

# San Diego Global Knowledge University

[www.sdgku.edu](http://www.sdgku.edu)

Competency with Global Knowledge™



**January 1, 2017 - December 31, 2018**  
**General Catalog**

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**San Diego Global Knowledge University**  
1095 K Street, Suite B  
San Diego, CA 92101  
U.S.A.  
Tels. (619) 934-0797; (619) 934-3930  
**E-mail: [info@sdgku.com](mailto:info@sdgku.com)**

Dear Student and Prospective Student:

It is my pleasure to welcome you to San Diego Global Knowledge University (SDGKU), and to introduce you to our Catalog. SDGKU's student-centered, video-based instructional approach makes it possible for you to pursue a degree, certificate, training or professional development program with maximum flexibility of time and location. Our robust portal/website [www.sdgku.com](http://www.sdgku.com) is available 24/7 for students to access conveniently from anywhere in the world, thus providing a virtual classroom with a global outreach. It is our mission to offer educational programs that help students develop global skills and competencies to achieve their personal success and advance their careers.

The catalog has two purposes: to acquaint you with the regulations and accepted practices of the University and to serve as a comprehensive guide to its courses and programs. It will help you find answers to many of your questions about SDGKU. It also outlines the vision and mission that justify this new generation "technology-based" university based in San Diego.

I extend to you sincere wishes for a successful and enriching educational experience with us.



**Miguel A. Cardenas, Ph.D.**  
President



[www.miguelcardenas.com](http://www.miguelcardenas.com)

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## **INTRODUCTION**

### **Academic Calendar 2017-2018**

Year-round including Holidays.

### **Sessions**

Year-round including Holidays.

### **Special Programs**

Certain courses or programs have specific starting and ending dates. These dates will be clearly announced when such offerings are made

### **Administration**

#### **Governing Board**

- Peter Andersen (Chairman)
- Farhad Saba
- Miguel A. Cardenas Jr.
- Victor Botello
- Carlos Vidali
- Connie de la Rosa
- Miguel A. Cardenas (Secretary)

#### **Executive Team**

- Miguel A. Cardenas, Ph.D.  
Founder /President and CEO
- Ilian Rosales, Chief Administration Officer
- Miguel A. Cardenas Jr., Ph.D., Chief Academic Officer (CAO)
- Joe Barrus, Chief Technology Officer
- Beatriz Escobedo, Chief Student Services Officer
- Kevin T. Lee, Librarian
- Tonya Parker-Jones, Chief Compliance Officer
- George R. Gonzalez, J. D., Legal Counsel
- Mario G. Ortega, External Auditor

### **Statement of Legal Control**

SDGKU is a California for-profit corporation. Its officers are Miguel A. Cardenas, President, Miguel A. Cardenas Jr, Secretary and Treasurer. Legal control of the corporation is held by Miguel A. Cardenas, majority shareholder.

## **Vision, Mission, Goals, Objectives, Status**

### **Vision**

To be the leading university dedicated to the technology-supported delivery of "new generation" global knowledge and the development of competencies essential for a more prosperous and responsible global society.

### **Mission**

To offer educational programs that help students develop global skills and competencies to achieve their personal success and advance their careers.

### **Goals**

- To provide students personal and career advancement opportunities through a competency-based education and training model with a global and multicultural focus.
- To offer quality on-line and multi-modal degree and continuing education (non-degree) programs and courses featuring a "dual curriculum"® that combines "global competency" building curricula with the traditional academic approach. A "global competency", defined as a "competency (or competence) with global knowledge"®, is a specific set of skills or abilities needed to be able to successfully perform and compete at a global level.
- To provide highly effective, student-centered learning through multi-lingual, video course-based instruction and forum-based interaction with faculty and peers.
- To offer innovative, globally-relevant, interdisciplinary educational programs and courses ideal for joint and collaborative delivery with universities, business organizations and interested development agencies, thus promoting the concept of a "networked" university.

### **Objectives**

To this end, San Diego Global Knowledge University will:

- Support learning and teaching with a global perspective as its primary goal.
- Sustain long and short range planning as an integral part of the institution.
- Maintain a safe working environment for staff and faculty.
- Encourage free scholarly inquiry and protect the university as a forum for discussion and critical examination of ideas.
- Provide flexible scheduling to ensure access to education to working adult students.
- Allocate human and financial resources for student support services, educational programs, and library materials.
- Seek external funding to help economically disadvantaged students with partial tuition and scholarships.
- Recruit and retain highly qualified and culturally diverse faculty and staff.
- Incorporate technology to strengthen instruction, student services, and administration for planning and decision making purposes.
- Provide programs that support the admission, retention, and education of under-represented groups that have had limited access to education.
- Preserve and transmit the pluralistic, multilingual and multicultural heritage of our global society.

#### **Status**

San Diego Global Knowledge University is a private institution that is approved to operate by the Bureau for Private Postsecondary Education (BPPE), under School Code 76587244.

#### **Direct Assessment Competency-based Education: Dual Curriculum Design**

A unique characteristic of SDGKU programs and courses is a “Dual Curriculum Design” that integrates global knowledge-learning outcomes and global competency skill development. This combination of an academic learning track with an evidence-based skill development track provides for the student a well-rounded curriculum that merges theory with practice. Students must demonstrate that they have learned the content presented in their course and at the same time validate the application of those ideas through a practical project that shows evidence of real-life results (direct assessment). Students at SDGKU must commit to completing these requirements for a “Dual Curriculum”, which

typically exceeds the workload of a traditional academic curriculum. It is important to emphasize the difference between knowledge competence (having mastery of a body of knowledge) from skill competence (having mastery of specific skills). SDGKU integrates in its curricula the global competency track with the academic global knowledge track because competencies require relevant knowledge, and the global dimension requires the integration of knowledge and skills. Given this dual, knowledge and competency model of SDGKU’s curriculum, testing out of a course or program requires a student to demonstrate evidence of mastering the global skills involved through the implementation of a practical project, in addition to passing a comprehensive academic or knowledge exam.

#### **Testing Out Procedure**

Testing out of a course will allow students to potentially shorten the time for completion of their program and reduce the overall cost of education. In order for students to test out of a course they must petition in writing to the office of academic affairs their justification before the start of their program. Academic affairs will review their petition, and if determined justified based on previous experiential and/or academic achievement, the student will be allowed to take a comprehensive academic exam and submit a practical project as evidence of mastery of relevant competencies. Students must obtain a passing score of 70% for Bachelor’s Degree Program and 80 % for Master’s and Doctorate Programs on the comprehensive academic exam and receive a credit grade for their practical project in order to test out of the petitioned course. Students will be allowed to take the comprehensive exam one time, either in class or online. Students will be allowed to submit their practical project report in class or online, and will receive feedback one time from the office of academic affairs to remedy any deficiencies that may be identified. Students will have a maximum of one week to respond to the feedback to receive a credit grade for the practical project. There is no limit on the number of courses per program that a student can test out. Testing out of a course will reflect a Credit grade that does not affect a student’s cumulative GPA.

#### **Clarification of Degree Status/Authority and Accreditation**

San Diego Global Knowledge University was granted Eligibility Status by the Accrediting Commission for Senior Colleges and Universities of the Western

Association of Schools and Colleges (WASC: 985 Atlantic Avenue, Suite 100, Alameda, CA 94501), and is pursuing full accreditation with an accrediting agency recognized by the US Department of Education. At this time, SDGKU programs and courses are not accredited by an accrediting agency recognized by the US Department of Education.

Notice: A student enrolled in an unaccredited institution should be aware that if they request to transfer units to another university or college, the receiving institution may or may not accept the units of credit. A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California. Graduates of SDGKU degree programs may not be eligible to sit for applicable licensure exams in California and other States.

### **Financial Aid**

San Diego Global Knowledge University has a policy of selectively providing partial scholarships or grants to applicant students who may qualify by exceptional academic achievement or low-income conditions. Interested students must request this assistance as part of their Application for Admission.

San Diego Global Knowledge University does not participate in federal and state financial aid programs. A student enrolled at SDGKU is not eligible for federal financial aid programs.

### **Loans**

If the student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

### **Financial Solvency**

San Diego Global Knowledge University does not have a pending petition in bankruptcy, nor is operating as a debtor in possession, nor has filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

### **Complaint**

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 1-(888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet website [www.bppe.ca.gov](http://www.bppe.ca.gov).

### **2017-2018 General Catalog**

The San Diego Global Knowledge University General Catalog is published annually. The current catalog is in effect from January 1, 2017 to December 31, 2018. Though care is given to assure information in this publication is an accurate description of programs, policies, procedures, facilities, personnel, and other matters relevant to the operation of the San Diego Global Knowledge University, there may be additions and deletions. The catalog is not intended as a contract. As changes in the schedule, programs, policies, personnel, and other matters are made effective, they may supersede the descriptions found in this edition. Changes may occur in fees, courses, and announcements after the printing of the catalog.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by SDGKU may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

## **ADMISSIONS**

### **Application to the University**

The Office of Admissions and Records is supervised by the University Registrar. The Registrar is responsible for processing applications, determining admission eligibility, registering students, evaluating transcripts and producing official transcripts.

Individuals interested in registering at San Diego Global Knowledge University may apply online at [www.sdgku.com](http://www.sdgku.com), using the online application function. Students must complete all application and enrollment requirements, submitting all necessary documents via the online application function.

Students must supply complete and accurate information and must request official transcripts from the high school, community colleges, or universities they have attended. Official transcripts must be sent directly from the institution to the Registrar. The Registrar will accept transcripts issued to students only if they are certified by a public notary or other authority. Failure to file complete and authentic documents may result in denial of admission, cancellation of academic credit, suspension or expulsion.

The Office of Admissions and Records accepts applications on a continuous basis. The university does not set deadlines for accepting applications nor documents. Nevertheless, before students can register and attend classes, they must have a complete file and their transcripts evaluated. For transcript evaluation, the Registrar can accept unofficial transcripts while waiting for the official transcripts to arrive. Students should submit a copy of the "Request for Transcript" form or a letter demonstrating that transcripts were ordered. When the file is complete, the registrar adds the "Determination of Eligibility" stamp to the application. After all official transcripts and other documents have been reviewed; students complete the enrollment agreement and will be registered for classes.

A non-refundable fee of \$40.00 USD is required for admission. Checks should be made payable to "San Diego Global Knowledge University."

**Registration:** Applicants must complete all registration requirements prior to accessing or attending the first instructional session of the course or program of study. For degree programs, students must pay a registration fee of \$100.00 USD. For non-degree programs, the registration fee is \$50.00 USD.

**Student I.D.:** The university uses the Social Security number as a student's ID number for U.S. citizens or residents. Students' Social Security number identifies students' records. For citizens or residents of other countries who do not have a Social Security number, their government I.D. or federal voting card I.D. is acceptable.

All records submitted to the Registrar become the property of the University and are placed in the students' permanent file. No confidential information will be released without students' authorization. If students do not complete the admission application, the registrar will keep their records as prescribed by state regulations.

### **Application Acknowledgment**

The Registrar will send an "Application Acknowledgment" letter when a student's file is complete. If students have not received notification within six weeks, they should contact the Registrar's office to seek information. Applicants are not officially admitted until the Registrar sends the official "Notification of Acceptance" letter.

### **Admission Requirements**

For global competency certificates and other non-academic programs offered through SDGKU's Office of Continuing Education, students qualify for regular admissions if they submit

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com).
- A copy of their high school diploma (or equivalent) or higher.

For Non-degree academic, as well as Bachelor's Degree Programs and courses, student qualify for regular admission if they submit

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com).
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, units and content rigor are the same as those of a high school from an institution approved by the United States Department of Education.



For Master's and Doctorates degree programs and courses, students qualify for regular admissions if they submit

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com).
- Official transcripts of undergraduate record of a relevant bachelor's degree (and Master's degree for Doctorate applicants) from an institution previously approved by the State of California Bureau for Private Postsecondary Education (BPPE), public or private institution of higher learning credited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institution offering the bachelor's degree program documents that its minimum required courses of study, units and content rigor are the same as those of a bachelor's degree from an institution approved by the BPPE or accredited by an accrediting association recognized by the United States Department of Education.
- Students applying for the DBA program who do not have an MBA or a Masters degree in a business related field may have to take foundation courses in area of accounting, finance, and economics.

All degree programs are offered in English and Spanish in their entirety, except the Bachelors and D.B.A. degree programs.

### **International Students**

A foreign student is one who holds a United States visa as a student, an exchange visitor, or in other nonimmigrant classification, or one who enrolls on-line and resides or is a citizen of a country other than the U.S. Verification of financial resources and academic performance is an important consideration. Academic records and transcripts from foreign institutions must accompany the application.

### **Requirements:**

- Non-native English speakers must obtain a minimum score of 550 points in the "TOEFL" exam ([www.toefl.org](http://www.toefl.org)) or

Level 2 of the "ELPW" competency exam, submitting in each case to SDGKU the corresponding certificate of proficiency. The "Professor-in-Charge" for each instructional Module may give special assignments and incite Forum-based dialogues in English and Spanish (or other languages) in order to facilitate learning while at the same time promoting English-language proficiency whenever relevant. For courses in Spanish, students must provide proof of being citizens and residents of a Spanish-speaking country via their official passport or residency documents to ensure native proficiency.

- Foreign students must meet the same standards required of other students.
- Foreign students who decide to reside in San Diego while attending San Diego Global Knowledge University must apply for an I-20 form once they have received notification from the Registrar that they have been accepted into the university. Once they have received an I-20 form, they should.
  - a. Apply for a passport from the Foreign Ministry of their country.
  - b. Apply to the U.S. Consul in their country for a non-immigrant student visa. The visa permit is stamped on the passport, which gives permission to enter the United States and enroll in college.

SDGKU does not provide visa services nor will it vouch for student status, and any associated charges.

**Health insurance:** All visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment at the University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators.

**Financial verification:** Applicants must verify that funds are available to support enrollment before they obtain the I-20 Certificate of Nonimmigrant (F-1) Student Status. Applicants will be required to provide bank statements and other pertinent supporting documentation verifying that at least one year's funds are available.

**Non-residential Institution:** San Diego Global Knowledge University (SDGKU) has no responsibility to find or assist a student in finding housing. It is a non-residential institution. There are no dorms on campus to house students. There is no housing placement office in the counseling center. There are several apartment complexes near SDGKU's facilities and an estimate of the approximate cost or range of cost is \$1,500 to \$2,500 per month for a one bedroom unit.

**Late Registration**

Since SDGKU's programs are primarily web-based, students can register and enroll individually on-line for each program or Instructional Module (course) at any time. However, unless they have met all requirements for enrollment such as transcripts and payment of fees, they will not be allowed to access or start their SDGKU program of interest.

**Change of Program**

Students may drop and change a degree or non-degree program/course before attendance at the first class session, or the seventh day after enrollment, whichever is later.

**Prior Experiential Learning**

SDGKU does not award credit to students for prior experiential learning in any of its educational programs.

**Transferability of Units and Degrees**

"NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION: The transferability of credits the student earns at San Diego Global Knowledge University (SDGKU) is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in SDGKU's graduate level academic programs or non-academic programs is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that are earned at SDGKU are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of the course work at the institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to

transfer after attending SDGKU to determine if your credits or degree, diploma or certificate will transfer". Units earned at San Diego Global Knowledge University in most cases will not be transferable to any other college or university. In addition, if a student earned a degree, diploma, or certificate through San Diego Global Knowledge University, in most cases it will probably not serve as a basis for obtaining a higher level degree at another college or university. If the student wishes to transfer units to another college or university, the receiving university may or may not accept the units taken at San Diego Global Knowledge University. Before transferring, please verify if the other university will accept San Diego Global Knowledge University units.

San Diego Global Knowledge University has not entered into an articulation or transfer agreement with any other college or university.

No credit will be accepted from other institutions for students in transfer, including credits they earned at other institutions, or through challenge examinations and achievement tests, or admission requirements for ability-to-benefit students. SDGKU's institutional policy on transfer is that none is allowed.

**Student Counseling and Career Services**

SDGKU provides counseling and guidance services on personal or academic problems, as well as career services. Services to assist students include conducting a job search, personality and strength assessments, resume-writing techniques, and interviewing tips. The Chief Academic Officer provides these services upon request. The Institution does not guarantee placement or the starting salary of its graduates.

**TUITION AND FEES**

**Program Costs** (Effective January 2017)

<i>Non-Degree, Academic Program</i>	
Tuition per one (1) unit	\$534.00
Tuition per three (3) unit	\$1,602.00
Tuition for program (24) units	\$12,816.00
Application, Registration, and Fees	\$1,060.00
<b>Total Cost</b>	<b>\$14,000.00</b>
 <i>Bachelor's Program</i>	
Tuition per one (1) unit	\$300.00
Tuition per three (3) unit	\$900.00
Tuition for program (126) units	\$37,800.00
Application, Registration, and Fees	\$2,340.00

**Total Cost** **\$40,140.00**

*Master's Programs*

Tuition per one (1) unit \$400.00  
 Tuition per three (3) unit \$1,200.00  
 Tuition for program (45) units \$18,000.00  
 Application, Registration, and Fees \$1,765.00  
**Total Cost** **\$19,905.00**

*Ph.D. Program*

Tuition per one (1) unit \$500.00  
 Tuition per three (3) unit \$1,500.00  
 Tuition for program (72) units \$36,000.00  
 Application, Registration, and Fees \$2,905.00  
**Total Cost** **\$38,905.00**

*D.B.A. Program*

Tuition per one (1) unit \$500.00  
 Tuition per three (3) unit \$1,500.00  
 Tuition for program (63) units \$31,500.00  
 Application, Registration, and Fees \$2,765.00  
**Total Cost** **\$34,405.00**

*Non-Degree CEU Courses*

Cost per one (1) CEU \$90.00  
 Tuition per two (3) CEU's \$270.00  
 Tuition per three (6) CEU's \$540.00  
 Tuition per ten (10) CEU's \$900.00  
 Registration, and Fees \$150.00  
**Total Cost per course:**  
**Distance Activity Coordination \$1,050.00**  
**Distance Activity Instruction \$1,050.00**  
**Distance Activity Consulting \$1,050.00**  
**Intl. Managerial Leadership \$1,050.00**  
**Organizational Synchronization \$1,050.00**  
**Systems Analysis \$1,050.00**  
**ITC Annual Series Diploma \$690.00**  
**ELPW \$420.00**

Students are required to pay fees at the time of registration. Visa, MasterCard and American Express credit cards may be used on-line for payment of student fees. Tuition is due and payable prior to the first session of each course.

The SDGKU administration reserves the right to modify tuition and fees at any time. Students will be notified before the next registration day or immediately on-line via [www.sdgku.com](http://www.sdgku.com).

**Withdrawal and Refund Policy**

SDGKU expects students to register for courses with the understanding that they will remain in the course for the entire curriculum. A refund policy has been

established so that students who withdraw from class will share in costs incurred. It is the student's responsibility to inform the admission's office immediately of their intent to withdraw from a course by completing the "Drop Class" Form. The effective date of withdrawal will be the day of approval in the "Drop Class" Form by SDGKU.

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. This is applicable to on-ground, online, and hybrid courses.

If students paid fees and did not access the instructional program, or attend class, all fees except for the non-refundable registration/enrollment fee will be returned to them. The refund will be mailed within 30 days from the time of the withdrawal or cancellation, according to the schedule below.

Students may withdraw from a course after instruction has started and receive a pro-rata refund for the unused portion of the tuition and other refundable charges if the student has completed 60% or less of the instruction. If the university cancels or discontinues a course, the university will make a full refund of all charges. Refunds will be paid within 30 days of cancellation or withdrawal.

**After attending**

For a Non-Degree or Master's Degree course:	\$900.00
1st session or on-line module	5 hours \$765.00
2nd session or on-line module	10 hours \$646.00
3rd session or on-line module	15 hours \$553.00
4th session or on-line module	20 hours \$463.00
5th session or on-line module	25 hours \$370.00
6th session or on-line module	30 hours \$279.00
After 6 <sup>th</sup> session	no refund

For a 3 unit Doctorate Degree course the same pro-rata calculation is made based on a cost of \$1,500.00.

Refunds due to students are not automatically disbursed. No refund will be due unless the students' account has a credit balance. Students must request a refund by contacting the Registrar's office directly. Refunds will be processed and issued within thirty working days from the receipt of the notice. It is students' responsibility to make sure their address on file is correct.

### **Enrollment Agreement**

All students are required to sign an enrollment agreement before beginning classes or accessing on-line instruction. The enrollment agreement includes items pertaining to tuition and fees, billing, attendance, financial assistance, payment options and other matters of enrollment. The agreement is a legally binding instrument when signed by the student and accepted by the university. The agreement acknowledges that the student has had time to read and understand the terms. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

### **Payments and Release of Records**

Degrees are granted and transcripts are released only after all financial obligations to San Diego Global Knowledge University have been satisfied. All records and services are withheld from students who have any outstanding financial obligations to the University according to state guidelines. If students have made partial payment of their tuition obligation, the university may only withhold that portion of the grades or transcript that corresponds on a pro rata basis to the amount of tuition or loan obligation the students have not paid. If the course of study consists of only one course, the institution may withhold the grades or the transcript until the tuition or loan obligation is paid in full.

### **Maintenance/Retention of Records**

SDGKU has the policy of maintaining all records for at least five years at its primary administrative location. Transcripts in particular shall be kept permanently. SDGKU will maintain a file for each student who enrolls whether or not the student completes the educational program.

### **General Fees**

Application fee (non-refundable, one time, for degree Programs only) \$40.00

Registration fee (non-refundable, one time)  
Non-Degree Program \$100.00  
Degree Programs \$100.00  
Non-Degree Courses \$50.00

Other Fees (Online Materials)

Non-Degree Program \$945.00  
Bachelors Program \$2,200.00  
Masters Program \$1,765.00  
Doctoral Programs \$2,765.00

Textbooks per course \$25-200  
Transcript fee (by request) \$30.00  
Replacement diploma (by request) \$30.00  
Returned check or invalid credit card fee (for any cause) \$ 25.00

Student Tuition Recovery Fund (STRF)  
Assessment Fee (non-refundable): \$0 per \$1,000 of SDGKU charges rounded to nearest thousand dollars.

### **STUDENT TUITION RECOVERY FUND (STRF) DISCLOSURE**

It is a State requirement that a student who pays his or her tuition is required to pay a State –imposed assessment for the “Student Tuition Recovery Fund (STRF)”.

The Student Tuition Recovery Fund (STRF) was established by the Legislature to protect any California resident who attends a private postsecondary institution from losing money if you prepaid tuition and suffered a financial loss as a result of the school closing, failing to live up to its enrollment agreement, or refusing to pay a court judgment.

To be eligible for STRF, you must be a “California resident”, which means a person who resides in California at the time the enrollment agreement is signed or when the person receives lessons at a California mailing address from an approved institution offering distance education.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have 4 years from the date of closure to file a STRF application. If a judgment is obtained you must file a STRF application within two years of the final judgment. It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA, 95833, [www.bppe.ca.gov](http://www.bppe.ca.gov), toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

## **ACADEMIC SUPPORT**

### **Library**

SDGKU students have access to on-line references and e-links to numerous instructional support resources. The SDGKU Chief Librarian is available via telephone (619-934-0797) or email ([lkee@sdgku.com](mailto:lkee@sdgku.com)) during regular business hours (Mon-Fri, 9AM-5PM, except holidays) to help students plan any of their research projects or to identify where they can find books and other materials.

### **Instructional Support**

The Office of Academic Affairs (OAA) is responsible for the planning and scheduling of courses and programs. The OAA oversees activities of advisement, admissions and records, academic programs, Office of Continuing Education, Library and support educational materials, and the publication of the University catalog.

If instructors identify students who are having problems, they fill out a referral and send it to the OAA. The OAA and instructors design a remedial study plan for students to follow.

### **Academic Advising**

At the time of enrollment, students are assigned an advisor. Initially, the OAA will be the primary advisor. Student reserves the right to request a particular faculty member as an advisor. Academic advisement is of utmost importance for first-time students.

### **Office of Admission and Records**

The Office of Admissions and Records serves in admission advising, processing applications for admissions, admitting eligible applicants, registering students in classes, establishing and maintaining academic records of students, and evaluating students' academic records for graduation.

The Office of Admissions and Records, directed by the Registrar, is also responsible for collecting statistical data on admission, enrollment, and graduates for purposes of research and evaluation, and reports to different departments, and to partner institutions.

### **Instructional, Administrative, and Technology Facilities and Services**

The instructional services and administrative electronic processing and data collection, including student admissions, grades, fiscal and property accounting, personnel, and other functions are provided from an advanced web-based proprietary content management and course-builder system. The administration, faculty, instructors and staff all have 24/7 access to this e-infrastructure via the SDGKU website [www.sdgku.com](http://www.sdgku.com). SDGKU is a pioneer of video-based instruction. Its unique broadcast quality, pre-produced seminars/lectures are complemented with instructional manuals, competency-building tests, selected readings, reports, projects and action plan exercises to maximize the student's learning and skill acquisition in each course and curricular module. Online templates are used by students to submit most of these assignments to their professors/instructors, who will respond in a maximum of seven days depending on type of assignment and the scope of the evaluation.

For on ground classroom instruction, a 250 sq. ft. conference room is available, with Bluetooth connectivity and Internet access. In addition, there is a 1000 sq. ft. collaboration area for students to study individually or in a group setting. All technology and equipment, such as WiFi, monitors, as well as desks and chairs are made available to students. All classes are held at 1095 K St., Ste. B., San Diego, CA 92101.

For on-ground courses, the total course hours of instruction (45 hrs) are in a classroom setting. The course length is 5 weeks, with 9 hours of

instructional time per week. For hybrid courses, the course length is 5 weeks, with 6 hours of classroom instructional time per week and 3 hours of online instructional time per week. For online courses, students do not attend classroom sessions.

### **Graduates and Alumni Relations**

SDGKU graduates of academic and non-academic programs develop mastery of at least one global competency, and are usually leaders in their organizations and communities. Academic achievement of M.S. degree graduates is exceptional, with an overall GPA average of 3.4, and the action plans and practical projects that they propose and implement as part of the curriculum are usually aligned with the needs and interests of their employers or community of interest.

The mission of the SDGKU Alumni Association (SDGKU-AA) is to promote and strengthen academic and professional ties and networks with the growing global community of these distinguished graduates from its academic and non-academic programs. It is an important and valuable resource in support of SDGKU's global outreach. Members of SDGKU-AA are invited to attend events and activities throughout the year. SDGKU's Director of Global Operations, in charge of this development program, maintains a data base on all alumni, and promotes e-networking for sharing knowledge with SDGKU's global community.

## **STUDENT RIGHTS**

### **Responsibility**

SDGKU students are expected to observe standards of conduct consistent with respect for the law, the fulfillment of contractual obligations, consideration for the rights of others, and a high level of personal integrity. All members of the college, students, staff and faculty, should be aware that their behavior, both online and off-line, reflects on the university.

### **Student Privacy Rights and Policies**

The Federal Family Educational Rights and Privacy Act of 1974 and its regulations adopted thereunder and California Education Code 67100 et seq. were designed to protect the privacy of students concerning their records. Institutions must provide students access to records directly related to them and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate,

misleading or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law requires that written consent of the student be received before releasing personally identifiable data about the student's own records to other than a specified list of exceptions.

The San Diego Global Knowledge University has adopted a set of policies and procedures concerning implementation of its statutes and regulations. Students may request copies of these policies and procedures concerning implementation of statutes and regulations in the Office of Academic Affairs. Among the types of information included in the campus statement of policies and procedures are the following:

- The type of student records and the information contained in them
- The official responsible for the maintenance of each type of record
- The location of access lists which indicate persons requesting or receiving information from the record
- Policies for reviewing and expunging records
- The access rights of students
- The procedures for challenging the content of student records
  
- The cost, which will be charged for reproducing copies of records
- The right of students to file a complaint with the Department of Education

The office to review complaints and adjudicate violations is:

The Family Educational Rights and Privacy Act Office (FERPA)  
U.S. Department of Education  
330 "C" Street, Room 4511  
Washington, D.C. 20202

Under the Act, SDGKU is authorized to release information concerning students. This information may include the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

The above information is subject to release by the university at any time unless the campus has received prior written objections from students specifying information, which students request and be released. Written objections should be sent to the Office of Academic Affairs.

The university is authorized to provide access to student records to campus officials and employees who have legitimate educational interest in such access. These persons are those who have responsibilities in connection with the campus' academic, administrative or service functions and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

The University is required by law to release information to state agencies on request concerning students who have requested in writing that such information be released to state agencies. Students will have an opportunity to request in writing release of such information. Students will also have an opportunity to forbid release of such directory information to state agencies or any other person or organization. The University will retain discretion regarding the release of such information to agencies of the State of California in cases where the student has neither requested nor forbidden the release of directory information concerning himself or herself to agencies of the State of California on request for purposes of recruitment. Appeal to either request or forbid the release of directory information to State Agencies for recruitment purposes also must be made at the Student Services Office.

**Racial and Sexual Harassment:** San Diego Global Knowledge University student body is made up of individuals from diverse ethnic, linguistic, racial, and cultural groups. It is essential that all members of the university recognize the need for an awareness of, sensitivity to, and respect for the cultural heritage, gender, disability, and sexual orientation of others. An individual's or group's action or activities which promote degrading or demeaning social stereotypes based on race, age, ethnicity, national origin, gender, sexual orientation, religion, or disability will not be tolerated.

Students who behave abusively toward members of the SDGKU community based on the aforementioned criteria will face serious consequences and will be subject to disciplinary action. Any student who commits acts of sexual or racial harassment manifested by acts of physical abuse, threats of physical abuse, verbal abuse, and/or hazing activities may be subject to suspension or expulsion from the university.

**Nondiscrimination on the Basis of Gender:** San Diego Global Knowledge University does not discriminate on the basis of gender in its programs or activities. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted thereunder prohibit discrimination on the basis of gender in education programs and activities. Such programs include the admission and employment of students. SDGKU is committed to providing equal opportunities to men and women students in all programs.

**Sexual Assault and Acquaintance Rape:** The University will not tolerate sexual assault in any form, including date/acquaintance rape. Every allegation of sexual assault will be reported to the police. Where there is reason to believe that the university's regulations prohibiting sexual assault have been violated, the university will pursue strong disciplinary action. This discipline includes the possibility of suspension and dismissal or termination from the University.

Any employee, student or other person at the university who commits a rape or other crime of a sexual nature specified in the California Penal Code can be criminally prosecuted. In addition, employees and students can be disciplined under the California Education Code even if the criminal justice authorities or the person assaulted choose not to pursue criminal prosecution.

**Discrimination on the Basis of Race, Color, or National Origin:** SDGKU complies with the requirements of Title VI of the Civil Rights Act of 1964 and the regulations adopted thereunder. No person shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of the University.

**Discrimination on the Basis of Age:** SDGKU complies with the provisions of the Age Discrimination Act of 1975 and the regulations developed under the law. The Act states that no

person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

**Discrimination on the Basis of Disability:** SDGKU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. The Americans with Disabilities Act, as well as Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder prohibit such discrimination.

**Discrimination on the Basis of Marital Status, Religion, or Sexual Orientation:** The University does not discriminate on the basis of marital status, religion, or sexual orientation. Students are urged to refer any complaint of any type of harassment to the Office of the Vice President of Academic Affairs.

#### Policies on Drug Use

**Alcohol and other drugs:** The University policy regarding the possession, use, and/or sale of alcoholic beverages or illicit drugs by SDGKU staff, faculty or visiting students is governed by state and municipal law and further governed by the Student Conduct Code. The university expects that individuals and groups will conduct themselves and operate within the scope of the rules and regulations. Proven violations of these policies and regulations will lead to serious consequences and may include criminal prosecutions as well as suspension.

**Grievance Procedures:** Procedures have been established for use by students who feel discriminated against on the basis of gender, disabled condition, race, color, national origin, sexual orientation, or age. Students wishing to initiate a grievance are advised to obtain written instructions on the filing of grievances from the Office of Academic Affairs.

#### Grading Policies

Grades are determined by instructors in a number of ways. Professors choose criteria to determine grades in their classes. This may include the quality of work done on assignments, promptness in doing assigned work, attendance and participation. Professors will publish their criteria in the syllabus or instructional guide announced to students on the first learning module.



Letter Grade	Numerical Grade	Grade Points
A	95-100 (Excellent)	4.00
A-	90-94	3.75
B+	87-89	3.35
B	83-86 (Good-Grad Average)	3.00
B-	80-82	2.75
C+	77-79	2.35
C	73-76 (Undergrade Average)	2.00
C-	70-72	1.75
D+	67-69	1.35
D	63-66 (Poor)	1.00
D-	60-62	0.75
F	Failure	0

**Other symbols**

CR	Credit	Non-academic work approved
NC	No Credit	Non-academic work not approved
I	Incomplete	Academic work not completed, but with approval of a justified reason, may finish course requirements within a month from end of course with no consequences to grade
IP	In Progress	Academic work not completed and presently in progress
TR	Transfer Credits	Does not affect GPA, receives credit only
R	Repeat	For failed courses that have been repeated
W	Withdrawal	Not computed into GPA

**Incomplete Grades:** Incomplete grades (I) are authorized by the instructors only for those students who may have special circumstances that would warrant extended time to complete assignments. After assignments have been completed, instructors submit the new grade on the Incomplete Grade form sheet. If students do not complete assignments within one month, the grade will automatically change to a "D."

**Withdrawal:** If students withdraw from a course or from the university, they should contact the Office of the Registrar as soon as possible to obtain a clearance. Failure to do so may result in an "F" being posted on their permanent record. It will also mean that any refunds, which are due, will be forfeited. "W" is not computed into students' GPA.

Students may repeat a class (R). The first grade is substituted by the second grade. Only the repeat grade will be used in averaging the GPA. Students also forfeit the units.

**Grading Guidelines:** The following guidelines on grading have been designed for both faculty and students.

- The evaluation of students' performance in a course and the appropriate grade is the responsibility of the instructor.
- Instructors should clearly explain in the course syllabus, grading criteria and the expectations on all written assignments or tests.
- To prevent allegations of plagiarism on written assignments, students should be warned that all direct and indirect quotations from other sources should be properly acknowledged. The instructor should explain the extent to which the student's paper is expected to be independent of the references and clearly distinguishable from them.
- Instructors should be willing to give students an explanation of their grade. Instructors are expected to return graded assignments to students in a timely manner.
- Except for a clerical error in calculating a grade, instructors may not change a course grade after the grade has been submitted to the Registrar via the SDGKU electronic system. This regulation is designed to protect the faculty from student pressure.

**Satisfactory Academic Progress**

SDGKU's Satisfactory Academic Progress (SAP) standards measure each student's quantitative (credit completion) and qualitative (cumulative grade point average) progress toward the completion of the student's program. The SAP standards are consistently applied to all students (e.g., fulltime, part-time) in establishing academic achievement.

**SAP Evaluation Periods:** SDGKU SAP standards measure a student SAP at the completion of the course. The University can provide an academic grade report to each student at the end of the each

course, which will include grades earned in each course attempted.

**Maximum Time Frame:** The maximum time frame in which a student may complete his or her program is the period of time in which it will take the student to attempt 150% of the academic credits contained in his or her program.

**Quantitative Requirement Credit Completion:** Each student must complete a minimum number of credits by the end of each SAP evaluation period. Only satisfactorily complete course credits are counted as credits completed. To be making SAP, a student must complete a minimum of 67% of the attempted credits at each evaluation period.

**Qualitative Requirements:** SDGKU measures qualitative progress on the basis on a 4.0 scale. All course for which a student receive a grade will be included when calculating the student's Cumulative Grade Point Average (CGPA). A grade of Withdrawal (W) or incomplete (I) will not include when calculating the student's GPA.

**Academic/Financial Aid Warning:** Student who do not meet the minimum standards for credits completed or cumulative grade point average in accordance with the requirements at the appropriate evaluation level will receive written notification from the Registrar stating that he or she is being place on Academic Warning. A student in Academic Warning status will have one additional period (5 weeks). If the student does not achieve SAP he or she will be placed on probation.

**SAP Appeals & Probation:** The University will dismiss students who fail to meet SAP requirements after an Academic Probation period. Students are permitted to appeal the dismissal from the University. A SAP appeal must be filed within 30 days of receiving notice of the failure to achieve SAP after an Academic Warning period.

**Reinstatement:** A student who has been suspended, disqualified or dismissed and who desires to apply for reinstatement must submit a written petition to the Office of Academic Affairs (OAA). The petition must include convincing evidence that the student will be ready and able to make satisfactory progress.

A student who petitions the OAA due to lack of academic progress must include documentation on the following:

- The rate of progress was slowed as a result of a physical disability or medical condition
- or for other extenuating circumstances, as properly documented

Students who fail to meet OAA conditions will be dismissed from SDGKU. These disqualified students may apply for new admission to SDGKU after three months have elapsed by completing all the administrative and cost requirements of a regular entering student at the date of application.

**Repetition of Courses and Grade Changes:** Students are obligated to repeat a failed course for graduation. Students may repeat any course to raise their GPA. The original grade entry will be changed to a (R), and will not be considered as units attempted in computing the grade point average. In order to properly document the repeated course, it is the students' responsibility to notify the Office of the Registrar that the course has been repeated.

No course may be repeated more than once. Any exception must be authorized by the OAA.

All grades are final. Review of records may be conducted if the possibility of a clerical or computational error exists.

**Student Ethical Behavior:** The personal behavior and ethical conduct of students impact on the climate and reputation of the entire institution. It is essential that students act with integrity and with respect toward all members of the university community. The University assumes that all students will conduct themselves as mature, responsible and courteous individuals who will comply with all policies and regulations.

### **Cancellation**

The student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. To obtain the refund a notice must be submitted to "SDGKU Administration Services, 1095 K Street, Suite B, San Diego, CA 92101" by midnight following the first day of scheduled instruction or no later than the seventh day after enrollment, whichever is later. The appropriate form is available by request

from SDGKU if you wish to cancel the enrollment contract, but your notice may take any form as long as it is written and states that you no longer wish to be bound by this agreement. If delivery of the cancellation form is sent by mail, the notice must be postmarked on/or before the date notice is required. All of the above is applicable to on-ground, online, and hybrid courses.

### **Expulsion, Suspension and Probation of Students**

The following procedures consonant with the due process have been approved by the President of the university. Any student on campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following:

- Cheating or plagiarism in connection with any academic program
- Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information
- Misrepresentation of oneself or of an organization to be an agent of the university
- Obstruction or disruption, on or off university property, of the educational process, administrative process or other function
- Physical abuse of the person or property of any members of the university, of their family, or the threat of such physical abuse
- Theft of, or non-accidental damage to, university property, or property in the possession of, or owned by, members of the university
- Unauthorized entry into, unauthorized use of, or misuse of university property
- On university property, the sale of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis
- Knowing, possessing, or use of explosives, dangerous chemicals or deadly weapons on university property or at an on-line forum or bulletin board

- Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function
- Abusive behavior, directed toward, or hazing of, a member of the university campus
- Violation of any order of the university president, notice of which had been given prior to such violation and during the academic term in which the violation occurs; either by publication in the university bulletin, or by posting notice on an official bulletin board designated for this purpose, and which order is consistent with any of the other provisions of this section
- Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation

The following terms are defined as:

(1) "Member of the university" is defined as meaning San Diego Global Knowledge University administration, academic, non-academic and administrative personnel, students, and other persons on the university property and at other university functions.

(2) The term "university or campus property" includes: real or personal property in the possession of, or under the control of, the Administration of San Diego Global Knowledge University.

(3) The term "deadly weapons" includes any instrument or weapon of the kind known as a blackjack, sling shot, billy, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club

(4) The term "behavior" includes conduct and expression

(5) The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with

regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the university, but the term “hazing” does not include athletic events or other similar contests or competitions.

**Disposition of Fees:** The President of the university may place on probation, suspend, or expel a student for one or more of the causes enumerated. No fees or tuition paid by or for such students for the session in which he or she is suspended or expelled will be refunded. If the student is readmitted before the close of the session in which he or she is suspended, no additional tuition or fees will be required of the student on account of the suspension.

**Disciplinary Hearing:** The President of the university shall take appropriate disciplinary action against any student, members of the faculty, members of the support staff, or member of the administration of the university who after a prompt hearing by a university body, has been found to have willfully disrupted the orderly operation of the university. Nothing in this section shall be construed to prohibit, where an immediate suspension is required in order to protect lives or property and to insure the maintenance of order, interim suspension pending a hearing, provided that a reasonable opportunity be afforded the suspended person for a hearing within 10 days. The disciplinary action may include, but need not be limited to, suspension, dismissal, or expulsion. These provisions shall be applicable to any university employee dismissed pursuant to this section.

**Academic Dishonesty:** The maintenance of academic integrity and quality education is the responsibility of each student. Cheating and plagiarism in connection with an academic program is listed as an offense for which student may be expelled, suspended, or given less severe disciplinary sanction.

Academic dishonesty is a serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the university programs. These may include: cheating, fabrication, and plagiarism.

### **Academic Grievances and Grade Appeals**

The university provides procedures for the orderly processing of grievances by students against members of the faculty and for the appeal of assigned

grades. The Board is empowered to act upon grievances and appeals, which are properly filed.

Academic grievances may be filed when a student feels aggrieved in (non-grade) matters concerning an academic decision, action or judgment by a faculty member. A grade appeal may be filed when a student believes a grade is based on error, violation of university policy, refusal by the instructor to report a grade, discrimination or other improper conduct toward the student. Grade appeals based wholly or in part on a subjective or qualitative judgment of an instructor will not be considered by the Board.

Students are encouraged to resolve matters informally with the faculty member prior to filing an academic grievance or grade appeal. Students should also seek the review of the appropriate department chair or designee. If the matter cannot be resolved in this manner, the student may file a formal grievance or grade appeal. The grievance or appeal must be presented in writing within six months in which the matter occurred or the grade assigned.

**Grounds for a Grade Appeal:** Students may disagree with a grade given by an instructor. The only circumstances which allow a student to appeal a grade are when one or a combination of the following events occurs:

- An error in calculating the grade
- Failure of the instructor to notify students clearly and promptly of the criteria for grade determination
- Assignment of a grade based on reasons other than the announced criteria and standards
- Assignment of a grade based on factors other than the student achievement, e.g., prejudice or discrimination
- Inconsistent or inequality applied standards for evaluation of student academic performance

The following procedures are to be followed:

**Initial Inquiry:** Any appeal of grades by a student must be communicated to the instructor in writing, within 45 days following the completion of the course. It is the responsibility of the student

appealing a grade to base the appeal on clear and substantive grounds. A mere disagreement with an instructor's judgment is not sufficient. Appeals based on a desire to improve a grade through additional work or retesting are not acceptable.

**Grade Appeals Committee:** If, after the student has consulted with the instructor, the appeal cannot be resolved, the student must put the appeal in writing to the Chief Academic Officer (CAO) within 30 days of the written appeal to the instructor. The student must provide relevant evidence in this written request for a grade appeal. The CAO or designee will forward the written statement to the instructor for a response, which should be received from the instructor within 30 days. The instructor's written response will be forwarded to the student with a copy to the vice-president.

If the appeal remains unresolved, the CAO will refer all documentation to the academic appeal's committee, which is a standing committee. The academic appeal's committee consists of three people: the CAO's designee and at least two faculty members appointed by the CAO. The academic appeal's committee will consider the documentation provided and may decide:

- To change the instructor's grade
- To grant the student a grade appeal hearing
- That there is not sufficient evidence to justify a grade appeal hearing

The academic appeals committee will render a final decision within 30 days of receiving documentation from the CAO. The decision is forwarded to the Chief Academic Officer who informs the student, the instructor and the Registrar's Office of the decision in writing.

The decision of the academic appeal's committee on these matters is final and cannot be appealed unless the student has raised issues of discrimination in which case the student should follow the procedures on grievances related to discrimination or sexual harassment.

**The Grade Appeal Hearing:** If the academic appeal's committee decides that a grade appeal hearing is justified, the student, the vice-president, and the instructor are notified. The grade appeal hearing should be held within the 90 days of the student's original written appeal. The hearing will be conducted by the academic appeal's committee, which will hear and consider relevant evidence and

statements from the student, the instructor, and a student advocate.

Based on the grounds for a grade appeal described above, the written documentation, and the statement made at the grade appeal hearing, the academic appeal's committee will render a final decision within ten days of the hearing. This decision is forwarded to the Chief Academic Officer and the Registrar's Office in writing.

**Grievance Policy:** First Step – Anyone with a grievance or complaint may request an individual conference with the instructor or staff member to discuss the matter. Conferences can be done via telephone, Skype or other videoconferencing technologies, or in-person if possible.

Second Step – If a satisfactory resolution to the problem is not reached, the aggrieved party should seek guidance from the Chief Academic Officer.

Third Step – If the second step has not resolved the grievance, the aggrieved party should seek guidance from the Academic Appeals Committee, if it is an academic issue. Otherwise, the aggrieved party should proceed to step 4.

Fourth Step – If the previous steps have not resolved the grievance within 48 hours of the incident, the aggrieved party must present to the President, in writing, all facts of the grievance.

Within 24 hours, upon receipt of the written information, the CAO will schedule a Grievance Committee hearing. The time of the meeting will be communicated in writing to all parties. The Committee will consist of the CAO, and two staff/faculty members not involved with the incident in question.

All persons or their representatives involved with the incident must be present at the time of the hearing. All parties involved will be given the opportunity to discuss the grievance. The Grievance Committee will excuse all parties involved in the grievance and immediately review and conclude the case. The decision of the Committee will be communicated to those involved in the incident within 48 hours. The Committee's decision will be final.

## **STUDENT SERVICES**

### **Student Services/OLE**

San Diego Global Knowledge University provides a number of services to support students' academic and professional goals. Student services include student advising and scheduling, records evaluation, tuition assistance, library, Internet access, and on-line university information.

Faculty/student and student/student interaction and communication is facilitated at different levels through asynchronous "forum-based" written messaging and electronic bulletin board, as well as email, teleconferencing, videoconferencing, and face-to-face meetings. This interactive capability is an essential component of SDGKU's "Optimum Learning Environment" (OLE) in our learning management system (LMS), where video, audio and electronic text are integrated and sequenced to enhance student comprehension. The program is designed to maximize students' learning and academic progress through interaction with each other and with their instructors.

**Orientation:** The Office of the Chief Academic Officer conducts orientation sessions for interested entering students. The orientation takes approximately one hour, and it is done at a distance or in a face-to-face modality. Students interested in a university orientation of new students should call the office and request an appointment.

### **Advisement**

All students are expected to meet face to face or at a distance upon enrollment with a designated academic advisor. Students may refer to their student account on the SDGKU website to monitor their progress. It is the students' responsibility to follow it and seek assistance from SDGKU through the various contacts and support provided by SDGKU.

**Website:** Students have access to program and course information on their SDGKU Student Portal, including the beginning date, the instructor, required textbooks, and electronic links for their purchase.

### **Student Records**

Students can also access their private records by using their own password. Strict security measures are in place to protect students' privacy. Students are admonished not to share their password with other

students. Students can view courses completed and their grades.

### **International Student Program**

The International Program is under the direction of the Chief Academic Officer (CAO). The office of the CAO provides services to all international students after they have been formally admitted to the University and who decide to reside in San Diego. The Office assists international students in: (In planning stages)

- (1) Complying with the laws and regulations of the U.S. Immigration and naturalization Service
- (2) Dealing with academic or personal events so that international students can share their national heritage with the SDGKU educational community. An orientation is provided at the beginning to assist international students in adjusting to the campus environment and to American customs

**Outreach and Recruitment:** Outreach and Recruitment activities are part of the SDGKU development plan. Throughout the year the President, Officers and staff of SDGKU make presentations at university campuses in the San Diego region, nationally and internationally to attract the best academic and professional talent for its academic and non-academic programs.

**Institutional Relations:** The Chief Academic Officer (CAO) is responsible for advancing cooperative relationships between SDGKU and other California schools and colleges. The office informs present and prospective students of their access to all campus information to promote their success at SDGKU.

### **Disabled Student Services**

The Office of Academic Affairs ensures that students with disabilities are provided all services provided equitably. Services include priority registration, registration assistance, proctoring of exam, referral to on-campus and off-campus resources.

## **ACADEMIC PROGRAMS**

### **Academic Year**

The academic year for online courses is the calendar year, January through December. For hybrid and on ground courses in 2017, the Fall semester begins on August 8 and ends December 23.

Courses and programs have maximum durations clearly indicated in the respective course descriptions. New students or continuing students may enroll at any given date or time. Due to the intensive structure of SDGKU courses, students register for only one degree or non-degree course at a time. Students, who wish to register for more than three (3) units in one month, must complete an Academic/Continuing Education Overload Form in the registrar's office and have the form signed by their academic advisor.

### **Unit of Credit**

Academic courses at San Diego Global Knowledge University carry a three (3) semester-equivalent unit value unless specified otherwise in parentheses in the course description. Students are expected to study at least two (2) hours outside of class for every "contact" hour of video-based instruction.

### **Educational Objectives/Student Achievement/Standards**

San Diego Global Knowledge University is committed to ensuring that faculty, instructors and students are aware of what students need to know and do as graduates of SDGKU academic and non-academic programs, consistent with its purposes and character. The sections entitled "Bachelor of Science, Master of Science and Doctorate Degrees" and "Office of Continuing Education" of this General Catalog describe the established educational objectives by program, and the section "Course Description" lists them by course.

In particular, for SDGKU's Bachelor of Science Degree, Master of Science Degree and Doctorate programs, the publication entitled

- "Educational Objectives: A Guide for SDGKU Faculty, Instructors, Students and Community" SDGKU/ M.A Cardenas, 2013-2014, ISBN # 1-930736-00-2

is available online at [www.sdgku.com](http://www.sdgku.com) or by mail order, and provides a detailed description of these educational objectives by course. These publications are made available to Bachelor, M.S. and Doctorate degree students upon their admission to SDGKU, as well as the criteria SDGKU faculty/instructors apply for measuring and evaluating the level of achievement of these learning goals by the students.

Educational objectives per course are revised every three years by an academic committee consisting of two or more designated faculty/instructors, thus assuring academic quality and relevancy.

Through its purposes and educational objectives, SDGKU dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. SDGKU functions with integrity and autonomy, pursuing the highest ideals for its students in the process of preparing them as citizens and leaders more globally competitive and responsible.

SDGKU graduates master knowledge across various academic disciplines particularly relevant to the global system, its processes and dynamics. These include systems analysis, business and management, communication, economics, demography, information and telecommunications technologies, health and the environment, technology transfer and others. Through their action plan reports and essays they submit as part of their course work, they acquire and master skills in expository and creative writing, in the use of reasoning to solve complex real-life problems, and in synthesizing interdisciplinary experiences and knowledge. As graduates, they are expected to be able to function in a technological and pluralistic society, with mastery of at least one global competency. These are the standards for student achievement at SDGKU.

### **Non-degree, Academic Program Offered**

San Diego Global Knowledge University offers the following non-degree, academic certificates:

- Full Stack Development Immersive

### **Degrees Offered**

San Diego Global Knowledge University offers the following academic degrees:

#### **Bachelor's Degree**

- Global Management

### Master's Degrees

- International Management
- Communication and Technology

### Doctorate Degrees

- Global Management DBA
- Global Systems Ph. D.

**Academic Regulations:** All students are subject to the academic regulations of the university. Students are responsible for ensuring that they are aware of and meet all departmental and university requirements. It is the student's responsibility to learn about academic deadlines.

### Classification of Students

- Regular students: Students who have met all requirements.
- Probationary students: The following are reasons for students being placed on probation
- Disciplinary probation: Students who have failed to live up to the standards and rules of the university, and are being considered for dismissal. Those who are dismissed from school may not apply for admission for a full academic year
- Academic probation: Students whose GPA for any course falls below

(0-12 units)	2.0
(13-36 units)	2.35
(37 and more units)	2.75

Students on probation are restricted in the number of units they are allowed to carry. No more than three courses/sessions of academic probation are allowed. If students are on probation, they will be advised to reduce their course load. This decision should be made with the advice of the academic advisor.

**Repeat Courses:** Students may repeat a course. The new grade will replace the prior grade in the computation of the grade point average.

**Attendance:** For on-ground courses, the total course hours of instruction (45 hrs) are in a classroom setting. The course length is 5 weeks, with 9 hours of instructional time per week. For hybrid courses, the course length is 5 weeks, with 6 hours of classroom

instructional time per week and 3 hours of online instructional time per week. Classroom attendance for on-ground and hybrid courses is required for at least 50% of the hours of instruction. If this requirement is not met by the student they will be assigned an F grade. Exceptions will be made for students that demonstrate in writing to the instructor special circumstances for their absence. For online courses, students do not attend classroom sessions. Students must be officially registered for a course in order to access it online or on ground, or to receive credit. Instructors will not permit unregistered students to access the class nor will they issue a grade.

### Academic Suspension

A student is suspended from SDGKU if at the end of any course or program:

- The student earns grades that would place him/her on academic probation a second time
- The student earns for the course a final grade of D+ or less

If, after academic probation, a student's academic work has not shown sufficient progress, the student will be ruled academically disqualified and will be ineligible to continue to study at the university. To be readmitted after Academic suspension, the student must address a letter of petition to the CAO's office.

### Unauthorized Withdrawal

A student who drops out of the university without notice will be considered to have resigned. Students who resign under these circumstances are not normally considered for readmission. Withdrawal without notice will be noted on the face of the official transcript. Students who are readmitted may petition to have this notation expunged from their record.

### Leave of Absence

Students may request a leave of absence of no more than 180 days in any 12-months period from the university by applying in writing to the Office of the Chief Academic Officer (CAO), at any time prior to the first day of class.

To be readmitted following an approved leave of absence of not more than 6 months, students need only notify the Chief Academic Officer of the



intention to terminate their leave at least one month before the beginning of their intended re-instatement.

### **Graduation Requirements**

- Eligibility for graduation in a non-degree course require a Credit Grade (CR), which represent satisfying the minimum competence requirement established in the course.
- Eligibility for graduation in a degree course requires a minimum grade of B- and a cumulative grade point average of at least 2.75 (B-) on all degree work completed.
- All of the credits and academic units required for the Non-Degree, Bachelors, Masters and Doctorate courses and programs must be taken at SDGKU.
- Complete satisfactorily all the requirements of their on-line curriculum on [www.sdgku.com](http://www.sdgku.com). Non-native English speakers (enrolled in a degree course or program) must also pass an English language competency exam.
- Participation (physical or virtual) in graduation activities is contingent upon completion of all graduation requirements. In exceptional cases where minimal requirements have not been completed, arrangements must be made in advance with the Chief Academic Officer.

### **Honors**

Exceptional academic scholarship is recognized upon graduation for students in degree programs who achieve a GPA of 3.75 or more. These honor students upon graduation will receive their degree Diploma marked with the legend “With Distinction”.

### **Clearance for Graduation**

When students have completed all requirements for an academic degree program, SDGKU will process and issue the corresponding Diploma within a maximum period of 8 weeks.

### **Academic Freedom Policy**

SDGKU is a progressive and liberal educational institution where scholars and teachers are allowed ample latitude with respect to their discussions with students and the position they take without fear of retribution or reprisal, regardless of religious or political beliefs and values. This academic freedom policy is an integral part of SDGKU’s institutional programs and services. Faculty, instructors and invited speakers have permanent access to SDGKU’s academic affairs and other operations officers to insure that its institutional policies promote faculty freedom.

## NON-DEGREE, ACADEMIC PROGRAM

### Full Stack Development Immersive

The Full Stack Development Immersive is designed to take individuals with little to no programming experience and make them successful software developers. The program consists of 24-units (semester equivalent), comprising sixteen, 1-unit courses and four, 2-unit courses for a total program length of 30 weeks. The student workload for this program is a minimum of 1080 hours, where 360 hours is dedicated to contact work or instruction and 720 hours or more of outside study or preparation.

The term “Full Stack” means that students will be working with every layer in the “stack” of a typical web application: user interface, front end (browser), middle tier, and back end (server and database). The program has a deep emphasis on the most popular current web technology languages: HTML, CSS, JavaScript, Ruby, Rails, and Python. It will also cover many peripheral tools, technologies and methodologies such as GitHub and Agile as the students are working through the material.

The term “immersive” is in reference to the delivery style. Students will be building websites and applications as they work through each week of the program. These sites and programs will start out as relatively simple single page websites, to fully functioning web applications with integrations to external data sources and mobile app capability. At the end of the program, students will build applications using everything they have learned throughout the program in a setting that will reflect a typical web startup or technology department at a large company. They will leave the program having deployed a fully functioning web company that is live on the web and accessible through a mobile device.

The program is taught on-ground, online, and hybrid modalities in the English language.

#### **General Objective**

To develop professionals capable of developing software, fully functioning websites, and applications accessible on the web or mobile devices.

#### **Specific Objectives**

1. To develop proficiency in technologies such as HTML, CSS, JavaScript,

jQuery, jQuery, Ruby, Rails, Python, MongoDB, SQL, iOS, and Hosting.

2. To develop and launch a full web startup venture.

**Requirements:** Applicants for this non-degree program must meet the following requirements:

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com)
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, units and content rigor are the same as those of a high school from an institution approved by the United States Department of Education

**General Plan:** Twenty sequential instructional courses (24 total units)

#### **Core Courses (24 units)**

FSDI 101	HTML (1 Unit)
FSDI 102	CSS (1 Unit)
FSDI 103	UX Design (1 Unit)
FSDI 104	Introductory Javascript (1 Unit)
FSDI 105	Javascript and jQuery (1 Unit)
FSDI 106	Javascript and jQuery Solutions (1 Unit)
FSDI 107	Introductory Ruby on Rails (1 Unit)
FSDI 108	Intermediate Ruby on Rails (1 Unit)
FSDI 109	Advanced Ruby on Rails (1 Unit)
FSDI 110	iOS (1 Unit)
FSDI 111	Introductory Python (1 Unit)
FSDI 112	Intermediate Python (1 Unit)
FSDI 113	Full Stack Development 1 (1 Unit)
FSDI 114	Full Stack Development 2(1 Unit)
FSDI 115	Full Stack Development 3 (1 Unit)
FSDI 116	Full Stack Development 4 (1 Unit)
FSDI 117	Web Startup 1 (2 Units)
FSDI 118	Web Startup 2 (2 Units)
FSDI 119	Web Startup 3 (2 Units)
FSDI 120	Web Startup 4 (2 Units)

Minimum duration: 6 months

Maximum duration: 9 months

## BACHELOR OF SCIENCE DEGREE

### Bachelor of Science in Global Management

The program is designed to develop competent global managers within education, business, government, and civil society, capable of succeeding anywhere in the world. Its interdisciplinary academic and competency-based curriculum is designed to provide students with the knowledge and skills necessary for managing the creation of innovative products and services of value to society. Specific instructional areas include inspiring a global entrepreneurial perspective, starting and financing a new international venture, administrating, growing and ending the venture, as well as a directed internship. Upon completion of the program students will be able to either start their own global business or manage a new division within an existing global organization. This program is taught in on-ground, online and hybrid modalities in English. Students must come to campus for the on ground portions of the program.

The program educational objectives and competencies are:

#### **General Educational Objective and Competence**

To develop professionals capable of leading and managing effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society through the humane use of new technologies and management tools, and competent in the creation of innovative applications for continuous improvement of their work activities, organizations and communities.

#### **Specific Educational Objectives and Competencies**

1. To develop competent decision-makers and entrepreneurs with global knowledge
2. To develop the basic human, technology and knowledge (ETK) skills required by IML as a global competency.
3. To enrich the theoretical and practical development of executives and administrators at all levels and in all contexts.

**Requirements:** Applicants for this degree must meet the following requirements:

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com).
- Official transcripts of record from a high school recognized by the United States Department of Education or equivalent, including established foreign high schools, if the institution offering the program documents that its minimum required courses of study, units and content rigor are the same as those of a high school from an institution approved by the United States Department of Education.

**General Plan:** Forty-two sequential instructional courses (126 total units)

#### **Core Courses (126 units)**

##### **General Education**

##### **Mathematics**

MATH	201	Algebra 1 (3 units)
MATH	202	Algebra 2 (3 units)
MATH	203	Quantitative Research Methods (3 units)
ACCT	201	Accounting (3 units)
FINA	201	Finance (3 units)

##### **Humanities**

ARTS	201	Intro to Art (3 units)
PHIL	201	Intro to Philosophy and Ethics (3 units)
HIST	201	World History (3 units)
POLI	201	Political Science (3 units)

##### **Natural Sciences**

HLTH	201	Intro to Public Health (3 units)
ESCI	201	Environmental Systems (3 units)

##### **Writing and Speech**

ENGL	201	English 1: Intro to Composition (3 units)
SPCH	201	Speech and Oral Communication (3 units)
ENGL	202	English 2: Reading and Writing Analytically (3 units)

## Lower Division

### Global Business

- GBUS 301 Intro to Global Business (3 units)  
GBUS 302 Global Business Models (3 units)  
GBUS 303 Legal Issues for Global Businesses (3 units)  
GBUS 304 Business Plan Development 1 (3 units)

### Global Management

- MGMT 301 Principles of Global Management (3 units)  
MGMT 302 International Managerial Leadership (3 units)  
MGMT 303 International Human Resource Management (3 units)

### Global Systems

- GSYS 301 Intro to Global Systems (3 units)  
GSYS 302 Visioning and Creativity (3 units)  
GSYS 303 Global Demographics and Generational Dynamics (3 units)  
ENTR 301 Intro to Global Entrepreneurship (3 units)  
MARK 301 Intro to Global Marketing (3 units)  
MARK 302 Global Marketing Research (3 units)

## Upper Division

### Global Business

- GBUS 401 Alternative Dispute Resolution (3 units)  
GBUS 402 Small Business Creation (3 units)  
GBUS 403 Business Plan Development 2 (3 units)

### Global Management

- MGMT 401 Strategic Management (3 units)  
MGMT 402 Risk Management and Security (3 units)  
MGMT 403 Production and Operations Management (3 units)  
MGMT 404 Sustainability (3 units)  
GSYS 401 Systems Thinking and Approach (3 units)

### Global Systems

- GSYS 402 Information Systems and Technology (3 units)  
GSYS 403 Global Competitiveness (3 units)

### Entrepreneurship

- ENTR 401 Global Venture Development (3 units)

- ENTR 402 E-commerce and Social Media (3 units)

### Marketing

- MARK 401 Global Advertising (3 units)

### Practicum

- PRAC 401 Practicum 1 (3 units)  
PRAC 402 Practicum 2 (3 units)

Maximum Duration: 60 months

## MASTER OF SCIENCE DEGREES

### Master of Science in International Management

The Master's Degree in International Management is offered to students who have completed an undergraduate degree in a relevant discipline.

This Master of Science program is designed to develop competent international managerial leaders within education, business, government and civil society, capable of succeeding anywhere in the world. Its interdisciplinary academic curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the program, international management, is presented through a unique proprietary conceptual framework called IML (International Managerial Leadership) Competence, which includes key leadership, decision-making and administration, and global dynamics components. Specific instructional areas include strategic vision and planning, international benchmarking and global markets, networked collaboration, managerial excellence, productivity and technology transfer.

The task of managing any organization today is becoming more complex, diverse and multinational. It is now common that a manager holds a meeting, face-to-face or virtually, in one country or city in the morning, supervises a project in another location, and returns to his/her place of residence during the same day. During these visits, this person might have interacted with people from different cultures and languages. These realities are increasingly commonplace for managers and leaders at all levels.

This new environment, in which organizations think globally and act locally, requires that managers develop new knowledge and new skills, changing their traditional protocols. In the face of this new reality, we now need a new type of decision-maker and leader that masters a solid international vision

and perspective. This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

The Program educational objectives are:

### General Objective

To develop professionals capable of leading and managing their productive activities and organizations effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society through the humane use of new technologies and management tools, and competent in the creation of innovative applications for continuous improvement of their work activities, organizations and communities.

### Specific Objectives

1. To develop international management professionals with international managerial leadership (IML) competence
2. To develop the basic human, technology and knowledge (ETK) skills required by IML as a global competency.
3. To enrich the theoretical and practical development of executives and administrators at all levels and in all contexts.

**Requirements:** Applicants for this degree must meet the following requirements:

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com)
- Official transcripts of undergraduate record of a relevant bachelor's degree from an institution approved by the State of California Bureau for Private Postsecondary and Vocational Education, public or private institution of higher learning accredited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institution offering the bachelor's degree program documents that its minimum required courses of study, units and content rigor are the same as those of a bachelor's

degree from an institution approved by the Council or accredited by an accrediting association recognized by the United States Department of Education; and

- A certified copy of bachelor's degree diploma

**General Plan:** Fifteen sequential instructional courses (45 total units)

### Core Courses (45 units)

- IM 501 Globalization and the New Economy (3 units)
- IM 502 Workforce Dynamics and Global Competitiveness (3 units)
- IM 503 Systems Approach and Methodology (3 units)
- IM 504 Strategic Vision and Planning (3 units)
- IM 505 Leadership and Human Competence (3 units)
- IM 506 Responsible Management of Environmental Quality (3 units)
- IM 507 Productivity and Health Management (3 units)
- IM 508 Networked Organizations and Distance Activity (3 units)
- IM 509 Telecommunications and the Global Electronic Village (3 units)
- IM 510 Benchmarking and Client Service (3 units)
- IM 511 Managerial Excellence and Total Quality (3 units)
- IM 512 Technology Transfer and Knowledge Management (3 units)
- IM 513 Directed Research I (3 units)
- IM 514 Directed Research II (3 units)
- IM 515 Directed Research III (3 units)

Minimum Duration: 12 months

Maximum Duration: 24 months

### **Master of Science in Communication and Technology**

The Master's Degree in Communication and Technology is offered to students who have completed an undergraduate degree in a relevant discipline.

This Master of Science Degree Program is designed to develop competent professional leaders of communication and technology within education, business, government and civil society, capable of succeeding anywhere in the world. Its interdisciplinary academic curriculum was developed

based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the program, interactive distance and networked communication, is presented through a unique conceptual framework called “Distance Activity” (DA) Competence, which includes essential tasks of visioning and promotion, technology management, administration and logistics in networked collaborative environments. Specific instructional areas of the curriculum include globalization and technology, telecommunications and collaboration networks, virtual teams, communication cultures and environments, global competitiveness, managerial strategies and decision-making, among others.

Satellites, digital telephony and the Internet are changing the way we live and work. Decision-makers at all levels must now acquire competence in coordinating and developing the interactive technology-based distance communication and networked collaboration systems needed today by our organizations, communities, countries and global society to become more productive and safe.

The phenomenon of greatest impact in our productive and social lives during the Third Millennium will be the development of the networked organization and collaborative environment. Professional coordinators, instructors and consultants of distance activity and networked collaboration will be the key to competitive success at the local, regional and globally levels. Human (E), technology (T) and knowledge skills and competencies will be essential for effective performance of these new generation professionals. This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

The Program educational objectives are:

### General Objective

To develop professionals capable of leading, developing and managing distance activity and networked collaboration effectively and with a global vision, competent to meet and solve the challenges of globalization and the New Economy by making use of new technology and management tools with a human approach, and equipped to implement innovative applications for continuous improvement of their activities, organizations and communities.

### Specific Objectives

1. To develop professionals of communication and technology competent in distance

activity and networked collaboration (DA), with global knowledge.

2. To develop the basic human, technological and knowledge (ETK) skills and abilities required by DA as a global competency.
3. To enrich the traditional theoretical and practical development and training of managers and professionals of various disciplines, emphasizing competency with global knowledge.

**Requirements:** Applicants for this degree must meet the following requirements:

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com)
- Official transcripts of undergraduate record of a relevant bachelor's degree from an institution approved by the State of California Bureau for Private Postsecondary and Vocational Education, public or private institution of higher learning accredited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institution offering the bachelor's degree program documents that its minimum required courses of study, units and content rigor are the same as those of a bachelor's degree from an institution approved by the Council or accredited by an accrediting association recognized by the United State Department of Education; and
- A certified copy of bachelor's degree diploma

**General Plan:** Fifteen sequential instructional courses (45 total units)

### Core Courses (45 units)

- CT 501 Globalization and the New Technology (3 units)
- CT 502 Distance Activity Management (3 units)
- CT 503 Training and Development of Distance Activity Professionals (3 units)
- CT 504 Planning and Development of Distance Activity Collaboration Networks (3 units)
- CT 505 Strategic Vision (3 units)
- CT 506 Telecommunications and the Global Electronic Highway I (3 units)

CT 507 Telecommunications and the Global Electronic Highway I (3 units)  
 CT 508 Risk Management and Conflict Resolution (3 units)  
 CT 509 Knowledge Management and Intellectual Property (3 units)  
 CT 510 Human and Emotional Competence for Networked Organizations (3 units)  
 CT 511 Quality and Productivity (3 units)  
 CT 512 Client Service and Global Competitiveness (3 units)  
 CT 513 Directed Research I (3 units)  
 CT 514 Directed Research II (3 units)  
 CT 515 Directed Research III (3 units)  
 Minimum Duration: 12 months  
 Maximum Duration: 24 months

## DOCTORATE DEGREES

### **Doctor of Business Administration (DBA) in Global Management**

The Doctor of Business Administration (DBA) in Global Management degree program at San Diego Global Knowledge University is an advanced professional and academic degree program preparing students for teaching and research positions within universities and/or the pursuit of careers in global management or consulting at senior levels. The DBA degree program is designed to help students develop competencies in understanding and performing applied research, which can then be used to foster innovation and lead organizational change. The program requires students to develop applied research inquiry and analytical skills. This program is taught in on-ground, online and hybrid modalities in English. Students must come to campus for the on ground portions of the program.

The Program educational objectives are:

#### **General Objective**

To train scholars to develop and sharpen management theories to enhance their contribution to global management education and practice. Students acquire advanced knowledge of literature and theory in their major that provides a foundation for their area of concentration in global management. They are given theoretical and practical knowledge of advanced research skills, which is essential for publishing in leading academic journals.

#### **Specific Objectives**

At the end of the DBA program, the student should be able to:

1. Provide students with the latest academic theories, concepts, techniques and applications with emphasis in teaching, research, practice in the field of global management, and consulting,
2. Critically analyze the extant literature and empirical evidence of the theories in his or her areas of global management,
3. Demonstrate his or her capability in reading professional literature,
4. Demonstrate functional knowledge in their area of global management through effective teaching,
5. Carry out independent research at an advanced level, and enhance their ability to deliver their ideas, research methodology and findings by means of formal presentations with critiques of their analytical, written, oral and media presentation skills in business, professional, and educational environments.

**Requirements:** Applicants for this degree must meet the following requirements:

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com)
- Official transcripts of record of relevant bachelor's and master's degrees from institutions approved by the State of California Bureau for Private Postsecondary and Vocational Education, public or private institution of higher learning accredited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institutions offering the bachelor's and master's degree program document that their minimum required courses of study, units and content rigor are the same as those of a bachelor's and master's degree from an institution approved by the Council or

accredited by an accrediting association recognized by the United State Department of Education; and

- A certified copy of bachelor's and master's degree diplomas

**General Plan:** Twenty-one sequential instructional courses (63 total units)

**Core Courses (63 units)**

DBA Required Core Courses

GSYS	601	Systems Approach and Methodology
GSYS	602	Strategic Vision and Planning
MGMT	601	Leadership and Human Competence
MGMT	602	Responsible Management of Environmental Quality
MGMT	603	Productivity and Health Management
GSYS	603	Networked Organizations and Distance Activity
FINA	601	Advanced Corporate Finance
GBUS	601	Benchmarking and Client Service
MGMT	604	Managerial Excellence and Total Quality
GSYS	604	Technology Transfer, Commercial Diplomacy and Knowledge Management
MATH	601	Applied Statistics
GBUS	602	Business Continuity, Risk Management and Conflict Resolution

Concentration Courses in Global Management\*

DBAM	601	Workforce Dynamics and Global Competitiveness
DBAM	602	Globalization, Sustainability and the New Economy
DBAM	603	The Global Electronic Highway
DBAM	604	Foundations for Generational and Global Success
DBAM	605	Global Competitiveness
DBAM	606	International Economic Theory, Policy and Trade

Dissertation Courses\*\*

DISS	601	Dissertation Process
DISS	602	Research Methods and Design, and Proposal Defense
DISS	603	Dissertation Completion and Defense

\*DBA Degree Qualifying Examination:

Qualifying exams are required for all DBA students who have completed all of their core coursework, and are ready to begin the concentration courses. The examination may be arranged once every semester during the first week of the semester.

\*\*Comprehensive Field Exam:

Students may not proceed to Dissertation courses until they have passed the Comprehensive Field Exam composed of questions from the Core and Concentration courses. These questions test a student's command of the theoretical underpinnings, breadth of knowledge and application.

Minimum Duration: 36 months

Maximum Duration: 60 months

**Doctor of Philosophy (Ph.D.) in Global Systems**

The Doctor of Philosophy (Ph.D.) Degree in Global Systems is offered to students who have completed a Master's degree in a relevant discipline.

Globalization, the buzzword of the 1990's and the beginning of the New Millennium, increasingly dominates business, economic, social and political discourse and practice. Individuals, organizations, communities and nations that do not adopt a global perspective and that have limited understanding of global dynamics now have a significant competitive disadvantage and handicap for attaining success and excellence.

In recent years a significant body of important research and applied literature has been published dealing with systems thinking and approach, global competitiveness and productivity, networked collaboration and distance activity, global competencies and skills, global leadership, management and telecommunications, and other globally oriented fields. Their common denominator is the emphasis or focus on global systems and issues.

This Doctoral Program leading to the Doctor of Philosophy (Ph.D.) degree is designed to develop competent research scholars and professional practitioners within education, business, government and civil society, capable of contributing to the broad field of global systems and dynamics anywhere in the world. This requires ample knowledge and understanding of this new generation field and its literature, and more detailed comprehension of current research and practice in at least one specific



area of application or discipline, e.g., management, communications, health, education, etc.

Its interdisciplinary academic curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the program, globalization and sustainability, is presented through a broad systems framework, which includes key global dynamics, quantitative methods, international managerial leadership, organizational synchronization, strategic resources optimization, communication, networked collaboration and E-technology components. It prepares students to think and act with creativity, innovation and futuristic vision on the important global issues and challenges of today, including government and corporate ethics, responsibility and competitiveness, risk and security, poverty, environmental quality, workforce dynamics and migration, aging of the world population, multiculturalism, the explosion of new knowledge, the proliferation of new information and communication technologies, and others. This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

The Program educational objectives are:

### General Objective

To develop researchers and professional practitioners capable of leading and performing with a global vision and a superior understanding of global dynamics and systems in any context within education, business, government and civil society.

### Specific Objectives

To develop individuals with:

1. A superior understanding and command of global interdependencies and dynamics, capable of applying the systems approach and methodology to issues and challenges in their professional and personal lives.
2. The basic human, technology and knowledge (ETK) skills required to master and apply key global competencies
3. The necessary research and practical skills and tools, and the professional commitment, to contribute with their decisions and actions to the solution of global issues and to a better world for all.

**Requirements:** Applicants for this degree must meet the following requirements:

- The corresponding SDGKU on-line Application for Admission through [www.sdgku.com](http://www.sdgku.com)
- Official transcripts of record of relevant bachelor's and master's degrees from institutions approved by the State of California Bureau for Private Postsecondary and Vocational Education, public or private institution of higher learning accredited by an accrediting association recognized by the United States Department of Education, or any institution of higher learning, including established foreign institutions, if the institutions offering the bachelor's and master's degree program document that their minimum required courses of study, units and content rigor are the same as those of a bachelor's and master's degree from an institution approved by the Council or accredited by an accrediting association recognized by the United State Department of Education; and
- A certified copy of bachelor's and master's degree diplomas

**General Plan:** Twenty-four sequential instructional courses (72 total units)

### Core Courses (72 units)

- GS601 Globalization, Sustainability and the New Economy (3 units)
- GS602 Workforce Dynamics and Global Human Resources (3 units)
- GS503 Systems Thinking, Synchronization and Creativity (3 units)
- GS604 Strategic Visioning and Futurism (3 units)
- GS605 Global Leadership and Human Competence (3 units)
- GS606 Technology, Networked Collaboration and OS (3 units)
- GS607 Global Demographics and Generational Dynamics (3 units)
- GS608 Principles of Global Competitiveness and Productivity (3 units)
- GS609 Excellence in the New Global Economy (3 units)
- GS610 Global Benchmarking and Client Service (3 units)
- GS611 Managerial Competence, Total Quality and ETK (3 units)

- GS612 Technology Transfer, Commercial Diplomacy and Knowledge Management (3 units)
- GS613 The Global Electronic Highway I (3 units)
- GS614 The Global Electronic Highway II (3 units)
- GS615 Business Continuity, Risk Management and Conflict Resolution (3 units)
- GS616 Foundations for Generational and Global Success (3 units)
- GS617 Global Competitiveness I (3 units)
- GS618 Global Competitiveness II (3 units)
- GS619 OS Competence Preparation and Exam (3 units)
- GS620 OS Action Plan Development (3 units)
- GS621 OS Practical Project (3 units)
- GS622 Doctoral Comprehensive Preparation and Exam (3 units)
- GS623 Dissertation Proposal and Defense (3 units)
- GS624 Final Dissertation Defense (3 units)

Minimum Duration: 36 months

Maximum Duration: 60 months

**“Notice to Prospective Degree Students”**

This institution is approved by the Bureau for Private Postsecondary Education to offer degree programs. To continue to offer degree programs, this institution must meet the following requirements:

Become institutionally accredited by an accrediting agency recognized by the United States Department of Education, with the scope of the accreditation covering at least one degree program.

Achieve accreditation candidacy or pre-accreditation, as defined in regulations, by July 1, 2017, and full accreditation by July 1, 2020.

If this institution stops pursuing accreditation, it must:

Stop all enrollment in its degree programs, and

Provide a teach-out to finish the educational program or provide a refund.

An institution that fails to comply with the accreditation requirements by the required dates shall have its approval to offer degree programs automatically suspended.

## OFFICE OF CONTINUING EDUCATION

### General Information

- Admission to Continuing Education non-degree courses require students to fill out and submit an application form and a copy of their High School Diploma or equivalent; but does not require the submission of transcripts
- The Office of Continuing Education (OCE) offers courses in a variety of segments with a maximum time duration
- University academic standards, rules, and regulations apply to Continuing Education courses

### Non-Degree Global Competency Courses

OCE offers in on-ground, online, and hybrid modalities in English and Spanish, a series of continuing education, global and specific competency courses from SDGKU. These courses are non-degree, and consist of instructional and skill development modules in an area of study or competence. The certificate conveys evidence that the student has attained a level of proficiency in an area of study and/or a level of skill mastery in a specified competence.

International Managerial Leadership  
Distance Activity Coordinator  
Distance Activity Instructor  
Distance Activity Consultant  
English Language Proficiency as a Work Skill Level 1  
English Language Proficiency as a Work Skill Level 2  
English Language Proficiency as a Work Skill Level 3  
English Language Proficiency as a Work Skill Level 4  
English Language Proficiency as a Work Skill Level 5  
ITC Annual Series Diploma  
Organizational Synchronization  
Systems Analysis

### **Requirements for non-degree courses:**

- Complete application to enroll (on line or by mail)

- Pay all fees
- Achieve “C” grade point average for courses taken for credit
- Complete all courses or on-line instructional modules for the Certificate
- Petition for original Certificate of Competence or Achievement after completing course work

### International Managerial Leadership

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is designed to develop globally competent "international managerial leaders" capable of performing under world-class standards in education, business, government and civil society (social, political and other non-governmental organizations). Its interdisciplinary competency-based curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the course is a unique proprietary conceptual framework called IML (International Managerial Leadership) Competence, which includes basic leadership, decision-making and administration, and global dynamics components.

IML global competency includes various key skill and knowledge areas related to strategic visioning, technology-based networked collaboration, global marketing and benchmarking, productive excellence, technology transfer and risk management, all placed within an ETK (Emotional, Technology and Knowledge) conceptual framework.

This new generation international managerial leadership is now essential to compete successfully within the New Economy and the increasingly complex global markets. Being able to perform under IML standards will give you and your organization a platform for continuous improvement and a clear path towards global competitiveness.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals capable of leading and managing their productive activities and organizations effectively and with a global vision, capable of meeting and solving the challenges

confronting education, business, government and civil society in today's globalized society.

### **Specific Objectives**

1. To develop international management professionals with international managerial leadership (IML) competence
2. To develop the basic human, technology and knowledge (ETK) skills required by IML as a global competency.

International Managerial Leadership Course: 10 continuing education units (CEU's)

IML 101	Introduction to International Managerial Leadership: Concept and Practices (1 CEU)
IML 102	Organizational Ethics and Responsibility (1 CEU)
IML 103	Creativity and Vision (1 CEU)
IML 104	Optimal Resource Allocation (1 CEU)
IML 105	Creating Achievable Visions with a Global Scope (1 CEU)
IML 106	Knowledge Protection and Management (1 CEU)
IML 107	Excellence, Value and Quality Performance (1 CEU)
IML 108	Competence Exam: Preparation and Testing (1 CEU)
IML 109	Action Plan Development (1 CEU)
IML 110	Practicum Project Report (1 CEU)

Maximum duration: 6 months

### **Distance Activity Coordinator**

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is designed to develop globally competent professionals of "distance activity coordination" and networked collaboration, capable of performing under world-class standards in education, business, government and civil society (social, political and other non-governmental organizations). Its interdisciplinary competency-based curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the course is a unique proprietary conceptual framework called DAC (Distance Activity Coordination) Competence.

DAC global competency includes various key skill and knowledge areas related to visioning and promotion, technology management, administration of human networked collaboration, and logistics, all placed within a global systems conceptual

framework. Being able to perform under DAC standards will give you and your organization a platform for continuous improvement and a clear path towards global competitiveness.

DAC certification is a requirement for DAI (Distance Activity Instruction) and DACON (Distance Activity Consulting), which are second and third level competencies also crucial for globally competitive distance activity professionals.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals capable of managing distance activity and networked collaboration effectively and with a global vision, competent to meet and solve the challenges of globalization and the New Economy by making use of new technology and management tools with a human approach.

### **Specific Objectives**

3. To develop professionals of communication and technology competent in coordinating distance activity and networked collaboration (DAC), with global knowledge.
4. To develop the basic human, technological and knowledge (ETK) skills and abilities required by DAC as a global competency

Distance Activity Coordinator Course: 10 continuing education units (CEU's)

DAC 101	Introduction to Distance Activity Coordination: Concept and Practices (1 CEU)
DAC 102	The "New Economy" Organization (1 CEU)
DAC 103	The B-B Generation (1 CEU)
DAC 104	Creating Achievable Visions with a Global Scope (1 CEU)
DAC 105	New Generation E-Commerce and Services (1 CEU)
DAC 106	Excellence, Value and Quality Performance (1 CEU)
DAC 107	Competence Exam: Preparation and Testing (1 CEU)
DAC 108	Action Plan Development (1 CEU)
DAC 109	Practicum Project (2 CEU's)

Maximum duration: 6 months

## **Distance Activity Instructor**

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is designed to develop globally competent professionals of "distance activity instruction" and networked collaboration, capable of performing with world-class standards in education, business, government and civil society (social, political and other non-governmental organizations). Its interdisciplinary competency-based curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the course is a unique proprietary conceptual framework called DAI (Distance Activity Instruction) Competence.

DAI global competency includes various key skill and knowledge areas related to study plan, instructional methodology and role of the instructor, all placed within a global systems conceptual framework. Being able to perform under DAI standards will give you and your organization a platform for continuous improvement and a clear path towards global competitiveness.

DAI is a second level competency crucial for globally competitive distance activity professionals, requiring previous mastery of DAC competency.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals capable of training and developing distance activity and networked collaboration coordinators and human resources with a global vision, competent to meet and solve the challenges of globalization and the New Economy by making use of new technology and management tools with a human approach

### **Specific Objectives**

1. To develop professionals of communication and technology competent in distance activity and networked collaboration instruction (DAI), with global knowledge
2. To develop the basic human, technological and knowledge (ETK) skills and abilities required by DAI as a global competency

Distance Activity Instructor Course: 10 continuing education units (CEU's)

- DAI 101 Introduction to Distance Activity Instruction: Concept and Practices (1 CEU's)
- DAI 102 The E-Organization (1 CEU)
- DAI 103 The Emerging Global Superhighway (1 CEU)
- DAI 104 E-Commerce and Services (1 CEU)
- DAI 105 Creativity and Vision (1 CEU)
- DAI 106 Optimal Resource Allocation for Total Quality and Client Service (1 CEU)
- DAI 107 Competence Exam: Preparation and Testing (1 CEU)
- DAI 108 Action Plan Development (1 CEU's)
- DAI 109 Practicum Project (2 CEU's)

Maximum duration: 6 months

## **Distance Activity Consultant**

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is designed to develop globally competent professionals of "distance activity consultant" and networked collaboration, capable of performing with world-class standards in education, business, government and civil society (social, political and other non-governmental organizations). Its interdisciplinary competency-based curriculum was developed based on the premise that students enrolled will have diverse academic and professional backgrounds. The central theme of the course is a unique proprietary conceptual framework called DACON (Distance Activity Consulting) Competence.

DACON global competency includes various key skill and knowledge areas related to methodology, optimization of modality, media and technology, performance and knowledge, all placed within a global systems conceptual framework. Being able to perform under DACON standards will give you and your organization a platform for continuous improvement and a clear path towards global competitiveness.

DACON is a third level competency crucial for globally competitive distance activity professionals, requiring previous mastery of DAC and DAI competencies

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

## General Objective

To develop professionals capable of managing, developing and improving distance activity and networked collaboration with a global vision, competent to meet and solve the challenges of globalization and the New Economy by making use of new technology and management tools with a human approach

## Specific Objectives

1. To develop professionals of communication and technology competent in distance activity and networked collaboration consulting (DACON), with global knowledge.
2. To develop the basic human, technological and knowledge (ETK) skills and abilities required by DACON as a global competency.

Distance Activity Consultant Course: 10 continuing education units (CEU's)

DACON 101	Introduction to Distance Activity Consulting: Concept and Practices (1 CEU)
DACON 102	Workforce 2020 (1 CEU)
DACON 103	The Global Communications Net (1 CEU)
DACON 104	Innovation, Technology-Transfer and the Global Market (1 CEU)
DACON 105	Visioning Through Scenarios and Intuition (1 CEU)
DACON 106	Quality and Value in the New Millennium (1 CEU)
DACON 107	Competence Exam: Preparation and Testing (1 CEU)
DACON 108	Action Plan Development (1 CEU)
DACON 109	Practicum Project (2 CEU's)

Maximum duration: 6 months

## English Language Proficiency as a Workskill

The five courses in English Language Proficiency as a Workskill, Level 1, Level 2, Level 3, Level 4 and Level 5, were designed for applicants who are employed or students and interested individuals who have access to an environment where they can practice the skills and abilities presented in this course.

On completing each course, graduates are prepared to function and perform in any given environment using the English language at various levels of competence supported by both functional as well as grammatical

abilities. The courses are designed to develop competence primarily in grammar, listening, reading and vocabulary at Levels 1, 2, 3, and 4, and in listening, reading and vocabulary at Level 5.

## English Language Proficiency as a Workskill Level 1

The new realities of the world require individuals, organizations, communities and nations to develop new “global competencies” to be able to compete successfully in education, business, government and civil society. One such global competency is English language proficiency as a work skill. This Non-Degree Course offered online at [www.sdgku.com](http://www.sdgku.com) is the first of five courses of a unique multi-level instructional and testing program designed to develop English language proficiency of non-native speakers of English, assess their mastery in the practical or functional aspects of the language. It uses a scale of five levels that measure oral communicative skill, listening comprehension and written communication. The program uses the ELPW (English Language Proficiency as a Work Skill) system, which provides a detailed evaluation of the individual's ability to perform specific, criterion-referenced tasks at different proficiency levels.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

## General Objective

To develop professionals more competent in English language proficiency, capable of leading and managing their productive activities and organizations more effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society in today's globalized society.

## Specific Objectives

1. To measure, develop the participant's functional use of “Basic English in Simple Communication” as defined by the standard of ELPW Level 1 of the five level scale of the ELPW testing system. This includes basic English communication using imprecise grammar, allowing for adequate exchange with other English speakers within a limited communication network.

2. To motivate further study and development of the participant's level of English language not as a second language but as a work skill, with specific measurable standards such as the one provided by the ELPW testing system.

English Language Proficiency as a Workskill Level 1: 3 continuing education units (CEU's)

ELPW 101 Basic English (2 CEU's)

ELPW 102 Preparation and Test (1 CEU)

### **English Language Proficiency as a Workskill Level 2**

The new realities of the world require individuals, organizations, communities and nations to develop new "global competencies" to be able to compete successfully in education, business, government and civil society. One such global competency is English language proficiency as a work skill.

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is the second of five courses of a unique multi-level instructional and testing program designed to develop English language proficiency of non-native speakers of English, assess their mastery in the practical or functional aspects of the language. It uses a scale of five levels that measure oral communicative skill, listening comprehension and written communication. The program uses the ELPW (English Language Proficiency as a Work Skill) system, which provides a detailed evaluation of the individual's ability to perform specific, criterion-referenced tasks at different proficiency levels.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

#### **General Objective**

To develop professionals more competent in English language proficiency, capable of leading and managing their productive activities and organizations more effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society in today's globalized society.

### **Specific Objectives**

1. To measure and develop the participant's functional use of "Basic English in Simple Communication" as defined by the standard of ELPW Level 2 of the five level scale of the ELPW testing system. This includes basic English communication using imprecise grammar, as well as grammar, listening comprehension and reading/vocabulary extending from the competence level of ELPW Level 1, allowing for adequate exchange with other English speakers within a limited communication network.
2. To motivate further study and development of the participant's level of English language not as a second language but as a work skill, with specific measurable standards such as the one provided by the ELPW testing system.

English Language Proficiency as a Workskill Level 2: 3 continuing education units (CEU's)

ELPW 103 Basic English in Simple Communication (2 CEU's)

ELPW 104 Preparation and Test (1 CEU)

### **English Language Proficiency as a Workskill Level 3**

The new realities of the world require individuals, organizations, communities and nations to develop new "global competencies" to be able to compete successfully in education, business, government and civil society. One such global competency is English language proficiency as a work skill.

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is the third of five courses of a unique multi-level instructional and testing program designed to develop English language proficiency of non-native speakers of English, assess their mastery in the practical or functional aspects of the language. It uses a scale of five levels that measure oral communicative skill, listening comprehension and written communication. The program uses the ELPW (English Language Proficiency as a Work Skill) system, which provides a detailed evaluation of the individual's ability to perform specific, criterion-referenced tasks at different proficiency levels.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals more competent in English language proficiency, capable of leading and managing their productive activities and organizations more effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society in today's globalized society.

### **Specific Objectives**

1. To measure and develop the participant's functional use of "Basic English in Normal Communication" as defined by the standard of ELPW Level 3 of the five level scale of the ELPW system. This includes grammar, listening comprehension and reading/vocabulary extending from the competence level of ELPW Level 2, allowing for authentic English proficiency within a limited communication framework.
2. To motivate further study and development of the participant's level of English language not as a second language but as a work skill, with specific measurable standards such as the one provided by the ELPW testing system.

English Language Proficiency as a Workskill Level 3: 3 continuing education units (CEU's)

ELPW 105 Basic English in Normal Communication (2 CEU's)

ELPW 106 Preparation and Test (1 CEU)

### **English Language Proficiency as a Workskill Level 4**

The new realities of the world require individuals, organizations, communities and nations to develop new "global competencies" to be able to compete successfully in education, business, government and civil society. One such global competency is English language proficiency as a work skill.

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is the fourth of five courses of a unique multi-level instructional and testing program

designed to develop English language proficiency of non-native speakers of English, assess their mastery in the practical or functional aspects of the language. It uses a scale of five levels that measure oral communicative skill, listening comprehension and written communication. The program uses the ELPW (English Language Proficiency as a Work Skill) system, which provides a detailed evaluation of the individual's ability to perform specific, criterion-referenced tasks at different proficiency levels.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals more competent in English language proficiency, capable of leading and managing their productive activities and organizations more effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society in today's globalized society.

### **Specific Objectives**

1. To measure and develop the participant's functional use of "Authentic and Modified English in Normal Communication" as defined by the standard of ELPW Level 4 of the five level scale of the ELPW system. This includes grammar, listening comprehension and reading/vocabulary extending from the competence level of ELPW Level 3, allowing for broad command of the English language within a variety of situations and environments.
2. To motivate further study and development of the participant's level of English language not as a second language but as a work skill, with specific measurable standards such as the one provided by the ELPW testing system.

English Language Proficiency as a Workskill Level 4: 3 continuing education units (CEU's)

ELPW 107 Authentic and Modified English in Normal Communication (2 CEU's)

ELPW 108 Preparation and Test (1 CEU)



## English Language Proficiency as a Workskill Level 5

The new realities of the world require individuals, organizations, communities and nations to develop new “global competencies” to be able to compete successfully in education, business, government and civil society. One such global competency is English language proficiency as a work skill.

This Non-Degree course offered online at [www.sdgku.com](http://www.sdgku.com) is the fifth of five courses of a unique multi-level instructional and testing program designed to develop English language proficiency of non-native speakers of English, assess their mastery in the practical or functional aspects of the language. It uses a scale of five levels that measure oral communicative skill, listening comprehension and written communication. The program uses the ELPW (English Language Proficiency as a Work Skill) system, which provides a detailed evaluation of the individual’s ability to perform specific, criterion-referenced tasks at different proficiency levels.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### General Objective

To develop professionals more competent in English language proficiency, capable of leading and managing their productive activities and organizations more effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society in today’s globalized society.

### Specific Objectives

1. To measure and develop the participant’s functional use of “Authentic and Advanced English in Complex Communication” as defined by the standard of ELPW Level 5 of the five level scale of the ELPW system. This includes listening comprehension and reading/vocabulary extending from the competence level of ELPW Level 4, allowing for broad command of the English language comparable to a native speaker.
2. To motivate further study and development of the participant’s level of English language not as a second language but as a work skill, with

specific measurable standards such as the one provided by the ELPW testing system.

English Language Proficiency as a Workskill Level 5: 3 continuing education units (CEU’s)

ELPW 109 Authentic and Advanced English in Complex Communication (2 CEU’s)

ELPW 110 Preparation and Test (1 CEU)

Maximum Duration Each Level: 2 Months

### ITC Annual Series Diploma

The new realities of the world require individuals, organizations, communities and nations to expand their knowledge of the global system and improve their understanding of the new dynamics of globalization that now impact education, business, government and civil society at all levels. The proliferation of new technologies, the explosion of new knowledge, and the re-invention of governments and governed around the world are key driving forces shaping the New Economy and the emerging global socio-political system. This Non-Degree Course offered online at [www.sdgku.com](http://www.sdgku.com) is designed to enrich and expand the participant’s understanding of this new globalized reality. It incorporates every year the videos and instructional support materials of the well-known “ITC Annual Series of videoconferences” produced by SDGKU at the studios of KPBS-TV in San Diego, California.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### General Objective

To develop professionals with a broader global knowledge and skills capable of leading and managing their productive activities and organizations more effectively and with a global vision, capable of meeting and solving the challenges confronting education, business, government and civil society in today’s globalized society.

### Specific Objectives

1. To develop the participant’s knowledge and competence in a broad globally relevant theme and in the specific topics presented by each of the videoconferences and webcasts of the

- ITC annual series and its support instructional material.
2. To motivate further study and understanding of related topics dealing with the global system and its dynamics

ITC Annual Series Diploma: 6 continuing education units (CEU's)

- ITC 101 Leadership in a Discontinuous Environment: Functional Intelligence with a Global Focus (1 CEU)
- ITC 102 Collective Strategies for Organizational Change: Sustainable Networks and Critical Mass (1 CEU)
- ITC 103 Languages and Multi-cultural Communication in the New Economy: Trends and Implications for Productive Success (1 CEU)
- ITC 104 Innovation and Happiness in a Networked World: The Renaissance of Individuality and Communication (1 CEU's)
- ITC 105 Action Plan Development (2 CEU's)

Maximum Duration: 4 months

### **Organizational Synchronization**

This Non-Degree Course offered online at [www.sdgku.com](http://www.sdgku.com) is designed to develop globally competent professionals of "organizational synchronization." Organizational Synchronization (Cárdenas, 2002) is the concept of harmonizing, aligning and synchronizing the internal and external strategies, tactics and actions in an organization to maximize its performance and global competitiveness. This approach can be implemented through an "ETK" conceptual framework which identifies the key human or emotional ("E"), technological ("T") and knowledge ("K") dimensions of the organization, as well as the interrelations between them and with the external environment in which it operates. Globalization has generated an external environment of intense change and turbulence, and quite often the internal strategies and tactics of an organization do not change or adapt, leaving it poorly "synchronized". A "highly synchronized" organization is agile, flexible, and responds continuously and effectively to change, anticipating rather than reacting to the external demands of globalization. Such organization is capable of achieving dynamic synchronization of its E, T and K variables, in congruence with the levels of turbulence within which it competes.

Given its strategic nature, organizational synchronization is presented in this program as a global competency for executives, managers and decision-makers in general interested in leading their organizations and communities on a path towards higher productivity, sustainability and global competitiveness. An original methodology is described to quantify and measure the global competitiveness of an organization through five levels of "organizational synchronization"(OS). In a scale of 100 points, the most competitive or synchronized organization is classified at Level 5 with a score of 91 points or higher, while the least competitive is classified at Level 1 with 30 points or less.

The success of organizations in education, business, government and civil society will increasingly depend on their level or degree of international and global competitiveness. The synchronization approach offers for the first time a practical "system-oriented" resource to create a permanent process of productivity and competitive enhancement that involves all areas of the organization, through an integrated effort of harmonization and maximization of synergies and strengths. Since the key decisions to improve organizational synchronization are generally made by executives or directors, this approach requires the implementation of a competency-building and development effort at the highest level.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals capable of leading and managing their organizations or communities with a broad systemic and global vision that recognizes the need to synchronize or align their strategies, tactics and actions with the realities of the world, competent to meet and solve the challenges of globalization and the New Economy by making use of new technology and management tools with a human approach.

### **Specific Objectives**

1. To develop professionals competent in organizational synchronization (OS), with global knowledge.
2. To develop the basic human, technological and knowledge (ETK) skills and abilities required by OS as a global competency

Organizational Synchronization Course: 10 continuing education units (CEU's)

- OS 101 Introduction to OS (1CEU)
- OS 102 Creating Achievable Visions (1 CEU)
- OS 103 ETK Excellence (1 CEU)
- OS 104 Synchronizing Managerial and Marketing Strategies (1 CEU)
- OS 105 Maximizing Value Through a Synchronized Organization (1CEU)
- OS 106 Trends and Protocols of Our Globalized Environment (1CEU)
- OS 107 OS Competency Exam (1 CEU)
- OS 108 OS Action Plan Development (1 CEU)
- OS 109 Practicum Project (2 CEU's)

Maximum Duration: 6 months

### **Systems Analysis**

This Non-Degree Course offered online at [www.sdgu.com](http://www.sdgu.com) is designed to develop globally competent “complex systems analysis” professionals capable of performing under world-class standards within education, business, government and civil society (social, political and non-governmental organizations).

This Complex Systems Analysis (CSA) competency includes various knowledge and skill areas related to the systems philosophy and approach, systems engineering, methodology, techniques and applications to complex realities, all under a global systems framework. The intense globalization process of this Third Millennium has brought to our daily lives a new dimension of complexity, change, competency, re-organization, inter-discipline and constant reflection. These are precisely the conditions under which the strengths of CSA excel.

This program is taught in on-ground, online, and hybrid modalities in English and Spanish.

### **General Objective**

To develop professionals capable of leading and managing their organizations or communities with a broad systems approach and global vision that recognizes the need to solve complex problems within the realities of the new world environment, competent to meet and solve the challenges of globalization and the New Economy

### **Specific Objectives**

1. To develop professionals competent in complex systems analysis approach and methodology, with global knowledge.
2. To develop the basic and essential skills of complex systems analysis as a global competency.

Systems Analysis Course: 10 continuing education units (CEU's)

- CSA 101 Introduction to CSA (1CEU)
- CSA 102 Systems Philosophy and Global Concepts (1 CEU)
- CSA 103 Systems Approach: Implementation Strategies (1 CEU)
- CSA 104 Systems Analysis: Videocourses (1 CEU)
- CSA 105 Techniques and Applications (1CEU)
- CSA 106 CSA Competency Exam (1CEU)
- CSA 107 CSA Action Plan Development (2 CEU's)
- CSA 108 Practicum Project (2 CEU's)

Maximum Duration: 6 months

## COURSE DESCRIPTIONS

### Introduction

The following are detailed course descriptions, in alphabetical order, of the programs currently offered by SDGKU. In each case, the formal course ID and title are given, and notes are included as to the modalities and languages in which the course is available, the pre-requisites if any, maximum duration, and the number of academic units or continuing education units (CEU's) assigned.

SDGKU also offers and certifies other on-site and custom-designed seminars, workshops and courses in various countries and regions of the world. For more information, please contact us.

**Symbols:** Keys to Symbols used to identify academic disciplines. Course numbers are assigned as follows:

100-199 Continuing Education Certificate courses:

These courses are open to students with at least a High School diploma or equivalent.

200-499 Baccalaureate:

Courses designed for students who have a High School Diploma or equivalent

500+ Post-baccalaureate:

Courses designed for students who have a Bachelor's degree. Most 500 and 600 courses designate post baccalaureate (Master's and Doctorate degrees) courses.

Some courses are offered in specific sequences as described in the catalog. If students have not taken the prerequisite, they must ask permission of the instructor to register for the course.

## COURSE DESCRIPTIONS

### **Communication and Technology: Master of Science Degree** **(On-ground, online and hybrid, English and Spanish)**

#### CT 501 Globalization and the New Technology (3 units)

The process of globalization is presented as a series of economic, technological, social and political phenomena affecting society worldwide. The explosion of telecommunications and information technologies is described and analyzed in the context of an increasingly interconnected global society or “village” with emphasis on the traditional communications media and professional activity.  
Prerequisite: None

#### CT 502 Distance Activity Management (3 units)

This course presents the growing phenomena of distance activity and networked collaboration within organizations in education, business, government and civil society, with emphasis on the human competencies required to perform more effectively at a distance with optimal use of available technologies. Promotion, technology management, administration and logistic tasks involved in distance activity are presented and discussed.  
Prerequisite: CT 501

#### CT 503 Training and Development of Distance Activity Professionals (3 units)

This course presents the human and functional competencies required to train and develop professionals of distance activity and networked collaboration in any organization or community of interest, including train-of-trainer skills and human/emotional skills to communicate and convince others of the many benefits of this growing collaborative modality ideally suited for “networked” organizations.  
Prerequisite: CT 502

#### CT 504 Planning and Development of Distance Activity Collaboration Networks (3 units)

This course presents the human and technical knowledge and abilities needed to plan, develop and implement distance activity infrastructure and collaborative systems in organizations within education, business, government and civil society. The sequential use of technologies to optimize

networked collaboration will be presented, along with the systems planning and development strategies to maximize benefits, costs and outcomes.  
Prerequisite: CT 503

#### CT 505 Strategic Vision (3 units)

This course presents the concept and process of visioning within organizations and communities of interest in the context of the New Economy and the globalized environment we face today. Strategies and methods for implementing strategic visioning programs are presented and compared, including the use of intuition and multicultural interpretations of risks and scenario analysis. Visioning for communications professionals as related to technology development and usage will be discussed and analyzed.  
Prerequisite: CT 504

#### CT 506 Telecommunications and the Global Electronic Highway I (3 units)

Currently available telecommunications technologies and applications are presented and discussed for education, business, government and civil society. Satellite, microwave, digital telephony and Internet technologies are analyzed in terms of strengths and weaknesses. Concepts of modality, media and technology in the context of interactive communication processes are defined and discussed, emphasizing the “global electronic highway” evolving worldwide today.  
Prerequisite: CT 505

#### CT 507 Telecommunications and the Global Electronic Highway II (3 units)

The telecommunications industry is analyzed in historical perspective and in the context of the globalized environment facing education, business and government today. Technology management and evaluation criteria and models are presented, virtual team applications are analyzed and studied, and modalities of multi-technological collaboration discussed.  
Prerequisite: CT 506

#### CT 508 Risk Management and Conflict Resolution (3 units)

The concept and methodology of business continuity and risk management is presented in this course, with special emphasis on the factors involved in technology-based communications systems. Strategies for managing and resolving conflict are

also described and analyzed, including alternative dispute resolution techniques (arbitration, mediation, conciliation) and commercial diplomacy.  
Prerequisite: CT 507

**CT 509 Knowledge Management and Intellectual Property**  
(3 units)

This course presents the concepts and techniques of knowledge management within organizations and communities of interest, including risks, protection and cost factors, with emphasis on technology-based systems. The topic of intellectual property is discussed (including patents, copyrights and trademarks) in the context of our globalized educations, business and government environment, addressing ethical and political issues such as in Internet-based or “e” commerce.  
Prerequisite: CT 508

**CT 510 Human and Emotional Competence for Networked Organizations**  
(3 units)

This course discusses the human and emotional skills and attitudes needed for competent performance within virtual teams and networked organizations, in the context of “ETK” (emotional, technology, knowledge) competence and the environment of constant change and innovation increasingly seen throughout the world. The value of “emotional” competency is analyzed in decision-making and leadership roles, as well as the need for multi-cultural sensibility in all professional endeavors.  
Prerequisite: CT 509

**CT 511 Quality and Productivity**  
(3 units)

This course presents the relationship between quality and productivity in the context of interactive communication processes and technology-based collaboration. Customer relationship-building is discussed within the increasingly competitive productive environment of education, business and government, as well as benchmarking strategies and processes. Organizational synchronization is introduced as a systemic strategy to enhance productivity and performance.  
Prerequisite: CT 510

**CT 512 Client Service and Global Competitiveness**  
(3 units)

This broad concept of client service is presented in relation to our global competitiveness and productive success. The impact of effective communications systems within organizations and between

organizations and clients is discussed and analyzed. The concept and strategies of “organizations synchronization” are proposed as a new generation approach to client retention and global competitiveness.  
Prerequisite: CT 511

**CT 513 Directed Research I**  
(3 units)

During this capstone course the student first takes the DAC global competency exam. If he (she) gets a minimum passing score of 80%, the next task is to report on a practical (real) experience or project of Distance Activity Coordination. Finally, he formulates, develops and submits a Directed Research proposal that illustrates his/her understanding of the topics presented in the MSCT curricular courses and his/her “Distance Activity Coordination” performance competence.  
Prerequisite: CT 512

**CT 514 Directed Research II**  
(3 units)

During this capstone course the student first takes the DAI global competency exam. If he (she) gets a minimum passing score of 80%, the next task is to report on a practical (real) experience or project of Distance Activity Instruction. The student then implements the Directed Research or a certain component of it as proposed in Course MSCT 513, documenting experiences and results.  
Prerequisite: CT 513

**CT 515 Directed Research III**  
(3 units)

During this final capstone course the student first takes the DACON global competency exam. If he (she) gets a minimum passing score of 80%, the next task is to report on a practical (real) experience or project of Distance Activity Consulting. The student then evaluates the results and outcomes of the Directed Research implemented in Course MSCT 514, explaining his/her criteria, assessment methods and final conclusions. The student receives a final approval for his/her Directed Research and, in such a case, recommendation for candidacy to obtain the Master of Science Degree.  
Prerequisite: CT 514

**Distance Activity Consultant**  
**(On-ground, online and hybrid, English and Spanish)**

DACON 101 Introduction to Distance Activity Consulting: Concept and Practices

(1 CEU)

#### DACON 102 Workforce 2020

(1 CEU)

Fundamental changes in demographics, technology and markets are altering the dynamics of the workforce and the workplace worldwide.

Anticipating the characteristics and needs of our future human resources and the way work will be understood, valued and rewarded will be an essential task for educators, entrepreneurs, managers and government leaders as we enter the third millennium. Being able to operate, adjust, reorganize and invest in a workforce that has the skills and flexibility required by the increasing demands of a global economy and rapidly changing technology will be the key competitive asset of successful organizations, communities and nations.

Prerequisite: DACON 101

#### DACON 103 The Global Communications Net

(1 CEU)

The convergence of digital electronics and telecommunications has produced a global communications network supported by mega investments in satellites, microwave and cable systems, fueled by the recent privatization of government-owned monopolies in more than fifty nations around the world. The Internet and World Wide Web are, of course, important components of this often-invisible global infrastructure, which is fast becoming accessible to all types of organizations and sectors of society.

This motivating videoconference will present a report on the progress and setbacks in expanding this "Meganet" to everyone on earth. The distinguished invited speakers will examine not only the specific products, services, and benefits that have emanated, such as toll-free numbers and credit cards, but also the negatives such as invasion of privacy, management and control issues (such as the Y-2K or year 2000 problem), technology abuse and cultural impacts. A futuristic perspective will also be proposed, describing the likely players in this exploding industry that is bringing true globalization to all.

Prerequisite: DACON 102

#### DACON 104 Innovation, Technology-Transfer and the Global Market

(1 CEU)

Our ability to link innovation and new technology with the increasingly dynamic global markets will be one of the crucial pillars for success in the third

millennium. The transfer and adaptation process of technology, as well as its management, must now be based on visionary but practical objectives that are congruent with the socio-economic and cultural realities of the target market. In the years to come, the capacity of organizations to continuously innovate and enrich their products and services will be an essential ingredient for competitiveness and survival. Directly accessing the sources of innovation (particularly in the industrialized nations) at the lowest possible cost will thus become a key element for education, business and government in the future.  
Prerequisite: DACON 103

#### DACON 105 Visioning Through Scenarios and Intuition

(1 CEU)

One of the basic reasons to think about the future is to prepare for change. Our prosperity in the third millennium will be at serious risk if we don't systematize and enrich this futuristic process as individuals, organizations and communities. A widely used technique today, visioning through scenarios, was first proposed by M. Mesarovic and E. Pestel of the Club of Rome (Mankind at the Turning Point: The Second Report to the Club of Rome, Reader's Digest Press) in 1971 as an approach to systematically identify and evaluate alternative future possibilities. Visioning is not equivalent to simply projecting or miraculously predicting. It should be a continuous process that will help us adapt and evolve in an increasingly complex global reality. It will be a test for our survival. This Module reviews the basic concepts of visioning, and will present the methodology and techniques for scenario development and analysis. The invited speakers will also propose basic rules of how to think like a futurist, and the role intuition and foresight can play in strengthening our capacity to envision and create our preferred futures.

Prerequisite: DACON 104

#### DACON 106 Quality and Value in the New Millennium

(1 CEU)

The traditional measures of productivity that have been rooted in an Industrial Age mind-set will be giving in to many new forms of value that will maximize future quality and client satisfaction as we enter the third millennium. Today's products and services are mainly designed to meet physical needs, to increase comfort, or to save time. In the future, more products and services will be designed to also meet our emotional and spiritual goals. Other innovations will have to be adopted by education,

business and government to generate increased value and win competitive advantage in a new multicultural society that increasingly will automate information tasks and commercialize feelings.

Prerequisite: DACON 105

DACON 107 Competence Exam: Preparation and Testing

(1 CEU)

Prerequisite: DACON 106

DACON 108 Action Plan Development

(1 CEU)

Prerequisite: DACON 107

DACON 109 Practicum Project Report

(2 CEU's)

Prerequisite: DACON 108

**Distance Activity Coordinator**  
**(On-ground, online and hybrid, English and Spanish)**

DAC 101 Introduction to Distance Activity

Coordination: Concept and Practices

(1 CEU)

DAC 102 The "New Economy" Organization

(1 CEU)

The "new economy organization" is a concept rapidly becoming a reality in our increasingly technologically-based productive environment, which is highly dependent on e-resources, telecommunications and many complex tools for managing and synthesizing strategic information. This organizational model is truly a "new generation" model. That is, it is more productive, modern, agile, effective, flexible, visionary and multinational. It penetrates markets and attracts allies without regard to borders or traditional preferences.

Prerequisite: DAC 101

DAC 103 The B-B Generation

(1 CEU)

The so-called baby-boomer or B-B generation has lived a period of unprecedented change on a global scale, including the transition to a new century and millennium. This population, born after World War II (1945), is generally defined as the age groups between 35 and 55 years, and its older segment is about to enter the traditional work retirement age. Its profile is unequivocally adaptive, its high productivity potential unquestionable (having led the computer and information technology eras), and its

consumption markets and preferences are diverse and multiculturally biased. This is a generation in charge of the world's productive establishment, driven mainly by an emerging "new economy" that has been created with new generation knowledge and powerful tools of great vision and global outreach.

Prerequisite: DAC 102

DAC 104 Creating Achievable Visions with a Global Scope

(1 CEU)

There is no doubt that organizations today, regardless of their size and nature, must adopt realistic visions that have a global perspective if they want to survive the wave of intense world competition that is rapidly changing consumer preferences, and the sweeping technology-driven transformation of the way we do things. To be achievable, a vision must be the product of a systemic exercise that analyzes your current and future environment, your goals, and your resources (weaknesses and strengths), and also must be specific enough to serve as a framework for the continuous formulation and adaptation of action plans and decision-making.

Prerequisite: DAC 103

DAC 105 New Generation E-Commerce and Services

(1 CEU)

The recent slump in market share prices of the many "dot.com" companies is rapidly defining chapter two of the evolution of e-commerce. It is now about doing everything at a distance faster, better and cheaper, and about creating networks or communities of users of services strategically and globally. The new e-services vision is that this modality will now become mandatory for organizations of every size and type, in education, business and government. It will not be confined to PCs only, to monolithic Web sites, or to those with expensive live-videoconference capabilities. Chapter one was about selling products; chapter two is now about developing value in the network environment of users you have created or connected.

Prerequisite: DAC 104

DAC 106 Excellence, Value and Quality Performance

(1 CEU)

The final measure of achievement for any organization is its capacity to generate client satisfaction. In the new global economy and markets the simplistic concept of product or service total quality is not enough. Client identification, retention, support and development are tasks that require today



a broad framework of organizational commitment through adapting, learning and improving continuously. To achieve this today, organizations need to develop a new tri-dimensional competence supported by minimum emotional (or human), technological and knowledge (or expertise) standards. This “ETK” managerial competence is the new pillar for the pursuit of excellence, value and optimal quality performance.  
Prerequisite: DAC 105

DAC 107 Competence Exam: Preparation and Testing  
(1 CEU)  
Prerequisite: DAC 106

DAC 108 Action Plan Development  
(1 CEU)  
Prerequisite: DAC 107

DAC 109 Practicum Project Report  
(2 CEU’s)  
Prerequisite: DAC 108

**Distance Activity Instructor**  
**(On-ground, online and hybrid, English and Spanish)**

DAI 101 Introduction to Distance Activity  
Instruction: Concept and Practices  
(1 CEU)

DAI 102 The E-Organization  
(1 CEU)  
The new global economic order created by information technology makes it inevitable that somewhere there will soon be a competitor that will make your current productive activity obsolete. Competition is no longer a product or service oriented phenomenon, it is a war between business approaches and models; irrelevancy is a more dangerous risk than inefficiency. The successful organization must now constantly revisit its foundations and productive philosophy.  
Prerequisite: DAI 101

DAI 103 The Emerging Global Superhighway  
(1 CEU)  
A new generation communications superhighway is being built around the world with faster and smarter capabilities. The continued convergence of technologies (television, computer, telecommunications, etc.), accelerated through new macro-partnerships and investments by industry,

government and education has created electronic delivery systems that now make videoconferencing, distance learning, e-commerce and other productive applications affordable and available to large and small organizations, and to society as a whole.  
Prerequisite: DAI 102

DAI 104 E-Commerce and Services  
(1 CEU)  
The “dot com” approach to business, education and government is exploding. Increasingly individuals would rather spend an hour exploring cyberspace than watching an over hyped television entertainment program. This is a direct threat to the current order of mass marketers who rely mostly on television and print media for their image, marketing and selling campaigns. The Internet is not just another medium: it is a paradigm shift in how businesses conduct commerce and how they manage themselves and their relationships with their suppliers and business partners. For example, between business and individuals we see expanding on-line shopping malls and store fronts, as well as on-line commerce transactions such as stock trading; from business to business we have virtual “Extranets” of enterprises with common interests and electronic data interchange between suppliers and partners; and from business to remote offices we have the growth of virtual private networks “Intranets”. Similarly, educational and public services provided electronically are increasingly commonplace.  
Prerequisite: DAI 103

DAI 105 Creativity and Vision  
(1 CEU)  
The uncertainties of a new millennium and a globalized environment place creativity at the heart of any successful effort to visualize our future. Creativity in practice requires the application of a broad systemic approach to assess possible and preferred outcomes and the mastery of an intuition process to maximize foresight.  
Prerequisite: DAI 104

DAI 106 Optimal Resource Allocation for Total Quality and Client Service  
(1 CEU)  
The TQM movement in recent years has certainly generated an almost global excitement for continuous improvement and client service in all competitive sectors of business, education and government. The enormous volume of literature on the subject has often inundated our desks and conference rooms, emphasizing ISO standards and procedures, managerial and delivery of service strategies,

organizational and training approached, and, in general, “client-oriented” initiatives for long-term competitive success. The question today and in the future, however, is no longer whether we need all this or not, but rather, how can we afford it?

Prerequisite: DAI 105

DAI 107 Competence Exam: Preparation and Testing

(1 CEU)

Prerequisite: DAI 106

DAI 108 Action Plan Development

(1 CEU)

Prerequisite: DAI 107

DAI 109 Practicum Project Report

(2 CEU’s)

Prerequisite: DAI 108

### **English Language Proficiency as a Work-skill**

**(On-ground, online and hybrid, English and Spanish)**

ELPW 101 Basic English

(2 CEU’s)

Fundamentals of basic English language usage including grammar (verbs, nouns, pronouns, formulation of questions), listening comprehension (understand brief personal information, common courtesy and introductions, simple instructions in a classroom, requests for basic information) and reading/vocabulary (descriptions of everyday activities, biographic data of leaders and famous individuals, correspondence between friends and relatives, sites and locations).

ELPW 102 Preparation and Test

(1 CEU)

Prerequisite: ELPW 101

ELPW 103 Basic English in Simple Communication

(2 CEU’s)

Basic English communication using imprecise grammar. Grammar, listening comprehension and reading/vocabulary extending from ELPW 101 competence level, allowing for adequate exchange with other English speakers within a limited communication framework.

ELPW 104 Preparation and Test

(1 CEU)

Prerequisite: ELPW 103

ELPW 105 Basic English in Normal Communication

(2 CEU’s)

Basic English normal everyday communication. Grammar, listening comprehension and reading/vocabulary extending from ELPW 103 competence level, allowing for authentic English proficiency within a limited communication 3framework.

ELPW 106 Preparation and Test

(1 CEU)

Prerequisite: ELPW 105

ELPW 107 Authentic and Modified English in Normal Communication

(2 CEU’s)

Authentic and modified English in normal communication.. Grammar, listening comprehension and reading/vocabulary extending from ELPW 105 competence level, allowing for broad command of the English language within a variety of situations and environments.

ELPW 108 Preparation and Test

(1 CEU)

Prerequisite: ELPW 107

ELPW 109 Authentic and Advanced English in Complex Communication

(2 CEU’s)

Authentic English in complex communication. Listening, reading and vocabulary extending from ELPW 107 competence level, allowing for broad command of the English language comparable to a native speaker.

ELPW 110 Preparation and Test

(1 CEU)

Prerequisite: ELPW 109

### **Full Stack Development Immersive: Non-degree, Academic Program**

**(On-ground, online and hybrid, in English)**

FSDI 101 HTML

(1 unit)

This course is designed to cover the fundamentals of the HTML programming language. Students will develop skills like creating the basic structure of a website, text, lists, tables, images, flash, and audio and video integration. They will create their first HTML5 website with each of the elements learned in the course.

Prerequisite: None

FSDI 102 CSS  
(1 unit)

This course is designed to teach students how CSS allows the creation of rules that specify how the content of an element should appear. Students will gain a basic understanding of the functions and inner-workings of CSS, how to write CSS rules, and how to apply CSS rules to HTML pages.

Prerequisite: FSDI 101

FSDI 103 UX Design  
(1 unit)

This course will teach students the principles of the “user experience” in web content. Particularly how to design a web product, such as a website or application, that is user-friendly and focused on the experience of the user. Students will build a complete design project from start to finish while learning the principals of UX design.

Prerequisite: FSDI 102

FSDI 104 Introductory Javascript  
(1 unit)

This course presents the key concepts in computer programming, observing how computers create models of the world using data and how JavaScript is used to change the contents of an HTML page. Students will gain an understanding of the basics of JavaScript, and how the Document Object Model (DOM) allows access to change a document’s contents while it is loaded into the browser. Students will also explore how events can be used to trigger code.

Prerequisite: FSDI 103

FSDI 105 Javascript and jQuery  
(1 unit)

This course presents the principles of jQuery and how it can make the process of writing scripts faster and easier. Students will be introduced to Ajax and Application Programming Interfaces (APIs), including new APIs that are part of HTML5 and those of sites like Google Maps.

Prerequisite: FSDI 104

FSDI 106 Javascript and jQuery Solutions  
(1 unit)

This course is designed for students to utilize introductory JavaScript and jQuery knowledge to create a project demonstrating their understanding while learning more advanced topics of JavaScript and jQuery.

Prerequisite: FSDI 105

FSDI 107 Intermediate Ruby on Rails  
(1 unit)

This course presents the basic principles of Rails. Students will be designing their own application, writing tests for the application, and writing code to make the application work as expected.

Prerequisite: FSDI 106

FSDI 108 Introductory Ruby on Rails  
(1 unit)

This course is designed for students to improve their basic proficiency in the Ruby language and the Rails framework. Students will learn how to use Git for source control and best practice techniques to create applications. At the conclusion of the course, students will have acquired the necessary competencies to build a Rails application and deploy it on the web.

Prerequisite: FSDI 107

FSDI 109 Advanced Ruby on Rails  
(1 unit)

This course is designed for students to improve their intermediate proficiency in the Ruby language and the Rails framework. Students will be guided through the process of delivering production-quality code with Rails 4, culminating in the submission of a complete working Rails application.

Prerequisite: FSDI 108

FSDI 110 iOS  
(1 unit)

This course is designed for students to obtain a thorough grounding in the fundamental knowledge and techniques needed by an iOS programmer. Students will be guided through the process of delivering a complete working iOS application.

Prerequisite: FSDI 109

FSDI 111 Introductory Python  
(1 unit)

The course presents the basic principles of Python programming language. Students will build an Python application utilizing lists, if statements, if else statements, lists, dictionaries, classes and functions. They will learn how to test and debug the application for quality control.

Prerequisite: FSDI 110

FSDI 112 Intermediate Python  
(1 unit)

This course takes an expanded look at Python as a programming language building on the student’s introductory Python knowledge. Students will be exposed to the peer development process of an

advanced Python application, including its testing and deployment.

Prerequisite: FSDI 111

FSDI 113 Full Stack Development 1  
(1 unit)

This course is the first of four Full Stack Development courses. Its purpose is to have students build a complete design project from start to finish while applying the principals of UX design. This design project will be used in the full stack development project in subsequent Full Stack Development courses.

Prerequisite: FSDI 112

FSDI 114 Full Stack Development 2  
(1 unit)

This course is the second of four Full Stack Development courses. Its purpose is for students to apply their knowledge of HTML, CSS, Ruby on Rails and Python to the continued development of their project from FSDI 113 through an Agile delivery methodology.

Prerequisite: FSDI 113

FSDI 115 Full Stack Development 3  
(1 unit)

This course is the third of four Full Stack Development courses. Its purpose is for students to apply their knowledge of HTML, CSS, Ruby on Rails and Python to the continued development of their project from FSDI 113 and 114 through an Agile delivery methodology.

Prerequisite: FSDI 114

FSDI 116 Full Stack Development 4  
(1 unit)

This course is the fourth of four Full Stack Development courses. Its purpose is for students to apply their knowledge of HTML, CSS, Ruby on Rails and Python to the continued development of their project from FSDI 113-115 through an Agile delivery methodology. Students will complete their application projects and publish them to a hosting environment for go-live of the BETA version of their application.

Prerequisite: FSDI 115

FSDI 117 Web Startup 1  
(2 units)

This course is the first of four Web Startup courses. Its purpose is for students to make a complete design iteration on the application project they built in their full stack development courses FSDI 113-116 from start to finish while further developing the skills as

UX designers that they learned in FSDI 103. This redesign project will be used as the development project in the subsequent Web Startup courses.

Prerequisite: FSDI 116

FSDI 118 Web Startup 2  
(2 units)

This course is the second of four Web Startup courses. Its purpose is for students to apply their knowledge of HTML, CSS, Ruby on Rails and Python to the continued development of their project from FSDI 117 through an Agile delivery methodology. This course will review and expand on principles learned in FSDI 114 as students build a second iteration of their full stack project.

Prerequisite: FSDI 117

FSDI 119 Web Startup 3  
(2 units)

This course is the third of four Web Startup courses. Its purpose is for students to apply their knowledge of HTML, CSS, Ruby on Rails and Python to the continued development of their project from previous Web Startup courses through an Agile delivery methodology.

Prerequisite: FSDI 118

FSDI 120 Web Startup 4  
(2 units)

This course is the fourth of four Web Startup courses. Its purpose is for students to apply their knowledge of HTML, CSS, Ruby on Rails and Python to the continued development of their project from previous Web Startup courses. Students will complete their application projects and publish them to a hosting environment for final go-live.

Prerequisite: FSDI 119

**Global Management: Bachelor of Science Degree (On-ground, online and hybrid, English and Spanish)**

**General Education Courses:**

**Mathematics**

MATH 201 Algebra 1  
(3 units)

Intermediate concepts of algebra such as rational numbers, systems of equations in two and three variables, radical expressions, rational exponents, complex numbers, quadratic equations, graphing linear and quadratic functions, and graphing parabolas and circles.

Prerequisite: None

**MATH 202 Algebra 2**  
(3 units)

Focus on the application of problems with a graphing calculator (calculations, matrix methods, graphing), as well as logarithms, and conic sections. Covers functions (inverse, exponential, logarithmic, radical, rational, quadratic). Applies concepts to global business scenarios.

Prerequisite: MATH 201

**MATH 203 Quantitative Research Methods**  
(3 units)

Critical analysis of scientific research using sampling and inferences to global populations. Basic design and measurement techniques. Development and testing of scientific hypotheses and their effective communication through oral, written, and visual modes.

Prerequisite: MATH 202

**ACCT 201 Accounting**  
(3 units)

Theory and practice of accounting applicable to managing global businesses, including fundamentals such as recording, summarizing, and reporting of business transactions for external reporting and other uses.

Prerequisite: MATH 203

**FINA 201 Finance**  
(3 units)

Financial management tools and techniques over the stages of a venture's life cycle, including topics such as the development, start up, rapid growth and maturity of a venture, as well as the relationships between market opportunity, competitive advantage, composition, and securing sources of financing.

Prerequisite: ACCT 201

**Humanities**

**ARTS 201 Introduction to Art**  
(3 units)

Emphasis in the function, interpretation, and evaluation of the visual arts, providing the skills needed for the analysis of the history, present, and future of art.

Prerequisite: FINA 201

**PHIL 201 Introduction to Philosophy and Ethics**  
(3 units)

Emphasis on problems of morality and value from a philosophical perspective. Independent thinking is encouraged. Students will formulate their own

tentative conclusions concerning a variety of vital contemporary issues facing individuals and global society.

Prerequisite: ARTS 201

**HIST 201 World History**  
(3 units)

Presents the history of the world's major civilizations covering human origins to the emergence of modernity at the beginning of the sixteenth century. Emphasizes the important influence of diverse societies on shaping our current cultural experiences and worldviews.

Prerequisite: PHIL 201

**POLI 201 Political Science**  
(3 units)

Surveys the major political philosophers, ideologies, and significant events of Western civilization and their impact on the world with emphasis on global governmental processes and institutions.

Prerequisite: HIST 201

**Natural Sciences**

**HLTH 201 Introduction to Public Health**  
(3 units)

Global epidemics, environment, and community health challenges, including factors that support health of population groups and communities.

Prerequisite: POLI 201

**ESCI 201 Environmental Systems**  
(3 units)

The earth as an ecosystem composed of biological, chemical, and physical systems and how these systems interact with one another and the human population.

Prerequisite: HLTH 201

**Writing and Speech**

**ENGL 201 English I: Introduction to Composition**  
(3 units)

Prepares students for college-level composition by emphasizing a thorough approach to writing short essays. Introduces research and documentation techniques. Includes readings as models for analysis and writing.

Prerequisite: ESCI 201

**SPCH 201 Speech: Oral Communication**  
(3 units)

Covers concepts of communication, with emphasis on public speaking. This includes methods of researching and outlining speeches, group discussion

techniques, theories of interpersonal, nonverbal, and listening techniques, as well as issues of language use and perception.

Prerequisite: ENGL 201

ENGL 202 - English II: Reading and Writing Analytically  
(3 units)

Instruction and practice in reading and writing expository, analytical, and argumentative essays. Emphasizes textual analysis, writing analytically, logical reasoning, research techniques, information literacy, and documentation.

Prerequisite: SPCH 201

### **Lower (300) and Upper Division (400) Courses:**

#### **Global Business**

GBUS 301 Introduction to Global Business  
(3 units)

This course presents the principles of global business strategy formulation, operation, and financing. It provides a basic overview of global business practice.  
Prerequisite: ENGL 202

GBUS 302 Global Business Models  
(3 units)

This course examines various business models for global organizations, particularly focusing on emerging markets. Motivations for operating a firm globally, financial strategies, and human resource challenges will also be discussed.

Prerequisite: GBUS 301

GBUS 303 Legal Issues for Global Businesses  
(3 units)

This course presents the legal responsibilities associated with starting a global business. It provides a general understanding of governmental regulations in various international markets.

Prerequisite: GBUS 302

GBUS 304 Business Plan Development 1  
(3 units)

This course assists students in the first stages of the development a business plan with an international scope. Students design and structure their business ideas in a group setting.

Prerequisite: GBUS 303

GBUS 401 Alternative Dispute Resolution  
(3 units)

This course provides an overview of the fundamentals for settling business disputes outside of

the courtroom, including early neutral evaluation, negotiation, conciliation, mediation, and arbitration.

Prerequisite: GBUS 304

GBUS 402 Small Business Creation  
(3 units)

This course presents strategies for starting and growing a small business. It reviews the competitive strengths and weaknesses of small businesses, as well as the implications for growth into international markets.

Prerequisite: GBUS 401

GBUS 403 Business Plan Development 2  
(3 units)

This course assists students in the later stages of the development a business plan with an international scope. Students present their business ideas and review the viability and feasibility of their plan in a group setting.

Prerequisite: GBUS 402

#### **Global Management**

MGMT 301 Principles of Global Management  
(3 units)

This course presents the basic fundamentals of global management. It covers decision-making skills, leadership approaches, and administration processes of a global enterprise, providing a foundation for understanding the theory and practice of global management.

Prerequisite: GBUS 403

MGMT 302 International Managerial Leadership  
(3 units)

This course is designed to develop globally competent international managerial leaders capable of performing under world-class standards in education, business, government and civil society (social, political and other non-governmental organizations). Themes covered include basic leadership, decision-making, administration, and global dynamics components.

Prerequisite: MGMT 301

MGMT 303 International Human Resource Management  
(3 units)

This course focuses on international human resource management (IHRM) within multi-national enterprises (MNE's). It covers topics such as the development of IHRM, MNE and country culture, strategic IHRM, organizational structure and design, international joint ventures and cross-border mergers

and acquisitions, labor standards, ethics and codes of conduct, and global talent management, among other key topics.

Prerequisite: MGMT 302

**MGMT 401 Strategic Management**  
(3 units)

This course will present the principal areas of business strategy. It helps develop skills for making strategic decisions and translating those decisions into real-world implementation. It provides an enhanced understanding of how to make revenue-generating decisions that lead to long-term achievement and value creation.

Prerequisite: MGMT 303

**MGMT 402 Risk Management and Security**  
(3 units)

This course is designed to assist with the identification and management of risks for global ventures, including the establishment of practices that will minimize potential adverse effects. Application of organizational risk management practices is emphasized as a crucial responsibility for managers of a global business. Special focus is placed on the implementation of risk and security control measures during day-to-day operations of a global venture.

Prerequisite: MGMT 401

**MGMT 403 Production and Operations Management**  
(3 units)

This course presents the fundamental principles for overseeing, designing, and controlling the various processes of production and business operations. Various case studies will be examined of successful global business production and operations practices.

Prerequisite: MGMT 402

**MGMT 404 Sustainability**  
(3 units)

This course presents the interface of human and natural systems by emphasizing the study of cultural, historic, social, economic, and political values and forces that shape resource use and constrain responses to sustainable development.

Prerequisite: MGMT 403

### **Global Systems**

**GSYS 301 Introduction to Global Systems**  
(3 units)

This course explores the various economic, environmental, demographic, and migratory flows of the world. It provides an overview of the various linkages and interdependencies caused by

globalization, and an introduction to the systems approach for understanding global dynamics.

Prerequisite: MGMT 404

**GSYS 302 Visioning and Creativity**  
(3 units)

This course presents the importance of visioning at the individual and organizational levels, guidelines for implementing visioning programs and strategic plans, the concept of the “learning” organization, and the challenges involved in applying these concepts internationally and globally.

Prerequisite: GSYS 301

**GSYS 303 Global Demographics and Generational Dynamics**  
(3 units)

This course presents the implications of exponential population growth and the explosion of diversity at home and around the world. A thorough analysis of generational and cultural gaps is performed, identifying and adapting traditional models to the realities of new generations.

Prerequisite: GSYS 302

**GSYS 401 Systems Thinking and Approach**  
(3 units)

This course presents the strategies for defining a system and the key concepts used in systems theory, such as boundary, environment, positive and negative feedback, etc. Emphasis is placed on the complexity and interconnectedness between components in a system.

Prerequisite: GSYS 303

**GSYS 402 Information Systems and Technology**  
(3 units)

This course provides an overview of how technology is leveraged to create worldwide information systems that attempt to deliver the totality of measurable data worldwide. An exploration of modern communication networks and big data analysis are central themes covered in this course.

Prerequisite: GSYS 401

**GSYS 403 Global Competitiveness**  
(3 units)

Global competitive success will increasingly depend on the competence and adaptability of our workforce and its productive environment. This course presents key competencies, workforce dynamics and organizational strategies that managers and leaders must now adopt to maximize the productive potential of an organization’s most valuable assets, namely, its human resources.

Prerequisite: GSYS 402

### **Entrepreneurship**

ENTR 301 – Introduction to Global Entrepreneurship (3 units)

This course presents the nature entrepreneurship and the importance of adopting a global perspective for successful entrepreneurship. Introductions to topics such as creating and starting new ventures, financing, growing, and ending the new venture will be covered. Prerequisite: GSYS 403

ENTR 401 Global Venture Development (3 units)

This course presents real-life examples of successful entrepreneurs in their quest for securing global investment to develop a new venture. An in-depth analysis of the stages of entrepreneurs, their organizations, and their adaptations to emerging technologies will be a central theme in the course. Prerequisite: ENTR 301

ENTR 402 E-commerce and Social Media (3 units)

This course presents an overview of the various systems used for trading business services through global information networks and social media channels, as well as the role of electronic commerce in entrepreneurship. Prerequisite: ENTR 401

### **Marketing**

MARK 301 Introduction to Marketing (3 units)

This course provides an introduction to international marketing concepts. Topics covered include assessing organization internationalization potential, external environmental analysis for global market segmentation, target country market selection, entry strategies, international product, pricing decisions, analysis of international distribution systems, developing international advertising and promotion programs. Prerequisite: ENTR 402

MARK 302 Global Marketing Research (3 units)

This course presents the marketing research process. In particular it focuses on research design and data collection principles for qualitative and quantitative research techniques in international marketing practice. Prerequisite: MARK 301

MARK 401 Global Advertising (3 units)

This course focuses on basic advertising practices, including historical perspectives, the changing role of advertising, the evolving agency structure, audience targeting, creative strategy, regulation, social responsibility and ethics, globalization, and current trends and developments. Prerequisite: MARK 302

### **Practicum**

PRAC 401 Practicum and Directed Research 1 (3 units)

During this course the student presents and implements a pre-approved proposal of Directed Research documenting experiences and results. This must be a real project that shows results of implementation. The student then develops and submits a Directed Research proposal that illustrates an understanding of the topics presented in the Bachelor of Science degree program. Prerequisite: MARK 401

PRAC 402 Practicum and Directed Research 2 (3 units)

During this course the student evaluates their Directed Research proposal, results and outcomes, explaining the criteria for evaluation, assessment methods and final conclusions. The student receives approval or rejection of the report, a course grade, and if satisfactory, recommendation for candidacy to obtain the Bachelor of Science in Global Management degree. Prerequisite: PRAC 401

### **Global Management: Doctor of Business Administration (DBA) Degree** **(On-ground, online and hybrid, English)**

GSYS 601 Systems Approach Methodology (3 CEU)

The global system is evolving with intense dynamics at all levels, from the geophysical and ecological, to the economic, organizational, cultural and even individual dimensions. To understand and synchronize with this complex environment, we must study and review key themes such as the power of wisdom and human values, the protocols of our globalized markets, fund-raising competence, creativity and change, and the new multi-cultural knowledge manager. Systems thinking allows us to



visualize and analyze these topics individually and as interdependent concepts within our new global reality.

**GSYS 602 Strategic Vision and Planning**  
(3 CEU)

The intense dynamics of the global system mandates that we all become more competent strategic visionaries of the future, preparing for the most likely future scenarios that our volatile environment will generate. We must learn to transform visions into productive outcomes, with intuitive adaptation, foresight and a global mindset. The art and science of anticipating the future has now become a global competence we must all acquire.

Prerequisite: GSYS 601

**MGMT 601 Leadership and Human Competence**  
(3 CEU)

The global system needs a renewed leadership and human competence at all levels to reverse the growing gaps of poverty, technology access and new knowledge in the world today. International managerial leadership (IML) involves understanding and implementing key concepts and strategies such as the nature and practice of productive leadership, decision-making with mind, heart and ethics, performance and achievement leadership, and new generation leadership. As our society evolves with more robots and intelligent machines doing repetitive tasks and jobs, we must now develop the competencies and skills that will protect the balance of productivity, human values and respect for our planet.

Prerequisite: GSYS 602

**MGMT 602 Responsible Management of Environmental Resources**  
(3 CEU)

Environmental responsibility is increasingly a key competitive advantage for organizations and communities around the world. Managerial theory and practice today cannot be sound without recognizing environmental quality as a strategic resource to be protected and enhanced. This Module presents the concept and strategies of implementing quality systems and standards, such as ISO 9000 and ISO 14000, the costs and training challenges involved, outlooks on certification norms, procedures and benefits, and the growing workplace toxicology, viral agents and other risks caused by globalization and world inequities.

Prerequisite: MGMT 601

**GSYS 603 Networked Organizations and Distance Activity**  
(3 CEU)

Organizations and communities are increasingly networked and geographically disperse. Managers at all levels must now face the challenges of collaborating at a distance and in networks.

Telecommunications and e-technologies are enabling us to operate increasingly effectively within this new modality of interaction and performance. This Module introduces the competence of distance activity and networked collaboration, its international professional standards and certification, the sequential use of technologies as a strategy to optimize work in human networks, the e-organization, and the realities of managing virtual teams.

Prerequisite: MGMT 602

**FINA 601 Advanced Corporate Finance**  
(3 CEU)

This course addresses the basic financial problems facing a global company. Themes include the structure and operations of the international financing system, foreign exchange rates and their risk management, international funding sources and basic instruments of international financing.

Prerequisite: GSYS 603

**GBUS 601 Benchmarking and Client Service**  
(3 CEU)

The strategy and techniques of studying the best practices of the most successful industry leaders to benchmark our performance and client service must now have a global scope. All decision-makers and organizations must be able to master the methodology of benchmarking and its practice. Key topics are client-oriented performance management, client service across borders, the new competitive-cooperative economy, and quality and value in this New Millennium

Prerequisite: FINA 601

**MGMT 604 Managerial Excellence and Total Quality**  
(3 CEU)

The New Economy mandates managerial competence to optimize the use of resources, total quality for client satisfaction, and ETK (Emotional, Technology and Knowledge) excellence to achieve success. These are essential competencies for sustainability and global leadership. Key topics are quality standards for global competitiveness, global intelligence and performance, productive leadership and ETK competencies.

Prerequisite: GBUS 601

**GSYS 604 Technology Transfer and Knowledge Management**  
(3 CEU)

The explosion of knowledge and innovation are leading driving forces for the New Economy and the global system. Technology transfer and knowledge management are now essential competencies for any successful individual, organization, community or nation. We must master these concepts and their implementation with a global perspective. Key topics are technology integration, commerce and trade, transforming knowledge into commercial value, knowledge management and protection, and the global competitive chain. All these topics can be visualized and framed as crucial dimensions for Organizational Synchronization (OS).

Prerequisite: MGMT 604

**STAT 601 Applied Statistics**  
(3 CEU)

This course provides an overview of statistical applications to global business and other fields with the fundamental concepts of probability distribution, mathematical models relating to dependent and independent variables, hypothesis testing and experimental design, as well as analysis of variance and various other distributions and methods of regression.

Prerequisite: GSYS 604

**GBUS 602 Risk Management and Conflict Resolution**  
(3 CEU)

The intense dynamics of the world system in recent years has produced conflict and change at unprecedented levels. The diversity of the globe is its strength, given the many complementarities between regions and countries. But tapping this potential requires managing differences, risk and conflict. International negotiation and alternative resolution techniques are now key competencies for success, as well as business continuity planning and management in the short, medium and long-term.

Prerequisite: STAT 601

**DBAM 601 Workforce Dynamics and Global Competitiveness**  
(3 CEU)

The global financial crisis of 2008 has shown us the importance of understanding workforce dynamics and global human resources, including labor markets and productivity, workforce re-invention, job trends and competencies to become more globally

competitive. We cannot aspire to success and excellence without effective talent acquisition and development of human resources with a global scope. New technologies will bring to the workplace new methods and skills that must be integrated to our training and continuing education efforts at all levels.  
Prerequisite: GBUS 602

**DBAM 602 Globalization, Sustainability and the New Economy**  
(3 CEU)

The world system has experienced in recent years a process of accelerated globalization with unprecedented characteristics, fueled by a global demographic explosion and a New Economy driven by the proliferation of telecommunications and information technologies, the explosion of new knowledge and innovation, and the re-invention of governments and governed across the globe. In this context sustainability requires that individuals, organizations, communities and nations take immediate steps to synchronize or harmonize with this new reality by acquiring strategic global knowledge such as the new concepts of value, time management, organizational change, quality, security and excellence.

Prerequisite: DBAM 601

**DBAM 603 The Global Electronic Highway**  
(3 CEU)

Telecommunications and new information technologies have shaped an incredible global electronic highway in recent decades, with “E” resources for networking and collaboration that have enhanced productivity and performance in education, business, government and civil society like never before. Key topics are distance activity and human networks, decision-making and technology, the birth and evolution of the Internet, videoconferencing and interactive telecommunications.

Prerequisite: DBAM 602

**DBAM 604 Foundations for Generational and Global Success**  
(3 CEU)

In this era of intense change and turnover, it is important for decision-makers and managers at all levels to understand why many leading long-term organizations are able to endure the challenges of time and generational characteristics, developing insights for new and creative ways to become more successful over longer periods of time. Without doubt all leading and successful organizations will now be global and long-term. Key topics to study are

sustainable leadership, achieving and maintaining excellence, the wisdom of long-term organizations, and synchronizing organizations to 21st century global turbulence.

Prerequisite: DBAM 603

#### DBAM 605 Global Competitiveness (3 CEU)

The first decade of the Third Millennium came to a close in 2010. It was a period of intense change, conflict and global turbulence, amidst incredible innovation and technological progress. The 9/11 terrorist attack in New York and the 2008-2009 financial crisis stand out as extreme events from which the world has adapted and evolved led by new global attitudes and collaboration which is still work in progress.

The concept of competitiveness in this new global reality has emerged as the central issue for education, business, government and civil society as we move forward in forging a new future of shared and sustainable growth despite the dangerous and growing gaps or divides of income/wealth, knowledge and welfare between the few developed nations and the rest of the world. We must all contribute with our endeavors to mitigate these imbalances of our global system in order to aspire to a more equitable and just world for all. Key topics are leadership under chaos, key competencies to succeed in the new world, creativity, innovation and re-invention, and organizational synchronization, now that value is increasingly derived from the knowledge we acquire and generate rather than from the appreciation of the physical assets that we purchase and accumulate.

Prerequisite: DBAM 604

#### DBAM 606 International Economic Theory, Policy and Trade (3 CEU)

This course provides an overview of the current status and development of U.S. and foreign trade policies and procedures. This includes several trading blocks such as NAFTA. The impact of trade and foreign operations caused by national and regional antitrust laws will be examined, as well as techniques for facilitating and overcoming difficulties and disputes of foreign trade. Government procedures for approval of importing or exporting will also be discussed.

Prerequisite: DBAM 605

#### DISS 601 Dissertation Process (3 CEU)

During this module the student prepares and takes the comprehensive exam for the Doctorate Degree Program

Prerequisite: DBAM 606

#### DISS 602 Research Methods and Design, and Proposal Defense (3 CEU)

During this Module the student develops his/her Dissertation Proposal and defends it orally (at a distance via an interactive video-link or face-to-face in San Diego).

Prerequisite: DISS 601

#### DISS 603 Dissertation Completion and Defense (3 CEU)

During this Module the student present his/her final Dissertation Document, including results and recommendations for follow-up. It is approved or rejected, with further recommendations. In case of approval, he or she is recommended as a candidate to obtain the degree of Doctor of Philosophy (Ph.D.).

Prerequisite: DBAM 602

#### ECON 501 Managerial Economics (3 CEU)

This course provides an overview of the price system, market structure, and consumer theory as applied to managers in a global decision-making environment. Themes covered include using mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning.

#### ACCT 501 Managerial Accounting (3 CEU)

This course provides an overview of accounting principles and procedures including fixed, variable, and mixed costs, breakeven point analysis, job order, process, standard, activity-based costing, as well as variance analysis for variable and fixed costs, and budgeting.

#### FINA 501 Financial Management (3 CEU)

This course provides an overview of corporate financial management via case studies and term projects. Topics covered include issues such as sources of long-term financing, costs of capital, capital budgeting, dividend policy, bankruptcy and reorganization, as well as ethical standards and global finance.

**Global Systems: Doctor of Philosophy (Ph.D.)**  
**Degree**  
**(On-ground, online and hybrid, English and Spanish)**

GS 601 Globalization, Sustainability and the New Economy  
(3 units)

The world system has experienced in recent years a process of accelerated globalization with unprecedented characteristics, fueled by a global demographic explosion and a New Economy driven by a proliferation of telecommunications and information technologies, an explosion of new knowledge and innovation, and the re-invention of governments and governed across the globe. In this context sustainability requires that individuals, organizations, communities and nations take immediate steps to synchronize or harmonize with this new reality by acquiring global knowledge such as the new concepts of value, time management, organizational change, quality, security and excellence.

GS 602 Workforce Dynamics and Global Human Resources  
(3 units)

The global financial crisis of 2008 has shown us the importance of understanding workforce dynamics and global human resources, including labor markets and productivity, workforce re-invention, job trends and competencies to become more globally competitive. We cannot aspire to success and excellence without effective talent acquisition and development of human resources with a global scope. New technologies will bring to the workplace new methods and skills which must be integrated to our training and continuing education efforts at all levels.  
Prerequisite: GS601

GS 603 Systems Thinking, Synchronization and Creativity  
(3 units)

The global system is evolving with intense dynamics at all levels, from the geophysical and ecological, to the economic, organizational, cultural and even individual dimensions. To understand and synchronize with this complex environment, we must study and review key themes such as the power of wisdom and human values, the protocols of our globalized markets, fund-raising, creativity and change, and the new multi-cultural knowledge manager. Systems thinking allows us to visualize and analyze these topics individually and as interdependent concepts within our new global

reality.

Prerequisite: GS 602

GS 604 Strategic Visioning and Futurism  
(3 units)

The intense dynamics of the global system mandates that we all become more competent strategic visionaries of the future, preparing for the most likely future scenarios that our volatile environment will generate. We must learn to transform visions into productive outcomes, with intuitive adaptation, foresight and a global mindset. The art and science of anticipating the future has now become a global competence we must all acquire.

Prerequisite: GS 603

GS 605 Leadership and Human Competence  
(3 units)

The global system needs a renewed leadership and human competence at all levels to reverse the growing gaps of poverty, technology access and new knowledge in the world today. International managerial leadership involves understanding and implementing key concepts and strategies such as the nature and practice of productive leadership, decision-making with mind, heart and ethics, performance and achievement leadership, and new generation leadership. As our society evolves with more robots and intelligent machines doing repetitive tasks and jobs, we must now develop the competencies and skills that will protect the balance of productivity and human values and respect for our planet.

Prerequisite: GS 604

GS 606 Technology, Networked Collaboration and OS  
(3 units)

Human networks are the most important phenomenon of the New Millennium. Telecommunications and new information technologies have created a "global village" with virtual environments for collaboration and exchange like never before. To understand and navigate effectively in this new world we must be able to understand the principles of communication satellites, cable and wireless systems, the Internet, the nature of networked organizations, strategies for organized change, and managing health and safety in a globalized environment, among other topics now essential for productivity and performance.

Organizational Synchronization (OS) is essential here in order for us to be able to make the structural decisions that will permit the alignment of our resources with our aspirations.

Prerequisite: GS 605

GS 607 Global Demographics and Generational Dynamics

(3 units)

Global demographics is a key dimension of our global system. The population explosion of the last fifty years has more than tripled the total population of the world, with unique characteristics and dynamics exhibited by the various living generations. To become better decision-makers and leaders in education, business, government and civil society we must study and understand concepts such as multi-culturalism, the impact of Generation X, the influence and markets of Generation “N”, the “A” Generation and values, the Millennial Generation and global impact, and inter-generational dynamics. Prerequisite: GS 606

GS 608 Principles of Global Competitiveness and Productivity

(3 units)

Competitiveness is fast surpassing “globalization” as the most used term not only in business literature and practice, but also in society around the world. Individuals, organizations, communities and nations that do not invest in developing global competencies over and above their specific skills and industry or sector expertise will be gradually relegated in terms of their productivity and well-being. Countries with higher rates of penetration and absorption of new technologies and higher post high school enrollment rates will be increasingly the most competitive. This is made possible by global competencies such as distance learning and networked collaboration. China, India and other emerging nations will define their future by their policies and investment in these fields. The global competition issue has become the greatest challenge for industrialized economies today.

Regardless of ideology, government or political system, religious beliefs, or cultural heritage, the people of all nations fundamentally aspire to higher standards of living and a future of hope and peace for our children. It is imperative that global competitiveness become the highest priority for all of us at all levels. We must learn its principles, its practice and its rewards. Key topics include globally-oriented leadership, global managerial strategy and innovation, attitudes, preferences and change to achieve success and happiness, visioning with performance and achievement, markets and productivity in the New Economy.

Prerequisite: GS 607

GS 609 Excellence in the New Global Economy

(3 units)

The so-called New Economy has exploded with overwhelming impact. According to the World Trade Organization, international trade reached in 2007 a new high of \$11.8 trillion USD, and it is not slowing down. The United States, the world’s largest importer, is a major driver of the trade boom, constituting 28% of global Gross Domestic Product. Other global and macro-regional interactions and interdependencies in education, business, government and civil society have also intensified, with the corresponding complexities and challenges that we all see today in our communities and nations. We have no choice but to learn to navigate and grow in this new environment, where new knowledge, technology and organizational re-invention are the driving forces for achievement and success.

Global leaders recognize this new reality, and strive for excellence. Competitive individuals and organizations must now engage in developing strategies, tactics and logistics to synchronize all their operations and actions with the new global economy. Excellence will be increasingly measured by international standards of performance and competence, particularly in those areas that enhance and support global collaboration and market satisfaction. Global competencies will be the key to productivity. Key themes include leadership with results, critical thinking and foresight, strategies for organizational excellence, and satisfaction, happiness and synchronization.

Prerequisite: GS 608

GS 610 Global Benchmarking and Client Service

(3 units)

The strategy and techniques of studying the best practices of the most successful industry leaders to benchmark our performance and client service must now have a global scope. All decision-makers and organizations must be able to master the methodology of benchmarking and its practice. Key topics are client-oriented performance management, client service across borders, the new competitive-cooperative economy, and quality and value in this New Millennium

Prerequisite: GS 609

GS 611 Managerial Competence, Total Quality and ETK

(3 units)

The New Economy mandates managerial competence to optimize the use of resources, total quality for client satisfaction, and ETK (Emotional, Technology and Knowledge) excellence to achieve success. Key

topics are quality standards for global competitiveness, global intelligence and performance, productive leadership and ETK competencies.

Prerequisite: GS 610

**GS 612 Technology, Commercial Diplomacy and Knowledge Management**  
(3 units)

The explosion of knowledge and innovation are key driving forces of the New Economy and the global system. Technology transfer and knowledge management are now essential competencies for any successful individual, organization, community or nation. Key topics are technology blending, trade and diplomacy, transforming know-how into marketable value, knowledge protection and management, and the global chain for competitive advantage. All these topics can be visualized and framed as crucial dimensions for Organizational Synchronization (OS).  
Prerequisite: GS 611

**GS 613 The Global Electronic Highway I**  
(3 units)

Communications and new information technologies have shaped a global electronic highway in recent decades with “E” resources for networking and collaboration that have enhanced productivity and performance in education, business, government and civil society. Key topics are distance activity and human networks, decision-making and technology, the birth and evolution of the Internet, videoconferencing and interactive telecommunications.  
Prerequisite: GS 612

**GS 614 The Global Electronic Highway II**  
(3 units)

The networked organization is a direct product of the global electronic highway. Successful decision-makers must be able to understand and manage its enabling technologies, modalities and development strategies. A key topic here is the increasing global convergence of the business and social organizational models, known as “Free Market Fusion”, as the world system tries to reconcile the need for increased productivity and social responsibility at all level.  
Prerequisite: GS 613

**GS 615 Business Continuity, Risk Management and Conflict Resolution**  
(3 units)

The intense dynamics of the world system in recent years has produced conflict and change at unprecedented levels. The diversity of the globe is its

strength, given the many complementarities between regions and countries. But tapping this potential requires managing differences, risk and conflict. International negotiation and alternative resolution techniques are now key competencies for success, as well as business continuity planning and management.

Prerequisite: GS 614

**GS 616 Foundations for Generational and Global Success**  
(3 units)

In this era of intense change and turnover, it is important for decision-makers and managers at all levels to understand why many leading long-term organizations are able to endure the challenges of time and generational characteristics, developing insights for new and creative ways to become more successful over longer periods of time. Without doubt all leading and successful organizations will now have global and long-term. Key topics to study are sustainable leadership, achieving and maintaining excellence, the wisdom of long-term organizations, and synchronizing organizations to 21<sup>st</sup> century global turbulence.  
Prerequisite: GS 615

**GS 617 Global Competitiveness I**  
(3 units)

The first decade of the Third Millennium will be coming to a close in 2010. It has been a period of intense change, conflict and global turbulence, amidst incredible innovation and technological progress. The 9/11 terrorist attack in New York and the 2008-2009 financial crisis stand out as extreme events from which the world has adapted and evolved led by new global attitudes and collaboration which is still work in progress. The concept of competitiveness in this new global reality has emerged as the central issue for education, business, government and civil society as we move forward in forging a new future of shared and sustainable growth despite the dangerous and growing gaps or divides of income/wealth, knowledge and welfare between the few developed nations and the rest of the world. We must all contribute with our endeavors to mitigate these imbalances of our global system in order to aspire to a more equitable and just world for all. Key topics are leadership under chaos, key competencies to succeed in the new world, creativity, innovation and re-invention, and organizational synchronization, now that value is increasingly derived from the knowledge we acquire and generate rather than from the appreciation of the physical assets that we purchase and accumulate.

Prerequisite: GS 616

GS 618 Global Competitiveness II  
(3 units)

Sustainability is a key concern for mankind as the world system evolves with imbalances and unexpected crises at accelerated rates. We must seek global competitiveness and learn to develop and achieve our goals without further damaging the planet and our divided global society. The concept of ETK and organizational synchronization (OS) is essential as it gives us a roadmap for global sustainability and harmony at all levels. We must learn to be OS leaders, educating and training others in recognizing ETK principles for achieving productive excellence with global responsibility.  
Prerequisite: GS 617

GS 619 OS Competence Preparation and Exam  
(3 units)

Prerequisite: GS 618

GS 620 OS Action Plan Development  
(3 units)

Prerequisite: GS 619

GS 621 OS Practical Project  
(3 units)

Prerequisite: GS 620

GS 622 Doctoral Comprehensive Preparation and Exam  
(3 units)

Prerequisite: GS 621

GS 623 Dissertation Proposal and Defense  
(3 units)

Prerequisite: GS 622

GS 624 Final Dissertation Defense  
(3 units)

Prerequisite: GS 623

**International Management: Master of Science Degree**  
**(On-ground, online and hybrid, English and Spanish)**

IM 501 Globalization and the New Economy  
(3 units)

The persistent and controversial process of globalization that communities, organizations and individuals have experienced with increasing intensity in recent years, fueled by the explosion of telecommunications and information technologies,

has generated a “New Economy” in which markets, resources, productivity, organizational values, and other factors of competitive success are now more “knowledge-based” and held to standards of world-class performance. Competent managers must now be able to understand the dynamics of this complex new reality, provide leadership, and make decisions within this internationalized environment, implementing change and innovation constantly. This Course presents key element of this new context crucial to the role of successful managers and leaders within business, education and government.

Prerequisite: None

IM 502 Workforce Dynamics and Global Competitiveness  
(3 units)

Global competitive success will increasingly depend on the competence and adaptability of our workforce and its productive environment. Global demographic trends and workplace dynamics are now strategic elements of all key managerial decisions, given the changing nature of work and job markets. This Course presents key competencies, workforce dynamics and organizational strategies that managerial leaders must now incorporate to be able to maximize the productive potential of an organization’s most valuable assets, namely, its human resources.

Prerequisite: IM 501

IM 503 Systems Approach and Methodology  
(3 units)

Modern managerial practice requires the application of the systems approach and methodology. This is the basis for the development of emotional, technological and knowledge (“ETK”) competencies as the framework for a new international managerial leadership (“IML”), which will increasingly be the key to the successful role of managers in this Third Millennium. This Course presents the conceptual and practical aspects of the systems approach and methodology, the “MAC” road to success, the broad ETK competence, and the more specific IML competence with its certification guide and standards manual.

Prerequisite: IM 502

IM 504 Strategic Vision and Planning  
(3 units)

The emerging global marketplace and intense competition at all levels mandates that managerial leaders visualize and plan for the future systematically and with an “intelligent” or adaptive

strategy. They must “empower” others around them with a strategic vision and shared-learning mechanism that focuses strengths and energies on those actions needed to achieve the required goals within the mission established for the organization or community of interest. This Course presents the importance of visioning at the individual and organizational levels, guidelines for implementing visioning programs and strategic plans, the concept of the “learning” organization, and the challenges involved in applying these concepts internationally and globally.

Prerequisite: IM 503

#### IM 505 Leadership and Human Competence (3 units)

Management without effective leadership cannot be afforded by competitive organizations and communities today. World-class business, education and government require decision-making with competence to convince others to perform in the interest of common goals. This Course presents the concept and development of leadership as an essential human competence, the strategies of empowerment, the ethics and responsibilities of effective leadership in a globalized environment, and the strategies for creative teamwork and coaching.

Prerequisite: IM 504

#### IM 506 Responsible Management of Environmental Quality (3 units)

Environmental responsibility is increasingly a key competitive advantage for organizations and communities around the world. Managerial theory and practice today cannot be sound without recognizing environmental quality as a strategic resource to be protected and enhanced. This Course presents the concept and strategies of implementing quality systems and standards, such as ISO 9000 and ISO 14000, the costs and training challenges involved, outlooks on certification norms, procedures and benefits, and the growing workplace toxicology, viral agents and other risks caused by globalization and world inequities.

Prerequisite: IM 505

#### IM 507 Productivity and Health Management (3 units)

Effective managerial leadership requires the formulation and implementation of appropriate strategies to protect and enhance the health and well being of our human resources and minimize associated productivity risks. Health is increasingly the most precious asset we have at the individual,

organizational and community levels. This Course presents the inter-relationships between work, health and the environment, strategies to improve productivity in the workplace, the influence of “stress” and other growing global disease, the value of organizational “spirituality”, and the concept of integrated risk management and planning.

Prerequisite: IM 506

#### IM 508 Networked Organizations and Distance Activity (3 units)

Organizations and communities are increasingly networked and geographically disperse. Managers at all levels must now face the challenges of collaborating at a distance and in networks. Telecommunications and e-technologies are enabling us to operate increasingly effectively within this new modality of interaction and performance. This Course introduces the competence of distance activity and networked collaboration, its international professional standards and certification, the sequential use of technologies as a strategy to optimize work in human networks, the e-organization, and the realities of managing virtual teams.

Prerequisite: IM 507

#### IM 509 Telecommunications and the Global Electronic Village (3 units)

The explosive growth of telecommunications has truly created a new global electronic village in which business, education, government and civil society must now collaborate and compete. The global communications highway is now a huge network of wired and wireless connections that support video, voice and data transfer and exchange, with regulatory, ethical, financial and political challenges that managerial leaders must be able to incorporate boldly and effectively. This Course presents the nature and characteristics of this global electronic village, the challenges and opportunities it presents to decision-makers, the applications and evolution of satellites, digital telephony and the Internet, e-commerce, and the educational/training challenges derived from a technology-oriented society.

Prerequisite: IM 508

#### IM 510 Benchmarking and Client Service (3 units)

The “New Economy” has motivated a new culture of good customer service and superior client-oriented performance. Total quality, Just-in-Time, re-engineering and other new management approaches



advocate this concept as a strategic value crucial for success in the new competitive-cooperative environment we face today. Managers must benchmark or learn from competitors to gain or maintain productive leadership. This Course presents the characteristics and requirements for developing a commitment to customer satisfaction, the concept and methodology of benchmarking, the principles for service excellence, and the implementation of client-relationship management systems.

Prerequisite: IM 509

#### IM 511 Managerial Excellence and Total Quality (3 units)

The quality movement has evolved from a product/service-oriented managerial approach to a more integrated and systems-oriented strategy that emphasizes optimal resource allocation and continuous improvement at all levels. This Course presents the evolution and standards of international total quality, the concept of global intelligence and performance competence, the strategic value of emotional and multi-cultural competence, the requirements for managerial excellence, and the basic elements of organizational responsibility.

Prerequisite: IM 510

#### IM 512 Technology Transfer and Knowledge Management (3 units)

Globalization and intense competition have fueled the transfer of knowledge and free trade as never before. The process of identifying, negotiating, transferring, blending and adapting new technology is now an essential strategic component of the success of any organization or community. Effective managers must be capable of transforming know-how into marketable value that can sustain their leadership and prestige. This Course presents the concept and practice of “commercial diplomacy,” the approach and protocols of international technology transfer and management, the realities and opportunities of electronic commerce and trade, and the strategic nature of knowledge protection and management.

Prerequisite: IM 511

#### IM 513 Directed Research I (3 units)

During this Course the student first takes the IML global competency exam. He(he) can take the exam a maximum of two times to get a passing score (80%), otherwise he(he) is disqualified from this Course and must enroll again. The next task is to formulate, develop and submit a Directed Research

proposal that illustrates his/her understanding of the topics presented in Courses 1 through 12 and his/her “International Managerial Leadership” performance competence. The student receives feedback and recommendations for implementation.

Prerequisite: IM 512

#### IM 514 Directed Research II (3 units)

During this Course the student implements the Directed Research or a certain component of it, documenting experiences and results. The student receives a grade and guidelines for evaluating results and outcomes.

Prerequisite: IM 513

#### IM 515 Directed Research III (3 units)

During this Course the student evaluates his/her Directed Research proposal, results and outcomes, explaining his/her criteria, assessment methods and final conclusions. The student receives a final approval for his/her Directed Research and, in such a case, recommendation for candidacy to obtain the Master of Science Degree.

Prerequisite: IM 514

### **International Managerial Leadership** **(On-ground, online and hybrid, English and Spanish)**

#### IML 101 Introduction to International Managerial Leadership: Concept and Practices (1 CEU)

International competencies are the secret to achieve future productive success in education, training, business and government. Taking into account recent world realities, including global economic contraction and the unfortunate gap between rich and poor, it is particularly important to recognize the responsibility of directors and high decision-makers within organizations worldwide to become more effective international managerial leaders. It is not enough for them to become more efficient administrators, or good communicators at a local level. They are now obligated to be able to speak other languages and to play the role of linking with markets and organizations outside of their immediate communities, where they will meet great challenges but exciting new opportunities also.

Globalization is not an option anymore, but rather a reality for all of us. It is not relevant only for exporters or those who travel abroad. It is important for all of us, even if we are in a small and remote

community, since sooner than later someone from outside will arrive to compete with what we do in our own community. If we are not prepared for this competition, this phenomenon will impact us fatally. But if we are prepared and we have the competence and international leadership, this phenomenon will open new opportunities for alliances, modernization, learning and enrichment at all levels, socially, economically and culturally. The competencies related to our command of the global perspective, use of modern telecommunications technologies, and execution of effective international managerial leadership, are the key for the future success of our organizations and our global society.

#### IML 102 Organizational Ethics and Responsibility (1 CEU)

Sustained and continuous improvement, as well as superior performance, have been key concepts in the well-known total quality movement towards increased productivity and competitiveness. However, although necessary, these will not be sufficient conditions for achieving future success unless we also incorporate into our activities a deep sense of responsibility and ethics based on values clearly communicated and accepted by associates, clients and society. Being able to clearly articulate these principles, implementing the appropriate organizational and functional controls needed to put them into practice, will be one of the most solid foundations for our prosperity in the third millennium.

Prerequisite: IML 101

#### IML 103 Creativity and Vision (1 CEU)

The uncertainties of a new millennium and a globalized environment place creativity at the heart of any successful effort to visualize our future. Creativity in practice requires the application of a broad systemic approach to assess possible and preferred outcomes and the mastery of an intuition process to maximize foresight.

Prerequisite: IML 102

#### IML 104 Optimal Resource Allocation (1 CEU)

The TQM movement in recent years has certainly generated an almost global excitement for continuous improvement and client service in all competitive sectors of business, education and government. The enormous volume of literature on the subject has often inundated our desks and conference rooms, emphasizing ISO standards and procedures, managerial and delivery of service strategies,

organizational and training approached, and, in general, “client-oriented” initiatives for long-term competitive success. The question today and in the future, however, is no longer whether we need all this or not, but rather, how can we afford it.

Prerequisite: IML 103

#### IML 105 Creating Achievable Visions with a Global Scope (1 CEU)

There is no doubt that organizations today, regardless of their size and nature, must adopt realistic visions that have a global perspective if they want to survive the wave of intense world competition that is rapidly changing consumer preferences, and the sweeping technology-driven transformation of the way we do things. To be achievable, a vision must be the product of a systemic exercise that analyzes your current and future environment, your goals, and your resources (weaknesses and strengths), and also must be specific enough to serve as a framework for the continuous formulation and adaptation of action plans and decision-making.

Prerequisite: IML 104

#### IML 106 Knowledge Protection and Management (1 CEU)

The proliferation of information technologies and new productive knowledge has created wealth and value in a complex environment of market “niches” and intellectual property. Organizations must not only be able to excel in these niches with the support of their proprietary knowledge, but also must have the capacity to manage their competitive position by protecting their innovations and unique strengths through patents, copyrights, agreements, and other strategies suitable to the new e-media we increasingly utilize in our daily activities. A past court ruling in the United States to shut down an Internet portal that made music recordings available at no cost is one of many examples we will see in the future of heightened awareness of the value of intellectual property given the fact that the new media (particularly the Internet) still lack clear policies and generalized regulatory provisions of access and use.

Prerequisite: IML 105

#### IML 107 Excellence, Value and Quality Performance (1 CEU)

The final measure of achievement for any organization is its capacity to generate client satisfaction. In the new global economy and markets the simplistic concept of product or service total quality is not enough. Client identification, retention,

support and development are tasks that require today a broad framework of organizational commitment through adapting, learning and improving continuously. To achieve this today, organizations need to develop a new tri-dimensional competence supported by minimum emotional (or human), technological and knowledge (or expertise) standards. This “ETK” managerial competence is the new pillar for the pursuit of excellence, value and optimal quality performance.

Prerequisite: IML 106

IML 108 Competence Exam: Preparation and Testing (1 CEU)

Prerequisite: IML 107

IML 109 Action Plan Development (1 CEU)

Prerequisite: IML 108

IML 110 Practicum Project (1 CEU)

Prerequisite: IML 109

**ITC Annual Series Diploma**  
**(On-ground, online and hybrid, English and Spanish)**

ITC 101 Leadership in a Discontinuous Environment: Functional Intelligence with a Global Focus (1 CEU)

We are experiencing a world of surprises and discontinuity at all levels. The greatest challenges for individuals, organizations, communities and nations is now survival, adaptation and achieving results.

Our most immediate environment and markets have now become global as social and productive human networks expand evermore in influence and outreach, particularly among the younger generations. Understanding the global dynamics most relevant and linked to our endeavors is now essential for successfully navigating the forces of change that engulf us all.

This timely videoconference will review the warning signs of discontinuity and global disruption, and the strategic role of "functional intelligence" to propel our organizations towards the new market opportunities brought about by the forces of globalization worldwide. The well-recognized invited speaker will address some of the key demographic and workplace trends shaping leadership strategy and

practice and their effect on performance excellence and long-term productive success.

Prerequisite: None

ITC 102 Collective Strategies for Organizational Change: Sustainable Networks and Critical Mass (1 CEU)

A world of continuous change and discontinuity with intense global dynamics mandates that organization and communities adopt collective strategies that accelerate the transition to a new global mindset and sustainable networks of collaboration. Various studies and research have confirmed that new ideas and technologies can only propagate with their own inertia and merit in human-organizational systems when a “critical mass” of individuals adopts them. This “tipping point” or active energy generated by such critical mass is similar to organic systems, which provide a good analogy with organizations that operate in sustainable networked environments.

This exciting videoconference will present these and other related concepts crucial to human-capital development and change strategies in education, business, government and civil society. The distinguished invited speaker will review the challenges of transforming traditional organizations to sustainable networked and value chain environments, the design of critical mass in workforce development programs and the need for global competencies at all levels.

Prerequisite: ITC 101

ITC 103 Languages and Multi-cultural Communication in the New Economy: Trends and Implications for Productive Success (1 CEU)

It is estimated that by the year 2030 more than one third of the 6,000 or so languages spoken in the world will have disappeared, and roughly half or 3,000 endangered languages will no longer be spoken by children then. Many new business, technical, social and artistic "languages" or knowledge systems will be taught from birth. A world dominated by English and Chinese will continue to evolve, although multilingualism will prevent the languages falling into disuse from becoming irrelevant. Multicultural communication will become a global competency crucial for productive success.

This exciting videoconference will review the crucial role and value of mastering a leading global language like English or Chinese, the development of automatic language translation systems, and the evolution of multicultural communication in lieu of

the technology-based networked environments that we all face today. The exceptional invited speaker, one of the most prolific contributors to the communication literature in recent years, will present views and recommendations on the topic based on his ample research and practical experience around the world. He will review trends of language usage around the world, and their implications for individuals and organizations in business, education, government and civil society. Prerequisite: ITC 102

#### ITC 104 Innovation and Happiness in a Networked World: The Renaissance of Individuality and Communication (1 CEU's)

Various studies have confirmed that in many countries people's trust in major businesses, government, organized religion and other traditional institutions have declined significantly since the 1960's, and that this is a long-term trend. This is not an ideological issue, but rather the result of people trusting their own views more as social and collaborative networks and the electronic global village increasingly have generated a horizontal dialogue that now connects suppliers, producers and consumers directly.

This exciting videoconference will review the characteristics and impact of this so-called "Renaissance" of individuality and growth in directs influence of people through network rather than organizational structures. The invited speaker will present views and recommendations on this important topic based on his ample research and practical professional experiences. He will analyze the impact of the growing individuality, innovation and ever more complex social environment on our concept of happiness within the new networked world, and the issues and benefits of effective communication across cultures and generations. Prerequisite: ITC 103

#### ITC 105 Action Plan Development (2 CEU's) Prerequisite: ITC 104

### **Organizational Synchronization** **(On-ground, online and hybrid, English and Spanish)**

#### OS 101 Introduction to OS (1CEU)

Organizational Synchronization (Cárdenas, 2002) is the concept of harmonizing, aligning and synchronizing the internal and external strategies, tactics and actions in an organization to maximize its performance and global competitiveness. This

approach can be implemented through an "ETK" conceptual framework which identifies the key human or emotional ("E"), technological ("T") and knowledge ("K") dimensions of the organization, as well as the interrelations between them and with the external environment in which it operates. OS is introduced as a unique approach to measure the global competitiveness of organizations in education, business, government and civil society (NGO's)

#### OS 102 Creating Achievable Visions (1 CEU)

There is no doubt that organizations today, regardless of their size and nature, must adopt realistic visions that have a global perspective if they want to survive the wave of intense world competition that is rapidly changing consumer preferences, and the sweeping technology-driven transformation of the way we do things. To be achievable, a vision must be the product of a systemic exercise that analyzes your current and future environment, your goals, and your resources (weaknesses and strengths), and also must be specific enough to serve as a framework for the continuous formulation and adaptation of action plans and decision-making. This Module reviews the concept of visioning and how to implement it in our challenging global environment. The key human dimensions of our productive endeavors can only surface and excel when the organization has a clear and feasible vision of where it wants to be in the future. Vision with action is now the basis for success at all levels. Prerequisite: OS 101

#### OS 103 ETK Excellence (1 CEU)

The information revolution, the reduction of trade barriers and the growing migration, have caused a significant shift in how education, business and government operate. The paradigm that has emerged is what has been called the "New Economy." Although it is fast-paced and dispassionate, it is also full of promise for those who understand its challenges for performance and customer satisfaction. This Module will review the concept of ETK and the competencies that managers and directors need to be successful in the New Economy. As many organizations have discovered, many of the skills and strategies that were needed in the past to advance total quality and continuous improvement are once again essential for productive success and international competitiveness. These include how decisions are made, how work is evaluated, and how communication is conducted in the workplace. The well-recognized invited speaker will address these

issues, and will propose a checklist to self-assess your international managerial competence.

Prerequisite: OS 102

#### OS 104 Synchronizing Managerial and Marketing Strategies (1 CEU)

Managers, marketing specialists and consultants are focusing today on personnel cost-cutting, streamlining supplier chains, expanding utilization of their e-resources, re-training and re-evaluating markets. But the rate of change of taste, styles and preference of today's consumers demands that organizations keep adapting and changing efficiently and effectively. This can only be done by synchronizing or establishing full-compatibility between our internal managerial strategies and our external marketing and development effort. This Module presents the how of this innovative productivity approach, including monitoring and assessment techniques to continuously measure an organization's global competitiveness and potential for productive success.

Prerequisite: OS 103

#### OS 105 Maximizing Value Through a Synchronized Organization (1CEU)

There are a number of prerequisites to start an organization or community of interest along the path of synchronization, i.e., the strategic concept of achieving full harmony between its internal managerial and productive practices and its external marketing and development efforts compatible with today's global environment. Disposition towards change, at the individual and organizational level, and a new mentality or perspective that includes commitment to action and adaptation, are crucial towards the feasibility of implementation of this process. However, competence in optimal resource management with overlapping strategies that involve monitoring, adaptation and assessment of human, technical, financial and political assets is the key to full implementation and continuous maintenance of an effective synchronization program. The practical result of all this is the maximization of value of our efforts and achievements. This Module will discuss the mechanisms and techniques of this new organizational strategy which will be increasingly essential to education, business and government as we evolve from the so-called New World Economy into a new "World Productive System" of human, technology and knowledge competencies that is

already impacting the way we all work, live and interact.

Prerequisite: OS 104

#### OS 106 Trends and Protocols of Our Globalized Environment (1CEU)

The new realities of globalization have produced new economic and social trends that impact our traditional behavior. Organizations that have recognized this new dynamic are now focusing on adopting strategies and tactics to synchronize their internal and external environments. But the speed of change and adaptation is increasingly intense, costly and difficult. This Module describes the strategic importance of being able to identify sectorial and global trends and protocols to effectively implement the process of organizational synchronization (OS) in turbulent and fast changing environments. Forward-looking organizational change is now possible through the permanent application of OS.

Prerequisite: OS 105

#### OS 107 Competence Exam: Preparation and Testing (1 CEU)

Prerequisite: OS 106

#### OS 108 Action Plan Development (1 CEU)

Prerequisite: OS 107

#### OS 109 Practicum Project (2 CEU's)

Prerequisite: OS 108

### Systems Analysis

#### **(On-ground, online and hybrid, English and Spanish)**

#### CSA 101 Introduction to CSA (1CEU)

Systems analysis is presented as a "global competency" urgently needed at all levels of an organization to be able to understand and manage the complexities of our globalized reality. Three Manuals are introduced to describe the basic function of CSA, the requirements for certification and the standards of performance that a competent CSA professional must be able to master within education, business, government and civil society anywhere in the world.

#### CSA 102 Systems Philosophy and Global Concepts (1 CEU)

The global dimension does not refer only to the geographic or trans-national “extension” of what we do. It also refers to the multi-cultural, multi-disciplinary and multi-functional dimensions of what we do. Our lives are no longer limited to interactions within a certain community or within certain national borders; they are more and more interconnected through technology-based human networks that engage in distance activity for education, training, business development and recreation. Systems engineering proposes a more global vision of our environment with special attention to the interactions between the components or sub-systems of this reality. Systems engineering provides a framework to implement systems thinking and measure the results or benefits of this approach through specific indicators or variables that must be defined in each case.

Prerequisite: CSA 101

#### CSA 103 Systems Approach: Implementation Strategies (1 CEU)

A four-phase methodology to implement the systems approach is presented, including a preliminary analysis exercise referred to as the “forgotten steps”. The strength of the systems perspective is to start with a strong understanding of our current reality and issues before undertaking any development or change initiatives. This strategy is oriented towards pursuing the concept of developing intentions, actions and results sequentially, thus maximizing performance and achievement

Prerequisite: CSA 102.

#### CSA 104 Systems Analysis: Videocourses (1 CEU)

Three videocourses each consisting of an instructional manual, a video seminar and a test are presented on the topics of strategic vision, the learning organization and creative thinking, all within a global systems analysis conceptual framework. The importance of futurism and foresight is discussed given the intense change processes that the world is facing, as illustrated by the recent global financial and oil prices crises and their impact on society at all levels. The generalized use of systems analysis is illustrated through the technique of TQM (Total Quality Management).

Prerequisite: CSA 103

#### CSA 105 Techniques and Applications (1CEU)

The field of operations research is introduced, describing its history, development and future. Mathematical modeling and programming techniques are presented to optimize and simulate complex systems. The concept of networks and interactive communications is discussed. Various applications to complex systems are illustrated

Prerequisite: CSA 104.

#### CSA 106 CSA Competency Exam: Preparation and Testing (1 CEU)

Prerequisite: CSA 105

#### CSA 107 Action Plan Development (2 CEU’s)

Prerequisite: CSA 106

#### CSA 108 Practicum Project (2 CEU’s)

Prerequisite: CSA 107

## **Faculty/Content Experts**

The academic support and competency certification for SDGKU's courses and programs is provided by a distinguished list of authors, academicians, instructors, consultants, entrepreneurs and leaders who serve as faculty-in-charge and/or present the various themes and topics of SDGKU's robust broadcast quality video-based curricula:

### **Faculty:**

**Samila Amanyraoufpoor, D.B.A.**, global marketing and advertising

Dr. Amanyraoufpoor holds B.A. degrees in German Literature and Business Management from Tehran Azad University, M.B.A. in Global Management from University of Phoenix, and Doctorate in Business Administration (D.B.A.) from Alliant University in San Diego. She has extensive teaching experience in global marketing, advertising and small/medium business strategies in the new globalized markets.

**Thomas P. Battaglia**, business management and finance

Mr. Battaglia has a B.S. in Business and M.A. in Management from the University of Redlands-School of Business. He has ample practical experience in budget and project development and management in both agencies as well as private industry. He is a natural team player and avid financial resources analyst and manager, and designer/developer of training and instructional manuals and programs.

**Miguel A. Cardenas, Ph.D.**, systems thinking, global knowledge and competencies, human networks, organizational synchronization, technology innovation

Dr. Miguel A. Cardenas is a recognized global systems thinker, author, media producer and entrepreneur. He obtained a B.S.E.E. from San Diego State University, and M.S. and Ph.D. degrees from UCLA in large-scale systems engineering. He was a full-time faculty member of the School of Engineering at Case Western Reserve University in Cleveland, and an associate of its prestigious Systems Research Center that pioneered the famous global modeling project "Mankind at the Turning Point: Second Report to the Club of Rome". He has written and collaborated on numerous books and articles in systems thinking and methodology, global modeling,

telecommunications, distance education and training, entrepreneurship and business development, productivity, global competencies and organizational synchronization; and has received numerous academic and professional recognitions throughout the world, including an Honoris Causa Doctorate Degree from Universidad Ricardo Palma in Lima, Peru.

**Miguel A. Cardenas Jr., Ph.D.**, international management, global leadership, dual curricular design.

Dr. Cardenas, Jr. is Chief Academic Officer and part-time faculty member at SDGKU. His responsibilities include faculty and student academic review, academic assessment of programs and courses, as well as curricular planning and development. He holds a B.S. in Biochemistry and Cell Biology from Revelle College of the University of California, San Diego (UCSD), an M.S. in International Management from San Diego Global Knowledge University, and a Ph.D. in Leadership with an emphasis in business, organizational psychology, and international relations from the Alliant School of Management and the California School of Professional Psychology at Alliant International University. He has extensive experience in global systems education, program development, and is a specialist in international business approaches and techniques, particularly "organizational synchronization", a unique systemic framework for sustainability and global competitiveness. His areas of social science research include solar power and technology transfer, the global soccer industry, and global leadership competencies. In the area of biochemical science, Dr. Cardenas has led research studies analyzing benign prostatic hyperplasia (enlarged prostate) and the ocular and nasal trigeminal detection of pungency effects of volatile organic compounds (VOC's). Dr. Cardenas Jr. has a unique understanding of the different components of human behavior; from its most basic at the cellular and molecular levels (organic) to the more complex individual and group levels (organizations).

**Christopher J. Cuneo, M.B.A**, applied computer science and information technology

Mr. Cuneo has 21 years of professional experience in the tech industry and has been teaching for over 7 years. He has a wide range of experience in the tech industry, having worked in both technical and managerial positions for several companies. He is an expert in the latest web-based technologies and has a

broad understanding of the tech sector and the skills/competencies employees need to be successful in companies from that sector. Mr. Cuneo also has an extensive academic background in the field of information technology, web development and e-business technology, holding an AA in Information Technology with honors from Coastline Community College, a BS in Information Technology from Capella University, and an MBA in Applied Computer Science from Northcentral University.

**Beatriz Escobedo, M.S.**, international management and educational services

Ms. Escobedo is Director of Student Services at SDGKU. Her functions include tracking/evaluating student progress, providing networked communication support to students, administering student performance and assessment activities. She is an experienced administrator and distance activity professional. In 2003, she earned her undergraduate degree in business administration from Universidad Autonoma de Baja California (UABC), in Tijuana, Mexico, and was the valedictorian of her class, having obtained the top grade point average amongst her peers. She later earned a Master of Science Degree in International Management and a global competency certification in International Managerial Leadership from SDGKU in 2008. Her past work experience includes management, training and education in the hospitality/tourism sector. She also serves as a part-time instructor at SDGKU.

**John M. Cochrane**, applied mathematics and science

Mr. Cochrane holds a B.S. in mathematics from the U.S. Naval Academy and M.S. in applied mathematics from the Naval Postgraduate School in Monterey, California. He has extensive classroom and on-the-job experience, having served as Associate Chairman of the Mathematics Department at the US Naval Academy and with more than 20 years of leadership and management experience in a wide variety of working environments.

**Olivia L Green**, operations management and international managerial leadership

Ms. Olivia has a B.S. in Business Administration from University of Phoenix and an M.S. in Project Management from Colorado Technical University. She is a creative, versatile and accomplished Operational, Project Management and Higher Education professional with over 10 years of experience successfully managing a variety of

university based projects and initiatives as well as large retail operations. She combines technical with analytical aptitudes with problem-solving strengths to drive large-scale projects to on-time, on-budget, and high quality completion, with ample command of international leadership skills.

**Marcus Austen Green**, global systems thinking and sustainability

Mr. Green holds a B.A. in Education from the University of Nebraska-Lincoln and M.A. degrees in international relations and educational administration from the University of San Diego. His areas of interest and teaching include world affairs, international relations, sustainability and global politics. He has been teaching for the last 18 years at various community colleges and universities in the San Diego area.

**R. Daniel Israel, Ed.D.**, organizational development and global leadership

Dr. Israel holds a B.A. in Philosophy from the University of San Diego, Master of Divinity from St. Patrick's Graduate School of Theology in Menlo Park, California, and a Doctor of Education in leadership and practice from the University of San Diego. He has developed "Leadership Narrative Analysis", a research method designed to determine leadership quotient for organizations by clarifying whether members of the organization are grounded in managerial or leadership values and behaviors, which has been used by the Disney Institute, San Diego State University and a number of private and public sector organizations. He has ample experience in curriculum development and instruction in human and organizational development, leadership, mindfulness and global awareness education and training programs, and is a specialist in interactive and process-based programs for organizations seeking real and effective change.

**Jacqueline M. Johnson, D. Ed.**, organizational leadership, visioning and business strategy

Dr. Johnson holds a B.S. in advertising and illustration from the Brooks Institute, B.Ed. in Education from Prescott College, M.Ed. in curriculum and instruction from University of Phoenix, and D. Ed. in organizational leadership from Pepperdine University. She is currently managing director of the Shirika Advisory Group in Del Mar, California, a consulting group specializing in leadership and executive development, business



visioning and in curricular assessment/analysis in the US and other countries including France and Belize.

**Tom T. Le**, mathematics and computer science

Mr. Le has a B.A. in Science and mathematics and M.S. in Computer Science from the Naval Postgraduate School in Monterey, California. He has ample teaching and training experience in mathematics and computer science, assigning projects and helping students solve problems. His passion is providing students the best practice lessons for being efficient in mathematics at all levels.

**Luke Martin, J.D.**, dispute resolution and international business law

Mr. Luke Martin holds a B.A. from University of North Texas and a J.D. from California Western School of Law. He has ample teaching experience in business law, organizational behavior, social responsibility and alternative dispute resolution. His legal experience includes participating with a general practice firm as Senior Lawyer/Partner and serving as chief compliance officer for Bristol University and Southern States University.

**Andre Pitts**, speech, communication and leadership

Mr. Pitts has a B.S. in Criminal Justice and M.A. in Communication from San Diego State University. He is an experienced lecturer and professor of communication studies, speech, group processes and leadership. He has worked with an extremely diverse population with some language and cultural barriers, and has successfully implemented challenging assignments to assist students' academic development.

**Brian R. Polte**, philosophy, ethics and business models

Mr. Polte received a B.A. in Legal Studies and M.A. in Business Administration from National University in San Diego. He has ample experience in business models and practice, and in teaching courses in philosophy, ethics and business law. He is a market-focused professional and teacher, with excellent interpersonal communication skills and dynamic personality.

**Antonio Rosas**, political science and world history

Mr. Antonio Rosas has a B.A. in Political Science from California State University, Chico, a multiple

subject teaching credential from the State of California, and a J.D. from the College of Law at Western State University. He is an experienced and passionate instructor and teacher, with vast travels around the world, and a special scholar of global and governmental issues as related to contemporary society.

**Caroline Sanchez**, health, productivity and well-being

Ms. Sanchez has an Associate Degree in Science and Nursing from Chaffey College Rancho Cucamonga and M.S.N. in Education from Walden University Minneapolis. She is a public speaker and advocate for the entire UC San Diego Health System for innovative nursing practices and health development strategies emphasizing self-care and exercise. She is an experienced teacher and educator in productivity and well-being, with 11 years of adult and geriatric oncology nursing practice.

**Erin M. Walton, Ed. D.**, English and oral communication

Dr. Walton holds a B.A. in Letters, Arts and Science from Pennsylvania State University, a Master of Education in Instructional Design from Western Governor's University, and a Doctorate of Education in Adult Education from University of Concordia-Portland. She is an experienced educator with 10 years of combined experience in various courses and settings, with emphasis on English, communication and the arts.

### **Content Experts:**

**Peter Andersen, Ph.D.**, communications and virtual reality

Peter Andersen, Ph.D., is Professor Emeritus of Communication at San Diego State University, having authored over 150 book chapters, research papers, and journal articles as well as 7 books. He has received recognition as one of the 100 most published scholars in the history field of communication. His three most recent books are *Nonverbal Communication: Forms and Functions* (2008), *Close Encounters: Communication in Relationships* (2013) and *The Complete Idiot's Guide to Body Language* (2004). He has recently published papers on communication and emotion, nonverbal communication, interpersonal relationships, risk communication, skin cancer prevention, communication, homeland security, and

communication and technology. Dr. Andersen has served as the President of Western Communication Association, Editor of the Western Journal of Communication, and director of research for the Japan-US Telecommunications Research Institute. He is a consultant for the United States Center for Disease Control. He also serves as a member of the SDGKU Governing Board.

**Joe Barrus, M.S.**, software engineering and educational E-Systems

Mr. Barrus is Chief Technology Officer at SDGKU. Mr. Barrus has more than 27 years of experience in technology development and innovation management including over 6 years within the higher education industry. In his prior role as the chief Enterprise Architect at a leading online for-profit higher education institution, he led a team of enterprise architects guiding the standardization and execution of technology strategy and innovative product development. In addition, he developed and ran their corporate innovation management program which was instrumental in surfacing the most promising ideas for prioritized execution. Prior to that, Mr. Barrus served as Enterprise Architect for a floral and gifting e-commerce leader where he was responsible for architecting their patented e-commerce and logistics platform for optimized date-driven product delivery. Mr. Barrus holds a Bachelor of Science degree in Mechanical Engineering from Rice University in Houston, TX and a Master of Science degree in Software Engineering from Naval Postgraduate School in Monterey, CA.

**Lois Bitner-Olson, Ph.D.**, international marketing and strategies

Dr. Lois Bitner-Olson is a distinguished faculty member of the School of Business Administration at San Diego State University in the field of international markets and global company strategies. She has authored numerous articles in well-known journals such as *Journal of International Business*, *Sloan Management Review* and *Journal of International Marketing*, and soon will publish the book *Writing the International Marketing Plan*. Dr. Olson has taught extensively overseas and was a Fulbright professor at Shanghai Jiao Tong University in Shanghai, China during the 1999-2000 school year. She has been consultant to different companies, especially in Asia, and specifically in Thailand and China, working in different areas such as processed food and beverages, the apparel industry and consumer goods manufacturing. Dr. Olson has a

Master's Degree from Cornell University and a Ph.D. in Business Administration from United States International University.

**Richard N. Bolles**, job hunting techniques and employment markets

Richard N. Bolles is the author of the most popular career planning and job-hunting book in the world, *What Color Is Your Parachute? A Practical Manual for Job-Hunters and Career-Changers*. There are more than 6 million copies of the book in print. More than 20,000 people buy it each month, and it is printed in 12 languages. *What Color is Your Parachute* was selected by the Library of Congress as one of 25 books that have shaped readers' lives, keeping company with the Bible and *Le Petit Prince (The Little Prince)* by Antoine De Saint-Exupery. Mr. Bolles is author of a number of other books, including *Job Hunting on the Internet* and *The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning*. He co-authored *The Career Counselor's Handbook* with Howard Figler and *Where Do I Go From Here With My Life?* with the late John Crystal. The U.S. Law Placement Association has called Mr. Bolles "the most widely read and influential leader" in career planning, and *Money Magazine* has said he is "responsible for the renaissance of the career counseling profession in the U.S. over the past decade." Mr. Bolles is an alumnus of the Massachusetts Institute of Technology in chemical engineering, Harvard University in physics and the General Theological (Episcopal) Seminary in New York City, where he received a master's degree. Mr. Bolles, who lives in the San Francisco Bay Area, is 73 years old, and maintains the free Job Hunters Bible Web site and travels extensively as a speaker or consultant.

**Charles Brass**, global workforce dynamics and trends

Charles Brass is the Chairman of the Australian based NGO The Future of Work Foundation. Charles has had a number of careers in his adult life. He began his working life by building up a very successful wedding photography business, moved into teaching at a secondary school and then enjoyed 15 years in Corporate Human Resources, the last eight as Director of a German based multinational. He has been involved full-time with the Future of Work Foundation since 1995. The mission of the Future of Work Foundation is "to engage all Australians in creating a better future for work," a challenge Charles has embraced for the past four

years. Charles has spoken with audiences all around Australia, and across the world, and says he enjoys working with people who, like him, are struggling to put the profound changes, which have taken place in the world of work into some perspective for themselves. Along with this work experience, Mr. Brass has many academic qualifications beginning with an honors science degree and including various education qualifications as well as an MBA.

**Jorge A. Cardenas, Doctor in Business Administration (D.B.A.),** entrepreneurship, sport marketing and sales, business strategy, management, information systems and organizational synchronization

Dr. Jorge A. Cardenas holds a B.S. in Business Administration/Information Systems, an M.S. in Business Administration/Entrepreneurship from San Diego State University, and a Doctor of Business Administration (DBA) from the Marshall Goldsmith School of Management at Alliant International University in San Diego.. His interests are in entrepreneurship and business strategy approaches and techniques, particularly "ETK" and "organizational synchronization", a unique systematic approach towards measuring and achieving organizational sustainability and global competitiveness. He has extensive research and field experience in educational systems effectiveness, faculty satisfaction, and curriculum assessment. With extensive competitive soccer and sports marketing/sales experience, Dr. Cardenas is an avid analyst and follower of the dynamics of this growing global industry. He is a member of the Sigma Iota Epsilon Honorary Management Fraternity and the Beta Gamma Sigma international honor society.

**David Chaudron, Ph.D.,** managerial productivity and global strategies

Dr. David Chaudron, originally trained in industrial organizational psychology, has assisted numerous firms worldwide in their efforts to improve profitability and increase employee involvement. His consulting has included practical designs for major change efforts, training, teambuilding, one-on-one coaching of management, and the development of training systems. He has worked with manufacturing, financial services, banking, electronics and petrochemical organizations. Dr. Chaudron is a frequent lecturer on quality for organizations such as the Institute for Quality and Productivity (IQP), the American Society for Quality Control (ASQC), and the Manufacturing Institute. He is author of over a

dozen articles on total quality, organizational change, and a columnist for *The President* newsletter, a publication of the American Management Association (AMA).

**Connie de la Rosa, M.S.,** distance activity and networked collaboration, communications and technology, global systems management, marketing and sales

Ms. de la Rosa is member of the SDGKU's Governing Board. She has extensive professional experience in distance activity training and in the development of international collaboration networks, having served at managerial positions in the steel (FISACERO, S.A.de C.V.), hotel/hospitality (Posadas de Mexico Group) and media industries in Mexico and the United States. She holds a Master of Science Degree in Communications and Technology from SDGKU.

**Bernard J. Dodge, Ph.D.,** learning systems and educational models

Dr. Dodge is an internationally recognized researcher and consultant in educational technology. Since 1980, he has been a distinguished faculty member in the College of Education at San Diego State University, having received the Outstanding Faculty Award in 1988. Dr. Dodge holds a B.A. degree in Electrical Engineering from Worcester Polytechnic Institute, and M.A. and Ph.D. degrees in instructional design from Syracuse University. He is leader in new technology models and training tools, with ample contributions in software design, teacher training and interactive instruction models for the workplace. Dr. Dodge has been a consultant to SENAC (the national training agency of Brazil), to the Academy for Pedagogical Sciences in Russia, and to many multi-national corporations.

**Craig Dunn Ph.D.,** ethics and managerial responsibility

Dr. Dunn holds a B.S. degree in Marketing and Finance from California State University Long Beach, a Master's Degree in Business Administration from California State University Bakersfield, and a Ph.D. in Business Policy, Strategy and Philosophy, from Indiana University. Presently an Associate Professor at San Diego State University, Dr. Dunn holds a B.S. degree in Marketing and Finance from California State University Long Beach, a Master's Degree in Business Administration from California State University Bakersfield, and a

Ph.D. in Business Policy, Strategy and Philosophy, from Indiana University. Presently an Associate Professor at San Diego State University, Dr. Dunn specializes in the teaching of business ethics, corporate social performance, and business ecology in the undergraduate, graduate, and executive MBA programs. He has published several articles related to these topics in the *Business Ethics Quarterly*, *Journal of Management Inquiry*, *Employee Responsibilities and Rights Journal*, *Business Horizons*, *International Journal of Management*, and the *Dictionary of Business Ethics*. In addition, he has been active in both the International Association for Business and Society as well as the Social Issues in Management division of the Academy of Management. Dr. Dunn is also faculty advisor for the San Diego State University chapter of Students for Responsible Business, an international graduate student organization committed to training future managers in the nuances of socially responsible business practices, and recipient of the 1992 Outstanding Faculty Award for the Department of Management.

**Stewart Emery**, organizational values and empowerment

Mr. Emery is a Principal and senior organizational and strategy consultant with Belvedere Consultants, an international management consulting firm that works primarily with key executives and senior management teams of Fortune 500 companies. Core competencies include: Executive Team Development, Management and Leadership Development, Strategy Formulation, Executive Coaching, and Cultural and Organizational Change. Mr. Emery is the best-selling author of the books, *Actualizations: You Don't Have to Rehearse to be Yourself and The Owner's Manual for Your Life*. Millions of people around the United States and around the world have been touched by his writing and radio and television appearances. Tens of thousands of people have attended his workshops, seminars and speaking engagements during the last two decades. Mr. Emery studied economics, philosophy and psychology at the University of Sydney before pursuing a career in the advertising arts. He served as a creative director of J. Walter Thompson's Sydney office and taught design at the University of New South Wales.

**Geza Feketekuty**, commercial diplomacy and international trade

Mr. Feketekuty previously served for more than 20 years experience in various positions within the Office of the United States Trade Representative

including Senior Assistant to the US Trade Representative. He played key roles in both the Tokyo and Uruguay rounds of multilateral negotiations, and is widely credited with putting trade in services on the international agenda. For several years he chaired the OECD Trade Committee. He was also a senior staff person on the Council for Economic Advisors and of the Office of Management and Budget. He has been a Scholar in Residence at the International Trade Commission, and has been a visiting professor at Cornell University and Johns Hopkins University. Mr. Feketekuty has published books and articles on a broad range of trade policy and negotiation issues.

**Jerome P. Finnigan**, benchmarking and client service

Mr. Jerome Finnigan retired after 33 years with Xerox Corporation. He held numerous assignments in human resources and organization development with Xerox, both in Los Angeles and Rochester, N.Y. Most recently he was Human Resources Manager and Quality Manager for Corporate Research and Technology. Mr. Finnigan was quality officer for the Printing Systems Division at the time Xerox launched their total quality effort and was responsible for guiding the implementation of total quality, including employee involvement and benchmarking. He has facilitated and conducted many benchmarking studies since the early 1980s, and in addition to teaching classes. Mr. Finnigan is a speaker on total quality management, benchmarking, and new manager skills at USC, UCLA, Oklahoma, Cal Poly, UC, and SDSU. He has presented to business and government groups at all levels - from top management to work teams, here in the United States, as well as Latin America and England. He is affiliated with the American Society of Training and Development, and the National Alliance of Business. He is past chairman of the California Business Consortium for Management in Education, was a member of the state committee that wrote California's Strategic Plan for Educational Options in the 21st century, *Roads to the Future*, as well as a member of a U. S. Department of Education committee which wrote *New Designs for the Comprehensive High School*. He was also a member of the team that drafted California's Adult Education Strategy. Mr. Finnigan has authored many articles on total quality, benchmarking, and team empowerment, and is coauthor with Warren Schmidt, emeritus professor at UCLA and USC, of two books on total quality, *The Race Without A Finish Line: America's Quest for Total Quality* (1992), and *TQManager: A Practical Guide to Managing in a*

*Total Quality Organization* (1993). He is also author of *The Manager's Guide to Benchmarking* (1996). All three books were published by Jossey Bass, a John Wiley & Sons Company. He is currently completing two books: *The Formula for Success* (2002), and *The New Manager's Handbook: The Necessary Skills of First-Line Managers* (2003).

**Roger Frantz, Ph.D.**, intuition and productive performance

Dr. Roger Frantz joined the faculty of San Diego State University as Professor of Economics in 1978, and is the Director of the annual Intuition 2000 conference held through the University's College of Extended Studies. He has held workshops on intuition for over ten years. His interest in the field began when he started a daily meditation practice in 1970. He has worked as a consultant to a number of internationally-recognized firms, including Pioneer Electronic Technologies, where he served as an executive coach to upper management. He also works as a consultant for small businesses through the Federally-funded Small Business Development Center's San Diego branch. Dr. Frantz, who received his Ph.D. in Economics from Washington State University, is co-editor of the book *Intuition at Work: Pathways to Unlimited Possibilities*, a collection of essays by a number of experts in the field of intuition; author of the book *X-Efficiency: Theory, Evidence, and Applications*, and co-editor of the *Handbook of Behavioral Economics*. He has also authored a number of articles, dealing with topics from both the field of economics and that of intuition, which have appeared in various scholarly journals and books. Dr. Frantz has appeared as an expert in both of his fields of interest on a number of local radio and television programs.

**Patricia J. Geist, Ph.D.**, communication and health

Dr. Patricia Geist is a well-known researcher, teacher and consultant in the fascinating fields of organizational communication and group decision-making. In 1992 she was the recipient of the "Outstanding Faculty Award" at San Diego State University, where she is a distinguished faculty member of the Speech Communication Department in the College of Professional Studies and Fine Arts. Dr. Geist has B.A. and M.A. degrees from the University of Iowa, and a Ph.D. from Purdue University. Dr. Geist has taught at the Universities of Hartford and Hawaii. She has a number of publications to her name ranging from issues in bargaining and negotiation, to intercultural

communication and relationships. Her consulting clients have included John Deere Tractor Company and various health care providers. Dr. Geist is an active member and reviewer of some of the most important professional associations and journals in the field, including the International Communication Association, Speech Communication Association, Communication Quarterly, Western Journal of Communication, and others. Her insatiable curiosity and fervor for language explain her leadership in this field, a leadership that is crucial to the success of teambuilding in today's organizations.

**Kenneth M. Golden, Ed.D.**, virtual teams and human networking

Dr. Ken Golden is a principal in a start-up Internet business, The International Technology and Training Corporation. This e-commerce organization is currently being developed to provide information and communication technology training, career opportunities and distance education to businesses, government organizations and institutions of higher education in Latin America, the Middle East and India. As President of Golden Professional Corporation in Encinitas, California, Dr. Golden has been a management trainer and consultant for 16 years. He specializes in virtual teamwork, change leadership, team building and organizational communication. Dr. Golden is a Visiting Professor of Management at Webster University in St. Louis, Missouri. He has been invited to teach at Webster campuses throughout the United States and Europe as well as in Iceland and Bermuda. Dr. Golden has taught in Webster University's online graduate business program and was coordinator of the World Wide Collaborative Learning Project. Dr. Golden has been an Assistant Dean at San Diego State University and an Assistant Professor at the University of Arkansas for Medical Sciences. He has published and spoken extensively. Dr. Golden has also served as a Peace Corps Volunteer in Ghana, West Africa. In recognition of his interest in international affairs, Dr. Golden was invited to join Phi Beta Delta, the Honor Society for International Scholars.

**Stephen Goldstein Ph.D.**, global trends and organizational synchronization

Dr. Stephen L. Goldstein is nationally recognized as a leading trends forecaster and analyst. He is president and CEO of Educational Marketing Services, Inc., a company he founded in 1977. He speaks throughout the United States on the trends shaping America's future. Dr. Goldstein is the

producer and host of "We The People," a half-hour, public affairs, television interview program broadcast by AT&T Broadband five nights per week, and the host of "Teen Talk," an original series of "interviews in the round" produced by BECON Television. He also does editorial commentary for "South Florida Today" on WXEL, public television. From 1998-2001, Dr. Goldstein was the executive producer and host of "The Business Exchange," a national award-winning, regional, half-hour, weekly television program produced and broadcast by WLRN, public television in South Florida. Dr. Goldstein's book, *You Can't Go Wrong By Doing It Right: 50 Principles for Running a Successful Business*, was published by PSI Research (Oasis Press, 1999). He is also the author of *The Practical Guide to Educational Advertising and Marketing*, *30 Days to Successful Fundraising*, and *The Fundraiser's Internet Yellow Pages*. Dr. Goldstein is a special correspondent for The South Florida Sun-Sentinel (weekday circulation: 250,000), in which his editorial column appears bi-weekly. He also is a widely published contributor of articles on subjects ranging from education and politics to the economy and trends. His columns have appeared in The Los Angeles Times, Newsday, The Miami Herald, The Chicago Sun-Times, and other leading national and international publications. Dr. Goldstein earned his bachelor's, master's, and Ph.D. from Columbia University.

**George G. Gonzalez, J.D.**, international law and business alliances

Mr. George Gonzalez serves as External Legal Counsel for SDGKU. He practices in the area of domestic and international business transactions and international trade. Mr. Gonzalez provides counsel to foreign clients establishing business in the U.S. and to foreign and U.S. clients engaged in international business transactions, including joint ventures, establishing branch offices or subsidiary operations, sales, licenses, financing, foreign agency and related business relationships. Mr. Gonzalez represents companies in a wide variety of corporate and business affairs, including the drafting and negotiation of contracts for complex projects for the construction, installation and operation of facilities for various applications related to the energy industry, and ancillary installations. Mr. Gonzalez received his Bachelor of Arts degree in 1972 and his Juris Doctor degree in 1976, both from the University of California at Los Angeles.

**Stuart Harris**, e-commerce and the Internet

Stuart Harris was a science documentary producer for the British Broadcasting Company (BBC) for fifteen years before coming to the U.S. and working as an independent producer with his media services company, Beach Media. Since 1988 he has devoted himself to media applications for computers, and designed a successful magazine production model for R.R. Donnelly Corporation. He is the author of *The IRC Survival Guide* (Addison-Wesley 1995), chapters in *Internet Secrets* (IDG 1995) and *Cyberlife!* (SAMS, 1994), as well as numerous articles about the Internet in national and international magazines. More recently, Mr. Stewart has co-authored three Ventana books: *Netscape Quick Tour* (for Windows and Mac), *HTML Publishing with Internet Assistant* and *HTML Publishing for Netscape*, and *Dynamic HTML*. The first edition of *HTML Publishing for Netscape* was named best computer book in the 1996 San Diego Book Awards. Mr. Harris' company produces ZOOM San Diego, and entertainment guide published simultaneously on the Web and America Online's Digital City. It also designs web sites and applications for a wide range of clients in the fields of business, culture and leisure.

**Thomas D. Hinton**, leadership and total quality

Mr. Tom Hinton serves as the President of the Customer Relations Institute, LLC headquartered in San Diego, California. He is one of America's most popular speakers in the areas of Customer Relations, Work Teams, Team Building, Leadership, and Achieving Performance Excellence in the Workplace. Since 1986, he has addressed over 550 corporate, association, and government audiences in the United States, Canada, Germany, Japan, Mexico, England, and Scotland. Mr. Hinton's client list represents a diverse group including: New Otani Hotels of Japan, Union Bank, Isuzu North America, General Motors of Canada, the Alliance of American Insurers, Boston Public Schools, the Minnesota Multi-Housing Association, Wells Fargo Bank, Employers Reinsurance Inc., Banklink, Group 4 Software, Sysco, Preferred Hotels, Blue Shield of California, the U.S. Department of Labor, the California Department of Parks, INC. Magazine, and Bank of America. Mr. Hinton is the author of *The Spirit of Service* and *Leadership Lessons I Learned on the Links: 72 Ways to Par the Course of Business and Life*. He is the co-author of *Customer-Focused Quality: What To Do on Monday Morning*. He has written thirty-three published articles for publications such as the San Diego Business Journal, the Los Angeles Business Journal, Quality Digest, and

*California Quality.* Mr. Hinton also serves on the Board of Directors of the Leadership Links Foundation, a non-profit organization dedicated to helping youths develop their leadership abilities through the principles and game of golf. Also, Mr. Hinton is a recognized expert in the field of performance excellence and frequently lectures on the Malcolm Baldrige National Quality Award criteria where he served as a member of their 2001 National Board of Examiners. He serves on the Board of Directors of the California Council for Excellence, which administers that state's Malcolm Baldrige Award emulation. Mr. Hinton is a graduate of the University of Maryland and completed the Fundraising Management graduate program at the University of San Diego. He resides in San Diego.

**Thomas L. Hoffmann**, visioning and strategic planning

Mr. Tom Hoffmann is Principal and Vice-President of Human Development for Golder Associates Corporation, founded in Toronto in 1960, a premier global group of consulting companies located in 22 countries, specializing in ground engineering and environmental services. He is also Founding Partner of Essential Experiences Associates (EXA), a management consulting firm focused in helping Fortune 500 companies understand those organizational characteristics which will lead to higher levels of employee contribution, performance and satisfaction. Since 1996 Mr. Hoffmann has worked with companies in North America, Latin America, Europe, Asia and the South Pacific. Originally from Wisconsin, Mr. Hoffmann began his career at AT&T in 1970 and spent 26 years in line sales, operations, and corporate staff positions. From 1989 to 1991, Mr. Hoffmann was Administrative Director of Quality for AT&T's western region. He served as a certified senior evaluator for the *Malcolm Baldrige Award* criteria for the period 1990-1993. He has also been a guest professor at Estonia Business School in Tallin, Estonia since 1992.

**Daniel G. Hopwood, M.P.H., ARM, CBCP**, business continuity and risk management

Mr. Hopwood graduated from San Diego State in 1979 with a Bachelor of Science Degree in Health Science and Safety and in 1984, from SDSU's Graduate School of Public Health. He has developed safety, health and emergency response and disaster planning curricula for the SDSU College of Extended Studies, leading to professional certificates. For the past few years, Mr. Hopwood has been a part time

faculty member in SDSU's Community Health Education degree program, teaching safety and accident prevention classes. Mr. Hopwood is Director of Risk Management for the Del Mar Thoroughbred Club and past-President and Managing Consultant for Sullivan Risk Services, Inc. in San Diego, where he was responsible for consulting on broad-based business continuity projects, including threat identification, emergency response, crisis management and business recovery and related training and education activities. Previously he was Managing Consultant for ARUP Risk Consulting, a leading international engineering and management-consulting firm. Mr. Hopwood has been very active in both the safety and business continuity community, having held elective and appointed offices, including Chairman of the Pacific Safety Council (1994-95). Mr. Hopwood has authored several peer-reviewed papers and has spoken on a variety of safety, risk management and business continuity topics throughout the United States and abroad.

**J. Walter Johnson**, telecommunications and global networks

Walter Johnson is CEO of Telcom Design Corp., which was established in 1977 to develop cost effective telecommunications infrastructure for business and education. He is the Senior Associate for Global Infrastructure Solutions with The Strategy Group Inc., specializing in the use of Internet and telecommunications for accelerated learning in both public schools and universities. Mr. Johnson is Co-Founder of World Wide *Wireless* Web Corp. (W4), which operates the Americas Net International Satellite Internet Gateway co-located at the San Diego Super Computer Center, a Super POP for both high speed WEB connectivity, Internet-2, and other Internet networks for universities and research centers. Since founding Sat-Networks International in 1990, Mr. Johnson has been active in the engineering, marketing, and operation of innovative satellite and wireless networks in Mexico and Latin America. He was Director and Chief Technology Officer at Satellite Business Networks, Inc. where he developed a family of low-cost C-Band satellite data broadcast systems and state-of-the-art KU-Band 0.6 meter Micro DataSats for simultaneous satellite broadcasting of news wires, program audio, and high speed data, including the first use of satellite multipoint distribution to simultaneously cache data at airports throughout North America for PanAm Weather Systems, pre-dating Internet caching by a decade. Over 400,000 micro-dishes using these basic

designs are currently in use in North America, Europe, Australia, and Japan. In 1969, Mr. Johnson founded Coastcom, Incorporated, a manufacturer of specialized telephone and program audio transmission equipment. While at Coastcom, Mr. Johnson received the patents for the multichannel TV sound and data system used on ANIK I, the first Canadian domestic satellite. During his tenure, Coastcom supplied the transmission equipment for the national radio networks of Canada, Brazil, Mexico, Saudi Arabia, Iran, Uganda, Taiwan, Korea, Algeria, Thailand, and several other nations. Mr. Johnson worked with Dr. Henry Kissinger's China Team to air lift this earth station to Beijing, China, and established the history-making satellite link to the U.S. for President Nixon's trip to China. Mr. Johnson received his BSEE Degree from the University of Idaho. He has published over 30 papers and holds three patents related to satellite network transmission.

**M. Krishnamoorthy, Ph.D.**, international technology transfer, operations research and organization synchronization

Dr. M. Krishnamoorthy is currently a distinguished Emeritus Professor in the school of Management at Alliant International University (formerly United States International University –USIU) in San Diego. He has over 35 years of experience working for the Indian Institute of Management, Calcutta (Professor/Director); the Hindustan Cables Ltd. (Chairman); the National Productivity Council (Executive Director) in New Delhi, India; Massachusetts Institute of Technology (Research Associate/Ford Foundation Faculty Fellow) and the University of Michigan (Visiting Lecturer) in the United States; the Asian Productivity Organization (Senior Advisor/Head, Research Planning), Tokyo, Japan; the International Labor Organization (Chief Technical Advisor) with postings in Nigeria and Bangladesh. Dr. Krishnamoorthy has contributed over 80 documents in the form of national and international conference papers, journal articles, books, monographs and technical reports for United Nations and other organizations.

**Rachna Kumar, Ph.D.**, information systems, organizational synchronization, technology management

Dr. Rachna Kumar is a Professor of Information Systems and Technology at Alliant International University in San Diego, California. Her research, publishing and consulting interests include software

offshoring processes, transfer of information systems skills in bi-national contexts, computer-mediated learning environments, software productivity measures and online education. She is the co-founder of GlobalMind: Center for Strategic Consulting at the Marshall Goldsmith School of Management in San Diego. She has a PhD in Information Systems from Stern School of Business at New York University, New York.

**Bruce Lloyd, Ph.D.**, knowledge management and wisdom

Dr. Bruce Lloyd is Professor in the Strategic and International Management Department at South Bank University in London, England. He has also worked as a consultant for a number of international organizations. Dr. Lloyd's areas of expertise include strategic management, future studies, creating and managing new ventures, the future of offices and office work, corruption and ethics in business, and mergers and acquisitions. Dr. Lloyd has extensive journalism experience and has published his work in a number of journals, including: *Leadership and Organisational Development*, *Business Ethics: A European Review*, and *The Leadership and Organisation Development Journal*.

**Jon Kevin Loebbaka, Doctor in Business Administration (D.B.A.)**, global strategy and management, leadership, multinational workplace cultures

Jon Kevin Loebbaka is currently VP & General Manager of Universal Alloy Corporation (UAC) and has 23 years experience in managing global manufacturing enterprises. UAC provides fabricated aluminum extrusions to the aerospace industry throughout North America, Europe, and Asia as a prime contractor to Boeing, Airbus, and many other aviation customers. Dr. Loebbaka is also UAC's Director for Worldwide Project Management, recently directing the start-up of UAC's new facility in Romania coordinating resources from China, Eastern Europe and North America. He has traveled and conducted business in over 30 countries. Dr. Loebbaka has published works on global strategies in the aerospace industry, leadership, and workplace culture. He is an adjunct faculty member of Alliant International University teaching in strategic management and providing seminars in managing global businesses. Dr. Loebbaka holds a BS in Electrical Engineering, from the University of Tennessee; an MBA from Ashland University in Ohio; and earned a Doctorate in strategic



management from Alliant International University, San Diego California.

**J. Michael Mahon**, e-resource management and enterprise software

Mr. Mahon is Network Services Manager for Computer Sciences Corporation (CSC), a leading provider of Information Technology (IT) solutions under numerous outsourcing contracts for multinational corporations. He has over twenty years of experience in the field of management consulting, marketing management, and customer support services within the Information Technology and Telecommunications industry. Mr. Mahon is the principal consultant of JM Mahon Company, an independent management consulting organization with emphasis in Information Technology. During his career he has designed, managed, and consulted on numerous hardware and software projects that require day-to-day business process planning and integrated systems development in order to deliver information services to many large and small companies in California and other states of the Union. He has published many articles on the productive use of new technologies based on integrated information systems and the Internet, and has been a presenter at several leading industry trade shows. Mr. Mahon holds an MBA from the University of California, Irvine, with emphasis in Marketing, and an M.A. in Psychology from Humboldt State University.

**Yoram Malevski, Ph.D.**, managerial excellence and productivity

Dr. Yoram Malevski holds a Bachelor's and Master's degrees from the Hebrew University in Israel and a Ph.D. from Michigan State University in Management. He is currently President of Mayaré International, a consulting firm specializing in management strategy development, total quality, product adaptation and international marketing. Its clients include the Organization of American States, the World Bank, the Interamerican Development Bank and numerous national governments agencies and corporations throughout Europe and the Americas. He is the author of the book "Terremoto Empresarial" and of numerous articles and reports on quality trends, standards and competitiveness.

**Susan B. Mitchell**, demographics and generational studies

Susan Mitchell is a writer, author, and lecturer specializing in demographics and social and

consumer trends. Her articles have appeared in numerous publications, and she is frequently cited as a trend expert in national media, including *Time* magazine, *The New York Times*, *The Wall Street Journal*, *USA Today*, and *The Los Angeles Times*. She has appeared on "The Today Show," MSNBC, Fox Network News, and "Oprah" to discuss the baby boom and generational issues. Ms. Mitchell is the author of several demographic reference books including *American Attitudes* and *Generation X: The Young Adult Market*. Her most recent book, *American Generations*, examines the demographics of the five living generations of Americans: Millennials, Generation X, Baby Boomers, the Swing Generation, and the World War II generation. Ms. Mitchell frequently speaks to and consults with businesses and organizations about generational issues. She has spoken at conferences and seminars for Burger King, CIGNA, Motorola, and the International Interior Design Association, among others. She recently presented a paper at the McCormick Tribune Foundation/Center for Strategic & International Studies Cantigny Conference Series on "The Youth Population in an Aging America: Social, Political, and Economic Implications." A former contributing editor for American Demographics and former editor of *The Boomer Report*, a newsletter tracking the Baby Boom generation, Ms. Mitchell has done extensive research on the demographics and lifestyles of the different generations. She has a B.S. in Psychology from the University of Wisconsin-Madison.

**Richard W. Page, J.D.**, alternative dispute resolution and conflict management

Mr. Page obtained a Bachelor of Arts Degree with academic distinction from Stanford University in 1970, and a Juris Doctor (J.D.) degree from the University of California at Davis in 1976. He is founder and Principal Shareholder of the law firm The Page Firm, APC in San Diego, Ca., providing corporate legal services and affirmative dispute resolutions support to private and public organizations. He has participated in numerous forums and cases of regional international arbitration, mediation and conciliation, and has published in important journals such as the *California Litigation News* and the *New York Law Journal*. Mr. Page is an active member of important international organizations and consortia, including the "arbitration committee for NAFTA" within the American Arbitration Association.

**Richard G. Opper, J.D.**, environmental quality and standards

Mr. Opper holds a Juris Doctor degree from UCLA and a Master's in Public Administration from Harvard University. He was Attorney General for the Territory of Guam, where he represented Guam EPA. In San Diego he heads the Environmental Practice Group of McKenna & Cuneo, where he represents private interests and public agencies in complex environmental and natural resource litigation matters. He is a member of various regional and national NGOs, and is a recognized expert on informational and technology aspects of environmental and pollution issues.

**Michael Real, Ph.D.**, journalism, mass media and their cultural impact

Dr. Real is Professor of Telecommunications at Royal Roads University in Victoria, B.C., Canada. He has directed a variety of local, national, and international research projects, and has produced television programming on current issues and for underserved populations. His many writings, include the books entitled: *Super-Media: A Cultural Studies Approach* (Sage, 1989), *Exploring Media Culture* (Sage, 1996), *Cultural Studies Approach* (Prentice-Hall, 1977), and others dealing with media, culture, and social responsibility. Dr. Real holds a Ph.D. in Communication from the University of Illinois, and is well-known internationally.

**Rubens Ricupero**, global trade and commercial diplomacy

Mr. Ricupero, a graduate from the School of Law at the University of São Paulo, is a past Secretary General of the United Nations Conference on Trade and Development in Geneva. Previously he served as Brazil's Deputy Head of the Presidential staff, Special Advisor to the President, and Minister of Environment and Amazonian Affairs, and Minister of Finance. Mr. Ricupero's diplomatic posts for Brazil have included Director of the Department of North, Central and South America, Ministry of Foreign Relations; Ambassador, Permanent Representative to the United Nations in Geneva; Ambassador to the United States of America; and Ambassador of Brazil to Italy. Other international positions held by Mr. Ricupero include Head of the Brazilian delegation to the United Nations Human Rights Commission, Geneva; Head of the Brazilian delegation to the Conference on Disarmament; Chairman of the Finances Committee at the United Nations Conference

on Environment and Development, Rio de Janeiro, 1992; and Governor for Brazil at the World Bank, the International Monetary Fund and the African Development Bank.

Mr. Ricupero has served as Professor at the University of Brasilia and is also the author of several books and essays on international relations, economic development, and international trade and diplomatic history. He is currently Director of the College of Economics and International Relations at the Fundacao Armando Alvares Penteado in Sao Paulo.

**Lawrence C. Rhyne, Ph.D.**, business strategies and technology management

Dr. Larry Rhyne is an Associate Professor of Management at San Diego State University (SDSU). He teaches Strategic Management of Technology & Innovation, Seminar in International Strategic Management, and International Business Strategy & Integration in the undergraduate, graduate and executive MBA programs; and has received a Meritorious Performance and Professional Promise Award. His research interests center on effective strategies for companies in high technology and emerging industries in a global context. Dr. Rhyne is a member of the Academy of Management, the Strategic Management Society and the Academy of International Business. He received his Ph.D. from Northwestern University with a major in Policy & Environment and a minor in Accounting Information Systems. He also holds a M.B.A. in Finance and a B.S. in Business Administration, Cum Laude, from the University of Missouri. His most recent publication is "New Technology Market Entry Strategies: Lessons Learned" in the 2001 Handbook of Business Strategy. Prior to joining the faculty at SDSU, Dr. Rhyne taught at the J. L. Kellogg Graduate School of Management at Northwestern University, and the Stuart School of Business Administration at Illinois Institute of Technology. In addition, he has eight years of corporate experience, most recently as Manager of Corporate Planning, Skil Corp., Chicago, Illinois during which he acquired a CPA certificate. Dr. Rhyne has published numerous articles in a variety of well-known journals in his field, including the *Strategic Management Journal*, the *Journal of High Technology Management Research*, the *Journal of Product & Brand Management*, the *International Journal of Project Management*. He also edited *International Perspectives on Strategic Management: A Supplemental Reader*, with M. Teagarden, K. Marino and A. DeNoble, (McGraw-Hill, New York, 1993).

**Julie Robello, M. S.**, database design and management, educational effectiveness and special education

Ms. Robello is an experienced teacher, school administrator and educational consultant. Her interests revolve around the use of information technology to improve teaching and learning, and the development of e-based administrative and management systems to improve educational effectiveness and quality of service, particularly for handicapped and limited learning students.

**Farhad Saba, Ph.D.**, distance education, educational technology and networking

Dr. Fred Saba is Emeritus Professor of Educational Technology at San Diego State University, where he taught courses and carried out research in the areas of design, development and production of instructional systems using video, interactive multimedia, and integrated telecommunications technologies. Dr. Saba served as the Managing Director of the Educational Radio and Television of Iran from 1973 until 1978, and as the Telecommunications Division Director at the University of Connecticut from 1980 until 1984. He has been the leading moderator for the ITC annual series of videoconference programs and serves as Chairman of SDGKU's Governing Board. In 2010 he was inducted in to the Hall of Fame of the U.S. Distance Learning Association (USDLA). With over thirty years of experience in telecommunications-based education, Dr. Saba has been involved in all aspects of the field, ranging from policy analysis and design, to implementation and evaluation. Recently, his activities have been concentrated on developing a dynamic theory of distance education. He has published numerous articles in the field of telecommunications; and has presented at a number of professional seminars and conferences in the United States, Afghanistan, France, Great Britain, Indonesia, Malaysia, Mexico, Switzerland (UNESCO), The People's Republic of China, and Turkey. Dr. Saba holds a Bachelor's degree in Radio, Television and Film and a Master's degree in Broadcast Communication Arts from San Francisco State University. He received a Ph.D. in Instructional Technology from Syracuse University.

**Robert Schlesinger, Ph.D.**, information and technological decision systems

Fifty (50) years of experience encapsulated into a couple of paragraphs covers three "careers" briefly described as follows. Dr. Schlesinger's first career was with large US corporations including General

Electric, TRW, ITT and Teledyne. He held various positions with these companies, including Design Engineer, Director of Systems Engineering, Director of Research & Development and Vice President of Marketing. These assignments covered the period from 1951 through 1970. The second career started in 1970 with the founding of his company, an engineer/manufacturing operation that grew to about 85 employees. As CEO he operated the company until its' sale in 1980 to a New York Stock Exchange listed company. Dr. Schlesinger has just completed his third career as an academic, and is now Professor Emeritus at San Diego State University, having taught Production Management and Decision Making courses there since 1984. During the course of the above assignments Dr. Schlesinger lived in Europe (2 years) and Asia (1 year) and traveled extensively in the areas on business.

**Stanley L. Schultz**, globalization and alliances

Mr. Schultz is a business consultant and entrepreneur. For many years he has been active in U.S. and foreign markets as a marketer, distributor, and manufacturer; particularly in Mexico where he maintains a business presence. His background includes that of merchant, property owner, university and college instructor and lecturer. He is widely recognized as an efficient and resourceful provider of financial services to the business community. He is President of the Schultz Companies, established in 1924, a graduate of the University of Southern California, School of Commerce. He holds a Masters in Management and M.B.A. degrees. In addition, he was a consultant with McDonnell Douglas in their Countertrade & Offset Program in Finland, Yugoslavia, Austria and Hungary. He is the founding and senior partner of Schultz Financial Services.

**Jeffrey A. Smith**, e-technology and network systems

Jeffrey Smith is the Chief Executive Officer of Virtual Integrators, Inc., a firm dedicated to its partnerships with key Information Technology Companies in providing full-service turnkey integrated solutions to the Internet marketplace. He has over 30 years experience in the design, development, management and marketing of communication and information systems, products and services for both government and commercial applications. Prior to founding Virtual Integrators, Inc., Mr. Smith was both Chief Technology Officer (CTO) and Vice President of the Telecommunication Systems Group for a major defense contractor specializing in large multimedia, multi-vendor

applications running over a variety of government and commercial networks. As CTO, he was responsible for the design and implementation of SAICnet, which included a global video broadcast and conferencing network and a global voice/data network as well. He was also responsible for the technology planning, purchasing, installation and maintenance of all computer hardware, software and communications for a 200-office, 2-billion-dollar per year corporation. Mr. Smith's technical experience includes being the Program Manager for the implementation Crisis Management video network facility for a very important classified customer and the Program Manager for the Intermediate Nuclear Forces (INF) Treaty Verification Network. His experience also includes being the Director of Information Systems for a large regional air carrier and the Manager of a software development division for a large Aerospace company.

**Richard C. Strobridge**, multi-media and telecommunications

Mr. Rick Strobridge, a graduate of Colgate University, is a leading expert in telemedicine, advanced operating room design and medical technology integration. He specializes in the improvement of health care delivery through the use of integrated telecommunications and multi-media technology. Mr. Strobridge is a pioneer in voice, video and data networking, videoconferencing and distance learning. He implemented some of the first video networks for the U.S. Federal Government and the Department of Defense. His career includes many firsts in the video networking field including the first high speed multipoint still image delivery system, the first VSAT satellite-based videoconferencing system and the first compressed motion video arraignment system. Mr. Strobridge was also responsible for the first videoconferencing system installed in the U.S. Capitol. Mr. Strobridge's career includes ten years at \$7 billion systems integrator SAIC where he founded SAIC's Telecommunication Systems Operation. In 1991, Mr. Strobridge founded Tele-Images Inc., a videoconferencing systems integration company. Tele-Images has a wide variety of customers including Hewlett Packard, the U.S. Navy, California State University and Bank of America. Tele-Images was acquired by a Denver firm in 1997. In 1997, Mr. Strobridge co-founded Infomedix Communications Corporation to address the growing need for more efficient and comprehensive multi-media communications in operating rooms. Infomedix was acquired by Stryker Corporation in 1999. Stryker is an S&P 500 medical products manufacturer with

almost \$3 billion in annual sales and operations in 170 countries. Currently he is CEO and Co-Founder of Entra Health Systems and Director/Founder of Healthcare Technology Corporation.

**Pedro A. Turina**, distance education and international collaboration protocols

Dr. Pedro Turina has extensive experience in the development, management and evaluation of international cooperation projects, high-level negotiation, programming, teacher training, curriculum development, production and use of media, development of information and project management systems, organization of meetings, conferences and other events. He is a graduate of the College of Chemistry and Sciences of the University of Chile and holds a Diploma in Educational Technology and Teaching of Science from Florida State University.

Dr. Turina has a distinguished career of serving the Organization of American States (OAS) in Washington and its member States dating back to 1982, including tenures as Director of Conferences and Protocol and distinguished positions within the Department of Educational Affairs and Science and Technology Affairs. He collaborated with member States in the preparation and presentation of programming projects for funding consideration by the OAS and advised National Commissions of Science and Technology on the presentation and evaluation of funding proposals. He retired from the OAS in 2001. He has participated in numerous educational, training and professional conferences and events as speaker and panelist, including the Seminar/Workshops on Distance Activity Competence of the ITC in San Diego, Ca.

**Cresencio Torres Ph.D.**, team-building and creative leadership

Dr. Torres is a Senior Associate at the Center for Creative Leadership in San Diego, California, from where he has provided distinguished consulting services in the areas of organization planning, quality improvement, work team development, and diversity climate analysis and training. His clients include Hughes Communication Group, Honeywell, General Dynamics, New England Telephone, General Electric, General Motors and Whirlpool. He holds a Bachelor's Degree in Applied Behavioral Sciences from the University of Maine. He received a Master's Degree in Human Resources and a Doctorate in Philosophy from the University of Oklahoma. He has an impressive list of publications in teambuilding

strategies, including the well-known books entitled *The Manager's Official Guide to Team Working*, *Self-Directed Work Teams: A Primer*, and *The Tao of Teams: A Guide to Team Success*.

**George B. Wolf**, organizational quality and continuous improvement

Mr. George Wolf has been President of GWA, a California-based Management Consulting and Education Firm specializing in improving productivity and quality. As senior Operations Manager for Baxter Healthcare, UNISYS, and General Motors, he has gained broad, functionally diverse business experience, accumulating more than 10 years of international consulting experience. His GWA clients include Aramco, Saudi Arabia, UNISYS, McDonnell Douglas, and Nissan. Mr. Wolf is Associate Professor at Cal State University in Fullerton, California.