#### Research seminar

The learning units are: The context of local management in the 21st century. Theoretical perspectives on local government, local government and administrative traditions, local political participation and government structure, leadership, and local administrative organization.

#### Municipal logistics

The Municipal Logistics course corresponds to the area of specialized studies and is theoretical and practical in nature. Its purpose is to develop students' ability to understand and apply the methods used by a municipality for the design, planning, and control of the supply chain. The learning units are: (1) General municipal logistics. (2) Logistics Administration and Supplier Management. (3) Purchasing and Inventory Management. (4) Warehouse Management, Transportation, Distribution, and Logistics Costs. (5) Warehouse Management, Transportation, Distribution, and Logistics Costs.

#### Municipal strategic planning

This course links administrative action with local development, promoting the professionalization of public service in order to respond to the challenges and expectations of different social actors within a multicultural framework. Students will also develop a plan on the legal framework of public planning. The topics covered include: public planning, development strategies, development theories, evaluation of plans and projects, and the steps for drawing up a municipal development plan.

#### Municipal public finance

The Public Finance course aims to study an area of public intervention in the market economy, in this case public finance from the perspective of how the public sector allocates resources to meet the objectives and goals of local public policies, providing public goods to society. It consists of the following content: Conceptual Framework of Public Finance, the State and its Intervention in the Local Economy, Public Revenue, Public Expenditure, and Local Fiscal Programming.

#### Technology applied to municipal management

This course aims to develop the technological skills of master's students to implement municipal management functions through technology in order to make competitive decisions through the appropriate use of organizational information and information systems.

#### Auditing of municipal public accounts

The course is based on up-to-date knowledge of finance in the national and municipal public sector. The teaching is theoretical and practical. It covers important aspects related to the financial administration of the State, such as the National Treasury System, State Budget Execution, and the content of the program known as the Integrated Financial Management System (SIAF). The origin of public resources: Government Financing Sources for Central, Regional, and Local Governments.

#### Formulation and evaluation of municipal projects.

The course Formulation and Evaluation of Local Development Projects deals with the evaluation of projects using sustainability criteria from a financial perspective that considers investment, social, and environmental risks, involving a balanced approach to controlling environmental and social impacts within the investment budget. Its purpose is to formulate a development project and calculate its return by evaluating investment alternatives to guide decision-making. The following units will be studied: municipal planning in the Dominican Republic, the municipal development plan, formulation: technical study and environmental impact matrix of a project, economic and financial evaluation of the development project, and final evaluation of the economic and financial feasibility of the projects.

#### Municipal Development Management

The Local Development Management course provides Master's in Municipal Management students with the necessary skills to analyze and understand the nature, characteristics, and technical and administrative instruments of municipal management and citizen participation. The content is organized as follows: Overview of local government, participatory municipal management model, municipal executive management, social participation and control, municipal development plan, municipal budget, and local economic development.

#### Social oversight

In this course, students are introduced to the specific functions of the comptroller, legal information, and social control of municipal property. Its overall objective is to deepen students' knowledge of the concepts and application of social control, enabling them to

determine and predict the effects and results of administrative variables in municipal management. It consists of five units: Social auditing, efficiency and obstacles to social auditing, constitution and registration of social auditing committees, social auditing and its benefits, and social auditing in municipal programs.

#### Territorial development

This course is theoretical-practical in nature and provides specialized training. Its main purpose is to analyze the fundamentals of public policy formulation around the world, understanding the relationship between public policy and public management in diverse socioeconomic contexts. The learning units are: (1) The work of states: public policies, (2) Public policies and the role of the state, (3) Public management, (4) Public administration and strategic vision, and (5) Citizen participation and accountability.

#### Transparency and accountability

The Transparency and Accountability course corresponds to the area of specific studies and is theoretical and practical in nature. Its purpose is to analyze transparency in the public and private sectors, models of democracy and open government linked to the development of transparency and openness, and the right of access to public information. The learning units are: (1) Transparency in the public and private sectors. (2) Models of Democracy and Open Government. (3) The Right of Access to Public Information. (4) Transparency and Data Protection: E-government and open data. (5) Role of the Chamber of Accounts in Accountability and Transparency.

#### Public service management

The subject Local Public Services corresponds to the area of specific studies and is theoretical and practical in nature. Its objective is to analyze local public services as activities carried out by a local public entity, either directly or through a contracted manager, to meet the needs of residents. The learning units are: (1) Local Public Services. (2) Different ways of implementing public services. (3) Shared management of public services. (4) Public service management models. (5) Indirect management of local public services.

#### Municipal Management Seminar

In this course, master's students will receive instruction and guidance on how to develop their final research project in terms of content. It also covers contemporary issues in municipal management to be taken into account in the student's final project or research. The trends and novel topics that are incorporated into the program will form the basis for the thesis.

### 15.2.7 Master's Degree in Digital Education

The Master's Degree in Digital Education provides the academic, theoretical, and practical knowledge for better professional management performance. It covers resource planning, information management methodologies, operational processes, and project and service management. Throughout the program, the focus is maintained and technological innovation and its effects on improving the productivity and competitiveness of companies are constantly evaluated.

technological innovation and its effects on improving the productivity and competitiveness of companies.

COURSE CODE	TITLE	CREDITS
MED-111	Research methodology	2
MED-112	Fundamentals of Digital Education	3
MED-113	Project Management in Educational Technology	2
MED-114	Digital technology for learning assessment	2
MED-121	Pedagogy and ICT	2
MED-122	Digital skills for teachers	3
MED-123	Testing and measurement	3
MED-124	Practical I: Design and development of digital educational resources	3
MED-131	Big data in education	3
MED-132	Trends in educational technology	3
MED-133	Introduction to Artificial Intelligence	3
MED-134	Practice II: Applications of artificial intelligence in education	2
MED-211	ICT project management	3
MED-212	Curriculum Theory	3
MED-213	Design of Digital Learning Environments	2
MED-214	Practicum III: Digital Transformation	3
MED-221	Administration and Leadership in Educational Technology	2
MED-222	Global Trends in Technology	2
TFM-400	Master's Thesis	6
Total program credits		52

## Description of subjects

### Research methodology

The Research Methodology course addresses the theoretical dimension, as it is aimed at encouraging students to obtain basic information in the field of research in general. It analyzes the main study methods and techniques that promote autonomous and collaborative learning, participation in different educational and social environments, and the structural research elements of the course work. It promotes the development of the intellectual and technical skills necessary for master's students to carry out different types of academic work, in accordance with the expected outcomes of this and other courses in the curriculum, and to successfully complete the master's degree program.

### Fundamentals of digital education

The purpose of this course is to provide the theoretical foundations of digital education, its characteristics, applications, and impact on education. The course analyzes and explores how the use of technologies impacts culture and education, promoting changes and transformations in learning methods, teaching, educational models, and the skills and competencies of students and teachers. The course encourages reflection on the use of technology and its impact on learning and education.

### Project management in educational technology

The purpose of this course is to provide students with the skills and tools necessary to manage educational technology projects, including project planning, implementation, control, and monitoring. The practice and implementation of the theories analyzed in any training process is the greatest evidence of learning outcomes and the competencies developed in any learning process. New learning trends focus on skills development and learning by doing; therefore, in this course, participants will put the knowledge, skills, and abilities analyzed into practice. They will have the opportunity to initiate the management of a digital education project that integrates pedagogical, didactic, and technological approaches into training, management, design, training, and/or evaluation needs.

### Digital technology for learning assessment

This theoretical-practical course provides students with technologies that can be used in assessment, considering them as mediating tools that contribute to and enhance strategies, while also reflecting improvements in teaching and learning processes. Human resources technology can help improve the performance review process, making it more efficient and effective. One way human resources technology can help is by automating the performance review process.

### Pedagogy and ICT

The course "Pedagogy and ICTs" is designed to provide students with a deep understanding of how information and communication technologies (ICTs) can be integrated into pedagogical practice. It will explore the pedagogical theories that underpin the use of

ICTs in education, as well as practical tools and strategies for their effective implementation. Students will learn to design, develop, and evaluate educational activities that use ICTs to improve learning and teaching.

#### Digital Competencies for Teachers

Digital education requires the development of competencies and skills that respond to the learning that takes place in this context. In this sense, this course will analyze the digital dimensions and competencies necessary to develop learning processes using technological tools, with the aim of improving the quality of teaching through the use of educational technologies. Topics such as the use of digital tools for the creation of teaching materials and classroom management, the development of communication and collaboration skills in digital environments, the assessment of learning, and the use of online learning platforms will be addressed.

#### Tests and measurements

The course "Testing and Measurement" is designed to provide students with a thorough understanding of the principles, methods, and techniques of testing and measurement in the educational and psychological fields. It will cover the theoretical and practical foundations of test design, development, and evaluation, as well as the analysis and interpretation of the data obtained. Students will learn to use various tools and methodologies to carry out accurate and reliable measurements in different contexts.

#### Practice I: Design and Development of Digital Educational Resources

The purpose of this course is to provide students with the skills necessary to design and develop effective digital educational resources, including the selection and design of appropriate digital tools, the use of programming languages for the creation of interactive content, and the evaluation of the effectiveness of digital educational resources.

#### Big data in education

The purpose of this course is to explore the use of big data in education, including learning data analysis, adaptive learning system design, and data-driven decision making.

#### Trends in educational technology

A theoretical and conceptual overview of technology-mediated education is important for understanding where education is headed with the use of technology. In this regard, this course addresses some concepts and terms that will provide a better understanding of the digital future of learning. We will analyze emerging technologies, the Internet of Things, augmented reality, virtual reality, immersive systems, augmented learning, among others. The purpose of this course is to explore these trends, including the analysis of the latest technological innovations and their impact on education, and the identification of opportunities.

#### Introduction to Artificial Intelligence

The purpose of this course is to provide students with an introduction to artificial intelligence and its applications in education, including the analysis of machine learning algorithms and their application in teaching and learning.

#### Digital Competencies for Teachers

The purpose of this course is to explore the applications of artificial intelligence in education, including the analysis of intelligent tutoring systems, personalized learning, and data-driven decision-making.

#### ICT Project Management

The ICT Project Management course aims to provide students with learning and a critical attitude, based on case studies and workshops, on the planning and control of the different components that must be managed in a project: activities, time, costs, quality, human and material resources, risks, integrity, and execution procurement. using methodologies, methods, techniques, and tools based on international standards and best practices, focused on ICT projects.

#### Curriculum Theory

The "Curriculum Theory" course focuses on the study of the principles, approaches, and models of curriculum design and development. Through a theoretical and practical approach, students will explore the various perspectives on the curriculum, its formulation, implementation, and evaluation in different educational contexts. The course seeks to develop an understanding.

#### Design of digital learning environments

This course addresses the design of digital learning environments, including the selection and application of appropriate technologies and tools for different educational contexts. It analyzes best practices in the design of effective digital learning experiences and explores strategies for creating interactive and innovative learning environments. It also studies methods for evaluating and improving the effectiveness of digital learning environments, considering factors such as accessibility, usability, and user interaction.

#### Administration and Leadership in Educational Technology

This course focuses on administrative and leadership aspects in the context of educational technology. It explores the strategies and skills needed to lead the implementation of educational technologies in an organization, including team and resource management, decision-making, and effective communication.

#### Global Trends in Technology

This course analyzes the latest trends and developments in educational technology at the global level. It discusses the implications of these trends for education, as well as the opportunities and challenges they present. Topics such as mobile learning, artificial intelligence, virtual and augmented reality, gamification, and personalized learning are examined.

#### Practice III: Digital Transformation

This course addresses digital transformation in education, including the technological and cultural changes necessary to bring it about. It explores key concepts and strategies for digital transformation, such as process automation, data analysis, the adoption of innovative technologies, and organizational change management.

### 15.1.1 Master's Degree in Human Management and Organizational Development.

The Master's Degree in Human Management and Organizational Development is a competitive and innovative program that incorporates the latest trends in human management development and organizational change capacity through the knowledge, design, and implementation of organizational models. In this way, it seeks to mobilize the necessary support in people, structure, climate, and culture. The comprehensive training sought by the program develops in participants a systemic vision of the organization, allowing them to actively participate in the construction and evolution of the organizational dynamics present in companies.

COURSE CODE	TITLE	CREDITS
GHDO-111	Leadership and Management Skills Development	3
GHDO-112	Research Methodology	2
GHDO-113	Social Responsibility and Business Ethics	2
GHDO-114	Labor Legislation and the Labor Market in the Dominican Republic	3
GHDO-121	Information Technology Applied to Human Resource Management	3
GHDO-122	Organizational Diagnosis and Development	3
GHDO-123	Organizational Behavior and Culture	2
GHDO-124	Strategic Human Talent Management	3
GHDO-131	Job Description and Evaluation	3
GHDO-132	Strategic Trends Applied to Human Resource Management	3
GHDO-133	Social Security, Hygiene, and Occupational Health	3
GHDO-134	Practical I: Project Formulation	3
GHDO-141	Compensation Management	3
GHDO-142	Selection and Hiring of Human Capital	3
GHDO-143	Practical II: Job Performance Evaluation	3

GHDO-144	Human Resource Management in Public Administration	3
GHDO-151	Quality Management and Human Capital Auditing	3
GHDO-152	International Human Capital Management	3
GHDO-153	Master's Final Project	6
Total program credits		57

### Description of subjects

#### Leadership and Management Skills Development

The main purpose of this course is to develop leadership skills in master's students and equip them with the skills required for professional and intellectual excellence in their field. It aims to provide them with resource management skills, as well as interpersonal skills such as teamwork and communication. Similarly, it promotes the learning of effective decision-making techniques such as conflict management and negotiation.

The following learning units are proposed: Leadership and leadership theories, Interpersonal skills, Conceptual skills, Communication skills, Use of data for decision-making.

#### Research Methodology

This course is designed to provide basic guidance on the programs offered by the University of the Caribbean. It covers the theoretical foundations, culminating in the presentation of a preliminary project (research proposal) linked to one of the lines of research designed by the degree program. It guides students through the process of preparing their final thesis report upon completion of the study plan and obtaining the degree they aspire to.

The course encourages students to reinforce concepts, values, and skills related to the different aspects that guide the methodology applied to the research project. It also aims to strengthen the fundamental competencies established in the graduate profile and respond to the demand for professionals capable of entering the workforce.

#### Business responsibility and ethics

This course provides students with the necessary tools for general professional training, with content that is essential for conceptual mastery of management functions in general and, in particular, for the ethical and socially responsible performance of human resources managers in business organizations, non-governmental organizations, and public institutions. The content of the course covers, among other aspects, the study of the general foundations of ethical science, the role and relationship of ethics with other disciplines, the fundamental problems of ethics and morality, and the role of ethics in fulfilling corporate social responsibility.

#### Labor legislation and the labor market in the Dominican Republic

This course will provide students with the fundamental knowledge and tools that will enable them to quickly and accurately understand Law 16-92, which translates into mastery of the historical process of labor-related regulations and laws. Master's students will have the opportunity to make decisions about organizational development and change based on the legal foundation provided by this course. The content to be developed includes: the conceptual, structural, and social particularities of modern employment contracts and related issues, dismissal, eviction, employment benefits, among others.

#### Information technology applied to human resource management

This course aims to develop students' technological skills to implement human resource management and organizational development functions through technology, enabling them to make competitive decisions. The course covers the following topics: employee management and engagement, human capital acquisition and retention, technology used in organizational development processes, intellectual capital management, and information systems for decision-making.

#### Organizational diagnosis and development

This course provides students with the fundamental techniques and tools for organizational diagnosis. In this sense, it establishes standards, parameters, and models that serve as guidance for effective diagnosis. This course will help students learn procedures and techniques for gathering information that will enable them to identify problems, situations, and trends in the organization and, with this, formulate plans that provide solutions and satisfy the diagnosis.

#### Organizational behavior and culture

This course provides students with the main concepts for studying organizational culture in order to prepare the organization to promote change. Students will be able to influence cultural change in the company, based on how they institutionally address individual and group behavior. Students will be able to understand how psychology, attitudes, experiences, beliefs, and values (personal and cultural) of an organization contribute to establishing its identity.

#### Strategic Human Talent Management

This course focuses on developing students' strategic human talent management skills from a comprehensive perspective, seeking to provide knowledge for managing the main functions of human management in a company. The learning units are: (1) Fundamentals of Strategic Human Talent Management, (2) Recruitment, Selection, and Induction of People, (3) Employee Performance Evaluation, (4) Training and Career Management, and (5) Remuneration and Compensation.

#### Job description and evaluation

This course is part of the specialized professional training cycle, with content that provides essential knowledge for conceptual mastery of the managerial function in the design and

administration of the job description and evaluation subsystem, within the framework of human resources management in business organizations, non-governmental organizations, and public institutions. The content of the course refers, among other aspects, to the study of the general fundamentals of job description and evaluation, methodology for analysis, description, and evaluation of jobs, as well as the preparation of the organization's job description manual.

#### Strategic trends applied to human management

This course aims to develop the management skills required today to be competent professionals in productive fields and that are current trends in human talent management. The main skills taught are managing the employee experience and employee expectations, collaboration and people management in teamwork, handling big data and HR, strengthening relationships between employees and production or service teams, employee feedback, managing engagement, and analysis as a performance strategy.

#### Social security, hygiene, and occupational health

The purpose of this subject is to educate students about social security in organizations, with special emphasis on the study of the social security system, the management of benefits, and the management of the economic and financial regime of social security.

#### Project formulation

This course aims to train students in project design and management. The learning units are: (1) Basic concepts of project management and the parameters for project selection. (2) Project initiation, planning, and control. (3) Selection of the work team and the stages of project execution. Management of indicators. (4) Effective management of resources, costs, budget, and risk control. (5) Project closure, quantification of results, communication, and documentation.

#### Compensation management

This course focuses on providing students with strategic ways to manage compensation in organizations, using comprehensive compensation plans that impact team motivation. The learning units are: (1) Compensation systems as a tool for business strategy, (2) The process of job description and evaluation, (3) Defining a company's compensation policy and implementing it in a salary scale and a package of benefits, (4) Benefits, and (5) Variable compensation and tax treatment.

#### Selection and hiring of human capital

This subject is part of the specialized professional training cycle, with content that is essential for conceptual mastery of the managerial function in the design and administration of the human resources selection and hiring subsystem, within the framework of the

Human resources management in business organizations, non-governmental organizations, and public institutions. The course content covers, among other topics, general considerations for recruiting candidates, the fundamentals of selecting and hiring employees, administering psychological, intelligence, and personality trait tests, and the process of hiring and integrating new employees.

#### Job performance evaluation

This course provides students with the skills to use management indicators and measurable organizational results to evaluate organizational performance and formulate new plans for the future. The learning units are: (1) Management evaluation, (2) Ethics in management, (3) Management evaluation methodology, (4) Indicators, description, and application, and (5) Quality standards for vertical, horizontal, and private companies, and smart auditing.

#### Human resource management in public administration

This course will develop students' skills related to the specialized professional training cycle, with content that is essential for conceptual mastery of the human resources system in the civil service, as a guarantee of the professionalization of the bureaucracy and the efficiency of public services.

Its main objectives are to provide a conceptual understanding of the legal and institutional foundations of the structure of the state and the functioning of public administration, to learn about the system, structure, and functioning of the civil service and administrative careers in the public sector, and to learn about the processes and technical subsystems of human resources management in the civil service.

#### Quality management and human capital auditing

This course is part of the specialized professional training cycle, with content that provides essential knowledge for conceptual mastery of management functions in the design and administration of human resources audit subsystems within the framework of human resources management in business organizations, non-governmental organizations, and public institutions. The content of the course covers, among other aspects, the general fundamentals of administrative auditing, the functions and competencies of human resources auditing, and the general methodology for implementing a human resources auditing program.

#### International Human Capital Management

This course is dedicated to developing in students the skills necessary to structure business knowledge management models and obtain favorable results for the organization. The learning units are: (1) Basic Fundamentals of Knowledge Management, (2) Knowledge Management in Organizations, (3) Knowledge Management Models, (4) Common Practices in Knowledge Management, and (5) Knowledge Management and Information Systems in the Degree Program Curriculum.

### 15.2.8 Master's Degree in Tourism Marketing

The Master's Degree in Tourism Marketing belongs to the Hospitality and Tourism family

Tourism, level 7 (Code: HOYT-7-0019), blended learning, with a program developed in modules, with a set duration of 2 years (6 semesters), 51 credits distributed across theoretical, practical, and research courses.

This Master's degree identifies the basic service components in the Tourism Industry and its sectors, such as hotels, restaurants, airlines, cruise ships, trains, and buses, providing the necessary information for students to develop strategic management in the use of Tourism Marketing tools as essential components of the offer. It is designed to provide students with the basic concepts and tools to create an effective marketing plan for companies dedicated to offering their services to meet the needs and desires of tourist demand.

Its design has been carried out with a competency-based approach with the aim of training professionals capable of managing service provision processes and their promotion and sale in an accessible and comfortable manner, optimizing available material and human resources, and complying with the quality, safety, and environmental standards established in the hospitality industry, in accordance with international standards for hospitality and tourism, international trade, and current laws.

All with the aim of offering a quality service to the country, satisfying the needs and requirements of service users, with a high sense of ethics.

COURSE CODE	TITLE	CREDITS
MMT-111	Tourism, Sustainability, and Tourist Destinations	3
MMT-112	Tourism Marketing 4.0/Applied	3
MMT-113	Tourism Innovation and Technologies	3
MMT-121	Tourism Quality and Competitiveness	3
MMT-122	Management and Leadership	3
MMT-123	Tourism Intelligence	3
MMT-131	Multilevel and Omnichannel Tourism	3
MMT-132	Research Methodology Applied to Tourism	3
MMT-133	Strategic and Tourism Marketing	3
MMT-211	Finance Applied to Tourism Marketing	3
MMT-212	Ethics and Corporate Social Responsibility	3
MMT-213	Tourist Experience Management	3

MMT-221	Branding, Positioning, and Differentiation in Tourism	3
MMT-222	Marketing of Tourism Products	3
MMT-223	PR, Communication, and Tourism Promotion	3
MMT-231	Master's Thesis	6
Total program credits		51

### Course descriptions

#### Tourism, sustainability, and tourist destinations

The course Tourism, Sustainability, and Tourist Destinations introduces students to the fundamentals of tourism from a comprehensive perspective, analyzing its evolution, its socioeconomic and environmental impact, and the current challenges linked to sustainable development. It addresses essential concepts related to sustainability applied to the field of tourism, the principles of responsible management, and strategies for planning, evaluating, and promoting sustainable tourist destinations.

#### Tourism Marketing 4.0/Applied

The purpose of the Tourism Marketing 4.0/Applied course is to introduce students to the strategic analysis of the contemporary tourism market, incorporating the principles, tools, and approaches of digital and experiential marketing characteristic of the 4.0 era. Through the study of consumer behavior, technological trends, and interactive communication models, students will learn how tourism organizations design, position, and manage products and services in highly competitive, globalized, and personalization-oriented environments.

#### Tourism Innovation and Technologies

The course Innovation and Tourism Technologies aims to introduce students to a critical understanding of the role that innovation and technological transformation play in the evolution of the tourism sector. Through the analysis of emerging digital tools, innovative business models, and disruptive trends, students will learn to identify how technology redefines management, operation, communication, and experience processes within destinations and tourism organizations.

#### Tourism quality and competitiveness

The subject Tourism Quality and Competitiveness aims to introduce students to the analysis of the principles, models, and strategies that enable the improvement of performance, efficiency, and the differential value of tourism services and destinations. Through the study of quality management systems, international standards, continuous improvement processes, and evaluation tools, students will learn how quality becomes a key factor in strengthening competitiveness in a dynamic, globalized, and highly demanding tourism environment.



### Management and Leadership

The Management and Leadership course aims to provide a critical understanding of the fundamentals, models, and competencies that underpin the effective leadership of people and organizations. Through the analysis of contemporary leadership theories, strategic management approaches, and organizational behavior dynamics, students will develop a comprehensive view of the role of the leader as an agent of change, a facilitator of human development, and a builder of strong organizational cultures.

### Tourism Intelligence

The Tourism Intelligence course aims to provide a deep understanding of the systems, methodologies, and tools that enable the analysis, interpretation, and management of strategic information for decision-making in the tourism sector. Through the study of data analysis models, specialized information sources, monitoring technologies, and market research approaches, students will develop an analytical and forward-looking view of the behavior of destinations, markets, and tourism demand.

### Multilevel and omnichannel tourism

The Multilevel and Omnichannel Tourism course aims to provide a comprehensive understanding of the strategies, structures, and dynamics that articulate tourism marketing across multiple levels and channels of interaction. Through the analysis of distribution models, digital ecosystems, intermediary platforms, and connected shopping experiences, students will learn how industry players design, integrate, and optimize commercial routes to satisfy increasingly informed, demanding, and digitized visitors. Through the study of real-world cases, the exploration of technological tools, the analysis of consumer behavior, and the evaluation of omnichannel strategies, this course fosters the ability to identify opportunities for improvement in the tourism value chain and to create fluid and consistent experiences across all touchpoints.

### Research Methodology Applied to Tourism

The purpose of the course Research Methodology Applied to Tourism is to develop skills for designing, executing, and evaluating research processes aimed at analyzing and solving problems in the tourism sector. Through the study of quantitative and qualitative research methods, techniques, and tools, students will learn how to generate reliable and relevant information to support strategic decision-making. Through project development, case analysis, and the application of data collection and processing techniques, this course fosters the ability to critically reflect on the results obtained, interpret contextualized information, and communicate findings in a clear and well-founded manner.

### Strategic and Tourism Marketing

The Strategic and Tourism Marketing course aims to develop a deep understanding of the principles, tools, and processes that enable the design and execution of marketing strategies geared toward the competitiveness and sustainability of tourism destinations and organizations. Through the analysis of consumer behavior, market segmentation, positioning,

and strategic planning, the course seeks to enable students to make informed decisions that optimize the relationship between supply and demand in dynamic and globalized tourism environments.

Through the study of real cases, the application of market analysis methodologies, and the use of digital tools, this course fosters a critical and creative vision of brand building, experience promotion, and innovation in tourism products and services.

#### Finance applied to tourism marketing

The course Applied Finance for Tourism Marketing studies the essential financial principles and tools for the efficient management of resources in tourism companies and projects. It focuses on the relationship between financial decisions and marketing strategies, enabling students to plan, analyze, and control the economic flow of tourism activities and campaigns. Students will learn to interpret financial statements, prepare budgets, calculate costs, evaluate investments, and measure the profitability of tourism projects.

#### Ethics and Corporate Social Responsibility

The Ethics and Corporate Social Responsibility course aims to analyze the ethical principles and values that should guide business management in the tourism sector, promoting responsible and sustainable practices. It focuses on the importance of professional ethics and corporate social responsibility as strategic elements for decision-making. Students will develop the ability to identify ethical dilemmas, evaluate the social and environmental impact of business activities, and propose solutions that integrate economic profitability with social and environmental well-being.

#### Tourist Experience Management

The course Tourist Experience Management introduces students to the fundamental concepts and tools for understanding, designing, and improving the visitor experience in tourist destinations and services. It focuses on the importance of tourist satisfaction as a key element for competitiveness and loyalty, and on how memorable experiences influence the perception of the destination or service.

Through this course, students will learn to identify tourist expectations and behaviors, evaluate service quality, and propose strategies to optimize each interaction, contributing to the comprehensive development of tourism products and services.

#### Brand, positioning, and differentiation in tourism

The course Brand, Positioning, and Differentiation in Tourism (MMT-221) aims to analyze and apply the principles of brand management in the field of tourism. It focuses on understanding how the identity of a tourism brand is constructed, how it is positioned in the consumer's mind, and what strategies allow it to differentiate itself in a highly competitive market. Throughout the course, students study concepts of branding, strategic positioning, and product and destination differentiation

tourist destinations are studied, with an emphasis on creating unique, sustainable, and culturally authentic value propositions.

#### Marketing of tourism products

The subject Marketing of Tourism Products introduces students to the strategic concepts of branding and positioning as applied to the tourism sector. Its objective is to understand how the creation and management of a strong brand, as well as the differentiation of products and services, contribute to the competitiveness and recognition of tourism destinations and companies. Throughout the course, students study concepts of branding, strategic positioning, and differentiation of tourism products and destinations.

#### PR, communication, and tourism promotion

The course Public Relations, Communication, and Tourism Promotion introduces students to the principles and tools of public relations, strategic communication, and the promotion of tourist destinations and services. It focuses on how to establish effective links with different audiences, manage the image of tourism organizations, and design promotional campaigns that increase the visibility and competitiveness of the sector. This course provides students with the knowledge and tools to manage institutional and commercial communication in tourism, using public relations and promotion as means to generate trust, visibility, and positioning.

#### Master's Thesis

The aim of the Master's Final Project course is for students to integrate and apply the knowledge, skills, and competencies acquired throughout the master's program to develop a research project or applied work in the field of tourism. This project must reflect in-depth analysis, methodological rigor, and innovative solutions to real problems in the tourism sector. This course guides students in the development of a research project or professional application that responds to a real problem in the tourism sector, providing innovative and strategic solutions.

### 15.2.9 Master's Degree in Political Communication and Digital Marketing.

The curriculum at UNICARIBE consists of the syllabus, the course, the credits, and the course program.

Curriculum Management: The university views the curriculum as a set of theoretical, practical, and research processes integrated into the educational model to fulfill its institutional mission. It is a dynamic process of knowledge construction, capable of integrating knowledge and action, ethics and equity, quality and relevance, all of which contribute to the continuous improvement of educational practices. In addition, it seeks to encourage social change toward improvement to benefit the environment with what occurs internally, thus promoting university outreach.

Curriculum management is aimed at ensuring understanding of the curriculum, in its entirety and in each of its parts, in pursuit of academic quality. For its implementation, the following are taken into account: a) the Study Plan, b) Actors in the Educational Process, and c) Curriculum Organization.

The master's degree and its subjects are made up of curricular areas, with the aim of organizing educational content that is considered to be substantially related to each other. These areas are also aligned with the disciplines or areas of knowledge that a professional in this career should have, in accordance with the studies carried out and market trends. In addition, this organization allows us to identify the competencies and training of teachers, thus achieving the levels of specialization that our educational model deserves.

COURSE CODE	TITLE	CREDITS
MCP-111	The Context of the Information Society	3
MCP-112	Influence of the media on political communication	3
MCP-113	Political Science	3
MCP-114	Leadership and Political Management	3
MCP-115	Political discourse: analysis and discursive techniques	3
MCP-116	Design of the communication and crisis management plan	3
MCP-117	Fundamentals of marketing, organization, and digital planning	3
MCP-118	Digital marketing strategy and plan design	3
MCP-119	Fundamentals of digital campaigns and SEM	3
MCP-120	Google AdWords and Google Analytics workshops	3
MCP-121	Networks and power: political actors, civil society, and public opinion	3
MCP-122	Campaign planning and management	3
MCP-123	Political communication and marketing management	3
MCP-124	Organization of Political Events and Electoral Debates	3
MCP-125	Political consulting and communication skills for spokespersons	3
MCP-126	Communication and geopolitics	3

TFM-400	Master's thesis	6
Total program credits		54

### Description of subjects

#### The context of the information society

This course aims to provide knowledge and understanding of the state of communication in a globalized society. It will address the main trends in the sector and the challenges faced by communication professionals in this field. The course delves into the socioeconomic and business framework of the media, taking into account their processes and information routines. In addition, it analyzes and studies the relationship between communication and political and economic power networks. The course also highlights the characteristics, production routines, and idiosyncrasies of each media outlet, with the aim of achieving effective communication designed specifically for each medium. This course will address the technical and journalistic principles used in print media, radio, television, audiovisual production companies, agencies, and new digital media.

#### Influence of the media on political communication

This course aims to provide knowledge and understanding of the fundamental concepts of political communication through a review of the main theories and their evolution throughout the history of this discipline, as well as the influence that the media has had on the development of political communication worldwide.

#### Political Science

The course Political Science I provides a systematic overview of the political phenomenon, placing it in its proper social context in order to achieve the best cognitive approach to this phenomenon.

In the State, the scientific treatment of politics is a necessity due to the complex relationships that identify and characterize Dominican society, in order to surround the actions of those who perform public roles with greater certainty and coherence.

This course addresses the main characteristics of political science and its procedural and structural elements. It highlights the main currents of political thought from a historical, economic, and social context; in addition, it analyzes the form and content of political struggle.

#### Leadership and Political Management

The course Leadership and Political Management provides political science students with the general concepts that underpin leadership, where they will analyze its different theoretical orientations and typologies, the social environments in which it develops, and the characteristics of a political leader. In addition, it highlights the importance of effective leadership in public management, as it is necessary for the proper functioning of the political system.



#### Political discourse: analysis and discursive techniques

In this course, students will learn the tools necessary to develop their skills in discourse analysis, creation, and presentation. In addition, it provides students with the knowledge necessary to design and implement strategies and arguments in their speeches.

#### Communication plan design and crisis management

This course provides students with the tools necessary to design an appropriate and effective communication plan that takes into account crisis prediction and communication management. In this way, students will learn to identify and prevent conflicts, as well as recognize their characteristic stages and develop a crisis communication plan.

#### Fundamentals of marketing, organization, and digital planning

This course focuses on developing the skills and knowledge needed to measure the impact of your actions and analyze the results obtained. The course covers the fundamental concepts of traditional marketing to train students in developing a digital marketing plan using digital tools and online media.

#### Digital marketing plan strategy and design

This course introduces students to the fundamental concepts of digital marketing and its application. Students will learn how to develop a digital marketing plan using digital tools and online media. In addition, students will acquire the knowledge necessary to measure the impact of their actions and analyze the results obtained.

#### Fundamentals of digital campaigns and SEM

In this course, students will learn how to create their own paid search engine advertising campaigns, known as Search Engine Marketing (SEM). Through practical workshops, they will be provided with the tools to create effective and profitable campaigns through keyword selection, bidding strategy, and landing page optimization.

#### Google AdWords and Google Analytics workshops

This course teaches students how to use Google AdWords and online business models, covering objectives, micro-objectives, and KPIs. Google Analytics covers how to create an account, how to manage it, and how to master report creation.

#### Networks and power: Political actors, civil society, and public opinion

By studying this subject, students will analyze, identify, and describe the different types of audiences that receive messages. This allows them to design specialized communication for each audience. This subject introduces students to the study of Networks and Big Data as an innovative way of understanding the connection between different elements, such as economics, politics, and the media. This knowledge allows for the creation of a new way of managing complexity. Its applications in political reputation and public opinion formation processes are also studied.

### Campaign planning and management

This course is dedicated to providing an in-depth look at the planning and organization of political campaigns in a comprehensive manner, from research and analysis of public opinion to campaign management and execution.

### Political Communication and Marketing Management

The Political Communication and Marketing Management course develops students' management skills, based on a framework of strategy, attitudes, values, and skills for using the service market in political activity. The comprehensive development of a manager requires knowledge and application of the different areas of management specialization applied to communication and marketing. Hence, political marketing and its participation in the electoral process—research, campaigning, and electoral victory—are considered vitally important for selecting the strategies that will be applied to a particular candidate or political product. Students must be familiar with the tools available to political marketing, from positioning and image design to segmentation and management. For all these reasons, political marketing, aside from passions and fanaticism, represents an excellent avenue of development for marketing professionals.

### Organization of political events and electoral debates

This course provides students with the tools and skills to design, plan, and organize an event and communicate it in a comprehensive manner. In particular, it addresses the organization and formats of political debates.

### Political consulting and communication skills for spokespersons

This course introduces students to the role of political consulting, specifically in the development of political communication for individuals and political parties. It provides training in the knowledge and skills needed to develop the tools and techniques necessary to work as a political consultant or advisor and to be an effective spokesperson.

### Communication and Geopolitics

This course will provide students with knowledge of the fundamental concepts of geopolitics, presenting some of the theoretical paradigms that underpin reflection on power and the state. This course develops central concepts for understanding political science as a fundamental human activity, constitutive of social life. and and as part of a historic historic building.

This curriculum aims to analyze and understand reality in terms of power, its exercise, and distribution, as well as to understand geopolitics as a discipline that investigates and reflects on the formulation of strategies for the formation and consolidation of power by nation states in relation to other states.

## Master's thesis

The Master's Thesis synthesizes the central objective of the Master's Degree in Political Communication and Digital Marketing. It is integrative in nature, through which the master's student puts into practice the knowledge acquired throughout the training stage. This work requires knowledge and discernment between different working methodologies applicable to the acquisition of knowledge, depending on the subject of study and the objectives set, developing up-to-date procedural issues specific to research and the theorization processes associated with its practice.

### 15.2.10 Master's Degree in Applied Artificial Intelligence.

The Master's Degree in Applied Artificial Intelligence at Tecnológico de Monterrey is an online program designed to meet the growing demand for professionals specializing in artificial intelligence (AI). Backed by the experience and prestige of Tecnológico de Monterrey, the master's degree covers areas such as data science, software engineering, manufacturing, autonomous mobility, business strategies, and teaching and learning.

The program was designed in collaboration with leading professionals, entrepreneurs, and companies, ensuring the relevance and practical applicability of the training. Backed by institutional recognition and experience in AI research, the program is positioned as a solid option for those seeking to excel in an AI-driven environment.

COURSE CODE	TITLE	CREDITS
TC4029	Data Science and Analytics	3
TC5032	Data Visualization	3
MR4011	Vehicular Communication Protocols	3
TC4030	Artificial Intelligence and Machine Learning	3
TE4017	Internet of Things and Sensor Networks	3
MR4010	Practical I: Autonomous Navigation	3
TC4034	Big Data: Project Management with Large Data Volumes	3
TC4031	Cloud Computing	3
IN4037	Practical II: Simulation Model and Application	3
IN5100	Digital Transformation and Industry 4.0	3
TC5033	Advanced Machine Learning Methods	3

MR4012	Sociotechnical Ecosystem of Electromobility	3
TC5038	Solutions with Technology Application	3
TI4023	Data Protection Management	3
TC4032	Practical III: User Experience: UX/UI	3
AD4056	Disruptive Strategy and Digital Transformation	3
AD4059	Corporate Performance Management	3
TC5035	Integrative Project	3
Total program credits		54

### Course description Data

#### science and analytics

This is a basic-level course designed to enable students to apply data analysis methodologies, principles, tools, and models to solve practical problems. Knowledge of probability and statistics and basic database skills are recommended. As a result of their learning, students will propose and apply strategies for solving data analysis problems.

#### Data Visualization

This is an advanced course designed to provide students with the technical and theoretical skills to build visualizations that tell stories and communicate messages effectively to specialized audiences. The course is based on learning the most advanced tools for visualizing quantitative information. These tools are mounted on web browsers, allowing interactivity between the user and the information, as well as the generation of animations that represent patterns of change in the data. As a result of their learning, students will develop visualizations that allow them to present real databases and better understand the issues involved in effective decision-making.

#### Artificial Intelligence and Machine Learning

This is a basic-level course that aims to familiarize students with the main techniques related to deep neural networks, such as supervised learning, unsupervised learning, classifiers, transfer learning, and data argumentation, among others. The course requires basic knowledge of statistics, calculus, and programming. As a result of the learning process, students will learn about the latest generation of deep neural network architectures and apply them to design their own customized models.

#### Internet of Things and Sensor Networks

This is a basic-level course designed to teach students about and enable them to apply essential concepts related to different types of wireless sensor networks (WSNs). As a result of their learning, students will implement performance metrics, standards, protocols, and the fundamentals for generating test beds for the networks they implement.

#### Integrative project

Advanced-level course designed to enable students to develop critical learning skills through the completion of an applied project in the field of engineering. Requires basic knowledge of research methodology and strong analytical skills in order to integrate the learning acquired throughout the postgraduate program. As a result of the learning process, students will develop a practical case study and demonstrate their learning in specific areas of knowledge and their skills in project management and generating innovative ideas in changing and dynamic environments.

#### Disruptive strategy and digital transformation

Basic level course in strategy that aims to develop students' understanding of the theory and application of digital transformation elements in defining strategy and evolving the organization towards a digital economy. No prior knowledge is required. As a learning outcome, students define a proposal for transforming a traditional organization into a digital organization.

#### Corporate performance management

A basic course that aims to provide an up-to-date and systematic overview of corporate performance. The starting point is strategic thinking and cutting-edge models and tools. The next step is understanding disruptive technologies and the digital age. As a result, students will enhance a project with written reports and oral presentations in which they show the proposed solution to the assigned cases or problem situations involving strategy, technology, and human capital.

#### Digital and Industrial Transformation 4.0

This is an advanced postgraduate course. The focus of this course is strategic and execution-oriented, covering systematic methodologies for the diagnosis and mapping of digital competencies and inefficiencies and value propositions for the development, prioritization, formalization, and management of a portfolio of innovation projects for digital transformation.

It requires basic knowledge of industrial processes and statistics. As a result of the learning process, students develop and manage a portfolio of strategic challenges (problems and opportunities) and define objectives, benefits, and innovative projects to solve them, specifying the relevant 4.0 technologies that have an impact on the value of companies.

#### Practical I: Autonomous Navigation

This is a basic-level course designed to introduce students to the concept of two- and three-dimensional mobility in unmanned systems. As a result of their learning, students will generate proposed solutions using self-guided vehicles for a particular application in accordance with the needs of internal and external partners.

### Practical II: Simulation Models and Applications

This is an advanced course that seeks to familiarize students with the application of continuous and discrete simulation methods used in scenario analysis. Due to the complexity of the problematic situations perceived in economic, technological, and environmental settings, the methods covered in this course are essential in predictive studies based on quantitative and qualitative information, as well as in highly uncertain environments. As a result of their learning, students solve problems using the Problem-Based Learning technique, demonstrating their knowledge of the fundamental properties of complex systems, simulation through system dynamics, and Monte Carlo methods.

### Vehicular communication protocols

This is a basic-level course designed to enable students to analyze different protocols for communicating with electronic control units (ECUs) as well as emerging technologies for communication between vehicles and the surrounding infrastructure. As a result of the learning process, students will identify the technical requirements for implementing a network of electronic control units, select the most appropriate protocol according to system requirements, and implement a connection between the vehicle and the infrastructure.

### Sociotechnical ecosystem of electromobility

This is a basic-level course that aims to help students analyze the different components that make up an innovation ecosystem applied to the mobility of people and goods. As a result of their learning, students will solve problems in the area of innovation ecosystems, where academia, government, industry, entrepreneurs, and investors drive economic development through the transformation of urban mobility. They will see the impacts on different production chains and how these must adapt to new technologies and the business opportunities that emerge from them.

### Cloud Computing

This is a basic-level course that aims to teach students about cloud computing, from applications and administration to programming and infrastructure. It requires programming knowledge. As a result of learning, students will learn parallel programming techniques for cloud computing and the large-scale distributed systems that form the cloud infrastructure.

### Practice III: User Experience: UX/UI

This is a basic course designed to teach students the fundamental principles of user experience (UX) on a platform, as well as methods with great potential in the industry for user interface (UI) design. As a result of their learning, students will acquire a comprehensive understanding of the interface design process and user experience.

### Big data: Project management with large volumes of data

This is a basic-level course designed to teach students about and enable them to apply Big Data concepts, with a special emphasis on data center infrastructures and the use of new

technologies integrated into the company. It requires knowledge of data science and machine learning. As a result of the learning process, students will use various technologies for the collection and processing of large volumes of data in distributed environments.

#### Data Protection Management

This is a basic-level course that will teach students the different requirements and approaches for identifying, securing, and properly managing critical data within an organization. Data is the currency of modern times, and protecting it from unauthorized access, misuse, or threats to its availability or integrity is at the core of a cybersecurity program.

This class will review different approaches to protection and access control, as well as data protection throughout its lifecycle, which ends with data retention or data destruction. As a result of their learning, students will design and develop a data classification guide for an organization's data security program. The course requires prior knowledge of reference frameworks and the organizational structure of the cybersecurity office.

#### Advanced Machine Learning Methods

This course is a continuation of the Machine Learning for Decision Making course. It covers a series of advanced prediction techniques, using supervised and unsupervised methods. The course combines practical case studies with the essential theory for applying different machine learning methods to decision analysis. The machine learning methods covered in this course essentially describe processes through which statistical algorithms transform large volumes of information into actionable intelligence that supports decision-making processes, identifying key trade-offs between available options and data sets relevant to a decision.

#### Solutions with Technology Application

This is an advanced-level course designed to enable students to apply the skills they have developed in the area of artificial intelligence to problem situations in organizations. Depending on the project to be solved, students may require knowledge of artificial intelligence, data science, visualization, and computational learning. As a result of their learning, students will analyze problems that require the use of artificial intelligence, propose solutions, and evaluate their effectiveness.

### 15.2.11 Master's Degree in Research Methodology

The Master's Degree in Research Methodology is a competitive and innovative program that embraces the latest trends in research development, demanding capacity and change in organizations through knowledge, design, and implementation of innovation in research projects. In this way, it seeks to mobilize the necessary support in people, structure, climate, and culture. It also applies qualitative and quantitative approaches to the design of research projects. The program develops in participants a systemic vision of

research, enabling them to actively participate in the construction and evolution of the research dynamics present in their professional training.

COURSE CODE	TITLE	CREDITS
MIV-101	Teaching Methods for Research Methodology	3
MIV-102	Logic Applied to Scientific Research Scientific	3
MIV-103	Research Ethics	3
MIV-104	Research Methodology Qualitative	3
MIV-105	Bibliographic and Documentary Research Documentary Research	3
MIV-106	Research Methodology Quantitative	3
MIV-107	Theory and Hypothesis Formulation	3
MIV-108	Research Seminar I	3
MIV-109	Main Techniques for Data Collection	3
MIV-110	Data Analysis Processing	3
MIV-111	Descriptive Statistics	3
MIV-112	Advanced Topics in Research Methodology Research	3
MIV-113	Research Seminar II	3
MIV-114	Inferential Statistics	3
MIV-115	Design and Management of Research Projects Research	3
MIV-116	Scientific Writing Workshop	3
MIV-117	Master's Thesis	6

Total program credits	54
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#### Description of subjects

##### Teaching methodology for research methodology

The course Didactics for Teaching Research Methodology provides students with a conceptual understanding of the didactics of scientific research, based on the dynamics of the research training process present in undergraduate and graduate programs, which is considered to favor the future in reducing conflicts, debates, and controversies that exist around this topic and strengthening its application in the context. A qualitative research methodology is used that seeks to communicate, clarify, improve, or propose new concepts, theories, or methodologies based on complex thinking and the social development of knowledge.

##### Logic applied to scientific research

The course Applied Logic in Scientific Research aims to provide students with a deep understanding of fundamental logical principles and their application in the context of scientific research. Concepts of propositional and predicate logic will be explored, as well as inductive and deductive reasoning techniques to improve analytical and argumentation skills in the scientific field.

##### Research Ethics

The course on Research Ethics is aimed at developing the fundamental ethical principles that guide conduct in scientific research. Topics such as informed consent, scientific integrity, data management, and social responsibility are addressed in order to sensitize students to the ethical dilemmas faced by researchers and provide them with tools for making ethical decisions in their research work.

##### Qualitative research methodology

The Qualitative Research Methodology course focuses on providing students with the theoretical and practical tools necessary to design, implement, and analyze qualitative research in various disciplines. The fundamentals of qualitative research are explored, including approaches, data collection techniques, and methods of analysis, in order to develop a deep understanding of social and human phenomena.

##### Bibliographic and Documentary Research

The Bibliographic and Documentary Research course provides students with the skills necessary to conduct effective and critical searches of scientific literature and relevant documents in their areas of study. It focuses on developing skills to identify reliable sources, evaluate the quality of information, and efficiently organize the resources obtained for application in research projects.

##### Quantitative Research Methodology

The Quantitative Research Methodology course focuses on providing students with the knowledge and skills necessary to design, execute and analyze



quantitative research rigorously and effectively. The theoretical and practical foundations of quantitative research are addressed, as well as the techniques and tools used in the collection and analysis of quantitative data.

#### Theory and Hypothesis Formulation

The Theory and Hypothesis Formulation course focuses on the process of developing hypotheses in the context of scientific research. Students will learn the fundamental theoretical and methodological principles for formulating sound research hypotheses that are consistent with the corresponding theoretical framework. The different types of hypotheses, their role in research, and the criteria for their evaluation will be explored.

#### Research Seminar I

Research Seminar I is a course designed to provide students with the tools necessary to initiate and develop a scientific research project. Throughout this course, students will work on identifying a research topic, reviewing the literature, formulating research questions, and developing a detailed research plan.

#### Main Techniques for Data Collection

The course Main Techniques for Data Collection aims to provide students with the skills and knowledge necessary to select, design, and apply the most appropriate data collection techniques for their research. Different methods of data collection, both qualitative and quantitative, will be explored, and their advantages, limitations, and applications in various research contexts will be analyzed.

#### Data analysis processing

The Data Analysis Processing course provides students with the basic knowledge and skills necessary to understand and apply data analysis techniques in the context of scientific research. Fundamental concepts of descriptive and inferential statistics will be explored, as well as basic methods of qualitative and quantitative analysis.

#### Descriptive Statistics

The Descriptive Statistics course is theoretical and practical, aiming to provide students with the basic knowledge and skills for analyzing and describing data sets. Fundamental concepts of descriptive statistics will be explored, including data organization and summarization, graphical representation, and the calculation of measures of central tendency and dispersion.

#### Advanced topics in research methodology

The Advanced Topics in Research Methodology course is designed to provide students with an in-depth study of specialized and emerging topics in the field of scientific research methodology. Advanced topics related to research design, data collection and analysis, and interpretation of results will be explored, with a focus on the latest trends and developments in the field.

#### Research Seminar II

Research Seminar II is a continuation of Research Seminar I and aims to

Main function: to guide students in the execution and completion of their research project begun in the previous semester. During this course, students will work on the collection, analysis, and interpretation of data, as well as the writing and presentation of their research results.

#### Inferential Statistics

The main purpose of the Inferential Statistics course is to provide students with the knowledge and skills necessary to make inferences and decisions based on data samples. It will delve into the principles and techniques of statistical inference, including parameter estimation and hypothesis testing, as well as the analysis of the relationship between variables.

#### Research Project Design and Management

The course Design and Management of Research Projects is a theoretical-practical course whose main purpose is to provide students with the knowledge and skills necessary to plan, design, and manage research projects effectively. It will explore the fundamental principles and practices of research design, as well as the tools and techniques for the successful management and execution of research projects.

#### Scientific writing workshop

The Scientific Writing Workshop is designed to provide students with the skills necessary to effectively communicate scientific research results in writing. It focuses on developing the abilities to write, structure, and present scientific texts, with an emphasis on clarity, precision, and coherence in communication.

### 15.2.12 Master's Degree in Planning and Project Management for Sustainable Development.

The concept of sustainable development aspired to in this Master's degree requires adequate planning and management in order to integrate human activities—economic and social—with the conservation and improvement of the territory and the physical environment.

The Master's program studies and analyzes all the implications of sustainable development through the different initiatives and projects in which the proponents have participated, which are described below, and in which a direct approach is taken between development in rural areas and sustainable environmental management.

COURSE CODE	TITLE	CREDITS
PGC-101	Ecological Planning: Development Models	4
PGC-102	Project Management for Sustainable Development: Formulation, Evaluation, and Monitoring	4
PGC-103	Planning in the Public Sector: From Knowledge to	3

	Action	
PGC-104	International Models for Project Management: Standards and Competencies	4
PGC-201	Research Methodology	2
PGC-202	Landscape Assessment and Landscape Impact	3
PGC-203	Technology for the Study of Territory	4
PGC-203	Sustainable Soil and Water Management	4
PGC-301	Energy: Principles, Components, and Energy Efficiency	4
PGC-302	Scientific Writing (I): Research Methodologies	3
PGC-303	Socioeconomic Assessment of Sustainability	4
PGC-304	Rural Development and Food Security	4
PGC-401	Responsible Investment for Sustainable Development: Case Studies	3
PGC-402	Scientific Writing (II): From Project to Paper	2
PGC-502	Final Project	6
Total program credits		54

### Description of subjects

#### Ecologically based planning: development models

The course aims to help students develop a comprehensive understanding of the territory and adopt an ecological view of development so that they can embrace sustainable development planning models that promote the integrated and inclusive participation of all stakeholders in the territory. The teaching methodology focuses on the development of a practical case study by students, which will be continuously monitored through group tutorials and classroom discussions and will serve to develop the theoretical aspects presented in the classroom in a practical way. The course adopts a competency-based approach, according to which student learning will take place through the following training activities.

Project management for sustainable development: formulation, evaluation, and monitoring of development.

The teaching methodology focuses on the development of a practical case study by students, which will be continuously monitored through group tutorials and classroom discussions and will serve to develop the theoretical aspects presented in the face-to-face classes in a practical way. The methodology used will follow a Project-Based Learning (PBL) process, addressing different development projects from their formulation and evaluation to the achievement of

results. This PBL process will be based on the international standards of the International Project Management Association (IPMA) for the development of professional skills.

The course adopts a competency-based approach, according to which student learning will take place through training activities.

#### Planning in the public sphere: from knowledge to action

This course aims to strengthen students' research skills in order to develop critical thinking about planning models. The theoretical classes will focus on analyzing different cases of planning in the public sector using case study methodology. All sessions will be highly participatory.

#### International models for project management: standards and competencies

The course addresses real-life case studies of projects to discuss aspects related to processes and possible steps to take to improve areas of competence. It lists a set of interrelated actions and activities that can be carried out to achieve a series of specific results in relation to applied research on development projects. These groups of processes have clear dependencies on others mentioned in other subjects in the Master's program.

#### Landscape assessment and its impact

The course adopts a competency-based approach whereby students will learn through educational activities. Lectures will explain the fundamentals of the information sources and techniques to be applied. This course aims to strengthen students' research skills in order to develop critical thinking about planning models. Lectures will focus on the analysis of different planning cases in the public sphere using case study methodology. All sessions will be highly participatory.

#### Technology for the study of the territory

The course aims to explore the application of information technologies to study and characterize the territory (surface area, relief, vegetation, soil, etc.), as well as their use to generate layers of information that can be incorporated into sustainable rural and environmental development plans and projects. To this end, the proposed module covers the three main technological tools for capturing and processing geographic information: remote sensing using satellites and unmanned aerial systems (drones), photogrammetry, and geographic information systems (GIS).

#### Sustainable management of soil, water, and seas

This course delves into the experimental study of soil and its resources, including water, with a view to optimizing its sustainable agroforestry exploitation and developing methods and models that favor its incorporation into land-use planning procedures, environmental impact assessment, and natural system restoration. To this end, the course explores the latest research trends and methodological tools in three areas of soil science.

#### Energy: principles, components, and energy efficiency

The course aims to train students in efficient energy management and the implementation of energy supply projects. In order to acquire the proposed skills, the course will cover the following specific content: Introduction to energy supply: basic concepts, energy sources, and supply facilities. Efficient energy management: analysis, monitoring, and optimization. Conventional supply: electricity (transformation centers, generator sets) and thermal supply (boilers, storage tanks, aerothermal energy).

Photovoltaic solar energy: fundamentals, types of installations, components, sizing, and economic evaluation. Solar thermal energy: fundamentals, types of installations, components, sizing, and economic evaluation. Other renewable energies: geothermal, wind, biomass, and hydraulic.

#### Scientific writing (I): Research methodologies

The specific contents will be: Writing a thesis and procedures for its final reading, writing scientific articles and procedures for their submission and review, scientific research methodologies, bibliographic research, bibliographic search in international databases, and structuring a research project.

#### Socioeconomic assessment of sustainability

In the process of assessing the sustainability of rural management, both from a socioeconomic and environmental perspective, it is necessary to understand the methodologies that enable an accurate estimation of the value or values of natural resources. Sustainable finance is finance that, in addition to economic profitability criteria, adopts ethical criteria and includes social and environmental factors in long-term investment decisions. This subject is therefore considered essential in a Master's Degree in Sustainable Development, so that students are able to implement, develop, and increase their knowledge of an indispensable tool for correct decision-making in management, applied to sustainable development. The specific contents will be: Introduction to the economic valuation of natural resources: Economics and Sustainable Development. Socioeconomic valuation methods for decision-making in relation to the planning and management of projects for sustainable development. Investment valuation methodologies. Decision-making techniques: Cost-benefit analysis. Cost-effectiveness analysis. Multi-criteria analysis of sustainability. Methodologies for the economic and financial analysis of sustainable investments. Valuation assumptions. Indicators of return on sustainable investments.

#### Rural development and food security

The specific contents will be: Concept of human development and other terms related to sustainability. Millennium Development Goals. Poverty as a lack of income and poverty as a deprivation of capabilities. Development indicators. The Human Development Report of the United Nations Development Program. International development cooperation systems from countries. Components of the food system and their relationship to rural development. Principles of food and nutritional security. Legal and regulatory framework of the food system at the national and international levels. Public policies for the promotion of food and nutritional security.

In addition to studying these concepts from a theoretical and analytical perspective, special sessions will be included to discuss cases related to human development in relation to sustainability, organizations, and Local Development Partnerships. Development is a cross-cutting concept that involves many different institutions and participants, requiring specific coordination actions to ensure that the different units work together effectively toward the same goal.

#### Responsible investment for sustainable development: Case studies

The specific contents will be: CSA-IRA Principles: Social and economic dimension. Local cases and projects in the Latin American context. Principle 1: Contribute to food security and nutrition. Principle 2: Contribute to sustainable and inclusive economic development and poverty eradication. Principle 3: Promote gender equality and women's empowerment. Principle 4: Enhance youth participation and empowerment. Principle 7: Respect cultural heritage and traditional knowledge and support diversity and innovation. CSA-IRA Principles: Environmental dimension. Cases and projects in the Latin American context. Principle 5: Respect land, fishing, and forest tenure and access to water. Responsible investment in agriculture and food systems, respecting legitimate land tenure, fishing, and forestry rights in accordance with the Voluntary Guidelines on the Responsible Governance of Tenure of Land, Fisheries, and Forests. Principle 6: Conserve and sustainably manage natural resources, build resilience, and reduce disaster risk. Principle 8: Promote safe and healthy agricultural and food systems. CSA-IRA principles from the perspective of good governance in organizations. Cases and projects in different contexts. Principle 9: Incorporate inclusive and transparent governance structures, processes, and grievance mechanisms. Good practices in decision-making for investments, participation of active individuals and groups, effective consultation with stakeholders through their representative institutions, accountability, monitoring and evaluation mechanisms, mediation, transparent and effective conflict resolution, integration of vulnerable and marginalized groups. Principle 10: Assess and address impacts and promote accountability. Case studies of good governance of organizations and associations of companies and producers.

#### Scientific writing (II): From project to paper

The specific contents will be: Writing and assimilating scientific articles. Quality criteria and procedures for submission and review. Scientific research methodologies. Bibliographic research, bibliographic search in international databases. Structuring research.

#### Master's thesis: Research seminars

All students participating in the Master's program will complete a Final Master's Project consisting of personal research related to the subjects covered in the Master's program. Students must complete a Master's Thesis with a total workload of 6 ECTS credits. Students may choose to write and publicly present their thesis in either Spanish or English. The thesis is completed in three phases: Phase 1: Selection of the research topic and presentation of the idea. Phase 2: Completion of the Master's Thesis. Phase 3: Defense of the Master's Thesis.

### 15.2.13 Master's Degree in Teaching and Management of Higher Education

The Master's Degree in Teaching and Management of Higher Education, offered in a blended and distance learning format by the University of the Caribbean (UNICARIBE), is characterized by being a dynamic and innovative program, updated to meet the educational demands of modern times. This program is structured by subjects and lasts two years (six semesters), organized into 50 credits distributed strategically, with a view to working on everything related to the planning and management of the pedagogical and administrative processes of higher education institutions, within a framework of ethics, transparency, and excellence.

This study plan is designed to respond to new educational demands, which prioritize university management, under the regulatory framework of Law 139-01 on Dominican Higher Education, and under the guidelines for the development of graduate profiles for different degrees in accordance with regulatory framework 1-23, MINERD Performance Standards, and MINPRE Professional Profiles.

COURSE CODE	TITLE	CREDITS
MDGE-111	Reality and Perspective of Higher Education	3
MDGE-112	Neuroscience and Learning	2
MDGE-113	Educational Technology and Digital Tools	3
MDGE-114	Educational Research Methodology	4
MDGE-121	University Teaching	4
MDGE-122	Leadership and Ethical Principles of University Teachers	2
MDGE-123	University Management	3
MDGE-124	Teaching Methodology in Higher Education	2
MDGE-131	Assessment and Measurement of Learning	3
MDGE-132	Human Talent Management in Educational Institutions	2
MDGE-133	Curriculum Management	3
MDGE-241	University Supervision	3
MDGE-242	Institutional Evaluation and Accreditation	2
MDGE-243	Educational Planning	3
MDGE-244	Descriptive and Inferential Statistics.	2
MDGE-251	Internationalization of Higher Education	2
MDGE-252	Management of Educational Projects	3

MDGE-253	Seminar Workshop	2
MDGE-261	Seminar Inclusion in Higher Education: Strategies and Practices	2
MDGE-232	Final Research Project	5
Total program credits		56

## Course descriptions

### Reality and prospects of Dominican higher education

Higher education in the Dominican Republic has undergone significant transformations in recent decades. These transformations have been driven by the need to adapt to the demands of the labor market, the requirements of globalization, and the search for quality education that contributes to the country's sustainable development. This subject plays a fundamental role in training educational leaders capable of facing these challenges and contributing to the progress of higher education in the country. This document offers an overview of the current situation and future prospects for higher education in the Dominican Republic, with a special focus on university management and teaching.

### Neuroscience applied to learning

The course "Neuroscience Applied to Learning" offers an in-depth understanding of how the principles and discoveries of neuroscience can be applied to improve teaching and learning processes in the university setting. This course integrates knowledge about brain function, cognition, and behavior to develop evidence-based educational strategies that enhance learning and academic performance. In addition, it provides the tools and knowledge necessary to effectively apply neuroscience in an educational context, thereby promoting more effective and meaningful learning.

### Educational technology and digital tools

This course analyzes the development of technology and its introduction into the educational context as a tool for presenting program content and as a teaching aid. It emphasizes the process of incorporating teachers into the use of technology, relating their knowledge of the educational field to the possibilities offered by technology.

### Educational research methodology

The course provides a comprehensive understanding of scientific knowledge and educational research, preparing master's students to address complex challenges in teaching and higher education management. It explores the fundamentals of scientific knowledge and educational research, as well as quantitative and qualitative research, from problem formulation to analysis and presentation of results. Students will learn to design educational research, acquiring essential skills to evaluate and improve professional practices through appropriate methodologies. In addition, it trains master's students to implement improvements in the classroom through action research and the efficient use of data. This not only improves their competencies

research skills, but also prepares them to apply this research directly in real educational settings, promoting a continuous cycle of improvement and adaptation.

This course contributes significantly to the graduate profile, equipping students with advanced educational research skills essential for university teaching and educational management. Graduates will be able to design, implement, and evaluate educational research in an ethical and rigorous manner, thereby improving the quality of higher education.

#### University teaching

The course provides training on the theoretical and practical foundations of teaching in higher education. It covers everything from the epistemology of teaching to the main educational and learning theories, including various approaches. It addresses the different types of teaching and their relationship to instruction, teaching, learning, and education, emphasizing the four pillars of education. It explores the specific principles and characteristics of university teaching, addressing teaching models, curricular approaches, and teaching strategies that promote student autonomy and responsibility. It analyzes the role of teachers and students, organizational culture, and interactions within the educational community. In addition, it examines teaching in virtual environments, highlighting the transition from face-to-face to virtual teaching, and the design and planning of online learning. Finally, it addresses models and strategies for tutoring and student support, the development of study skills, and attention to diversity and inclusion.

This course provides future graduates with in-depth, applied knowledge of teaching in a university context, preparing them to design, implement, and evaluate effective and adaptive teaching-learning processes. Graduates will be able to apply innovative and personalized strategies that promote educational quality, student autonomy, and inclusion, becoming competent and reflective educational leaders.

#### Leadership and ethical principles of the university teacher

The course "Leadership and Ethical Principles for University Teachers" is designed to develop key competencies in leadership and professional ethics among future university teachers and administrators. Throughout the course, students will explore contemporary leadership theories, apply ethical principles to real-life situations, and develop skills to lead with integrity in the field of higher education. This course is essential for preparing participants to face ethical challenges and exercise effective and responsible leadership in their institutions.

#### University Management

This course contributes to the achievement of the curriculum's objectives by providing students with fundamental knowledge and skills in the administrative and economic management of higher education institutions. It connects with the graduate profile by developing essential competencies for the planning, direction, and evaluation of administrative and economic processes in the university context. The course is related to "Reality and Perspective of Dominican Higher Education" and serves as a basis for "Educational Project Management" and "Institutional Evaluation and Accreditation."

### Teaching methodology in higher education

Teaching Methodology and Resources is a practical-theoretical course in the ethical line of Quality in the teaching-learning process towards innovation. It provides master's students with the opportunity to review fundamental cognitive, procedural, and attitudinal content for analysis and reflection on learning acquisition and teaching tools to generate skills and human development in the classroom. Psycho-pedagogical models are outlined to address the reflective process as the basis of teaching and learning. Methodological moments are privileged from a constructivist perspective and oriented towards a competency-based approach, to make the teaching and learning process more dynamic and effective. The course focuses, in the first instance, on the innovative design of learning activities that serve as the basis for effective teaching aimed at achieving competencies. The other important part is the introduction of innovative methodologies and strategies that make students aware of and responsible for their own learning and evaluation.

The class revolves around the study and management of the concept of competencies, from their consideration in course planning to their evaluation, as part of ensuring the achievement of the graduate profile of any formal academic program. The entire course is based on student work and, above all, on reflection on their products, which become the object of analysis to achieve metacognition in the master's student. In this sense, fluid discussion in pairs or plenary sessions accompanies the entire course, promoting a process of reflection that leads to action and creating an innovative classroom.

### Assessment and measurement of learning

The course Assessment and Measurement of Learning in University Institutions aims to train students in the creative use of digital technologies and self-regulated learning. It focuses on designing innovative and creative assessments, creating motivating learning environments, and using technologies to improve communication and collaboration. The content includes assessment fundamentals, theories and models, and assessment design in virtual environments. The methodologies used include project-based learning and the creation of inclusive digital environments. Assessment is continuous and comprehensive, with written exams, case studies, oral presentations, portfolios, and group discussions. The course combines face-to-face and virtual activities, promoting active participation and collaboration.

### Human Talent Management in Educational Institutions

The course Human Talent Management in University Institutions aims to develop in participants the skills necessary to manage the different processes related to people within organizations, especially in university institutions. The course consists of five units that cover the origins of personnel management, its evolution over time, the different names used, the functions of personnel departments, the processes involved in human talent management, and current ways of managing talent in organizations, especially in universities. The topics covered in this course are related to the content covered in Management and University Supervision.

### Curriculum Management

The course provides training in the design and development of university curricula, covering everything from the definition and strategic planning of the curriculum to its implementation and ongoing evaluation. Through five units, students will explore the identification of educational needs, the introduction and management of curricular changes, and continuous improvement based on evaluation. Emphasis is placed on educational quality through effective curriculum leadership and management, as well as current trends in innovative instructional design and strategies. In addition, the competency-based approach and social responsibility in higher education are addressed, promoting meaningful learning and comprehensive training that responds to contemporary demands in the educational field.

This course is fundamental for the development of advanced competencies in curriculum management, contributing significantly to the graduate profile of master's students by providing them with the skills to design, implement, evaluate, and continuously improve the university curriculum. They will develop leadership and curriculum management skills aimed at promoting meaningful learning and social responsibility.

#### University supervision

The University Supervision course aims to develop in participants the skills required to supervise people, processes, and procedures in higher education institutions in order to make appropriate use of available resources and ensure the quality of the services offered, as well as to improve personal and institutional performance. The content covered in this course complements the topics addressed in courses such as University Management and Human Talent Management in Educational Institutions.

The course consists of five units, which analyze the theoretical foundations of supervision, the characteristics and qualities of supervisors, the functions of supervisors, as well as the new roles of supervisors and the supervision planning process. This contributes to the development of the graduate profile of master's students in teaching and higher education management.

#### Institutional evaluation and accreditation

This course contributes to the achievement of the curriculum objectives by providing students with fundamental knowledge and skills regarding institutional evaluation and accreditation processes in higher education. It connects with the graduate profile by developing essential competencies for quality management and participation in continuous improvement processes in higher education institutions.

The course strengthens students' ability to critically analyze quality assurance models, design self-assessment processes, and understand the implications of accreditation in university management. These skills are crucial for future leaders and teachers in higher education, enabling them to contribute effectively to improving educational quality and positioning their institutions in an increasingly competitive and globalized context.

#### Educational Planning

Educational Planning is a fundamental course for teacher training, as it provides them with the tools and knowledge necessary to design, implement, and evaluate quality educational processes. It is designed to provide students with an in-depth understanding

of the essential principles, approaches, and practices of planning in the field of higher education. Through this subject, future teachers and university managers will develop the skills necessary to design, implement, and evaluate effective and relevant educational programs, aligned with student needs and institutional objectives.

#### Statistics applied to research

This course offers advanced training in the theoretical and methodological foundations of statistics used in scientific research processes. Its purpose is to develop students' ability to select, apply, and interpret appropriate statistical techniques for the analysis of quantitative data in diverse disciplinary contexts.

The course comprehensively addresses descriptive and inferential statistical methods, including research design, sample selection, hypothesis testing, correlation and regression analysis, as well as multivariate techniques used in specialized research. Emphasis is placed on the critical and ethical use of quantitative information, as well as the correct interpretation of results using specialized statistical software.

#### Internationalization of higher education

This course contributes to the achievement of the curriculum objectives by providing students with fundamental knowledge and skills regarding the internationalization of higher education. It connects with the graduate profile by developing essential competencies for managing internationalization processes in higher education institutions. The course is related to "Reality and Perspective of Dominican Higher Education" and serves as a basis for "Educational Project Management."

#### Educational Project Management

The course Educational Project Management in University Institutions aims to prepare students to communicate knowledge and results clearly, plan and manage projects independently and collaboratively, and develop research and social responsibility projects that improve educational practices. The content covers the fundamentals and life cycles of educational projects, planning, execution, and monitoring, risk management, and impact assessment, with a focus on ICT integration, teamwork, and sustainability. Methodological strategies include problem-based learning, real-life case studies, simulations, and practical projects. Assessment is continuous and includes written exams, case studies, oral presentations, project portfolios, group discussions, and practical projects. These assessments measure understanding of concepts, application of methodologies, and participation, promoting self-assessment and critical reflection for continuous development.

#### Master's final workshop seminar

The Thesis Writing Workshop Seminar is a theoretical-practical and research course. Master's students receive the guidance they need to develop their thesis proposal, which contains the first three chapters. Methodological strategies are tailored to both individual and group needs. On an individual level, the learning process is monitored to ensure the authenticity of the products. In groups, general guidelines are provided and participants share the progress they have made in developing their proposals. An open and reflective attitude is encouraged regarding the

The role of teachers in solving social problems in schools and their surroundings. This course is linked to Educational Research Methodology, Descriptive and Inferential Statistics, and is a prerequisite for the final research project. In line with the program's graduate profile, the aim is for teachers to be able to develop innovative proposals that meet international educational research criteria, using information and communication technologies.

#### Seminar on inclusion in higher education

The Seminar on Inclusion in Higher Education is a course that addresses fundamental issues related to accessibility, diversity, and equal opportunities in higher education. This course focuses on promoting inclusive strategies to ensure that all students, regardless of their individual abilities or characteristics, have the opportunity to participate fully in higher education. Topics to be covered include: Curricular accommodations defined as strategies to adapt the curriculum and teaching methodologies to meet the individual needs of students with functional diversity. Physical and technological accessibility, exploring how to ensure that university facilities and technological resources are accessible to all students, including those with disabilities. Awareness-raising, professional development, and promotion of diversity awareness in the university environment and teacher training to foster inclusive environments.

#### Final research project (Thesis)

The thesis is a theoretically and methodologically grounded research project through which students demonstrate the application of the knowledge and research skills acquired during the program. The thesis is the responsibility of the student, with guidance from a research professor assigned by the department. It serves an evaluative function and contributes to knowledge in the field of study.

Master's students receive the guidance they need to prepare their thesis proposal, which contains the first three chapters. Methodological strategies are provided on an individual and group basis. Individually, the learning process is monitored to ensure the authenticity of the products. In groups, general guidance is provided and the progress made by participants in preparing their proposals is shared. A work plan will be drawn up, following the different stages of the research process.

An open and reflective attitude is promoted regarding the role of teachers in solving social problems in the school and its environment. In line with the program's graduate profile, the aim is for teachers to be able to develop innovative proposals that meet international educational research criteria, using information and communication technologies.

Consulting services are provided for the research processes involved in the Final Project. The research will be carried out with the support of an advisor. It must be presented and defended before a scientific panel composed of three members, as established by the institution's regulations.

## 15.2.14 Master's Degree in Educational Center Management

The Master's Degree in Educational Center Management, offered in a blended and distance learning format, is characterized by its innovative nature and focus, which is updated to meet the demands of contemporary educational quality. This program is structured by subjects and lasts two years (six semesters), organized into 56 credits strategically distributed in planning and directing the pedagogical and administrative processes of educational institutions with innovative, ethical, and responsible approaches.

The design of this curriculum provides a comprehensive response to the demands and challenges facing the Dominican Republic's education system in terms of effective and high-quality management of educational processes. It has been developed in full compliance with General Education Law 66-97, Law 139-01 on Dominican Higher Education, the MINERD Operational Manual for Public Educational Centers (2023), Resolution 01-2023, the 2030 Agenda for Sustainable Development, and the Quality Management Model developed by MINERD (IDEICE 2016), the National Qualifications Framework (MNC-RD), and the legal framework that guides the field of educational management throughout the country.

The importance of this plan lies in its ability to train school administrators to become professionals responsible for managing the institutional, pedagogical, and administrative processes of the institution they lead, based on actions linked to established Educational Plans and Projects and current Educational Policies, developing collaborative leadership to promote continuous improvement in the teaching and learning process and educational innovation, as well as comprehensive innovations related to educational technology as a priority aspect to promote the teaching and learning process.

COURSE CODE	TITLE	CREDITS
MDT-100	Research Methodology	2
MDT-101	Leadership and Management Skills Development	2
MDT-103	Tourist Destinations	2
MDT-114	Tourism and Environmental Legislation	1
MDT-126	Strategic Destination Marketing	2
MDT-201	Information Technology Applied to Tourism	2
MDT-203	Organizational Development and Destination Management	2
MDT-221	Fundamentals and characteristics of urban destinations	2
MDT-263	Local management and governance in destinations	2
MDT-314	Food and Beverages in Destination	2

MDT-324	Ecotourism Destinations	2
MDT-403	Logistics and Management of Ports and Airports	3
MDT-351	Project Formulation	3
MDT-501	Tourism Innovation and Entrepreneurship	2
MDT-417	Strategic Planning and Destination Development	2
MDT-421	Destinations and Tourism Geography of the Caribbean	2
MDT-460	Environmental Oversight, Ethics, and Ethical Responsibility	1
MDT-521	Tourism Quality and Sustainability Management	2
MDT-526	Museum and digital experiences	2
MDT-563	Research Application and Tools	2
MDT-600	Master's Thesis	6
Total program credits		46

## Description of subjects Research

### methodology

This course addresses the theoretical and practical aspects of scientific research. It is aimed at developing the fundamental tools for structuring research projects, focusing on the basic knowledge needed to carry out and present documentary and field research based on scientific principles. It develops in future professionals the skills needed to design and execute research projects in different areas of knowledge in order to obtain relevant information that will enable them to propose innovative solutions to problems in their work and social environments.

### Leadership and Management Skills Development

The main purpose of this course is to develop leadership skills in master's students and equip them with the skills required for professional and intellectual excellence in their field. It aims to provide them with resource management skills, as well as interpersonal skills such as teamwork and communication. Similarly, it promotes the learning of effective decision-making techniques such as conflict management and negotiation.

The following learning units are proposed: Leadership and leadership theories, Interpersonal skills, Conceptual skills, Communication skills, Use of data for decision-making.

#### Tourist destinations

Tourist Destination is a specialized subject, essential for participants to acquire a basic knowledge of the main characteristics and background of places with a tourist vocation.

It addresses a number of important aspects for the establishment and sustainability of the tourism industry, as well as the environments and their socioeconomic and environmental characteristics, the host population, and the agencies responsible for endorsing the establishment of tourism management organizations.

#### Tourism and environmental legislation

The subject of Environmental Tourism Legislation provides master's students with an overview of the laws, agreements, and international conventions that deal with the preservation of the environment and natural resources in line with tourism development in the Dominican Republic. It contributes to completing the graduate's profile, adding this new area of environmental and tourism law to their knowledge.

In this sense, academic and scientific training will allow you to learn about the most relevant aspects of the subject, motivating you to conduct research in order to train you in this new legal and humanistic field, as well as instilling moral values with regard to caring for the natural environment.

#### Strategic Destination Marketing

The Strategic Destination Marketing course provides participants with the knowledge, tools, and analytical skills necessary to help them establish a marketing culture in tourism companies, identify and take advantage of business opportunities based on environmental analysis, and consequently create the most appropriate strategies to maximize profits and achieve the desired market positioning for a destination.

#### Information technology applied to tourism

This course focuses on information technology as a tool for increasing productivity and developing society. It provides master's students with knowledge and initiatives aimed at promoting local economic development and territorial competitiveness.

Its purpose is to develop students' ability to apply geographic data processing in the analysis of environmental problems and environmental territorial management, and to provide useful and up-to-date information that allows them to have relevant data for the planning, execution, and evaluation of their strategies.

#### Organizational development and destination management

The Organizational Development and Destination Management course is theoretical in nature and provides specialized training. Its main purpose is to develop the skills required for master's students to achieve innovative organizational transformation based on ethical principles that also intervene in human processes, thereby promoting organizational development. The learning units are: (1) Introduction to Organizational Development

, (2) The Nature of Innovation and Organizational Development Processes, (3) Reviewing the Various Definitions

of systems, (4) Interventions in Human Processes, and (5) Evaluation and Practice of Organizational Development and Future Trends.

Fundamentals and characteristics of urban destinations

The course Fundamentals and Characteristics of Urban Destinations provides master's students with basic knowledge of urban planning science and initial training in urban analysis techniques. It encourages cognitive reflection through the review of theories, basic concepts, and urban issues, presenting fundamental topics: Definition of the concept of City and the phenomenon of Urbanization; theories of urban formation in the national and regional territory and the formation of city systems; the internal structure of the city, both in its global vision and broken down by functions and aspects that determine its physical structure; aspects generated by land use, facilities, and city roads, considering their analysis and regulations.

Local management and governance in destinations

This course aims to analyze the perspectives of the concept of local development in the context of the globalization of socioeconomic relations in local destinations.

It addresses the following topics: Globalization: A starting point, local development and decentralization in the 21st century, local development and governance, policies to promote local economic development, and the decentralization of economic development policies.

Food and beverages at the destination

The Food and Beverages at Destinations course develops students' skills in providing satisfactory customer service and generating profitability for the establishment. Students will be able to apply techniques and procedures to efficiently carry out food operations in accordance with the requirements of the destination's environment.

Ecotourism destinations

The Ecotourism Destinations course is offered to hospitality students to develop a conceptual vision, attitudes, and skills regarding the importance of tourism and its different modalities, which, when applied correctly and sustainably, are sustainable in terms of the tourist exploitation of natural resources. It focuses mainly on learning and experiencing nature, and is managed ethically to have a low environmental impact, while promoting conservation awareness.

Logistics and Management of Ports and Airports

This course will provide participants with the knowledge necessary to understand the functioning of the aviation system in the Dominican Republic, the facilities designed to support air and port operations, and the impact of the airport industry at the global level.

Students will be able to identify all the elements associated with air and maritime transport, as well as broaden their field of practice and understanding of the factors involved in the tourism system.

#### Project Formulation

The Project Formulation course provides graduate students with the theoretical and methodological foundations necessary to design, structure, analyze, and evaluate investment, development, and entrepreneurship projects in both the public and private sectors. The course integrates technical, financial, economic, social, and environmental approaches aimed at strategic decision-making under conditions of uncertainty and risk.

During the course, students will acquire skills to identify investment opportunities, formulate projects consistent with organizational objectives and public policies, and apply advanced assessment tools to determine their viability and sustainability. Emphasis is placed on the use of quantitative and qualitative methods for cost-benefit analysis, financial analysis, economic and social assessment, as well as risk management techniques and sensitivity analysis.

The course also promotes the development of critical and analytical skills for conducting pre-feasibility and feasibility studies, ex ante, during, and ex post evaluation of projects, and professional presentation of results to different stakeholders. The course's approach contributes to the training of leaders capable of formulating and evaluating projects with economic, social, and environmental impact, aligned with principles of efficiency, effectiveness, and sustainability.

#### Tourism Innovation and Entrepreneurship

This course aims to help students develop creative and innovative skills and adopt these attitudes for problem solving and lifelong personal growth. The course takes a technical approach to business, seeking to help students formulate feasible ideas for creating new businesses and develop innovation in administrative management processes or techniques. The content covers the fundamentals of entrepreneurial attitude, creativity development, innovation management, change management, and entrepreneurship as a way of life.

#### Strategic planning and destination development

This course will provide participants with the knowledge necessary to understand the functioning of the aviation system in the Dominican Republic, the facilities designed to support air and port operations, and the impact of the airport industry at the global level.

Students will learn to identify all the elements associated with air and maritime transport, as well as broaden their field of practice and understanding of the factors involved in the tourism system.

#### Caribbean Tourism Destinations and Geography

The subject Tourism Geography provides students with an overview of the tourism potential of our country's natural and cultural resources and the world's main tourist destinations. It emphasizes the natural riches available locally that can satisfy recreational needs, with trips to environments that promote leisure, natural, cultural, and sporting activities. It addresses topics related to landscapes and their composition, media, geography, natural resource management in tourism services, as well as the importance of tourism development.

#### Environmental oversight, ethics, and ethical responsibility

This course is specific training. It aims to develop generic skills in ethics and social responsibility in the business world, introducing students to the knowledge and importance of ethical foundations in this type of organization, and how to build a strong values-based culture in companies through different models that integrate corporate social responsibility. The learning units are: Introduction to business ethics, ethical organizational leadership, corporate social responsibility, ethics in operations and marketing, and ethical decision-making: environmental sustainability, management, accounting, finance, and interpersonal relationships.

#### Quality Management and Tourism Sustainability

The course combines the introduction of new concepts for students with their interpretation and relationship with different quality management systems in companies, as well as the development of skills to act and an overview of the state of the quality function in the field of service and product companies as a key strategic and differentiating element, and knowledge of the main tools for quality improvement. Understanding the costs that establishing and improving quality can entail.

#### Museographic and digital experiences

This course will provide participants with the necessary knowledge to understand the functioning of the aviation system in the Dominican Republic, the facilities designed to support air and port operations, and the impact of the airport industry at a global level.

Students will be able to identify all the elements associated with air and maritime transport, as well as broaden their field of practice and understanding of the factors involved in the tourism system.

#### Research application and tools

This course is aimed at all Unicaribe students and provides basic guidance on the modalities offered by the University of the Caribbean. It covers the theoretical foundations, culminating in the presentation of a preliminary project (research proposal) linked to one of the lines of research designed by the degree program. It guides students through the process of preparing their final thesis report upon completion of the study plan and obtaining the degree they aspire to.

The course encourages students to reinforce concepts, values, and skills related to the different aspects that guide the methodology applied to the research project. It also aims to strengthen the fundamental competencies established in the graduate profile and respond to the demand for professionals capable of integrating into productive environments.

### 15.2.15 Master's Degree in Distance Education

The Master's Degree in Distance Education program is designed to provide students with the necessary knowledge about the methodological foundations and considerations of distance and blended learning. The content covers the historical development of distance learning, analyzing its current potential and future prospects.

It also includes an analysis of current legislation in the Dominican Republic, the regulatory criteria of different countries that affect this modality, and the general criteria that an educational policy should contain to promote the incorporation of technology into the educational system in general and into virtual modalities in particular. It also covers the area of assessment in its broadest sense, including project assessment, teaching management, the development of distance learning programs, as well as co-assessment and hetero-assessment.

Similarly, the assessment of learning through formative and summative evaluation is included here.

Finally, this master's degree addresses the development of the master's student, who must possess scientific criteria for both the analysis and production of scientific research from any of the possible paradigms of approach. It also addresses the conceptual core theme, the development of study materials for the modality, following design criteria suitable for self-study, oriented towards metacognition and multimedia, with special challenges contained in the didactics of distance education in general and virtual education in particular, the approach to the continuing education of professionals, and the criteria for adult education.

COURSE CODE	TITLE	CREDITS
EDV-101	Research Methodology	3
EDV-102	Historical Evolution of Distance Education	3
EDV-103	Distance Education Teaching Methods, Challenges and Opportunities	3
EDV-104	Distance Education Administration and Management	2
EDV-105	Technological Transformation and Development	2
EDV-106	Quality Management System in Distance Education	4

EDV-107	Practical I: Emerging Educational Methodologies	3
EDV-108	Educational Assessment in Distance Learning	3
EDV-109	Practical II: Management of LMS Educational Platforms	2
EDV-110	Economics and Financing of Distance Education	3
EDV-111	Artificial Intelligence	4
EDV-112	Practical III: Curriculum Planning and Management in Distance Education	3
EDV-113	Functions of Virtual Teaching	3
EDV-114	The Tutorial System	3
EDV-115	Administrative Management in an eLearning Department eLearning	3
EDV-116	Thesis Seminar	3
EDV-117	Thesis	6
Total program credits		53

## Course descriptions Research

### Methodology

The course "Research Methodology" focuses on the principles and techniques necessary to conduct rigorous scientific research. Through this course, students will learn to design, implement, and evaluate research projects, understanding both quantitative and qualitative approaches. The course covers everything from formulating research questions to presenting results, providing a comprehensive understanding of the research process.

### Historical evolution of distance education

The course "Historical Evolution of Distance Education" explores the development and transformation of distance education from its beginnings to the present day. It analyzes the historical contexts, technological innovations, pedagogical models, and educational policies that have influenced the evolution of this educational modality. In addition, it discusses the impact of distance education on the democratization of access to education and its role in the future of teaching and learning.

### Distance Education Teaching Methods, Challenges and Difficulties

This course, Didactics of Distance Education: Challenges and Difficulties, offers a comprehensive view of didactics in the context of distance education, analyzing the challenges and difficulties inherent in this modality. Specific didactic theories and strategies for distance education will be explored, as well as the technological tools that facilitate the teaching-learning process. Students will reflect on the role of

teacher and student in virtual environments, as well as on the construction and evaluation of educational materials adapted to this modality.

#### Administration and management of distance education

The course "Administration and Management of Distance Education" focuses on the principles, techniques, and strategies necessary to effectively manage distance education programs. This discipline covers key aspects such as planning, organization, management, control, and evaluation of educational initiatives in virtual environments. Management models, educational policies, information and communication technologies (ICT), and specific methodologies are studied to ensure the quality and effectiveness of distance education programs.

#### Technological Transformation and Development

The course "Technological Transformation and Development" offers a comprehensive understanding of how technological innovations have transformed various sectors and society in general. Students will study the most important technological milestones, the processes of adopting new technologies, and the associated economic, social, and ethical impacts. Students will analyze case studies from different industries to understand how technology has driven organizational development and transformation.

#### Academic and Quality Management System in Distance Education

The course "Academic and Quality Management System in Distance Education" addresses the principles, models, and tools necessary for the effective management of distance education programs. It focuses on the implementation of academic management systems, quality assurance, and continuous improvement in educational institutions. Students will learn to design, evaluate, and improve academic and administrative processes to ensure high-quality distance education.

#### Emerging educational methodologies

The course "Emerging Educational Methodologies" explores new trends and pedagogical approaches that are transforming education in the 21st century. Innovative methodologies that leverage digital technologies, student-centered approaches, and educational practices that promote active and collaborative learning will be studied. Students will analyze case studies and develop skills to implement these methodologies in various educational contexts.

#### Educational assessment in distance learning

The course "Educational Assessment in Distance Learning" addresses the principles, techniques, and assessment tools specific to distance learning environments. Formative and summative assessment methodologies are explored, as well as the use of digital technologies and platforms for assessment. Students will develop skills to design, implement, and evaluate assessment strategies adapted to distance education, ensuring the quality and effectiveness of the educational process.

#### Management of LMS educational platforms

The course "LMS Educational Platform Management" provides a comprehensive overview of the administration, implementation, and optimization of learning management systems (LMS) in educational settings. Both technical and pedagogical aspects will be addressed, including LMS configuration, course design, user management, and learning assessment. Students will acquire practical skills to use LMS effectively and improve the online learning experience.

#### Economics and Financing of Distance Education

The course "Economics and Financing of Distance Education" addresses the economic principles and financing models specific to distance education. It examines the associated costs, sources of financing, and financial management strategies to ensure the sustainability and quality of distance education programs. Students will develop skills to analyze, plan, and manage economic resources in the context of distance education.

#### Artificial Intelligence

The course "Artificial Intelligence" provides a comprehensive overview of the principles, techniques, and applications of artificial intelligence (AI). It addresses the theoretical and practical foundations of AI, including machine learning, natural language processing, computer vision, and expert systems. Students will acquire skills to design, implement, and evaluate AI-based solutions, preparing them to face challenges in various fields of technology and industry.

#### Curriculum planning and management in distance education

The course "Curriculum Planning and Management in Distance Education" focuses on the design, development, implementation, and evaluation of curricula for distance education programs. It addresses the pedagogical, methodological, and technological principles necessary to create effective curricula tailored to the needs of students in virtual environments. Students will acquire skills to plan, manage, and evaluate curricula that promote meaningful learning and educational quality.

#### Functions of Virtual Teaching

The course "Functions of Virtual Teaching" explores the principles, methods, and tools used in virtual teaching. It focuses on the different roles that educators must assume in a virtual environment, including planning, instruction, evaluation, and facilitation of learning. In addition, it will address the skills needed to design and manage effective virtual courses, with an emphasis on the use of educational technologies and the creation of meaningful learning experiences.

#### The tutorial system

The "Tutorial System" course focuses on the study and implementation of effective tutoring systems in educational contexts. It examines tutoring principles and strategies, the role of the tutor, and best practices for supporting students in their learning process. It also addresses the use of technologies to improve tutoring, especially in distance education, with the aim of facilitating personalized and effective academic support.

### Administrative management in an e-learning department

The course "Administrative Management in an eLearning Department" focuses on the principles and practices of administration in the context of online education. It addresses key aspects such as strategic planning, human and financial resource management, coordination of educational processes, and implementation of information technologies. Students will develop skills to efficiently manage an eLearning department, ensuring the quality and effectiveness of the educational programs offered.

### Thesis seminar

The Thesis Seminar or Research Seminar course addresses the study of the methodological approaches necessary for the development of the final thesis that must be completed in order to fulfill the requirements of the training program. The structure, steps, and phases of scientific research are analyzed. The thesis outline adopted by the institution is promoted, contemplating the development of a research project in accordance with the topics covered in the training program. Master's students are encouraged and guided to create a scientific report that integrates the content and learning acquired throughout the program. As a result of this course, students must produce a preliminary thesis proposal.

### Thesis

The purpose of the thesis is to develop the methodological implementation, design, application of instruments, and data collection of the proposal formulated in the thesis seminar. This work will assume the research paradigm that best responds to the work to be carried out, whether qualitative, quantitative, or mixed, its characteristics, purposes, and foundations. It will also describe the basic principles of triangulation of methods and address the research techniques and designs derived from these approaches. At the end of the program, the master's student will present their research thesis, with methodological proficiency, supporting the analysis of the results related to their own project.

## 15.3 Specializations in Teacher Training 15.3.1

### Social Sciences for Secondary Level

The program has the following characteristics:

- a) It is based on the Competency-Based Education Approach.
- b) It is a postgraduate-level program in the specialty category.
- c) It will be developed using methodologies that link teaching practices with the areas of knowledge in the curriculum, in order to develop the necessary competencies for teaching with optimal learning outcomes for students.
- d) It emphasizes critical recovery, in the programs of the different subjects, of the value and content of the participants' previous experience and seeks to highlight the importance of teaching for each of the levels and modalities from which the participants come.



e) It has an academic load of 32 credits to be developed in the blended learning (B-Learning) modality, which combines the best practices of face-to-face methodology with the technological and communicative mediations and the pedagogical and didactic concepts provided by virtual education.

COURSE CODE	TITLE	CREDITS
EHD-111	Identity and ethics of the teaching professional	2
EHDS-112	Fundamentals and Characteristics of the Social Sciences Curriculum for Secondary Education	4
EHD-113	Psychology of adolescent development	3
EHD-214	Teaching-learning process	4
EHD-221	Assessment of learning	3
EHD-222	Learning Resources and Tools	3
EHDS-223	Special Didactics of Social Sciences and Teaching Practice for Secondary Level I	4
EHD-131	Educational Psychology	2
EHDS-332	Special Didactics of Social Sciences and Teaching Practice for Secondary Level II	4
EHDS-333	Pedagogical Project Applied to Social Sciences	3
Total program credits		32

#### Description of subjects Teacher identity

##### and professional ethics

The course aims to facilitate the skills of analysis and reflection on the personal, moral, and ethical implications of the profession, promoting awareness of the commitment and social function that teachers must assume in building a more just, equitable, critical, and participatory society.

Participants will develop the necessary skills to identify and integrate into their personal and professional profile the traits, characteristics, values, and qualities of the teaching profession in the 21st century, taking as a starting point their personal values and those of the teaching profession. In addition, they will analyze the laws and regulations that govern and shape the Pre-University Teaching Career System in the Dominican Republic.

Likewise, participants will develop a responsible and ethical attitude toward the teaching profession by combining rational (essential knowledge) and non-rational elements.

(emotional, affective, and attitudinal), promoting their identity, character, and teaching style, as well as a way of being and acting in line with a continuous commitment to professional development.

#### Fundamentals and characteristics of the social sciences curriculum for secondary education

This subject aims to develop the necessary skills for the implementation of curricular elements in the school and classroom environment, based on an understanding of the different concepts and practices proposed in the updating of the different areas of the Dominican curriculum, at each of its levels and in each of its modalities.

Participants will acquire a thorough understanding of the current curriculum, the philosophy of the education system, and the characteristics of the students that the national education system aims to develop, enabling them to approach curriculum planning tailored to each subject area and educational level, including the necessary consideration of achievement indicators, conceptual knowledge, methodologies, and strategies to promote meaningful learning, as well as aspects of formative assessment.

#### Adolescent Developmental Psychology

This course seeks to understand the most important stage of human development, as a transition from childhood to adulthood. In adolescence, individuals experience the most notable changes of their lives, which occur in all areas of development.

The Adolescent Developmental Psychology course will address four important topics:

- a) Knowledge of human development in all stages and in all its dimensions.
- b) Biosocial development, which seeks to understand the periods of early, middle, and late adolescence, the hormonal changes of puberty and sexual maturity; it studies the maturation of the adolescent brain, the capacities for abstraction, learning, and its stereotypes; as well as aspects of physical and mental health.
- c) Cognitive development, which studies aspects related to cognitive maturation (formal operations, development of hypothetical-deductive reasoning), language development, and information processing; it addresses moral development (moral reasoning, ethics of care, and prosocial behavior) and various educational topics, such as school achievement and preparation for decision-making.

Psychosocial development, which addresses the search for identity (gender differences and ethnic factors in identity formation); psychosocial risk prevention; comprehensive sexuality (sexual orientation, identity, and behavior, sexually transmitted diseases, and pregnancy); relationships with families and peers; and antisocial behavior and juvenile delinquency.

#### Teaching-learning process

This course aims to promote the development of skills related to the construction of meaningful learning through the development of active strategies that stimulate motivation and the ability to learn, both in the classroom and in other non-formal educational environments. The aim is to transfer some of the most useful theories and models for learning in different curricular areas.

Participants who are teachers will be encouraged to share their experiences so that they can be analyzed and enriched, based on current curricular approaches.

#### Assessment of learning

This course aims to contribute to the development of skills related to the assessment of learning for academic decision-making and the continuous improvement of the quality of the teaching and learning process, as well as to the internalization of the factors that affect learning and academic performance, and the acceptance of assessment as a continuous process of monitoring and support for the improvement of academic performance that promotes optimal learning outcomes. Participants will link the basic elements of the assessment process (who, what, how, with what, when, why, for what, and where assessment takes place) with the specific teaching methods of the curriculum area, taking into account the current regulations of the education system.

Participants will understand and apply different types of assessment (diagnostic, formative, and summative) and assessment techniques, and will be able to design tools to assess progress before, during, and after the learning process.

#### Learning resources and materials

This course aims to develop participants' skills in identifying, developing, selecting, evaluating, and using resources relevant to the specific teaching of each curricular area, in various types of media (documentary, manipulative, digital, interactive, among others). Participants will assess the importance of teaching resources, as well as their appropriate selection and use as tools to facilitate the construction of functional learning, considering the learning situation generated in each environment, the educational model, and the curriculum.

The aim is for participants to develop the technological skills essential for their classroom teaching practice and to internalize and understand the importance of selecting and using technological resources, as well as their contribution to the quality of their teaching practice and their innovative value to classroom experiences. The necessary link between the objectives of this course and effective performance in the courses Applied Teaching Practice I and II, as well as in the schools where they work or will work, will be emphasized.

#### Special Didactics of Social Sciences and Teaching Practice for Secondary Level I

This course aims to enable participants to develop the necessary skills to carry out instructional planning based on the analysis of the educational experience that takes place in the classroom, in order to assess each of the components involved and enriched by the contributions of the specialty in the curricular area to which it belongs. Participants will analyze the different moments of classroom management for the creation and maintenance of an appropriate climate for learning, as well as the facilitation of the pedagogical process based on the observation and modeling of experiences and their execution.

### Special teaching methods for social sciences and teaching practice for secondary level II

This course aims to enable participants to develop the necessary skills to plan teaching and learning strategies based on their knowledge and management of the curriculum for their area and level of specialization. Participants will develop innovative educational experiences, both national and international, which will be shared in person and online throughout the process, based on the premise of action-reflection-action, exchange, and systematization of such experiences. Participants will plan and develop teaching practice within the framework of their professional training and/or the level, grade, or modality that constitutes their field of practice, prioritizing the content and learning strategies proposed in the Dominican curriculum.

The course aims to facilitate the skills of analysis and reflection on the personal, moral, and ethical implications of the profession, promoting awareness of the commitment and social function that teachers must assume in building a more just, equitable, critical, and participatory society. Participants will develop the necessary skills to identify and integrate into their personal and professional profile the traits, characteristics, values, and qualities of the teaching profession in the 21st century, taking as a starting point their personal values and those of the teaching profession. In addition, they will analyze the laws and regulations that govern and shape the Pre-University Teaching Career System in the Dominican Republic.

Participants will also develop a responsible and ethical attitude toward the teaching profession by combining rational elements (essential knowledge) and non-rational elements (emotional, affective, and attitudinal), which will promote their identity, character, and teaching style, as well as a way of being and acting in line with a commitment to continuous professional development.

### Educational Psychology

This subject promotes the development of skills related to a global and particular vision of human nature from the scientific foundations of psychology, emphasizing the understanding of the fundamental principles of psychology that teachers must know in order to accompany and monitor their students.

The aim is to enable the integration of a scientific and comprehensive attitude towards any situation or problem that may arise in the course of their work, through knowledge of the main aspects of the psychological and physical development of children, adolescents, and young people in relation to learning and teaching practices, based on the contributions of different psychological theories that explain the learning process.

The course responds to the need to understand and apply motivational and affective aspects, personal development, the learning process, socialization, personalized intelligence, adjustment, psychology, and mental health in teaching and learning processes, as well as issues related to biological changes in individuals and individual differences in general.

Pedagogical project applied to social sciences

This course aims to enable each participant to acquire the skills to develop and carry out a teaching development project related to their professional training and the level, modality, or academic area in which they work or will work.

Participants will be able to design a specific period of class sessions incorporating the skills acquired in all the subjects of the specialization. They will also apply the pedagogical development project designed in a specific classroom context. They will identify relevant problems in the practice developed and integrate them into the pedagogical project.

The design of the pedagogical project is necessarily linked to the other subjects in the teaching qualification specialization and involves its development in a specific classroom context.

### 15.3.2 Mathematics for Secondary Level.

The program has the following characteristics:

- a) It is based on the Competency-Based Education Approach.
- b) It is a postgraduate-level program in the specialty category.
- c) It will be developed using methodologies that link teaching practices with the areas of knowledge in the curriculum, in order to develop the necessary competencies for teaching with optimal learning outcomes for students.
- d) It emphasizes critical recovery, in the programs of the different subjects, of the value and content of the participants' previous experience and seeks to highlight the importance of teaching for each of the levels and modalities from which the participants come.
- e) It has an academic load of 32 credits to be developed in the blended learning (B-Learning) modality, which combines the best practices of face-to-face methodology with the technological and communicative mediations and the pedagogical and didactic concepts provided by virtual education.

COURSE CODE	TITLE	CREDITS
EHD-111	Identity and ethics of the teaching professional	2
EHDM-112	Fundamentals and Characteristics of the Mathematics Curriculum for Secondary Education	4
EHD-113	Psychology of adolescent development	3
EHD-214	Teaching-learning process	4
EHD-221	Assessment of learning	3
EHD-222	Learning Resources and Tools	3

EHDM-223	Special Didactics of Mathematics and Teaching Practice I	4
EHD-131	Educational Psychology	2
EHDM-332	Special Didactics of Mathematics and Teaching Practice II Teaching II	4
EHDM-333	Pedagogical Project Applied to Mathematics	3
Total program credits		32

### Course descriptions Teacher Identity and

#### Professional Ethics

The course aims to facilitate the development of skills for analyzing and reflecting on the personal, moral, and ethical implications of the profession, promoting awareness of the commitment and social role that teachers must assume in building a more just, equitable, critical, and participatory society.

Participants will develop the necessary skills to identify and integrate into their personal and professional profile the traits, characteristics, values, and qualities of the teaching profession in the 21st century, taking as a starting point their personal values and those of the teaching profession. In addition, they will analyze the laws and regulations that govern and shape the Pre-University Teaching Career System in the Dominican Republic.

Participants will also develop a responsible and ethical attitude toward the teaching profession by combining rational elements (essential knowledge) and non-rational elements (emotional, affective, and attitudinal), which will promote their identity, character, and teaching style, as well as a way of being and acting in line with a commitment to continuous professional development.

#### Fundamentals and characteristics of the mathematics curriculum

This course aims to develop the skills necessary for the implementation of curricular elements in the school and classroom environment, based on an understanding of the different concepts and practices proposed in the updating of the different areas of the Dominican curriculum, at each of its levels and modalities.

Participants will acquire a sound understanding of the current curriculum, the philosophy of the education system, and the characteristics of the students to be educated through the national education system, enabling them to approach curriculum planning adapted to each area and educational level, including the necessary consideration of achievement indicators, conceptual knowledge, methodologies, and strategies to promote meaningful learning, as well as aspects of formative assessment.

#### Adolescent Developmental Psychology

This course seeks to understand the most important stage of human development, as a transition from childhood to adulthood. In adolescence, individuals experience the most notable changes of their lives, which occur in all areas of development.

The Adolescent Developmental Psychology course will address four important topics:

- a) Knowledge of human development in all stages and in all its dimensions.
- b) Biosocial development, which seeks to understand the periods of early, middle, and late adolescence, the hormonal changes of puberty, and sexual maturity; it studies the maturation of the adolescent brain, the ability to perform abstractions, learning and its stereotypes, as well as aspects of physical and mental health.
- c) Cognitive development, which studies aspects related to cognitive maturation (formal operations, development of hypothetical-deductive reasoning), language development, and information processing; addresses moral development (moral reasoning, ethics of care, and prosocial behavior); and various educational topics, such as school achievement and preparation for decision-making.

Psychosocial development, which addresses the search for identity (gender differences and ethnic factors in identity formation); psychosocial risk prevention; comprehensive sexuality (sexual orientation, identity, and behavior, sexually transmitted diseases, and pregnancy); relationships with families and peers; and antisocial behavior and juvenile delinquency.

#### Teaching-learning process

This course aims to promote the development of skills related to meaningful learning through the development of active strategies that stimulate motivation and the ability to learn, both in the classroom and in other non-formal educational environments. The aim is to transfer some of the most useful theories and models for learning in different curricular areas.

Participants who are teachers will be encouraged to share their experiences so that they can be analyzed and enriched, based on current curricular approaches.

#### Assessment of learning

This course aims to contribute to the development of skills related to the assessment of learning for academic decision-making and the continuous improvement of the quality of the teaching and learning process, as well as to the internalization of the factors that affect learning and academic performance, and the acceptance of assessment as a continuous process of monitoring and support for the improvement of academic performance that promotes optimal learning outcomes. Participants will link the basic elements of the assessment process (who, what, how, with what, when, why, for what, and where assessment takes place) with the specific teaching methods of the curriculum area, taking into account the current regulations of the education system.

Participants will understand and apply different types of assessment (diagnostic, formative, and summative) and assessment techniques, and will be able to design tools to assess progress before, during, and after the learning process.

#### Learning resources and materials

This course aims to develop participants' skills in identifying, developing, selecting, evaluating, and using resources relevant to the specific teaching of each curricular area, in various types of media (documentary, manipulative, digital, interactive, among others). Participants will assess the importance of teaching resources, as well as their appropriate selection and use as tools to facilitate the construction of functional learning, considering the learning situation generated in each environment, the educational model, and the curriculum.

The aim is for participants to develop the technological skills essential for their classroom teaching practice and to internalize and understand the importance of selecting and using technological resources, as well as their contribution to the quality of their teaching practice and their innovative value to classroom experiences. The necessary link between the objectives of this course and effective performance in the courses Applied Teaching Practice I and II, as well as in the schools where they work or will work, will be emphasized.

#### Special Didactics of Mathematics and Teaching Practice I

This course aims to enable participants to develop the necessary skills to carry out instructional planning based on the analysis of the educational experience that takes place in the classroom, in order to assess each of the components involved and enriched by the contributions of the specialty in the curricular area to which it belongs. Participants will analyze the different moments of classroom management for the creation and maintenance of an appropriate climate for learning, as well as the facilitation of the pedagogical process based on the observation and modeling of experiences and their execution.

#### Educational Psychology

This subject promotes the development of skills related to a global and particular vision of human nature from the scientific foundations of psychology, emphasizing the understanding of the fundamental principles of psychology that teachers must know in order to accompany and monitor their students.

The aim is to enable the integration of a scientific and comprehensive attitude towards any situation or problem that may arise in the course of their work, through knowledge of the main aspects of the psychological and physical development of children, adolescents, and young people in relation to learning and teaching practices, based on the contributions of different psychological theories that explain the learning process.

The course responds to the need to understand and apply motivational and affective aspects, personal development, the learning process, socialization, personalized intelligence, adjustment, psychology, and mental health in teaching and learning processes, as well as issues related to biological changes in individuals and individual differences in general.

#### Special Didactics of Mathematics and Teaching Practice II

This course aims to enable participants to develop the necessary skills to plan teaching and learning strategies based on their knowledge and management of the curriculum for their area and level of specialization. Participants will develop innovative educational experiences, both national and international, which will be shared in person and online throughout the process, based on the premise of action-reflection-action, exchange, and systematization of such experiences. Participants will plan and develop teaching practice within the framework of their professional training and/or the level, grade, or modality that constitutes their field of practice, prioritizing the content and learning strategies proposed in the Dominican curriculum.

#### Pedagogical project applied to mathematics

This course aims to enable each participant to acquire the skills to develop and carry out a teaching development project related to their professional training and the level, modality, or academic occupational area in which they work or will work. Participants will be able to design a specific period of class sessions incorporating the skills acquired in all the courses in the specialty. They will also apply the pedagogical development project designed in a specific classroom context. They will identify relevant problems in the practice developed and integrate them into the pedagogical project.

The design of the pedagogical project is necessarily linked to the rest of the subjects in the teaching qualification specialization and involves its development in a specific classroom context.

It is suggested that the pedagogical development project and internship comply with the following formal structure:

#### I. General information or cover sheet

1.1 Institution (indicate the training institution hosting the project)

1.2 Title

1.3 Author(s)

1.4 Place and date of preparation

#### II. Table of contents

2.1 Introduction

2.2 Background

2.3 Conceptual framework

2.4 Justification

2.5 General purpose(s)

2.6 Geographical area covered

2.7 Beneficiaries

2.8 Project duration

2.9 Methodology

2.10 Resources

2.11 Evaluation of results

2.12 Bibliography

2.13 Glossary of terms

2.14 Appendices

The pedagogical development project will meet the following characteristics:

a) Relevant

b) Necessary

c) Functional

d) Contextualized

e) Clear

f) Objective

g) Achievable

h) Evaluable

i) Fundable, depending on availability

Under no circumstances may the teacher development project proposal be prepared by more than two people.

Extracurricular course on Dominican education legislation

The Dominican Educational Legislation course is designed as an extracurricular course within the Specialization Program in Teaching Qualification in Secondary Level Curriculum Areas and Modalities of Pre-University Education, aimed at professionals from various fields who wish to teach at this level of the educational system.

This course addresses the fundamental issues of the legal framework of the Dominican Education System, including: the foundations of Dominican Education Legislation, its historical evolution, internal and external legal provisions, as well as the regulations of the agencies and institutions that make up the Education System.

By the end of the course, participants should have developed the necessary skills to properly understand educational policies and legislation, as well as to assess their impact on changes and innovations in Dominican education.

### 15.3.3 Spanish Language for Secondary Level.

The program has the following characteristics:

- a) It is based on the Competency-Based Education Approach.
- b) It is a postgraduate level course in the specialty category.
- c) It will be developed using methodologies that link teaching practices with the areas of knowledge in the curriculum, in order to develop the necessary skills for teaching with optimal learning outcomes for students.
- d) It emphasizes critical recovery, in the programs of the different subjects, of the value and content of the participants' previous experience and seeks to highlight the importance of teaching for each of the levels and modalities from which the participants come.
- e) It has an academic load of 32 credits to be developed in a blended learning format (B-Learning), which combines the best practices of face-to-face methodology with the technological and communicative mediations and pedagogical and didactic concepts provided by virtual education.

COURSE CODE	TITLE	CREDITS
EHD-111	Identity and ethics of the teaching professional	2
EHDL-112	Fundamentals and Characteristics of the Spanish Language Curriculum for Secondary Education	4
EHD-113	Psychology of Adolescent Development	3
EHD-214	Teaching-learning process	4
EHD-221	Learning assessment	3
EHD-222	Learning Resources and Media	3
EHDL-223	Special Didactics of the Spanish Language and Teaching Practice I	4
EHD-331	Educational Psychology	2
EHDL-332	Special Teaching Methods for Spanish Language and Teaching Practice II	4
EHDL-333	Pedagogical Project Applied to Spanish Language	3
Total program credits		32

### Description of subjects Professional

#### identity and ethics in teaching

This subject aims to facilitate the development of skills for analyzing and reflecting on the personal, moral, and ethical implications of the profession, promoting awareness of the commitment and social role that teachers must assume in building a more just, equitable, critical, and participatory society.

Participants will develop the necessary skills to identify and integrate into their personal and professional profile the traits, characteristics, values, and qualities of the teaching profession in the 21st century, taking as a starting point their personal values and those of the teaching profession. In addition, they will analyze the laws and regulations that govern and shape the Pre-University Teaching Career System in the Dominican Republic.

Likewise, participants will develop a responsible and ethical attitude toward the teaching profession by combining rational elements (essential knowledge) and non-rational elements (emotional, affective, and attitudinal), which will promote their identity, character, and teaching style, as well as a way of being and acting in line with a continuous commitment to professional development.

#### Fundamentals and characteristics of the Spanish language curriculum for secondary education

This subject aims to develop the necessary skills for the implementation of the elements curricular activities in the school environment and the classroom, based on an understanding of the different

concepts and practices proposed in the updating of the different areas of the Dominican curriculum, at each of its levels and modalities.

Participants will acquire a thorough understanding of the current curriculum, the philosophy of the education system, and the characteristics of the students that the national education system aims to develop, enabling them to approach curriculum planning tailored to each subject area and educational level, including the necessary consideration of achievement indicators, conceptual knowledge, methodologies, and strategies to promote meaningful learning, as well as aspects of formative assessment.

#### Adolescent Developmental Psychology

This course seeks to understand the most important stage of human development, as a transition from childhood to adulthood. In adolescence, individuals experience the most notable changes of their lives, which occur in all areas of development.

The Adolescent Developmental Psychology course will address four important topics:

- a) Knowledge of human development in all stages and in all its dimensions.
- b) Biosocial development, which seeks to understand the periods of early, middle, and late adolescence, the hormonal changes of puberty and sexual maturity; it studies the maturation of the adolescent brain, the capacities for abstraction, learning, and its stereotypes; as well as aspects of physical and mental health.
- c) Cognitive development, which studies aspects related to cognitive maturation (formal operations, development of hypothetical-deductive reasoning), language development, and information processing; moral development (moral reasoning, ethics of care, and prosocial behavior) and various educational topics, such as school achievement and preparation for decision-making, are also addressed.

Psychosocial development, which addresses the search for identity (gender differences and ethnic factors in identity formation); psychosocial risk prevention; comprehensive sexuality (sexual orientation, identity, and behavior, sexually transmitted diseases, and pregnancy); relationships with families and peers; and antisocial behavior and juvenile delinquency.

#### Teaching-learning process

This course aims to promote the development of skills related to the construction of meaningful learning through the development of active strategies that stimulate motivation and the ability to learn, both in the classroom and in other non-formal educational environments. The aim is to transfer some of the most useful theories and models for learning in different curricular areas.

Participants who are teachers will be encouraged to share their experiences so that they can be analyzed and enriched, based on current curricular approaches.

#### Assessment of learning

This course aims to contribute to the development of skills related to the assessment of learning for academic decision-making and the continuous improvement of the quality of the teaching and learning process, as well as to the internalization of the factors that affect learning and academic performance, and the acceptance of assessment as a continuous process of monitoring and support for the improvement of academic performance that promotes optimal learning outcomes. Participants will link the basic elements of the assessment process (who, what, how, with what, when, why, for what, and where assessment takes place) with the specific teaching methods of the curriculum area, taking into account the current regulations of the education system.

Participants will understand and apply different types of assessment (diagnostic, formative, and summative) and assessment techniques, and will be able to design tools to assess progress before, during, and after the learning process.

#### Learning resources and materials

This course aims to develop participants' skills in identifying, developing, selecting, evaluating, and using resources relevant to the specific teaching of each curricular area, in various types of media (documentary, manipulative, digital, interactive, among others). Participants will assess the importance of teaching resources, as well as their appropriate selection and use as tools to facilitate the construction of functional learning, considering the learning situation generated in each environment, the educational model, and the curriculum.

The aim is for participants to develop the technological skills essential for their classroom teaching practice and to internalize and understand the importance of selecting and using technological resources, as well as their contribution to the quality of their teaching practice and their innovative value to classroom experiences. The necessary link between the objectives of this course and effective performance in the courses Applied Teaching Practice I and II, as well as in the schools where they work or will work, will be emphasized.

#### Special Didactics of the Spanish Language and Teaching Practice I

This course aims to enable participants to develop the necessary skills to carry out instructional planning based on the analysis of the educational experience that takes place in the classroom, in order to assess each of the components involved and enriched by the contributions of the specialty in the curricular area to which it belongs. Participants will analyze the different moments of classroom management for the creation and maintenance of an appropriate climate for learning, as well as the facilitation of the pedagogical process based on the observation and modeling of experiences and their execution.

#### Educational psychology

This course promotes the development of skills related to a global and specific view of human nature from the scientific foundations of psychology, emphasizing an understanding of the fundamental principles of psychology that teachers must know in order to support and monitor their students.  
monitor their students.

The aim is to enable the integration of a scientific and comprehensive attitude towards any situation or problem that may arise in the course of their work, through knowledge of the main aspects of the psychological and physical development of children, adolescents, and young people in relation to learning and teaching practices, based on the contributions of different psychological theories that explain the learning process.

The course responds to the need to understand and apply motivational and affective aspects, personal development, the learning process, socialization, personalized intelligence, adjustment, psychology, and mental health in teaching and learning processes, as well as issues related to biological changes in individuals and individual differences in general.

#### Special Didactics of the Spanish Language and Teaching Practice II

This course aims to enable participants to develop the necessary skills to plan teaching and learning strategies based on their knowledge and management of the curriculum for their area and level of specialization. Participants will develop innovative educational experiences, both national and international, which will be shared in person and online throughout the process, based on the premise of action-reflection-action, exchange, and systematization of such experiences. Participants will plan and develop teaching practice within the framework of their professional training and/or the level, grade, or modality that constitutes their field of practice, prioritizing the content and learning strategies proposed in the Dominican curriculum.

#### Pedagogical project applied to the Spanish language

This course aims to enable each participant to acquire the skills to develop and carry out a teaching development project related to their professional training and the level, modality, or academic occupational area in which they work or will work.

Participants will be able to design a specific class session incorporating the skills acquired in all the subjects of the specialization. They will also apply the pedagogical development project designed in a specific classroom context. They will identify relevant issues in the practice developed and integrate them into the pedagogical project.

The design of the pedagogical project is necessarily linked to the other subjects in the teaching qualification specialty and involves its development in a specific classroom context.

It is suggested that the pedagogical development project and internship comply with the following formal structure:

#### I. General information or cover sheet

##### 1.1 Institution (indicate the institution hosting the training)

1.2 Title	2.6 Geographical area covered
1.3 Author(s)	2.7 Beneficiaries
1.4 Place and date of preparation	2.8 Project duration
II. Table of contents	2.9 Methodology
2.1 Introduction	2.10 Resources
2.2 Background	2.11 Evaluation of results
2.3 Conceptual framework	2.12 Bibliography
2.4 Justification	2.13 Glossary of terms
2.5 General purpose(s)	2.14 Appendices

The pedagogical development project will meet the following characteristics:

- |                   |  |
|-------------------|--|
| a) Relevant       | f) Objective                           |
| b) Necessary      | g) Achievable                          |
| c) Functional     | h) Evaluable                           |
| d) Contextualized | i) Fundable, depending on availability |
| e) Clear          |  |

Under no circumstances may the teacher development project proposal be prepared by more than two people.

Extracurricular course on Dominican education legislation

The Dominican Educational Legislation course is designed as an extracurricular course within the Specialization Program in Teaching Qualification in Secondary Level Curriculum Areas and Modalities of Pre-University Education, aimed at professionals from various fields who wish to teach at this level of the educational system.

This course addresses the fundamental issues of the legal framework of the Dominican Education System, including: the foundations of Dominican Education Legislation, its historical evolution, internal and external legal provisions, as well as the regulations of the agencies and institutions that make up the Education System.

By the end of the course, participants should have developed the necessary skills to properly understand educational policies and legislation, as well as to assess their impact on changes and innovations in Dominican education.

### 15.3.4 Biology for Secondary Level.

The program has the following characteristics:

- a) It is based on the Competency-Based Education Approach.
- b) It is a postgraduate-level program in the specialty category.
- c) It will be developed using methodologies that link teaching practices with the areas of knowledge in the curriculum, in order to develop the necessary competencies for teaching with optimal learning outcomes for students.



d) It emphasizes the critical recovery, in the programs of the different subjects, of the value and content of the participants' previous experience and seeks to highlight the importance of teaching for each of the levels and modalities from which the participants come.

e) It has an academic load of 32 credits to be developed in the blended learning (B-Learning) modality, which combines the best practices of face-to-face methodology with the technological and communicative mediations and the pedagogical and didactic concepts provided by virtual education.

COURSE CODE	TITLE	CREDITS
EHD-111	Identity and ethics of the teaching professional	2
EHDB-112	Fundamentals and characteristics of the biology curriculum for secondary education	4
EHD-113	Psychology of adolescent development	3
EHD-214	Teaching-learning process	4
EHD-221	Learning assessment	3
EHD-222	Learning Resources and Media	3
EHDB-223	Special Didactics of Biology and Teaching Practice for Secondary Level I	4
EHD-331	Educational Psychology	2
EHDB-332	Special Didactics of Biology and Teaching Practice for Secondary Level II	4
EHDB-333	Biology teaching project for secondary level secondary	3
Total program credits		32

#### Description of subjects Teacher identity

##### and professional ethics

This course aims to facilitate the development of skills for analyzing and reflecting on the personal, moral, and ethical implications of the profession, promoting awareness of the commitment and social role that teachers must assume in building a more just, equitable, critical, and participatory society.

Participants will develop the necessary skills to identify and integrate into their personal and professional profile the traits, characteristics, values, and qualities of the teaching profession in the 21st century, taking as a starting point their personal values and those of the teaching profession. In addition, they will analyze the laws and regulations that govern and shape the Pre-University Teaching Career System in the Dominican Republic.

Participants will also develop a responsible and ethical attitude toward the teaching profession by combining rational elements (essential knowledge) and non-rational elements (emotional, affective, and attitudinal), which will promote their identity, character, and teaching style, as well as a way of being and acting in line with a commitment to continuous professional development.

#### Fundamentals and characteristics of the biology curriculum for secondary education

This subject aims to develop the necessary skills for the implementation of the curriculum elements in the school and classroom environment, based on an understanding of the different concepts and practices proposed in the updating of the different areas of the Dominican curriculum, at each of its levels and modalities.

Participants will acquire a sound understanding of the current curriculum, the philosophy of the education system, and the characteristics of the students to be educated through the national education system, enabling them to approach curriculum planning adapted to each area and educational level, including the necessary consideration of achievement indicators, conceptual knowledge, methodologies, and strategies to promote meaningful learning, as well as aspects of formative assessment.

#### Adolescent Developmental Psychology

This course seeks to understand the most important stage of human development, as a transition from childhood to adulthood. In adolescence, individuals experience the most notable changes of their lives, which occur in all areas of development.

The Adolescent Developmental Psychology course will address four important topics:

- a) Knowledge of human development in all stages and in all its dimensions.
- b) Biosocial development, which seeks to understand the periods of early, middle, and late adolescence, the hormonal changes of puberty, and sexual maturity; it studies the maturation of the adolescent brain, the ability to perform abstractions, learning and its stereotypes, as well as aspects of physical and mental health.
- c) Cognitive development, which studies aspects related to cognitive maturation (formal operations, development of hypothetical-deductive reasoning), language development, and information processing; addresses moral development (moral reasoning, ethics of care, and prosocial behavior); and various educational topics, such as school achievement and preparation for decision-making.

Psychosocial development, which addresses the search for identity (gender differences and ethnic factors in identity formation); psychosocial risk prevention; comprehensive sexuality (sexual orientation, identity, and behavior, sexually transmitted diseases, and pregnancy); relationships with families and peers; and antisocial behavior and juvenile delinquency.

#### Teaching-learning process

This course aims to promote the development of skills related to meaningful learning through the development of active strategies that stimulate motivation and the ability to learn, both in the classroom and in other non-formal educational environments. The aim is to transfer some of the most useful theories and models for learning in different curricular areas.

Participants who are teachers will be encouraged to share their experiences so that they can be analyzed and enriched, based on current curricular approaches.

#### Assessment of learning

This course aims to contribute to the development of skills related to the assessment of learning for academic decision-making and the continuous improvement of the quality of the teaching and learning process, as well as to the internalization of the factors that affect learning and academic performance, and the acceptance of assessment as a continuous process of monitoring and support for the improvement of academic performance that promotes optimal learning outcomes. Participants will link the basic elements of the assessment process (who, what, how, with what, when, why, for what, and where assessment takes place) with the specific teaching methods of the curriculum area, taking into account the current regulations of the education system.

Participants will understand and apply different types of assessment (diagnostic, formative, and summative) and assessment techniques, and will be able to design tools to assess progress before, during, and after the learning process.

#### Learning resources and materials

This course aims to develop participants' skills in identifying, developing, selecting, evaluating, and using resources relevant to the specific teaching of each curricular area, in various types of media (documentary, manipulative, digital, interactive, among others). Participants will assess the importance of teaching resources, as well as their appropriate selection and use as tools to facilitate the construction of functional learning, considering the learning situation generated in each environment, the educational model, and the curriculum.

The aim is for participants to develop the technological skills essential for their classroom teaching practice and to internalize and understand the importance of selecting and using technological resources, as well as their contribution to the quality of their teaching practice and their innovative value to classroom experiences. The necessary link between the objectives of this course and effective performance in the courses Applied Teaching Practice I and II, as well as in the schools where they work or will work, will be emphasized.

#### Special Didactics of Biology and Teaching Practice for Secondary Level I

This course aims to enable participants to develop the necessary skills to carry out teaching planning based on the analysis of educational experience

carried out in the classroom, in order to assess each of the components involved and enriched

from the contributions of the specialty in the curricular area of which it forms part. Participants will analyze the different moments of classroom management for the creation and maintenance of an adequate climate for learning, as well as the facilitation of the pedagogical process based on the observation and modeling of experiences and their execution.

#### Educational Psychology

This subject promotes the development of skills related to a global and particular view of human nature based on the scientific foundations of psychology, emphasizing the understanding of the fundamental principles of psychology that teachers must know in order to accompany and monitor their students.

The aim is to enable the integration of a scientific and comprehensive approach to any situation or problem that may arise in the course of their work, through knowledge of the main aspects of the psychological and physical development of children, adolescents, and young people in relation to learning and teaching practices, based on the contributions of different psychological theories that explain the learning process.

The course responds to the need to understand and apply motivational and affective aspects, personal development, the process of learning construction, socialization, personalized intelligence, adjustment, psychology, and mental health in teaching and learning processes, as well as issues related to biological changes in individuals and individual differences in general.

#### Special teaching methods for biology and teaching practice for secondary level II

This course aims to enable participants to develop the necessary skills to plan teaching and learning strategies based on their knowledge and management of the curriculum for their area and level of specialization. Participants will develop innovative educational experiences, both national and international, which will be shared in person and online throughout the process, based on the premise of action-reflection-action, exchange, and systematization of such experiences. Participants will plan and develop teaching practice within the framework of their professional training and/or the level, grade, or modality that constitutes their field of practice, prioritizing the content and learning strategies proposed in the Dominican curriculum.

#### Pedagogical project applied to the social sciences

This course aims to enable each participant to acquire the skills to develop and carry out a teaching development project related to their professional training and the level, modality, or academic occupational area in which they work or will work.

Participants will be able to design a specific class session incorporating the skills acquired in all of the subjects in the specialization. They will also apply the pedagogical development project designed in a specific classroom context. They will identify relevant issues in the practice developed and integrate them into the pedagogical project.

The design of the pedagogical project is necessarily linked to the other subjects in the teaching qualification specialty and involves its development in a specific classroom context.

### 15.3.5 Radiological Protection

The Specialization in Radiological Protection provides the academic, theoretical, and practical knowledge necessary for better performance as a Radiological Protection Expert (RPE). It develops and creates the skills and abilities that enable you to perform tasks focused on protection in the use of ionizing and non-ionizing radiation sources for the benefit of health and social welfare in general, protecting living beings from their harmful effects, with humans as the main objective.

Likewise, work is done on resource planning, methodologies for information management, operational processes, as well as project and service management.

Through out the program, training is maintained and technological innovation and its effects on improving the productivity and competitiveness of industries are constantly evaluated. Similarly, it stands out for its focus on training highly specialized human resources in radiological protection and safety, controlling the use and applications of ionizing sources.

COURSE CODE	TITLE	CREDITS
EPR-101	Basic Sciences	3
EPR-102	Radiation Physics	3
EPR-103	Radiation Detection and Measurement	3
EPR-104	Biological Effects of Radiation	3
EPR-201	Use of Radiation	3
EPR-202	Fundamentals of Radiation Protection	4
EPR-203	Technological Aspects of Radiation Protection	3
EPR-301	Operational Aspects of Radiation Protection	3
EPR-302	Radiation Protection in Medicine, Industry, and Research	4
EPR-303	Practical work - Seminars	3
Total program credits		32

#### Course descriptions

## Basic sciences

Topics that students should be familiar with before starting the Specialization classes:

Basic mathematics of Basic Decay  
 Differentiation/integration: equations (Exponential functions); first-order ordinary linear differential equations with a constant Statistics Accuracy; precision; mean, median, mode; standard deviation; confidence levels; probability theory; random variables; different types of distribution (binomial, Poisson, Gaussian, log-normal); scatter plot; Student's t-test; chi-square. Chauvenet's criteria, regression; correlation; practical applications in counting; curve fitting by least squares methods.

## Physics and Chemistry

Matter. Atomic structure: constituents of the atom. Extranuclear structure: Bohr model, quantum numbers, excitation, ionization. Periodic table. Nucleides: isotopes, isobars, isotones, isomers.

Biology: Cell, tissues, cell population kinetics, embryonic development, bases of inheritance, DNA, the organism and its environment.

Molecular biology. Cell biology. Cell cycle. Biological tissues. Organs and systems. Basic genetics.

## Radiation Physics

Atomic nature of matter. Types of radiation. Sources of ionizing radiation. Units of dose and radiation. Isotopes, nuclide table. Radioactivity: Elements of radioactivity, nuclear decay, alpha, positive and negative beta emission, neutrinos, electron capture, X-rays: Production, X-ray tubes, collimation, filtration, factors affecting the X-ray spectrum, gamma emission, activity, decay scheme; natural radioactivity, radionuclide table. Electromagnetic spectrum. X-rays. Interaction of radiation with matter, ionization, excitation, specific ionization, linear energy transfer; interaction of directly ionizing radiation; interaction of electromagnetic waves: effects, attenuation, coefficients. Interaction of neutrons with matter. Fission.

## Radiation detection and measurement

Dosimetric quantities. Calculation of doses from external irradiation. Calculation of doses from internal contamination. Metabolic and dosimetric models.

Direct and indirect detection systems. Types of immediate and delayed detectors. Gas detectors, solid-state detectors, solid and liquid scintillation detectors, nuclear detectors, neutron detectors. Alpha and gamma spectrometry and their uses. Electronic information processing, single-channel and multi-channel analyzers, calibration of a spectrometric system. Types of monitoring and equipment. Reference levels in monitoring systems. Examples and applications.

## Biological effects of radiation.

Interaction of radiation with biological material. Effects of radiation at the molecular and cellular level. Linear energy transfer. Direct and indirect effects of ionizing radiation. Radiation-induced lesions and DNA repair. Chromosomal and cellular damage and repair. Relative biological effectiveness and oxygen effect. Radiation-induced cancer.

Classification of the biological effects of ionizing radiation. Deterministic effects. Stochastic effects. Effects on the embryo and fetus. Principles of radioepidemiology. Concept of detriment from ionizing radiation.

#### Use of radiation

Production of radioisotopes. The nuclear reactor. Methods of radioisotope production. Use of radiation in diagnosis and therapy. Use of radiation in industry, agriculture, and the environment. Use of radiation in public safety and customs control.

#### Fundamentals of radiation protection

International institutions in radiation protection.

Objectives of radiation protection.

Modern criteria. Potential exposures.

Radiation protection for interventions. Principles. Intervention levels.

International recommendations.

#### Technological aspects of radiation protection

Overview of protection systems. Differences and complementarity with operating procedures. Protection and safety by design; technological elements associated with procedures. Tools for protection against radiation (time, distance, and shielding). Conceptual basis for protection against contamination (systems to prevent and limit incorporation).

Localized shielding and structural shielding. Examples. Primary and secondary barriers. Concept of "source." Basic calculations for point sources. Narrow beam and wide beam conditions. Radioactive sources and X-ray generators. Fundamentals of shielding for electromagnetic radiation (X-rays and gamma rays), beta particles, and neutrons.

Structural shielding design Fundamentals. Calculation protocols. Applicable protocols, Examples: Radiology, PET, Teletherapy, Brachytherapy, Irradiation plants, Self-shielded irradiators for blood irradiation.

Protection systems for contamination. Ventilation. Decontamination of materials and equipment. Hoods, filters, glove boxes, personal protective equipment. General criteria for facility design. Decontamination procedures and systems. Waste and effluents. Radioactive waste management. High-level solid waste, types of repositories, exemption levels. Low-level and intermediate-level waste management.

Regulatory frameworks: Safe transport of radioactive materials. IAEA transport regulations. International regulations for the transport of dangerous goods. Signage and labeling. Type A and B packaging. Special form radioactive sources. Packages and packaging; categories, Transport by "special array."

#### Operational aspects of radiation protection

Occupational Radiation Protection. Organization of Occupational Radiation Protection. Monitoring of Personnel and Equipment External Irradiation. External Radiation Sources. Methods of Protection against External Irradiation.

Radiation Protection of the Public. Sources of Public Exposure. Standards for the Protection of the Public.

Environmental contamination. Sources of environmental contamination. Contamination control techniques. Limits for Discharge into the Environment. Criteria for Establishing Limits. Control of Discharges into the Environment.

Models for Estimating Individual and Collective Doses. Estimation of Individual Doses. Estimation of Collective Doses.

Case Studies and Practical Application. Case Studies. Practical Simulations and Evaluation

Radiological protection in medicine, industry, and research Radiological protection in medicine.

Radiological protection in industry. Radiological protection in research.

Final project-practical work

It consists of guidance from the tutor so that the student can present a project related to the application of the training acquired in a specific subject.

In addition, students will participate in seminars on specific topics, including analysis and discussion.

During the last week of classes, students will participate in-person in visits and practical sessions at facilities that use ionizing radiation in medicine, industry, and research in the Dominican Republic.

Assessment will be based on the tutor's reports on student performance.

## 16 GLOSSARY OF TERMS

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**A Subject:** This is the unit of organization of the curriculum; it determines the sequence of content, as well as its breadth and depth.

**C Educational community:** This is made up of a group of people with common interests and a commitment to learning about social projects and the planning and execution of activities. school activities, thereby seeking to unite their collective achievements with social goals and projects.

**D Duties:** Duties are what human beings are obliged to do by religious precepts or by natural or positive laws, fulfilling their moral or work obligations; in this case, with the rules of UNICARIBE.

**Rights:** A set of fundamental principles of justice and injustice, inspired by nature, which, as an ideal, seeks to realize positive law.

**E Distance Learning:** This is a modality that allows the educational process to be carried out using different methods, techniques, strategies, and means that can be developed in a non-face-to-face, blended, and virtual.

**G Degree:** In secondary and higher education, a qualification that is obtained upon completing certain levels of study. Dictionary of the Royal Spanish Academy, 2014 edition.

**L licenciatura:** Degree obtained by a person who has passed all the subjects that make up the curriculum of a university degree.

**M EDUC:** This is the educational model developed by the Universidad del Caribe to provide educational services, in accordance with its nature, to different stakeholders, combining the necessary components for its proper implementation in each of its constituent parts.

**Tutorial Modality:** This is a modality in which the teacher-student relationship is synchronous or asynchronous, not necessarily face-to-face (it can be carried out through the same means as the non-face-to-face modality) and is characterized by the individualized attention given to the student.

**Virtual Modality:** This requires the use of ICTs linked to educational processes, promoting the quality of distance education and expanding its coverage, while reducing the costs of educational programs with a sense of belonging, innovation, and flexibility, as well as national and international reach in line with the demands for qualified human resources posed by the new times.

**N Rules:** Compliance with these rules is mandatory, and they contain warnings with explicit threats about the positive or negative consequences of non-compliance.  
negative consequences that may result from compliance or non-compliance.

**P Curriculum:** This is the specific curriculum design for certain courses developed by the university in line with the graduate profile, which integrates areas of general, basic, and specialized knowledge aimed at providing students with the skills in specific areas that will enable them to apply their theoretical and practical knowledge.  
for the practice of the profession.

**Postgraduate studies:** These are studies undertaken after obtaining a university degree. A master's degree is taken two or three years after a bachelor's degree, while a doctorate is the sum of all previous studies plus several years of study and research.

**R Regulations:** An orderly collection of rules or precepts issued by a competent authority for the enforcement of a law or for the governance of a corporation, agency, or service.

**Sanctions:** Sanctions are the application of some type of penalty or punishment to an individual for certain behavior considered inappropriate or dangerous.

**Syllabus:** The syllabus for the subject is planned taking into account the knowledge, skills, values, and attitudes that are sought to be developed in each graduate as part of the curriculum. The study plans include special research and professional practice activities as a requirement for obtaining and accrediting the degree in a given career, with the option of choosing the modality that offers the opportunity to demonstrate the skills that will be exhibited.

**Sanctions:** Sanctions are the application of some type of penalty or punishment to an individual for certain behavior considered inappropriate or dangerous.

**Syllabus:** The course syllabus is planned taking into account the knowledge, skills, values, and attitudes that each graduate is expected to develop as part of the curriculum. The study plans include special research and professional practice activities as a requirement for obtaining and accrediting a degree in a specific field, with students able to choose the modality that offers them the opportunity to demonstrate their skills.