



2023 – 2024 CATALOG

Volume I

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This catalog follows guidelines put forth in Chapter 1005, Florida Statutes, and Chapter 6E, Florida Administrative Code (F.A.C.). The standards by which this catalog was created are found in Rule 6E-1. 0032 (Fair Consumer Practices) and 6E-2.004 (Standards and Procedures for Licensure), F.A.C.

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Commission for Independent Education  
Florida Department of Education

Additional information regarding the University, may be obtained by contacting the Commission at:

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Osmi Rafael Curiel Mackenzie, MBA, BI, FM, BBA

GLOBAL HEALTH CLINICAL TRIALS, CORP.  
Dr. Pedro Lazaro Rodriguez  
Dr. Henan Madri



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## **MISSION STATEMENT**

Mackenzie University's mission is to educate the professionals of the future for the advancement of their professional and personal goals.

The mission of Mackenzie University through its schools of Business, Education, Political Science, and Information Technology is:

Mackenzie University will offer quality education in Bachelor's, Master's, and Doctorate programs with professors with academic preparation and professional experience in their area of expertise. We will focus on preparing our students with current knowledge in addition to focusing on the needs of our students.

We will train professionals with lofty standards of knowledge that contribute to the growth of society and with the basis of making the best decisions for the company they work for or for their own life projects.

## **VISION**

Mackenzie University will be a university with high standards of quality education with graduates who are characterized by their professional and personal life.

## **STATEMENT OF PORPUSES**

- Prepare students for lifelong learning and leadership roles in business and professions leaders by example.
- Employ in instruction and student services new technologies, including computer-based instruction, the Internet, and the World Wide Web, as well as long- established teaching techniques as appropriate for students and the subject matter.
- Offer credit courses, degree programs at undergraduate and graduate levels.
- Provide quality continuing education, professional degrees, and certificates in extended geographical sites domestically and internationally, as well as through distance education technologies.
- Engage international experts recognized in their fields of study as creators of courses and curriculum.
- Assist students in clarifying and evaluating their potential for further education and development through academic advising.
- Support the personal and professional development of students, staff, and faculty members of all social and cultural backgrounds through education, training, community, and professional involvement.

## **OBJECTIVE**

Mackenzie University's main objective is to provide educational programs in the schools of Business, Education and Political Sciences, with professors with the highest standards of educational and professional preparation, we will offer our target market 100% online programs in English and Spanish in programs Doctorates, masters, bachelor's degrees, and diplomas.

Mackenzie University was born from the union of Magister Osmi Rafael Curiel Mackenzie, who has more than 8 years of experience in the educational sector in the United States, mainly in Florida, and Dr. Pedro Lazaro Rodriguez and Dr. Henan Madri, who are specialists in the medicine. We want to position Mackenzie University as a university that offers quality programs and prepares professionals with cutting-edge knowledge and professional ethics.

## **OWNERSHIP**

Mackenzie University is a privately owns Institution of Mackenzie Business Consulting LLC and Global Health Clinical Trials, CORP registered with the Florida Department of Corporations as a for-profit.

## **HISTORY**

Mackenzie University is a dream come true of Osmi Rafael Curiel Mackenzie, Dr. Pedro Lazaro Rodriguez and Dr. Henan Madri

Osmi Rafael Curiel Mackenzie has a degree in Public Accounting (Universidad Tecnologica de Bolivar, Cartagena, Colombia), a specialist in financial management (Universidad Jorge Tadeo Lozano, Santa Marta, Colombia) and a master's degree in business administration (Atlantis University, Miami, Florida) with a concentration in Business Intelligence (Atlantis University, Miami, Florida). His experience is not only in the Admissions and Marketing process but has also participated in national and international accreditation processes.

Dr. Pedro Lazaro Rodriguez and Dr. Henan Madri are medical doctor graduates and successful businessmen with extensive experience in the field of medical and educational services. who wish to expand their experiences through the educational system by creating a school with equal opportunities for all and a strong emphasis on inclusion.

## **FACILITIES**

Mackenzie University is located at 221 w Hallandale Beach Blvd #203, Hallandale Beach, Florida, 33009 USA.

Our contact information is as follows. Telephone: (786) 2908380, Email: [info@mackenzie.university](mailto:info@mackenzie.university) .

At this location Mackenzie university has approximately 1600 sq ft in administrative offices. The office houses the administrative and professional staff and the student and faculty academic records. It has a main reception area and three meeting rooms. This includes the private office with 3 fully equipped workstations, 4 bathrooms and 2 cafeterias. Note that due to the virtual nature of the University, no classrooms are available. From this facility, the University provides administrative support for its operational activities including Admissions, Registrar, Student Services, Job Placement Services, and administration. Additionally, adequate parking space is also available.

## **OFFICE HOURS**

Mackenzie University Staff are available Monday through Friday from 9:00 am to 5:00 pm EST by Phone or Appointment. Additionally, the email server is on duty 24/7 and questions may be addressed from students by email. Faculty members are available for students following their schedules posted on their course syllabus.

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## **ACADEMIC PROGRAMS**

### **DEGREE PROGRAMS:**

#### **SCHOOL OF BUSINESS ADMINISTRATION**

##### ***Doctor of Science in Business Administration (DBA)***

- Concentration in Marketing
- Concentration in International Business

##### ***Master of Science in Business Administration (MBA)***

- Concentration in Marketing.
- Concentration in Human Resources Management.
- Concentration in Forensic Accounting.

##### ***Bachelor of Science in Business Administration (BBA)***

- Concentration in Marketing
- Concentration in Project Management
- Concentration in Entrepreneurship

#### **GRADUATE SCHOOL OF EDUCATION AND POLITICAL SCIENCES**

##### ***Doctor of Science in Education (DED)***

- Concentration in Research, Evaluation and Formulation of Educational Projects
- Concentration in Educational management and Strategic Leadership
- Concentration in Information technology in Education

##### ***Master of Science in Education (MED)***

- Major in Technology of the Information and Communication (TICs)
- Major in Educational Management

##### ***Master of Science in Political Sciences (MPS)***

- Major in Political Campaign
- Major in Public Affairs

#### **SCHOOL OF INFORMATION TECHNOLOGY**

##### ***Master of Science in Information Technology***

- Concentration in Data Analytics
- Concentration In Cybersecurity and Information Assurance

##### ***Bachelor of Science in Computer Information Technology***

- Concentration In Cybersecurity
- Concentration in Cloud and System Administration

## **ACADEMIC CALENDAR**

Mackenzie University is Semester-based. Each academic year is divided into three semesters of 16 weeks each described as Spring, Summer, and Fall. Each semester has three (3) Terms (Term A, Term B, Term C and Term D). Programs are designed so students may enroll at the beginning of any semester.

### **WINTER 2023**

JANUARY 9 – APRIL 30, 2023 (16 weeks)

January 9 – February 5, 2023, Winter semester 2023 term A (WS2023A)

February 6 – March 5, 2023, Winter semester 2023 term B (WS2023B)

March 6 – April 2, 2023, Winter semester 2023 term C (WS2023C)

April 3 – April 30, 2023, Winter semester 2023 term D (WS2023D)

### **Winter Holydays, 2023**

January 16, 2023, Martin Luther King Jr (Only student)

February 20, 2023, President Day (Only student)

May 1-May 7, 2023, Spring Break (Only student)

### **SUMMER 2023**

May 8 – August 27, 2023 (16 weeks)

May 8 – June 4, 2023, Summer semester 2023 term A (SS2023A)

June 5 – July 2, 2023, Summer semester 2023 term B (SS2023B)

July 3 – July 30, 2023, Summer semester 2023 term C (SS2023C)

July 31 – August 27, 2023, Summer semester 2023, term D (SS2023D)

### **Sumer Holydays, 2023**

May 29, 2023, Memorial Day (University close)

July 4, 2023, Independence Day (University closed)

### **FALL 2023**

August 28 – December 17, 2023 (16 weeks)

August 28 – September 24, 2023, Fall semester 2023 term A (FS2023A)

September 25 – October 22, 2023, Fall semester 2023 term B (FS2023-B)

October 23 – Nov. 19, 2023, Fall 2023 term C (FS2023C)

Nov. 20– December 17, 2023, Fall 2023 term D (FS2023D)

## **Fall Holydays, 2023**

September 4, 2023, Labor Day (University Closed)

Nov. 23 – 24, 2023 Thanksgiving Break (University Closed)

Dec. 18, 2023 – January 7, 2024, Holiday Break

## **PREFIXES**

Courses in this catalog are identified by a three (3) letter prefix and three (3) numbers. The course prefix and each digit in the course number have a meaning.

The course prefix is a three (3) letter designator for a major division of an academic discipline, subject matter area or sub-category of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned.

The course number is a three (3) number designator. The first number is for the level (1 & 2 lower level, 3 & 4 upper level, 5 & 6 graduate level); the second and third numbers identify the sequencing of courses in the same course group (typically a 01 course would come before a 02).

## **DELIVERY METHODS**

Mackenzie University will be 100% online, which will allow our students to be from anywhere in the United States or the world, our platform will be identified by our students as MUVC (Mackenzie University Virtual Campus), MUVC platform will be available 24 hours a day hour a day 7 days a week. All our courses will have their Syllabus of the subject with all the specific information of the course in addition to the assignments and activities distributed weekly to achieve the objectives of the course. The student will have a unique username and password to access the study platform, in addition to the use of synchronous and asynchronous communication tools.

To support the virtual interaction between our faculty and enrolled students and among students, MUVC has developed a robust and structured web-based Learning Management System (LMS). MUVC's LMS, which was created using a Moodle-based learning platform, provides a flexible, secure, and integrated learning environment that also complies with the highest standards of quality possible.

Online degree programs allow students to pursue their academic goals without creating conflicts with their personal and/or job-related schedules, regardless their physical

## LEARNING PLATFORM

The virtual space for each course is presented in weekly blocks, each describing all the weekly activities, including Assignments, Tests, Forums, Chats, and Videoconferences, among other assigned activities. In addition, most of the primary learning resources recommended as well as other related resources are also provided in the LMS course virtual place. This way, each course virtual place offers a rich learning environment with more than enough material to pursue their learning objectives. On the first day of class, students receive a copy of the course syllabus and course outlines and objectives.

There is 24-hour, 7 days a week technical assistance feature for our Online Course Platform. For technical assistance, please email us at [info@mackenzie.university](mailto:info@mackenzie.university)

Some of the elements contained in the platform are:

- Course syllabus: Each Course Syllabus provides a detailed description of the course, the general and specific objectives of the course, the weekly intended learning objectives, the recommended bibliographic material and other resources like videos, blog, websites, among others, and the weekly activities including Assignments, Tests, Forums, Chats, Videoconferences, among other activities.
- Forum: this is an asynchronous tool that allows faculty to create a virtual place where ideas and viewpoints about specific issues or topics of learning interest can be exchanged. Through this tool, students can post their understating of the topic of discussion and to reply to other students' postings.
- Chat: this is a synchronous tool that allows students to engage in informal interactions with other students and faculty. In addition, it allows students to formally seek, from faculty, clarification about issued of concern.
- Calendar: The University Calendar is displayed to remind the users of important dates relate to the current academic term.

## INSTRUCTIONAL SEMESTER

- Semester Credit Hours: Each course equals three (3) credit hours.
- Semester Description: There are three semesters (Spring, Summer, and Fall) which contain 16 weeks of instruction.
- Period of Enrollment or Period of financial obligation: One semester.
- Academic year: Minimum of two semester.
- Full time student: Student is enrolled for a minimum 12 semester credit hours.
- Part time Student: Student is enrolled for a minimum 9 semester credit hours.
- Synchronous duration class: Is defined a period of 50 minutes

## **DEFINITION OF A UNIT OF CREDIT**

The university follows the Carnegie unit of credit hours recognition. Practice, providing courses and programs credit hours for successfully completed unit. Furthermore, credit is awarded for assessment of a course, program, and outcomes. The University measures its programs through Semester Credit Hours in which 15 theory hours are equivalent to 1 credit hour. A typical 3 credit course will require 45 hours of total instruction, distributed 15 hours of classes (synchronous or asynchronous) and 30 hours where the student must be prepared to complete assignments, research, and other course related activities.

## **MAXIMUM NUMBER OF STUDENT PER CLASS**

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

## **GORDON RULE**

6A-10.030 Other Assessment Procedures for College-Level Communication and Computation Skills.

(1) In addition to assessments that may be adopted by the State Board of Education or Board of Governors to measure student achievement in college-level communication and computation skills, other assessment requirements shall be met by successful completion of coursework in English and mathematics. For the purposes of this rule, a grade of C or higher shall be considered successful completion.

(2) Prior to receipt of an Associate of Arts degree from a public community college or university or prior to entry into the upper division of a public university or college, a student shall successfully complete the following:

(a) Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. The institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

(b) Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

(c) Students awarded college credit in English based on their demonstration of writing skills through dual enrollment, advanced placement, or international baccalaureate instruction pursuant to Rule 6A-10.024, F.A.C., and students awarded college credit based on their demonstration of mathematics skills at the level of college algebra or higher through one (1) or more of the acceleration mechanisms in Rule 6A-10.024, F.A.C., shall be considered to have satisfied the requirements in subsection 6A-10.030(2), F.A.C., to the extent of the college credit awarded.

(3) Exemptions and Waivers. Any public community college or university desiring to exempt its students from the requirements of subsection 6A-10.030(2), F.A.C., shall submit an alternative plan to the Department of Education. Upon approval of the plan by the Department, the plan shall be submitted to the State Board of Education or the Board of Governors as appropriate. Upon

approval by the State Board of Education or the Board of Governors, said plan shall be deemed effective in lieu of the requirements of subsection 6A10.030(2), F.A.C.

*Specific Authority 1001.02(1), (2)(n) FS. Law Implemented 1001.02 FS., Section 15, Chapter 87-212, Laws of Florida. History–New 111-82, Formerly 6A-10.30, Amended 6-8-88, 12-18-05.*

At Mackenzie University, the Gordon Rule requirements can be satisfied by completing either the writing or mathematics requirements listed below:

### **Writing**

Students must complete, with grades of C or better, at least twelve credits from the list below. College Composition I and II are required. Students can complete the other six credit for Gordon Rule reason, meet with the requirement in a least two of the following courses:

ENC 101	COLLEGE COMPOSITION I	3 credits
ENC 102	COLLEGE COMPOSITION II	3 credits
PHI 160	CRITICAL THINKING AND PROBLEM SOLVING	3 credits
COM 170	SPEECH COMMUNICATION	3 credits

### **Mathematics**

Students must complete, with grades of C or better, at least six credits from the list below. MAC 105 College Algebra is required. Students need to meet the Gordon Rules requirements in at least one of the two following courses: MAC 105 and STA 130, to complete the six credits required for Mathematics.

MAC 105	COLLEGE ALGEBRA	3 credits
STA 130	INTRODUCTION TO PROBABILITY AND STATISTICS	3 credits

The minimum criteria for Gordon Rule courses:

1. Designated Gordon Rule courses must be identified as such in the catalog and course syllabus.
2. Syllabus of the Gordon Rule courses will include a statement on the College's policy regarding academic integrity as stated in the Student Handbook.
3. Writing assignments must be incorporated into the designated course curriculum and must be computed in the course final grade in such a way that the writing component will have a significant impact on the course grade.
4. Faculty must provide feedback (strengths and weaknesses of the students' writing) conforming to standard writing practices as expressed in the syllabus for all Gordon Rule writing assignments.
5. All writing assignments must be the students' original, independently produced work and demonstrate college-level proficiency.

Writing assignments used to fulfill the Gordon Rule requirement, may include, but are not limited to the following:

1. Essays
2. In-class writings with clearly stated performance criteria
3. Critical analyses of course readings, presentations, or discussions
4. Research papers
5. Creative writings appropriate to the course
6. Academic journals
7. Case Studies or Portfolios
8. Speech outlines and scripts

Assignments that are not acceptable in meeting the Gordon Rule requirement are:

1. Resumes
2. Note-taking.
3. Free-writing or brainstorming
4. Class notes
5. Emails
6. Writings with extensive quotations or paraphrases
7. Personal writings unrelated to course content
8. Homework assignments with responses copied from textbooks or reading materials, with no evidence of analysis, comparison, interpretation, or other critical thinking applications.

Writing assignments in the designated Gordon Rule courses must be graded according to effective writing standards as expressed in the syllabus, such as organization, coherence, grammar, and mechanics.

At least one-third of the writing assignments used to meet the “multiple assignments” requirement of the Gordon Rule must be polished, edited pieces written outside of regular class time. All these formal academic writing assignments must conform to standard writing practices including the following:

1. The writing will have a clearly defined thesis or central idea.
2. The writing will include adequate evidence to support the thesis or idea.
3. The writing will reflect the awareness of the conventions of standard written English such as grammar, punctuation, spelling, and word usage.
4. The writing will use clear and logical organization.
5. The writing will demonstrate the ability to synthesize and apply discipline content at the course-specific level.
6. The writing will demonstrate the ability to discriminate between credible and unreliable sources of information.
7. The writing will be formatted or presented in a manner appropriate to the assignment.
8. The writing will conform to style standards appropriate to the course or discipline (APA)

**SCHOOL OF BUSINESS ADMINISTRATION**  
**DOCTOR OF SCIENCE IN BUSINESS ADMINISTRATION (DBA)**

**PROGRAM DESCRIPTION**

The Doctor of Business Administration (DBA) at Mackenzie University is a program for experienced managers and academics who want to further enhance their business knowledge beyond an MBA. The program is designed to give students the opportunity to bring a rigorous approach to solving existing organizational and management problems. Likewise, the Doctor of Business Administration (DBA) program is designed for professionals seeking to gain a deeper understanding of the principles that govern global business and emphasizes advanced decision-making and leadership skills, as well as in-depth knowledge of theory and applied research. Doctoral students could explore the challenges facing business today, including corporate social responsibility, globalization, and change management.

The Doctor of Business Administration (DBA) at Mackenzie University emphasizes advanced decision-making and leadership skills, as well as a thorough understanding of theory and applied research. Students can explore the challenges facing business today, including corporate social responsibility, globalization, and change management.

**PROGRAM OBJECTIVE**

The mission of the Doctor of Business Administration (DBA) program is to develop outstanding scholars in the fields of business with the ability to research and develop solutions to issues and problems in their areas of expertise, their communities, their state, the nation, and the rest of the world.

The Doctorate in Business Administration (DBA) at Mackenzie University is designed to add to the base of theoretical knowledge and other skills that students acquired at the master's level new and relevant knowledge in their respective fields of study. The program offers two concentrations: Marketing and International Business.

The specific objectives of the doctorate in business administration program are:

1. Establish or ensure that students possess the academic foundations necessary to pursue doctoral studies in business.
2. effectively analyze and synthesize the literature in their field.
3. have the breadth of research knowledge, including knowledge of research theories and research methodology.
4. Provide students with advanced theoretical, analytical and research training in their fields of study.
5. Develop scholars who will use their knowledge and skills to research issues and problems facing their communities and develop appropriate solutions to those problems.
6. Prepare students for careers in university teaching and research.
7. Gain experience in your field of emphasis and supporting fields.
8. Communicate complex information clearly and consistently.
9. Conduct high-quality independent research.

- Foundation Courses (36 Credits Hours Required)
- Research Courses (18 Credits Hours Required)
- Concentration Courses (18 Credits Hours Required)
- Dissertation Courses (12 Credits Hours Required)

Course Number	<b>COURSE NAME (FOUNDATION COURSES 36 HOURS)</b>	Credit Hour
DBA 700	Business Research writing	3
DBA 705	Strategic Decision Making for Managers	3
DBA 710	Marketing Management	3
DBA 715	Management and Leadership	3
DBA 720	Financial Theory and Policy	3
DBA 725	Accounting Theory and Policy	3
DBA 730	Global Economy	3
DBA 735	Global Finance Management	3
DBA 740	Human Resources Management	3
DBA 745	Organizational Behavior	3
DBA 750	Micro Organizational Behavior	3
DBA 755	Macro Organizational Behavior	3
	Subtotal	36
Course Number	Course Name (Research Courses 18 Hours)	Credit Hour
DBA 775	Quantitative Research I	3
DBA 780	Quantitative Research II	3
DBA 785	Survey Research Method	3
DBA 790	Mixed Methods research	3
DBA 795	Non-Parametric statics	3
DBA 800	Multivariate Statics	3
	Subtotal	18

Course Number	<b>COURSE NAME (CONCENTRATION IN MARKETING COURSES 18 HOURS)</b>	Credit Hour
DBA 805	Marketing Decision Models	3
DBA 810	International marketing Strategy	3
DBA 815	Internet and Social Media Marketing Systems	3
DBA 820	Advanced Marketing Research	3
DBA 825	Direct Marketing Measure, test and Analysis	3
DBA 830	Relationship marketing	3
	Subtotal	18

Course Number	<b>COURSE NAME (CONCENTRATION IN INTERNATIONAL BUSINESS COURSES 18 HOURS)</b>	Credit Hour
DBA 840	International Accounting	3
DBA 845	International Finance	3
DBA 850	Global and Multinational Marketing	3

DBA 855	Global Information technology and Supply Management	3
DBA 860	Rules And Procedures in International Business	3
DBA 865	New International Ventures	3
	Subtotal	18

Course Number	<b>COURSE NAME (DISSERTATION COURSES 18 HOURS)</b>	Credit Hour
DBA 901	Dissertation I	3
DBA 902	Dissertation II	3
DBA 903	Dissertation III	3
DBA 904	Dissertation IV	3
	Subtotal	12

## **MASTER OF SCIENCE IN BUSINESS ADMINISTRATION (MBA)**

### **PROGRAM DESCRIPTION**

Mackenzie University MBA program aims to provide a solid education in offering courses across several functional areas. Additionally, the students will have an opportunity to choose from the following concentrations: Marketing, Human Resources Management and Forensic Accounting. The objective is to prepare leaders through innovative business programs that emphasize academic rigor, learning outcomes, and teaching excellence. Through its programs, students transform into world citizens that have a positive impact in their respective organizations and communities. Additionally, we emphasize collaborative efforts model to encourage value system through the partnership among faculty, students, and alumni.

### **PROGRAM OBJECTIVE**

Mackenzie University MBA Program develops strategic business leaders by offering superior, ample education in several business disciplines. Additionally, the MBA Program assimilates theory and practice by choosing faculty members who are leaders in their community and professionals in their field with professional experience and academic achievement. The MBA program embraces students from diversified academic backgrounds and by offering flexible schedule and course delivery methods.

#### **Competencies:**

##### **General Competencies (GC):**

It shall ensure, as a minimum, the following general competencies that students must demonstrate once completed a master's degree in business administration.

GC1. Possess and understand basic knowledge of the economy and the company that, on the basis of General Secondary Education, to reach its own level of the advanced textbooks and include also some aspects that are at the forefront of economic science and the scope of the company.

GC2. Applying the knowledge acquired to their work in a professional manner and possessing the skills that tend to be demonstrated through the elaboration and defense of arguments and the resolution of problems of an economic nature-enterprise.

GC3. Have the capacity to collect and interpret data and information relevant from the point of view of the economic business to make judgments that include a reflection on issues of social, scientific, or ethical.

GC4. To be able to transmit (orally and in writing) information, ideas, problems, and solutions related to economic affairs-business, to specialists and non-specialists in form, orderly, concise, clear, unambiguous and in a logical sequence.

GC5. Possess the skills necessary to take further studies with a high degree of autonomy.

GC6. To be able to think and act according to principles of universal character that is based on the value of the person and directed to its full development, while respecting the fundamental human rights and equality between women and men, human rights, the values of a culture of peace and democratic, as well as the environmental principles of social responsibility and of

development cooperation to promote an ethical commitment in a global society, intercultural, free and just.

### **Specific Competencies (SC):**

It is defined as the abilities or linked to a qualification conferring identity and social and professional consistency to the profile of training. In this regard, the degree of master's in business administration will ensure, as a minimum, the following specific skills:

SC1. Possess a sound knowledge of the company, its institutional and legal framework, as well as the basic elements of the process of management, organization, accounting, taxation, operations, human resources, marketing and financing and investment.

SC2. Understand the fundamental elements of the national and international socio-economic environment and the history in which the companies develop its activity as well as its incidence in the various functional areas of the company.

SC3. Knowing the behavior of economic agents and organizations (companies, domestic economies, non- profit entities, public sector), and the functioning of markets, together with the relevant factors at the time of decision-making.

SC4. Know the instruments and tools available, as well as its advantages and disadvantages, to design policies and business strategies in the general area of the organization or in terms of financing and investment, operations, human capital, and marketing, at the same time to understand their effects on the business objectives and the accounting reflection of their results.

SC5. Know the key elements for the scientific and technical advice on the administration and management of companies and other organizations in accordance with the social needs, the corresponding objectives, the legislation in force and the social responsibility of the companies.

SC6. Have knowledge of the different quantitative and qualitative methods for the analysis, assessment and prediction in the administration and management of companies and other organizations.

SC7. Manage a company or organization of small size, or a department within a company or organization of greater dimension, both in the scope of the private sector as in the framework of the public sector, achieving an adequate competitive position and institutional and resolving the most common problems in its direction and management.

SC8. Collect and interpret different sources of information (bibliographical references, statistics, etc.) using different tools.

SC9. Rigorously apply the appropriate analysis technique in the resolution of problems in the administration and management of companies and other organizations.

SC10. Make assumptions and forecasts on a business idea and its legal articulation, being able to convert it into a business project (learn to undertake).

SC11. Drafting plans and projects for global address or referred to functional areas of the organizations, including, where appropriate, proposals for improvement.

SC12. Develop advisory reports in the field of the administration and management of companies and other organizations.

## **Transversal Competencies (TC):**

In the Master of Business Administration, it also aims to develop the following transversal competencies:

TC1. Ability to communicate smoothly both oral and written in English.

TC2. Ability to read, understand and draft texts in English and, in its case, other foreign languages.

TC3. Achieving the basic management skills of the Technologies of Information and Communication Technologies (ICTS).

TC4. Demonstrate intellectual capacity for analytical thinking and the economic-business interpretation of documents, databases and social information, as well as develop a critical spirit before the know established.

TC5. Acquire the ability to work in a team, demonstrating ability to coordinate people and specific tasks, and contributing with professionalism to the smooth functioning and organization of the Group, on the basis of mutual respect.

TC6. Efficiently manage the time, as well as plan and organize the available resources by establishing priorities and demonstrating the ability to take decisions and face difficulties when they appear.

TC7. Acquire an ethical commitment in the exercise of the profession.

TC8. Develop a positive attitude toward change and possess a high capacity for adaptation (flexibility).

## **Learning Outcomes**

Mackenzie University learning goals are intended to enhance student learning in the following MBA specializations: Marketing, Human Resources Management and Forensic Accounting courses will be offered in both online/on ground modality. Upon completion of the MBA Program, graduates will:

- Demonstrate professionalism, self-awareness, leadership, and effective communication skills.
- Understand ethical issues and dilemmas that businesses often face.
- Apply knowledge and skills to solve business problems.
- Understand the concepts of information technology (IT) and how IT can improve organizational performance.
- Demonstrate a global perspective and an awareness of how cultural differences impact businesses.
- Possess the skills required to integrate concepts from various disciplines to identify and develop business strategies.
- Possess the skills required to work and lead effectively in a team-based environment.

The following is a listing of the MBA core classes with the number of credits applied.

- Core Courses (33 Credits Hours Required)
- Concentration Courses (15 Credits Hours Required)
- Capstone (3 Credits Hours Required)

Course Number	<b>COURSE NAME (CORE COURSES 33 HOURS)</b>	Credit Hour
MBA 500	Leadership Strategy and Management	3
MBA 505	Methods and Analysis of Quantitative Research	3
MBA 510	Survey Research Methods	3
MBA 515	Mixed Methods	3
MBA 520	Information Technology Management	3
MBA 525	Logistics Systems and analytics	3
MBA 530	Human Resource Management	3
MBA 535	Strategic Marketing	3
MBA 540	Managerial Accounting	3
MBA 545	Managerial Finance	3
MBA 550	Economics of Organizational Architecture and Strategy	
	Subtotal	33

## CONCENTRATIONS

- **MARKETING**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MBA 555	Digital Planning, Strategy, and branding	3
MBA 560	Advertising and Media Research	3
MBA 565	Social Media Marketing Communications	3
MBA 570	Consumer Behavior in the Digital Sphere	3
MBA 575	Global Marketing and Brand Image	3
MBA 630	Capstone (Marketing)	3
	Subtotal	18

- **HUMAN RESORCE MANAGEMENT**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MBA 580	Managing Global Workforce	3
MBA 585	Compensation and Benefits	3
MBA 590	Recruitment and Selection	3
MBA 595	Strategic Human Resource Management	3
MBA 600	Human Resource Analytics	3
MBA 630	Capstone (Human Resource Management)	3
	Subtotal	18

- **FORENSIC ACCOUNTING**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MBA 605	Fraud Examination	3
MBA 610	Audit Analytics	3
MBA 615	Forensic Accounting	3

MBA 620	Fraud Prevention and Detection	3
MBA 600	Forensic Analytic	3
MBA 630	Capstone (Accounting))	3
	Subtotal	18

## **BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION (BBA)**

### **PROGRAM DESCRIPTION**

The Bachelor of Sciences in Business Administration at Mackenzie University focuses on preparing its students in the skills that employers value most and that are difficult to learn on the job. The Bachelor of Science in Business Administration at Mackenzie University is designed first, to build a foundation of basic business knowledge. Then, you'll add the skills employers value most, such as communication, creativity, critical thinking, and collaboration. In short, this program gives you the tools that are essential to career success and makes your resume stand out.

The Bachelor of Business Administration (BBA) degree program aims to develop the intellectual capacity of students through an appropriate mix of business and general education. The program helps the student understand and develop the unique leadership qualities required to be successful in business functions, an organizational unit, or a company. Course work provides students with a solid business foundation in the field. Emphasis is placed on critical thinking, decision making, and ethical behavior. The BBA degree program is designed to provide students with the opportunity to explore business administration and meet educational objectives and enhance their career opportunities.

The Bachelor of Business Administration (BBA) degree program at Mackenzie University offers three concentrations:

- **Marketing**
- **Project Management**
- **Entrepreneurship**

### **PROGRAM OBJECTIVE**

#### **Learning Goals and Objectives**

There are six learning goals for the Business Administration program at Mackenzie University. Each learning goal has associated learning objectives, which allow for the assessment of learning goals.

***Learning Goal 1:*** Students will demonstrate a general understanding of the fundamental areas of business: Accounting, Economics, Finance, Information systems, Management, Marketing, Legal/Social, Quantitative and International

#### ***Learning Goal 2: Effective critical thinking skills.***

Students will demonstrate competency in the following critical thinking learning objectives:

- Use relevant information/evidence
- Consider relevant viewpoints
- Identify relevant assumptions
- Consider implications of alternative courses of action
- Develop clear logical conclusions from prior analysis

#### ***Learning Goal 3: Effective ethical decision making skills.***

- Students will demonstrate competency in the following ethical decision making learning objectives:
- Identify ethical issue(s)/problem(s)
- Incorporate evaluation of relevant stakeholders
- Evaluate implications of alternative courses of action
- Develop logical conclusions from prior analysis

***Learning Goal 4: Effective analytical problem solving skills.***

Students will demonstrate competency in the following analytical problem solving learning objectives:

- Incorporate all relevant concepts and accurately use them
- Incorporate all relevant information
- Correctly utilize analytical operations
- Interpret logically from the prior analysis

***Goal 5: Effective oral communication skills.***

Students will demonstrate competency in the following oral communication learning objectives:

- Use an effective opening statement
- Follow a very clear organizational plan and reinforce it periodically
- Include content clearly relevant to topic/purpose
- Consistently use appropriate voice, pace, eye contact
- Show enthusiasm/vitality
- Use standard English and appropriate vocabulary
- Use clear and effective summary, conclusion, and/or recommendation and closing statement

***Learning Goal 6: Effective written communication skills.***

Students will demonstrate competency in the following written communication learning objectives:

- Use clear statement of purpose
- Use clear organization and logic
- Use clear, accurate, and relevant information and concepts
- Use standard English and appropriate vocabulary
- Use clear and effective summary, conclusion, and/or recommendation and closing statement
- General Education Requirements (36 Credits Hours Required)
- Core Courses Required (69 Credits Hours Required)
- Concentration Courses (15 Credits Hours Required)

Course Number	COURSE NAME	Credit Hour
	<b>GENERAL EDUCATION – LOWER DIVISION</b>	
COM 170	Speech Communications	3
ENC 101	English Composition I	3
PHI 160	Critical Thinking and Problem Solving	3
MAC 105	College Algebra	3
PSY 201	Psychology	3
	<b>Subtotal</b>	<b>15</b>
	<b>BUSINESS ADMINISTRATION MAJOR – LOWER DIVISION</b>	
ACG 200	Accounting I	3
GEB 303	Introduction to Business	3
BUL 211	Business Ethics	3
MAN 260	Principles of Management	3
MAR 323	Marketing Fundamentals	3
FIN 305	Principle of finance	3
CIS 240	Introduction to Information Technology	3
SPR 206	Spreadsheets	3
GEB 280	Global Business	3
MAN 283	Project Management	3
SAT 240	Quantitative Analysis for Business	3
MAN 301	Human resources Management	3
MAN 310	Operations and Supply Chain Management	3
MAN 214	Strategy management and Decision Making	3
BUL 260	Business Law	3
	<b>Subtotal</b>	<b>45</b>
	<b>GENERAL EDUCATION – UPPER DIVISION</b>	
BSC 115	General Biology	3
ECO 228	Principles of Economics	3
ECO 317	Macroeconomics	3
SAT 130	Introduction to Probability and Statistics	3
ENC 102	English Composition II	3
	<b>Subtotal</b>	<b>15</b>
	Business Administration Major – Upper Division	
MAR 343	Marketing II	3
ACG 250	Accounting II	3
LDR 355	Global leadership	3
ECO 370	International Economics	3
MAN 400	Managerial Accounting	3
FIN 375	Financial Budgeting	3
MAN 430	Global Business Management	3
GEB 302	International Business	3

GED 420	Organizational Behavior	3
FIN 390	Global Banking and Capital Markets	3
BUS 490	Capstone Written Project	3
	<b>Subtotal</b>	<b>33</b>
	<b>The student chooses a concentration</b>	
	<b>CONCENTRATION IN MARKETING</b>	
GEM 440	International negotiations and Transactions	3
MAR 442	E-Marketing	3
MAR 444	Marketing Management	3
MAR 446	Marketing Analytics	3
MAR 448	Marketing Channels	3
MAR 450	International Marketing	3
	<b>Subtotal</b>	<b>18</b>
	<b>CONCENTRATION IN PROJECT MANAGEMENT</b>	
MAR 452	International Project Management	3
MAN 454	Project Risk Management	3
MAN 456	Data Management – Applications	3
MAN 458	Enterprise Project Management	3
LDR 460	Management and Leadership in the Building in the project Environment	3
MAN 462	Certified associate in project management (CAPM) certification Exam Preparation	3
	<b>Subtotal</b>	<b>18</b>
	<b>CONCENTRATION IN ENTREPRENEURSHIP</b>	
GEB 464	Entrepreneurship and New Venture Creation	3
GEB 466	Small Business Management	3
FIN 468	Entrepreneurial Finance	3
GEB 470	E-Commerce Strategic for Entrepreneurship	3
LDR 472	Leading, Creativity and Innovation	3
MAN 474	Franchise, Strategic, Alliance and Family Business	3
	<b>Subtotal</b>	<b>18</b>
	<b>TOTAL</b>	<b>126</b>

## **GRADUATE SCHOOL OF EDUCATION AND POLITICAL SCIENCES**

### **DOCTOR OF SCIENCE IN EDUCATION (DED)**

#### **PROGRAM DESCRIPTION**

The Doctorate in Education program at Mackenzie University is designed to advance professional study to develop research-informed expertise in a selected field of professional education. The Ph.D. program in Education prepares you at an advanced level to work in the professorial ranks of higher education or assume positions of leadership in schools and agencies. The degree provides rich preparation by exposing you to a wide variety of courses and experiences related to fundamental theories and concepts associated with education, as well as current issues and trends in teaching and learning. Strengths of the program lie in the opportunity for you to be exposed to a variety of courses and to faculty members in the College of Education and the University, while having a defined area of emphasis for your study. The Ph.D. program leads to both a broad and a deep scholarly knowledge of education, with an emphasis on the production of new knowledge within the profession.

#### **PROGRAM OBJECTIVE**

The mission of the doctoral program at Mackenzie University is to develop scholars-practitioners-leaders who respond to current and future challenges in the community, the country and the world by promoting practices, policies and programs committed to equity, social justice and transformation.

#### **Program Objectives:**

This program prepares students to contribute to the education profession as leaders. Upon completion of this program, students are prepared to:

- Develop strategies for leveraging social and cultural diversity in offering education in organizations.
- Design policies and initiatives that adhere to ethical and legal practices in educational settings and learning communities.
- Propose solutions to societal problems through evidence-based application of educational research.
- Apply diverse methods and principles of inquiry, discovery, evaluation, and original scholarship to educational research questions and practices.
- Students will complete a research proposal that includes a complete methods section tailored to the design chosen.
- Students will conduct and explain an original research study that demonstrates their understanding of research methods and the appropriate data analysis.
- Students will demonstrate the ability to read and critically analyze research studies and trends in their emphasis area as demonstrated by successful completion of the dissertation.
- Foundation Courses (36 Credits Hours Required)
- Research Courses (18 Credits Hours Required)
- Concentration Courses (18 Credits Hours Required)

- Dissertation Courses (12 Credits Hours Required)

Course Number	<b>COURSE NAME (FOUNDATION COURSES 36 HOURS)</b>	Credit Hour
DED 700	Ethical, Legal issues, Policy and Politics in Education	3
DED 705	Instructional Design Theory	3
DED 710	Curriculum Design	3
DED 715	Classroom Management	3
DED 720	Differentiated Instruction	3
DED 725	Assessment and Evaluation	3
DED 730	Technology Innovation in Education	3
DED 735	School Based Budgeting	3
DED 740	Management of Educational organization	3
DED 745	Strategic Change and Innovation	3
DED 750	Equity and Diversity in Education	3
DED 755	Human Resources and professional Development	3
	Subtotal	36
Course Number	<b>COURSE NAME (RESEARCH COURSES 18 HOURS)</b>	Credit Hour
DED 775	Educational Research Methods	3
DED 780	Quantitative Research in Education	3
DED 785	Advanced Qualitative Research in Education	3
DED 790	Mixed Methods Research in Education	3
DED 795	Non-Parametric Statics in Education	3
DED 800	Multivariate Statics	3
	Subtotal	18

Course Number	<b>COURSE NAME (CONCENTRATION IN RESEARCH, EVALUATION, AND FORMULATION OF EDUCATIONAL PROJECTS COURSES 18 HOURS)</b>	Credit Hour
DED 805	Development of Educational Projects	3
DED 810	Educational Planning and Administration	3
DED 815	Diagnosis and Evaluation in Education	3
DED 820	Applied Educational Research	3
DED 825	Research, Evaluation of Curricular Projects	3
DED 830	Project Management in Educational Projects.	3
	Subtotal	18

Course Number	<b>COURSE NAME (CONCENTRATION IN EDUCATIONAL MANAGEMENT AND STRATEGIC LEADERSHIP COURSES 18 HOURS)</b>	Credit Hour
DED 840	Leadership Theory and Management	3
DED 845	Human Resources Management	3
DED 850	Reflective Leadership Practice and Inquiry	3
DED 855	Managing Multicultural Organizations	3

DED 860	Leading in a Complex Environment	3
DED 865	Strategic Decision Making for managers	3
	Subtotal	18

Course Number	<b>COURSE NAME (CONCENTRATION IN INFORMATION TECHNOLOGY IN EDUCATION COURSES 18 HOURS)</b>	Credit Hour
DED 870	Instructional Design and Information Technology	3
DED 875	Assessment of Information Technology in Education	3
DED 880	Issues in Science Technology and Society	3
DED 885	Advanced Using Integrated Software the Curriculum	3
DED 890	Advanced Administration and Supervision of Technology in Education	3
DED 895	Global Issues in Educational Technology Leadership	3
	Subtotal	18

Course Number	<b>COURSE NAME (DISSERTATION COURSES 18 HOURS)</b>	Credit Hour
DED 901	Dissertation I	3
DED 902	Dissertation II	3
DED 903	Dissertation III	3
DED 904	Dissertation IV	3
	Subtotal	12

## **MASTER OF SCIENCE IN EDUCATION (MED)**

### **PROGRAM DESCRIPTION**

This program integrates theories, knowledge, practices, and diverse tools to explore and actively apply the design, instruction, implementation, and evaluation of technological media in formal and informal educational environments. They will have the opportunity to explore a variety of technologies and new media, and their application in educational contexts. They will also explore the research behind the "new literacies" that describe the cognitive processes and social practices at play, as they construct, produce, use, and understand the information offered by the different forms enabled by the new contemporary media.

Through these explorations, you will gain knowledge, skills, and abilities to develop, implement and evaluate new media with respect to its impact on learning and teaching. The student will be able to choose one of the following areas of specialization: virtual learning, design and technology of learning or design and development of instruction.

### **PROGRAM OBJECTIVE**

The Master of Education at Mackenzie University is designed to prepare future educators for leading roles in a variety of educational contexts related to digital education. The master's program in Education equips and trains students to take control and responsibility in knowledge management; equipping them with the necessary skills to participate in the design, instruction and implementation of learning processes mediated by Information and Communication Technologies.

The Master of Education degree (M.Ed.) at Mackenzie University is based on the mission of the university, striving to welcome academic freedom and different knowledge of human psychology, as well as the various aspects that are vital in the field of education and in a global context. Our goal is to graduate students who are promoted and make use of their moral, intellectual, and professional excellence to serve as role models to educate future generations and make a difference in their communities.

### **GENERAL GOALS (GG) OF THE PROGRAM**

GG1. Prepare professionals in Education with high academic quality, positive and innovative attitude towards the possibilities of integration and application of Information and Communication Technologies (ICT) in formal and informal learning.

GG2. Provide the educational system of professionals with a clear vision of the potential offered by ICT, capable of contributing to the development of education and the digital society with creative and innovative solutions to current and future educational problems.

GG3. Promote research, management, design, implementation, and evaluation of virtual environments to promote learning and training with advanced technologies.

GG4. Encourage students to develop and use cognitive skills, technical skills, interpersonal attitudes and values that allow them to implement the best pedagogical practices in the context of the digital era.

GG5. To provide students with the necessary competencies and tools in the context of distance education for self-learning and the successful development of their training process.

GG6. Encourage students to develop an investigative, creative, critical, transformative, and responsible attitude towards the use and application of ICT in education and training, which favors freedom, respect, and participation in different media and technological platforms.

## **STUDENT LEARNING OUTCOMES (LO)**

Upon completion of the master's degree program, the student:

- LO1. Recognizes the emerging technologies and their educational uses.
- LO2. Identifies the pedagogical theories that allow the use of the Information and Communications Technology (ICT)
- LO3. Applies pedagogically the Information and Communications Technology
- LO4. Analyzes and uses ICT, in an innovative and participatory way.
- LO5. Designs, implements, and evaluates the ICT for learning and knowledge construction.
- LO6. Designs environments for online learning
- LO7. Designs and plans online course for learning and training.
- LO8. Identifies and uses technological tools according to the learning needs.
- LO9. Designs and develops materials and resources for digital learning.
- LO10. Designs and develops online training program.
- LO11. Promotes participation in virtual environments for learning.
- LO12. Integrates the ICT in learning projects.
- LO13. Participates in the context of TIC in a framework of respect, freedom, and tolerance.

## **STUDENTS PROGRAM OBJECTIVES (PO)**

At the end of the program, you will be able to:

- PO1. Identify the pedagogical theories that support the development of learning mediated by Information and Communication Technologies (ICT).
- PO2. Apply knowledge about Educational Technology based on theory and pedagogical practice in the field of Digital Education.
- PO3. Manage, select, and implement ICT in the teaching and learning process.
- PO4. Design learning environments by selecting the appropriate technologies.
- PO5. Design and develop educational materials and resources both for the implementation of online courses and for the integration of technological innovations in teaching practice.
- PO6. Solve problems and learning needs in the context of Digital Education by applying the skills required for the integration of ICT in education.
- PO7. Identify and implement best practices in the use of emerging technologies to promote learning.

- Core Courses (33 Credits Hours Required)
- Major Courses (15 Credits Hours Required)
- Capstone (3 Credits Hours Required)

**NOTE: THIS PROGRAM WILL NOT LEAD OR QUALIFY STUDENTS TO LICENSURE UPON GRADUATION. IN ADDITION, THE TRANSFER OR ACCEPTABILITY OF CREDITS OR DEGREE IS AT THE DISCRETION OF THE ACCEPTING INSTITUTION.**

Course Number	COURSE NAME (CORE COURSES 30 HOURS)	Credit Hour
MDE 500	Methods and Analysis of Quantitative Research	3
MDE 505	Survey Research Methods	3
MDE 510	Mixed Methods	3
MDE 515	Assessment, Learning in Digital Education	3
MDE 520	Course Design for Digital Environments	3
MDE 525	Education and Digital Culture	3
MDE 530	Learning analytics: Process and Theory	3
MDE 535	Motivation and Instructional Design	3
MDE 540	Learning systems design	3
MDE 545	Understanding Learning in the online Environment	3
MDE 550	Curriculum Theory	3
	Subtotal	33

## CONCENTRATIONS

- VIRTUAL LEARNING**

Course Number	COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)	Credit Hour
MDE 555	Distance Learning	3
MDE 560	Media for Instruction	3
MDE 565	Pedagogy and Innovation in Education	3
MDE 570	Current Issues and Trends in Education Technology	3
MDE 575	Digital Education in Global Context	3
MDE 680	Capstone (Virtual Learning)	3
	Subtotal	18

- LEARNING DESIGN AND TECHNOLOGY**

Course Number	COURSE NAME (CONCENTRATION COURSES 9 HOURS)	Credit Hour
MDE 580	Learning Design	3
MDE 585	Student-Centered Learning Using Technology	3
MDE 590	Digital Game-Based Learning	3
MDE 595	Project Management in the Instructional Design	3
MDE 600	Integration of Advanced Technologies in Education and Training	3
MDE 680	Capstone (Learning Design and Technology)	3
	Subtotal	18

- **RESEARCH, EVALUATION AND FORMULATION OF EDUCATIONAL PROJECTS**

Course Number	<b>COURSE NAME (CONCENTRATION COURSES 9 HOURS)</b>	Credit Hour
MDE 605	Development of Educational Projects	3
MDE 610	Educational Planning and Administration	3
MDE 615	Diagnosis and Evaluation in Education	3
MDE 620	Applied Educational Research	3
MDE 625	Research, Evaluation of Curricular Projects	3
MDE 680	Capstone (Research, Evaluation and Formulation of Educational Projects)	3
	Subtotal	18

- **EDUCATIONAL MANAGEMENT**

Course Number	<b>COURSE NAME (CONCENTRATION COURSES 9 HOURS)</b>	Credit Hour
MDE 630	Managerial Ethics	3
MDE 635	Human Resources Management	3
MDE 640	Leadership Strategy and Management	3
MDE 645	Managing Multicultural Organizations	3
MDE 650	Performance Management	3
MDE 680	Capstone (Educational Management)	3
	Subtotal	18

- **INSTRUCTIONAL DESIGN AND DEVELOPMENT**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MDE 655	Instructional Design	3
MDE 660	Development of Multimedia Instruction	3
MDE 665	Trends and Issues in Instructional Design and Technology	3
MDE 670	Digital Futures for Learning	3
MDE 675	Design of Online Collaborative Learning	3
MDE 680	Capstone (Instructional Design and Development)	3
	Subtotal	18

## **MASTER OF SCIENCE IN POLITICAL SCIENCE (MPO)**

### **PROGRAM DESCRIPTION**

The master's Program in Political Science at Mackenzie University addresses the needs of students who want to obtain a more structured and comprehensive knowledge about contemporary political theory and different research methodologies and empirical skills necessary for the practice of political science. At the same time, the program offers students the opportunity to deepen their knowledge in areas such as comparative politics, political economy, political communication, or political theory. The program offers two concentrations: Political Campaign and Public Affairs. The master's program is aimed at both prospective academics and students who wish to pursue careers in non-academic jobs that require considerable skills in social and political analysis, usually in civil service, the media, NGOs, political and cultural organizations. And private companies.

### **PROGRAM OBJECTIVE**

The Master of Science in Political Science program at Mackenzie University aims to provide students with the knowledge and skills through which they can deeply grasp political, cultural, and economic developments at national and global level and acquire the qualifications sought in the national and global environment and labor markets. It also aims to provide students with a scientific understanding of social facts and phenomena, that would enable them to uncover the roots of common perceptions and practices, to question them when necessary, and to come up with policy proposals when possible. Such a goal necessitates the students to be equipped with a knowledge of political theory, history as well as of political economy and scientific methods in social sciences.

1. To analyze national and global events from various social science perspectives.
2. To demonstrate theoretical and practical knowledge on political science and international relations and to state views and positions with advanced oral and written skills.
3. To compete for increasing career opportunities in national and global institutions.
4. To (be able to) understand and follow the changes in political behaviors, opinions, and structures.
5. To gain the ability to make logical inferences on social and political issues based on comparative and historical knowledge.
6. Broaden your expertise on a wide range of domestic and international affairs in the public domain.
7. Deepen your understanding of public institutions and political, economic, and social processes and their implications for policy development and implementation.
8. Teach you the analytic skills necessary for objective policy analysis and evaluation.
9. Refine and deepen your leadership and management skills.
10. Enable you to explore and apply the roles of values and ethics in public policy design and decision-making.
11. Enhance your written and verbal strategic communication skills.

- Core Courses (30 Credits Hours Required)
- Major Courses (15 Credits Hours Required)
- Capstone (3 Credits Hours Required)

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MPO 500	Methods and Analysis of Quantitative Research	3 Credits
MPO 505	Political Polling and Survey Research	3 Credits
MPO 510	Data Science for Political Science	3 Credits
MPO 515	Theoretical principles of political science	3 Credits
MPO 520	American Constitutional Law	3 Credits
MPO 525	The Politics of Civil Rights and Liberties	3 Credits
MPO 530	Political and Government Systems	3 Credits
MPO 535	Political Institutions	3 Credits
MPO 540	Comparative Political Regimes	3 Credits
MPO 550	Elections and Campaigns	3 Credits
MPO 555	Political Analysis and Research Methods	3 Credits
	<b>Sub Total</b>	<b>33 Credits</b>

- **POLITICAL CAMPAIGN**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
PCA 560	Campaign Tactics, Strategies, and Management	3 Credits
PCA 565	Electoral behavior	3 Credits
PCA 570	Political Behavior	3 Credits
PCA 575	Social Media Management in Campaigns	3 Credits
PCA 580	Advanced Campaign Marketing Strategy	3 Credits
<b>PCA 620</b>	<b>Capstone (Political Campaign)</b>	3 Credits
	<b>Sub Total</b>	18 credits

- **PUBLIC AFFAIRS**

Course Number	<b>COURSE NAME (CONCENTRATION COURSES 9 HOURS)</b>	Credit Hour
PAF 585	Public Affairs Leadership and Management	3 Credits
PAF 590	Public Budgeting and Finance	3 Credits
PAF 595	Values, Ethics, and Public Policy	3 Credits
PAF 600	Public Policy Research and Writing	3 Credits
PAF 605	Economics for Public Affairs	3 Credits
PAF 585	Public Affairs Leadership and Management	3 Credits
	<b>Sub Total</b>	18 credits

## SCHOOL OF INFORMATION TECHNOLOGY

### MASTER OF SCIENCE IN INFORMATION TECHNOLOGY (MIT)

#### PROGRAM DESCRIPTION

The intent of the Information Technology program is to produce graduates who can achieve the following objectives:

1. Developed a product or process by applying knowledge of programming, web, database, human computer interaction, networking, and security tools.
2. Participated effectively as a member of a development team and undertaken leadership roles when appropriate.
3. Taken graduate courses or continuing education classes to improve skills and abilities.
4. Made positive contributions to community and society by applying skills and abilities learned during undergraduate program in information technology.
5. Made decisions related to work that demonstrate understanding of the importance of being an ethical computing professional.
6. Applied communication skills to effectively promote ideas, goals or products.

#### Student Outcomes:

On successful completion of the program, graduates will be able to:

1. Apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline
2. Analyze a problem and identify and define the computing requirements appropriate to its solution.
3. Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Function effectively on teams to accomplish a common goal.
5. Understanding of professional, ethical, legal, security and social issues and responsibilities
6. Communicate effectively with a range of audiences.
7. Analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognition of the need for and an ability to engage in continuing professional development.
9. Use current techniques, skills, and tools necessary for computing practice.
10. Use and apply current technical concepts and practices in the core information technologies.
11. Identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of computer-based systems.
12. Effectively integrate IT-based solutions into the user environment
13. Understanding of best practices and standards and their application
14. Assist in the creation of an effective project plan.

## PROGRAM OBJECTIVE

The Master of Information Technology (MIT) at Mackenzie University program objective is to provide students with the engineering principles of information technology and the business context in which information technology decisions are made, so that they can implement better information technology solutions that reflect the demands of today's evolving business environment. This master's program features a rigorous and comprehensive curriculum that is designed to build your abilities in several core areas, including leadership development and business innovation, IT project management and security, and organizational change through technology deployments.

- Core Courses (39 Credits Hours Required)
- Major Courses (15 Credits Hours Required)
- Capstone (3 Credits Hours Required)

Course Number	<b>COURSE NAME (CORE COURSES 30 HOURS)</b>	Credit Hour
MIT 500	Methods and Analysis of Quantitative Research	3
MIT 510	Survey Research Methods	3
MIT 520	Mixed Methods	3
MIT 530	Fundamentals of data Analytics	3
MIT 540	Cyberwarfare	3
MIT 550	Statistics for data Analysis	3
MIT 560	Risk Management	3
MIT 570	Data Science tools and Techniques	3
MIT 580	Cyberlaw, Regulations, and Compliance	3
MIT 590	Data Mining and Analytics I	3
MIT 600	Secure Network Design	3
MIT 610	Data Mining and Analytics II	3
MIT 620	Security Policies and Standards – Best Practices	3
	Subtotal	39

## CONCENTRATIONS

- **DATA ANALYTICS**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MIT 630	Advanced Data Visualization	3
MIT 635	Advanced SQL	3
MIT 640	SAS Programming, I	3
MIT 645	SAS Programming II: Business Analysis applications	3
MIT 650	Security Policies and Standards – Best Practices	3
MIT 680	Capstone (Data Analytics)	3
	Subtotal	18

- **CYBERSECURITY AND INFORMATION ASSURANCE**

Course Number	<b>COURSE NAME (CONCENTRATION AND CAPSTONE COURSES 18 HOURS)</b>	Credit Hour
MIT 655	Secure Software Design	3
MIT 660	Ethical Hacking	3
MIT 665	Forensics and Network Intrusion	3
MIT 670	Disaster Recovery Planning, Prevention and Response	3
MIT 675	Cyberlaw, Regulations, and Compliance	3
MIT 680	Capstone (Cybersecurity and Information Assurance)	3
	Subtotal	18

## **BACHELOR OF SCIENCE IN COMPUTER INFORMATION TECHNOLOGY (BCIT)**

### **PROGRAM DESCRIPTION**

The Bachelor' of Science in Computer Information System at Mackenzie University prepares individuals to assess the security needs of computer and network systems, recommend safeguard solutions, and manage the implementation and maintenance of security devices, systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law and regulations; risk assessment and policy analysis; contingency planning; user access issues; investigation techniques; and troubleshooting. Also, this program is focus on the principles and techniques used to identify, search, seize and analyze digital media and to conduct cyber investigations against criminal and terrorist activity. Includes instruction in computer boot processes and drives, jumper setting, file access and reconstruction, hacking, network systems, cryptography, programming, investigative techniques, forensic imagery, web-based investigation methods, cyberterrorism, and applicable laws and administrative procedures.

### **PROGRAM OBJECTIVE**

The BCIT Program at Mackenzie University will enable its graduates to:

1. Have the ability to hold progressively more responsible positions in the IT field, including positions that are supervisory or managerial in nature.
2. Engage in life-long learning and professional development.
3. Communicate effectively as an IT professional with users, peers, and higher management.
4. Work effectively in teams, whether as a participant or as a leader.
5. Demonstrate ethical behavior as an IT professional and sensitivity to the impact of technology on society.
6. Pursue and successfully complete an advanced degree if desired.

### **Outcomes**

Upon graduation, students with a BS in Information Technology will be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems. [IT]

Course Number	COURSE NAME	Credit Hour
	<b>GENERAL EDUCATION – LOWER DIVISION</b>	
COM 170	Speech Communications	3
ENC 101	English Composition I	3
PHI 160	Critical Thinking and Problem Solving	3
MAC 105	College Algebra	3
PSY 201	Psychology	3
	<b>Subtotal</b>	<b>15</b>
	<b>INFORMATION TECHNOLOGY – LOWER DIVISION</b>	
CIT 110	Introduction to IT	3
CIT 120	IT Foundations	3
CIT 200	Network Policies and Services Management	3
CIT 210	Networks	3
CIT 220	Web Development Foundations	3
CIT 230	Business of IT – Applications	3
CIT 240	Network and Security	3
CIT 250	Organizations and Technology of Information Systems	3
CIT 260	Scripting and Programming – Foundations	3
CIT 270	Linux	3
CIT 275	Business of IT – Project Management	3
CIT 280	Data Management – Foundations	3
CIT 285	Security Technology	3
CIT 290	Emerging Technologies	3
	<b>Subtotal</b>	<b>42</b>
	<b>GENERAL EDUCATION – UPPER DIVISION</b>	
BSC 115	General Biology	3
ECO 228	Principles of Economics	3
ECO 317	Macroeconomics	3
SAT 130	Introduction to Probability and Statistics	3
ENC 102	English Composition II	3
BSC		
	<b>Subtotal</b>	<b>15</b>
	Information Technology – Upper Division	
CIT 310	Operating Systems	3
CIT 320	Legal Issues in Information Security	3
CIT 330	Network Design Foundations	3
CIT340	Network Reliability and Fault Tolerance	3
CIT 350	Managing Web Security	3
CIT 360	Introduction to Cryptography	3
CIT 370	Server Administration	3
CIT 380	Cyber Defense and Countermeasures	3

CIT 390	Managing Web Security	3
CIT 490	IT Capstone Written Project	3
	<b>Subtotal</b>	<b>30</b>
	<b>The student chooses a concentration</b>	
	<b>CONCENTRATION IN CYBERSECURITY</b>	
CSA 423	Security Ethical Hacking	3
CSA 424	Security Analyst	3
CSA 425	Information Systems Security	3
CSA 426	Digital Forensic in Cybersecurity	3
CSA 427	Emerging Technologies in Cybersecurity	3
CSA 428	Cyber Defense and Countermeasures	3
	<b>Subtotal</b>	<b>18</b>
	<b>CONCENTRATION IN CLOUD AND SYSTEM ADMINISTRATION</b>	
CTS 429	Cloud Foundation	3
CTS 430	Cloud Application	3
CTS 431	Data Management – Applications	3
CTS 432	Enabling Cloud Service	3
CTS 433	Managing Cloud Security	3
CTS 434	Cloud Deployment and Operations	3
	<b>Subtotal</b>	<b>18</b>
	<b>Total</b>	<b>120</b>

## FINANCIAL INFORMATION

### COSTS FOR DEGREE PROGRAM

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

#### Application fee:

There is a one-time application fee of \$100.00 for Undergraduate Degree Programs, and a one-time application fee of \$150.00 for Master of Science in Business Administration (MBA), Master of Science in Education (MED), and Master of Science in Political Science (MPO), and a one-time application fee of \$150.00 for Master of Sciences in Information Technology (MIT) and all Doctor's Degree Programs (Nonrefundable as per Refund and Cancellation policy)

#### Tuition

##### Tuition for Undergraduate Degree programs

Tuition is charged at \$100 per credit for undergraduate degree program Bachelor of Science in Business Administration (BBA)

Bachelor of Science in Computer Information Technology (BCIT)

##### Tuition for master's degree programs

Tuition is charged at \$150 per credit for the following master's degree programs:

Master of Science in Business Administration (MBA)

Master of Science in Education (MED)

Master of Science in Political Science (MPO)

##### Tuition for master's degree programs

Tuition is charged at \$200 per credit for the following master's degree program:

Master of Sciences in Information Technology (MIT)

##### Tuition for Doctors Degree programs

Tuition is charged at \$200 per credit for master's degree program.

Doctor of Science in Education (DED)

Doctor Of Science in Business Administration (DBA)

#### Fees

FEES	COST
Graduation fee (Charged to all Students before graduation)	\$ 250.00
Technology fee	\$ 27.00
Course Re Entry (additional tuition fee may apply)	\$ 25.00
Returned Checks	\$ 35.00
Per Transfer Credit Accepted	\$ 150.00
Official Transcript request	\$ 25.00
Library fee (each academy term)	\$ 20.00
Late Payment Fee	\$ 35.00
Withdrawal Processing Fee	\$ 35.00

## **Books and Learning Materials**

Textbook(s) must be purchased by students separately and are not included in course tuition, a reasonable \$1,200 to \$1,500 for the master's and Doctors programs and \$1,500 to \$1,800 for the bachelor's program.

### **General Information**

Students have the option to make payments as follows:

Full payment at time of signing enrollment agreement.

Registration fee at the time of signing enrollment agreement with balance paid prior to starting date.

Registration fee at time of signing enrollment agreement with balance paid prior to graduation by a payment plan.

Types of Payment: Visa, MasterCard, Bank Wire, Check or PayPal

Tuition is subject to change.

## **CANCELATION AND REFUND POLICY**

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

1-If the university does not accept the enrollment, all monies paid by the student to the university shall be refunded and the student and university shall be released from further obligation.

2-Cancellation by the third (3rd) business day after the student signs his or her enrollment agreement will result in a cancellation of any obligation to the university, except any assessment for supplies, materials and kits that are not returned or are not returnable because of use.

3-Cancellation after the third (3rd) business day, but before the first day of class, will result in a refund of all monies paid except for the registration fee (not to exceed \$200) and any assessment for supplies, materials and kits that are not returned or are not returnable because of use.

4-Cancellation of the application by the student must be made by certified mail or in person and in writing.

5-Should a student be terminated or withdraw after the start of class but before the end of the first week of class (Add-Drop period) in each term of enrollment, the university will refund 100% of tuition and fee charges for that term (except the non-refundable registration fee) and any funds paid for supplies, books, or equipment which can be and are returned to the university.

6-There is no refund due if the student is terminated or withdraws after the Add-Drop period.

7-If a student is withdrawn from a class due to a class cancellation, the student is entitled to a full refund.

8-Refunds will be made within 30 days of the earliest of (a) the date the Mackenzie University determines the student has withdrawn, (b) termination of the student's enrollment by the university, (c) or receipt of a Cancellation Notice from the student.

## **ADMISSIONS PROCEDURES**

### **LANGUAGE OF DELIVERY**

Mackenzie University programs are offered in English and Spanish languages.

### **ADMISSIONS REQUIREMENTS**

#### **GENERAL REQUIREMENTS**

- Must be 18 years or older or have written permission from a parent-legal guardian.
- The student must pay the application fee cost according to the academic program to be carried out.
- Complete an interview with the Admissions department by in-person, telephone, or video conference.
- Complete a Student Profile and online requirements form.
- Complete an Enrollment agreement.

Applicants must select a language track. Mackenzie University offers two (2) language tracks: English and Spanish. All courses are offered in English and Spanish.

#### **E. English Language Track Requirements:**

- Applicants whose first language is not English, but who want to select the English Track must submit one (1) of the following proofs of English proficiency:
  - TOEFL (Test of English as a Foreign Language) Score of 500 or better on the written exam or score at least 173 on computerized test; or equivalent, or
  - At least six (6) credit hours of English composition (passing grade of C or better) from an accredited U.S college or university, or
  - Completion of an A.A. or A.S. degree from a U.S college or university; or equivalent.

#### **2. Spanish Language Track Requirements:**

- Applicant whose first language is not Spanish but who want to select the Spanish Track must submit one (1) of the following proofs of Spanish proficiency:
  - Prueba de Aptitud Academica (PAA) College Board sub-scores of at least 420 for Reading and Writing (Spanish Lecture y Redaction).
  - At least six (6) credit hours of Spanish composition or equivalent with a passing grade of C or better from an accredited Spanish speaking college or university, or
  - Completion of an A.A. or A.S. degree from an accredited Spanish speaking college or university.
  - All diplomas, degrees, or official transcripts from schools, colleges, or universities outside of English-speaking country must be evaluated and certified in English by the following evaluating agency: Josef Silny & Associates, 7101 SW 102 Avenue, Miami, Florida 33173, USA, Tel: (305) 273-1616, Fax: (305) 273-1338, E-mail: [info@jsilny.com](mailto:info@jsilny.com)

## COMPLETING A COURSE OR PROGRAM IN A LANGUAGE OTHER THAN ENGLISH MAY REDUCE EMPLOYABILITY WHERE ENGLISH IS REQUIRED

### DOCTOR ADMISSIONS REQUIREMENTS

Students pursuing a doctor's degree Program at Mackenzie UNIVERSITY must successfully complete a minimum of 82 semester credit hours beyond the master's level in specific graduate level curriculum.

In addition to the General Admissions Requirements, Doctor program applicants must:

- \$200 application fee (nonrefundable)
- Hold a master's degree or equivalent credential conferred by an approved institution of postsecondary education and provide official transcripts.
- Provide a resume indicating education and complete work history.
- Five (5) years of full-time relevant work experience recommended.
- Complete a second Interview based on meeting criteria that includes:
  1. Relevant managerial experience, including senior positions and demonstrated leadership skills.
  2. Capacity for thinking critically and for conducting applied scholarship (If applied)
  3. Compatibility of professional goals with the program's objectives.
  4. Motivation for doctors' degree and time-commitment balance.
- Students who have met both our admissions requirements and interview selection criteria will advance to the next round in the admissions process. These applicants will be required to attend in-person, telephone or videoconference preview day and interview at the doctor's Program coordinator.

### MASTER ADMISSIONS REQUIRMENTS

In addition to the General Admissions Requirements, master's degree program applicants must:

1. A completed baccalaureate degree from an accredited college or university.
2. \$150 application fees (non-refundable): Master of Science in Business Administration (MBA), Master of Science in Education (MED), and Master of Science in Political Science (MPO), or
3. \$200 application fees (non-refundable): Master of Sciences in Information Technology (MIT)
4. Submit official transcripts from previously attended colleges or universities.
5. Submit a copy of a valid government issued ID.
6. Have achieved a minimum undergraduate grade point average of at least 3.0.

### BACHELOR ADMISSIONS REQUIREMENTS

In addition to the General Admissions Requirements, bachelor's degree program applicants must:

1. Submit a Copy of high School diploma, or GED, or the equivalent document if the applicant completed secondary education in another country. Applicants will not be

required to provide proof of high school graduation When they provide the following:

- Official Transcripts of college credits or of an earned degree from accredited institution recognized by the United States Department of Education.
- If documents are from another country: An evaluation of an official transcripts by approved educational evaluation service attesting the degree or credits earned are equivalent to a degree or credits earned at a US accredited institution of higher education.
  2. 100 application fees (nonrefundable)
  3. Submit a copy of a valid government issued ID.

## APPLICATION FEE

All prospects interested in starting the Mackenzie Universities admissions process after having selected their preferred programs and knowing all the details of it, the prospect must pay the application fee corresponding to their program of choice and this can be paid by check, money order, debit, or credit card. The check or money order should be made payable to Mackenzie University.

- Doctors program **\$200**
- Master's program (Master of Science in Business Administration (MBA), Master of Science in Education (MED), and Master of Science in Political Science (MPO). **\$150**
- Master's program (Master of Sciences in Information Technology (MIT). **\$200**
- Bachelor's program **\$100**

## APPLICATION FOR ADMISSION

Once the prospect has paid the application fee, they must fill out the Prospect Application Form online or in person and it contains the following information.

- General Information
- Work Status
- Demographic Information
- Prior Education Information
- Program of Interest (Specific program information)
- General questions

In addition to the above information, this document will also contain specific questions about whether the student has everything necessary to study at a distance. Applicants must submit all required application documents to be considered for admission.

## ADMISSION INTERVIEW

The main objective of the admissions interview will be to corroborate the information and documents provided by the prospect. This interview may be conducted in person, by phone or video conference. The Mackenzie University catalog is available at the university's website [www.mackenzie.university](http://www.mackenzie.university) for all applicants to review. Applicants receive catalogs prior to their interview, the catalog is reviewed during the interview with the applicant. The applicant is encouraged to ask questions and is given additional clarification.

## ENROLLMENT AGREEMENT

Once the prospect has completed all the requirements of the admission process, the prospect must sign his/her Enrollment agreement which contains all the specific information of the program, chosen language and all other important information of his/her knowledge.

- *LATE ENROLLMENT*: A student who wishes to enroll after the registration deadline (which is the Class Start Date of every Term) may do so with the approval of the Registrar and up to the Add/Drop Period, which is one week within the beginning of the term.

The applicant signs the enrollment agreement and attests to the fact that he/she understands the terms and conditions of attending Mackenzie University.

## ACCEPTANCE BY INSTITUTION

Upon review of the Prospect Application Form, all documents and the enrollment agreement, the university will determine if the prospective student is accepted into the selected program and is eligible to register for classes. The applicant will be informed of the admissions decision by letter and email within five (5) business days.

## REGISTRATION

To register for classes, students must have academic and administrative clearance, which includes the requirement that all tuition and fees are paid by the required dates. Students are required to register for classes either through email or in person, registration period is listed above on the institution's calendar.

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

## ORIENTATION

Prior to attending classes, new students, as well as those returning to the university after one term or more of non-attendance, are required to participate in an orientation session. Attendance is mandatory. This program is designed to acquaint students with the policies of the university. Students are also required to attend a library orientation during their first term.

## TRANSFER OF CREDITS POLICIES

Mackenzie University accepts transfer credits applicable to an applicant's program of study from other approved institutions. To apply for transfer credit, students must send an official copy of their transcript to the Academic Department for review and complete the corresponding paperwork for each transfer course. A transfer student's transcript(s) becomes part of the official student permanent record. Mackenzie University, upon evaluation, will determine how many credits, if any, will apply toward a degree. Credit for undergraduate programs may be granted only for courses in which grades of "C" or better have been earned (2.00 GPA or higher). Students must complete at a minimum 50% of an undergraduate program at Mackenzie University. Transfer credits for Graduate programs will be considered on a case-by-case basis. Credit for graduate programs may be granted only for courses in which grades of "B" or better have been earned (3.00 GPA or higher). Students must complete at a minimum 90% of a graduate program at Mackenzie University. Transfer applicants must meet all the admission requirements of Mackenzie University,

## E-LIBRARY

The mission of the library is to facilitate and expedite access to information using appropriate resources to support the programs offered. In addition to textbooks and other media, the library provides students, faculty, and others with access to resources throughout the world via high-speed Internet connections and on-line and virtual subscriptions to research documents and publications. Access to many of the Mackenzie University library resources is provided through LIRN (Library & Information Resources Network, INC); and to address the needs of the Spanish-speaking student, Mackenzie University subscribes to academic resources. The online library is available to students at any time, via password, with access to an Internet connected computer.

## GRADUATION REQUIREMENTS

*To graduate from Mackenzie University, and to receive a degree, the student must:*

*The bachelor's degree graduation requirements are as follows:*

- *Complete all credits as stated in the catalog.*
- *Earn a minimum 2.5 cumulative grade point average.*
- *Meet satisfactory academic progress.*
- *Fulfill all monetary obligations.*

*The master's degree graduation requirements are the following:*

- *Complete all credits as stated in the catalog.*
- *Earn a minimum 3.0 cumulative grade point average.*
- *Meet satisfactory academic progress.*
- *Fulfill all monetary obligations.*

The Doctor's Degree graduation requirements are the following:

- Complete all credits as stated in the catalog.
- Earn a minimum 3.0 cumulative grade point average.
- Meet satisfactory academic progress.
- Fulfill all monetary obligations.

## **POLICIES ON COURSE OR PROGRAM CANCELLATION**

Mackenzie University requires that there be a minimum number of students in an online course. In rare circumstances, the university may cancel an online course on the first day of class due to low enrollment. Every effort will be made to move students to either another online course which meets their educational requirements or a similar class. Even if a student has logged into the online environment prior to course start, the student will incur no financial liability if the course is cancelled.

A decision to cancel a course is at the discretion of the Academic Department of Mackenzie University. Upon making such decisions, the University will notify the potential and enrolled students by way of email, hard copy mail, via telephone. The Mackenzie University refund policy will apply.

## **EMPLOYMENT PLACEMENT SERVICE**

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

Among the services offered by career center are the following:

- Resume development.
- Interviewing guidelines and simulated interview.
- Career search guidelines, tips, and coaching.
- Mackenzie University maintains a database of local employers to assist students and alumni

develop relationships that may lead to job openings and opportunities.

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

## ADVANCED PLACEMENT

Mackenzie University does not grant credits for work experience or by examination.

## COURSE WITHDRAWAL POLICY

- To apply for a withdrawal, students will provide notification of intent to withdraw, in writing or orally, to the Registrar's Office. The Registrar will document the reasons and date of the student request.
- ***Withdrawals with Refund:*** Courses in which the student applies for withdrawal during the drop/add period will be refunded according to the Cancellation and Refund Policy.
- ***Withdrawals without Refund:*** When students request a withdrawal from a course, after the due date established by the institution for withdrawals with refund, it may affect the student's academic progress.

## WITHDRAWAL POLICY

A student may withdraw from a class and obtain the notation of "W" until the day before the final exam.

- Unsatisfactory academic performance following the above deadline will not be accepted as a reason for withdrawal.
- Students who are seeking a withdrawal for medical reasons must provide appropriate medical information using the "Withdrawal Form" available at the American Business University website.
- If a withdrawal for medical reasons is approved, an "I" will be recorded for each course.
- Students who receive a withdrawal for medical reasons may be placed "on hold" until the University determines that the student is ready to return. If a withdrawal for medical reasons is Page 26 of 72 not approved, but the situation justifies a withdrawal, the request may be approved as a late withdrawal, and grade of "W" will be recorded.
- If a student withdraws from a course while an alleged academically dishonest act is under review, and the case is not resolved in favor of the student, the academic department, in conjunction with faculty and appropriate University committee, reserves the right to assign the appropriate grade for the course.

## LEAVE OF ABSENCE POLICY

Students in good standing, who have a family or personal emergency, or who have military orders for active service, can take a leave of absence from Mackenzie University and will not be required to apply for readmission. The student must make a written request for a leave of absence. The written request must state the nature of the emergency, and when the student is planning to resume

classes. The leave may not exceed 180 days within any 12-month period. The leave of absence must be approved by the Administrative Director. Once approved the student is on an approved leave of absence (LOA). Courses that have commenced prior to the date of the approved Leave of Absence will be assigned a grade of Early Drop (ED) or Late Drop (LD). Early Drop (ED) grades assigned to these courses are not used in the calculation of the GPA and completion percentage. Late Drop (LD) grades will be used in the calculation of the completion percentage. If a student does not return when scheduled, he or she will be terminated. The last day of actual attendance will be used for refund purposes.

#### MAKE UP WORK POLICY & REPEATING COURSES

Students who are unable to complete work by the end of the course may be granted an incomplete grade (I) with the instructor's approval. Make-up work policy is granted on a case-by-case basis. Arrangements must be completed within three (3) days of the end of the course. Failure to make such arrangements without administrative approval will result in a failed grade.

#### REPEAT COURSEWORK

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

#### E

Student will receive advisement and or counseling with the following topics: Academic Planning which includes academic advising, inquiry about additional online course offerings, registration for courses, completion of administrative forms, the purchase of textbooks and library access. Student services also include Financial Advisement and Personal Academic issues. In addition, the student will also receive career services assistance, which will consist of identifying opportunities and advising the student on appropriate means of attempting to realize those opportunities.

#### CATALOG AVAILABILITY

This university Catalog is also available at [www.mackenzieuniversity](http://www.mackenzieuniversity)

#### STUDENT RECORDS

Mackenzie University maintains accurate academic transcripts for each student including each course in which the student is enrolled, the semester, grade, and credit value. Student records are retained perpetually at the institution site in Florida in a fireproof cabinet. Computer records are backed up weekly and stored at Mackenzie University. Mackenzie University maintains the following: accurate records of academic advisement and a copy of all decisions made in each academic advisement conference, records of personal counseling referrals made to students.

## TRANSCRIPTS REQUEST

Requests for copies of transcripts for personal use may be made by contacting the Registrar and paying the appropriate fee. The college will issue official copies to another college, employer, institution, or agency, only at the student's request. Students and alumni may request copies of their academic records, which will be stamped 'Student Copy.' There is a \$25 charge for each transcript after the issuance of one upon graduation.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

## CAREER AND PLACEMENT SERVICES

Placement services are available at no charge to the student. Mackenzie University assists students in identifying career advancement opportunities in the field of study upon graduation but does not guarantee employment. Graduates of the Spanish speaking programs may encounter employment limitations since most businesses in the United States require fluency in the English language.

## ACADEMIC ADVISING

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

## STANDART OF PROGRESS

### GRADING SYSTEM

Grades are based on the quality of work as shown by written tests, term papers, and projects as indicated on the course syllabus. Faculty members will provide an individual's evaluation of performance for each course. Grades are posted onto the student's academic record, which is kept permanently.

### GRADING SCALE

Letter Grade	Numeric Grade	Definition
A	90 – 100	4.0
B	80 – 89	3.0
C	70 – 79	2.0
D	60 – 69	1.0
F	Bellow 59	0.0
I	0	Incomplete
P	0	Pass
W	0	Withdrawal

X	0	Ongoing
NR	0	Grade Not Reported
WF	0	Withdrawal after 60% course completion
T	0	Transfer
NP	0	No Pass
R	0	REPAT

## DROP/ADD PERIOD FOR DEGREE AND DIPLOMAS PROGRAMS

Courses can be added or dropped from the student's schedule during the first week of the semester without penalties. However, the student must be aware of the penalties involved in adding or dropping a course after the second week of the semester. The timing of the drop will determine if a financial and academic penalty is incurred. It is the student's responsibility to notify the Registrar Office in writing anytime a change is requested. Students dropping within the Add/Drop period will not be charged tuition for that class or count as a course taken at the school. The class dropped will have no effect on the student's GPA.

## STANDARDS OF ACADEMIC PROGRESS POLICY (SAP POLICY)

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

1. **Qualitative Measure (Cumulative GPA):** Undergraduate students must maintain a cumulative grade point average of 2.0 or higher, Graduate students must maintain a cumulative grade point average of 3.0 for all credit hours attempted to remain compliant with SAP Policy. This amounts to a "C" average. The grade of "W" has no effect on the student's cumulative grade point average.
2. **Quantitative Measure (Credit Hour Progression):** Students must complete at least 67% of credit hours attempted each semester to remain compliant with SAP Policy. Credit hour progression will be based on a cumulative total of attempted hours to earned hours. For example, a student enrolls for 12 semester credit hours the student is required to successfully complete a minimum of 8 semester credit hours ( $12 \times 67\% = 8$ ) for the term.
3. **Timeframe (Attempted Credit Thresholds) or Maximum Timeframe to Complete (150%)**  
The maximum allowable timeframe for receiving aid is equal to 150% of the length of the program. For a credit hour program, the credit hours attempted cannot exceed 1.5 times the credit hours required to complete the program. The student will be withdrawn once it is determined that he/she has exceeded the allowable maximum time frame. For transfer students, accepted transfer coursework will be counted in the maximum timeframe. Students can repeat a course, but the credits will also be applied toward the maximum timeframe. Required remedial coursework will not be counted toward the student's maximum timeframe (up to 30 credits). Students will become ineligible for aid due to violation of the maximum timeframe criteria if they have an attempted credit total in their

current level which exceeds their maximum timeframe, or if they are unable to meet SAP standards within their maximum timeframe.

## CATEGORIES OF SAP

1. **SAP PROBATION:** If the student falls below the criteria on the SAP listed above in the catalog, he/she will be placed on a probationary period (the period is specified above on the SAP) Any student having to repeat courses will have to pay \$25.00 per course. At the end of the probationary period, if the student has not satisfied the specified requirements, he/she may be terminated from the university. Students meeting this requirement at the end of the probationary period will be removed from this status. Probation is an administrative status. Students on probation are at risk of termination from the program. Students on probation are monitored more closely, requiring academic advising on a regular basis to determine student progress. Students on probation may be required to attend extra Page 34 of 72 course sessions. Students placed on probation will be notified in writing and will receive academic advising to assist them in grade improvement.
2. **SAP DISMISSAL:** Students are eligible to apply for readmission after a minimum of one term, and, if permitted to return, will be on academic probation. If at any time after having once been suspended a student on probation has a cumulative average below the minimum required, the student will be dismissed from the university and will not be eligible to return. Any appeals for failure to maintain satisfactory progress must be made in writing to the Director of Student Services within 15 days of notice of dismissal. The student will be notified in writing of the decision. The maximum time limited given to a student to complete their program is 1.5 times the normal length of that program. A student not meeting these criteria will be terminated for not making satisfactory progress.
3. **SAP APPEAL:** In the form the student must indicate the criteria he/she is not meeting: CGPA, Pace, Timeframe. SAP Appeals may be considered in extenuating circumstances only, including death of a relative, personal injury, illness, physical disability, first semester at Mackenzie university. In all instances, the appeal must be substantiated by relevant supporting documentation and a copy of the academic improvement plan (when the criteria not being met is CGPA). Appeal results will be determined and communicated to the student via email within approximately 10 business days after the appeal is received. Students whose appeal is denied may submit an appeal for a future term if they appear to be able to meet SAP standards within their maximum timeframe.

## ACADEMIC STANDARDS

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

## GRADE CHANGE

A change in grade must be resolved by the end of the term following the term in which the grade was originally issued. Grade changes must be submitted from the faculty to the University registrar

on the official “Grade Change Form”, with the instructor signature. All grade changes are subject to administrative approval. Students questioning a term grade posted to their academic record should e-mail the university registrar. The university registrar will forward the e-mail to the instructor of the course and the appropriate academic administrator for resolution. The timeframe for changing the grade is one (1) week from the end of the term.

## GRADUATION REQUIREMENTS

All students must complete the general graduation requirements as prescribed by the University, as well as degree requirements specified in the degree being pursued.

Students should request an exit interview to graduate. Accordingly, students must contact the Academic Director to schedule an appointment and/or decide to complete the necessary paperwork. Only those students who have completed all degree requirements are allowed to participate in the commencement exercises.

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

## CHANGE MADE BY INSTITUTION

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

## STUDENT CONDUCT POLICY

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

- Non-compliance with rules and regulations.
- Conduct that reflects unfavorably upon the school or its students.
- Unsatisfactory academic progress.
- Excessive absences or tardiness.
- Failure to pay fees when due.
- Cheating.
- Falsifying records.

- Breach of institution enrollment agreement.
- Failure to abide by the rules and regulations of clinical sites.
- Entering the institution while under the influence or effects of alcohol, drugs, or narcotics of any kind.
- Carrying a concealed or potentially dangerous weapon.
- Sexual harassment.
- Harassment of any kind including intimidation and discrimination.

## PENALTIES FOR MISCONDUCT

The Director of Student Services may impose penalties for violations of university policies or campus regulations whether such violations are also violations of law, and whether proceedings are or have been pending in the courts involving the same acts. If because of an official appeal it is determined that the student was improperly disciplined, the Director of Student Services shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such a case, the record of the hearing may be used only in connection with legal proceedings.

Whether or not a hearing is conducted, the University may provide written notice to a student that his or her alleged behavior may have violated University policy or campus regulations and that, if repeated, such behavior will be subject to the disciplinary process. Evidence of the prior alleged behavior as detailed in the written notice may be introduced in a subsequent disciplinary action. When a student is found in violation of university policies or campus regulations, any of the following types of student disciplinary action may be imposed. Any sanction imposed should be appropriate to the violation, taking into consideration the context and seriousness of the violation.

1. Warning/Censure: Written notice or reprimand to the student that a violation of specified university policies or campus regulations has occurred, and that continued or repeated violations of the university policies or campus regulations may be cause for further disciplinary action, normally in the form of Disciplinary Probation, and/or Loss of Privileges and Exclusion from Activities, Suspension, or Dismissal
2. Disciplinary Probation: A status imposed for a specified period during which a student must demonstrate conduct that conforms to the university standards of conduct. Misconduct during the probationary period or violation of any conditions of the probation may result in further disciplinary action, normally in the form of Suspension or Dismissal
3. Loss of Privileges and Exclusion from Activities: Exclusion from participation in designated privileges and activities for a specified period. Violation of any conditions in the written Notice of Loss of Privileges and Exclusion from Activities, or violation of university policies or campus regulations during the period of the sanction may be cause for further disciplinary action, normally in the form of Probation, Suspension or Dismissal.
4. Suspension: Termination of student status at the university for a specified period with reinstatement thereafter certain, provided that the student has complied with all conditions imposed as part of the suspension and provided that the he or she is otherwise qualified for reinstatement. Violation of the conditions of Suspension or of university policies or campus

regulations during the period of Suspension may be cause for further disciplinary action, normally in the form of Dismissal.

5. Dismissal: Termination of student status for an indefinite period. Readmission after dismissal may be granted only under exceptional circumstances.
6. Restitution: A requirement for restitution in the form of reimbursement may be imposed for expenses incurred by the university or other parties resulting from a violation of these policies. Such reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages. Restitution may be imposed on any student who alone, or through group or concerted activities, participates in causing the damages or costs.
7. Revocation of Awarding of Degree: Subject to the concurrence of the University Governing Board.

## GRIEVANCE POLICY

A grievance procedure is available to any student who believes a university decision or action has adversely affected his or her status, rights, or privileges as a student. The purpose is to provide a prompt and equitable process for resolving student grievances. Students with grievances should first communicate with the appropriate course professor. If the professor is unable to resolve the student's complaint, the professor will refer it to the Director of Student Services in writing. If the Director of Student Services is unable to resolve the student's complaint, he will refer it to the Executive Vice President. The Executive Vice President will take steps to resolve the complaint or will refer it in turn to the President of the University. The University President's decision is final.

- Informal Resolution: Students are encouraged to speak directly with their mentor or staff member most concerned with or responsible for the situation that is the cause of the complaint. If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.
- Informal Complaint: A student may register an informal complaint within thirty (30) days of the event that triggered the complaint. The earlier the communication is made, the more likely it is to resolve the matter satisfactorily. Complaints should be made to the Director of Student Services. Informal complaints may be made in person, by telephone, or email. Appropriate university staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the University's response within 20 days of the informal complaint. If the student is not satisfied with the decision and/or attempts at resolution, he/she may go on to make a formal complaint.
- Formal Complaint: A formal complaint must be submitted in writing to the Executive Vice President. Formal complaints must be filed within sixty (60) days of the event that triggered the complaint and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described. Receipt of the complaint will be acknowledged within fifteen (15) days. The appropriate university administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within thirty (30) days of the receipt of the complaint. The relevant university office will keep a complete record of formal complaints. Records of the outcome of all formal complaints will also be stored in a centralized database and

the student's electronic file. Students who at the end of this process feel a grievance is unresolved may refer it to:

Commission for Independent Education, Florida Department of Education  
325 West Gaines Street, Suite 1414 Tallahassee, FL 32399-0400  
Phone 850.245.3200, or Toll Free 888.224.6684, or online at <http://www.fldoe.org/policy/cie>

## STUDENT COMPLAINT PROCEDURES

Mackenzie University's primary objective is to help its students meet their career goals. Occasionally, students have concerns or problems that need to be addressed. Students can confidentially discuss their problems at any time with instructors, the Student Services Department, or any staff member. Additionally, the Chief Academic Officer and the Deans maintain an open-door policy regarding students' problems. All students are entitled to fair processes and procedures. The University has procedures that allow its students to be heard, convey to the administration concerns they may have, and provide a fair hearing for students. The University will retain permanent records concerning formal complaints for a period of five years.

## STUDENT COMPLAINT GENERAL

The University is committed to its students and would like to know about student concerns. Students may voice concerns through normal administrative procedures which include meeting with the Student Services Department, or any staff member. Additionally, the Chief Academic Officer and the Deans maintain an open-door policy regarding students' problems.

A student who would like to file a written complaint about any issue can do so through the Student Services Department. These procedures apply only to student complaints received in writing.

- A written complaint is submitted in person, by U.S. mail, or by email. Complaints should be clearly dated.
- All written student complaints will be acknowledged by the University within 10 business days of receipt of the complaint. The date of receipt should be marked on the complaint.
- Within 15 business days after acknowledging receipt of the complaint, the appropriate administrative office of the University will inform the complainant regarding the institutional response to the complaint.
- Students have the right to appeal the University's decision in the event they are not satisfied with the University's response.

## MODIFICATIONS

Mackenzie University reserves the right to modify academic policies, regulations, courses, fees and other matters of policy and rule when deemed necessary and with due notice. Students will be given advance notification of such changes.

## NON-DISCRIMINATION

Mackenzie University admits student of any race, color, sex, age, marital status, non-disqualifying disability to the extent of the law, religion, or creed, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to student at the

university and does not discriminate in administration of its educational policies, admissions policies, or other university- administered programs.

#### ANTI HAZING POLICY

In compliance with Florida law, Mackenzie University defines hazing as any act whether physical, mental, emotional, or psychological, which subjects another person, voluntarily, or involuntarily, to anything that may abuse, mistreat, degrade, humiliate, harass, or intimidate him or her, or which may in any fashion compromise his/her inherent dignity as a person. Hazing is inherently in conflict with the purpose and goals of Mackenzie University. Therefore, such conduct will not be tolerated. Every effort will be made by Mackenzie University to guarantee that hazing will not victimize students.

#### EMERGENCY CLOSURES

In the event of an emergency, American Business University will close as determined by Miami-Dade County due to inclement weather or natural disaster (hurricane, etc.)

## **ADMINISTRATION, FACULTY AND STAFF**

**\*\* The positions will be covered by the indicated people according to the needs and possibilities of Mackenzie University as the institution grows.**

### **CHANCELLOR/PRESIDENT and Admission Marketing Director**

***Osmi Rafael Curiel Mackenzie, MBA***

Master of Science in Business Administration, Atlantis University, Miami, Florida

Business Intelligence Certification, Atlantis University, Miami, Florida

Specialist in Financial Management, Universidad Jorge Tadeo Lozano, Santa Marta, Colombia.

Bachelor of Science in Accounting, Universidad Tecnologica de Bolivar, Cartagena, Colombia.

### **EXECUTIVE VICE-CHANCELLOR/PRESIDENT AND CHIEF ACADEMIC OFFICER (CAO)**

***Dr. Juan Enrique Tapia Sánchez, PhD***

PhD in Education in Curriculum Design and Instruction, Central University, Santa Clara, VC

Juris Doctor, Central University, Santa Clara, VC

Doctorate in Business Administration (ABD), Keiser University, Fort Lauderdale, Florida.

Master of Business Administration, Metropolitan University, Miramar, Florida

Master's degree in education, Central University, Santa Clara, VC

### **DIRECTOR OF ACCREDITATION AND COMPLIANCE\*\***

***Dr. Chee Piong, PhD***

PhD Finance and Accounting, North Central University, Prescott Valley, Arizona

PhD Management, Walden University, Minneapolis, Minneapolis

### **DEAN SCHOOL OF GRADUATE, SCHOOL OF EDUCATION AND POLITICAL SCIENCES AND GENERAL EDUCATION \*\***

***Dr. Milagro Velasco, PhD***

PhD in Education in Curriculum Design and Instruction, Kaiser University, Fort Lauderdale, Florida.

Master's degree in English, Western New Mexico University, New Mexico, New Mexico.

Master's degree in TESOL, Saint Thomas University, Miami Gardens, Florida.

Bachelor's degree in teaching English, ISP Felix Varela, Santa Clara, Cuba

### **ASSOCIATE DEAN GENERAL EDUCATION\*\***

***Dr. Juana Ramirez, DBA***

Doctor of Business Administration, Keiser university, Fort Lauderdale, Florida.

Master of Business Administration, Kaiser University, Fort Lauderdale, Florida

Bachelor of Science in Education major in Mathematics, ISP Rafael Maria Mendive, Pinar Del Rio, Cuba

### **DEAN SCHOOL OF BUSINESS ADMINISTRATION \*\***

***Dr. Ernesto Gonzalez, DBA***

Doctorate in Business Administration (DBA), University of Oviedo, Oviedo, Spain.

Master's degree in business administration (MBA), University of Oviedo, Oviedo, Spain.

Bachelor's degree in industrial Engineer, University of Las Villas, Las, Cuba.

## **DEAN SCHOOL OF INFORMATION TECHNOLOGY SCHOOL\*\***

***Dr. Marcel Andino, PhD.***

Doctorate in Computer and Automation, University of Havana, La Habana, Cuba.

Master of Science in Automatic Control, University of Havana, La Habana, Cuba.

Bachelor of Science in Industrial Engineering, University of Havana, La Habana, Cuba.

## **REGISTRAR**

***Maria Fernanda Valero, MFA***

Master of Fine Arts, University of Delaware, Newark, Delaware

Bachelor of Fine Arts, Miami International University of Art, Miami, Florida

## **STUDENT AND CAREER SERVICES DIRECTOR**

***Claudio De La Parra, MPH***

Master of Science in Public Health, West Coast University, Miami, Florida

Bachelor of Science in Human Resources Management, Kaiser University, Fort Lauderdale, Florida.

Associate of Science in Business Administration, Kaiser University, Fort Lauderdale, Florida

## **LIBRARIAN**

***Dr. Deena Marie Baresford, PhD.***

Ed.D. Doctor of Educational Leadership/Higher Education Administration, Argosy University, Atlanta, Georgia.

Master of Science in library and Information Science, Pratt Institute, New York, New York.

Bachelor of Science, Interdisciplinary Liberal Arts and Sciences, Touro College, New York, New York.

Associate of Science in Liberal Arts, New York, New York.

Executive Administrative Assistant (Presidency/Admission)

***Mr. Brian Moreno***

Academic Executive Administrative Assistant

***Ms. Stephanie Tapia***

## FACULTY

Dr. Andino, Marcel

- Doctorate in Computer and Automation, University of Havana, La Habana, Cuba.
- Master of Science in Automatic Control, University of Havana, La Habana, Cuba.
- Bachelor of Science in Industrial Engineering, University of Havana, La Habana, Cuba.

Dr. Aravena, Marcela

- Doctorate in Social Science, University National of La Plata, La Plata, Argentina
- Masters in social policies and local Management, University of Arts and political Sciences, Chile, Chile.
- Bachelors in project management and Social Service, University of Barcelona, Barcelona, Spain.

Dr. Baresford, Deena Marie

- Ed.D. Doctorate in Educational Leadership/Higher Education Administration, Argosy University, Atlanta, Georgia.
- Master of Science in library and Information Science, Pratt Institute, New York, New York.
- Bachelor of Science, Interdisciplinary Liberal Arts and Sciences, Touro College, New York, New York.
- Associate of Science in Liberal Arts, New York, New York.

Ms. Casales, Isel

- MBA Human Resources, Florida National University, Hialeah, Florida
- Bachelor of Sciences in Business Administration, Florida International University, Miami, Florida

Dr. Chee, Piong

- PhD Finance and Accounting, North Central University, Prescott Valley, Arizona
- PhD Management, Walden University, Minneapolis, Minneapolis

Dr. Crucero, Sorin

- PhD in Economics, Bucarest University
- Master in Math and Statistics, Bucarest University

Dr. Djokic, Borivoje-Boris

- PhD Statistics, University of Belgrade, Belgrade, Servia
- Master in Statistics, University of Belgrade, Belgrade, Servia
- Bachelor of science in Statistics, University of Belgrade, Belgrade, Servia

Dr. Fernandez, Alicia

- Ph.D in Information Technology, Higher Polytechnic Institute, Habana, Cuba
- Bachelor of Science in Computer Science, University of Habana, Habana, Cuba

Dr.Ferrer, Susan

- DBA IN Accounting, Argosy University,

Dr. Flecha, Jose

- Doctorate in Business Administration, Argosy University, Atlanta, Georgia.
- Master's degree in business administration (MBA), Metropolitan University, San Juan, Puerto Rico.
- Bachelor's degree in business administration, University del Turabo, Gurabo, Puerto Rico

Dr. Gonzales, Ernesto

- Doctorate in Business Administration (DBA), University of Oviedo, Oviedo, Spain.
- Master's degree in business administration (MBA), University of Oviedo, Oviedo, Spain.
- Bachelor's degree in industrial Engineer, University of Las Villas, Las, Cuba.

Dr. Inciarte, Mercedes

- Doctorate in Education, Urbe University, Maracaibo, Venezuela.
- Masters in education, Urbe University, Maracaibo, Venezuela
- Bachelors in education, Urbe University, Maracaibo, Venezuela

Dr. Martinez, Enrique

- Doctorate in Business Administration (DBA), Argosy University, Sarasota, Florida.
- Master's degree in business administration (MBA), Metropolitan University, San Juan, Puerto Rico.
- Bachelor's degree in business administration, University of Puerto Rico, San Juan, Puerto Rico.

Dr. Melendez, Edwin

- Doctorate in Business Administration (DBA), Pontificia Universidad Cattolica, Ponce, Puerto Rico.
- Master's degree in business administration (MBA), University of Phoenix, Guaynabo, Puerto Rico.
- Bachelor's degree in Business Administration, Universidad de Turabo, Caguas, Puerto Rico.

Mr. Monal, Michael

- Masters in psychology, Kaplan University, Miami, Florida
- Bachelors in psychology, Kaplan University, Miami, Florida

Dr. Morales, Doris

- Ph.D. Doctorate in Business Administration, Inter American University of Puerto Rico, San Juan, Puerto Rico.
- Master's degree in business administration, Inter American University of Puerto Rico, San Juan, Puerto Rico.
- Bachelor's degree in political science, University of Puerto Rico, San Juan, Puerto Rico.

Dr. Owsu, Theophilus

- PhD in Information Systems and Communication, Robert Morris university, Pennsylvania
- Master of Science in Internet Information Systems, Robert Morris university, Pennsylvania
- Bachelor of Science in Information Sciences, Robert Morris university, Pennsylvania

Dr. Ramirez, Juana

- Doctor of Business Administration, Keiser university, Fort Lauderdale, Florida.
- Master of Business Administration, Kaiser University, Fort Lauderdale, Florida
- Bachelor of Science in Education major in Mathematics, ISP Rafael Maria Mendive, Pinar Del Rio, Cuba

Mr. Rhenals, Alejandro

- Master's degree in project management, University InterAmerican of Panama, City of Panama, Panama.
- Bachelor's degree in business administration, University of Cartagena, Cartagena, Colombia.

Dr. Rivera, María

- Doctorate in Education, Interamerican University, San Juan, Puerto Rico.
- Master's degree in education, Cambridge College, Boston, Massachusetts.
- Bachelor's degree in education, Interamerican University, San Juan, Puerto Rico.

Dr. Rivera, Rolando

- Doctorate in Busines Law, Universidad Internacional, Campeche, Mexico.
- Juris Doctor in Law, Universidad Interamericana, San Juan, Puerto Rico.
- Master's in Criminal Justice, Universidad Interamericana, San Juan, Puerto Rico.
- Bachelors in business administration, University of Puerto Rico, San Juan, Puerto Rico.

Dr. Rodriguez, Miriam

- Doctorate in Special Education, Interamerican University, San Juan, Puerto Rico.
- Master's degree in education, University of Turabo, Caguas, Puerto Rico.
- Bachelor's degree in Education, Puerto Rico University, Humacao, Puerto Rico.

Dr. Santiago, Carlos Alberto

- Ed.D. in Curriculum and Teaching, Universidad del Turabo, Guarabo, Puerto Rico.
- Master Degree in Education, Universidad del Turabo, Guarabo, Puerto Rico.
- Bachelor's degree in Humanities and Education, University of Puerto Rico, Rio Piedras, Puerto Rico.

Dr. Sexton III, Charles

- Ed.D. Doctor of Education in Leadership and Management, Capella University, Minneapolis, Minnesota.
- Master of Science in Educational Administration, Trinity Washington University, Washington, DC.
- Bachelor of Science in Mathematics, Morgan State University, Baltimore, Maryland.
- Certification: Maryland Department of Education in Administration I

Dr. Silva, Alberto

- Ph.D. in Business Administration, University of Alemeira, Almeira, Spain.
- Master's degree in engineering, University of Florida, Gainesville, Florida, United State.

- Bachelor's Degree in civil Engineer, University Central of Venezuela, Caracas, Venezuela.

Dr. Tapia, Clara Elisa

- PhD in Technology, Nova Southeastern University, Miami, Florida
- Master's degree in Academic Management, University of Alcalá, Alcalá, Spain

Dr. Torres, Jaime

- Ph.D. in Entrepreneur Strategies, with a Specialization in International and Interregional Business, University of Puerto Rico, Metro Campus Rio Piedra, Puerto Rico
- Master's degree in business administration, Major in Finance, University of Puerto Rico, Metro Campus Rio Piedra, Puerto Rico
- Bachelor's degree in business administration, Major in Finance, University of Puerto Rico, Metro Campus Rio Piedra, Puerto Rico
- Certifications: Data Analysis Certification, Certify Blackboard Instructor, Certify Educational Module Designer (PMC), Certify online Courses Instructor (EaD), Data Analysis Certification.
- Membership: Member of the Association for Financial Professionals, U.S. Chapter, Member of the Association for Financial Professionals, P.R. Chapter

Dr. Velasco, Milagros

- PhD in Education in Curriculum Design and Instruction, Kaiser University, Fort Lauderdale, Florida.
- Master's degree in English, Western New Mexico University, New Mexico, New Mexico.
- Master's degree in TESOL, Saint Thomas University, Miami Gardens, Florida.
- Bachelor's degree in teaching English, ISP Felix Varela, Santa Clara, Cuba

Dr. Zuniga, Cortes

- Doctorate in Political Science, University of Art and Political Sciences, Chile
- Masters in social policies and local Management, University of Arts and political Sciences, Chile, Chile.
- Bachelors in project management and Social Service, University of Barcelona, Barcelona, Spain.

## ***COURSES DESCRIPTION***

A

### ***ACG 200 Accounting I***

(3 credits Hours Required)

**Courses Description:** Principles of Accounting focuses on ways in which accounting principles are used in business operations. Students will learn about the basics of accounting, including how to use Generally Accepted Accounting Principles (GAAP), ledgers, and journals. Students will also be introduced to the steps of the accounting cycle, concepts of assets and liabilities, and general information about accounting information systems. This course also presents bank reconciliation methods, balance sheets, and business ethics.

#### **Competencies:**

This course covers the following competencies:

- The graduate analyzes the use of accounting information systems for various business functions.
- The graduate performs accounting tasks related to financial assets for businesses and individuals.
- The graduate uses accounting principles to accurately record information, post and modify transactions, and prepare various forms used in accounting.
- The graduate performs accounting tasks related to financial liabilities for businesses and individuals.
- The graduate analyzes the role of accounting and its applications in various fields.
- The graduate analyzes accounting theory and why it is important in real-world situations.

### ***ACG 250 Accounting II***

(3 credits Hours Required)

**Courses Description:** Accounting II is a continuation of the topics that were addressed in Accounting I. Accounting II focuses on ways in which accounting principles are used in business operations, deepening the student's understanding of Generally Accepted Accounting Principles (GAAP), inventory, liabilities, and budgets. This course also introduces topics that are important for corporate accounting and financial analysis.

This course covers the following competencies:

- The graduate performs accounting tasks related to financial liabilities for businesses.
- The graduate performs accounting tasks related to inventory and equipment for businesses.
- The graduate analyzes financial statements and cash flows for a variety of organizations.
- The graduate integrates key concepts and processes in accounting for corporations.

B

### ***BSC 115 General Biology***

(3 credits Hours Required)

**Courses Description:** This course stresses the unifying themes in biology including the life processes common to all organisms and their strategies for survival. Topics include the scientific method, evolution, chemical basis for life, cell components and processes, cell cycles, molecular genetics, and patterns of inheritance.

**Course Objectives:**

Upon completion of this course, the student will be able:

- to recognize terminology, specific biological facts, and utilize general principles associated with the structural and functional organization of living things.
- This course also stresses critical thinking skills which are designed to allow the student to: develop more meaningful learning beyond rote memorization.
- extend beyond lower levels of learning (knowledge and comprehension) to
- higher levels of learning (application, analysis, synthesis and evaluation).
- apply concepts and principles to real world experience and situations.
- enhance problem solving skills.

***BUL 211 Business Ethics***

(3 credits Hours Required)

**Courses Description:** Business Ethics is designed to enable students to identify the ethical and socially responsible courses of actions available through the exploration of various scenarios in business. Students will also learn to develop appropriate ethics guidelines for a business. This course has no prerequisites.

**Competencies:**

This course covers the following competencies:

- The graduate analyzes ethical and socially responsible courses of action in a given business situation.
- The graduate analyzes ethical considerations that shape business leadership.
- The graduate evaluates ethical policies in a given business scenario.
- The graduate applies ethical principles to employment.
- The graduate applies ethical principles to environmental concerns confronting business.
- The graduate applies ethical principles to international business.

***BUL 260 Business Law***

(3 credits Hours Required)

**Courses Description:** This course introduces students to business law. Topics include the sources and types of law, contractual relationships, government regulation of business, dispute resolution, alternative dispute resolution, tort and other civil liabilities, labor and employment law, and other legal issues found in common business scenarios. Students will analyze examples of various business activities to learn whether specific laws apply.

**Competencies:**

This course covers the following competencies:

- The graduate determines which US regulatory requirements would apply in various business situations or practices.
- The graduate analyzes various approaches to alternative dispute resolution.
- The graduate determines whether business activities in each situation violate specific labor and employment laws.
- The graduate differentiates between different sources of law and common types of law.
- The graduate determines an organization's responsibilities regarding intentional and unintentional torts.
- The graduate describes the legal implications of agency law and the legal differences between various business organization types.
- The graduate determines whether a legally binding contractual relationship exists and meets legal requirements.

### ***BUS 490 Capstone Written project***

(3 credits Hours Required)

**Courses Description:** This course begins with an introduction to the simulated operations and strategic management principles and practice. Several simulated companies, one for each team, are created for practice of strategy, policy, and integrated operations. Students will begin management of their simulated company once they have gathered working knowledge of the firm. The rest of strategic management, combined with business functional knowledge from areas such as production/operations, marketing, and finance, is then applied in managing the simulated company. A review of the functional skills is conducted as, when, and if needed. Use of strategic management cases is carried on in parallel to the reinforcement of the concepts and practice.

The course is designed around an industry given at the end of the syllabus. As a rule, it is an oligopoly industry. The purpose of the simulated industry is to provide a forum to realistically see the relevance and consequence of general management decisions and strategic management. Through the power of the computer, students will make strategic decisions relating to their firms, perform strategic management, and engage in stock market and financial manipulations relating to their simulated companies. Computer simulation enhances experiential learning through the game.

#### **Competencies:**

This course covers the following competencies:

- The graduate integrates and synthesizes competencies from across the degree program, thereby demonstrating the ability to participate in and contribute value to the chosen professional field.

C

### ***CIS 240 Introduction to Information Technology***

(3 credits Hours Required)

**Courses Description:** Information Systems Management provides an overview of many facets of information systems applicable to business. The course explores the importance of viewing information technology (IT) as an organizational resource that must be managed, so that it supports or enables organizational strategy.

## Competencies:

This course covers the following competencies:

- The graduate describes the impact of e-commerce and social media on the business environment.
- The graduate interprets approaches for managing information security and privacy, averting ethical issues, and minimizing negative societal effects in business.
- The graduate describes primary technologies and the application of telecommunications, wireless, and the internet in business.
- The graduate describes the characteristics, functions, and evolution of computer hardware and software in support of business functions.
- The graduate describes the role of information systems and the challenges of managing information technology in supporting essential business functions.
- The graduate describes effective techniques for managing databases and data warehouses for business optimization.
- The graduate describes effective strategies for systems development and the use of various decision support tools in business.

### *CIT 110 Introduction to IT*

(3 credits Hours Required)

**Courses Description:** Introduction to IT examines information technology as a discipline and the various roles and functions of the IT department as business support. Students are presented with various IT disciplines including systems and services, network and security, scripting and programming, data management, and business of IT, with a survey of technologies in every area and how they relate to each other and to the business.

This course covers the following competencies:

- The graduate describes the structure, function, and security associated with networks.
- The graduate explains the structure and function of databases.
- The graduate describes IT as a discipline and discusses the history and future of computing as well as the currently used infrastructure.
- The graduate explains the role of technology in today's business environment and describes basic concepts of project management.
- The graduate identifies common software architectures, development techniques, and the relationship between software and its environment.
- The graduate describes information technology systems and their role in converting data to organizational knowledge.
- The graduate identifies the role of different types of software in a computing environment and explains the fundamentals of software development.
- The graduate evaluates ethical concerns involved in the use of technology.
- The graduate recognizes and describes functions of basic computer hardware components.

### ***CIT 120 IT Foundations***

(3 credits Hours Required)

**Courses Description:** IT Foundations is the first course in a two-part series preparatory for the CompTIA A+ exam, Part I. Students will gain an understanding of personal computer components and their functions in a desktop system, as well as computer data storage and retrieval; classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers, laptops, portable devices, operating systems, networks, and system security; recommending appropriate tools, diagnostic procedures, preventative maintenance and troubleshooting techniques for personal computer components in a desktop system; strategies for identifying, preventing, and reporting safety hazards and environmental/human accidents in a technological environments; and effective communication with colleagues and clients as well as job-related professional behavior.

This course covers the following competencies:

- The graduate recommends appropriate strategies for classifying, installing, configuring, optimizing, and upgrading basic network types.
- The graduate recommends appropriate strategies for classifying, installing, configuring, optimizing, upgrading, and troubleshooting laptops and mobile devices.
- The graduate recommends appropriate strategies for classifying, installing, configuring, optimizing, upgrading, and troubleshooting printers.
- The graduate demonstrates an understanding of personal computer components and their function in a desktop system.
- The graduate demonstrates a basic working knowledge of computer data storage and information retrieval.

### ***CIT 200 Network Policies and Service Management***

(3 credits Hours Required)

**Courses Description:** This course prepares students for the following certification exam: MCSA: Installing and Configuring Windows Server.

This course covers the following competencies:

- The graduate installs and configures Windows Server 2012 R2.
- The graduate installs and administers Active Directory in Windows Server 2012 environment.
- The graduate deploys and configures Core network services in Windows Server 2012 environment.
- The graduate creates and manages group policies in Windows Server 2012 environment.
- The graduate configures server roles and features in Windows Server 2012 environment.
- The graduate configures settings associated with Hyper-V technology in Windows Server 2012 R2 environment.

### ***CIT 210 Networks***

(3 credits Hours Required)

**Courses Description:** Networks for undergraduates focuses on the general concepts and applications of computer operating systems and network topologies. The fundamental knowledge and skills gained in this course prepares students for the CompTIA Network+ (N10-007) certification exam. C172 is a pre-requisite for this course, and should be completed prior to beginning Networks, C480.

This course covers the following competencies:

- The graduate troubleshoots network issues in support of an organization's operations.
- The graduate manages network security to protect an organization.
- The graduate manages networks to support an organization's operations.
- The graduate configures basic networking components to support an organization's operations.
- The graduate manages a network infrastructure to support an organization's operations.

### ***CIT 220 Networks***

(3 credits Hours Required)

**Courses Description:** This course prepares students for the CIW Site Development Associate certification. The course introduces students to web design and development by presenting them with HTML5 and CSS, the foundational languages of the web, by reviewing media strategies, and by using tools and techniques commonly employed in web development.

This course covers the following competencies:

- The graduate develops a plan for creating and maintaining a website that addresses specific business needs while maintaining industry and ethical standards.
- The graduate creates web pages using a GUI editor as well as basic HTML5 and CSS 3 elements.

### ***CIT 230 Business of IT***

(3 credits Hours Required)

**Courses Description:** Business of IT – Applications examines Information Technology Infrastructure Library (ITIL®) terminology, structure, policies, and concepts. Focusing on the management of Information Technology (IT) infrastructure, development, and operations, students will explore the core principles of ITIL practices for service management to prepare them for careers as IT professionals, business managers, and business process owners.

This course has no prerequisites. This course covers the following competencies:

- The graduate analyzes service management processes and the process model to effectively deliver IT services to customers.
- The graduate describes the various processes central to IT service management to contextualize each process within an organization's overarching service management approach.
- The graduate analyzes how the ITIL Service Lifecycle's integrated approach provides value to organizations to work effectively on IT teams.

- The graduate describes the service desk function, the technical management function, the application management function, and the IT operations management function to contextualize each function within an organization's overarching service management approach.
- The graduate deconstructs service management, service design, and continual service improvement to optimize service value for customers and organizations.
- The graduate analyzes how different roles and responsible, accountable, consulted, and informed characterizations work together to understand the opportunities and constraints the graduate is likely to experience when working on teams in a service management workplace.
- The graduate articulates service management concepts with ITIL vocabulary to effectively communicate about IT service management in the workplace.

### ***CIT 240 Network and Security***

(3 credits Hours Required)

**Courses Description:** Network and Security introduces students to the components of a computer network and the concept and role of communication protocols. The course covers widely used categorical classifications of networks (e.g., LAN, MAN, WAN, WLAN, PAN, SAN, CAN, and VPN) as well as network topologies, physical devices, and layered abstraction. The course also introduces students to basic concepts of security covering vulnerabilities of networks and mitigation techniques, security of physical media, and security policies and procedures. This course has no prerequisites.

This course covers the following competencies:

- The graduate identifies network security concepts to support security practices within an organization.
- The graduate determines appropriate network security operations to protect an organization's assets and networks.
- The graduate identifies core networking concepts to support networking operations within an organization.

### ***CIT 250 Organization and Technology of Information System*** (3 credits Hours Required)

**Courses Description:** It emphasizes the study of information system support for administrative areas such as accounting, management and production, and operation management. It provides a foundation to participate and to explore the dynamic, multimedia landscape of the twenty-first century. This course also examines the nature of information systems and information processing techniques. Topics covered include input and output, primary and secondary storage, data validation and testing, systems and applications software and data security.

### ***CIT 260 Scripting and Programming – Foundations*** (3 credits Hours Required)

**Courses Description:** Scripting and Programming - Foundations introduces programming, covering basic elements such as variables, data types, flow control, and design concepts. The

course is language-agnostic in nature, ending in a survey of languages and introduces the distinction between interpreted and compiled languages. There are no prerequisites for this course.

This course covers the following competencies:

- The graduate examines basic computer programming elements, including data types, constants, variables, operators, and expressions.
- The graduate compares various scripting and programming languages.
- The graduate interprets algorithms.
- The graduate describes steps of the software design process.
- The graduate determines how to achieve programming goals through functions and control structure.

### ***CIT 270 Linux***

(3 credits Hours Required)

**Courses Description:** Linux is an introduction to Linux as an operating system as well as an introduction to open-source concepts and the basics of the Linux command line. Expert content, a Linux virtual machine, and step-by-step labs give you hands-on access to practice Linux command line concepts. Linux is widely used in different industries for all kinds of functions including web servers, firewalls, and graphic design, and provides robust functionality and a stable, secure environment that is not often found in any other client operating system.

This course covers the following competencies:

- The graduate manages the system using command line basics.
- The graduate configures the system using advanced commands.
- The graduate configures security and file permissions.
- The graduate identifies major Linux distributions, features, and requirements.
- The graduate identifies the fundamentals of open-source software.

### ***CIT 275 Business of IT – Project Management***

(3 credits Hours Required)

**Courses Description:** In this course, students will build on industry standard concepts, techniques, and processes to develop a comprehensive foundation for project management activities. During a project's life cycle, students will develop the critical skills necessary to initiate, plan, execute, monitor, control, and close a project. Students will apply best practices in areas such as scope management, resource allocation, project planning, project scheduling, quality control, risk management, performance measurement, and project reporting. This course prepares students for the following certification exam: CompTIA Project+.

This course covers the following competencies:

- The graduate determines project tools and documentation methods to measure and monitor project performance.
- The graduate applies communication methods and change control processes to maintain clarity of project plans, activities, and changes for stakeholders.

- The graduate determines the impact of project constraints and influences to manage risk.
- The graduate applies key project management processes to guide business initiatives.

### ***CIT 280 Data Management - Foundations***

(3 credits Hours Required)

**Courses Description:** This course introduces students to the concepts and terminology used in the field of data management. They will be introduced to Structured Query Language (SQL) and will learn how to use Data Definition Language (DDL) and Data Manipulation Language (DML) commands to define, retrieve, and manipulate data. This course covers differentiations of data—structured vs. unstructured and quasi-structured (relational, hierarchical, XML, textual, visual, etc); it also covers aspects of data management (quality, policy, storage methodologies). Foundational concepts of data security are included.

This course covers the following competencies:

- The graduate explains how data, databases, and data management are used in today’s organizations.
- The graduate analyzes the relational model of data.
- The graduate interprets the concepts of analytical processing within the context of business intelligence.
- The graduate implements SQL concepts and coding.
- The graduate demonstrates appropriate strategies to normalize data.
- The graduate demonstrates an understanding of the concepts involved in the modeling of data.

### ***CIT 285 Security Technology***

(3 credits Hours Required)

**Courses Description:** This course will teach students the skills and knowledge to identify risk, to participate in risk mitigation activities, and to provide infrastructure, application, information, and operational security. Students will complete this course understanding how to apply security controls to maintain confidentiality, integrity, availability, and identify how to securely integrate appropriate technologies to fulfil a business need. After the completion of this class students will be ready to take and pass the CompTIA Security+ exam SY0-401.

### ***CIT 290 Emerging Technologies***

(3 credits Hours Required)

**Courses Description:** The Emerging Technology course examines emerging technologies, identifies the benefits and drawbacks of technology adoption, and provides students with a process to evaluate technologies. The course will examine three technologies that may have an impact on Information Technology services in the coming years.

This course covers the following competencies:

- The graduate evaluates technology for organizations improvement.

-The graduate determines the impact of a proposed technology on an organization.

### ***CIT 310 Operating Systems***

(3 credits Hours Required)

**Courses Description:** This course covers operating systems from the perspective of a programmer including the placement of the operating system in the layered application development model. Primarily OSs provide Memory Management, Task Scheduling, and CPU allocation. Secondly, OSs provide tools for file storage/access, permission control, event handling, network access, and cross-process interaction. OSs also provide tools for debugging problems within a single process or within groups of programs.

This course covers the following competencies:

- The graduate describes operating systems, their functions, and their structure.
- The graduate describes different file systems and I/O algorithms.
- The graduate describes mechanisms used by the operating system for protection and security and how they relate to software applications.
- The graduate describes processes and threads and their relationship to multithreading and parallel programming.
- The graduate explains the different approaches to memory management and how they affect CPU utilization.

### ***CIT 320 Legal Issues in Information Security***

(3 credits Hours Required)

**Courses Description:** Security information professionals have the role and responsibility for knowing and applying ethical and legal principles and processes that define specific needs and demands to assure data integrity within an organization. This course addresses the laws, regulations, authorities, and directives that inform the development of operational policies, best practices, and training to assure legal compliance and to minimize internal and external threats. Students analyze legal constraints and liability concerns that threaten information security within an organization and develop disaster recovery plans to assure business continuity.

This course covers the following competencies:

- The graduate outlines legal issues that should be included within the security awareness training and education program of an organization.
- The graduate analyzes applicable laws and policies to legally protect the organization against security incidents.
- The graduate describes the legal requirements to address compliance with cybersecurity policies and procedures within an organization.
- The graduate discusses the implications of ethical issues for specific cybersecurity actions within an organization.

### ***CIT 330 Network Design Foundations***

(3 credits Hours Required)

**Courses Description:** Network Design Foundations explores enterprise environments that require networks designed for performance, availability, and scalability with the flexibility to meet rapidly evolving demands. Skilled IT professionals who possess up-to-date, fundamental network design skills are needed in order to meet these challenges head-on. C246: Fundamentals of Interconnecting Network Devices or Cisco Certified Entry Networking Technician (CCENT) certification is a prerequisite for this course. This course covers the following competencies:

- The graduate recognizes the impact of expanding existing architecture to ensure network functionality.
- The graduate explains how to apply design objectives to ensure a network design meets the needs of an organization.
- The graduate designs an IP routing architecture to ensure network functionality and provide future expansion for summarization, scalability, and convergence requirements.
- The graduate compares design methodologies to determine which methodology will meet the needs of the organization.
- The graduate designs basic, enterprise, and branch networks to meet the needs of an organization.

### ***CIT 340 Network Reliability and Fault Tolerance***

(3 credits Hours Required)

**Courses Description:** This course prepares students for the following certification exam: MCSA: Configuring Advanced Windows Server.

This course covers the following competencies:

- The graduate implements business continuity and disaster recovery.
- The graduate configures and manages high availability.
- The graduate configures identity and access solutions.
- The graduate configures network services.
- The graduate configures file and storage solutions.
- The graduate configures Active Directory infrastructure.

### ***CIT 350 Managing Web Security***

(3 credits Hours Required)

**Courses Description:** Almost all businesses and organizations require a web presence. The security needs, demands, and defenses for these online environments differ from those of an isolated single computer or intranet. This course introduces best practices for preventing security breaches by applying web security protocols, firewalls, and system configurations. This course prepares students for the Web Security Associate (CIW WSA) certification exam.

This course covers the following competencies:

- The graduate describes firewall types and common firewall terminology.
- The graduate defines encryption and its application in information security.
- The graduate creates effective network solutions using principles of effective network security to protect an organization's assets and data.

- The graduate explains the significance of network security, and various elements of an effective security policy determined through risk assessment.
- The graduate applies security defense principles when identifying security attacks.
- The graduate configures a firewall system that incorporates multiple levels of protection to secure an organization's assets and data.

### ***CIT 360 Introduction to Cryptography***

(3 credits Hours Required)

**Courses Description:** This class focuses on the foundation of cryptography. This class is not about learning all cryptographic acronyms or all cryptographic protocols in use today, nor about familiarizing oneself with current implementations of cryptographic tools, and issues that arise when implementing cryptographic tools. Furthermore, this class is certainly not going to cover the more extensive topic of computer security. This class will not teach you about firewalls, malware detection, nor how to secure or hack a system. Rather, the class will strive to convey the ideas and principles behind cryptographic design, and cryptographic applications.

### ***CIT 370 Server Administration***

(3 credits Hours Required)

**Courses Description:** This course prepares students for the following certification exam: MCSA: Administering Windows Server.

This course covers the following competencies:

- The graduate develops plans for deploying, installing, and managing servers.
- The graduate demonstrates the configuration of network services and access.
- The graduate configures and manages active directory.
- The graduate installs and configures files and print servers and services.
- The graduate configures a network policy server infrastructure.
- The graduate configures and manages group policies.

### ***CIT 380 Cyber Defense and Countermeasures***

(3 credits Hours Required)

**Courses Description:** This course provides a thorough guide to perimeter defense fundamentals, including intrusion detection and firewalls. It covers advanced topics such as security policies, network address translation (NAT), packet filtering and analysis, proxy servers, virtual private networks (VPN), and network traffic signatures. This course examines the latest technology, trends, and techniques including virtualization, IPv6, and ICMPv6 structure, making it easier to stay on the cutting edge and one step ahead of potential security threats.

This course covers the following competencies:

- Use a variety of computer hardware and software and other technological tools appropriate and necessary for the performance of tasks.
- Analyze and resolve Cybersecurity problems through the application of systematic approaches, and complete all work in compliance with relevant policies, practices, processes, and procedures.

- Adapt to new situations and demands by applying and/or updating his/her knowledge and skills.

***CIT 390 Managing web Security***

(3 credits Hours Required)

**Courses Description:** Fundamental coverage of issues and techniques in developing secure web-based applications; related topics such as network security, web server security, application-level security, and web database security, etc.

**Course Objectives:** The primary objective of this course is to study and practice fundamental techniques in developing secure web-based applications, including vulnerability of web based applications and how to protect those applications from attacks. In addition, advanced topics related to Web, such as E-commerce security, Web 2.0, collaborative Web-based applications, etc., will also be studied. Students are encouraged to complete a publishable research paper on one of the related topics.

**Learning Outcome:**

- Understand security-related issues in Web-based systems and applications.
- Understand the fundamental security components of a computer system.
- Be able to evaluate a Web-based system with respect to its security requirements.
- Understand the process of developing secure networked systems.
- Understand the fundamental mechanisms of securing a Web-based system.
- Be able to implement security mechanisms to secure a Web-based application.
- Understand security issues and common controls in electronic commerce systems.

***CIT 423 Security Ethical Hacking (EC Council CEH)***

(3 credits Hours Required)

**Courses Description:** This course covers the full hacking and penetration lifecycle. Students will get hands on instruction in each phase of the cyber exploitation phase. These phases include performing reconnaissance, scanning and enumeration, gaining access, escalation of privileges, maintaining access, and covering tracks and placing backdoors. After the completion of this course, students will have the opportunity to attempt in passing the EC Council Certified Ethical Hacking certification 312-50.

***CIT 424 Security Ethical Hacking (EC Council ECSA)***

(3 credits Hours Required)

**Courses Description:** This course will focus students on advanced pen testing methodology with an emphasis on learning how to document and write a penetration testing report. After the completion of this course, students will have the opportunity to attempt to pass the EC Council Certified Security Analyst v9. This exam is divided into 2 parts. The first part is to pass a full online penetration test scenario and report on the findings. The second part is a multiple-choice online exam.

***CIT 429 IT Capstone Written Project***

(3 credits Hours Required)

**Courses Description:** The capstone project consists of a technical work proposal, the proposal's implementation, and a post-implementation report that describes the graduate's experience in developing and implementing the capstone project. The capstone project should be presented and approved by the program mentor in relation to the graduate's technical emphasis.

This course covers the following competencies:

- The graduate integrates and synthesizes competencies from across the degree program, thereby demonstrating the ability to participate in and contribute value to the chosen professional field.

***COM 170 Speech Communications***

(3 credits Hours Required)

**Courses Description:** This introductory communication course allows students to become familiar with the fundamental communication theories and practices necessary to engage in healthy professional and personal relationships. Students will survey human communication on multiple levels and critically apply the theoretical grounding of the course to interpersonal, intercultural, small group, and public presentational contexts. The course also encourages students to consider the influence of language, perception, culture, and media on their daily communicative interactions. In addition to theory, students will engage in the application of effective communication skills through systematically preparing and delivering an oral presentation. By practicing these fundamental skills in human communication, students become more competent communicators as they develop more flexible, useful, and discriminatory communicative practices in a variety of contexts.

**Competencies:**

This course covers the following competencies:

- The graduate applies foundational elements of effective communication.
- The graduate applies appropriate communication strategies in interpersonal and group contexts
- The graduate utilizes appropriate presentational communication strategies in personal and professional settings.

Prerequisite: Minimum grade of C in ENC 101

Gordon Rule course which requires demonstration of college level writing skills through multiple assignments. **Minimum grade of C required if COM 170 is used to satisfy Gordon Rule requirement.**

***CTS 429 Cloud Foundations***

(3 credits Hours Required)

**Courses Description:** More and more companies are shifting to a cloud computing model of doing business. The Cloud Foundations course focuses on the real-world issues and practical solutions

of cloud computing in business and IT. Competency in this course will be demonstrated by the successful completion of the CompTIA Cloud Essentials certification exam.

This course covers the following competencies:

- The graduate analyzes characteristics of cloud services.
- The graduate outlines the steps to successful adoption of cloud services.
- The graduate evaluates the risks involved in the use of cloud services.
- The graduate assesses the impact of cloud computing on IT service management.
- The graduate outlines types of cloud computing, the associated risks, and technical impact.
- The graduate explains how cloud computing impacts business value.

### ***CTS 430 Cloud Applications***

(3 credits Hours Required)

**Courses Description:** Cloud Applications teaches students to implement and maintain cloud technologies and enables them to jump into a rapidly growing market. As more businesses shift their IT operations to cloud platforms, skills in cloud computing and virtualization have become a frequently required qualification for IT professionals. This course prepares students for the following certification exam: CV0-002 CompTIA Cloud+. While it is strongly recommended that students complete Cloud Foundations (C849) prior to beginning this course, there are no prerequisites.

This course covers the following competencies:

- The graduate configures security to support an organization's cloud environment.
- The graduate troubleshoots cloud services to support an organization's operations.
- The graduate manages cloud services to support an organization's requirements.
- The graduate manages cloud technologies to support business continuity.
- The graduate manages cloud systems or services for an organization.

### ***CTS 431 Data Management - Applications***

(3 credits Hours Required)

**Courses Description:** This course covers conceptual data modeling and provides an introduction to MySQL. Students will learn how to create simple to complex SELECT queries including subqueries and joins and will also learn how to use SQL to update and delete data. Topics covered in this course include exposure to MySQL; developing physical schemas; creating and modifying databases, tables, views, foreign keys/primary keys (FKs/PKs), and indexes; populating tables; and developing simple Select-From-Where (SFW) queries to complex 3+ table join queries.

This course covers the following competencies:

- The graduate creates conceptual data models and translates them into physical schemas.
- The graduate writes code to create and modify tables and views employing SQL Data Definition Language (DDL) in MySQL environment.
- The graduate creates simple Select-From-Where (SFW) and complex 3+ table join queries with Data Manipulation Language (DML) in MySQL environment.

- The graduate populates tables with insert, update, and delete using DML in MySQL environment.
- The graduate creates databases utilizing SQL Data Definition Language (DDL) in MySQL environment.
- The graduate writes code to create and modify Primary Keys (PKs) and Foreign Keys (FKs) and Indexes with SQL Data Definition Language (DDL) in MySQL environment.

***CTS 432 Enabling Cloud Service (Enabling 365 Service)*** (3 credits Hours Required)

**Courses Description:** This class is intended for students who want to gain information on Enabling Office 365 Services Managing. Students for this exam are IT professionals who take part in evaluating, planning, deploying, and operating the Office 365 services, including its dependencies, requirements, and supporting technologies. Candidates should have experience with the Office 365 Admin Center and an understanding of Microsoft Exchange Online, Skype for Business Online, SharePoint Online, Office 365 ProPlus, and Microsoft Azure Active Directory. This includes experience with service descriptions, configuration options, and integrating services with existing identity management and on-premises infrastructure to support the business requirements of an organization.

***CTS 433 Managing Security*** (3 credits Hours Required)

**Courses Description:** Many of today’s companies and organizations have outsourced data management, availability, and operational processes through cloud computing. In this course, students design solutions for cloud-based platforms and operations that maintain data availability while protecting the confidentiality and integrity of information. This includes security controls, disaster recovery plans, and continuity management plans that address physical, logical, and human factors. This course prepares students for the Certified Cloud Security Professional (ISC2 CCSP) certification exam.

This course covers the following competencies:

- The graduate evaluates secure cloud data solutions to safeguard data, personally identifiable information, and information resources.
- The graduate manages the critical requirements of cloud architecture to build and run that infrastructure.
- The graduate describes legal and compliance requirements of cloud operations to protect the organization and ensure ethical behavior.
- The graduate examines security in cloud software to improve security and define secure procedures.
- The graduate validates security controls, disaster recovery plans, and continuity management plans to ensure a secure infrastructure for the protection and restoration of information resources.
- The graduate critiques plan to secure and manage physical and virtual infrastructures for legal and secure cloud operations.

### ***CTS 434 Cloud Deployment and Operations***

(3 credits Hours Required)

**Courses Description:** Cloud Deployment and Operations provides students with technical skills in deployment, management, and operations of cloud services. This course allows students to examine stability and scalability, backup and recovery processes, and deployment best practices. Provisioning of cloud resources, monitoring of cloud resources, and managing connectivity are also examined. Competency in this course is demonstrated by successfully completing the Amazon Web Services (AWS) Certified SysOps Administrator - Associate certification exam. The following courses are prerequisites: Cloud Applications (C923).

This course covers the following competencies:

- The graduate monitors cloud resources and costs using available metrics.
- The graduate manages the stability and scalability of cloud services needed by an organization.
- The graduate manages backup and recovery processes for different services on a cloud service for implementation within an organization.
- The graduate explains best practices for cloud services security and the shared responsibility model for implementation within an organization.
- The graduate provisions cloud resources on a cloud service.
- The graduate implements networking features and manages networking features connectivity between cloud resources for implementation within an organization.

### ***CSA 425 Information Systems Security***

(3 credits Hours Required)

**Courses Description:** IT security professionals must be prepared for the operational demands and responsibilities of security practitioners, including authentication, security testing, intrusion detection and prevention, incident response and recovery, attacks and countermeasures, cryptography, and malicious code countermeasures. This course provides a comprehensive, up-to-date global body of knowledge that ensures students have the right information security knowledge and skills to be successful in IT operational roles to mitigate security concerns and guard against the impact of malicious activity. Students demonstrate how to manage and restrict access control systems; administer policies, procedures, and guidelines that are ethical and compliant with laws and regulations; implement risk management and incident handling processes; execute cryptographic systems to protect data; manage network security; and analyze common attack vectors and countermeasures to assure information integrity and confidentiality in various systems. This course prepares students for the Systems Security Certified Practitioner (ISC2 SSCP) certification exam.

This course covers the following competencies:

- The graduate evaluates security concerns with countermeasures to guard against the impact of malicious activity to end-point device security, virtualization, cloud, and large-scale distributed systems.
- The graduate proposes security risks mitigations processes to identify, evaluate, prioritize, and prevent potential security threats.

- The graduate manages control access to privileged, confidential, or proprietary resources.
- The graduate defends the security of a network by maintaining the confidentiality, integrity, and availability (CIA) of the information transmitted over communication networks.
- The graduate evaluates security operations concepts, and policies to ensure the confidentiality, integrity, and availability of information assets is applied.
- The graduate evaluates security incident handling plans to protect and preserve organization assets and data.
- The graduate evaluates cryptographic systems and operations to protect data security.

### ***CSA 426 Digital Forensic in Cybersecurity***

(3 credits Hours Required)

**Courses Description:** Digital forensics, the science of investigating cybercrimes, seeks evidence that reveals who, what, when, where, and how threats compromise information. This course examines the relationships between incident categories, evidence handling, and incident management. Students identify consequences associated with cyber threats and security laws using a variety of tools to recognize and recover from unauthorized, malicious activities.

This course covers the following competencies:

- The graduate describes digital forensics procedures from the initial recognition of an incident through the steps of evidence gathering, preservation, analysis, and through the completion of legal proceedings.
- The graduate conducts analysis on gathered evidence using forensic cyber tools to determine the nature of a security breach.
- The graduate identifies common methods and concepts for password cracking, email tracking, file logging, and mobile forensics.
- The graduate identifies steganography and its techniques as it relates to concealed data.
- The graduate executes recovery procedures for deleted data.
- The graduate identifies laws, rules, policies, and procedures that affect digital forensics.
- The graduate identifies types of digital evidence, digital evidence examination rules, and digital evidence consideration by crime category.

### ***CSA 427 Wireless and Mobile Technologies***

(3 credits Hours Required)

**Courses Description:** Emerging Technologies in Cybersecurity The continual evolution of technology means that cybersecurity professionals must be able to analyze and evaluate new technologies in information security such as wireless, mobile, and internet technologies. Students review the adoption process which prepares an organization for the risks and challenges of implementing new technologies. This course focuses on comparison of evolving technologies to address the security requirements of an organization. Students learn underlying principles critical to the operation of secure networks and adoption of new technologies.

This course covers the following competencies:

- The graduate determines how to address vulnerabilities and threats in cellular and mobile network technologies.
- The graduate executes network mapping and monitoring procedures using industry-standard software for identifying vulnerabilities and threats.
- The graduate determines how to address vulnerabilities and threats in wireless architectures.

***CSA 428 Cyber Defense and Countermeasures***

(3 credits Hours Required)

**Courses Description:** Traditional defenses such as firewalls, security protocols, and encryption sometimes fail to stop attackers determined to access and compromise data. This course provides the fundamental skills to handle and respond to computer security incidents in an information system. The course addresses various underlying principles and techniques for detecting and responding to current and emerging computer security threats. Students learn how to handle various types of incidents, risk assessment methodologies, and various laws and policy related to incident handling. This course prepares students for the Certified Incident Handler (EC-Council ECIH) certification exam.

This course covers the following competencies:

- The graduate describes steps in detecting and preventing insider threats.
- The graduate describes malicious codes and methods of incident containment and prevention.
- The graduate describes the role of forensics analysis in incident response and prevention plan.
- The graduate defines the purpose, protocol, and functions of a Computer Security Incident Response Team (CSIRT).
- The graduate describes the principles of incident recovery and continuity planning in order to evaluate business impact.
- The graduate distinguishes the purpose and elements of a security policy in order to comply with the laws and regulations related to handling a security incident.
- The graduate identifies key concepts of information security and incident categories.
- The graduate describes steps in incident response and handling procedures.
- The graduate applies NIST's risk assessment methodology to conduct IT risk assessment.
- The graduate describes the purpose, key elements, and procedure for creating an incident report.
- The graduate describes security incident types and procedures for handling them.

***CTS 429 Cloud Foundations***

(3 credits Hours Required)

**Courses Description:** More and more companies are shifting to a cloud computing model of doing business. The Cloud Foundations course focuses on the real-world issues and practical solutions

of cloud computing in business and IT. Competency in this course will be demonstrated by the successful completion of the CompTIA Cloud Essentials certification exam.

This course covers the following competencies:

- The graduate analyzes characteristics of cloud services.
- The graduate outlines the steps to successful adoption of cloud services.
- The graduate evaluates the risks involved in the use of cloud services.
- The graduate assesses the impact of cloud computing on IT service management.
- The graduate outline types of cloud computing, the associated risks, and technical impact.
- The graduate explains how cloud computing impacts business value.

D

### ***DBA 700 Business Research Writing***

(3 credits Hours Required)

**Courses Description:** The ability to write clearly and effectively will be a vital skill in your future, regardless of your field of work. Strengthening these writing skills will give you the ability to create and maintain relationships, explain ideas clearly and effectively, and persuade others to take specific actions. This course will develop your understanding of rhetoric, audience, and conventions to improve your communication skills; we will focus on the practical uses of clear and effective writing that can be applied to a variety of fields and disciplines.

Learn how to articulate your thoughts clearly, concisely, and with a style that gets your writing read. Enhance the power of your writing by learning to identify your objective, select appropriate formats, and adjust your writing style accordingly to clearly communicate your purpose. You'll also learn to spot, avoid, and correct the most common writing pitfalls and gain valuable experience analyzing, writing, and revising a complete spectrum of business documents. From a simple inter-office memo to a business proposal, you will have the opportunity to learn how to put good writing to work for you.

#### **Course Objectives:**

At the end of this course, students will be able to:

- Write effectively and ethically for diverse audiences by making rhetorically informed choices in style, syntax, tone, formatting, and conventions.
- Apply and adapt flexible writing process strategies to produce clear, high-quality deliverables in a multitude of business writing genres.
- Use writing as a mode of thinking to research, innovate, and communicate new ideas, solutions, and policies.
- Use a toolkit of writing skills including word choice, grammar, organization and structure, and document design, that can be adapted to create writing styles for a variety of business writing situations.

### ***DBA 705 Strategic Decision Making for Managers***

(3 credits Hours Required)

**Courses Description:** This course incorporates quantitative analysis as well as case studies to help you develop analytical frameworks like a CEO or a business owner would. To be successful in highly competitive, uncertain, and complex business environments, managers must be able to identify competitive threats, assess the economic costs and benefits associated with strategic options, and evaluate the impact of various options on the firm's short-term and long-term profits. Managers can then rely on these assessments to select a course of action that will yield valuable competitive advantage for the firm. This Strategic Decision-Making course leads you through a comprehensive journey to establish key economics and strategy principles that will assist you in translating managerial economic analyses into competitive strategic tools.

You will understand how to understand competition and manage the value creation and appropriation processes within your industry and along your value chain. By the end of the course, you will have developed a toolkit to make and understand key strategic decisions at a firm.

### **Course Objectives:**

At the end of this course, students will be able to:

- Make decisions using marginal analysis.
- Analyze competitive markets.
- Explore reasons for government intervention in markets.
- Analyze monopoly and oligopoly markets.
- Identify strategic positions and sources of competitive advantages.
- Evaluate industry structure and corporate scope.
- Design internalization strategy.

### ***DBA 710 Marketing Management***

(3 credits Hours Required)

**Courses Description:** Marketing is the core of an operating business. It is an organizational philosophy and a set of guiding principles for interfacing with customers, competitors, collaborators, and the environment. Marketing entails planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services. It starts with identifying and measuring consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets, and developing marketing strategy and implementation program for an offering that satisfies consumers' needs better than the competition. Marketing is the art and science of creating customer value and marketplace exchanges that benefit the organization and its stakeholders.

### **Course Objectives:**

At the end of this course, students will be able to:

- Assess market opportunities by analyzing customers, competitors, collaborators, context, and the strengths and weaknesses of a company.
- Develop effective marketing strategies to achieve organizational objectives.
- Design a strategy implementation program to maximize its chance of success.

- Communicate and defend your recommendations and critically examine and build upon the recommendations of your classmates both quantitatively and qualitatively.

***DBA 715 Management and Leadership Theories***

(3 credits Hours Required)

**Courses Description:** This course is a management course designed for the student to reflect and self-discover. Through the study of proven leadership theories and their practical applications, the student will: develop their own leadership style, focus their values and beliefs, develop their communication and interpersonal skills, and enhance their decision making and problem-solving abilities. Students will be encouraged to embrace and develop a leadership style best suited to their individual personality, attributes, and temperament.

**Course Objectives:**

At the end of this course, students will be able to:

- Describe leadership theories like situational leadership and show appropriate applications of said theories.
- Describe the differences between management and leadership.
- Identify the role of Followership.
- Explain which leadership style(s) most apply to them.

***DBA 720 Financial Theory and Policy***

(3 credits Hours Required)

**Courses Description:** The course reviews basic finance tools and develops basic finance theory. The objective of this course is to introduce the theory and practice of financial decision making. An emphasis is placed on understanding investment and financing decisions from the point of view of a corporation (Corporate Finance), but the principles are applicable to financial decision making in any other context. Major topics include evaluation of investment projects (net present value calculations, investment rules, and valuations), understanding capital markets (interest rates, stock markets, and cost of capital), and financing decisions (capital structure, manager incentives, and payout policies). Emphasis will be put on the development of techniques that should be part of the tool kit of students taking additional courses in Finance.

**Course Objectives:**

- Know and explain what finance is, the role of financial markets, historical returns and indexing, decision under uncertainty, portfolio theory, arbitrage and equilibrium pricing, term structure of interest rates, agency / incentives, incomplete / asymmetric information, performance, derivative assets.
- Construct written work which is logically and professionally presented.
- Answer questions verbally in an articulate, precise, simple, short, clear manner.
- Construct written work which is logically and professionally presented.
- Work collaboratively to complete a task.
- Indirectly addressed in class discourse
- Indirectly addressed in class discourse

### ***DBA 725 Accounting Theory and Policy***

(3 credits Hours Required)

**Courses Description:** This course includes theory development in accounting, normative accounting theories, positive accounting theory, accounting regulation, ethics in accounting, behavioral accounting, social and environmental accounting issues, and professional judgment in accounting. Financial reporting and qualitative characteristics of accounting information are discussed in this course, also other fields of study, particularly economics and finance, to examine the efficient markets hypothesis and its implications for financial reporting. Applications of the present value model in accounting, agency theory and its implications for financial reporting, the accounting standard-setting process, and the economic consequences of accounting decisions are also discussed.

#### **Course Objectives:**

At the completion of the subject, students should be able to:

- Explain the concept of decision usefulness approach to financial reporting.
- Critically evaluate the efficient securities market theory and its implications for financial reporting.
- Understand management's interest in financial reporting and concerns about disclosure, choice of accounting policy, and risk reporting.
- Contrast the application of information perspective and measurement perspective on financial reporting.
- Identify conflicts of interest amongst stakeholders and apply models of conflict resolution.
- Demonstrate knowledge of the complexity of measuring the costs and benefits of information.
- Identify the elements of the standard-setting process and discuss the influence of political and economic consequences of regulation.

### ***DBA 730 Global Economy***

(3 credits Hours Required)

**Courses Description:** This course introduces some of the mayor debates around the contemporary global economic order. The course will provide an overview of the global economic context, characterized by globalization and regional integration processes. Main trends and institutions in the global economy will also be covered, such as the monetary system, the foreign exchange market, and the trade regime. The last part will deal with transnational corporations, ranging from the impact of FDI in home and host economies, to the way contemporary firms trans nationalize

#### **Course Objectives:**

At the completion of the subject, students should be able to:

- To understand globalization and regionalization processes, their main characteristics, and their impact on the world economy.

- To contrast the advantages/disadvantages of different monetary systems.
- To understand how the foreign exchange market works.
- To be able to compare free trade vs. trade policies, both from a theoretical perspective and in policy terms.
- To discover the strategies available to Transnational Corporations (TNCs): Greenfield investment vs. M&As; how, where and when enter foreign markets; and the impact of TNCs in home and host economies.

### ***DBA 735 Global Finance Management***

(3 credits Hours Required)

**Courses Description:** The aim of this course is to introduce basic concepts of international finance, and to bridge the gap between theory and practice, not to mention its ties to the global business environment and how multinational corporations operate (MNCs).

Topics of study include foreign exchange (FX), FX markets, FX instruments, FX risk, hedging of these risks, international debt and equity markets, etc. This course provides an understanding of the basic terminology, including international financial markets, exchange rate determination, currency derivatives, role of government policies on exchange rates, and international trade, international

arbitrage, connections between inflation, interest rates, and exchange rates, interest rate parity, purchasing power parity, managing exchange rate risks long, direct foreign investment, multinational capital budgeting, multinational cost of capital, international corporate governance and control, country risk analysis, long-term and short-term asset and liability management, international cash management structure, and importance of international finance for corporations. It will also help enhance analytical and critical thinking skills.

#### **Course Objectives:**

When students complete this course, they should.

- be able to use and explain terms associated with international finance.
- be able to explain the economic functions of international markets and institutions.
- be able to assess different exchange rate systems and explain the factors that influence exchange rates.
- be able to determine and explain foreign exchange risk exposure.
- be able to determine and use different financial techniques and instruments to manage foreign exchange risk exposure.
- be able to assess and explain the cost of financing of the firm from a global perspective.
- be able to explain the role of international banking in trade financing.

### ***DBA 740 Human Resources Management***

(3 credits Hours Required)

**Courses Description:** This course is intended to provide an examination of the services provided by a manager of a human resources department. This course will provide an overview of human resources management (HRM). HRM is a fundamental component of the competitiveness,

effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, and compensated, and what steps are taken to retain them. Throughout the course we will focus on the role of managers and how they develop effective and efficient human resources practices that support the strategic goals of their organizations. To accomplish the above, activities will be infused into the curriculum that will familiarize students with the challenge of sustainability facing today's companies that increase the role of human resource management practices. The infusion will be in

every section/module of the syllabus culminating in a final project which will be an interview report. The sections/modules are (a) the environment of human resource management, (b) jobs and labor, (c) talent development, (d) compensation, (e) employee relations.

### **Course Objectives:**

By the end of the course the student will be able to:

- Appreciate the importance of human resource management as a field of study and as a central management function.
- Understand the implications for human resource management of the behavioral sciences, government regulations, and court decisions.
- Know the elements of the HR function (e.g. – recruitment, selection, training and development, etc.) and be familiar with each element's key concepts & terminology; and
- Apply the principles and techniques of human resource management gained through this course to the discussion of major personnel issues and the solution of typical case problems.

### ***DBA 745 Organizational Behavior***

(3 credits Hours Required)

**Courses Description:** Although skills in finance, accounting, marketing, operations, and strategy are crucial for organizational success, the ability to manage an organization, its groups, and its individuals is equally important. In your career, you will depend on people to accomplish tasks, goals, and projects; you will need to work for other people, work with other people, and supervise other people. An understanding of the human side of management is an essential complement to the technical skills you are learning in other core business courses. Although we will focus on business organizations, you will find that the course concepts have valuable applications to other types of organizations, including non-profits, athletic teams, social clubs, and religious and political groups.

This course is an introduction to the basic concepts and topics in organizational behavior (OB) and management. The course focuses on OB at three levels: individual, interpersonal, and collective. We will start at the individual level, covering decision-making, motivation, and personality. We will then turn to the interpersonal level, covering power, influence, and negotiations. Finally, we will move up to the collective level, covering leadership and organizational context.

### **Course Objectives:**

- Increase your knowledge of OB concepts so that you can understand and analyze how organizations and the people within them work.
- Provide you with opportunities to apply OB concepts to real-world problems faced by managers.
- Develop your leadership and management potential. Effective leaders often manage people and information to accomplish organizational goals under conditions not entirely in their control. Leaders must successfully be able to diagnose problems, communicate clearly, make effective decisions, motivate, and influence others, manage diversity, and drive organizational change.

### ***DBA 750 Micro Organizational Behavior***

(3 credits Hours Required)

**Courses Description:** The course is designed to provide broad exposure to the field, an understanding of its central concepts, and opportunities to develop ideas for how you might contribute to this literature. We will pursue these goals by examining a mix of theoretical and empirical research, thinking critically about the strengths and limitations, and creating a forum for you to test your own conceptual and empirical ideas. Our goals are to help you to gain broad familiarity with theory and research concerned with micro-organizational processes and to help you develop the analytical skills necessary to critically evaluate and integrate work in this area. We will also encourage you to use the course to hone your own research agenda. Our ultimate objective is to prepare you to contribute to the current dialogue in the field of organizational behavior (along with related fields, e.g., social psychology, communications, political science, education).

### ***DBA 755 Macro Organizational Behavior***

(3 credits Hours Required)

**Courses Description:** Macro organizational behavior presents an integrated approach to organizational concepts, management principles, philosophy, and theory in public and private organizations. The course is designed to help business students develop insights into the potential impact of their behavior and the behavior of others on the functioning of an organization. It builds theoretical background from which to analyze personal, group, and organizational behavior, and it develops analytical, communicational, organizational, and interpersonal skills useful to effective employers and managers.

#### **Course Objectives:**

- To offer you an introduction to the core theories, concepts, and research in the field of Organizational Behavior.
- To provide an opportunity for you to engage in reflective dialogue that deepens your analytical skills and enriches your understanding of the theoretical frameworks, challenges and dilemmas facing the field.
- To sharpen your skills as a developmental reviewer and prepare you for future research collaborations.
- To identify exciting new areas of scholarship and to give you a head start on publishing in the field.

## ***RESEARCH COURSES***

### ***DBA 775 Quantitative Research I***

(3 credits Hours Required)

**Courses Description:** This course is designed to give you an introduction to the workings of research and quantitative methods necessary to support research. Students enrolled in this course should already have acquired basic knowledge in mathematical concepts such as algebra and descriptive statistical methods.

The main objective of this course is to apply the concepts and methods in quantitative research. A second objective is to help students become knowledgeable, critical consumers of quantitative education research. The course is an introduction to several (yet not exhaustive) core techniques, applications, and concepts useful for framing and evaluating quantitative inquiry.

#### **Course Objectives:**

Your will learn how to:

- Use quantitative data to understand and address policy problems in education.
- Understand how statistical analysis fits into a larger inquiry process.
- Perform basic statistical analyses and data displays using statistical software.
- Use statistics to communicate key findings and evidence.
- Use statistics to examine differences between and among groups.
- Use statistics to examine relationships between variables.

### ***DBA 780 Quantitative Research II***

(3 credits Hours Required)

**Courses Description:** The purpose of the advanced research methods sequence is to prepare social work professionals to design and carry out research with direct implications for social work practice and social welfare policy. Both qualitative and quantitative methods can be used to build social work knowledge. Researchers choose whether to use qualitative, quantitative, or both methods depending on the research questions they seek to answer, and both types of methods have advantages and disadvantages.

This course focuses on quantitative research methodology and related inferential statistics. While creative use of technical skills is required, this course emphasizes the mastery of specific methodological and statistical knowledge and skills. The course will address the following topics: the framing of research questions; the selection of appropriate research methods and designs; the selection of appropriate statistics for data analysis; the principles of analysis; interpretation of findings; and the presentation of results. In addition, laboratory time will give each student an opportunity to learn to use statistical packages available on microcomputers and to apply the material presented to actual research problems and data.

#### **Course Objectives:**

By the end of the course students will be able to:

- Formulate research questions that are germane to the purposes and contexts of social work.
- Conceptualize and operationalize research questions to develop testable hypotheses.
- Select research designs appropriate to the questions being asked and understand the issues of validity associated with each design.
- Select appropriate measurement instruments.
- Develop appropriate sample designs with attention to power analysis.
- Be fully cognizant of the ethical and diversity issues relevant to conducting quantitative research, including responsible data collection, management, and reporting.
- Use descriptive statistics to organize and present findings and conduct exploratory data analyses.
- Understand probability concepts and theory as related to hypothesis testing.
- Be able to perform data analyses and appropriately communicate the results of these analyses.
- Utilize SPSS to analyze data and to report results in an appropriate form.
- Be an advanced consumer of social work research articles.

### ***DBA 785 Survey Research Methods***

(3 credits Hours Required)

**Courses Description:** This course is intended to familiarize students with the theory and application of survey research methods in data collection. Course material will cover both theoretical and practical issues in survey methods, with a particular focus on primary sources of error in survey research: measurement, sampling, coverage, and response. The course will include hands-on development of a survey instrument and discussion of how to minimize and account for error when conducting a survey.

#### **Course Objectives:**

- Develop a research question that can be answered with survey data.
- Create a sampling plan (including sampling frame, sample design & sampling weights)
- Write survey questions and develop survey items.
- Design a survey instrument.

### ***DBA 790 Mixed Methods Research***

(3 credits Hours Required)

**Courses Description:** This advanced course will address the theory and practice of mixing inquiry methodologies in social inquiry. The course will address selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. The course emphasis on practice will feature critiques of empirical mixed method studies from various disciplines and domains of study.

#### **Course Objectives:**

Course objectives for students include the following:

- Students will develop an historical and contextual understanding of the roots of the contemporary interest in mixing methods. History matters.
- Students will develop an understanding of various conceptual or theoretical frameworks for mixing methods, and the key differences among them.
- Students will develop basic competencies in mixed methods practice.
- Students will generate a unique contribution – theoretical, practical or both – to the mixed methods conversation and literature.

***DBA 795 Non-Parametric Statics***

(3 credits Hours Required)

**Courses Description:** This course provides a conceptual introduction, as well as computational and computer competence, in applied nonparametric statistics. Topics include paired and independent samples, structured data, survival analysis, linear and logistic regression, categorical data, and robust estimation. Applications to psychological research are emphasized.

**Learning Outcomes**

- Compare and contrast parametric and nonparametric tests.
- Identify multiple applications where nonparametric approaches are appropriate.
- Perform and interpret the Mann Whitney U Test.
- Perform and interpret the Sign test and Wilcoxon Signed Rank Test.
- Compare and contrast the Sign test and the Wilcoxon Signed Rank Test.
- Perform and interpret the Kruskal Wallis test.
- Identify the appropriate nonparametric hypothesis testing procedure based on type of outcome variable and number of samples.

***DBA 800 Multivariate statistics***

(3 credits Hours Required)

**Courses Description:** Analysis of categorical data. Log linear models for two- and higher-dimensional contingency tables. Logistic regression models. Aspects of multivariate analysis, random vectors, sample geometry and random sampling, multivariate normal distribution, inferences about the mean vector, MANOVA. Analysis of covariance structures: principal components, factor analysis. Classification and grouping techniques: discrimination and classification, clustering, use of statistical computer packages.

**Course Objectives:**

- To understand the main features of multivariate data.
- To be able to use exploratory and confirmatory multivariate statistical methods properly.
- To be able to carry out multivariate statistical techniques and methods efficiently and effectively.

**Outcomes of the Course:**

- (DATA MINING) Explore and summarize multivariate data using graphical and numerical methods and techniques to uncover hidden information and patterns.
- Describe properties of multivariate distributions such as multivariate normal.

- Use principal component analysis effectively for data exploration and data dimension reduction.
- Use factor analysis effectively for exploratory and confirmatory data analysis.
- Discriminate between groups and classify new observations.
- Find groupings and associations using cluster and correspondence analysis.
- Use of statistical software packages effectively and efficient

## ***CONCENTRATION IN MARKETING***

### ***DBA 805 Marketing Decision Models***

(3 credits Hours Required)

**Courses Description:** This course focuses on recent developments of quantitative methods in marketing decision making. The course covers the basics of building theoretical and empirical models in marketing, and then surveys traditional and recent studies in such areas of product, price, advertising, and distribution.

The goal of the course is to a) raise students' awareness of this literature and b) stimulate new research interests. This course is designed to help you learn how to publish in top scholarly journals, so you will have the opportunity to write a research paper applying modeling methods to a marketing problem.

#### **Course Objectives:**

By the end of the course, students should be:

- familiar with the key issues and approaches in analytical models of marketing, the strengths of these research streams, and the opportunities to extend them.

### ***DBA 810 International Marketing Strategy***

(3 credits Hours Required)

**Courses Description:** This course focuses on the issues companies face when developing and implementing marketing strategies outside of their domestic markets. The major feature of this class is a group project based on introducing a product or service in a market other than the US. Each group will choose a product or service, along with an international target market, and then develop a complete marketing plan for introduction into that country. Each group will present their plans to the class where they will be evaluated by faculty and students. In addition, there will be a comprehensive exam covering the materials discussed.

#### **Course Objectives:**

The objectives of the course are to provide students with analytical tools to help them make better international marketing decisions including:

- Environmental analysis
- Social and ethical impact
- Resource allocation and budgeting
- Segmentation
- Branding and positioning

- Pricing
- Entry strategies for developing markets.
- Channel design and management
- Communication planning

***DBA 815 Internet and Social Media Marketing Systems*** (3 credits Hours Required)

**Courses Description:** This course introduces students to digital and social media marketing. Students explore principles, strategies, tools, and tactics related to consumers, branding, advertising, and promotions. Students explore how success is measured in a digital and social media marketing campaign. This course emphasizes ethics, laws, and security. Students also investigate business and marketing plans, as well as careers in digital and social media marketing.

**Course Objectives:**

- Assess and categorize the different types of social media platforms/technologies.
- Evaluate the legal/policy issues affecting different social media services including privacy, disclosure, content, and children.
- Create content emphasizing certain messages and moments for a directed purpose on different social media platforms.
- Consider the diversity, inclusion, and disability issues within social media.
- technologies and ecologies.
- Examine the issues concerning the nexus of messaging, information/disinformation and activism and criticism using social media.

***DBA 820 Advanced Marketing Research*** (3 credits Hours Required)

**Courses Description:** Explore the entire cycle of market research, from identifying objectives and planning; choosing methodology; designing questionnaires and focus group guides; collecting, analyzing, and interpreting data; and presenting findings. You place special emphasis on using market research to develop and support decision-making processes to minimize risk and direct resource investment. The curriculum does not focus on statistics and numerical analysis, but rather on each of the steps, separately and together, that make up a real-world research process.

**Course Objectives:**

- Understand the role of market research in product planning and development.
- Identify the central concepts and methods of market research.
- Perform qualitative and quantitative research methods.
- Design and develop market research plan

***DBA 825 Direct Marketing Measure, Test and Analysis*** (3 credits Hours Required)

**Courses Description:** Covers the planning, design, and execution of direct marketing programs, including methods for utilizing data and targeting techniques. You will learn how to design direct

mail, telephone, catalog, email, and internet-based marketing programs for consumer goods, services, and industrial markets. You will learn the principles of database design for marketing and gain an overview of basic data analysis for targeting and testing.

### **Course Objectives:**

After successfully completing this course, students should be able to:

- Demonstrate a variety of direct marketing skills: describe and apply targeting, create an offer, develop positioning, select appropriate media (including lists), evaluate creative execution, and show how to track program performance.
- Identify opportunities for direct marketing with an appreciation for the strengths and weaknesses of direct marketing versus other forms of marketing communications.
- Describe and apply basic data analysis for direct marketing, including basic performance measurement techniques. Explain the purposes and benefits of modeling and profiling.
- Evaluate the financial performance of a direct marketing campaign, assess profitability of specific programs, and show how to use breakeven analysis. Establish appropriate measurements for a given direct marketing campaign.
- Combine direct marketing methods with other elements of the promotional mix to produce an integrated marketing approach to the marketplace.
- Collaboratively develop and present a direct marketing plan, applying concepts and techniques covered in the course.

### ***DBA 830 Relationship Marketing***

(3 credits Hours Required)

**Courses Description:** The strategic management of customer relationships is a critical activity for all enterprises. The means of effectively managing relationships with customers is addressed under the headings of relationship marketing and customer relationship management (CRM). Over the last two decades, relationship marketing has become an increasingly important topic. Organizations have learned that building relationships and sustaining them is usually more important than activities focused on customer acquisition. This course first examines the key principles of relationship marketing including: the shift from a functional to a cross functional orientation; the emphasis on business processes; the integration of customer service and quality with marketing; trust, commitment, satisfaction, and loyalty as building blocks of relationships; the drivers and scope of relationships, and a focus on multiple stakeholders beyond the enterprise-customer relationship. The course then addresses customer relationship management, which involves an enterprise-wide customer-centric approach to maximizing customer value.

### **Course Objectives:**

On successful completion of the course, you should be able to:

- Have a clear understanding of key elements of relationship marketing.
- Possess an appreciation of the roles of external and internal marketing.
- Acquire the ability to assess an organization's relationships with its key market domains/stakeholders and how to improve them.

- Gain an understanding of the key role of CRM in delivery of value and the pivotal role of the value proposition.
- Learn how to analyze, develop, and audit the five key strategic processes necessary for effective CRM.
- Become fully aware of the marketing, operations, IT and HR capabilities required for effective CRM.
- Understand how best to introduce CRM in an organization.
- Gain an understanding of how to improve existing CRM activities in an organization.

## ***CONCENTRATION IN INTERNATIONAL BUSINESS***

### ***DBA 840 International Accounting***

(3 credits Hours Required)

**Courses Description:** The International Accounting course introduces students to the accounting issues uniquely confronted by companies involved in international business, how accounting is practiced in each and every country around the world, learning about and comparing the differences in financial reporting, taxation, and other accounting practices that exist across countries, and the rules and regulations issued by international organizations – most notably International Financial Reporting Standards (IFRS) issued by International Accounting Standard Board (IASB).

#### **Course Objectives:**

- Students will be able to explain the accounting issues uniquely confronted by companies involved in international business.
- Students will be able to explain how accounting is practiced in each country around the world, learning about and comparing the differences in financial reporting, taxation, and other accounting practices that exist across countries.
- Students will be able to use the rules and regulations issued by international organizations, most notably International Financial Reporting Standards (IFRS) issued by International Accounting Standard Board (IASB).

### ***DBA 845 International Finance***

(3 credits Hours Required)

**Courses Description:** This course studies international capital flows and their implications for economic policies for individual nations and the world. It employs open economy macroeconomic models and game theory as a basic conceptual framework for the analysis. Topics to be discussed will include foreign exchange markets, international financial markets, international banking, currency derivative markets, risk management, and investment decisions in the global marketplace.

#### **Course Objectives:**

- Provide students with a basic knowledge of how international financial markets work.

- Provide students with an understanding of exchange rates and why currency values fluctuate.
- Explore methods used to manage risk in the global markets. Support student learning through site visits to cultural and financial centers.
- Provide an in-depth understanding of the process and techniques used to make international investment decisions.

### ***DBA 850 Global and multinational Marketing***

(3 credits Hours Required)

**Courses Description:** It has become more important than ever for firms to recognize that they compete in a global environment. Consequently, managers must seek to develop the empathy, knowledge, sensitivity, and skills required to successfully operate in a dynamic global marketplace. Global marketing uses and builds upon the primary concepts studied previously in principles of marketing and will enable you to practice applying those concepts to a global environment. The successful global marketer must broaden his/her knowledge to include the myriad of activities required to select, gain entry and compete outside the “home” country. In addition, the global marketer must also appreciate how crucial culture, environment, government regulation and economic systems are in affecting a firm’s competitive advantage and strategic positioning. This course will offer an overview of each of these vital concepts for global marketers.

#### **Course Objectives:**

Upon the successful completion of this course, students will be able to:

- Introducing you to the institutions, vocabulary, and players in the world of international business. You need to be able to speak the language of international business to operate effectively.
- Providing you with the opportunity to begin to understand different cultures and the implication this has for marketers. Understanding different people and cultures will lead to a greater Understanding of ourselves and the culture in which we live.
- Allowing you to gain experience in analyzing the marketing environment and marketing-related decisions for a firm entering non-domestic markets. You should know key sources for researching the cultural, economic, ethical, and political environments and anticipate the influence each will have on marketing strategies and decision-making.

### ***DBA 855 Global Information Technology and Supply Management*** (3 credits Hours Required)

**Courses Description:** Global Information Technology and Supply Management have permeated every aspect of modern business. The capacity to execute any business model rests heavily on the approach taken by firms in organizing their information architecture. This course will explore the role of information architecture on Supply Chain and Logistics functions. We will discuss the dominant technologies traditionally used in planning, forecasting, scheduling, and managing supply chains. We will then explore the emerging new technologies such as SOA (Service Oriented Architecture) that enable firms to innovate in their business models through dynamic engagement with their supply partners in evolving global supply networks. Class discussions and case studies

will include technology and business process choices in new product development, design, MRP, ERP, distribution, and logistics.

***DBA 860 Rules and Procedures in International Business*** (3 credits Hours Required)

**Courses Description:** International organizations, regional blocs, and nation-states all play important roles in regulating trade in goods and services. This course examines the various rules, institutions and dispute settlement mechanisms that govern international economic relations. In addition, the course aims to provide students with a holistic understanding of how this complex, multi-level governance system works, and to provide tools needed for practical as well as policy work in the field.

International economic law emanates from a variety of sources. Our focus will be on the overarching global rules and institutions of the World Trade Organization (WTO), but we will also examine some regional issues, using the North American Free Trade Area (NAFTA) and the European Union (EU) as examples. In addition, we will study relevant provisions of (U.S.) domestic law and explore the relationship between the national and international legal orders.

***DBA 865 New International Ventures*** (3 credits Hours Required)

**Courses Description:** This course provides an introduction and overview of the fundamentals of entrepreneurship. Bringing together the disciplines of marketing, finance, product development, and operations, this course focuses on the modern, lean startup model, customer discovery and adaptation. Whether you have an idea and are ready to launch a business, are going to take one over, or simply want to learn more about what an entrepreneurial career, this course equips you with the basic entrepreneur's toolkit.

The course traces new venture creation from the perception of an opportunity to the point of value realization or exit. Along the way, we look at testing the feasibility of your business concept, planning, adapting, gathering resources, and raising financing, if necessary. Because starting a new business from scratch is not the only way of pursuing an entrepreneurial career, we will also examine other routes including franchising, acquiring an existing business, and starting a new venture within an established corporation.

Entrepreneurship is also a mindset, a way of looking at things that are opportunity-focused and creative. It's about passion, creating wealth and gaining independence. It is also about challenges, risks and fighting on. It's about the process of innovation and about finding work / life balance.

Course Objectives:

- Learn what makes an idea a practical business and learn to reject brilliant but losing ideas.
- Understand the fundamental concepts, theories, principles, and practices employed in the field of entrepreneurship.
- Develop an in-depth understanding of the new venture creation process the activities, challenges and opportunities involved, including financing, ethics, and international issues.

- Develop critical thinking, idea generation and decision-making abilities by analyzing situations and formulating strategies for complex entrepreneurial cases and through the experience of a semester long business opportunity project.
- Learn practical management and leadership skills in a team project setting.
- Develop your oral and written communication skills.

***DED 700 Ethical, Legal Issues, Policy, and Politics in Education*** (3 credits Hours Required)

**Courses Description:** This course explores legal, ethical and politics issues governing PreK-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Topics include confidentiality, testing, liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. Issues surrounding school and in district politics will also be discussed. Contracts, dismissals, tenure, retirement, liability of personnel and district, school district boundary changes, and bonding are also explored. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks.

**Course Objectives:**

After successfully completing this course, students will be able to:

- Analyze the roles of federal, state, and local levels in the governance of education.
- Apply legal principles to educational issues.
- Access and apply legal documentation to educational issues.
- Evaluate ethical principles as they pertain to educational issues.

***DED 705 Instructional Design Theory***

(3 credits Hours Required)

**Courses Description:** This course introduces students to instructional design and technology through a Christian perspective. It reviews historical trends and current issues found in learning environments through the field of instructional design. Students will focus on planning instruction to address specific learning problems through instructional design theory.

**Course Objectives:**

Upon successful completion of this course, the candidate will be able to:

- Evaluate learning problems through varying instructional design theories and models.
- Analyze key principles behind learning, memory, and attention in designing effective learning experiences.
- Compare instructional design theories and models that enhance human learning, development, and critical thinking.

- Consider the iterative nature of design and the role it plays in meeting the needs of diverse learning contexts.
- Develop a plan of instruction through the systematic approach of instructional design.
- Integrate a biblical worldview when developing instructional strategies through efficient and effective instructional design efforts.

### ***DED 710 Curriculum Design***

(3 credits Hours Required)

**Courses Description:** This course investigates curricular models and their features, with a focus on how curricular design promotes learning in K-12 settings. Special emphasis is placed on technology-enabled curricula, designing for learning environments, and curriculum's role in innovation.

#### **Course Objectives:**

By the conclusion of the course, students will have demonstrated the ability to:

- Understand how technology can be used in innovative curricular designs for learning environments.
- Design a technology-enabled instructional unit using backward design to promote learning.

### ***DED 715 Classroom Management***

(3 credits Hours Required)

**Courses Description:** The general purpose of this course is to strengthen students' understanding of the relationships among classroom environment, classroom behavior, and learning. Specifically, students will gain knowledge of disciplinary and management models and their relationships to degrees of teacher and student control. Activities, readings, discussions, and observations will focus on effective decision-making about classroom management and on developing alternatives for preventing and dealing with management and discipline problems. Students will engage in three types of decision making related to management and discipline: proactive, interactive, and reflective.

#### **Learning Outcomes:**

Students will be able to develop proactive behavior strategies to implement to prevent classroom management issues.

- Students will be able to generate effective management recommendations based on classroom observations.
- Students will be able to compare and contrast various discipline/management models, based on current research.
- Students will be able to devise a comprehensive classroom management plan, based on research and observations.
- Students will be able to work together in cooperative groups and demonstrate the ability to teach a cooperative lesson.

- Students will develop management systems for diverse populations and instructional situations (i.e., ADHD, and cooperative learning).

***DED 720 Differentiated Instruction***

(3 credits Hours Required)

**Courses Description:** This course is designed to provide each student with an opportunity to gain and demonstrate knowledge and skill in differentiating instruction to effectively meet the academic needs of a full range of students in an inclusive setting.

**Learning Outcomes:**

At the conclusion of this course students will be able to:

- Describe the key elements of a differentiated classroom.
- Define differentiated instruction and explain its role in maximizing opportunities to learn.
- Identify student characteristics and needs.
- Understand and demonstrate approaches to differentiation to meet diverse learning needs.
- Determine appropriate instructional strategies and tools to provide access to the curriculum.
- Determine appropriate assessment techniques for a diverse range of learners.

***DED 725 Assessment and Evaluation***

(3 credits Hours Required)

**Courses Description:** Students will be presented with a variety of assessment and evaluation procedures. Normative and criterion referenced procedures will be examined. Emphasis will be placed on curriculum-based assessment, progress monitoring, and the use of formative and the syllabus/schedule are subject to change. summative evaluation strategies in educational decision making.

**Learning Outcome:**

The following completion of this course, students will demonstrate understanding and will be able to:

- Understand formal and informal assessment procedures related to students with disabilities.
- Evaluate student competencies to make instructional decisions.
- Understand and apply knowledge of procedures for planning assessment-based instruction for individuals with disabilities.
- Apply knowledge of professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

***DED 730 Technology Innovation in Education***

(3 credits Hours Required)

**Courses Description:** This course provides a fundamental understanding of technology planning and selected computer applications for educational leaders and administrators. The focus of

instruction is to have educational leaders use the computer as a decision-making and planning tool for carrying out communication functions of administration at the building/district office levels, classroom management, and instructional presentation.

**Course Objectives:**

This course is designed to improve a school leader and/or administrators understanding and use of a computer as a tool to accomplish the following objectives:

- To utilize written communication skills with a microcomputer.
- To acquire administrative and educational leadership skills.
- To understand ways to utilize basic software containing spreadsheets, word processors, graphics, databases, network communications and presentation programs to the best advantage in the school system's administrative unit or a teacher's purpose in a classroom.
- To understand how dedicated or special computer application programs are used in schools to manage data, present information, organize instruction, and solve problems.
- To understand how various programs are integrated within the same software package, connected networks, or through utility features.
- To be an educational leader in the development of educational technology policy and acquisition of long-range technology plans for the school buildings and school district.

***DED 735 School-Based Budgeting***

(3 credits Hours Required)

**Courses Description:** An overview of educational budgeting practices and issues, with a primary emphasis on school sites. The course includes an introduction to the planning, cost-effectiveness, and resource allocation issues that arise in the educational budgeting process.

**Course Objectives:**

This course is designed to enable the student to:

- Develop an understanding of school-based budgeting as integrated with campus planning and goal setting.
- Apply educational theory to practical experiences as a method of increasing awareness of the budgeting process utilized and implemented by school districts.
- Respond in writing, utilizing APA guidelines, to case studies as related to the course content.
- Research the linkages that exist between educational goals (“what’s best for students”) and resource appropriations.
- Analyze a campus improvement (action) plan and conduct a needs assessment to better ensure effective allocation of school-based budgetary funding.
- Create and design a budget development project which establishes funding priorities as related to and integrated with the campus vision and the instructional goals and objectives of the school’s campus improvement (action) plan.

### ***DED 740 Management of Educational Organization***

(3 credits Hours Required)

**Courses Description:** The course is designed to provide students with the opportunity to create and/or refine their understanding of educational management. This understanding will be built as students acquire knowledge and skills from theories, research, and current practices related to management in education. In addition, the course is structured to provide students with the opportunity to explore and understand current issues in school management. At the conclusion of the course, students should be able to utilize this understanding of educational management and its issues in their formal and informal studies in the field of educational administration.

#### **Learning Outcomes:**

- The learner will demonstrate an understanding of the ways in which economic, constitutional, and political forces have guided the evolution of the organization of public education in the United States in the past, present and will impact the future.
- The learner will demonstrate an understanding of the formal and informal roles of various constituencies including school administrators, site-based planning teams, local school boards and state education agencies, state legislatures, and court systems in governing American public education.
- The learner will demonstrate knowledge of current trends and issues like
- immigration, choice programs, charter schools, the growing education industry (i.e., textbook and testing), incentive reward funding systems and high stakes assessments etc., special interests' groups, and the ways in which these movements shape public education.
- The learner will demonstrate knowledge of the diverse typology of K-12 educational institutions including public schools, private religious schools' private independent schools private boarding schools, charter schools (and privately managed public schools), magnet schools and alternative.
- The learner will demonstrate an understanding of the key administrative roles and functions within an organization and the strategies which contribute to organizational efficiency and effectiveness.
- The learner will demonstrate knowledge and understanding of the legal, structural, political, symbolic, and human frameworks as defined by Bolman and Deal as they apply to governance and policy development of public and private educational entities.
- The learner will demonstrate a working knowledge of the organizational and administrative theory literature of public-school education and explore ways to bridge theory into practice in various public-school arenas.
- The learner will be an active and engaged team member within the cohort learning community by analyzing, constructing/ creating, and evaluating information presented within the textbooks, external readings, and resources.

### ***DED 745 Strategic Change and Innovation***

(3 credits Hours Required)

**Courses Description:** Many successful innovative organizations from start-ups to large established firms often have one thing in common - they are good at managing change to achieve

sustainable competitive advantages in the form of new products and services or the way the organization operates. Innovation thus plays a key part in the formation, development and growth of firms and innovation can involve combining knowledge from different parts of the world. The theories covered in this course can be applied globally. This course equips the participants with the knowledge and skills to manage innovation in today's rapidly evolving global marketplace.

### **Learning outcomes:**

If you complete the module successfully, you should be able to:

- identify the core areas of technology innovation and understand the internal and external environments that foster innovation and strategic change including how these vary across the world.
- develop an in-depth understanding of the sources, processes, and strategies of innovation.
- analyze the types of opportunities in an organization's internal and external environment that enable innovation and strategic change.
- explain and analyze industry dynamics and organizational innovation and management processes in differing contexts.
- critically appraise the nature of innovation and understand the implications for how firms can engage in strategic change.
- evaluate how different technology strategies affect businesses and appraise the tools and methods used.
- construct arguments based on the interpretation of quantitative data.
- apply effective written communication skills for formulating plans, strategies and outcomes.
- demonstrate time management skills (including working under time pressure).
- demonstrate analytical, problem-solving, and decision-making skills in the area of innovation.
- synthesize and use information and knowledge effectively to analyze organizational innovation.
- gain digital and information literacy skills.

### ***DED 750 Equity and Diversity in Education***

(3 credits Hours Required)

**Courses Description:** This course focuses on factors of diversity that impact decisions educators must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

### **Course Objectives:**

- During this course, the learner will:
- Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher.
- Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc.

- Become familiar with literature about children in different populations on the topic of diversity and learning.
- Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning of students in the classroom.
- Identify and implement instructional and management strategies that are successful among diverse populations.
- Reflect on personal and professional life developments as they relate to your beliefs and practices as a teacher.
- Be familiar with current and classical literature on the effects of diversity on student learning, e.g., socioeconomic status (SES), race, gender, achievement, handicapping conditions, etc.
- Become familiar with literature about children in different populations on the topic of diversity and learning. Understand one's own personality (learning styles, intra- and interpersonal characteristics, temperament, child centeredness, etc.) and describe how these traits impact instruction and learning of students in the classroom.
- Identify and implement instructional and management strategies that are successful among diverse populations.

***DED 755 Human Resources and Professional Development*** (3 credits Hours Required)

**Courses Description:** In today's emerging and competitive global economy, only those organizations dedicated to continuous learning are expected to grow and thrive. This course provides students with an overview of the roles of training and development (T&D) in human resource management. Theoretical foundations and practical issues involved in employee T&D in business [profit and nonprofit] organizations are explored. This course is an examination of individual and organizational strategies designed to stimulate creative approaches to learning in organizations and will facilitate an understanding of individual development from both an organizational and personal perspective. Major topics include identifying training and development needs through needs-assessments, analyzing jobs and tasks to determine training and development objectives. Such a process includes learning, designing, and evaluating the effectiveness of a variety of T&D programs. In so doing, course requirements will include designing a needs-assessment/analysis and a training evaluation program.

**Course Objectives:**

Enhance students' understanding of the following:

- Understand the effect and use of technology on the field of training today.
- Learn to use appropriate technology to research and develop an effective needs-assessment.
- Describe theories and principles of training and development and by what means individuals learn and can apply that learning to change their behavior.

- Effect of training and development on employee performance, performance management, and the effect of training professionals.
- Be able to develop an appropriate training strategy for today's organization – using both onsite classroom and distance learning technologies.
- Recognize the importance of competent, persuasive, and effective communication in training and development.
- To understand and be able to use appropriate training software packages.
- Describe different approaches to training and development and be able to identify which ones are most useful for which kinds of knowledge, skills, abilities, or attitudes.

### **Learning outcomes:**

By the end of this course, each student will be able to:

- Identify and plan appropriate training solutions to individual or group performance gaps.
- Understand by what method to conduct training needs analyses, identify gaps, and design training processes to address those gaps.
- Describe processes for assessing training needs.
- Design meaningful training and development processes using adult learning principles.
- Ascertain by what method to design and implement training and development processes to enhance the effectiveness of individuals, teams, and organizations.
- Plan procedures to evaluate training success.

### ***DED 775 Educational Research Methods***

(3 credits Hours Required)

**Courses Description:** This course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research in education. The course will introduce students to qualitative, quantitative, and mixed methods research approaches in education. Students will develop a broad understanding of these methods and how/when they should be employed. Specific topics will include conceptualizing educational research, constructing measurement instruments, collecting, and analyzing qualitative and quantitative data, drawing inferences, and writing research proposals. As a depth requirement, students will employ one specific method in the design and possible implementation of a small research study which they will present orally and as a written formal research proposal or article.

### **Course Objectives:**

Students that successfully complete all course requirements should be able to:

- prepare written reports, appropriately formatted, and documented, including but not limited to critiques of existing research and proposals for conducting new research.
- select from the literature examples of each of the major methods of conducting research.
- identify, state, and describe a researchable problem in the field of education.
- generate a table or tables depicting data to be collected in a research proposal or project.
- identify and describe the major sections and subsections of a research report or proposal.

- identify and describe features of a research report that are adequate or inadequate and describe how they affect the quality of the report or how they could be altered to enhance quality.
- identify appropriate sources of information on a given topic.
- compare and contrast various sources of information with respect to scope, emphases, location, and utilization.
- utilize a variety of information sources and reference materials in the preparation of oral and written reports.
- make oral reports to the class on assigned topics.
- identify and describe the major steps in conducting research.
- define and describe techniques for scientific sampling, including steps in the use of each technique.
- identify and describe which sampling technique is appropriate under various stated conditions.
- identify and describe the major characteristics of each of the major methods of conducting research.
- identify and describe the processes of measurement, assessment, and evaluation.
- identify and describe the purpose, format, and utilization of the types of measurement techniques or instruments.
- identify and describe the various kinds of test validity and test reliability, including methods of establishing each and consequences of failing to establish validity and reliability.
- identify and describe considerations in test selection, including guidelines to be followed and sources of information to be used.
- identify and describe considerations in making observations and selecting an appropriate observation technique.
- identify and describe the purpose of, and major steps in, designing and conducting each of the major types of research.
- describe sources of historical data with respect to type and to criticism to which historical data must be subjected.
- calculate and interpret correlation coefficients with respect to established criteria.
- identify and describe the various types of correlation coefficients.
- identify and describe considerations which enter the determination of cause-effect relationships.
- define and identify examples of the three major types of variables.
- identify in research reports those portions related to each of the major steps used in conducting research.
- define statistical procedures for analyzing data with respect to nature and purpose.
- identify specific statistical procedures appropriate for analyzing stated examples of data.
- identify and describe criteria that must be satisfied prior to utilizing various statistical procedures.

- calculate the mean, median, mode, variance, standard deviation, and range for specified data sets.
- calculate the percentile rank of specified scores in each frequency distribution.
- calculate specified percentiles within a given frequency distribution.
- document according to an accepted format the sources of information used in oral and written reports.

### ***DED 780 Quantitative Research in Education***

(3 credits Hours Required)

**Courses Description:** The purpose of the advanced research methods sequence is to prepare social work professionals to design and carry out research with direct implications for social work practice and social welfare policy. Both qualitative and quantitative methods can be used to build social work knowledge. Researchers choose whether to use qualitative, quantitative, or both methods depending on the research questions they seek to answer, and both types of methods have advantages and disadvantages.

This course focuses on quantitative research methodology and related inferential statistics. While creative use of technical skills is required, this course emphasizes the mastery of specific methodological and statistical knowledge and skills. The course will address the following topics: the framing of research questions; the selection of appropriate research methods and designs; the selection of appropriate statistics for data analysis; the principles of analysis; interpretation of findings; and the presentation of results. In addition, laboratory time will give each student an opportunity to learn to use statistical packages available on microcomputers and to apply the material presented to actual research problems and data.

### **Course Objectives:**

By the end of the course students will be able to:

- Formulate research questions that are germane to the purposes and contexts of social work.
- Conceptualize and operationalize research questions to develop testable hypotheses.
- Select research designs appropriate to the questions being asked and understand the issues of validity associated with each design.
- Select appropriate measurement instruments.
- Develop appropriate sample designs with attention to power analysis.
- Be fully cognizant of the ethical and diversity issues relevant to conducting quantitative research, including responsible data collection, management, and reporting.
- Use descriptive statistics to organize and present findings and conduct exploratory data analyses.
- Understand probability concepts and theory as related to hypothesis testing.
- Be able to perform data analyses and appropriately communicate the results of these analyses.
- Utilize SPSS to analyze data and to report results in an appropriate form.
- Be an advanced consumer of social work research articles.

### ***DED 785 Advanced Qualitative Research in Education***

(3 credits Hours Required)

**Courses Description:** In this course we will examine the value of qualitative research design in understanding social and behavioral phenomena, with a primary focus on narrative approaches to qualitative inquiry across the research process—from theory/guiding frameworks to method (data collection) to analyzing data to presenting/writing translatable results. We will spend the most time on learning how to analyze narrative data thematically using the constant comparative method including open coding, axial coding, creating codebooks, using computer programs to manage data analysis, and triangulating data. In addition, across this course you will be exposed to a variety of narrative frameworks (e.g., narrative medicine; narrative engagement framework), narrative methods (e.g., turning point / retrospective interviewing; critical incident technique; photovoice; diaries) as well as in complex research designs in qualitative inquiry like mixed-methods (combining quantitative and qualitative approaches), multiple-method designs (comparing data from multiple qualitative approaches), and crystallization (blending art with social scientific qualitative methods). You will become well versed in critical aspects of conducting rigorous qualitative inquiry including reflexivity, ethics, control, and trustworthiness. You will also learn how to bridge research with evidence-based practice or how to “translate” findings to real-world application (e.g., improving health practice; creating interventions or education; refining organizational procedures; creating art or performances for society).

#### **Course Objectives:**

- Critical understanding of the techniques and practices for obtaining research data through ethnography, including both observation and interviews.
- Understanding of underlying issues of representation and voice.
- Awareness of practical and ethical factors relating to research activity.

### ***DED 790 Mixed Methods Research in Education***

(3 credits Hours Required)

**Courses Description:** This advanced course will address the theory and practice of mixing inquiry methodologies in social inquiry. The course will address selected roots of the contemporary interest in mixing methods, various conceptualizations of mixed methods design and analysis, and challenges of mixed methods practice. The course emphasis on practice will feature critiques of empirical mixed method studies from various disciplines and domains of study

#### **Course Objectives:**

Course objectives for students include the following:

- Students will develop an historical and contextual understanding of the roots of the contemporary interest in mixing methods. History matters.
- Students will develop an understanding of various conceptual or theoretical frameworks for mixing methods, and the key differences among them.
- Students will develop basic competencies in mixed methods practice.
- Students will generate a unique contribution – theoretical, practical or both – to the mixed methods of conversation and literature.

***DED 795 Non-Parametric Statistics in Education***

(3 credits Hours Required)

**Courses Description:** This course provides a conceptual introduction, as well as computational and computer competence, in applied nonparametric statistics. Topics include paired and independent samples, structured data, survival analysis, linear and logistic regression, categorical data, and robust estimation. Applications to psychological research are emphasized.

**Learning Outcomes**

- Compare and contrast parametric and nonparametric tests.
- Identify multiple applications where nonparametric approaches are appropriate.
- Perform and interpret the Mann Whitney U Test.
- Perform and interpret the Sign test and Wilcoxon Signed Rank Test.
- Compare and contrast the Sign test and the Wilcoxon Signed Rank Test.
- Perform and interpret the Kruskal Wallis test.
- Identify the appropriate nonparametric hypothesis testing procedure based on type of outcome variable and number of samples.

***DED 800 Multivariate Statistics***

(3 credits Hours Required)

**Courses Description:** Analysis of categorical data. Log linear models for two- and higher-dimensional contingency tables. Logistic regression models. Aspects of multivariate analysis, random vectors, sample geometry and random sampling, multivariate normal distribution, inferences about the mean vector, MANOVA. Analysis of covariance structures: principal components, factor analysis. Classification and grouping techniques: discrimination and classification, clustering, use of statistical computer packages.

**Course Objectives:**

- To understand the main features of multivariate data.
- To be able to use exploratory and confirmatory multivariate statistical methods properly.
- To be able to carry out multivariate statistical techniques and methods efficiently and effectively.

**Outcomes of the Course:**

- (DATA MINING) Explore and summarize multivariate data using graphical and numerical methods and techniques to uncover hidden information and patterns.
- Describe properties of multivariate distributions such as multivariate normal.
- Use principal component analysis effectively for data exploration and data dimension reduction.
- Use factor analysis effectively for exploratory and confirmatory data analysis.
- Discriminate between groups and classify new observations.
- Find groupings and associations using cluster and correspondence analysis.
- Use of statistical software packages effectively and efficient

## ***CONCENTRATION IN RESEARCH, EVALUATION, AND FORMULATION OF EDUCATIONAL PROJECTS.***

### ***DED 805 Development of Educational Projects***

(3 credits Hours Required)

**Courses Description:** This course provides the theoretical, methodological, technical, and operational elements that are necessary in the field of educational planning and serves as an intervention instrument for social practice in solving problems to achieve transformations in the educational field. The course contributes to the development of theoretical, procedural, and axiological skills and especially prepares students to create the necessary links with the local community to commit to solving problems that make up the environment of everyday life in basic education and in general.

#### **Course Learning Outcomes**

- Design project based on knowledge of the local educational social reality.
- Stimulates community bonding actions.
- Analyzes educational and social problems as a tool for planning educational projects.
- Applies technical and methodological tools in the development and management of educational projects.
- Use procedures of scientific methods in the formulation of educational intervention projects
- Values the importance of theoretical analysis of educational problems in search of alternative and innovative solutions, through the implementation of educational development projects.
- Solve problems in the educational field by designing educational management projects.
- It proposes alternatives to improve the quality of education based on the application of theories and methodologies in accordance with the principles and foundations of education.

### ***DED 810 Educational Planning and Administration***

(3 credits Hours Required)

**Courses Description:** The content of the course begins with basic notions of planning to introduce educational planning, outlining the problems, challenges and trends of reforms in this field. It incorporates strategic planning to the educational field and total quality planning as topical issues in educational planning, to the point of taking it to the Educational Project of the center and the classroom> course also allows deepening the knowledge of planning in the educational field with the aim of abstracting the concepts, developing the management skills that allow it to be focused according to the latest trends.

#### **Course Learning Outcomes**

- Know the reforms produced in the educational field and the challenge facing current education.
- Apply strategic planning and total quality planning in the educational field.

- Evaluate the impact of science and technology in the educational field.
- Prepare the guidelines for the center's curricular project in the context of government and educational policies.
- Research, evaluation of curricular projects

### ***DED 815 Diagnosis and Evaluation in Education***

(3 credits Hours Required)

**Courses Description:** The purpose of this subject is for students to acquire theoretical-practical knowledge and develop skills that enable them to assess educational needs and make effective decisions regarding the planning and development of intervention programs. The course makes it possible to clearly differentiate the various concepts, areas and procedures for action, diagnosis, and educational evaluation.

#### **Course Learning Outcomes**

- Develop skills to select and apply various techniques collected from diagnostic information correctly and rigorously.
- Plan, develop and assess a diagnostic process applied to case analysis.
- Reflect and develop attitudes that enable them to carry out diagnostic work in accordance with professional ethics.

### ***DED 820 Applied Educational Research***

(3 credits Hours Required)

**Courses Description:** This course offers a varied choice of lines of work in education and offers multiple research perspectives. Through this course the guidelines for the elaboration and evaluation of educational projects from a scientific perspective are established. The course serves to become aware of the importance of research methods in education to obtain reliable results and valid conclusions in the development of an investigation, as well as collecting all this in a final document that responds to a previously established guideline. established and agreed.

#### **Course Learning Outcomes**

- Identify the various modalities and methodologies of educational education research, as well as the different stages of the research process.
- Understand the conditions that make scientific knowledge possible and be able to analyze and interpret works that contribute to its construction in the educational field.
- Acquire the knowledge and technical language used by education professionals who are dedicated to educational research, to understand and use it in teaching.
- Being able to understand the scientific theories and hypotheses expressed in conventional literature.
- Being able to apply, understand, explain the different resources of advanced statistics.
- Be able to understand the primary role of pedagogical research design.
- Be able to analyze and interpret educational research reports following a previously established guideline.

### ***DED 825 Research, Evaluation of Curricular Projects***

(3 credits Hours Required)

**Courses Description:** The Curriculum Project Evaluation course aims to introduce students to the field of institutional evaluation both in terms of its history and its current situation due to its epistemological, political, ethical, economic, and social parameters.

#### **Course Learning Outcomes**

- Understand the ethical, epistemological, social and political dimensions of all institutional evaluation processes.
- Know the most important theoretical approaches, as well as their repercussions practices.
- Develop conceptual structures and use methodological tools so that the evaluation processes can be analyzed in depth, critically understanding the need, and meaning of evaluation in all educational fields.
- Outline and develop institutional evaluation processes in education.
- Develop your own thinking about the different topics that are addressed in such a way that the information collected and processed is support for such thought.
- Present organized and logical ideas supported by solid arguments.

### ***DED 830 Project Management in Educational Projects***

(3 credits Hours Required)

**Courses Description:** Managing a project involves many different aspects and many things that must be tracked and followed upon. You must determine project tasks, create a schedule, assign resources, and identify and track issues and risks. That's just the tip of the iceberg; as a project manager, you are responsible for the overall success of a project. A project management system is a means of managing a project by planning, organizing, and managing its different required aspects.

Educationists who want to work together to improve the quality of education and to make it more interactive and enjoyable can easily communicate and collaborate through these project management systems. They can discuss education-related matters, suggest ideas, share their knowledge, and thus devise great strategies and solutions in less time. Education related projects can be better planned and executed with proper utilization of features within these tools.

By using project management systems, educationists and teachers can better connect, communicate, and collaborate with each other and devise ways to improve the standard of teaching and make teaching accessible to more and more people irrespective of their financial, economic, and social status. This promotes equality and equal opportunities to learn, grow and excel for everybody.

#### **Course Learning Outcomes**

The course will help the participants to understand how to:

- Become self-aware of your role as a teacher and what it means to be part of a bigger team.

- Reflect and refresh your approach to teaching, while learning to maximize your strengths and build yourself as a teacher.
- Practice effective communication techniques, as well as experience creative management tools
- Conduct project planning activities that accurately forecast project costs, timelines, and quality.
- Implement processes for successful resource, communication, and risk and change management.
- Demonstrate effective project execution and control techniques that result in successful projects.
- Demonstrate effective organizational leadership and change skills for managing projects, project teams, and stakeholders.

### ***CONCENTRATION IN EDUCATIONAL MANAGEMENT AND STRATEGIC LEADERSHIP***

#### ***DED 840 Leadership Theory and Management***

(3 credits Hours Required)

**Courses Description:** This course provides a critical examination of historic and contemporary leadership theories, principles and practices. This course also includes an analysis of each theory’s worldview assumptions, scientific worthiness and potential contribution to the leadership and management of faith-based organizations. Effective leadership is a necessary and critical aspect in the success of any organization that survives over time. The purpose of this course is to facilitate the discovery and development of each student’s personal capacity to become an effective leader in the educational field. Through an examination of various approaches to leadership, students will identify the key principles, competencies, and qualities characteristic of effective leaders and integrate these concepts into a personal leadership style.

#### **Course Learning Outcomes**

Upon successful completion of this course:

- Students will be able to describe the similarities and differences between leadership, management, and administration.
- Students will learn theoretical and methodological approaches to the study of societal dynamics and use that knowledge to analyze contemporary social issues. They will understand the methodologies germane to the social sciences.
- Students will analyze and integrate material in a field outside the students’ major area of study.
- Students will analyze, interpret, and summarize two different leadership theorists’ beliefs regarding: the qualities, characteristics, and traits of effective leaders; the purpose and goals of leadership; the roles and responsibilities of leaders; the nature of people; and techniques, methods, and strategies for effective leadership.

- Students will compare, contrast, and differentiate the two leadership theories in terms of each theory's effectiveness in providing a solid foundation of leadership concepts, research, and practice, as well as each theory's applicability for leadership practice.
- Students will be able to identify, articulate, and integrate key principles of various leadership theories and models.
- Students will synthesize the leadership theories studied and generate an individualized philosophy of leadership that clearly supports their personal values and beliefs.

### ***DED 845 Human Resources Management***

(3 credits Hours Required)

**Courses Description:** This course is intended to provide an examination of the services provided by a manager of a human resources department. This course will provide an overview of human resources management (HRM). HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, and compensated, and what steps are taken to retain them. Throughout the course we will focus on the role of managers and how they develop effective and efficient human resources practices that support the strategic goals of their organizations. To accomplish the above, activities will be infused into the curriculum that will familiarize students with the challenge of sustainability facing today's companies that increase the role of human resource management practices. The infusion will be in every section/module of the syllabus culminating in a final project which will be an interview report. The sections/modules are (a) the environment of human resource management, (b) jobs and labor, (c) talent development, (d) compensation, (e) employee relations.

#### **Course Objectives:**

- To provide an understanding of key human resources practices in today's organizations.
- To help build critical thinking skills by analyzing how human resources practices can support an organization's strategic objectives and enhance long-term performance.
- To develop skills in the following areas: problem solving and analysis, written and oral communication, and teamwork.

### ***DED 850 Reflective Leadership Practice and Inquiry***

(3 credits Hours Required)

**Courses Description:** Through this course, engages students in a learning community of teachers to develop skills of critical reflection on professional practice. Through a specific form of leadership exercise, students are prepared to know how to act as reflective leaders in a complex and changing environment in educational organizations.

#### **Course Objectives:**

This course is designed to enable students to:

- Develop as researchers and reflective practitioners.
- Develop a critical perspective on issues related to teaching and learning,

### ***DED 855 Managing Multicultural Organizations***

(3 credits Hours Required)

**Courses Description:** Focusing on business and management, this course provides an intellectual and experiential forum for developing the interpersonal-intercultural communication and interaction skills necessary for international managers. While learning to identify cultural aspects of verbal and nonverbal behavior of persons from different cultures and themselves, students come to recognize cultural differences that can cause difficulties in management situations. Participants will acquire detailed expertise in dealing with a wide variety of cultural situations, challenges and paradigms, thus learning practical skills that will be useful for their own personal and professional development on an international level. Other important topics include working effectively in multi-cultural teams, cross-cultural negotiations, and international careers. Set in a multi-cultural setting, the course puts a strong emphasis on practical applications that will be enhanced through exercises and case studies.

#### **Course Objectives:**

Upon successful completion of this course students will be able to:

- To understand the implications of the globalization of business for effective management
- Exhibit a high degree of cultural intelligence and cross-cultural communication skills applicable to the real world of business and travel.
- Acquire a sharper understanding of their own culture and how it impacts their behavior in a multicultural setting.
- Interpret behavior, attitudes, and communication styles of people from different cultures correctly.
- Use a repertoire of behavioral skills appropriate for different intercultural situations.
- Deal with ambiguity in an ever-changing and unpredictable context that results from the globalization of business and people.
- Exhibit a high degree of effectiveness when working in culturally diverse groups.

### ***DED 860 Leading in a Complex Environment***

(3 credits Hours Required)

**Courses Description:** This course explores the challenges of leading in complex organizational and system environments that are part of homeland security and emergency management responses. The course demonstrates the complexities of leading by building on collaboration. It emphasizes the role of building support and collaboration to maximize strengths of an organization or system in preparing for and responding to natural and manmade disasters.

#### **Course Learning Outcomes:**

- Analyze the role of collaboration in building support in homeland security and emergency management environments.
- Compare problems that require consensus building in complex organizational and systemic environments.
- Create approaches to building collaborative environments.

- Design organizational responses to homeland security and emergency management problems.
- Evaluate challenges organizations address in building systemic responses to natural and manmade disasters.
- Contrast ethical issues of responding to challenges in complex organizational and systemic environments.
- Analyze leadership traits for building collaborative environments.

***DED 865 Strategic Decision Making for Manager***

(3 credits Hours Required)

**Courses Description:** This course emphasizes environmental characteristics that make strategic management critical to organizational success, including assessment of organizational strengths and weaknesses, identification of opportunities and threats, optimum response to unanticipated events, and strategic analysis in turbulent environments. It also analyzes the socio-cultural, political, economic, ethical, technological, and regulatory environments that have an impact on businesses in multicultural settings.

**Learning Outcomes:**

- Analyze the strategy of a company, its business position, and how it can gain sustainable competitive advantage.
- Evaluate current business structure, strategy, marketing, financial and operations functions, and related general management functions.
- Conduct a strategic audit in a variety of industries and competitive situations, especially in global business environments.
- Design a business strategy, consider various strategic options, use "what if" analysis to evaluate alternative courses of action, and make/implement strategic decisions.
- Match a company's functional capabilities to the environmental factors responsible for organizational success.
- Assess the role(s) of general managers and functional managers in formulating strategic decisions and the organizational processes by which strategies are executed.
- Evaluate business risk and develop results-oriented action plans.
- Evaluate ethical principles, personal and company values, and socially responsible management practices.

***CONCENTRATION IN INFORMATION TECHNOLOGY IN EDUCATION***

***DED 870 Instructional Design and Information Technology***

(3 credits Hours Required)

**Courses Description:** This course explores the evolution of learning theories from traditional behavior-based understandings of how we learn to emerging theories of how social engagement can support the learning process. Access to emerging technologies and increased opportunities for global communications and collaboration have altered how we learn. Today's learners gravitate toward digital content and media, available anytime,

anywhere, coupled with social connections to learn. It's crucial for instructional designers to understand different theories of learning and how they intermix to create engaging learning experiences.

This course is designed to place you in the role of learner as you apply concepts from learning theories to your own personal experiences. During this course you will share learning experiences you had--some that were terrific, and some that were not so terrific. You will explore theories of learning and scientific research and practice applying those to the kinds of problems you want to solve. Finally, you will practice the skills instructional designers use to study instructional problems: situations where someone needs to learn something.

In short, you'll learn how learning works and how to use agreed-upon and well-researched principles so you can take the sometimes messy and unfocused problems people face in life and work and develop a clear and testable idea of how you might organize that problem so it can be solved by learning.

**Learning outcomes:**

- Explore learning theories and their impact on the design of learning experiences.
- Technology's role in the teaching and learning process.
- Analyzing learning experiences and instructional materials.
- Investigating and defining a problem that can be solved with instruction.

***DED 875 Leading in a Complex Environment***

(3 credits Hours Required)

**Courses Description:** This course presents a variety of general technology assessments and individual descriptions of work in progress. The course also allows the analysis of a range of strategies through which we can begin to understand the impact of educational technology in the future and illustrates different approaches currently taken by technology designers to locate and explain the work of technology in the context of education.

***DED 880 Issues in Science, Technology and Society***

(3 credits Hours Required)

**Courses Description:** This doctoral course explores key theoretical and methodological concerns in the qualitative, critical, and social theoretical analysis of information. Our tools, theories, and methods will be drawn from key analytic traditions in information science and the interpretive social sciences at large – sociology, anthropology, history, communication, science and technology studies, and a range of allied fields. Through readings, discussion, and assignments (short and long), students will explore major and emerging theoretical frameworks in the social study of information and enhance their methodological skills as critical qualitative analysts of information. Our collective long-term goal is to build a more solid, rigorous, and creative foundation for the interpretive and humanistic study of information by calling out promising work (new and old) across information science and the interpretive social sciences at large.

**Learning Outcomes:**

By the end of Information, Technology, and Society, students will be expected to be able to:

- Understand and apply relevant social science theories and methods to problems and issues in the information field.
- Design and conduct innovative and effective programs of research around topics of individual interest in the critical interpretive analysis of information.
- Understand and contribute to key theoretical and methodological debates in the qualitative and interpretive study of information; and
- Write concise and effective literature reviews and reports of original qualitative research.

***DED 885 Advanced Using Integrated Software across the Curriculum*** (3 credits Hours Required)

**Courses Description:** This course is a continued study of computer applications from business productivity software suites. Instruction in embedding data and linking and combining documents using word processing, spreadsheets, databases, and/or presentation media software.

**Learning Outcomes:**

- Students will demonstrate the ability to use intermediate features of Word including document formatting, file management, tables, and pictures/charts.
- Students will demonstrate the ability to use intermediate features of Excel including the creation and formatting of spreadsheets, proper use of charts/graphs, and effective use of functions and formulas.
- Students will demonstrate the ability to use intermediate features of PowerPoint including creating and modifying presentations and enhancing presentations with clip art, pictures, charts, tables, and slide transitions.
- Students will demonstrate the ability to apply Word, Excel, and PowerPoint in real-world projects.

***DED 890 Advanced Administration and Supervisor of technology in Education*** (3 credits Hours Required)

**Courses Description:** This course introduces students to the research base of organizational theory, educational policy, and the fundamentals of instructional leadership as it relates to the use and exploitation of technology in education. Multiple theories are examined in the light of experience in the use of technology in educational settings. This examination of theory in light of experience provides students with a framework to analyze all types of educational institutions. Through a study of managerial and organizational theory using those settings with which students are most familiar, students will further reflect on the theoretical foundation that will inform their future practice as managers.

***DED 895 Global Issues in Educational Technology Leadership*** (3 credits Hours Required)

**Courses Description:** This graduate educational technology course is designed to introduce students to current trends and issues in educational technology. Students will take a constructivist approach to develop a leadership vision for implications of past, current, and future developments in educational technology.

E

***ECO 317 Macroeconomics***

(3 credits Hours Required)

**Courses Description:** Macroeconomics provides you with an in-depth overview of the economy. The course covers market structure, essential models, theories, and policies that affect international and domestic economic systems. You will learn how the economy operates and how society manages its costs, benefits, and trade-offs when allocating scarce resources through market demand and supply. Other topics include how output and growth in the economy are measured with GDP and how the government and Federal Reserve influence growth, unemployment, and inflation through fiscal and monetary policy.

**Competencies:**

This course covers the following competencies:

- The graduate explains fiscal policy and its effects on the federal budget, national debt, and economy.
- The graduate analyzes unemployment, inflation, economic growth, business cycles, and related economic theories.
- The graduate explains how macroeconomic policies affect economic growth and development.
- The graduate analyzes the monetary system, including the influence of monetary policy on the economy.
- The graduate explains how trade policies influence international markets.
- The graduate analyzes economic behavior by applying fundamental economic principles, including scarcity, opportunity cost, and supply and demand analysis.

***ECO 328 Principles of Economics (Microeconomics)***

(3 credits Hours Required)

**Courses Description:** Microeconomics introduces you to foundational economic concepts. You will learn how households maximize utility and firms maximize profit in order to allocate their scarce resources. Upon completion of this course, you will be able to explain opportunity costs, the importance of competition, and how demand and supply work to determine equilibrium price and quantity in perfectly competitive markets and under monopolistic competition, oligopoly, and monopoly.

**Competencies:**

This course covers the following competencies:

- The graduate compares perfectly and imperfectly competitive markets (monopoly, monopolistic competition, and oligopoly) to explain differences in firm behavior across varying market structures.
- The graduate analyzes consumer behavior to maximize utility.
- The graduate evaluates individual and firm behavior by applying fundamental economic principles, including scarcity, opportunity cost, marginal analysis, supply and demand analysis, and elasticity.
- The graduate analyzes cost and production decisions made by firms to maximize profits.

### ***ECO 370 International Economics***

***(3 credits Hours Required)***

**Courses Description:** This course will introduce both the micro-economic and macro-economic issues relevant to the economic relations among countries via international trade. The first half of the course deals with the microeconomic issues of international trade and covers such issues as why countries trade do? What do they trade? how are the gains from trade distributed? and protectionism vs. free trade and regional economic integration. The second half of the course deals with issues in international finance and macroeconomics, and covers such issues as the markets for currencies and exchange rates (fixed vs. flexible), balance of payments, adjustment processes, and open economy macroeconomics (role of monetary and fiscal policies) in a general equilibrium framework.

#### **Learning Goals:**

Students who complete this course will have a thorough understanding of the core micro- and macro-economic principles that underlie international economic relations; will comprehend the basic economic theories of trade, trade barriers, and the impact of trade policy on firms and consumers; will know the basics of exchange rates and how they affect economic agents and government policy; will learn the fundamentals of foreign exchange markets, balance of payments, and international monetary systems; will be able to read and understand general interest articles on international trade, finance and policy

### ***ENC 101 English Composition I***

***(3 credits Hours Required)***

**Courses Description:** English Composition I introduce learners to the types of writing and thinking that are valued in college and beyond. Students will practice writing in several genres with emphasis placed on writing and revising academic arguments. Instruction and exercises in grammar, mechanics, research documentation, and style are paired with each module so that writers can practice these skills as necessary.

English Composition I is a foundational course designed to help students prepare for success at the college level.

#### **Competencies:**

This course covers the following competencies:

- The graduate integrates credible and relevant sources into written arguments.

- The graduate uses appropriate writing and revision strategies.
- The graduate composes an appropriate argumentative essay for a given context.
- The graduate composes an appropriate narrative for a given context.
- The graduate appropriately uses a given writing style.
- The graduate selects appropriate rhetorical strategies that improve writing and argumentation.
- The graduate applies appropriate grammatical rules, sentence structure, and writing conventions.

Topics include development of essay form, including documented essay, instruction and practice in expository writing. Emphasis on clarity of central and support ideas, adequate development, logical organization, coherence, appropriate citing of primary and/or secondary sources, and grammatical and mechanical accuracy. Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple assignments. **Minimum grade of C is required to satisfy Gordon Rule and General Education Requirements**

***ENC 102 English Composition II***

(3 credits Hours Required)

**Courses Description:** English Composition II introduces undergraduate students to research writing. It is a foundational course designed to help students prepare for advanced writing within the discipline and to complete the capstone. Specifically, this course will help students develop or improve research, reference citation, document organization, and writing skills. English Composition I or equivalent is a prerequisite for this course.

**Competencies:**

This course covers the following competencies:

- The graduate applies steps of the writing process appropriately to improve quality of writing.
- The graduate composes an argumentative research paper.
- The graduate evaluates the quality, credibility, and relevance of evidence to integrate evidence into a final research paper.

Prerequisite: ENC 101

Topics include the emphasis on style; use of library; reading and evaluating available sources; planning, writing, and documenting short research papers. Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple assignments. A minimum grade of C is required Gordon Rule and general education requirements.

F

***FIN 375 Financial Budgeting***

(3 credits Hours Required)

**Courses Description:** This financial budgeting course will teach you about the entire budgeting process from start to finish, including how to create a disciplined culture of budgeting in your organization, the various methods for building budgets, techniques to analyze results, and how to increase the chances of organizational performance improvements.

**Competencies:**

By the end of this budgeting class, participants are able to:

- Understand the principles behind best practice financial management.
- Explain the importance of budgeting within a strategic framework.
- Build a robust budgeting process within their organization.
- Know when and where to use various budgeting approaches such as zero-based budgeting.
- Forecast future performance by better analyzing revenue and cost drivers.
- Use effective variance reporting to track organizational performance.
- Make use of Excel functions and tools that are particularly suited to the budgeting process.

***FIN 305 Principles of Finance***

(3 credits Hours Required)

**Courses Description:** Principles of Finance is an introduction to the theory, methods, and concerns of business finance, including financial management and maximizing shareholder wealth. Students will evaluate the performance and value of a firm, employ time value of money to solve common financial problems, and make corporate investment decisions using capital budgeting.

**Competencies:**

This course covers the following competencies:

- The graduate assesses the economic strength of the firm using financial statement analysis.
- The graduate values common assets such as stocks and bonds.
- The graduate analyzes business projects using capital budgeting techniques.
- The graduate estimates the cost of capital for business decision-making.
- The graduate forecasts standard financial statements to facilitate business decision-making.
- The graduate analyzes cash flows across time to solve common business problems.
- The graduate estimates the value of a business entity.

***FIN 390 Global Banking and Capital Markets***

(3 credits Hours Required)

**Courses Description:** This course is focused on the competitive dynamics and performance of the global banking industry and financial markets. The course emphasizes case studies, group work and interactive class discussions. With an emphasis on industry and financial market developments, the course addresses organizational strategy, capital market products and market developments—covering the US, Europe, and the emerging markets. It also looks at the risks and opportunities of doing business in today's financial markets and the challenges presented by both regulators and market participants. Throughout the course, relevant current events are examined and used to illustrate and reinforce discussion points.

***FIN 468 Entrepreneurial Finance***

(3 credits Hours Required)

**Courses Description:** Entrepreneurial Finance at its core can be defined as a dynamic two-part process in which companies invest in both real and human capital assets and then find the financial capital necessary to pay for those investments. The financial decision process traditionally begins with an entrepreneur working on his/her concept, buying a laptop and then realizing they have no money to move forward. Many an entrepreneur would have saved themselves an inordinate amount of personal and financial grief if they had initially spent time crunching the numbers and performing sensitivity analysis regarding the economics of their business model before leaving their current jobs or mortgaging their homes for the proverbial American Dream of becoming “Your Own Boss.” Even with the “numbers” in place, Entrepreneurs are often faced with a plethora of other factors and realities that will factor into whether their fledgling enterprises are successful. Decisions are often made around personal emotions, incomplete information, and assumptions about the future. This case-based class is designed to expose the student to a multitude of finance and business-related challenges faced by Entrepreneurs and how to begin framing the issues, establishing key evaluation criteria, and generating viable financing alternatives to aid in decision making that can affect private enterprises and ultimately one’s business career.

### **Learning Objective**

The course provides students with an understanding of the economics of entrepreneurial finance and private equity, especially venture capital. We will address financing and strategic issues faced by entrepreneurs in the early stage of a firm. Financial modeling will be used to determine how much money can and should be raised and from what source, and how the funding should be structured. Specific topics include methods of valuing private firms, simulation to make better strategic choices, business plans, economics of contracts that underlie new venture finance venture capital partnerships (agreements, term sheets, etc.), financing sources, creating value through financing contracting, and exit strategies (initial public offerings, merger, other).

G

### ***GEB 302 International Business***

***(3 credits Hours Required)***

**Courses Description:** The course introduces international business. Topics include:

- the effects on international business decisions of cultural, political, legal, and economic forces.
- a presentation of international business basics such as trade, tariffs, exchange rate regimes, capital markets.
- a study of the comparative theoretical frameworks for establishing international business enterprises, including trade and investment theory; 4) effects of government intervention and aid.
- The role of social and economic aid organizations such as the UN, EU, IMF and World Bank will also be discussed.

The course is divided into the following 3 parts:

1. Assessing the International Business Environment

- 2. International Strategy
- 3. Investment and Development

### **Learning Outcomes.**

At the end of the course, students will be able to:

- Successfully assess and advise on business operations and relationships (with JV partners, government agencies) in complex international business environments.
- Successfully apply the principal theories of international trade and investment (exchange rate regimes, global stock, and bond markets).
- Effectively 1) integrate in international business endeavors critical intracompany departments such as marketing, manufacturing, accounting, finance, and human resources; and 2) position supply, production, sales functions.
- Speak knowledgeably on the important role played by multinational economic and social aid organizations such as the UN, EU, IMF, and World Bank in facilitating international trade and business.
- Act ethically, diplomatically, and with emotional sensitivity in international business environments.

### ***GEB 280 Global Business***

(3 credits Hours Required)

**Courses Description:** This course introduces students to the various functional areas within an organization (e.g., marketing, production, finance, etc.) that support a firm's overall business objectives.

### **Competencies:**

This course covers the following competencies:

- The graduate describes fundamental human resource processes.
- The graduate describes the basic concepts of accounting and financial management.
- The graduate describes and recognizes various types of businesses entities.
- The graduate describes concepts in social media and identifies fundamental models of e-business.
- The graduate describes effective management principles and the production process.
- The graduate explains principles of effective marketing.
- The graduate explains the basic concepts of global business, economics, and ethics.

### ***GEB 303 Introduction to Business***

(3 credits Hours Required)

**Courses Description:** This course introduces global business. The advantages of global production and the benefits of trade are critical aspects of global business. Many factors influence global business, such as transparency, geography, corruption, intellectual property protections, outsourcing and offshoring, operation management, and generally accepted accounting principles.

### **Competencies:**

This course covers the following competencies:

- The graduate identifies strategies for entering and operating within global business markets.
- The graduate analyzes strategies for marketing international products.
- The graduate analyzes how trade influences societies, businesses, consumers, and governments.
- The graduate explains how exchange rates affect global business.
- The graduate discusses economic integration as it pertains to global geographic regions.
- The graduate analyzes the effect of taxes on global business practices.
- The graduate explains how culture and regulatory factors affect global human resource management.
- The graduate analyzes how various political and legal systems affect international business.
- The graduate explains how international monetary systems and market's function.
- The graduate describes organizational structure for global business.
- The graduate identifies ethical global business practices.
- The graduate analyzes strategic approaches for controlling business operations.
- The graduate describes how products are produced globally.
- The graduate explains how culture influences global business practices.
- The graduate explains factors that influence sustainable globalization.

***GED 420 Organizational Behavior***

(3 credits Hours Required)

**Courses Description:** Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

**Competencies:**

This course covers the following competencies:

- The graduate can describe the effects of specified influences on individual behavior.
- The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.
- The graduate can develop and recommend how to implement effective performance evaluation processes.
- The graduate can determine which type of team and team leadership should be used to accomplish a task or project.
- The graduate analyzes the culture within an organization to determine how to work effectively within that organization.
- The graduate can recommend appropriate principles or techniques for guiding the development of a group.

***GEM 440 International Negotiations / Transactions***

(3 credits Hours Required)

**Courses Description:** International relations are imbued with the dynamics that result from different sort of international negotiations, within which mediation efforts are just one type of even more recurrent activities from the actors of the international system. International negotiation is a process that alludes to the dynamics and methods employed by different actors to sort out goals and interests with international implications, or otherwise, that have an impact on international actors. the course will use small exercises in which students will.

get acquainted with mechanisms they can develop to handle negotiations (i.e.: specific body language, tips & tricks on how to manage timing and agenda-setting, among others). The general goal of the course is to provide students with an overview of the theoretical and practical skills needed to engage in negotiations, at both the domestic and international level. The course guides the students through cutting edge debates within the field of international negotiation and mediation and introduces them to the challenges of practical aspects of negotiation through in-class simulations.

This course will not only provide tools to critically analyze international conflict, but will also engage them in forecasting negotiation challenges, developing negotiation strategies, and executing them in simulating bargaining settings.

### **Learning Outcomes of the Course**

By the end of the course, students will:

- Understand the dynamics of international negotiations and mediations, as well as factors that impinge on bargaining outcomes.
- Acquire a deep knowledge of the current theoretical debates in the field, focusing in particular on factors that predict success or failure.
- Gain negotiation skills through a range of in-class simulations and by reflecting on reading material and guest speakers' insights. Gather analytical skills to understand real world cases of international negotiations and eventually be able to provide
- policy recommendations for improving the negotiation capacity of any of the mains stakeholders.
- Develop skills to prepare for negotiations in a range of settings, while gaining insights into how to develop one's own personal capacity to negotiate optimal outcomes.

### ***GEB 464 Entrepreneurship and New Venture Creation***

(3 credits Hours Required)

**Courses Description:** The skills of entrepreneurship are becoming more and more significant for several reasons: First, technology is replacing jobs in nearly every industry at an accelerated rate. Second, many of us want the more attractive lifestyle that smaller communities offer. And third, our buying preferences are shifting from the large conglomerates to smaller, local businesses. In this course you will see videos of many entrepreneurs who have built successful companies. They will teach you what they have done and how they have done it. You will learn from many experts in product development, marketing, funding, team building and launching new ventures. You will also implement your own business ideas through written exercises and learning materials contained within the curriculum.

The knowledge and skills you develop during this course will help you throughout your career. Even if you are not planning to start a new business, entrepreneurial skills can benefit all types of organizations: large corporations, educational institutions, governments, and non-profit entities. In our rapidly changing world, entrepreneurship is the leadership model for today and the future. As you develop new venture leadership skills you can make great things happen in any organization

**Course Objectives:**

- To discover your purpose, passion and perseverance.
- To assess your own knowledge and skillsets.
- To learn to generate and evaluate new business opportunities.
  - To understand team building and mentorship.
  - To learn the value of resources you already have available to you.
  - To understand all your potential funding options.
  - To learn about a business model that generates money.
  - To understand how to find, evaluate and buy a business or franchise.

***GEB 466 Small Business Management***

(3 credits Hours Required)

**Courses Description:** Small Business Management is a course on how to start and operate a small business. Topics include facts about small business, essential management skills, how to prepare a business plan, financial needs, marketing strategies, and legal issues.

This is a comprehensive examination of establishing and operating a small business in today’s dynamic business environment. This course covers such topics as risk taking and entrepreneurship, forms of ownership, planning, organizing and managing, feasibility analysis, financing, human resources management, ethics, international business, governmental regulation and taxation, franchising, starting or buying a small business and other relevant subject areas.

**Course Objective**

The primary objective of this course is to inform the student of the nature and importance of small business in our society. We also wish to enlighten the student as to opportunities and risks inherent in small businesses. This course will provide a student with the following:

- Small business management strategies
- essential management skills
- how to prepare a business plan financial needs and access to resources – information – general and financial marketing strategies
- legal issues.

***GEB 470 E-Commerce Strategic for Entrepreneurship***

(3 credits Hours Required)

**Courses Description:** This course is designed to introduce students to the concept of entrepreneurship. Students will acquire knowledge of the nature and scope of entrepreneurship and understand the impact of entrepreneurship on market economies. Students will examine and

develop the personal traits and behaviors fundamental to becoming a successful entrepreneur and will be exposed to the first steps of the entrepreneurial process including the development of business plans. In addition, students will develop an understanding of economics.

concepts and the marketing functions.

### **Learning Objective**

At the end of the course, the student will be expected to:

- Acquire a foundational understanding of entrepreneurship to understand its nature and scope.
- Develop personal traits/behaviors to foster successful entrepreneurial performance.
- Acquire knowledge of business ownership to establish and continue business operations.
- Demonstrate a customer-service mindset.
- Reinforce service orientation through communication.
- Identify the impact of small business/entrepreneurship on market economies.
- Analyze cost/profit relationships to guide business decision making.
- Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.
- Understand marketing's role and function in entrepreneurial undertakings.
- Acquire a foundational knowledge of promotion to understand its nature and scope.

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### ***LDR 460 Management and leadership in the building in the project Environment***

(3 credits Hours Required)

**Courses Description:** Students will explore leadership's responsibility for conceiving, designing, implementing, and managing the organization's overall objectives, culture, and environment as part of the project management process. Within this context, primarily focuses on understanding project management, aligning project management with the organization, project management oversight, projects as capital investments, globalization, and resources optimization.

### **Learning Outcome**

- Define key concepts of projects and project management.
- Describe the phases of a project.
- Identify challenges and formulate strategies for leading conflict resolution.

- Identify, describe, and apply various tools used in initiating and planning a project.
- Explain the process of project implementation and describe how to close a project.

### ***LDR 355 Global Leadership***

(3 credits Hours Required)

**Courses Description:** This course serves as an introduction to global leadership, its development and connection to global change. Using assessments and simulations, the class will focus on the personal and professional competencies required for effective leadership in an increasingly global society and the essential skills necessary to work effectively in a complex context with people from different countries and cultures. This course offers the framework for students to develop the global competency and cultural intelligence necessary for 21st Century leadership.

#### **Course Objectives:**

Upon completion of this course students should be able to:

- Have a clear understanding of the theories of effective leadership.
- Define and gain cross – cultural communication skills and competencies.
- necessary for global leadership.
- Understand cultural intelligence and its role in global leadership.

### ***LDR 472 Leading, Creativity and Innovation***

(3 credits Hours Required)

**Courses Description:** Innovation Creativity and Innovation are at the heart of business development, growth and sustainability. In this applied course, students learn how to apply innovation and creativity concepts, techniques and principles in new ventures and within existing organizations. Students will also learn how to solve problems using imagination, storytelling and design thinking processes. Topics covered include trend analysis, data visualization, market predictive techniques, design thinking, leading innovative teams, prototyping and developing and leading innovation teams.

#### **Course Objectives:**

At the conclusion of this course, students will be able to:

- Analyze data to gain insights, recognize patterns, and discover trends and patterns for use as innovation catalysts
- Integrate the appropriate types of innovation into new and existing ventures
- Develop, lead and manage innovation teams
- Apply creativity techniques and design thinking to solve problems, ideate, prototype and test product/service ideas
- Apply innovation techniques across organizational settings and in decision

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### ***MAC 105 College Algebra***

(3 credits Hours Required)

**Courses Description:** This course provides further application and analysis of algebraic concepts and functions through mathematical modeling of real-world situations. Topics include real

numbers, algebraic expressions, equations and inequalities, graphs and functions, polynomial and rational functions, exponential and logarithmic functions, and systems of linear equations.

**Competencies:**

This course covers the following competencies:

- The graduate simplifies and factors polynomial expressions and solves polynomial equations.
- The graduate solves systems of linear equations and their related applications.
- The graduate simplifies rational, radical, and quadratic expressions, solves corresponding equations, and extends this knowledge to the study of functions.
- The graduate combines functions, finds inverse functions, solves exponential and logarithmic equations and functions.
- The graduate classifies and performs operations on real numbers; solves linear equations and inequalities; connects a linear equation to its graph; and identifies a function.

Topics include graphing, the linear, quadratic, and exponential families of functions, and inverse functions. Students will be required to solve applied problems and communicate their findings effectively. Technology tools will be utilized in addition to analytical methods. Gordon Rule course. **A minimum grade of C is required if MAC 105 is used to satisfy Gordon Rule and general education requirements.**

***MAN 301 Human Resource Management***

(3 credits Hours Required)

**Courses Description:** The course introduces the management of human resources, the function within an organization that focuses on recruitment, management, and direction for the people who work in the organization. Students will be introduced to HR topics such as strategic workforce planning and employment; compensation and benefits; training and development; employee and labor relations; occupational health, safety and security.

**Competencies:**

This course covers the following competencies:

- The graduate identifies a system for measuring, evaluating, and influencing an employee’s work performance.
- The graduate explains the process of recruiting a qualified group of candidates.
- The graduate explains common training and development activities that improve an employee’s current and future job performance.
- The graduate explains the employment relationship and influential factors.
- The graduate articulates the strategic roles of human resource management.
- The graduate explains the process of selecting employee(s) for a position.
- The graduate evaluates the contributions of employees in order to distribute direct and indirect monetary, and nonmonetary, rewards.
- The graduate forecasts the human resource needs of the organization and plans the steps necessary to meet those needs.

### ***MAN 214 Strategy Management and Decision Making***

(3 credits Hours Required)

**Courses Description:** The course emphasizes the value and process of strategic management. In addition to familiarizing students with new subject matter, students are expected to integrate and apply their prior learning to strategic decision making in organizations. The Strategic Management course is designed to explore an organization's vision, mission, examine principles, techniques and models of organizational and environmental analysis, discuss the theory and practice of strategy formulation and implementation such as corporate governance and business ethics for the development of effective strategic leadership.

#### **Learning Outcomes:**

On completion of this course, students will be able to:

- Understand the strategic decisions that organizations make and have an ability to engage in strategic planning.
- Explain the basic concepts, principles and practices associated with strategy formulation and implementation.
- Integrate and apply knowledge gained in basic courses to the formulation and implementation of strategy from holistic and multi-functional perspectives.
- Analyze and evaluate critically real-life company situations and develop creative solutions, using a strategic management perspective.
- Conduct and present a credible business analysis in a team setting.
- Understand the crucially important role that the HRM function plays in the setting and implementation of an organization's strategy.

### ***MAN 260 Principles of Management***

(3 credits Hours Required)

**Courses Description:** This course addresses strategic planning, total quality, entrepreneurship, conflict and change, human resource management, diversity, and organizational structure.

#### **Competencies:**

This course covers the following competencies:

- The graduate can recommend an organizational structure to match a given organization's situation.
- The graduate can recommend effective techniques for managing conflict and change.
- The graduate can describe how to establish and promote an entrepreneurial emphasis within an organization.
- The graduate can correctly apply principles of human resource management in each situation.
- The graduate responds appropriately to diversity issues in the workplace.
- The graduate can explain the strategic planning process.
- The graduate can describe how to establish a total quality management program in a product operation and in a service operation.

### ***MAN 310 Operations and Supply Chain Management***

***(3 credits Hours Required)***

Operations and Supply Chain Management provides a streamlined introduction to how organizations efficiently produce goods and services, determine supply chain management strategies, and measure performance. Emphasis is placed on integrative topics essential for managers in all disciplines, such as supply chain management, product development, and capacity planning. You will learn how to analyze processes, manage quality for both services and products, and measure performance, while creating value along the supply chain in a global environment. Topics include forecasting, product and service design, process design and location analysis, capacity planning, management of quality and quality control, inventory management, scheduling, supply chain management, and performance measurement.

Competencies:

This course covers the following competencies:

- The graduate analyzes forecasting models, measurement techniques, and scheduling methods.
- The graduate analyzes the supply chain for competitive advantage.
- The graduate explains how a business achieves organizational goals and competitive advantage through operations management and inventory management.
- The graduate analyzes how just-in-time, TPS, and lean systems improve operating efficiency.
- The graduate analyzes factors involved in the decision making for process design, capacity planning, and location analysis.
- The graduate explains appropriate quality management strategies for continuous improvement in an organization.

### ***MAN 454 project risk Management***

***(3 credits Hours Required)***

**Courses Description:** This seminar focuses on the uncertainty that surrounds any project. Project Risk Management is designed to have the participant learn core project risk management concepts and best practices and learn tools that are used to proactively manage project risk. During the course, “best practices” will be introduced, and put into context through various exercises and scenarios and case studies.

**Objectives:**

- Discuss the processes of Project Risk Management and a project manager's role in this activity.
- Discuss why projects are unsuccessful due to inadequate risk management, and how project teams can address this shortcoming.
- List and discuss the impact risks have on project success criteria and common categories for project risk.
- Discuss the process for developing a Risk Management Plan.
- Discuss techniques for identifying a project’s risks.

- Discuss techniques for assessing and analyzing risks, both qualitatively and quantitatively.
- Compare different risk response strategies for proactively dealing with both threats, but also opportunities.
- Identify techniques for proactively monitoring and dealing with risk throughout the project life cycle.
- Use Lessons Learned regarding risk management to continuously improve the Risk Management Plan

### ***MAN 458 Enterprise Project Management***

(3 credits Hours Required)

**Courses Description:** This course provides a comprehensive overview of the enterprise's collective efforts to integrate the project planning and decision-support processes, to achieve a level of control, transparency, and accomplishment vital to the organization's success. It focuses on Enterprise Project Management (EPM), organizing an enterprise's resources in a direct relationship to its mission, strategy, goals, and objectives. In this capstone course, students create a framework to manage, monitor, and assess the status of all projects in an enterprise, through a set of uniform EPM processes, principles, and methodologies. This extends to a holistic view of managing existing and future projects as a portfolio, aligned to the enterprise's business needs and requires students to demonstrate a comprehension of all prior courses undertaken in the program. The content and subject matter are aligned with the current edition of the Project Management Institutes (PMI) A Guide to the Project Management Body of Knowledge (PMBOK).

### ***MAN 430 Global Business Management***

(3 credits Hours Required)

**Courses Description:** This course includes an analysis of areas involved in managing business in an international environment. Areas of concentration will include political, legal, economic, cultural, and financial factors which influence doing business in a foreign country. Additional factors of human resource management and strategic planning will be addressed. To operate effectively, businesses must understand the differences between managing solely in a domestic environment compared to an international one.

#### **Course Objectives:**

Each student will:

- Be aware of cultural and communication differences which affect international operations.
- Be aware of economic, legal, financial, and governmental factors affecting international business.
- Understand global manufacturing and supply chain management.
- Understand managing human resources in international business.
- Be aware of technology available for formulating/implementing strategies (e-commerce, e-business, etc).

### ***MAN 400 Managerial Accounting***

(3 credits Hours Required)

**Courses Description:** This course focuses on identifying, gathering, and interpreting information that will be used for evaluating and managing the performance of a business. Students will also study cost measurement for producing goods and services and how to analyze and control these costs.

#### **Competencies:**

This course covers the following competencies:

- The graduate analyzes various budgets to examine how well a company is meeting its targets.
- The graduate analyzes operational data using managerial accounting methods to improve company performance.
- The graduate applies various cost classifications and cost management concepts to understand management decisions.
- The graduate analyzes company performance using standard costing and nonfinancial techniques to influence business decisions.

### ***MAN 456 Managing Quality in the Project Environment***

(3 credits Hours Required)

**Courses Description:** This course explores the area of quality management and is cross-referenced with PMBOK concepts. Topical coverage includes foundations of quality, the contemporary application of quality concepts, quality paradigms, tools for managing project quality, and quality in practice. Current best practices in quality management will also be discussed.

#### **Learning Outcomes**

Upon successful completion of this course, the student will be able to:

- Understand and classify quality principles and how they relate to the planning and execution of projects.
- Apply the design for six sigma (DMADV) to a project of the student's choice.
- Combine lean six-sigma principles with quality design and service delivery within the project environment.
- Align the principles of quality audits and monitoring processes with the project environment and the Juran quality trilogy.
- Align quality control principles with the Christian great commission.

### ***MAN 474 Franchise, Strategic, alliance and Family Business***

(3 credits Hours

Required)

**Courses Description:** Family-controlled private and public companies are the dominant form of enterprise worldwide, comprising more than 90% of all businesses. They are currently undergoing intense competitive transition in form and function, and more than three trillion dollars of assets

will change generational management during the next ten years. This course is designed for those people who desire to understand the distinct strategies and practices of family-controlled companies and family wealth management. It will focus on shareholder decision-making; financial and market-driven options for long-run competitiveness, organizational structures, and management team issues; strategic planning from a resource-based perspective; transition planning for the corporate entity, family dynamics and communication issues; and leadership empowerment. The course is intended for those contemplating a career in a family firm but will have applicability for those students contemplating starting a business or consulting with family businesses. It will present both a theoretical framework for understanding the family form of business organization and a practice perspective on working as a family member in the family business.

### **Learning Objectives:**

- Develop a Theoretical Framework
- Develop a Practice Perspective
- Improve Personal Skill Set

Expand Personal Knowledge Base

### ***MAN 283 Project Management***

(3 credits Hours Required)

**Courses Description:** Project Management prepares you to manage projects from start to finish within any organizational structure. The course presents a view into different project-management methods and delves into topics such as project profiling and phases, constraints, building the project team, scheduling, and risk. You will be able to grasp the full scope of projects you may work on in the future and apply the proper management approaches to complete a project. The course features practice in each of the project phases as you learn how to strategically apply project-management tools and techniques to help organizations achieve their goals.

### **Competencies:**

This course covers the following competencies:

- The graduate describes the project life cycle, including how project constraints will impact a project.
- The graduate explains key activities for executing, monitoring and controlling, and closing projects.
- The graduate applies elements of project planning to prepare key documents of a project plan.
- The graduate explains the criteria and methods used for project selection.
- The graduate constructs a project scheduling network diagram including the identification of the critical path.
- The graduate explains how different types of project-management methods are used.
- The graduate explains how project management helps organizations achieve their goals.

***MAN 462 Certified Associate in Project Management (CAPM) Certification Exam Preparation*** (3 credits Hours Required)

**Courses Description:** This course is designed to help students pass the certification in Project Management and its content is in accordance with the regulations and requirements of the Project Management Institute.

***MAR 323 Marketing Fundamentals*** (3 credits Hours Required)

**Courses Description:** Marketing Fundamentals introduces students to principles of the marketing environment, social media, consumer behavior, marketing research, and market segmentation. Students will also explore marketing strategies that are related to products and services, distribution channels, promotions, sales, and pricing.

**Competencies:**

This course covers the following competencies:

- The graduate develops marketing strategies for integrated marketing communications, promotions, sales, and pricing decisions.
- The graduate analyzes how consumer behavior affects marketing and market research processes and can identify target markets through segmentation.
- The graduate describes the uses of digital and social media to enhance marketing strategies.
- The graduate develops marketing strategies for products, services, and marketing channels.
- The graduate describes the role of marketing in the strategic planning process and how environmental factors affect marketing activities.

***MAR 343 Marketing II*** (3 credits Hours Required)

**Courses Description:** Accounting II is a continuation of the topics that were addressed in Accounting I. Accounting II focuses on ways in which accounting principles are used in business operations, deepening the student's understanding of Generally Accepted Accounting Principles (GAAP), inventory, liabilities, and budgets. This course also introduces topics that are important for corporate accounting and financial analysis.

This course covers the following competencies:

- The graduate performs accounting tasks related to financial liabilities for businesses.
- The graduate performs accounting tasks related to inventory and equipment for businesses.
- The graduate analyzes financial statements and cash flows for a variety of organizations.
- The graduate integrates key concepts and processes in accounting for corporations.

***MAR 444 Marketing Management*** (3 credits Hours Required)

**Courses Description:** Marketing is the core of an operating business. It is an organizational philosophy and a set of guiding principles for interfacing with customers, competitors, collaborators, and the environment. Marketing entails planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services. It starts with identifying and measuring consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets, and developing marketing strategy and implementation program for an offering that satisfies consumers' needs better than the competition. Marketing is the art and science of creating customer value and marketplace exchanges that benefit the organization and its stakeholders.

The main objectives of this course are to improve your ability to:

### **Course Objectives**

- Assess market opportunities by analyzing customers, competitors, collaborators, context, and the strengths and weaknesses of a company.
- Develop effective marketing strategies to achieve organizational objectives.
- Design a strategy implementation program to maximize its chance of success.
- Communicate and defend your recommendations and critically examine and build upon the recommendations of your classmates both quantitatively and qualitatively.

### ***MAR 442 E-Marketing***

(3 credits Hours Required)

**Courses Description:** This course introduces the student to this exciting, significant part of a business' marketing mix: marketing on the Internet. Students will use the Internet as a source for market research, a communication medium and as a distribution channel. Cyberspace is very fluid, and every effort will be made to take full advantage of this medium. Some basic marketing and computer knowledge is necessary.

**Learning Outcomes/Objectives** of this course:

- Search Engine Optimization –perform search engine optimization on a website.
- Search Engine Marketing – Understand the mechanics of paid search ranking. Create a search engine marketing campaign and evaluate its effectiveness. Recommend changes that will improve the campaign's conversion rates.
- Online Advertising – Understand the various methods of online display advertising. Create an online display ad campaign and measure its ROAS (return on ad spend).
- Web Analytics – Determine the appropriate KPIs for any type of website. Make appropriate recommendations to an eCommerce website based on the conversion funnel.
- Email Marketing – Understand and implement best practices in marketing to a database of current and potential customers via email.
- Social Media – Utilize knowledge of social media tactics to design an effective social media campaign.
- Reputation Management – Implement online reputation management tactics to improve the online reputation of a brand.

***MAR 450 International Marketing***

***(3 credits Hours Required)***

**Courses Description:** An analysis of the techniques, procedures, and strategies used by multinational firms. Emphasis on the economic, cultural, political/legal, and technological factors that influence the marketing of consumer and business goods. Methods and sources of data for determining products to sell and countries in which to sell them are studied.

**Student Outcomes**

The student will be able to do the following:

- evaluate various global economic and political environments to assess market potential and opportunity.
- analyze the various international factors affecting product, price, place/channel, and promotion, and demonstrate successful examples of these applications.
- examine how cultural impacts and influences the marketing concept.

***MAR 446 Marketing Analytics***

***(3 credits Hours Required)***

**Courses Description:** This course covers some of the most important aspects of digital marketing analytics. Digital marketing analytics is foundational to digital marketing because it is the essential tool for optimizing and connecting results across all digital marketing tactics (owned media, paid media, and earned media including search, social media, email, display, video, etc.). This course provides the knowledge and analytics techniques for managerial decisions, which have emerged as critical assets to business professionals and firms.

**Student Learning Outcomes from the Course**

**Courses Description:** Students will gain an appreciation for the breadth and depth of this subject and its significance for a business. The major course objectives are:

- Understand digital marketing analytics and how to apply it to your marketing career.
- Define key characteristics of common performance metrics of digital data in various digital marketing domains.
- Understand business measurement models and how to establish them to enhance digital marketing analytics effectiveness.
- Know the advantages of data-driven decision-making and be able to apply the decision-making framework — question, curate, analyze, and optimize.
- Analyze digital marketing data using online digital marketing platforms such as Google Analytics and perform data visualization using tools such as Tableau.
- Present the outcome with professional decisions and effective data visualizations.

***MAR 448 Marketing Channels***

***(3 credits Hours Required)***

**Course Description:** Deals with the role of distribution in the marketing mix of product, price, and promotion, with emphasis on channel structure and logistical decisions. Topics include exchange and market intermediaries, types of channels and their use, structure of retailing and

wholesaling, selectivity, and the degree of directness in channel decisions, customer service decisions, inventory management, transportation modes, warehousing decisions, and sales forecasting. Lectures will be supplemented by problems and/or cases.

### **Student Outcomes**

After successful completion of this course, students will be able to:

- Evaluate the role of marketing channels in the larger field of marketing management.
- Discuss, describe, identify, and differentiate between the key concepts in marketing.
- channel systems and channel management such that they can formulate effective channel strategies.
- Assess strategies and tactical decisions made by those responsible for managing marketing channels and distribution systems.
- Apply their understanding of the key concepts in marketing channel management to case analysis and real-world examples.

### ***MAR 452 International Project Management***

(3 credits Hours Required)

This course provides specific guidelines for achieving greater international project success. It addresses the need for modern techniques in project management geared and suited to international projects. It provides an opportunity to students to have orientation towards lessons learned from failures and problems in international projects and suggest alternative solutions for project issues. The critical success factors for managing international projects together with management issues related to vendors and outsourcing across national boundaries are also discussed. It further deals with managing businesses effectively addressing cross- cultural, social, and political issues.

### **Course Objectives:**

- Understand what a project is, the value of organizing work in projects, in programs, the value of
- project managers in managing ALL stakeholders, internal and external.
- Acquire knowledge and competences to be able to manage more efficiently an industrial Project.
- in the role of Project Manager.
- Learn the language and the tools commonly used in Projects to Manage time, cost, risk and
- quality in a Project
- Understand how the activities and results of a Project interact with the regular business.
- activities of a company
- Provide insight to the challenges to manage international projects as opposed to locally based.
- projects.
- Develop a practical approach to the resolution of conflicts within International Projects

***MBA 500 Leadership Strategy and Management***

(3 credits Hours Required)

**Courses Description:** In this course you will learn about organizational leadership, individual decision making, group decision making, and managing motivation. The objectives are to understand why and how leadership skills are so critical to organizational success and learn the foundations of effective leadership skills.

***MBA 505 Methods and Analysis of Quantitative Research***

(3 credits Hours Required)

**Courses Description:** Quantitative Research Methods and Analysis reviews and extends student knowledge of the statistics commonly used in sociology and criminology research. Specifically, the course covers:

- The organization of quantitative data (e.g., tables, graphs).
- Methods for summarizing and/or describing data with respect to central tendency, dispersion, and association.
- The appropriate use of standard inferential procedures to make generalizations from sample data to a larger population.
- An introduction to the use of statistical control.
- The use of statistical software to perform data analysis.

***MBA 510 Survey Research Methods***

(3 credits Hours Required)

**Courses Description:** In this course, students are provided with the opportunity to develop a comprehensive understanding of the process of survey research methods, including research design and the construction, implementation, analysis, and validation of survey instruments. Focus is given to critical analysis of survey-based research in both academic and non-academic settings. Additional emphasis is placed on the development of practical and technical skills involved in designing high-quality surveys and analyzing and interpreting survey data. The course is designed to provide advanced exploration of the major issues associated with survey research methods and to prepare students with the essential skills necessary to design and conduct survey research projects, including survey research design, survey construction and evaluation, scientific sampling, and communication within the scientific community. This course emphasizes the practical process of developing, administering, and evaluating an original survey instrument.

***MBA 515 Mixed Methods***

(3 credits Hours Required)

**Courses Description:** The course will explore philosophical, epistemological, disciplinary, and design-related debates in relation to the use of mixed methodologies in research. The course will look at the role of power in research relationships, and challenges posed by quantitative and qualitative data as well as critical research practices and mixed methods approaches. The course will also offer students an opportunity to address current methodological issues as they pertain to their own research interests thereby providing each with the potential to knowledgeably justify and explain her or his chosen methodology and method.

***MBA 520 Information Technology Management***

(3 credits Hours Required)

**Courses Description:** This course provides a broad overview of the issues managers face in the selection, use, and management of information technology (IT). Increasingly, IT is being used as a tool to implement business strategies and gain competitive advantage, not merely to support business operations. Using a case study approach, topics include information technology and strategy, information technology and organization, and information technology assets management.

***MBA 525 Logistics Systems and Analytics*** (3 credits Hours Required)

**Courses Description:** Students will learn to make improved business logistics and supply chain management decisions through the practical application of multiple analytical techniques used by managers in the field. Emphasis is placed on supply chain network analysis and design, inventory analysis and decision making, equipment and resource management, information management systems for analyzing and executing logistics decisions, and process management improvements to reduce total logistics cost and improve logistics service.

***MBA 530 Human Resources Management*** (3 credits Hours Required)

**Courses Description:** Properly managing human resources should be a critical part of any organization's overall strategy for success. This course will provide the student with a comprehensive introduction to Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, job design and job analysis, employment law, employee compensation, training and development, and safety and health.

***MBA 535 Strategic Marketing*** (3 credits Hours Required)

**Courses Description:** Overview of marketing or marketing management with an emphasis placed on enabling the marketing manager to create strategies that "fit" the product/service to the organization's distinctive competencies and its target market. Development of decision-making skills in marketing and provides an overview of the strategic marketing management process. Different methods are used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy.

***MBA 540 Managerial Accounting*** (3 credits Hours Required)

**Courses Description:** This course provides students with an introduction to financial and managerial accounting. Topics covered include financial statements, financial analysis of those statements, cost accounting, and accounting's role in managerial decision-making.

***MBA 545 Managerial Finance*** (3 credits Hours Required)

**Courses Description:** The responsibilities, concerns, and methods of analysis employed by corporate financial managers, and the role of financial markets and institutions in the modern economy. Topics of study include capital structure, dividend policy, asset evaluation, capital budgeting, risk analysis, and portfolio theory.

***MBA 550 Economics of Organization Architecture and Strategy*** (3 credits Hours Required)

**Courses Description:** To develop an economics-oriented framework that facilitates the identification and analysis of business problems, and the development and implementation of solutions to those problems. The tools of the course apply to economy-wide problems, industry-wide problems, firm and organization specific problems and individual decision-making. You should expect to leave the course, not with a set of "cookbook" solutions to problems, but with a set of new, powerful ways of thinking about business problems and their solutions.

### ***CONCENTRATION IN MARKETING***

***MBA 555 Digital Planning, Strategy, and Branding*** (3 credits Hours Required)

**Courses Description:** Students will learn how to build a brand online and quantify it through tangible results. An online brand draws together each of the core marketing avenues such as content marketing, social media, search engine optimization and web analytics, to deliver a robust framework for brand planning, identity, channel selection and measuring the effectiveness of campaigns.

***MBA 560 Advertising and Media Research*** (3 credits Hours Required)

**Courses Description:** The course provides a practical introduction to the advertising media, planning and buying processes. Emphasizing basic calculations and the practical realities of offering alternatives and evaluating the plan, this sixth edition reflects the critical changes in how advertising in various media is planned, bought, and sold by today's industry professionals. Students will also look at the larger marketing, advertising, and media objectives, and follows with an exploration of major media categories, covering paid, owned, and earned media forms, including digital media.

***MBA 565 Social Media Marketing Communications*** (3 credits Hours Required)

**Courses Description:** Applies advertising and marketing promotions, the most visible elements of the promotion function, to the achievement of marketing management objectives. Topics include objectives, targets, budgets, media, themes, measurement, and research.

***MBA 570 Consumer Behavior in the digital Sphere*** (3 credits Hours Required)

**Courses Description:** An in-depth study on the actual human thoughts, feelings, and actions involved in consumption experiences while developing an accumulated body of knowledge about human consumption experiences. Students will learn how consumers can make better decisions while the marketer and the consumer interact to produce value.

***MBA 575 Global Marketing and Brand Image*** (3 credits Hours Required)

**Courses Description:** Students will focus on learning a strategic approach on the major dimensions of the global business environment. Students will acquire a comprehensive understanding on all theories and practices on global consumer patterns. An in-depth study of marketing to global markets, expansion, increasing market share, developing, and maintaining brand image through global brand management practices.

### ***CONCENTRATION IN HUMAN RESOURCE MANAGEMENT***

***MBA 580 Managing Global Workforce***

***(3 credits Hours Required)***

**Courses Description:** The objective of the course is to increase knowledge about managing a global workforce. The course provides a framework for understanding how individual, group and organization factors impact global businesses and how organizations respond to them. Some focus will be placed on understanding cross-cultural issues within this context. Practical application, case analysis, and effective management practices of international companies are emphasized.

***MBA 585 Compensation and Benefits***

***(3 credits Hours Required)***

**Courses Description:** Establishing and maintaining an organization's pay structure and benefits packages are the principal responsibilities of a compensation and benefits manager. This course will deliver the specialized knowledge and skills in the field which you need to develop compensation and benefits programs effectively.

***MBA 590 Recruitment and selection***

***(3 credits Hours Required)***

**Courses Description:** Employees are commonly recognized as an organization's most valuable resource. Thus, effectively staffing an organization is one of the most critical managerial responsibilities. This course examines best practices, current trends, legal issues, and research on effective recruitment and selection of human capital so that students may learn how to establish and effectively manage staffing systems.

***MBA 595 Strategic Human Resource Management***

***(3 credits Hours Required)***

**Courses Description:** The course provides a solid foundation for the systematic collection, analysis and interpretation of data designed to improve decisions about people in organizations with a view to improving organizational effectiveness. The course takes a strategic view of how data about people in organizations can be used to make predictive decisions about human resources for achieving the company's objectives.

***MBA 600 Human Resource Analytics***

***(3 credits Hours Required)***

**Courses Description:** The course provides a solid foundation for the systematic collection, analysis and interpretation of data designed to improve decisions about people in organizations with a view to improving organizational effectiveness. The course takes a strategic view of how data about people in organizations can be used to make predictive decisions about human resources for achieving the company's objectives.

***CONCENTRATION IN FORENSIC ACCOUNTING***

***MBA 605 Fraud Examination***

***(3 credits Hours Required)***

**Courses Description:** Concepts and skills of fraud investigation and forensic accounting. Course coverage includes an overview of the fraud problem; prevention and detection of fraud and the use of technology to detect fraud; elements of fraud investigation, interview techniques, fraud types: employee, management, investment, vendor, and customer schemes; laws governing the prosecution of fraud cases.

At the end of the semester, you will have a better understanding of the following:

- The nature of fraud, its prevalence, and the growth of the fraud examination profession.
- Differences between audits and fraud investigations.
- Legal and independence obligations of the auditor and fraud examiner.
- Fraud psychology and characteristics of frauds and fraudsters.
- Financial reporting fraud, asset misappropriation, bribery and corruption.
- Fraud detection and investigation techniques.
- The role of internal audits in fraud detection and deterrence.
- Handling anonymous communications.
- Interviewing skills.
- Commencing and conducting a fraud investigation.
- Challenges and issues faced in investigations.
- Investigation reports.
- Money laundering.
- Corporate intelligence; and
- Ponzi schemes

### ***MBA 610 Audit Analytics***

***(3 credits Hours Required)***

**Courses Description:** There are two main purposes of this course: (1) introduce the basic application of analytics to both internal and external audit processes in current ubiquitous computer-based information systems, and (2) introduce the application of audit analytics to organizations. This course emphasizes the usage of statistics and the interpretation of results to be used as audit evidence. It is designed to impart the theory and practice of the foundational statistical techniques applied in an audit. Students will learn techniques for using technology to find fraud in organizations. Techniques will include analysis of both numerical and text data. Course content will be reinforced using case studies and applications.

### ***MBA 615 Forensic Accounting***

***(3 credits Hours Required)***

**Courses Description:** Students will learn about litigation support services provided by forensic accountants, including such topics as the use of appropriate models to compute commercial and economic damages. Accounting and business undergraduate programs typically do not expose students to the wide range of services accountants provide in legal proceedings and the technical and legal aspects knowledge to perform those services. Course content will be reinforced using case studies.

This course will provide you with a comprehensive background to the means, motives and opportunities that give rise to fraud. The ethical dimensions of the fraud examiner's role are presented. The course further covers recognition of the symptoms of fraud, means of fraud prevention, and methods of uncovering frauds by, and against, organizations. Frauds by and against organizations include financial statement, revenue and inventory, balance sheet-based fraud, and consumer fraud. Bankruptcy, divorce, and e-commerce frauds are also covered.

### ***MBA 620 Fraud Prevention and Detection***

***(3 credits Hours Required)***

**Courses Description:** This course explores the legal statutes regarding fraud. Students will learn the definitions of fraud, both legal and simple, and the nature, causes, and types of white-collar crime. The course will help students become familiar with the responsibilities of professional auditing to design audit procedures to detect fraud. The course is for students to discover the role of internal controls and oversight in fraud prevention and become familiar with auditing procedures that have proven effective in detecting fraud. Through this course, the role of auditors in reporting illegal acts and working with investigators to prosecute fraud is analyzed, while allowing the practice of fraud detection methods in multiple case exercises.

Learning Outcomes:

- Define fraud and explain its five elements.
- Describe the classic fraud schemes.
- Cite auditor responsibilities for the prevention and detection of fraud.
- Describe where fraud is committed and who commits it.
- Identify indicators and detection techniques associated with fraud.
- Describe the criminal statutes related to fraud.
- Describe the federal rules of evidence for prosecuting fraud.
- Identify factors relevant to auditor cooperation with investigators and the timing and content of investigative referrals.

### ***MBA 625 Forensic Analytics***

***(3 credits Hours Required)***

**Courses Description:** This course focuses on computer-assisted analytical techniques for fraud detection and investigation. Students will learn about solutions to data problems and applications of analytical techniques for preventive, detective, and corrective controls. This course introduces basic techniques to uncover fraud through data analytics. The course is focused on computer-assisted analytical techniques for fraud detection and investigation, with emphases on analytical solutions to fraud problems and the application of computer-based techniques for preventive, detective, and corrective controls. The course examines specific types of fraud, including financial statement misrepresentation, and helps students identify the types of data available and the tools that can be used to detect and prevent fraud. The course also provides in-depth analysis of risk factors within an organization and addresses the development of red flags to assist with the identification of fraudulent activity.

Course Learning Outcomes:

- Formulate and evaluate reasons for using data analysis to detect fraud.
- Obtain and cleanse the data.
- Explain characteristics and components of the data and assess its completeness.
- Identify known fraud symptoms and use digital analysis to identify unknown fraud symptoms.
- Automate the detection process.
- Verify results and understand how to prosecute fraud.

***MBA 630 Capstone Project******(3 credits Hours Required)***

**Courses Description:** Candidates for completion of the MBA degree will complete an independent project demonstrating their conceptual, analytical, research, and practical management skills achieved through the courses in the program. The project, called a capstone because it represents a crowning achievement much as a capstone does in architecture, is a 3-credit, one-term requirement that is completed at the end of the program. It is a closely supervised experience resulting in a paper that demonstrates your ability to synthesize and utilize the skills and knowledge you have gained throughout the MBA program.

***MED 500 Methods and Analysis of Quantitative Research*** ***(3 credits Hours Required)***

**Courses Description:** Quantitative Research Methods and Analysis reviews and extends student knowledge of the statistics commonly used in sociology and criminology research. Specifically, the course covers: The organization of quantitative data (e.g., tables, graphs), methods for summarizing and/or describing data with respect to central tendency, dispersion, and association, the appropriate use of standard inferential procedures in order to make generalizations from sample data to a larger population, an introduction to the use of statistical control, the use of statistical software to perform data analysis.

Beyond quantitative data analysis, this course deals with issues related to research methods. This is because statistics and research methods are intimately related. Therefore, while much of the course material will be new, you should have already been exposed to some topics (e.g., levels of measurement, hypothesis testing, sampling, modes of observation). Indeed, this course demonstrates the ways in which research methods and statistics are related.

**Course Learning Outcomes**

Upon completion of this course, you should:

- Understand the logic of scientific explanation, including the relationship between theory and research.
- Be able to use statistical analyses to answer sociological and criminological research questions.
- Be able to perform data analysis on SPSS and to interpret the results.
- To understand and apply the appropriate measurement of variables, including levels of measurement.
- Be a better consumer of statistics and social science research.
- Be able to critically assess statistically based arguments by sources ranging from scientific journals to mass media outlets.
- Understand the necessity for and logic behind statistical control.
- Be able to analyze relationships utilizing basic statistical control.

***MED 505 Survey Research Methods******(3 credits Hours Required)***

**Courses Description:** In this course, students are provided with the opportunity to develop a comprehensive understanding of the process of survey research methods, including research design and the construction, implementation, analysis, and validation of survey instruments. Focus is given to critical analysis of survey-based research in both academic and non-academic settings. Additional emphasis is placed on the development of practical and technical skills involved in designing high-quality surveys and analyzing and interpreting survey data. The course is designed to provide advanced exploration of the major issues associated with survey research methods and to prepare students with the essential skills necessary to design and conduct survey research projects, including survey research design, survey construction and evaluation, scientific sampling, and communication within the scientific community. This course emphasizes the practical process of developing, administering, and evaluating an original survey instrument.

### **Course Learning Outcomes**

- Upon successful completion of this course, the student will be able to:
- Demonstrate advanced understanding of the process of developing, administering, and evaluating survey instruments.
- Evaluate survey-based methods and research used in both academic and non-academic settings.
- Develop the practical and technical skills required to design and conduct original survey research and to communicate in the scientific community.
- Appraise survey research methodology considering a biblical worldview.

### ***MED 510 Mixed Methods***

***(3 credits Hours Required)***

**Courses Description:** The course will explore philosophical, epistemological, disciplinary, and design-related debates in relation to the use of mixed methodologies in research. The course will look at the role of power in research relationships, and challenges posed by quantitative and qualitative data as well as critical research practices and mixed methods approaches. The course will also offer students an opportunity to address current methodological issues as they pertain to their own research interests thereby providing each with the potential to knowledgeably justify and explain her or his chosen methodology and method.

### **Course Learning Outcomes**

By the end of the course, students will be able to:

- Describe the epistemological or philosophical underpinnings of qualitative, quantitative, and mixed methods approaches.
- Determine if a mixed methods approach is suitable for answering their research questions.
- Demonstrate an understanding of the fundamental principles for designing mixed methods studies.
- Evaluate the quality of findings from mixed methods research through critical discussion of required readings.
- Understand the difference between mixed methods research from single-method research.
- Be aware of issues to address when combining approaches.

- Recognize the strengths and limitations of both qualitative and quantitative research, and how to integrate these approaches in a mixed method study.
- Evaluate and publish mixed methods research.
- Plan and communicate the design and process of a mixed methods study.

***MED 515 Assessment and evaluation in Digital Education***                      **(3 credits Hours Required)**

**Courses Description:** The accurate evaluation of a project or program is critical to determining its success and continuation in the professional world. In MDE 515 Assessment and Evaluation in Digital Education, students will prepare to design assessment and evaluation plans for a variety of work by learning evaluation strategies and assessment tools and techniques. The purpose of this course is to begin developing an expertise in assessment and evaluation of learning and performance interventions in any organization. Topics will focus on evaluating and assessing training or learning programs. Students will research various assessment and evaluation theories and approaches, and will design assessment and evaluation tools, products, and protocols while completing projects.

**Course Topics**

Throughout this course, topics may include but are not limited to:

- Strategic evaluation
- Planning an evaluation
- Measuring reaction
- Measuring learning
- Behavior/Application/Transfer of what’s learned.
- Results and ROI
- Evaluation planning across the levels
- 

**Course Learning Outcomes**

Upon completion of MDE 515 Assessment and Evaluation in Digital Education, students will be able to:

- Define assessment and evaluation from a variety of perspectives.
- Compare and contrast evaluation terms, models, and frameworks.
- Identify elements of evaluation design.
- Identify and develop instruments and tools in support of an evaluation design.
- Critically analyze the Kirkpatrick evaluation framework.
- Research and present an evaluation design document for a specific context or type of project.
- Develop an evaluation plan for an actual project or program.

***MED 520 Course Design for Digital Environment***                      **(3 credits Hours Required)**

**Courses Description:** This course takes a design-led perspective on the creation of online or digitally-mediated courses in a range of settings – including formal, informal, workplace and other

learning contexts. There are many current debates about course design, and a fascinating range of design contexts and challenges to explore and be inspired by. So, this is an interesting time to consider what is important for online course design. On Course Design for Digital Environments, students will explore how to approach course design in a designed, well-theorized and critical way. There will be opportunities to:

- Understand and analyses a range of design approaches and contemporary design challenges.
- Discuss and question what makes a course, and what makes it 'digital'.
- Explore your own design needs and aspirations, and those of your learners, colleagues, or other participants.

### **Course Topics**

Throughout this course, topics may include but are not limited to:

- Introduces and explores the concept of 'design thinking.'
- Design for Online Learning
- Specific challenges that come with designing for online learning, including time, pacing, structure, multimodality, platforms, modes, and accessibility
- The limitations of design thinking and learning design
- Issues of complexity, code, unbundling, hidden curriculum, and educational ecologies

### **Course Learning Outcomes**

- Understand and apply a range of approaches to the design of online and offline courses.
- Critically evaluate these approaches via an understanding of their philosophical and theoretical bases.
- Select and design media, learning activities and assessment tasks appropriate to each approach.
- Design and build course components appropriate to your own institutional and educational context.

### ***MED 525 Educational and Digital Culture***

***(3 credits Hours Required)***

**Courses Description:** The MDE 525 course analyzes and explores how the use of technologies impacts culture and education, creating transformations in the forms of learning, teaching, educational models, the skills and competencies of students and teachers. The development of the course promotes reflection on the culture of connectivity and its relationship and impact on learning and education. It also addresses the role that the teacher should take in terms of how to educate in this new reality and what educational practices to promote and assume.

The student will have the opportunity to reflect on the digital culture by establishing differences, comparisons, and similarities in the educational context. Similarly, you will be able to analyze the connectivity perspective, types of learning, the technological tools, and their usefulness in the educational context, in order to know how the information and communication technologies have transformed the forms of Learning by enhancing learning in and out of the school context.

## Course Topics

Throughout this course, topics may include, but are not limited to, to:

- Culture and its applications in the context of digital technologies.
- Digital Literacy.
- New educational paradigms and forms of learning.
- Dimensions and competencies in digital education.
- Education tasks in the face of digital culture.
- Educational practices of digital culture.

## Course Learning Outcomes

Once the MDE 525-Educational and digital culture, and students will be able to:

- Analyze the definitions of digital culture and its applications in the educational context, establishing linkages with other similar concepts.
- To examine the distinctive aspects and characteristics of digital literacy.
- Identify the different learnings mediated by technologies within the digital culture.
- Describe the characteristics of project-based learning.
- Analyze the dimensions and competencies of digital literacy.
- Identify the learning areas of the Web 2.0.
- Reflect on the tasks, challenges, and responsibilities of education in digital culture.
- Valuing the role of ethics and values in digital culture from the vision of formal learning.
- Identify the tools of Web 2.0 and its usefulness for the development of the instruction.
- Describe the training and use of technological tools in teaching processes.

## ***MED 530 Learning Analytics: Process and Theory***

***(3 credits Hours Required)***

**Courses Description:** This course provides a framework for understanding and critically discussing the emerging field of learning analytics. Students will learn about the distinction between learning analytics, educational data mining, and big data, and the relationship of learning analytics and existing fields. Perspectives on what learning analytics should be connected to philosophy and theory on the nature of design and inquiry. We will consider what it means for a learning analytics analysis or model to be valid, and the key challenges to the effective and appropriate use of learning analytics.

## Course Topics

Throughout this course, weekly topics may include but are not limited to:

- Learning analytics and its theory and processes
- Research in learning analytics
- Emerging trends in learning analytics
- Learning analytics planning

## Course Learning Outcomes

- Describe and critically analyses learning analytics process and theory.
- Review, integrate and critically assess emerging trends in learning analytics literature.
- Develop a proposal for a piece of research or application using learning analytics in an educational setting, based in a critical understanding of the literature.
- Develop a detailed plan for the learning analytics application or research proposed, and critically assess its main elements.

## *MED 535 Motivation and Instructional Design*

*(3 credits Hours Required)*

**Courses Description:** Inspire independent learners and critical thinkers by understanding how students learn. Discover the variety of factors that affect learning, from personality traits to environmental settings, to maximize and individualize the way instructional material is presented. MDE 535 Motivation and Instructional Design explores motivation theories and the principles relevant to Instructional Design so you can reach a diverse group of students and evaluate the effectiveness of your chosen methods.

This course provides an in-depth study of motivation as a fundamental variable underlying human learning, behavior, and instructional design. The course content focuses on two main areas: 1) theories of motivation and the general principles that have contributed to the field of instructional design, and 2) the selection and application of those principles within practical design settings. Reading and studying the assigned readings will acquaint you with the key theories. Discussions and writing assignments will focus on the application of those principles.

## Course Topics

Throughout this course, weekly topics may include but are not limited to:

- Introduction to Motivation Theories.
- Expectancy-value Theories and Attribution Theory.
- Social Cognitive Theories and Goal Theory.
- Interest and Affect and Intrinsic and Extrinsic Motivation.
- Motivation and Instructional Design.
- Relationship Between Motivation, Instructional Design and Human Performance Theory.
- Engagement and Flow Theory.

## Course Learning Outcomes

Through participation in EDE 535 Motivation and Instructional Design, you will be able to:

- Identify and describe the basic tenets of various theories of motivation.
- Compare and contrast the contributions that the various motivational theories offer to the field of Instructional Design.

- Select appropriate principles derived from given theories and apply those principles within practical design situations.
- Analyze motivational problems in learning and performance and design effective solutions.
- Consider motivational theories and their relation to current research in Education and Instructional Design.

### ***MED 540 Learning Systems Design***

***(3 credits Hours Required)***

**Courses Description:** The field of education is rapidly becoming a dynamic opportunity for interactive instruction. As emerging technologies, theories, and procedures arise, educators are embracing more systematic techniques that encourage interaction in the classroom and workplace. In MDE 540 Learning Systems Design, you'll learn major systematic concepts that you can use in your instructional design models for inspiring interactive education.

This course examines the processes of instructional design within a project-based context. A primary focus is on the creation of effective learning design strategies that are motivating, efficient, and effective. Throughout the course, you'll combine emphasis on effective design with emphasis on project management, planning and implementation. Weekly discussions on timely topics will allow you to interact with fellow classmates and enhance your own learning experience. The final group project, where you'll complete a full design portfolio, will put your knowledge into practice and showcase your skills in learning design demonstrating a complete application of the Dick and Carey model.

#### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Performance Analysis vs Needs Assessment
- Learner/Context Analysis and Objectives
- Assessment and Instructional Strategy
- Instructional Design in Practice
- Summative Evaluation

#### **Course Learning Outcomes**

Upon completion of MDE 540 Learning Systems Design, you will be able to:

- Describe and apply the components of a systematic design process, their rationales, and uses.
- Use a systematic design process and instructional psychology principles in performing an analysis of learning context, analysis of learners, and analysis of learning tasks. You'll also use these principles in design and development of assessments, and in design of formative and summative evaluation of the instruction itself.

### ***MED 545 Understanding Learning in the Online Environment*** ***(3 credits Hours Required)***

**Courses Description:** Technology is rapidly working its way into every aspect of education, healthcare, and business. Educators are under pressure to improve performance for their students. Healthcare professionals require training in the latest software, hardware, and equipment.

Corporations need to ensure employee skills are up to date. In MDE 545 Understanding Learning in the Online Environment, you'll explore various aspects of the field, including potential opportunities and career paths within educational technology. It will point out how mastering the five learning theories, and distinguishing between educational technologies, will help you become the leader companies and institutions look for.

This course provides a historical overview of the field and shares with you the foundational knowledge, skills, and attitudes needed by professionals in educational technology and instructional design. You'll learn the five most important theories: behavioral learning theory, cognitive information processing theory, schema theory and cognitive load theory, situated learning theory, and constructivism, and how they relate to effective leadership. By engaging in collaborative discussions and individual assignments surrounding the various aspects of educational technology and instructional design theories, you'll gain a broader sense of the field and potential career paths.

### **Course Topics**

The weekly topics may include, but are not limited to:

- Definition of Learning Design and Technology (LDT)
- Learning Theory Debate
- ID Model Investigation
- HPI and EPSS Exemplars
- Professional Ethics
- Career Goals and Interests in the LDT Field

### **Course Learning Outcomes**

When you complete MDE 545 Understanding Learning in the Online Environment, you will be able to:

- Explain and describe the history and foundations of the field.
- Define educational technology and distinguish among its components and related fields (e.g., ID, IT, HPT).
- Identify and describe current and emerging issues in the field.
- Initiate steps toward becoming a professional in the field of educational technology.

### ***MED 550 Curriculum Theory***

***(3 Credits Hours Required)***

**Courses Description:** How we learn is as complex as it is fascinating. How we structure our educational material is equally so and can benefit from a range of learning theories. In this course, you'll learn principles from the major learning theories and how you can use them as a foundation for the decisions you'll make as an instructional designer. Learn how theories of human learning and motivation can be applied to the instructional process to make it more effective, efficient, and/or appealing. The focus of the course throughout the term will be on two areas:

- 1) the theoretical principles that have contributed to the field of instructional design (ID), and
- 2) how those principles can be applied within practical settings to encourage learning.

You'll acquaint yourself with the key learning theories through reading and studying the assigned chapters and articles in preparation to discuss and write about the practical applications of the derived principles.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Theories of Learning
- Behaviorism
- Information Processing/Schema
- Situated Cognition and Interactional Theories
- Constructivism
- Gagne Conditions of Learning
- Motivation

### **Course Learning Outcomes**

Upon completion of MDE 550 Curriculum Theory, you will be able to:

- Identify and describe the basic tenets of behavioral, cognitive, and constructivist learning theories.
- Compare and contrast the contributions of various learning theories to the field of instructional design.
- Identify and describe the basic components within various motivational theories and their impact upon the learning process.
- Select appropriate principles derived from given theories and apply those within practical learning situations.

## ***CONCENTRATION IN VIRTUAL LEARNING***

### ***MED 555 Distance Learning***

***(3 Credits Hours Required)***

**Courses Description:** Distance education—working with learners who aren't physically present in the same location as you, and who are likely learning at different times of day—opens endless possibilities in the fields of education and training. From webinars to videoconferencing, from fully online courses to shorter learning segments, distance education is happening in every corner of the world so it's imperative you master the tools needed to succeed in this rapidly growing field. In MDE 555 Distance Learning, you'll learn the various definitions and theories of distance education while learning to design for such environments.

This course is an introduction to the field of distance learning/education. We will examine basic concepts and principles of distance learning, the theoretical underpinnings of the field, research and application literature, and distance education delivery technologies. A systematic approach to the design, development, delivery, and evaluation of instruction for learners at a distance is emphasized. Special attention is given to internet-based videoconferencing and course or learning management systems.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Introduction to Distance Education

- Research and Distance Education
- Instructional Design Models and Principles of Distance Education
- Instructional Design: Guidelines for Practitioners
- Assessment and Evaluation of Distance Education
- Teaching at a Distance
- Getting to Know the Distance Education Student
- Copyright and Distance Education

### **Course Learning Outcomes**

Upon completion of MDE 555 Distance Learning, you will be able to:

- Discuss common distance education definitions and theories.
- Understand how distance education has evolved including the history, research, and current trends of distance education.
- Select and demonstrate appropriate technologies for use in distance education environments.
- Identify appropriate instructional design methods.
- Apply appropriate instructional design methods to distance education scenarios.
- Demonstrate understanding of unique challenges of teaching at a distance.
- Appreciate common assessment and evaluation methods and incorporate them into distance education scenarios.
- Discuss potential issues and barriers faced by learners and instructors in distance education environments.
- Be aware of and discuss policies that relate to distance education.

### ***MED 560 Media for Instruction***

***(3 Credits Hours Required)***

**Courses Description:** New technologies are evolving the way we learn. As educators discover innovative methods to enhance their instructional message through technology, they're also finding a need for the evaluation of its effectiveness. In MDE 560 Media for Instruction on, you'll explore important issues associated with the integration and management of technology in education.

This course focuses on the techniques and challenges related to integrating computers into educational environments. Class activities are designed to model educational applications of technology, while class projects allow you to develop skills and knowledge in areas of personal need or interest. This course will help you develop an understanding of important issues associated with the integration and management of technology in education and to effectively plan, implement, and evaluate technology-based instruction.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Integrating Technology in a Meaningful Way
- Engaging Learners through Inquiry and Design Communication, Community Building and Collaboration through Technology
- Mindtools and Modeling with Technology

- Assessing Meaningful Learning with Technologies and Instructional Decisions Based on Data
- Security and Information Assurance Issues & Technology

### **Course Learning Outcomes**

Upon completion of MDE 560 Media for Instruction, you will be able to:

- Apply educational technology to enhance your own professional growth and productivity.
- Use technology to communicate, collaborate, conduct research, and solve problems.
- Add the information from this course into authentic settings.
- Successfully integrate technology into different forms of instruction.

### ***MED 565 Pedagogy and Innovation in Education***

(3 Credits Hours Required)

**Courses Description:** ICT-mediated education needs the application of innovative and creative pedagogical approaches, with the aim of integrating both knowledge and perspectives into the educational practice. MDE 565 Pedagogy and educational innovation analyze the pedagogical currents More relevant in recent years; As well as the didactic application in learning processes mediated by ICT.

The student will have the opportunity to develop competencies for the management and construction of knowledge in virtual learning environments, for the curricular design, the planning, application, and evaluation of innovative educational processes in the Distance education. It will also be able to structure and generate proposals that promote the improvement of learning methods in educational institutions, in the community and companies, through research, development, and innovation of information technologies and Communication.

### **Course Topics**

Throughout this course, weekly topics may include, but are not limited to:

- The most relevant models, currents, and educational approaches of the twentieth and 21st century provide theoretical support for technology-mediated education.
- Methods and techniques of specialized didactics.
- Global Paradigms of education.
- Educational trends in the field of technology.
- Successful practices in ICT-mediated higher education.
- Digital competencies for the development of ICT-mediated learning.

### **Learning Outcomes.**

Once the MDE 565 Pedagogy and Innovation in Education is completed you will be able to:

- To manage philosophical and pedagogical knowledge on the most relevant psychological bases applied to distance education.
- Develop and evaluate curricular proposals for the improvement of educational processes.
- Manage, administer, and advise virtual and onsite learning environments.
- Design educational resources for self-training and the use of ICT as an educational tool in organizations and companies.

- To plan and organize activities applying the technological tendencies of more significant impact in the education.
- Promote the development of digital skills to learn, collaborate and share information and knowledge.

***MED 570 Current Issues and Trends in Educational Technology (3 Credits Hours Required)***

**Courses Description:** This course examines current and emerging issues and trends impacting education. Topics may include socially and culturally responsive teaching, teacher resiliency, trauma responsive classrooms, differentiation, student stress and mental health, grit, emerging technologies, flexible classrooms, and cultivating creativity. Topics will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying beliefs and practices as they relate to education.

**Course Learning Outcomes**

Upon completion of MDE 570 Learning Design, you will be able to:

- Analyze and discuss current issues and trends in education.
- Identify and describe research and innovative practice relating to select issues and trends.
- Reflect on personal beliefs and professional practice in select issues and trends.
- Design and develop action plans to address issues and trends in an education environment.

***MED 575 Digital Education in Global Context*** (3 Credits Hours Required)

This course examines certain sociological and political aspects of online learning. It looks at changes in online culture and ideologies under the influence of governments, corporations and society at large, the role of educational institutions in those developments in particular, and the potential for e-learning to help students negotiate the emerging social and political landscape of the online world. Themes include the social, political and economic forces behind the development of the internet and e-learning, the digital divides in early 21st century society, the role of e-learning in changing people's social and political identities, and the intellectual property disputes shaping the future of the internet, e-learning, and education and training.

The course will feature student interaction and discussion of its core themes using a community weblog/discussion board environment of a kind that plays host to socio-political discussions around the web. Students will be encouraged to consider the broader social and political implications of the online environment, and how education and e-learning are preparing them and their peers for the "information society".

**Course Learning Outcomes**

On completion of the course the participants will have:

- A critical understanding of distinctive social and political features of the online environment, including its historical and ideological underpinnings.
- An ability to analyze and assess the role of educational institutions in the development of the online environment.
- Critical awareness of the social and political context and implications of e-learning.

- An ability to synthesize concepts introduced in the course into an understanding of how change is negotiated in the online world, and how online skills prepare us for such negotiation and change.

## ***CONCENTRATION IN VIRTUAL LEARNING***

### ***MED 580 Learning Design***

***(3 Credits Hours Required)***

**Courses Description:** The practicum gives you the authority to exercise and test the instructional design skills you've learned throughout your program. In MDE 580 Learning Design, you'll work on a relevant instructional design project directed by a client in a professional setting. You'll determine how the project will be completed, who will supervise, and what the timeline and completion criteria will be.

The practicum provides students the opportunity to present their acquired skills to gain a real-world understanding and proficiency in instructional or learning systems design in classroom and workplace settings. While participating in the practicum, you'll combine effective design with project management, planning and implementation — carrying a project from concept through completion. Ultimately, you'll gain the satisfaction of producing a dynamic instructional design model that can be applied in a professional setting for a client.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Introduction and Practicum Focus
- Practicum Consulting Hub
- Lessons Learned
- Discussion of Completed Projects

### **Course Learning Outcomes**

Upon completion of MDE 580 Learning Design, you will be able to:

- Apply the components of a systematic design process or parts of the process in a project in a professional setting.
- Participate in the management of the project and collaborate with others to complete project tasks.

### ***MED 585 Student Centered Learning Using Technology***

***(3 Credits Hours Required)***

**Courses Description:** Digital tools help you teach and train more effectively, resulting in committed students, better learning outcomes and more opportunities for individual assessment. In this course, you will practice using digital skills and tools, and apply them in a real-world environment.

This course addresses the fundamentals of educational and learning technologies in the traditional classroom and in business and corporate training environments. It will explore and evaluate various tools and technologies to determine how, when and why these technologies can and should

be used in normal, hybrid or fully online learning situations. The objective of the course is to help you plan, implement and evaluate technology for teaching and learning.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Models of technology integration.
- Research, social bookmarking, and notes tools.
- Brainstorming, concept maps and flow chart tools.
- Video and audio tools.
- Presentation software.
- Website development.

### **Course Learning Outcomes**

Upon completion of MDE 585 - Student Centered Learning Using Technology, you will be able to:

- Operate various software and technology apps and use them to access, generate and present information effectively.
- Use technology to communicate, collaborate, conduct research, and solve problems.
- Apply technology resources and other media formats equitably, ethically, and legally.
- Plan and deliver short instructional lessons that integrate a variety of software, applications, and tools.

### ***MED 590 Digital Game – Based Learning***

***(3 Credits Hours Required)***

**Courses Description:** Instructional professionals are starting to recognize the potential of computers and video games as learning tools. As this is a relatively new area of research, much remains to be learned about how to design them for the most effective outcomes. In this course, you will study learning, instructional design, and game theories; explore educational video games firsthand; and apply your knowledge in a game design project.

The focus of the course will be on two areas. The first area of focus is the learning, instructional design and game design theories that underlie effective and engaging educational computer and video games, which you will analyze through coursework and discussion. The second area of focus examines how to apply those theories within practical settings, which will culminate in your own design for an educational game.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Motivation, engagement, and competition.
- The underlying ruleset of game design, development toolkits and design documents.
- Narrative and interactivity in games, and gender and player types.
- Interface design and testing.
- The future of educational games and their culture.

### **Course Learning Outcomes**

Upon completion of MDE 590 Digital Game – Based Learning, you will be able to:

- Explain the history, concepts, terminology, culture and classification of educational video and computer games.
- Find appropriate and relevant research on educational computer and video games.
- Connect learning, instructional design and game design theories to the design of educational computer and video games.
- Create a prototype of an educational computer or video game as part of a team.

***MED 595 Project Management in the Instructional Design* (3 Credits Hours Required)**

**Courses Description:** Designing instructional projects can be a complicated process that involves multiple steps and stakeholders. Project management can help define, coordinate, and guide a project to completion within a specified period and budget. In MDE 595 Instructional Design Project Management, you will learn to translate project management standards, procedures, and tasks to the instructional design environment according to the needs of the specific project. This course focuses on the application of project management ideas, concepts, and strategies in instructional design settings. Students will be asked to consider the relationship between instructional design and project management, tools that can assist with managing instructional design projects, and factors influencing the instructional design project management process.

**Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Project management basics.
- The relationship between project management and instructional design.
- The factors that affect project management.
- The role of instructional designers in project management.
- The importance of communication and collaboration in ID project management.

**Course Learning Outcomes**

Upon completion of MDE 595 Instructional Design Project Management, students will be able to:

- Identify and use common project management terminology.
- Explain the role of an instructional designer in project management.
- Analyze and apply project management concepts and ideas to real-world instructional design problems.
- Use project management tools in the development of instructional design planning.
- Analyze the importance of interpersonal skills in project management instructional design initiatives.
- Discuss factors that can affect management of an instructional design project and suggest possible solutions.

***MED 600 Integration of Advance Technologies in Education* (3 Credits Hours Required)**

**Courses Description:** The development of Information and Communication Technologies has had a strong impact on society and the educational context. Its use has become an obligatory necessity and its implementation favors the teaching-learning processes. In this sense, the MDE 600 Course, Integration of Advanced Technologies in Education and Training, prepares students about the

knowledge, assessment, and application of technological tools in training and training processes, to acquire competences and skills. ICT for the development of teaching practice in the digital age. This is through practical activities of identification, selection, use and evaluation of advanced technologies that favor the teaching-learning process in the distance mode with its different variants. The development of the course is made from the educational technology approach with critical analysis, discussions, and practices of integration of technological tools in learning and training projects.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Technological integration models
- ICT and educational technology
- Media and technologies in education
- Teaching models -learning with support in information and communication technologies.
- Competencies in ICT for teachers
- Models for information management and problem solving.
- Technological tools and their usefulness in learning processes
- Website development

### **Course Learning Outcomes**

Upon completion of MDE 600 - Student Centered Learning Using Technology, you will be able to:

- Analyze the impact of Information Technology and Communication in training processes.
- Identify the means and technologies in higher education, as well as their different applications.
- Describe the teaching models -learning with support in information and communication technologies.
- Reflect on the competencies required for the implementation of ICT in teaching practice.
- Identify models for the handling of information in the solution of problems.
- Describe the main technological tools applicable in the teaching - learning process.
- Apply the technological tools for research in the teaching-learning process according to needs and interest.
- Integrate several technological tools in the creation of a learning project.

## ***CONCENTRATION IN RESEARCH, EVALUATION AND FORMULATION OF EDUCATIONAL PROJECTS***

### ***MED 605 Elaboration of Educational Projects***

***(3 Credits Hours Required)***

**Courses Description:** This course provides the theoretical, methodological, technical, and operational elements that are necessary in the field of educational planning and serves as an intervention instrument for social practice in solving problems to achieve transformations in the educational field. The course contributes to the development of theoretical, procedural, and axiological skills and especially prepares students to create the necessary links with the local community to commit to solving problems that make up the environment of everyday life in basic education and in general.

### **Course Learning Outcomes**

- Design project based on knowledge of the local educational social reality.
- Stimulates community bonding actions.
- Analyzes educational and social problems as a tool for planning educational projects.
- Applies technical and methodological tools in the development and management of educational projects.
- Use procedures of scientific methods in the formulation of educational intervention projects
- Values the importance of theoretical analysis of educational problems in search of alternative and innovative solutions, through the implementation of educational development projects.
- Solve problems in the educational field by designing educational management projects.
- It proposes alternatives to improve the quality of education based on the application of theories and methodologies in accordance with the principles and foundations of education.

### ***MED 610 Educational Planning and Administration***

***(3 Credits Hours Required)***

**Courses Description:** The content of the course begins with basic notions of planning to introduce educational planning, outlining the problems, challenges, and trends of reforms in this field. It incorporates strategic planning to the educational field and total quality planning as topical issues in educational planning, to the point of taking it to the Educational Project of the center and the classroom> course also allows deepening the knowledge of planning in the educational field with the aim of abstracting the concepts, developing the management skills that allow it to be focused according to the latest trends.

### **Course Learning Outcomes**

- Know the reforms produced in the educational field and the challenge facing current education.
- Apply strategic planning and total quality planning in the educational field.
- Evaluate the impact of science and technology in the educational field.
- Prepare the guidelines for the center's curricular project in the context of government and educational policies.
- Research, evaluation of curricular projects

### ***MED 615 Diagnosis and Evaluation in Education***

***(3 Credits Hours Required)***

**Courses Description:** The purpose of this subject is for students to acquire theoretical-practical knowledge and develop skills that enable them to assess educational needs and make effective decisions regarding the planning and development of intervention programs. The course makes it possible to clearly differentiate the various concepts, areas and procedures for action, diagnosis, and educational evaluation.

### **Course Learning Outcomes**

- Develop skills to select and apply various techniques collected from diagnostic information correctly and rigorously.
- Plan, develop and assess a diagnostic process applied to case analysis.
- Reflect and develop attitudes that enable them to carry out diagnostic work in accordance with professional ethics.

***MED 620 Applied Educational Research***

***(3 Credits Hours Required)***

**Courses Description:** This course offers a varied choice of lines of work in education and offers multiple research perspectives. Through this course the guidelines for the elaboration and evaluation of educational projects from a scientific perspective are established. The course serves to become aware of the importance of research methods in education to obtain reliable results and valid conclusions in the development of an investigation, as well as collecting all this in a final document that responds to a previously established guideline. established and agreed.

**Course Learning Outcomes**

- Identify the various modalities and methodologies of educational education research, as well as the different stages of the research process.
- Understand the conditions that make scientific knowledge possible and be able to analyze and interpret works that contribute to its construction in the educational field.
- Acquire the knowledge and technical language used by education professionals who are dedicated to educational research, to understand and use it in teaching. Being able to understand the scientific theories and hypotheses expressed in conventional literature.
- Being able to apply, understand, explain the different resources of advanced statistics.
- Be able to understand the primary role of research design.
- pedagogical
- Be able to analyze and interpret educational research reports following a previously established guideline.

***MED 625 Research, Evaluation of Curricular projects***

***(3 Credits Hours Required)***

**Courses Description:** The Curriculum Project Evaluation course aims to introduce students to the field of institutional evaluation both in terms of its history and its current situation due to its epistemological, political, ethical, economic, and social parameters.

**Course Learning Outcomes**

- Understand the ethical, epistemological, social, and political dimensions of all institutional evaluation processes.
- Know the most important theoretical approaches, as well as their repercussions practices.
- Develop conceptual structures and use methodological tools so that the evaluation processes can be analyzed in depth, critically understanding the need, and meaning of evaluation in all.
- educational fields
- Outline and develop institutional evaluation processes in education.

- Develop your own thinking about the different topics that are addressed in such a way that the information collected and processed is support for such thought.
- Present organized and logical ideas supported by solid arguments.

## ***CONCENTRATION IN EDUCATIONAL MANAGEMENT***

### ***MED 630 Managerial Ethics***

***(3 Credits Hours Required)***

**Courses Description:** This course uses the global business context to introduce students to important legal, ethical, and cultural challenges they will face as business leaders. Cases and materials will address how business leaders, constrained by law and motivated to act responsibly in a global context, should analyze relevant variables to make wise decisions. Topics will include an introduction to the basic theoretical frameworks used in the analysis of ethical issues, such as right-based, consequentialist-based, and virtue-based reasoning, and conflicting interpretations of corporate responsibility.

### ***MED 635 Human Resources Management***

***(3 Credits Hours Required)***

**Courses Description:** Properly managing human resources should be a critical part of any organization's overall strategy for success. This course will provide the student with a comprehensive introduction to Human Resource Management (HRM) by exploring today's Human Resource (HR) environment including current trends in HRM. The course examines the principles of employee recruitment and selection, job design and job analysis, employment law, employee compensation, training and development, and safety and health.

### ***MED 640 Leadership Strategy and Management***

***(3 Credits Hours Required)***

**Courses Description:** In this course you will learn about organizational leadership, individual decision making, group decision making, and managing motivation. The objectives are to understand why and how leadership skills are so critical to organizational success and learn the foundations of effective leadership skills.

### ***MED 645 Managing Multicultural Organizations***

***(3 Credits Hours Required)***

**Courses Description:** This course focuses on the complex dynamics of ethnic, racial, gender, and other diversity in organizations as seen from the vantage points of social science and organizational studies. We will adopt multiple levels of analysis to critically explore the current state of theory, research and application regarding the role and treatment of differences and the creation of inclusion in the workplace.

### ***MED 650 Performance Management***

***(3 Credits Hours Required)***

**Courses Description:** Compensation and benefits play an important role in attracting, motivating, and retaining employees. This course examines how to establish and manage effective

compensation and benefits systems that support the organization's strategic direction while also meeting employee needs and complying with legal requirements.

## ***CONCENTRATION IN INSTRUCTIONAL DESIGN AND DEVELOPMENT***

### ***MED 655 Instructional Design***

***(3 Credits Hours Required)***

**Courses Description:** Prepare for your future in professional practice through direct participation in the processes of Instructional Design. Use your apprenticeship to gain valuable experience, and interaction with classmates, while working to solve the challenging, real-world issues of design. Instructional Design is a case-based approach to learning instructional design (ID) skills. You'll engage in authentic design activities via participation in a community of practice, simulating an ID apprenticeship shop. As with the traditional apprenticeship approach, it is acknowledged that each member of the shop/class has skills and knowledge from which others can benefit. As part of the ID apprentice team, you'll benefit by co-analyzing instructional design problems, having access to a wide range of ideas and perspectives, while working with diverse teams and individuals. You'll also gain experience by developing solutions to real instructional design problems via case studies, as you give and receive constructive feedback.

#### **Collaboration with Others**

As a function of participating in this course, you will collaborate with others to:

- Analyze complex instructional design case situations and identify key components (e.g., issues, stakeholders, contextual variables, perspectives, alternative solutions, potential consequences).
- Propose and/or develop relevant intervention strategies (instructional or non-instructional) to the issues presented in a case situation that are consistent with arguments and evidence presented.
- Identify and apply key characteristics of expert problem solving to ill-structured ID problems.
- Facilitate a case study of a specific instructional design problem.

#### **Course Learning Outcomes**

Upon completion of MDE 655 - Instructional Design, you will be able to:

- Incorporate the knowledge, strategies, and attitudes needed to become an effective instructional design practitioner.
- Analyze and synthesize ID practices through case studies.
- Illustrate development of applied instructional design skills.
- Apply basic concepts and principles of instructional design within authentic ID situations.

### ***MED 660 Development of Multimedia Instruction***

***(3 Credits Hours Required)***

**Courses Description:** 21<sup>st</sup> century students turn to the internet first for information. It's fast. It's interactive. It's global. To connect with this diverse group of quick-thinking and fast-moving learners, you need to bridge traditional knowledge and technology to create critical thinkers who are lifelong learners. In Development of Multimedia Instruction, you'll learn why educators need to rely less on traditional teaching methods and discover new and innovative ways to inspire their students. Development of Multimedia Instruction an in-depth look at digital tools available on the

internet and how they can be used to support 21st century learning in today's instructional environments. Emphasis is placed on creating a student-centered, web-enhanced lesson/unit that provides diverse learners with opportunities for formal and/or informal instruction. The course is designed to engage you in effective teaching, learning, and design activities that support meaningful understanding of classroom and/or workplace uses of Web 2.0 tools to enhance student-centered learning. Learning experiences focus on two major themes: 1) the examination and thoughtful discussion of key issues affecting the use of Web 2.0 tools in support of 21st century pedagogies, and 2) the design of a web-enhanced lesson that incorporates the principles of student-centered learning.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Introduction to Partnering with Web-Based Tools
- Partnering Pedagogies and the Role of Technology
- Differentiating Learning
- Different Tools for Different Needs
- Creating Authentic Lesson Activities
- Technology in the Hands of Students

### **Course Learning Outcomes**

As a function of participating in this course, you will:

- Create a personal vision of 21<sup>st</sup> century schools or workplaces and a personal definition of a 21<sup>st</sup> century learner.
- Examine, in depth, a specific student-centered approach (e.g., project-based learning, problem-based learning, inquiry learning, authentic intellectual work, etc.) and discuss the similarities and differences among the different approaches.
- Create a video tutorial that teaches others how to use a specific Web 2.0 tool.
- Design a learner-centered lesson that incorporates relevant Web 2.0 tools for the purposes of broadening and/or deepening your understanding of specific curricular content.
- Develop an implementation plan and create appropriate assessment measures to determine student learning in your own learner-centered lesson.

### ***MED 665 Trends and Issues in Instructional Design and Technology (3 Credits Hours Required)***

**Courses Description:** The course MDE 665 Trends and Issues of Instructional Design and Technology focuses on new ways of presenting planning and design for instruction according to emerging technologies and advances of technological equipment. The design of learning must respond to these new ways of learning. Design of courses, totally online programs in which the figure of the teacher does not necessarily need to be present because there is a complete innovative design that facilitates self-learning with support in web 2.0, semantic web and the advances that are generated in each of these spaces. The student will have the opportunity to investigate, learn, analyze, and apply the new trends in instructional design that allow creating quality content, take advantage of the ubiquity mobility and accessibility of mobile devices. They can also work with the design of micro learning, gamification, storytelling, among others. In order to achieve a responsive, usable and personalized design that allows an adequate combination of resources, open

and ubiquitous, the use of didactic and communicative strategies, collaboration and integration in learning communities and the application of authentic evaluations.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- New trends in instructional design.
- Innovation in content design.
- Design Thinking.
- Micro e-Learning.
- Gamification and storytelling.
- Design by objectives vs Design by competences.
- Tutorials on instructional design.
- Research on the application of successful designs and good practices in universities.

### **Course Learning Outcomes**

Upon completion of MDE 665 Trends and Issues In Instructional Design and Technology, you will be able to:

- Identify and describe trends in instructional designs.
- Create quality content for instruction.
- Prepare an environment for motivating and enjoyable online learning.
- Establish differences and identify the steps of the new instructional models.
- Integrate the design of the technological tools that offer better possibilities to motivate meaningful learning.
- Create designs for micro learning.

### ***MED 670 Digital Futures for Learning***

***(3 Credits Hours Required)***

**Courses Description:** The need to design outstanding e-learning experiences continually increases with the ever-growing demand for online learning. Digital tools expand the roles of traditional instruction and provide new and exciting learning opportunities to students. In EDE 504 Digital Futures for Learning, students will learn the keys to effective e-learning and develop their own e-learning prototype. This course examines how the design and development of instruction are impacted using a computer as a delivery system. The primary focus is on effective learning design strategies for computer-mediated instruction. Students will identify and apply effective design with an emphasis on project management, planning, and implementation issues. Education or training materials will be developed using appropriate authoring tools as determined by the instructional context. Students will design an original lesson or unit of instruction for Web-based delivery in your discipline, and will design, implement, and evaluate an online lesson or unit with team members.

### **Course Topics**

Throughout this course, weekly topics may include but are not limited to:

- Instructional Design Process
- Knowledge vs Skills in the Information Age
- Technology Considerations and Motivation

- Social Networking and Social Learning
- Storyboards and Wireframes
- Assessments and Strategies
- Usability Analysis
- Evaluation
- From Design to Development
- Instructional Design Teams and Peer Feedback
- Visual Design

### **Course Learning Outcomes**

Upon completion of EDE 670 Digital Futures for Learning, students will be able to:

- Understand and demonstrate sound design processes for e-learning.
- Understand and implement instructional and learning theory relevant to creating effective e-learning.
- Design, develop, and evaluate an effective e-learning product.

### ***MED 675 Design of Online Collaborative Learning***

***(3 Credits Hours Required)***

**Courses Description:** The Design of Online Collaborative Learning course is an interactive e-learning experience that offers an in-depth look at collaboration with a focus on online collaborative tools. In this course, teachers see how collaboration helps students develop life readiness skills, deepen content understanding, and prepare them for the global world. Teachers learn how to plan and manage collaboration activities that integrate online collaborative tools which are increasingly part of our globally connected workplaces. They follow two teachers as they implement collaborative experiences in their classrooms. The course offers opportunities to apply collaboration concepts with action planning exercises.

### **Course Learning Outcomes**

Upon completion of MDE 675 Digital Futures for Learning, students will be able to:

- Understand why collaboration is an important skill for now and in the future.
- See how a collaboration framework can help plan collaborative experiences using technology.
- Understand the benefits and challenges of a collaborative classroom.
- Become familiar with the traits of collaboration.
- Learn how different collaboration purposes can achieve learning objectives.
- Understand how to use the Collaboration Framework to design purposeful collaborative experiences.
- Review methods and instruments for assessing collaborative processes.
- Understand the differences between the old Web and the new, more collaborative Web.
- Review different types of web-based tools and how they can support collaboration.
- Learn how to find and choose the best tools for the job.
- Build on the digital skills students use daily to support digital collaboration.
- Investigate strategies to help students become skilled digital collaborators.
- Examine ways to help students behave ethically online.
- Understand and promote appropriate and safe online behavior.
- Learn how to manage and support collaborators.

- Learn strategies to set up and provide access to technology for collaboration. Prepare for unexpected challenges that can occur with online collaboration and technology

### ***MED 680 Capstone***

***(3 Credits Hours Required)***

**Courses Description:** The practice and implementation of the theories analyzed in any developmental process is the most significant evidence of the learning outcomes and the competencies developed at the end of the development of a program. MDE 680 Capstone Digital Education It is a course in which the students will put into practice the knowledge, skills, and skills acquired in the development of the previous classes. They will have the opportunity to integrate into a digital education project pedagogical, didactical, and technological approaches in training needs, management, design, qualification, evaluation.

Students will be able to choose the area of interest in the who wish to develop their project, which must be presented in a platform with the integration of the technological tools that best respond to the identified needs and the planning of the project. The development of this course includes planning, design, and development of the plan with the description of each of its stages used for its elaboration. Creativity and educational innovation must be the distinctive features of the project.

### **Course Topics**

Throughout this course, weekly topics may include, but are not limited to:

- General methodological aspects of project design and identification of needs, objectives, and goals.
- Planning and design of a learning, training, or evaluation project
- Virtual platforms and technology tools
- Virtual Environments Design
- Implementation of Virtual Environments design
- Project Presentation

### **Course Learning Outcomes**

Once the MDE 680 Capstone Education is completed, you can:

- Apply knowledge on project design according to needs, objectives, and goals.
- Integrating pedagogical expertise in project planning and design mediated by ICT.
- Identify platforms and technological tools for the development of learning processes.
- Participate in project management and collaborate with others to complete the tasks of the projects.
- Design virtual environments for learning and training
- Modeling learning processes and training in virtual environments

### ***MIT 500 Methods and Analysis of Quantitative Research***

***(3 Credits Hours Required)***

**Courses Description:** Quantitative Research Methods and Analysis reviews and extends student knowledge of the statistics commonly used in sociology and criminology research. Specifically, the course covers:

- The organization of quantitative data (e.g., tables, graphs).

- Methods for summarizing and/or describing data with respect to central tendency, dispersion, and association.
- The appropriate use of standard inferential procedures to make generalizations from sample data to a larger population.
- An introduction to the use of statistical control.
- The use of statistical software to perform data analysis.

***MIT 510 Survey Research methods***

***(3 Credits Hours Required)***

**Courses Description:** In this course, students are provided with the opportunity to develop a comprehensive understanding of the process of survey research methods, including research design and the construction, implementation, analysis, and validation of survey instruments. Focus is given to critical analysis of survey-based research in both academic and non-academic settings. Additional emphasis is placed on the development of practical and technical skills involved in designing high-quality surveys and analyzing and interpreting survey data. The course is designed to provide advanced exploration of the major issues associated with survey research methods and to prepare students with the essential skills necessary to design and conduct survey research projects, including survey research design, survey construction and evaluation, scientific sampling, and communication within the scientific community. This course emphasizes the practical process of developing, administering, and evaluating an original survey instrument.

***MIT 520 Mixed Methods***

***(3 Credits Hours Required)***

**Courses Description:** The course will explore philosophical, epistemological, disciplinary, and design-related debates in relation to the use of mixed methodologies in research. The course will look at the role of power in research relationships, and challenges posed by quantitative and qualitative data as well as critical research practices and mixed methods approaches. The course will also offer students an opportunity to address current methodological issues as they pertain to their own research interests thereby providing each with the potential to knowledgeably justify and explain her or his chosen methodology and method.

***MIT 530 Methods and Analysis of Quantitative Research***

***(3 Credits Hours Required)***

**Courses Description:** This course introduces a variety of tools and techniques used in the field of data analytics. Students will summarize data, review statistical models, explore data mining techniques, and contemplate ethical considerations associated with the field of data analytics. This course presents a survey of concepts which will be explored more in-depth in subsequent courses in the MS Data Analytics program.

This course covers the following competencies:

- The graduate prepares for analytics activities including tool selection, data exploration and preparation, and data summary and reporting.
- The graduate summarizes data by means of applying descriptive statistics.
- The graduate applies ethical principles specific to data analytics.
- The graduate applies statistical models to make predictions in real-world situations.

### ***MIT 540 Cyberwarfare***

***(3 Credits Hours Required)***

**Courses Description:** This course introduces you to the real-world battlefield of cyberspace. It covers the history of cyberwarfare and the variety of new concerns its emergence has fostered. This course explores how cyberwarfare has become an important part of the modern military arsenal and provides strategies for protecting a threatened network, as well as strategies for dealing with specific cyber war actors and threats. It then concludes with an exploration of the future of cyberwarfare considering the evolution of cyber-related capabilities, current threats, and emerging technology.

This course covers the following competencies:

- The graduate formulates appropriate strategies for dealing with current cyberwarfare actors and threats from a U.S. centric viewpoint.
- The graduate predicts the future role of cyberwarfare, taking into consideration the evolution of cyber-related capabilities, current threats, and emerging technologies.
- The graduate outlines the changes to warfare with the evolution of cyber-related capabilities and technologies.
- The graduate develops strategies to protect a threatened network using appropriate federal standards, international standards, or industry best practices.
- The graduate analyzes the impact of cyberwarfare's supporting disciplines' interaction with overall combat operations.

### ***MIT 550 Statistics for Data Analysis***

***(3 Credits Hours Required)***

**Courses Description:** This course covers a broad range of statistical techniques and methods applied in real-world settings. Topics presented include inferential, parametric, and non-parametric statistics, as well as regression analysis and analysis of variance.

- This course covers the following competencies:
- The graduate describes key aspects of Principle Component Analysis (PCA).
- The graduate identifies nonparametric statistical techniques.
- The graduate evaluates two-sample t-tests, linear regression, and analysis of variance (ANOVA) procedures.
- The graduate evaluates characteristics of categorical data analysis techniques. The graduate evaluates key aspects of logistic regression.
- The graduate evaluates multiple regression scenarios and models.

### ***MIT 560 Risk Management***

***(3 Credits Hours Required)***

**Courses Description:** Content focuses on categorizing levels of risk and understanding how risk can impact the operations of the business through a scenario involving the creation of a risk management program and business continuity program for a company and a business situation reacting to a crisis/disaster situation affecting the company.

This course covers the following competencies:

The graduate applies international standards to company operations and assesses and recommends strategies for maintaining organizational stability and continuity in the global marketplace.

- The graduate makes ethical decisions for the use of information technology and creates processes to maintain the security of data in information technology systems.
- The graduate analyzes risks and values and uses a variety of decision analysis tools and decision theory to evaluate alternatives during decision-making processes.
- The graduate uses risk control and risk optimization analytics and strategies to maximize returns relative to risk for organizations.
- The graduate analyzes enterprise continuity plans and the continuity planning process to ensure the inclusion of essential elements, processes, and stakeholder roles.
- The graduate evaluates internal and external risks and recommends risk mitigation strategies and techniques to an organization.
- The graduate applies the problem-solving process to solve organizational and team problems and develops strategies to avoid decision-making pitfalls.
- The graduate develops and analyzes organizational contingency plans for responding to sudden and rapid environmental changes.
- The graduate develops and assesses enterprise risk management programs for organizations and incorporates industry best practices in risk management processes and programs.

### ***MIT 570 Data Sciences Tools and Techniques***

***(3 Credits Hours Required)***

**Courses Description:** This course covers data science tools and techniques to perform data wrangling and exploration. You will be introduced to programming languages and web scraping tools along with machine learning models.

This course covers the following competencies:

- The graduate describes the data collection, exploration, and preparation activities.
- The graduate performs data analysis using software tools and techniques.
- The graduate manages data using wrangling tools, techniques, and methods.

### ***MIT 580 Cyberlaw, Regulations and Compliance***

***(3 Credits Hours Required)***

**Courses Description:** Cyberlaw, Regulations and Compliance prepares students to participate in legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation. Students will conduct a security risk analysis for an enterprise system. In addition, students will determine cyber requirements for third-party vendor agreements. Students will also evaluate provisions of both the 2001 and 2006 USA PATRIOT Acts.

This course covers the following competencies:

- The graduate explains the underlying principles governing e-commerce third-party vendor agreements and translates them into practical recommendations for the implementation of such agreements.

- The graduate evaluates the application of current laws and regulations in situations involving constitutional controversy and authority, deterring terrorism, ethical implications, or cybercrime.
- The graduate ensures alignment of regulatory requirements and standards with appropriate information security and assurance controls for organizations that process or hold private, financial, or medical information electronically.
- The graduate analyzes cybercrime scenarios to determine potential implications to enterprise continuity.
- The graduate develops a legal analysis addressing legal issues, standards, policies, legislation, and governance related to cybercrimes for enterprise systems.

***MIT 590 Data Mining and Analytics I***

***(3 Credits Hours Required)***

**Courses Description:** This course is an introduction to data mining and exploratory data analysis, including text and web mining. Topics include the use of data exploration methods to prepare data, familiarization with commercial data types commonly used for data mining, the use of statistical and data mining software, including R, SAS and SPSS, and the comparison and classification of data mining methods.

This course covers the following competencies:

- The graduate compares statistical and data mining software.
- The graduate describes commercial data types commonly used for data mining.
- The graduate compares and classifies data mining methods.
- The graduate uses methods to explore and prepare data.
- The graduate describes the purposes, processes, and lifecycle of data mining.

***MIT 600 Secure Network Design***

***(3 Credits Hours Required)***

**Courses Description:** Secure Network Design covers topics for designing and protecting computer networks. Course topics emphasize secure physical and logical network architecture design for both wired and wireless networks. Secure Network Design provides students the opportunity to recognize secure network characteristics, apply techniques to securely configure network devices, propose network segmentation strategies, perform root cause analysis, and recommend mitigation approaches based on industry best practices. There are no prerequisites for this course.

This course covers the following competencies:

- The graduate recommends network segmentation strategies to isolate network segments based on business requirements and security concerns.
- The graduate designs secure network architectures based on industry best practices and the principles of secure network design.
- The graduate determines network characteristics based on functionality defined in the Open Systems Interconnection (OSI) reference model and the TCP/IP protocol stack for designing and building highly secure computer networks.

- The graduate securely configures network devices to maximize the security of a computer network. The graduate performs root cause analysis to determine sources of network-related problems and propose solutions.

***MIT 610 Data Mining and Analytics II***

***(3 Credits Hours Required)***

**Courses Description:** This course examines the application of descriptive and predictive data mining techniques to reveal information within a mass of data. Techniques include factor analysis, cluster analysis, classification methods, and neural networks to limit human subjectivity in decision making processes.

This course covers the following competencies:

- The graduate implements descriptive data mining methods.
- The graduate assesses data mining model performance and application.
- The graduate describes the methods and software for a data mining project.
- The graduate implements classification and prediction data mining methods.

***MIT 620 Security policies and Standards – Best Practices***

***(3 Credits Hours Required)***

**Courses Description:** This course focuses on the practices of planning and implementing organization-wide security and assurance initiatives as well as auditing assurance processes.

This course covers the following competencies:

- The graduate evaluates security threats and identifies and applies security controls based on analyses and industry standards and best practices.
- The graduate identifies and discusses the Information Assurance certification and accreditation (C&A) process.
- The graduate evaluates the practice of defining and implementing a security audit and conducts an information security audit using industry best practices.

***CONCENTRATION IN DATA ANALYTICS***

***MIT 630 Advanced Data Visualization***

***(3 credits Hours Required)***

**Courses Description:** The focus of this course is visualizing and telling stories with data. This course begins with a description of the growth of data and visualization in industry, news, and government. Actual human stories will be reviewed from a data-statistical perspective. The creation of graphs, displays and geospatial data presentations to communicate information supporting decision making while implementing best practices for effective storytelling will be examined. This course covers the following competencies:

- The graduate describes the fundamentals of effective storytelling through data visualization.
- The graduate implements best practices using data visualization techniques for effective storytelling.

- The graduate creates visualizations representing the relationships and differences of the data.
- The graduate creates patterns and proportions for effective data visualization.
- The graduate configures data for visualization.

***MIT 635 Advanced SQL***

***(3 credits Hours Required)***

**Courses Description:** This course prepares the student for the Oracle Database SQL (1Z0-071) certification exam. Students will master the SQL language which will allow them to restrict and sort data, manage data, objects, and tables, create schema objects, and control user access. This course covers the following competencies:

- The graduate performs advanced table operations.
- The graduate implements advanced functions.
- The graduate creates advanced queries.
- The graduate manages system access, schema objects, and the data dictionary.

***MIT 640 SAS Programming I***

***(3 credits Hours Required)***

**Course Description:** This course prepares the student for the Base Programmer for SAS 9 Certification (A00-211). Students will achieve competencies in SAS programming that will allow them to import and export raw data files, manipulate, and transform data, combine SAS data sets, identify and correct syntax errors, and write SAS code on the SAS platform. This course covers the following competencies:

- The graduate creates outputs in SAS-supported formats.
- The graduate performs a variety of data step operations to manage data sets for analysis.
- The graduate creates clean, standardized data sets.
- The graduate resolves programming and data errors.
- The graduate inputs data files into SAS.

***MIT 645 SAS Programming II: Business Analysis Applications*** (3 credits Hours Required)

**Courses Description:** This course prepares the student for the SAS Statistical Business Analyst for SAS 9 Certification (A00-240). Students will gain competency to conduct, interpret, and present complex statistical data analysis in the SAS platform. This course covers the following competencies:

- The graduate prepares data sets as input for predictive models.
- The graduate creates models for optimal performance.
- The graduate evaluates ANOVA, linear regression, and logistic regression.

***MIT 650 Security Policies and Standards – Best Practice***

***(3 credits Hours Required)***

**Courses Description:** This course focuses on the practices of planning and implementing organization-wide security and assurance initiatives as well as auditing assurance processes. This course covers the following competencies:

- The graduate evaluates security threats and identifies and applies security controls based on analyses and industry standards and best practices.
- The graduate identifies and discusses the Information Assurance certification and accreditation (C&A) process.
- The graduate evaluates the practice of defining and implementing a security audit and conducts an information security audit using industry best practices.

### ***CONCENTRATION IN CYBERSECURITY AND INFORMATION ASSURANCE***

#### ***MIT 655 Secure Software Design***

***(3 credits Hours Required)***

**Courses Description:** Secure Software Design focuses on the variety of elements needed to address and implement secure software acquisition and development throughout the Software Development Life Cycle (SDLC). It covers the end-to-end principles and addresses people, technology (tools), and processes to design and develop consistently secure applications. Additionally, this course underscores the importance and value of the defense in depth principle across the entire SDLC. Finally, this course introduces techniques to adapt common security activities to modern software development practices, including Agile/Scrum and DevOps.

There are no prerequisites for this course. This course covers the following competencies:

- The graduate applies appropriate software security controls to each phase of the Software Development Lifecycle (SDLC) to design and develop secure applications.
- The graduate demonstrates strategies to address the human element to design and develop secure applications.
- The graduate assesses the effectiveness of software security controls to adjust as needed.
- The graduate implements security practices for development to honor the principles of “Building Security In.”
- The graduate evaluates software defects and vulnerabilities to develop strategies to remediate those defects and to prevent future occurrences.

#### ***MIT 660 Ethical Hacking***

***(3 credits Hours Required)***

**Courses Description:** Ethical Hacking builds the skills necessary to protect an organization's information system from unauthorized access and system hacking. Topics include security threats, penetration testing, vulnerability analysis, risk mitigation, business-related issues, and countermeasures. Students will learn how to expose system vulnerabilities, find solutions for eliminating and preventing them, and apply hacking skills on different types of networks and platforms. This course prepares students for the following certification exam: EC-Council's

Certified Ethical Hacker exam (312-50). This course has no prerequisites. This course covers the following competencies:

- The graduate evaluates various network and system hacking concepts.
- The graduate identifies session hijacking concepts and cryptography.
- The graduate analyzes ethical and legal issues related to the unauthorized access of information assets, including types of hacking technologies and related skills.
- The graduate evaluates techniques used in social engineering.
- The graduate evaluates vulnerability assessment concepts and reporting processes. The graduate evaluates techniques used in open-source information gathering, network scanning, and enumerating targets.
- The graduate evaluates denial of service (DoS) techniques, intrusion detection systems (IDS), firewalls (FW), and honeypot concepts.
- The graduate identifies known Web Application and Server vulnerabilities and the industry best practices to protect against this type of threat.
- The graduate evaluates hacking concepts and countermeasures for wireless networks, mobile platforms, internet of things (IoT), and cloud computing.

***MIT 665 Forensics and Network Intrusion***

***(3 credits Hours Required)***

**Course Description:** Forensics and Network Intrusion builds proficiency in detecting hacking attacks and properly extracting evidence to report the crime and conduct audits to prevent future attacks. Topics include computer forensics in today's world; media and operating system forensics; data and file forensics; audits and investigations; and device forensics. This course prepares students for the following certification exam: EC-Council Computer Hacking Forensic Investigator. This course has no prerequisites. This course covers the following competencies:

- The graduate evaluates forensic investigations of physical and virtual devices that include routers, e-mail servers, mobile devices, and personal data assistants (PDAs). The graduate evaluates a forensic investigation on storage media and operating systems, including security and vulnerabilities.
- The graduate analyzes network systems and file audit.
- The graduate evaluates a computer forensic investigation on stored data, including the use of tools and processes.
- The graduate evaluates a forensic investigation plan for modern information system assets, including legal requirements related to computer forensics.

***MIT 670 Disaster Recovery, Planning and Response***

***(3 credits Hours Required)***

**Courses Description:** This course prepares students to plan and execute industry best practices related to conducting organization-wide information assurance initiatives and to preparing an organization for implementing a comprehensive Information Assurance Management program. This course covers the following competencies:

- The graduate evaluates the background, purpose, and value of a comprehensive disaster recovery plan; integrates principles of disaster recovery and enterprise continuity; and documents the plans in a disaster recovery and enterprise continuity brief.
- The graduate identifies, evaluates, and applies network response procedures for attacks with special circumstances.
- The graduate assesses needs, threats, and solutions prior to and during a network disaster.

***MIT 675 Cyberlaw, Regulations, and Compliance***

***(3 credits Hours Required)***

**Courses Description:** Cyberlaw, Regulations and Compliance prepares students to participate in legal analysis of relevant cyberlaws and address governance, standards, policies, and legislation. Students will conduct a security risk analysis for an enterprise system. In addition, students will determine cyber requirements for third-party vendor agreements. Students will also evaluate provisions of both the 2001 and 2006 USA PATRIOT Acts. This course covers the following competencies:

- The graduate explains the underlying principles governing e-commerce third-party vendor agreements and translates them into practical recommendations for the implementation of such agreements.
- The graduate evaluates the application of current laws and regulations in situations involving constitutional controversy and authority, deterring terrorism, ethical implications, or cybercrime.
- The graduate ensures alignment of regulatory requirements and standards with appropriate information security and assurance controls for organizations that process or hold private, financial, or medical information electronically.
- The graduate analyzes cybercrime scenarios to determine potential implications to enterprise continuity.
- The graduate develops a legal analysis addressing legal issues, standards, policies, legislation, and governance related to cybercrimes for enterprise systems.

***MPO 500: Methods and Analysis of Quantitative Research***

***(3 credits Hours Required)***

**Courses Description:** This course in research methods prepares the student to understand materials and issues associated with but not limited to the logic of the scientific method, research design, and quantitative and statistical analysis of data. Students will be afforded the opportunity to conduct research on topics within their field of study. The course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

***Course Objectives:***

- Demonstrate proficiency in the use of selected research methods and tools.
- Describe and examine the scientific method.

- Accomplish specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicating hypothetical findings.
- Evaluate data and assess estimated research findings.
- Judge the usefulness of various research approaches: e.g., experimental, quasi-experimental, and non-experimental research.
- Show graduate level critical thinking and writing.

***MPO 505 Political Polling and Survey Research***

***(3 credits Hours Required)***

**Courses Description:** Political polling and survey research are used by political scientists, journalists, the media, and the public to both understand and interpret political life. Unfortunately, the information gleaned from polls is often misinterpreted or misrepresented (in whole or in part), many times in order to substantiate a claim that furthers a particular political agenda.

This course is designed to teach students HOW political scientists go about conducting polling and survey research and analyses, and to understand WHY they do it that way. We will cover the key elements of polling and survey research and analysis, including conceptualization (identifying the problem or theory to be tested), operationalization (formulating concepts into observable variables, surveys, etc.), research design (units of analysis, hypothesis construction), logic (deriving causal inferences, deduction, etc.), math (probability and other statistics), and writing and presentation skills (writing abstracts, literature review, reporting results, creating effective tables and graphs, etc.). During the semester, students will learn how to use a powerful program called Statistical Package for the Social Sciences or SPSS. SPSS has become one of the standards in social science research, and other programs (such as STATA) are easily learned after having mastered SPSS.

Course Objectives:

- Increase student knowledge of scientific polling and survey methods, appreciating their usefulness and limits.
- Understand the various stages of the polling research and analysis process.
- Foment critical thinking skills by careful attention to theoretical assumptions, the use of precise concepts, theoretical logic, drawing valid inferences, distinguishing empirical from normative issues, and the application of theory to data.
- Learn how to conduct a survey with an appropriate survey method to answer a (set of) specific research question(s).
- Learn how to use the software program SPSS to analyze raw data.
- Enhance writing, graphic and oral presentation skills.

***MPO 510 Data Science for Political Science***

***(3 credits Hours Required)***

**Courses Description:** This course explores different ways to use data to understand social science phenomena. Data science is a quickly growing field, and data analysis skills are often essential for those pursuing careers in political and policy-related industries, such as issue advocacy, program

evaluation, political reporting, and campaigns. Data science requires a balance of creativity and statistical reasoning. In this course, students will combine both and learn how to explore, analyze, and visualize data to conduct social science research. We will use real datasets to answer questions, such as: Does increasing the minimum wage affect unemployment? Which candidate is likely to win the election? Do natural resources make a country less democratic? This course introduces students to basic statistical concepts and programming using the free, open-source statistical software R. Students are not expected to have previous programming or statistical knowledge. This course is geared toward students who want to become intelligent consumers of quantitative information and develop the computational skills needed to manipulate and analyze data. Students should expect to devote several hours outside of class each week to work on their programming skills and understanding of statistical concepts.

### ***Course Objectives:***

By the end of the course, students should be able to fulfill a number of objectives as goals of the quantitative and formal reasoning component of the core curriculum. Students should be able to:

- Provide examples of how quantitative data may be used to help answer social science research questions.
- Compare and contrast the goals of description, causation, prediction, and discovery in social science research.
- Use the programming language R to import and explore social science data and conduct basic statistical analyses.
- Interpret and describe visual displays of social science data, such as graphs and maps.
- Develop their own analyses and visualizations to understand social science phenomena.

### ***MPO 515 Theoretical principles of political science***

***(3 credits Hours Required)***

**Courses Description:** Theoretical principles of political science is a compulsory MPO course which maps the broad ways of approaching political science. We shall begin with an introduction to scientific inquiry and concept analysis and then move on to consider eight different approaches in political science: Behavioralism; Rational Choice; the Institutional Approach; the Interpretive Approach; Political Psychology; Feminism; Marxism, and Normative Theory. For each of these approaches, we shall introduce the main assumptions and principles, and discuss relevant debates and disagreements. The course will provide students with an understanding of concept analysis and theory building, and it will introduce them to the major approaches and theories in political science. The course will improve students' ability to approach conceptual discussions and debates critically and innovatively. By the end of the course, students will be able to critically evaluate and compare the main theories by which local, national, and international political processes may be understood, and use the various theories and approaches in their own work.

### ***Learning Objectives***

- To learn about the nature of political theory and the ways political theoretical thinking can enhance our capacities for critical reflection and democratic citizenship.

- To understand how the concepts of freedom and citizenship have had multiple and sometimes conflicting meanings in the history of Western political thought.
- To understand how the meanings of freedom and citizenship have varied in response to changing understandings of economics.
- To strengthen our argumentative writing and command of English prose through careful practice.

***MPO 520 American Constitutional Law***

***(3 credits Hours Required)***

This course offers an advanced examination of fundamental concepts and issues in American Constitutional Law. We will cover a wide range of topics, including: our constitutional structure and the scope of federal powers; separation of powers; civil rights; and individual liberties. Students need to be aware that this course moves at an accelerated pace. It takes a great deal of commitment and personal responsibility to keep up with the materials and assignment.

Student Learning Outcomes:

As a result of taking this course, students will be able to do the following:

- Identify issues concerning the institutional and individual protections provided by the Constitution and explain how these matters have evolved over time due to Supreme Court decisions.
- Explain the contemporary problems confronting the American judicial system, the present judicial philosophy of the United States Supreme Court, and the political forces which affect judicial matters.
- Develop the use of vocabulary common to the law, politics and government.

***MPO 525: The Politics of Civil Rights and Liberties***

***(3 credits Hours Required)***

**Courses Description:** The focus of this course is on civil rights and liberties, and we will cover a variety of topics including discrimination based on race, sex, and other classifications, the right to privacy, voting rights, freedom of speech and of the press, the rights of the criminally accused, and religious freedom.

Consistent with the rise of the "rights revolution" in the United States following the New Deal, our focus will be on the contemporary status of these civil rights and liberties. Of particular importance is the critical role played by the U.S. Supreme Court during the Chief Justiceship of Earl Warren (1953-1969), which transformed the landscape of individual rights and liberties and expanded the role of the Court in these matters.

***MPO 530: Political and Government Systems***

***(3 credits Hours Required)***

**Courses Description:** This course introduces the U.S. system of government and politics, and to political science research on American politics. We will emphasize interrelations among levels and branches of government, formal and informal institutions, processes, and political behavior. This semester, we will also focus on how everyone can affect the political process, and the

importance of information and media literacy in a representative democracy. Each student will choose a political issue to follow throughout the semester for a semester project, learning how the U.S. political system addresses the issue in government, elections, extra-governmental institutions, and media.

***Course Objectives:***

- Foster an understanding of the U.S. political system enabling students to operate as fully participating citizens and providing foundation for additional political science coursework.
- Learn about the changes in the U.S. political system over time.
- Evaluate the status of the U.S. political system and identify areas for improvement.
- Examine the importance of information and information literacy in the functioning of a representative democracy.
- Provide an opportunity for students to gain an in-depth understanding of an issue of individual importance through the semester project.
- Improve writing, researching and critical thinking skills through the semester project.

***MPO 535: Political Institutions***

***(3 credits Hours Required)***

**Courses Description:** This course will fundamentally facilitate an understanding of democratic ideals and American politics. Emphasis will be placed on the decision-making process and the principal actors and/or decision makers. We will analyze the American public, the three institutions of government (the legislative, executive, and judicial branches), major American linkage institutions (the bureaucracy, elections, political parties, the mass media, interest groups, and public opinion), the politics of public policy (social, economic, and foreign and defense), and some aspects of California state and local government.

***MPO 540: Comparative Political Regimes***

***(3 credits Hours Required)***

**Courses Description:** This course will introduce students to key concepts, theories, research methods, frameworks, and designs used in comparative analysis of different political regimes. The traditional concept of comparative politics in the United States is defined as the “study of all countries excluding the United States.” Taking the foundation of traditional comparative politics as a background, the concept of comparative politics in this course will take two steps further from this traditional definition. First, we will consider the United States of America (or domestic political regimes) as one of many countries that can and should be studied comparatively. Second, only comparing national political regimes, namely the systems of government of different countries is not sufficient to understand real world problems of politics, and therefore we will compare not only political regimes of states but also those of non-state entities. This course will enable students to: (1) gain understanding of different and diverse forms of political regimes of countries in the world; (2) achieve critical thinking for new and alternative ways of organizing political regimes; and (3) advance theorizing and doing comparative politics beyond traditional approaches.

***MPO 550 Elections and Campaigns***

***(3 credits Hours Required)***

**Courses Description:** In this course, students will examine the electoral system and election campaigns to better understand democratic practice in the United States and consider the criticisms that are frequently leveled at it. In addition, students will explore national campaigns and elections, focusing particularly on the presidential and congressional elections. The students will also focus on local elections, in particular the elections for mayors and councilors. The goal will be to understand how campaigns and elections work in the United States and to explore the various arguments as to why electoral processes work the way they do. More fundamentally, the goal is for each student to be self-reflective about the strengths and weaknesses of democracy as it is practiced in this country.

***MPO 555: Political Analysis and Research Methods***

***(3 credits Hours Required)***

**Courses Description:** This course introduces students to the logic and methods of research in political science. The first part of the class focuses on why hypotheses/arguments/claims to knowledge should be scrutinized with empirical (observable) evidence. The second part of the class focuses on "how" we can study political questions. The structure of the class moves from the abstract world of theory to empirical investigation of the world around us. You will begin to learn about some of the methods by which political scientists come to regard some propositions as "true" and others as "false." You will begin to understand when and why you should have more confidence in certain claims of fact and not others, and why most propositions remain debated. The class begins with a look at some of the ways in which people can and do make errors in casual observations about the world around them. Then we introduce the logic and rationale for scientific inquiry. After that, we will shift our attention to concepts in research: variables, hypotheses, a research strategy, measuring concepts, and related topics. This course will introduce to you the theoretical and analytical reasons for doing social science research. Gaining some familiarity with the procedures used in political research will better allow you to critique that of political scientists whose work you read.

***Course Objectives:***

- Understand common errors of reasoning and empirical inference that distort casual thinking.
- Understand logic of scientific inquiry and the limits of scientific approaches to the study of political organization and behavior.
- Understand the criteria for causation as opposed to a coincidental or correlational relationship.
- Understand the importance of comparison as a basis for assessing arguments.
- Learn about approaches to answering empirical questions (research design) about the relationships among political phenomena.
- Learn about methods of observation and measurement of political phenomena.
- Gain a basic ability to make a judgment about the quality of research and evidence used to support or oppose arguments and hypotheses.

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## **Concentration in Political Campaign**

### **PCA 560: Campaign Tactics, Strategies, and Management** (3 credits Hours Required)

**Courses Description:** Campaign Tactics, Strategies, and Management will provide both case studies and practical instruction in the art and science of starting, running and succeeding in political campaigns. The class will include expert guest lectures on a variety of topics and will provide a well-rounded overview and practical framework for the potential candidate, campaign manager, campaign counsel, and student of the electoral process alike.

#### **Course Objectives:**

Upon successful completion of this course, the student will be able to:

- Examine the campaign and election process as demonstrated in the American political system.
- Analyze campaign tactics.
- Evaluate strategies and tactics utilized in past campaigns.
- Explain decisions and processes in campaigns.
- Evaluate various biblical and ethical principles as they relate to the tactics, strategies, and management of a campaign.

### **PCA 565: Electoral behavior** (3 credits Hours Required)

**Courses Description:** This course is intended to give students a broad overview of the literature and research into the effects that elections have on American politics. By the end of this course, you should have a well-rounded view of congressional elections and be able to critically discuss and explain elements of the political science literature, like why the win rate for congressional challengers is so low, how elections affect representation and accountability for our elected representatives, how primary elections differ from general elections and so on. This course will enable students to further their studies into American political institutions and American political behavior.

### **PCA 570: Political Behavior** (3 credits Hours Required)

**Courses Description:** The course exposes you to the major approaches used by political scientists to understand individual political action, what is often called "political behavior." This stands in contrast to approaches that focus on comparative political systems, international relations, or philosophical and normative studies.

The course focuses on the dominant analytical approach in behavioral political science--rational or social choice --and its implications for how we understand politics. Rational choice, imported from economics, remains controversial in some quarters, but it is the approach that you will encounter most frequently in your political science readings and research. If rational choice is the dominant paradigm, then survey statistics are the dominant analytical tool. Therefore, we also spend a significant amount of time learning how to analyze survey data.

***PCA 575: Social Media Management in Campaigns*** (3 credits Hours Required)

This course provides you with the skills to optimize your social media marketing efforts. Learn to evaluate and interpret the results of your advertising campaigns. Learn how to assess advertising effectiveness through lift studies and optimize your campaigns with split testing. Understand how advertising effectiveness is measured across platforms and devices, learn how to evaluate the ROI of your marketing, and master how to communicate your social media marketing results to others in the company.

***PCA 580: Advanced Campaign Marketing Strategy*** (3 credits Hours Required)

**Courses Description:** Political Marketing is a cutting-edge research-led course which introduces students to how candidates, parties, elected officials, and governments around the world utilize marketing concepts and tools win elections and remain in office. Drawing on the latest international political marketing research available, this course examines a wide range of political marketing topics including the rise of the political consumer, market intelligence and segmentation, opposition research, e-marketing, direct mail, market-orientation and strategy, internal marketing, product re-development, branding, local political marketing, marketing in government, delivery and global knowledge transfer. It utilizes examples from different countries around the world.

**Learning Outcomes:**

- Provide students with a comprehensive awareness and balanced understanding of the range of marketing tools and concepts utilized in politics today.
- Develop appreciation for the complexities involved in marketing politics.
- Encourage civic awareness of current political issues and democracy.

***PAF 585: Public Affairs Leadership and Management*** (3 credits Hours Required)

**Courses Description:** Trust in government as measured by polling is at an all-time low. The need for leadership has never been greater. Nor have the challenges to effective leadership. Increasing partisan divides, fractured media and gridlock at the federal, state, and local levels threaten to make a difficult situation even more challenging. But as World War II Supreme Allied Commander Dwight Eisenhower said during the Battle of the Bulge, this is a great opportunity. The purpose of PAF 585 is to empower you with the skills to make a positive difference in government and the non-profit sector. Here you will grapple with real world situations and challenges. You will work, individually and as part of a team, to resolve these complex issues. In the process, you will learn how to govern and achieve results. Leadership and management can be learned. And they must be

learned, and applied, to implement change and reform in government, non-profits and the public sector in order to make them work, and work better.

### **Course Objectives:**

Upon successful completion of the course, students will:

- Have a greater appreciation for the complexity of government and nonprofits, the number of factors that influence decisions and the difficulty of translating campaign promises into fully functioning government programs.
- Learn the importance of decision-making and timeliness.
- Experiment with negotiation strategies to resolve conflicts.
- Communicate clearly through effective writing, individually and as a member of a team, and through the creation of communications plans for government and/or non-profit agencies and/or policies.
- Cultivate an appreciation for the power of listening and how that can be an important component of a communications strategy.
- Contribute to and assist in the management of a team, identifying problems and selecting public policy solutions, combined with implementation strategies.
- Understand the interplay between politics and public service.
- Grapple with organizational performance and the interplay between elected officials (transitory) and civil servants (permanent).
- Think deeply about organizational change management and how to effect change in large-scale bureaucracies.
- Increase your capacity to learn and adapt during short-term and long-term issues and challenges.
- Develop self-awareness.

### ***PAF 590: Public Budgeting and Finance***

***(3 credits Hours Required)***

**Courses Description:** PAF 590 is designed to allow graduate students to develop an understanding of public budgeting and financial management. A wide variety of topics will be covered including a survey of the major literature, theories of public finance, major figures, and the politics of budgeting. The class will include a survey of the historical development of budgeting in the United States, beginning with the classical period of PA through the contemporary era. A special emphasis will be given to comparing differences between public and private sector budgeting and financial management. The political context in which budgeting occurs will also receive special attention.

Although PAF 590 is a "survey course", the course will blend theory and practice. Students will be exposed to the dynamics of the budgetary process (i.e., budget development, budget execution, etc.) and will develop skills that can be taken directly to a job. The course requirements (described below) include analyzing a government budget. Please note that the focus of this class is NOT on writing budgets. The main textbook, *Public Budgeting Systems*, is an extensive text and several chapters are omitted for this class.

PAF 590 seeks to achieve three primary objectives. The first objective is to provide students with a general understanding of public budgeting by reading and discussing classic and contemporary literature. Students will be exposed to the basic theories, concepts, and terms associated with the budgetary process. Students' proficiency will be assessed via a comprehensive exam. The second objective is to enhance students' ability to write concise reports about budget subjects. This objective will be accomplished by having students write article critiques. The final objective involves analyzing a real government budget and writing a report. Students' proficiency will be assessed via the written report.

Upon completion of PAF 590, students should be able to:

- Demonstrate knowledge of the history, evolution, and development of public budgeting in the United States
- Demonstrate knowledge of the fundamental terms and concepts associated with public budgeting Demonstrate proficiency at writing concise reports that deal with complex material.
- Demonstrate the ability to analyze a public budget.

### ***PAF 595: Values, Ethics, and Public Policy***

***(3 credits Hours Required)***

**Courses Description:** The primary focus of this course is about normative values in public policy: how various conceptions of the “common good” and normative arguments/moral reasoning are used by policy actors to motivate and justify policy preferences. These include arguments rooted in constructs such as justice, fairness, freedom, duty/obligation, and efficiency.

Overall, this course seeks to make students sensitive to and articulate about the ways in which moral and ideological values come into play in the policy process, including in how social problems are defined or framed, in the design of potential policy solutions, and in the policy analysis process. Topics include the tensions between ethics and politics, an introduction to various moral theories that figure in contemporary policy debates, a consideration of the principal values that animate American politics. The course also addresses a few issues and dilemmas in public policy research and professional ethics. Using public policy case studies, the course will address the ethical and moral dimensions of a number of contemporary domestic and international policy issues.

### **Course Objectives:**

Through this course, students will achieve the following objectives:

- To be familiar with and able to apply the key constructs in applied ethics, including utility, liberty, deontology (duties and rights), and justice.
- To develop and demonstrate the ability to think in a sophisticated and reflective way about the ethics, values and goals of a variety of public policies, including the ability to articulate and engage in discussion about one's own personal values and ethical beliefs.
- To be able to articulate verbally and in writing the ethical aspects of public policy, including as a key part of an applied policy analysis and policy decision making.

- To understand problems and potential solutions for common ethical challenges in public policy research.
- To be aware of and prepared to respond to common ethical challenges faced by public policy professionals in their work.
- To gain skills in discussing and debating the ethics and values dimensions of public policy issues in a professional, respectful, and productive manner

***PAF 600: Public Policy Research and Writing***

***(3 credits Hours Required)***

**Courses Description:** This course will introduce students to the strategies, methods and practices of research and writing relevant to public policy analysis, formulation and decision making.

**Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

- Conduct public policy research using the university resources and electronic databases.
- Engage in informed reading, research, analysis, and discussion of public policy topics.
- Identify the elements of effective public policy writing.
- Demonstrate proficiency at writing a persuasive public policy paper.

***PAF 605: Economics for Public Affairs***

***(3 credits Hours Required)***

**Courses Description:** This core course provides an understanding of basic economic principles, beginning with the core concepts of demand and supply, markets, and competition. It helps understand market failures and apply economic principles to policy problems such as the concentration of economic power and resources, social inequality, and protecting the environment. Throughout, the course explicitly examines the role of government and the tools available to policymakers to influence markets.

***PCA 620: Capstone (Political Campaign)***

***(3 credits Hours Required)***

**Courses Description:** The Capstone Project offers each student the opportunity to demonstrate mastery of the theory and practice of public administration by applying the knowledge and skills gained in the Political Campaign Concentration to a project of the student's choice. This involves completing a project report reflecting the cumulative knowledge gained from these experiences. The course is intended only for students who are completing their Master of Science in Political Science with Political Campaign Concentration. The course prerequisite is completion of the Program's core courses.

**Course Objectives:**

- To demonstrate knowledge gained throughout the Political Campaign Concentration and to apply that knowledge to relevant public management, nonprofit management, or policy problems.

- To produce a report that demonstrates critical thought, exhibits a level of analysis appropriate to a master's degree, and displays a high level of professionalism and competence in presentation.
- To assess the effectiveness of the MPO program in achieving its mission, goals and objectives

***PHI 160: Critical Thinking and problem Solving*** (3 credits Hours Required)

**Courses Description:** Critical Thinking and Problem Solving helps students internalize a systematic process for exploring issues that takes them beyond an unexamined point of view and encourages them to become more self-aware thinkers by applying principles of problem identification and clarification, planning and information gathering, identifying assumptions and values, analysis and interpretation of information and data, reaching well-founded conclusions, and identifying the role of critical thinking in the disciplines and professions.

**Competencies:**

This course covers the following competencies:

- The graduate recognizes the value of critical thinking in identifying and understanding the underlying structures of the disciplines and professions.
- The graduate evaluates different sources representing a range of perspectives on a problem to weigh the implications and consequences of different solutions to the problem.
- The graduate synthesizes information to understand a problem's complexities and potential solutions, and then evaluates the reasoning and evidence in support of these different solutions.
- The graduate identifies internal and external biases and assumptions related to a problem and evaluates the influence and validity of these biases and assumptions.
- The graduate logically brings together information to arrive at a viable solution to a problem, and then clearly and accurately communicates the results.
- The graduate analyzes open-ended problems by learning about the problem and evaluating the accuracy and relevance of different perspectives on the problem.

Prerequisite: Minimum grade of C in ENC 101

Study of major theoretical principles on which claims to good life and moral action have been based, such as hedonism, utilitarianism, and rationalism. Each theory illustrated by representative selections from works of great philosophers from classical period to 20th century. Gordon Rule course which requires demonstration of college level writing skills through multiple assignments. **A minimum grade of C required if PHI 160 is used to satisfy Gordon Rule requirement.**

***PSY 201: General Psychology*** (3 credits Hours Required)

**Courses Description:** This course surveys the major areas of psychology: the nature of psychology as a science, principles of learning, the brain and behavior, sensation and perception, cognitive processes, motivation and emotion, personality and development, stress and health, adjustment and behavior disorders, and social behavior.

**Course objectives:**

The objectives of this course are to develop a basic understanding of the significant theories, concepts, and issues in the field of psychology; apply theoretical concepts in psychology to everyday situations in order to help you better understand yourself and the world around you and develop an understanding of the scientific method in psychological research. Upon completion of this course, students should be prepared for more advanced courses in Psychology

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***SAT 130: Introduction to Probability and Statics***

***(3 credits Hours Required)***

**Courses Description:** In this course, students demonstrate competency in the basic concepts, logic, and issues involved in statistical reasoning. Topics include summarizing and analyzing data, sampling and study design, and probability.

**Competencies:**

This course covers the following competencies:

- The graduate applies theoretical or empirical probability to a situation to quantify uncertainty.
- The graduate evaluates the sampling methods used in studies including the effect they have on conclusions that can be made.
- The graduate evaluates the relationship between two variables through the creation and interpretation of numerical summaries and visual displays.
- The graduate determines the probability of events using simulations, diagrams, and probability rules.
- The graduate evaluates categorical and quantitative data using appropriate numerical measures and graphical displays.
- The graduate designs and conducts observational studies, controlled experiments, and surveys to explore population characteristics.

***SAT 240: Quantitative Analysis for Business***

***(3 credits Hours Required)***

**Courses Description:** Quantitative Analysis for Business explores various decision-making models, including expected value models, linear programming models, and inventory models. You

will learn to analyze data by using a variety of analytic tools and techniques to make better business decisions. In addition, you will develop project schedules using the Critical Path Method. Other topics include calculating and evaluating formulas, measures of uncertainty, crash costs, and visual representation of decision-making models using electronic spreadsheets and graphs.

**Competencies:**

This course covers the following competencies:

- The graduate analyzes data through numerical and graphical methods and techniques.
- The graduate describes common business analytical purposes for quantitative analysis methods.
- The graduate analyzes projects using the critical path to schedule and control project costs.
- The graduate uses linear programming, inventory economic ordering optimization models, and graphical representations to make informed decisions.

***SPR 206 Spreadsheets***

***(3 credits Hours Required)***

**Courses Description:** The Spreadsheets course will help students become proficient in using spreadsheets to analyze business problems. Students will demonstrate competency in spreadsheet development and analysis for business/accounting applications (e.g., using essential spreadsheet functions, formulas, charts, etc.)

**Competencies:**

This course covers the following competencies:

- The graduate creates charts to present spreadsheet data for use in a professional setting.
- The graduate creates functional, formatted spreadsheets using appropriate spreadsheet functions and formulas to solve business problems.
- The graduate demonstrates proficiency in using spreadsheet software to analyze business problems.

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