

# San Diego Global Knowledge University

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Competency with Global Knowledge<sup>®</sup>



## 2014-2015 General Catalog

San Diego Global Knowledge University

5315 Triana Street

San Diego, CA 92117

U.S.A.

Tel. (619) 934-0797; (619) 934-3930

URL: [www.sdgku.com](http://www.sdgku.com)

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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, on-line instructional approach makes it possible for you to pursue a degree, certificate, training or professional development program with maximum flexibility of time and location anywhere in the world. 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 develop "competency with global knowledge" through "dual" academic and competency-based curricula offered in English, Spanish and other languages on topics of international relevance.

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.

A handwritten signature in black ink, appearing to read 'Miguel A. Cardenas', with a stylized flourish at the end.

Miguel A. Cardenas, Ph.D.  
President  
[www.miguelcardenas.com](http://www.miguelcardenas.com)

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## **INTRODUCTION**

### **Academic Calendar 2014-2015**

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:

Fahrad Saba (Chairman), Walter Johnson, Peter Andersen, Rene Naert, Miguel A. Cardenas Jr., Victor Botello, Rachna Kumar, Connie de la Rosa and Miguel A. Cardenas (Secretary)

Executive Team:

Miguel A. Cardenas, Ph.D.  
Founder /President and CEO

Ilian Rosales, Administration/Registrar

Miguel A. Cardenas Jr., Ph.D., Chief Academic Officer (CAO)

Beatriz Escobedo, Student Services/Library Resources

Gary Wallin, Technology Systems

George R. Gonzalez, Legal Counsel

Mario G. Ortega, External Auditor

## **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 prepare citizens and leaders worldwide to become more globally competitive and responsible, providing them with relevant knowledge and the capacity for distance and networked collaboration in multi-cultural environments.

### **Goals**

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 on-line distance 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 goals
- 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, bilingual 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.

### **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 planning to pursue full accreditation with a DOE (Department of Education) recognized national accreditation agency.

Notice: Students 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 are not subjects to 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).

### **2014-2015 Catalog**

The San Diego Global Knowledge University catalog is published annually. The current catalog is in effect

from January 2014 to December 2015. 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 affected; 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, evaluating transfer credit, registering students, posting grades, evaluating transcripts and producing official transcripts.

Individuals interested in registering at San Diego Global Knowledge University may pick up an application packet in the Office of Admissions and Records, or request that a packet be mailed, or may acquire one on-line at [www.sdgku.com](http://www.sdgku.com). Students must complete all application requirements and have all necessary documents in their file before registering for classes.

Students must supply complete and accurate information on the Application for Admission form. Applicants 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 may register 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)

For Master's and Ph.D. 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 Ph.D. 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; and

## 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:**

- Although all instructional courses are both in English and Spanish, 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 4 of the "G-Telp" 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 and residency documents.
- 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. Students can obtain general information from the San Diego Chamber of Commerce ([www.sdchamber.org](http://www.sdchamber.org)).

**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 an on-line academic or non-academic program/course by the end of the second week (of having on-line access).

**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.

## **FEES AND TUITION**

### **Academic Year**

The academic year is the calendar year, January through December.

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 course or Short-Term Seminar Training Program 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.

Academic courses at San Diego Global Knowledge University carry a three (3) semester 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.

### **Tuition and Fees**

(Tuition and fees effective January 2013)

Tuition costs are:

#### Academic credit

-Master's Programs

Cost per one (1) unit       \$300.00

Cost per three (3) unit     \$900.00

Other Fees                   \$1,265.00

-Ph.D. Program

Cost per one (1) unit       \$400.00

Cost per three (3) unit     \$1,200.00

Other Fees                   \$1,265.00

#### Continuing Education Unit (CEU)

Cost per one (1) unit       \$ 90.00

Cost per two (2) units       \$180.00

Cost per three (3) units     \$270.00

Cost per four (4) units     \$360.00

Cost per ten (10) units     \$900.00

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.sdgnu.com](http://www.sdgnu.com).

### **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 students' 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 requested day of approval by SDGKU.

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 accessing 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 3 unit 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

For a 3 unit Ph.D. Degree course the same pro-rata calculation is made based on a cost of \$1,200.00.

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 fee) (Degree Programs only)	\$ 40.00
Registration fee (non-refundable, one time fee)	
Degree Programs	\$100.00
Non-Degree Programs	\$ 50.00
Tuition fee	
Degree Programs	
Master's Degrees	
(per unit of academic credit)	\$300.00
3 academic units course	\$900.00
Total Degree Program (45 units)	\$13,500.00
Ph.D. Degree	
(per unit of academic credit)	\$400.00
3 academic units course	\$1,200.00
Total Degree Program (72 units)	\$28,800.00
Non-Degree Programs	
(per unit of continuing education/CEU)	\$ 90.00
2 CEU's course	\$180.00
3 CEU's course	\$270.00
4 CEU's course	\$360.00
10 CEU's course	\$900.00
Distance Activity Coordination (10 CEU's)	\$900.00
Distance Activity Instruction (10 CEU's)	\$900.00
Distance Activity Consulting (10 CEU's)	\$900.00
Intl. Managerial Leadership (10 CEU's)	\$900.00
Organizational Synchronization (10 CEU's)	\$900.00
Systems Analysis (10 CEU's)	\$900.00
E.L.Proficiency as a Workskill (10 CEU's)	\$900.00
ITC Annual Series Diploma (6 CEU's)	\$540.00
Online Materials	
Degree Programs	\$300.00-\$800.00
Non-Degree Programs	\$ 50.00
Textbooks (a course)	\$ 25-150.00
Graduation Fee	
(Degree Programs only)	\$200.00
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):	\$0.50 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.

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 library director is available on-line, 24/7, to help students plan any of their research projects or to identify where they can find books and other materials.

### **Instructional Support**

Under the direction of the Director of Global Operations, 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 and Administrative Facilities and Technology 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 called "OLE" (Optimum Learning Environment), which is supported by a robust high-speed network with global connectivity. The administration, faculty, instructors and staff all have 24/7 access to this unique and reliable 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.

### **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.

**Smoking:** San Diego Global Knowledge University is committed to protecting the health of its students and employees. Smoking is prohibited in all working areas of SDGKU where nonsmokers cannot avoid exposure to smoke including all indoor facilities, exterior dining facilities and within 30 feet of entrances to all university facilities.

**Parking Regulations:** The adherence to parking, traffic and vehicle regulations established for the safety of the university staff and visiting students are set forth for the protection of all. The public safety requires that all personnel and students take it as their personal responsibility the enforcement of parking and traffic regulations at all facilities used by SDGKU.

**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	grade points
Excellent	A	4.0
	A-	3.75
Above average	B+	3.35
	B	3.0
Average	B-	2.75
	C+	2.35
	C	2.0
Below average	C-	1.75
	D+	1.35
	D	1.0
Failure	D-	.75
	F	0
Other symbols	R	Repeat
	RD	Report delayed
	W	Withdrawal
	AU	Audit
	U	Unofficial withdrawal
	I	Incomplete
	P/F	Pass or fail
	CR	Credit
	NC	No credit
	SP	Satisfactory Progress

**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 six months, 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.
- Students should not be given an extension of time or opportunities to improve a grade that is not available to all members of the class, except for verified illness or justified absence from the university.
- 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. Examinations and written material not returned to students should be kept by instructors so they can review the work with students.
- Except for a clerical error in calculating a grade, instructors may not change a semester grade after the grade has been submitted to the Registrar. This regulation is designed to protect the faculty from student pressure.

**Satisfactory Academic Progress**

Academic progress is measured through qualitative and quantitative measures. The qualitative academic progress is assessed by the grade point average achieved; the quantitative academic progress is measured through the number of units satisfactorily completed. SDGKU requires that all students demonstrate

satisfactory academic progress at the end of each twelve month period by:

1. Achieving a minimum cumulative grade point index until completion of the degree as shown in item "A"
2. Completing the academic degree within a reasonable time as reflected in item "B"

**A) Grade Point Index Requirement:**

Units completed	Minimum GPA
12 or less	2.0
13-36	2.35
37 or more	2.75

Units completed are taken to mean all those units for which letter grades have been received.

Any student whose academic progress is not in agreement with what has been stated in item "A" above will be placed on academic probation. The academic load of such students will be limited until such time as the GPA is satisfactory.

Students who by the end of their probationary period have not raised their academic index to the minimum GPA required for the level of units completed and have not made satisfactory academic progress, will be suspended for academic deficiency for a minimum period of one calendar year.

**B) Time Period Requirement:**

1. Requirements established by the university:

The Master's of Science degree must be completed within a maximum of 18 months, and the Doctorate Ph.D. degree within a maximum of 60 months. The non-degree online courses must be completed within a maximum of 6 months and the satellites- based courses within 12 months.

Students registered for 36 units a calendar year are considered full-time students. Students registered for fewer units are classified as part-time students.

Full time students are expected to complete a minimum of 30 units annually.

Students who do not complete a minimum of 9 units in a six-month period will be placed on "Progress

Warning" status. If students obtain satisfactory progress within the following six months, the warning will be rescinded.

Any student who fails to achieve academic progress or does not complete the degree program within the specified time will be placed on probation.

**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, law-

abiding citizens who will comply with all policies and regulations.

#### **Cancellation and Withdrawals**

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, 5315 Triana St., San Diego, CA 92117" 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.

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

The following procedures consonant with the due process have been approved by the Board of Trustees. 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 vice-president will refer all documentation to the grade appeal's committee, which is a standing committee. The grade appeal's committee consists of three people; the vice-president's designee and at least two faculty members appointed by the vice-president. The grade 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 grade 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 grade 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 grade 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 grade 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 grade 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.

## **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-base" written messaging and electronic bulletin board. This interactive capability is an essential component of SDGKU's "Optimum Learning Environment" (OLE) in our new generation on-line instructional design system, 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 at least twice a year with the academic advisor. During the first advisement session, the advisor with assistance of the student reviews college transcripts and develops the academic plan. Students may refer to their student file on the web site to monitor their progress. It is the students' responsibility to follow it and seek advice if for some reason they cannot register for required courses.

**Web Site:** Students have access to scheduling information on the SDGKU web site. They can access the schedule of classes, the beginning date, the instructor, required textbooks, and bookstore sites and addresses.

### **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.

**Testing:** A wide variety of tests are available as part of the counseling process. Students can take some of the tests on the computer. Other test are scheduled by appointment and conducted in designated locations.

**Study Abroad:** The San Diego Global Knowledge University International Programs (UIP) offers students the opportunity to continue their studies at different foreign universities or a special study centers or Institutes. University International Programs is housed in the office of the Director of Global Operations. While on an International Program, students remain enrolled at San Diego Global Knowledge University.

The UIP assists students in identifying international programs and study abroad programs. Students must first clear permission from the OAA if they wish to have units from a foreign university count for their continuing education programs at SDGKU.

### **International Student Program**

The International Program is under the direction of the Coordinator of Student Affairs. The office 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:** This Academic Affairs Officer 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 provides equitably. Services include priority registration, registration assistance, proctoring of exam, referral to on-campus and off-campus resources.

## ACADEMIC PROGRAMS

### 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 “Master of Science and Ph.D. 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 Master of Science Degree and Ph.D. 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 M.S. and Ph.D. 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.

### Degrees Offered

San Diego Global Knowledge University the following academic degrees:

#### Master’s Degrees

International Management  
Communication and Technology

#### Doctor of Philosophy (Ph.D.) Degree

Global Systems

**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.

**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.

500+ Post-baccalaureate:  
Courses designed for students who have a Bachelor’s degree. Most 500 and 600 courses designate post baccalaureate (Master’s and Ph.D. degree) 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.

## 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 session 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 and Performance:** SDGKU is a technology-mediated distance learning institution, and classroom attendance is not required. Students must be officially registered for a course in order to access it online or at a distance, or to receive credit, from anywhere in the world. Instructors will not permit unregistered students to access the class nor will they issue a grade. Each SDGKU course and program has a specific minimum and maximum time duration for the student to complete at his or her own pace.

## 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 the course or-online instructional module of 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 from the university by applying in writing to the Students Academic Committee, at any time prior to the first day of class.

To be readmitted following an approved leave of absence of not more than 18 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 online registration/enrollment.

## Graduation Requirements

- Eligibility for graduation requires a minimum grade of C- in all required courses or on-line instructional modules and a cumulative grade point average of at least 2.75 (B-) on all work completed
- All of the academic units required for the Master's and Ph.D. degrees 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 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 or 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 global operations officers to insure that its institutional policies promote faculty freedom.

## 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.

**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 modules or courses (45 total units)

### **Core Courses (45 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: 18 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 SDGKU Master's Degree Program in Communication and Technology is designed for professionals (from any field) who want to gain an advanced understanding of the new globalized role of communication in human networks of collaboration, and the modalities, media and technologies involved. Areas of study include the topology of globalized organizations, systems approach and methodology, coordination, development and implementation of distance activity, virtual teams, managerial leadership in networked environments, telecommunications and information technologies, multimodal communication protocols, and project planning/evaluation of electronic or "E" resources.

**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 modules or 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: 18 months

## DOCTORATE DEGREE

### 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.

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.

**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 modules or 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

## 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

### Competency and Non-Degree Courses

OCE offers on-line through [www.sdgku.com](http://www.sdgku.com), in English and Spanish, a series of continuing education, global and specific competency courses from SDGKU. These courses are non-academic (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 Coordination  
Distance Activity Instruction  
Distance Activity Consulting  
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 (on-line, English and Spanish)

International Managerial Leadership (IML) is 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 program.

On completing the course, graduates are prepared to function and perform as globally competitive international managerial leaders in education, business, government or civil society.

The course is designed to develop skills and abilities related to strategic visioning, technology-based networked collaboration, global marketing and benchmarking, productive excellence, technology transfer and risk management, all placed within an “ETK” framework.

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	Creating Achievable Visions with a Global Scope (1 CEU)
IML 105	Knowledge Protection and Management (1 CEU)
IML 106	Excellence, Value and Quality Performance (1 CEU)
IML 107	Competence Exam: Preparation and Testing (1 CEU)
IML 108	Action Plan Development (1 CEU)
IML 109	Practicum Project Report (2 CEU's)

Maximum duration: 6 months

### Distance Activity Coordination (on-line, English and Spanish)

The Distance Activity Coordination (DAC) course is 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 program.

On completing the course, graduates are prepared to function and perform as globally competitive coordinators of distance and networked collaboration within education, business, government or civil society. The course is designed to develop competence in promotion, technology, administration and logistic aspects involved in human networks of collaboration.

Distance Activity Coordination 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 Instruction (on-line, English and Spanish)**

The Distance Activity Instruction (DAI) course is 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 program. In addition, they must have completed the DAC program.

On completing the course, graduates are prepared to train and develop coordinator competence within organizations and communities of interest. The course is designed to develop train-of-trainee skills needed to develop competency –building programs in distance activity anywhere in the world.

Distance Activity Instruction 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 Consulting (on-line, English and Spanish)**

The Distance Activity Consultant (DACON) course is 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 program. In addition, they must have completed the DAI program.

On completing the course, graduates are prepared to visualize, plan, develop, and implement distance activity and networked collaboration systems within organizations and communities of interest. The program is designed to develop the skills and attitudes needed to plan and develop infrastructure and technology for distance activity systems in education (distance learning), business, government or civil society, including needs assessments sequencing of technology, virtual team collaboration and cost/benefit analogies.

Distance Activity Consulting 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 Quality and Value in the New Millennium (1 CEU)
- DACON 106 Visioning Through Scenarios and Intuition (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 (off-line)**

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 program.

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 course 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: 2 continuing education units (CEU’s)

- ELPW 101 Basic English (1 CEU)

ELPW 102 Preparation and Test (1 CEU)

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

ELPW 103 Basic English in Simple Communication (1 CEU)

ELPW 104 Preparation and Test (1 CEU)

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

ELPW 105 Basic English in Normal Communication (1 CEU)

ELPW 106 Preparation and Test (1 CEU)

English Language Proficiency as a Workskill Level 4: 2 continuing education units (CEU's)

ELPW 107 Authentic and Modified English in Normal Communication (1 CEU)

ELPW 108 Preparation and Test (1 CEU)

English Language Proficiency as a Workskill Level 5: 2 continuing education units (CEU's)

ELPW 109 Authentic and Advanced English in Complex Communication (1 CEU)

ELPW 110 Preparation and Test (1 CEU)

Maximum Duration Each Level: 3 Months

### **ITC Annual Series Diploma (English and Spanish)**

SDGKU offers this well-known Diploma course delivered live via satellite and the Internet from the studios of KPBS-TV in San Diego, with a minimum workload equivalent to 6 CEU's. The archived version is available online.

The 2013 Series, entitled "Strategies for Re-Invention and Synchronization in a Changing World", also features four live videoconferences and webcasts scheduled for April 18, June 6, October 3 and December 5, 2013.

The 2014 Series, entitled "Strategies for Sustainability en an Uncertain World ", features four live videoconferences and webcasts scheduled for April 10, June 5, October 2, and December 4, 2014.

The course can also be accessed in Spanish live via satellite from anywhere in the Americas.

For technical and participation details via live satellite or Internet webcast, contact us directly.

Maximum duration: 12 months

### **Organizational Synchronization (online, English and Spanish)**

A "highly synchronized" organization is agile, flexible, and responds continuously and effectively to change, anticipating rather than reacting to the external demands of globalization. Given its strategic nature, organizational synchronization (OS) is presented in this program as a global competency crucial for executives, managers and decision-makers in general interested in leading their organizations and communities on a path towards higher productivity and global competitiveness.

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.

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 (online, English and Spanish)**

This course is designed to develop and certify 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.

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

### **Study Abroad Program**

Encouraging intercultural and world citizenship skills and international understanding among students is a goal of the university. Different programs are available to students who wish to study abroad for summers, weekly, or monthly programs. Students may also earn academic credit while they pursue study at a university in another country.

San Diego Global Knowledge University has established relationships with universities and colleges that offer international programs. For details, students should consult the OCE.

## **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.

## **COURSE DESCRIPTIONS**

### **Communication and Technology** **(on-line, 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.

#### **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.  
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 increased productivity.  
Prerequisite: CT 511

CT 513 Directed Research I  
(3 units)

During this Module the student implements the Action Plan or a certain component of it, documenting experiences and results. The student receives a grade and guidelines for evaluating results and outcomes.  
Prerequisite: CT 512

CT 514 Directed Research II  
(3 units)

During this Module the student implements the Action Plan or a certain component of it, documenting experiences and results. The student receives a grade and guidelines for evaluating results and outcomes.  
Prerequisite: CT 513

CT 515 Directed Research III  
(3 units)

During this Module the student evaluates his/her Action Plan proposal, results and outcomes, explaining his/her criteria, assessment methods and final conclusions. The student receives a final approval for his/her Action Plan

and, in such a case, recommendation for candidacy to obtain the Master of Science Degree.  
Prerequisite: CT 514

### **Distance Activity Coordination** **(on-line, 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)

### **Distance Activity Instruction** **(on-line, 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 approaches, 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)

### **Distance Activity Consulting** **(on-line, 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 106

DACON 109 Practicum Project Report (2 CEU's)

### **English Language Proficiency as a Workskill (off-line)**

ELPW 101 Basic English (1 CEU)

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)

ELPW 103 Basic English in Simple Communication (1 CEU)

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.

Prerequisite: ELPW 101

ELPW 104 Preparation and Test (1 CEU)

ELPW 105 Basic English in Normal Communication (1 CEU)

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 framework.

Prerequisite: ELPW 103

ELPW 106 Preparation and Test (1 CEU)

ELPW 107 Authentic and Modified English in Normal Communication (1 CEU)

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.

Prerequisite: ELPW 105

ELPW 108 Preparation and Test (1 CEU)

ELPW 109 Authentic and Advanced English in Complex Communication (1 CEU)

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.

Prerequisite: ELPW 107.

ELPW 110 Preparation and Test (1 CEU)

### **Global Systems (on-line, 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

#### G S603 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** **(on-line, 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 Module presents key element of this new context crucial to the role of successful managers and leaders within business, education and government.

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 Module 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 Module 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. These topics represent the learning and performance framework for the subsequent Modules of this course.  
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 Module 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 Module 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 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: 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 Module 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 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: 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 Module 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 Module 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 Module 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 Module 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 Module the student first takes the IML global competency exam. He/she can take the exam a maximum of two times to get a passing score (80%), otherwise he/she is disqualified from this Module and must enroll again. The next task is to formulate, develop and submit an Action Plan proposal that illustrates his/her understanding of the topics presented in Modules 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 Module the student implements the Action Plan 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 Module the student evaluates his/her Action Plan proposal, results and outcomes, explaining his/her criteria, assessment methods and final conclusions. The student receives a final approval for his/her Action Plan and, in such a case, recommendation for candidacy to obtain the Master of Science Degree.  
Prerequisite: IM 514

**International Managerial Leadership**  
**(on-line, 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 approaches, 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.

#### 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 103

#### 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 104

#### 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 105

#### 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's)

## **ITC Annual Series Diploma** (on-line, satellite, English and Spanish)

### ITC 2013 Strategies for Re-Invention and Synchronization in a Changing World (6 CEU's)

In recent years the face of education, business, government and civil society has changed on a worldwide scale, with globally driven dynamics that we are barely beginning to identify, understand and manage. Change requires our re-invention and adaptation if we want to succeed in navigating the resulting dynamics with a vision of opportunity and improved well-being, and not with the resistance that human beings typically present to new environments and realities. The diversity of the world is its greatest strength, but the unfortunate gaps of income, education, health and knowledge at the global level have been the recipe for persistent armed conflict, financial instability, employment crisis and ecological degradation, among other challenging realities. We must all make an effort to align or synchronize our highest human values with the common good, focusing on emotional, technology and knowledge competencies that will make us all stronger through networked collaboration, innovation and new generation industries such as green energy.

The exciting 2013 Annual Series will include crucial topics for sustainable success at the individual, organization and community levels. Leadership for re-invention, synergistic networking and synchronization, the changing role of communications, and ETK performance for global competitiveness were selected as themes to be discussed by distinguished invited speakers in the context of our changing world realities, where the proliferation of communication technologies and the explosion of new knowledge are now followed by the re-invention of governments and governed as the most important global trend of our times.

### ITC 2014 Strategies for Sustainability in an Uncertain World (6 CEU's)

In a world of ever increasing discontinuity, demographic change, economic risk and global electronic connectedness, among other global dynamics, society has become more resilient and adaptive in its natural response for survival. Synchronizing or aligning our realities at the individual, organizational and community levels to these challenges is an imperative that we must all embrace and pursue, under a framework of sustainability that balances the disruptive actions of production and consumption of human beings with their respect and protection of the planet and its resources, and with a spirit of solidarity that promotes sharing and social responsibility.

These three S's of synchronization, sustainability and solidarity, are the pillars of a most relevant action systemic model I proposed in 2010 as a roadmap for achievement

and excellence. Despite the incredible advances in information and communication technologies, robotics and artificial intelligence, highly human skills such as foresight, creativity, basic thinking skills, responsibility and imagination will be the cornerstone of the future knowledge worker that will excel in global competencies (i.e., skills with global knowledge) while leading successful organizations and communities towards the 3 S's. The ITC Organization is proud to celebrate in 2014 thirty years of continuous efforts of sharing knowledge globally while promoting these global competencies. Our unbreakable pursuit of sustainability in this journey up to now without doubt will give us a strong foundation for long-term continuity and a renewed sense of future service for a better and more peaceful world.

The exciting 2014 Annual Series will include crucial topics for achievement and sustainability. Leadership in a changing world, sustainable networks as organic systems, foresight and adaptation for competitive success, and creative resource management and risk were selected as themes to be discussed by distinguished invited speakers in the context of the uncertain world we will need to accept and manage optimally.

## **Organizational Synchronization (on-line, 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-line, 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:

**Peter Andersen, Ph.D.**, communications and virtual reality

Dr. Peter A. Andersen is a tenured Professor of the School of Communication, Associate Director of the International Center for Communications and Director of Research for the Japan-U.S. Telecommunications Research Institute at San Diego State University. Professor Andersen is also President of the Western States Communication Association and former editor of the *Western Journal of Communication*. He has authored more than 50 journal articles, 30 book chapters and 100 convention papers. Recent books include *The Handbook of Communication and Emotion* (1998, Academic Press, coauthored with Laura Guerrero) and *Nonverbal Communication: Forms and Functions* (1999, Mayfield Press).

His research interests include nonverbal behavior, communication in close relationships, intercultural communication, and the impact of communication technology. His course in virtual reality has wedded his diverse interests in mass media, human consciousness, and interpersonal communication.

**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 Fullbright 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.

**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.. He is the founder and President of SDGKU ([www.miguelcardenas.com](http://www.miguelcardenas.com))

**Miguel A. Cardenas Jr., Ph.D.**, international management, global leadership, renewable energy systems, dual curricular design.

Miguel A. Cardenas Jr. holds a B.S. in Biochemistry and Cell Biology from the prestigious Revelle College of the University of California, San Diego, an M.S. in International Management from San Diego Global Knowledge University and Ph. D. in Leadership from the Schools of Management and Organizational Development at Alliant International University in San Diego. He has ample experience in global systems education and program development, and a specialist in international business approaches and techniques, particularly “organizational synchronization”, a unique systematic approach towards sustainability and global competitiveness. His areas of research include solar power and technology transfer, the global soccer industry, and global leadership competencies.

**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 Provost/Global Operations Director at SDGKU. 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, and is currently the Provost/Global Operations Director at 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 Feketekuti**, 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. Feketekuti 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 is a partner at the Orange

County office of the distinguished law firm Bailey Law Group, L.L.P. ([www.baileylawgroup.com](http://www.baileylawgroup.com)) headquartered in Washington. 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. Krishnamorthy, 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, was appointed as United Nations Conference on Trade and Development's fifth Secretary-General in September 1995. 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 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 in charge of Students Services and Library Resources at SDGKU. She 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 ([www.itcsandiego.com](http://www.itcsandiego.com)) 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.