The Intergovernmental Body UNEDUCH - Universal Education Charter with the Role of High Commissioner for Asean Countries Region. 
Prof. Dr. Zahid Haque., MBBS., Ph.D., D.DSc

The International Education Charter is being implemented into the Declaration of Higher Education for the 21st century by UNESCO, and Ten Principles of United Nations Global Compact for the purposes of creating and a more purposeful and sustainable future for today’s youth.

1. University of Pelita Malaya has been accredited by CCLP Wolrdwide – UNDECH, Number of accreditation : UNEDUCH-11072569, signed by High Commissioner for Asean Countries Region. Adhering to the international standards of higher education and professional excellence and blended learning to develop self-directed learning skills and digital literacy. CCLPW - UNEDUCH acknowledge that the University conforms to the Higher Education criteria and demonstrates professionalism. See : www.high.commissioner.asean.uapcu.org

2. University of Pelita Malaya has been registred by The Transparency Register (European Parliamnet) Identification number in the register: 278187533218-71
See : http://upm-malaya.org/index/attachments/TRans-UPM.pdf
3. UNIVERSITY OF PELITA MALAYA status is affiliated by The AAPM AMERICAN ACADEMY OF PROJECT MANAGEMENT ® GAFM/IBS International Board of Standards is the first graduate global Board of Standards for project management industry professionals to earn Accreditation under the TUV-OE European Standards for ISO 9001 Certification and ISO 29990 Certification. See: [www.aapm.info](http://www.aapm.info)

4. UPM MALAYA has been accredited by UAPCU Number 2217-HE.DE-879212 (CPD Accreditation Group) in London-United Kingdom. UPM MALAYA (University of Pelita Malaya) has been the leading innovator of flexible study because we’re committed to helping busy adults study from anywhere. Online study can also be referred to as ‘distance education’ (sometimes also off-campus education, or external study) and provides an opportunity for you to study without having to physically attend a campus. See ([www.upcu.org](http://www.upcu.org))

Distance education or long-distance learning is the education of students who may not always be physically present at a school. Traditionally, this usually involved correspondence courses wherein the student corresponded with the school via post. Today it involves online education. Courses that are conducted (51 percent or more) are either hybrid, blended or 100% distance learning. UPM Malaya, offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent developments in distance education. A number of other terms (distributed learning, e-learning, online learning, virtual classroom, secondlife, etc.) are used roughly synonymously with distance education.

5. The quality assurance or accreditation based International Programs and Kemenristekdikti Republic of Indonesia. UPM Malaya is the institution of distance education used International programs and has been accepted by the database of online Kemenristekdikti (The Ministry of Research Technology and Higher Education)

[http://ijazahln.ristekdikti.go.id/ijazahln/pencarian/tampil-prodi.html?id=MWI5N2VkJTEtMTk2Zi11YXY1LWU3NWtMT2ExNzZhYzI4YWZl](http://ijazahln.ristekdikti.go.id/ijazahln/pencarian/tampil-prodi.html?id=MWI5N2VkJTEtMTk2Zi11YXY1LWU3NWtMT2ExNzZhYzI4YWZl)
### List Education Program

**UNIVERSITY OF PELITA MALAYA**

<table>
<thead>
<tr>
<th>No</th>
<th>Name Programmes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Master Science Agriculture</td>
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<td>2</td>
<td>Master Of Law</td>
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<tr>
<td>23</td>
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<tr>
<td>27</td>
<td>Doctor Of Philosophy In Publik Policy &amp; Administration</td>
</tr>
<tr>
<td>28</td>
<td>Master Art In Islam Studies</td>
</tr>
<tr>
<td>29</td>
<td>Master In IT and Computer</td>
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<td>30</td>
<td>Master Human Resources</td>
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<td>Master Science In Criminology</td>
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<td>47</td>
<td>Doctor Of Law</td>
</tr>
<tr>
<td>48</td>
<td>Master Science In Health</td>
</tr>
</tbody>
</table>
During this time in every month there are about 200-250 overseas graduates who make equivalent diplomas. Of course the Directorate General of Learning and Student Affairs needs to make system improvements so that this process can be done easily and can be done in a short time. Several system changes have been made, including determining the status of online equivalency where users are no longer required to make equivalent if there are graduates at the same level and the same study program has been synchronized. Various Standard Operating Procedures (POBs) have been developed and enforced so that the evaluation and equalization process can be measured.

In order to realize various inputs from both users and partners, the Directorate General of Learning and Student Affairs launched a new system, which is the registration of online diplomas online. This system is developed so that the time needed to make the process (registration) of equalization can be shorter, because overseas graduates can make the registration anywhere via the internet.

We hope that this new system can be fully utilized by users to provide maximum benefits. We also thank you for the help that has been provided by various parties so that this system can be launched. Feedback and suggestions from all parties we hope so that we can continuously improve service through system improvement.
ACCESSIBLE AND AFFORDABLE ONLINE EDUCATION
ACCELERATED DEGREES, ONLINE CAMPUS

Educational programs in the UPM Malaya are designed and oriented for people that want to achieve educational goals and professional heights in the fastest manner. In regular universities, students very often are spending just a few hours a week for studies. Obviously, it is just a waste of productive time and in comparison to other places, the UPM Malaya offers accelerated online degrees, where students can study as many hours as they want, all in the convenience of their own home, and can graduate in much faster manner without compromising the quality of education. Any educational degree can be completed in accelerated manner.

Online education is the future of education system. It’s a changing world. We live in era of technological innovation, digitization and an internet boom, and the education sector has evolved to a stage which would hardly have been believable a few years ago.

Change is often inumbrated by resistance, and bringing about any change to education, likewise has been no simple task. Only a systemic change could prompt the establishment of new teaching methodologies and the application of advanced technology in education.

But despite challenges, online learning is making tremendous progress in permeating all pillars of education, from corporate learning, to higher education, to K-12 schooling. Leaders in these areas have discovered some significant ways in which online learning is better than in-person learning, and as a result we’re seeing the widespread implementation of connected technology to drive education initiatives. With the advent of digital innovation and e-commerce, the world is your oyster where you can get almost anything and everything at the tap of your finger, without leaving the comfort of your home.

There is nothing in this world you cannot get online, so why not education? Gone are the days when the only way to learn and advance was to sit through tiresome lectures. As the number of online users grows by the day, more and more people are taking to the internet for their learning needs. Yet if you’re considering moving to online learning, it’s important to know why you should. Well, there are several reasons why online education continues to grow in popularity and is indisputably the next big thing. The factors range from the wide variety of course offerings, flexibility, and learning pace, to quality of pedagogy and networking opportunities.

Programs are delivered in courses that you can complete at times convenient to you. Our online programs deliver program content and opportunities to interact with other students in a number of ways.

Use English or any other language
We are NOT requiring perfect English from our students. Our goal is to engage people into educational process that can be accomplished in any language. Knowledge of English language is only knowledge of language, but it must not be a main requirement for the engagement in the educational process.

You can use free online translators (copy and paste text into translator, for example 'Google Translator'), OR you can download browser that can deliver instant translation.

Languages that are acceptable for all our programs

In addition to English and Indonesia language, we are accepting most commonly used languages, such as Spanish, French, German, Russian, Arabic and other languages listed in the table below. You need to communicate with us in English language (even if your English is not perfect), but all your educational work can be submitted in your native language. Our guidance will be in English language. If student’s English is not too advanced, student always may use free online electronic translators to translate our letters to student and student’s letters addressed to us. We are not charging any additional fees for the translation of student's educational work that can be submitted to us in any language that is native for our student.

Many people are asking the same question, "When I will graduate from the Program?"
You will be graduating at the time when you would fulfill all program requirements. We have no knowledge about your academic and intellectual abilities and you have much better ability to answer this question by using your own knowledge about your educational level, personal qualities and intellectual development
It is impossible to answer this question without seeing your completed Application and all educational credentials. Sometimes we are receiving this sort of questions even from people that are not qualified for any admissions; accordingly, it is absolutely pointless to ask this question before you will submit all your documents for the admission examination.

How it works

Instead of turning up to a lecture on-campus at a designated time, the course content is provided online for you to access when it suits you each week. It might be a podcast (recorded lecture), a set of readings, questions posed in a discussion board, an online quiz or a video. Your lecturer will guide you through the unit with a weekly plan of study, as well as checking in on the discussion boards or forums. You can communicate with teaching staff via email, online chat or the phone.

To make sure your learning can take place when it suits you, UPM Malaya provides online facilities which allow you to send questions, submit assignments, order library books, check your grades and access other resources, 24 hours a day, seven days a week. We also believe that a vital part of being able to study from anywhere is your engagement with the learning community. Communication with your classmates, teaching staff and university support staff will enhance your study experience and ensure that your skills extend beyond just the
subject matter

We use a variety of platforms to deliver content and allow you to interact with other students. Platforms may include one or more of the following: virtual learning environment, e.g. Moodle, Learn or Blackboard Collaborate, wikis, google searching, blogs, skype, soc-med, discussion boards and forums, video streaming services, e.g. YouTube or Vimeo, virtual worlds, virtual campus e.g. SecondLife

**UPM Malaya of LMS ( Learning Management System )**

Second Life is an internet based virtual world in which people interact with one another via avatars and engage in a range of activities. They can explore the world, meet and form friendships with others and even exchange goods and services.

You use this environment to build virtual objects with the option to add interaction. You also create and personalise your avatar which can be a representation of you, the opposite sex, an animal or even an abstract shape.

**Role of education in Second Life**

Where does education fit into all of this? This secondlife enables people to undertake activities which include virtual meetings, training sessions and teaching via a virtual school or university. Many universities around the world have built an online version of their campus within Second Life and use this to give lectures, teach new skills or to enable students to work together on projects.

This is useful for students enrolled on distance learning programmes who are unable to undertake a traditional undergraduate degree due to a variety of factors. This type of system allows them the chance to meet and interact with other students as well as keep up to date with assignments. It can also prevent feelings of isolation and loneliness which can occur in students who work away from a university.

Many students are comfortable with social interaction online such as social networking sites, Secondlife and games. They see this as a challenge – especially if they are keen gamers, and embrace it rather than ignore it.

But there will be students who are less enthusiastic about this technology and shy away from using it. The aim then is to encourage them to overcome any hesitation and learn by exploring. They are free to make mistakes and to undertake tasks in new ways. This means the onus is on the teacher or educators to create a safe environment where they can find their feet.
The aim is to build a community in which students participate and collaborate as a way of learning about a range of subjects. They design and build new places, undertake a variety of tasks – which have been set for them by their teachers, and acquire knowledge in new and exciting ways. This guarantees an experience which they are unlikely to forget.

A new educational model
A virtual world offers a new learning model which is based upon high levels of interaction, engagement and experience. There are opportunities to learn and develop in ways which are not possible in the real world. Plus it cuts down on the need to travel to a college or university which is a boon for students on distance learning programmes.

Second Life enable many students to make connections between abstract concepts as well as understanding the basic theories. They have the chance to experiment within this type of environment and the freedom to make mistakes without the risk of censure or a lowering of their self-esteem.

WRITING AND STRUCTURING ONLINE LEARNING MATERIALS

A. Special features of online delivery

Where a course either begins with online materials, or is entirely delivered online (as part of distance learning provision), the course materials that the student receives will be both the first thing they look through to get a sense of the course ahead of them; and the solid spine which will carry them through the course. Where there is no face-to-face teaching, much of the introductory, clarifying, or support elements must also be embedded in these materials; they are lectures, seminars, lab sessions and private tutorials combined.

The presentation, structure and content of these materials is therefore of crucial importance; in particular, a student should be able to access their course materials and, within minutes, have a clear idea of what’s ahead of them and how they will be studying. Providing advice at the start of course materials on planning a study timetable/calendar (by providing a blank one, or example times per section/activity) can help with this.

B. Online, Print or Blend?

Decisions should be based on your target audience and the nature of your subject: how/where/when will your students be studying (eg. full-time on campus; part-time distance learning; around or within paid work; in summer holidays; on commutes; in areas where internet access is patchy or unavailable etc.)? Is your subject fast-moving; will materials need updating often? This will lead you to think about access, convenience and the user experience.

Usually these concerns override any cost implications, which when spread across multiple cohorts tend to even out to be similar whether online or print based (for online, the initial
development costs are high but the delivery cheap; whereas printed material is cheap to develop but has high recurrent production/delivery costs).

- You can choose any delivery blend from all online to all printed, though this will affect the ease with which you can use certain teaching methods (constructivist approaches work best online; longer readings are more comfortable in print). Some, increasingly outdated, studies report that students like having a „backbone” of printed materials supported by online activity.

- If using a blend of print/online, produce longer-term materials and texts in print, and any regularly-changing information (including web links) online. Where journals and books are available online, use these native versions rather than reprinting (ideally, reflect the way that students would access any reference material in their future job/activity).

C. Structure

The overall structure of course materials depends on the approach you take:

- In a detailed course text (similar to the way you might write a book chapter), the materials will be formed around a long text, and the main issue will be how you split this up and make it manageable/engaging.

- In a „wrap around” commentary, you will be writing less text, but drawing in a variety of sources and activities which will naturally break up the materials. The main issue here is to ensure you ease the student into this way of working, and maintain a sense of structure and flow.

- In a problem-based or case-based approach, there is far less structure, but you need to ensure that students are clear when and how to start and structure their independent or group work, and how to access resources or support when they need it.

In each case, the following issues around structure need to be planned in:

- Break course materials into logical sections, either by topic or in suitable lengths for covering in 1-2 hours (a typical learning „block”).

- Give clear descriptive headings to sections, topics and sub-topics. This will help students to plan which sections they will work on in each session, and allows them to skim over topics they already know.

- At the beginning of the materials, and at each new topic or section, set the scene and give an overview of the material to come, including structure, learning outcomes and estimated study time. Optionally, you may want to include a pre-test at the beginning, and a post-test at the end, of each section.

At the end of each topic or section, summaries are important for ensuring that the student has identified the key points of the chapter, as well as being a useful revision tool. Short lists are usually sufficient (or solo/group reflective tasks).
D. Writing style, detail and length

Style: Keep your writing simple, direct and clear; use an informal and accessible style. You are looking to engage and encourage. How much?: Students can read the following wph (words per hour) on average (from Whalley, 1982; Lockwood, Williams & Roberts, 1988):

<table>
<thead>
<tr>
<th>Easy Read:</th>
<th>Fairly straightforward read:</th>
<th>Dense/difficult read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6000wph</td>
<td>4200wph</td>
<td>2800wph</td>
</tr>
</tbody>
</table>

Assuming around 3000wph and text equivalent to around 20 hours of timetabled teaching for 10 cr (credits) (which is then augmented by time for activities/assessments, reflection, audio-visual material etc.), word counts for the three structure types should be in the region of:

Note that we take in 25% less when we read on-line, and so a good rule is to write only 50% online of what you might write in print; furthermore, an increased use of lists, tables, illustrations, links etc. will mean that online word counts are far less than indicated above; and shouldn’t be compared.

- Use relevant examples and case studies wherever possible.
- Provide definitions for any new words or terminology used (in-text or in footnotes in printed text; as hyperlinks to definitions in online texts; plus separate glossary for each).

E. Breaking the text; adding variety and interest

- Intersperse blocks of text with other readings, solo/group activities and assessment (formative or summative). This will retain students’ interest and encourage regular review, reflection and revision. Use print or online design to introduce these elements visually and break up the text (call-outs, side boxes, icons or colours online etc. - a print or online designer will be able to help with this).
- Build up knowledge and understanding over several sections or exercises; repeat key concepts, ideas and theories several times, and in different ways, if possible (imagine having to describe a concept in a different way to a struggling face-to-face student).
- Use illustrations, tables, summaries to consolidate material for easy revision.
- For online texts specifically, either: use PDF documents for each section, which can then be designed as print or, if putting text directly into Blackboard, break the text into screen-sized chunks, make one point per paragraph, use lists, tables and links where possible and leave plenty of white space.

F. Editing and proofing

Remember that any material which goes out to students is a reflection on the quality of your department and the University. For distance learning materials, all modules must undergo a quality check before release – see: Quality Control for DL
The same reputational issue applies to all courses, however, and so regardless of mode it is recommended that you:

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• arrange for critical friends to check first drafts of academic material, and any subsequent revised drafts if there are major changes;
• have an experienced copy-editor check the final versions of all material before production (ie. print proofs, Blackboard site before it goes live);
• have one or more staff go through all of the course materials as if they were a student to check structure, clarity, links, diagrams, readings, etc. (if on Blackboard, enrol them as students so that they experience the site as a student would).

Distance Education Technologies and Implementation Table 1: Summary of Major Distance Education Technologies

<table>
<thead>
<tr>
<th>Technology</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td>Materials</td>
<td>No interactions</td>
</tr>
<tr>
<td></td>
<td>Inexpensive</td>
<td>Limited sensory</td>
</tr>
<tr>
<td></td>
<td>Portable</td>
<td>involvement</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comfort</td>
<td></td>
</tr>
<tr>
<td>Voicemail</td>
<td>Low</td>
<td>Length may be limited</td>
</tr>
<tr>
<td></td>
<td>cost</td>
<td>No visual cues</td>
</tr>
<tr>
<td>Audio files/CD</td>
<td>Inexpensive</td>
<td>No visual cues</td>
</tr>
<tr>
<td></td>
<td>Easily ac</td>
<td></td>
</tr>
<tr>
<td>Audioconference</td>
<td>Inexpensive</td>
<td>No visual cues</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td>Flexible</td>
<td>Requires hardware</td>
</tr>
<tr>
<td></td>
<td>Inter</td>
<td>Software</td>
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<tr>
<td>Online Chat</td>
<td>Real-time interactions</td>
<td>Requires similar software</td>
</tr>
<tr>
<td></td>
<td>Instant</td>
<td>Must be scheduled</td>
</tr>
<tr>
<td>Web-based Education</td>
<td>May incorporate multimedia</td>
<td>Requires computer</td>
</tr>
<tr>
<td></td>
<td>Worldwide access</td>
<td>Requires</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Videotape/DVD</td>
<td>Inexpensive</td>
<td>Complex to record</td>
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<tr>
<td></td>
<td>Easily accessible</td>
<td>No interaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires</td>
</tr>
<tr>
<td>Satellite Videoconference</td>
<td>High realism</td>
<td>Expensive hardware</td>
</tr>
<tr>
<td></td>
<td>May be interactive</td>
<td>Must be scheduled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small</td>
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</tbody>
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The earliest forms of distance education were little more than self-taught courses wherein course materials were delivered to students via postal mail and assignments were returned to instructors along the same route. Correspondence courses of this type still exist and are an option for students that do not have a reliable access to internet or telephone. However, even they can now be delivered on a CD-ROM (containing either audio files or some other computer-based media, such as PDF or PowerPoint). Given the importance of technology in modern distance education, it is important to understand the strengths, weaknesses, and potential of technologies currently in use.

Such comprehension will enable administrators to make more informed decisions when it comes to course design and implementation.

Print Materials

Though there are numerous new options available to educators in distance education, print remains a significant component of most courses. In 2004, it was reported that only 24 percent of distance students had high-speed internet at home. While this number has certainly increased in the last six years, open and distance education programs could exclude potential students if they move entirely away from print material.

There is potential for print material to serve as either the primary source for course instruction or as a supplementary source – i.e. textbooks or other printed required readings. In this case, communication via email or other electronic means could be utilized for student questions, assignment submissions, and instructor feedback.

Printed study guides have been identified as a key resource for distance education courses even if other forms of media are primarily used to deliver the content. Supplemental print materials such as these may be disseminated via regular email or even via a course website.

Advantages of Print Materials

- **Extremely portable.** Print materials can be used in any location.
- **High comfort level.** Most students are very comfortable using print materials to learn.
- **Cost effective.** Print materials can be created and duplicated with little expense.
- **Readily available.** Many distance learning courses can take advantage of existing textbooks, thus saving the time and expense of creating custom materials.

There are several advantages to print media that are likely related to why it has remained, and will continue to remain, an important resource for distance education. Once printed or distributed, students are able to bring these hard copies with them anywhere they go. This allows for study at any number of locations. This can be important to distance learners since many of them choose distance education due to responsibilities that prevent them from being at the same place at the same time on a regular basis.
materials also do not require batteries or advanced technology to support their use (other than a reading light), and by the time they reach higher education most students are accustomed to using print materials for learning.

Disadvantages of Print Materials

- **No interactions.** Print materials do not generally provide built-in interactions. Additional technologies, such as e-mail, must be supplemented.
- **No audio/visual elements.** Print materials are static and are not appropriate for teaching languages and visual concepts.
- **Require reading skills.** If the learners are non-readers or language skills are required, print materials will not be effective.
- **Time delay.** It may take days or weeks for printed matter to travel between student and teacher.

Printed materials are limited in terms of what they can provide to a potential learner. Clearly they do not provide the opportunity in themselves for two-way interaction with the instructor or other students. Only certain content can be delivered effectively via print – language courses that require an audio component will require additional resources. Learners also need well-developed reading skills in order to be able to utilize print successfully. The time it takes to deliver materials to the student is something else that should be taken into consideration.

Guidelines for Incorporating Print Materials

- **Distribute print materials well in advance.** Although the mail system is generally quite reliable, issues may arise if the print materials are not distributed well enough in advance.
- **Include clear directions for use.** Students need to know exactly which print materials they are responsible for reading and the specified timeline.
- **Require interactions.** Print materials are inherently non-interactive. Therefore, you must design for the required interactions. In some cases, this may mean a specified timeline for e-mail messages, or a required number of postings to a listserv.
- **Specify a timeline.** Distribute a timeline for students to help them organize their study learning activities.

Audio Technologies

Another cost-effective method of enhancing a distance education course is to incorporate some form of audio or voice technologies into delivery. This can be as simple as a telephone with voicemail or as sophisticated as an audio conference.

Voicemail

Voicemail has become a very common mode of contact when speaking or interacting directly is not possible. One resource explains that voicemail has a great deal to offer distance learning initiatives. Through voicemail students are able to leave messages for instructors regardless of the time. Advanced voicemail systems can enable instructors to leave messages for whole groups students at once. Further, this mode of communication
can substitute for email for those students that do not have internet. The main advantages of voicemail are that most people in developed nations and ever-increasing numbers in less-developed countries have telephone access and voicemail messages can be checked at any point during the day (or night). However, the length of messages is usually limited and students calling from outside the local area must be provided with a toll-free number for access. Given these limitations voicemail is usually used to supplement other methods of delivery in a course.

Audio Files and CDs

CDs and Audio files represent another inexpensive resource that can be combined with other implementation techniques. Entire lectures can be delivered via audio files as well as panel discussions or instructions for the student. As one publication notes, “audio is especially useful in courses that require nuances of inflection, such as foreign languages, or those that are designed for non-readers.” Though audio files are easy to create, duplicate and use, they are not interactive and do not provide visual elements that many students may need or want.

Audioconferences

As noted, telephones are one of the world’s most accessible communication technologies. As such, their use can be vital in the effective delivery of distance education. Via telephone instructors can reach a potentially large number of students even simultaneously via a conference call. At locations with speakerphones multiple students are able to gather to interact with an instructor or each other under the instructor’s guidance. Using more advanced audioconference systems and what are called bridges, numerous individuals can call into a toll-free number and essentially attend class (audibly) or engage in discussion over the phone. Again, for students that do not have access to the internet or a computer, audioconferences are a viable option for fostering interaction and the sense of community – something researchers have pointed to as essential elements of an effective distance course.

One thing to note, however, is that though audioconferences are relatively easy to set up and conduct, it may be difficult to retain students’ interest for a long period of time given the lack of visual stimulation on a phone call. Therefore, audioconferences for distance courses should not be too long, should be well-planned, and it is important to supplement them with visual media distributed in advance.

Podcasts

Podcasts can be used to make digital audio and video files easily accessible to students with internet access and preferably their own computer. Learners are able to set their computers to automatically download new “episodes” in a series that is posted online. This is very easy for them to do. They simply tell their software to subscribe to the RSS (Really Simple Syndication) feed and the latest episodes (or posted files) are automatically downloaded to their computer. These files can then be transferred to more portable playback technology such as CD or an audio device, for example an iPod or PDA (the term Podcast comes from combining iPod and broadcasting). They can also be played with any number of media programs installed on most computers.
Many students of the “Net Generation” will be fairly comfortable with the use of podcasts since they were originally created as a feature on the popular music downloading program, iTunes. Less technology-capable students may have trouble setting up a podcast on their machine and will likely need assistance or explicit guidance. Of course, if podcasts are incorporated as a major element of course delivery, instructors need to be certain that students have a computer (or at least have regular access to a computer).

Advantages of Audio Technologies

- **Inexpensive.** All of the audio/voice technologies are relatively inexpensive.
- **Easily accessible.** Most people around the world have access to a telephone (either landline or mobile). In addition, most students in developed countries will have access to an audiotape player in their home or in a car.
- **Easy to use.** Almost everyone is comfortable using a telephone and an audio cassette. With voice technologies, there is no software to install and no hardware to configure.

The main advantage of audio technologies is their cost-effectiveness. Though they are easy to use and most people around the world will have the required devices necessary to take advantage of audio, there are certainly potential students that may not have the suitable technology for access. This should be kept in mind when planning a distance course that will utilize audio. Costs for students and schools may increase if special accommodations need to me made.

Disadvantages of Audio Technologies

- **May require scheduling.** Some of the voice technologies (such as audioconferences) are synchronous, meaning that they must be scheduled at a convenient time for the students and teacher.
- **Not conducive to visual information.** Many students find it hard to focus and learn strictly through audio input. In addition, audio-only format restricts the content that can be conveyed (abstract concepts are very difficult to convey through audio).
- **May be impersonal.** With audio-only interactions, there is no eye contact and no body language. Students may be “turned off” by a talking box.

Clearly scheduling issues need to be considered for any form of synchronous delivery. One of benefit that attracts students to distance education is the ability to access information at one’s own schedule. While podcasts, CDs, audio files, and even voicemail allow for this, audioconferences do not. Again, interaction and a sense of community have been established as key determinants of student satisfaction in distance courses. If audioconferencing is not used to allow for both, some of the technologies discussed in the next sections should be incorporated into overall course implementation to foster such an environment.

Guidelines for Incorporating Audio Technologies

- **Distribute visual materials in advance.** If an audioconference is scheduled,
handouts or other visual materials that might be of value during the presentation should be distributed well in advance.

- **Set communication protocols.** Since the participants will not be able to see each other, it is important to agree on protocols to help identify the speaker in an audioconference.

- **Encourage interaction.** In an audioconference, interactions should be built into the format. For example, instructors should call on specific students,

  - instruct students to take turns asking questions, and make sure that one student is not allowed to monopolize the conversation. With both audioconferences and audiotape delivery, students should be required to use e-mail, fax, or voicemail to engage in further interactions with each other and the instructor.

  - Record audioconferences on audiotapes. It is very easy to record an audioconference. That way, you can distribute the tapes for students who were unable to participate in the conference and for those who would like to review the content.

  - Get to know the students. If possible, seek ways to get to know the students, such as visiting the remote sites, gathering the students together in one place, or exchanging photographs or videotapes.

**Computer Technologies**

As internet usage continues to increase around the world, computer technologies are becoming more commonplace in the delivery of distance education. Online learning does not necessarily imply distance learning as many traditional higher education courses now utilize internet-based course management software to aid the learning process. Nonetheless, much research has gone into establishing best practices and guidelines for internet-based distance education courses and programs. E-mail, online collaborations, and Web-based education have been identified as the primary computer technologies used for distance education. Obviously, only students that have reliable computer and internet access will be able to enroll in courses that utilize these technologies.

**E-mail**

Email messages are a relatively simple and inexpensive way for instructors and students to communicate throughout course implementation. Occasionally, designers plan an entire course around e-mail communication. This works particularly well for students that prefer asynchronous instruction and allows students that may be too shy to speak up in a traditional face-to-face course to interact with the instructor. More often, e-mail is best used to supplement print, audio, or video technologies.

In addition to conventional e-mail communication, bulletin boards and listserves can also be used to improve the quality of a distance course. Bulletin boards are online discussion groups or newsgroups where students and instructors can post messages that everyone subscribed to the group can read and reply to. Most instructors will be familiar with listserves, which can similarly be used to send an e-mail message to a list or group of students. Bulletin boards and listserves can be an effective way of facilitating interaction among students and with the instructor.

Email is also a convenient way to distribute various files as attachments, such as PowerPoint presentations, spreadsheets, of PDF documents. These types of files are themselves computer technologies and for internet-based courses they can be used to
supplant printed materials so long as students are comfortable with their use.

As mentioned, e-mail is inherently asynchronous – students do not need to be logged in at the same time to receive them – and this is one of the main benefits of e-mail technology. It can be accessed any time, day or night. Furthermore, email accounts can be obtained for little or no cost. In most cases, the only cost of an email account is the cost of an internet connection. Of course, the requirement of an internet connection is also the main disadvantage of e-mail software. Students will need to learn the use of email software which includes knowing how to access and download attachments. As one resource notes, “Prior to involving students in e-mail instruction, you must ensure they have all the hardware, software, and knowledge to make the communications successful.”

**Online Collaboration: Internet Chat and Conferencing**

Though email is asynchronous, as most educators are aware, there are synchronous computer technologies that can be utilized for distance education courses. These include online chat, shared white boards, and videoconferences.

Online chat, also called instant messaging, can be between two people, for example instructor and student, or numerous people via a chat room. As each person types and enters a message the information is transmitted instantaneously to other individuals included in the chat session. Instant messaging allows for real-time communication. Instructors can utilize this technology to establish virtual office hours when they will be available to answer student questions or engage subjects in an online course discussion. Since chat is an internet-based technology students and instructors need not be concerned with phone charges for this form of communication. Chats are useful for communicating across large distances with students that have internet access.

A shared whiteboard is a form of internet collaboration wherein two or more people connected to the internet at the same time can communicate through graphic images. Using drawing tools, participants are able to draw arrows, circles, and other symbols in a shared space. Additionally, it is possible to paste in images or text copied from another source. More advanced versions of this software allow users at remote sites to view others’ screens and even take control of their computer. For instance, an instructor could open an Excel file on his or her computer and display it on the screen of a remote student’s computer. Both student and teacher have the ability to input data and make revisions.

The main benefit of chats and whiteboards is that through their use students are able to receive immediate feedback from the instructor – something that has been historically absent in distance education. It is necessary, however, for all participants to download and install similar software and scheduling conflicts are to be expected. Chats and whiteboards combine well with all of the other technologies discussed in this section and can be used to replace more expensive forms of communication.

**Web-based Resources**

The increased popularity and use of the internet has been coupled with an increasing
amount of online information that students and educators alike can access to improve learning outcomes. Now, more than ever before, students can link to resources on the web that they once could only find in libraries or via expensive subscriptions. Teachers can take advantage of this situation and locate relevant Websites for students to review or task learners with searching the internet for information on a specific topic.

**Advantages of Computer Technologies**

- **Allow self-paced instruction.** Computers allow learners to proceed at their own pace, receive feedback immediately, and review as often as they like.
- **May incorporate text, graphics, audio, and video.** With the trend toward digital audio, digital video, and computer animations, it is easy to incorporate various media into computer programs.
- **Allow high levels of interactivity.** Computer technologies allow embedded questions and interactions, as well as online collaboration.
- **Provide written record of discussions and instruction.** Computer logs can easily be generated for computer interactions in distance learning.
- **Inexpensive.** With access to the Internet, it is relatively inexpensive to participate in computer technologies for distance learning.
- **Worldwide access.** The Internet can be accessed by millions of people throughout the world. There is no other way to reach so many people for so little money.

**Disadvantages of Computer Technologies**

- **Require hardware and software.** At a minimum, a computer and Internet connection are required for most distance learning options that involve computers.
- **Generally rely on written communications.** Although it is possible to include audio and video in computer-based distance learning, most of the communications are in the form of text.
- **Require substantial planning.** E-mail and other asynchronous computer technologies require a great deal of planning and preparation on the part of the instructor.
- **Computer viruses.** If students send assignments via a computer, there is always a risk of viruses -- especially if they send programs or attached files.
- **No guaranteed performance.** Computer networks are notoriously unreliable. If students wait until the last minute to check their e-mail messages or search the Web, there is always the risk the server may be down or the Websites may have moved.

**Guidelines for Incorporating Computer Technologies include deadlines and a structure.**

- **Provide timely feedback to participants.** Since the communications in computer-based distance learning are more impersonal than video-based delivery, it is extremely important to provide quick and relevant feedback to students.
- **Get to know the students.** If possible, try to meet the students, either in person or through video. In some cases, the students may be able to meet once or twice; if not, videotapes can be sent to students to increase personal communications.
- **Ensure sufficient technical support.** It is very important to provide sufficient technical support so that the students can get help when they need it.
Video Technologies

Use of video technology is an effective way to add visual content to a distance education course, though some mediums can be rather expensive to implement. There are certain benefits to not only hearing but also seeing an instructor that have traditionally been lost in distance education. These include behavior modeling, demonstration, and instruction of abstract concepts. Video technologies effectively incorporate these benefits into a distance education course and are particularly useful for visual learners. There are several different media that can be utilized to transmit video to students – videotapes, DVDs, satellites, television cables, computers and microwave.

Videotape and DVD

Videotapes and DVDs are perhaps the most accessible and common formats for video delivery. Their use is quite common in countries with high rates of advanced technology consumption – such as the United States, United Kingdom, and Australia. In addition to this ease of access, video tapes and DVDs are relatively inexpensive. Further, video for these formats can be easy to record and even amateurs prove successful producers of content. Video tapes and DVDs can be used to reproduce and distribute lectures, panel presentations, and demonstrations, among others. However, they are not (usually) interactive and can be costly to ship to students via the postal system.

Satellite Videoconferencing

The closest a distance student can get to actually being there is full-motion video teleconferencing. This is one of the oldest forms of video transmission for distance education. Usually satellite offers one-way video (instructor to student(s)) and two-way audio. This technology requires two sets of equipment (or more for multi-site transmission) – the uplink dish to transmit the video and the downlink dish receiver on the student end to receive and display the signal. Its use also requires a properly wired and set up “studio” classroom – a feature that necessitates hiring a technician and other support staff. All of the equipment and expertise necessary for a satellite teleconferencing makes its utilization an expense prospect for higher education institutions. This form of video technology is recommended for transmitting courses within a network of campuses or other already established sites.

Microwave Television Conferencing

On the other hand, microwave conferencing is a less expensive alternative though its range is limited. Microwave television conferencing can be used to transmit video signals that are not more than twenty miles apart. For this type of conferencing, equipment for both transmission and reception is also needed at both sites. Thus, microwave, like satellite, may not be a viable option for classes distributed outside of a pre-established network. Further, there are a limited number of channels available for microwave conferencing and in a heavily populated area all channels may already be in use.
Cable and Broadcast Television

Another option for transmitting one-way video is through the use of existing television systems – cable or broadcast. Many large open universities have been taking advantage of this transmission medium for decades. TV can be used to transmit video to the community at large or between specific schools and branch campuses. This video technology also requires a studio for production and channels through which to broadcast. An added benefit is that many students will likely possess the capability and know-how to record television broadcast for later playback and review.

Desktop Videoconferencing and Internet Videoconferencing

For students that are equipped with computers, desktop video conferencing and internet video conferencing is possible. Equipment needed by the instructor is limited to a computer, computer camera, and microphone. This form of video conferencing is less expensive than satellite and microwave, though the quality is usually lower and a high-speed internet connection is essential for effective use. One well-known example of videoconferencing software is skype. www.skype.com or secondlife : www.secondlife.com or facebook Livestreaming

Advantages of Video Technologies

- **Allow both audio and video communications.** Video technologies can provide the visual and audio realism of a face-to-face class. It is generally considered the “next best thing to being there.”
- **Facilitate personal feelings.** Video technologies enable students and instructors to see facial expressions and body language, adding personalities to communication.
- **Enable high levels of interaction.** Most video communications are synchronous, allowing high degrees of interactions, questions and answers, etc.

Video technologies are certainly a step above audio since additional information can be conveyed visually. Teleconferencing allows students to interact with an instructor in nearly the same manner that they would be able to in a traditional classroom. Moreover, recorded video can be played back, paused, and resumed according to the schedule of the student.

Disadvantages of Video Technologies

- **May be expensive.** Cameras and editing equipment can be expensive. In addition, the infrastructure at each site and the links between sites can be costly.
- **Require a great deal of planning and preparation.** To be effective, the camera crews and the instructor must practice and become a team. Faculty members generally need practice and training to be effective in this domain.
- **Must be scheduled.** Most videoconferences are not spontaneous. Instead, they must be planned and the necessary resources must be scheduled.
- **Require technical support team.** Because of the complexity of video recording, mixing, and transmission, a technical support team is required. In addition, site
facilitators are necessary to ensure the equipment works properly at the receiving stations.

As noted, video technologies and satellite teleconferencing in particular, can be cost prohibitive. Additionally their use requires significantly more planning, preparation, and scheduling than audio, print, or even internet-based communications. However, when used in conjunction with other forms of technologies, for example email and print, they have the potential to fully engage a distance student in course material in a way that was once only possible through on-campus study.

Guidelines for Incorporating Video Technologies

- **Avoid the “talking head.”** Talking head refers to simply videotaping the instructor while she or he is talking. Instead, try to vary the camera angle, include still images of appropriate graphics, and encourage student interactions.
- **Practice with the cameras and the crew before the lesson.** It is important to plan practice times for the instructor and the camera crew. By working together, they can anticipate each other's needs and provide the best possible transmissions.
- **Encourage interactions.** Interactions can be added to video-based delivery in many ways. If the lessons are two-way, questions and other types of interactions can be included. If they are one-way video, interactions can be added through e-mail messages or the telephone.
- **Use the best cameras possible.** The old saying “garbage in; garbage out” is very true of video. The very best possible quality equipment should be used.
- **Ensure quality audio.** Losses in audio quality will be noticeable long before losses in video quality. Always ensure good recording, playback, and speaker quality.

Emerging Trends in Technology

All of the technologies discussed in this section have been in use for some time. Some of those note included, such as Radio, have been in use have been in use for decades. Still others are gaining in popularity and could soon become more important to distance education delivery. For this reason their mention is warranted.

Mobile Devices

In some parts of the world cell phones and PDAs now outnumber people. Some universities have begun to explore the potential for incorporating text messaging into content delivery. The University of Pretoria in South Africa, which established its distance education department in 2002, found that in 2008, 99 percent of their students had mobile phones, as opposed to fewer than 3 percent who had internet access and fewer than 43 percent who had access to or owned a PC. The full function of a text message system there has been in place since the end of 2005. Bulk messages were sent to students to direct them to parts of their study guide, make students feel more supported by the university, send them a type of SMS quiz, and even give them a “mini-lecture” on a difficult concept. By 2007 the school had set up a system to receive and respond immediately to texts from students. The institution has concluded that the SMS’s haven’t necessarily improved performances, but their pilot tests did reveal higher completion rates
among students receiving the texts.

Other researchers believe that cell phones have the potential to increase the equality of educational opportunity worldwide by removing barriers to anytime, anywhere learning.

**Renaissance in Videoconference Use**

A recent publication on emerging technologies includes an article on the increasing use of Web-based videoconferencing in distance higher education. The author notes that “While audio has been the default for many years, the use of video for two-way communications is increasing for several disparate, coincident, and substantive reasons.” It is explained that around the turn of the millennium, connections to the internet became fast enough to support high-quality video conferences, “and the last few years have seen higher speeds that afford further increases in picture and sound quality.” Furthermore, the cost structure of the internet is such that distance between locations is not a factor in price. Access to internet technologies are becoming easier for students and educators alike and accordingly the use of internet-based communications are increasing.

**Social Media**

Another article in the same publication explores the potential for social media sites, such as Facebook and MySpace, to serve as online community development centers for distance learners. These online spaces are informal and many people already feel comfortable in their use. Moreover, while these are public sites, privacy settings can limit the number of people able to access and view an online group. As the authors explain, “creating an online place where people feel comfortable and relaxed, a place that affords communication and interaction at different levels an while using a variety of tools, both tutors and students develop a strong sense of presence that can help participants gain confidence in both their learning and teaching.” Social media sites also essentially combine several technologies into one – they can be discussion boards, places to upload audio and video files, can facilitate chat, and have email-like functions. Their potential as a tool in distance and online education is considerable.

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Master of Science in Nursing (MSN) Psychology
M.S. in Clinical Psychology
M.S. in Forensic Psychology
M.S. in Psychology
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- FREEDOM to perform studies in accelerated manner
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- FREEDOM not to fall into “financial slavery” created by large educational loans
- FREEDOM not to be monitored by people that have no connection to any form of education

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In addition to English language, we are accepting all commonly used languages of the World. Student needs to communicate with us in English language (even if knowledge
of English language is not perfect), but all educational work can be submitted in student’s native language.

Our guidance will be in English language (student always may use free electronic translators to translate our letters). Comparing to all other places, we are not precluding any person from increasing educational level, only because person has no knowledge of English language. Holy State University is the University for all people of the World, where English language is only one of many languages. Accordingly, in our University students are FREE to use own native language for studies.

Only in our University, students can use own native language for studies and for preparation of educational work. We are not charging any additional fees for the translation of educational work that can be submitted to us in any language that is native for our students.

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We are accepting most commonly used languages, such as English, Spanish, French, German, Russian, Arabic and other languages listed in the table below. See table below for the list of all languages that we may accept as a language for student’s studies (we are not charging any additional fees for the translation of student’s educational work that can be submitted to us in any language that is native for our student).

**Minimum Course and Curricular Requirements**

**LL.M. Curriculum**

The Specialization in Media, Entertainment, and Technology Law and Policy’s LL.M. curriculum involves completion of four courses arranged in two tiers. While the tiers are roughly progressive (in that, for example, basic copyright and entertainment law are helpful for the more advanced courses), generally the courses below may be taken concurrently (subject to a given instructor’s prerequisite requirements in specific instances). The mandatory courses of the Introductory A-Tier are intended to present the fundamental principles and practices of contemporary entertainment law, and they cover copyright protection, and various transactional doctrines. The A-Tier courses typically serve as a gateway to the more specialized electives that populate the B-Tier, where students may choose to focus more narrowly on their particular professional interests in entertainment law.

**TWO Required Introductory (“A Tier”) Courses (i.e., choose from Copyright Law or Intellectual Property; Entertainment Law is required)**

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<thead>
<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>302</td>
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<tr>
<td>307</td>
<td>Intellectual Property</td>
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<tr>
<td>305</td>
<td>Entertainment Law</td>
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**TWO Specialized (“B Tier”) Courses, but no less than 4 credits**

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<tr>
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<tr>
<td>213</td>
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<tr>
<td>244</td>
<td>The Business of Television</td>
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274 Trademark Law
301 Art and Cultural Property Law
303 Music Industry Law
306 Patent Law
357 Law and Practice with the "LBH" Guilds
364 Motion Picture Distribution
386 Digital Technologies and the Constitution
432 International and Comparative Sports Law
437 Telecommunications Regulation
525 Seminar: Patent Intensive
546A/B Seminar: Entertainment, Media, and Intellectual Property Colloquium
578 Seminar: Digital Wars - Major Current Legal Battles in Information Economies

681 Seminar: What Drives Innovation
683 Seminar: News Media Law in the Digital Age
760 Clinical: Patent
765 Clinical: Trademark
767 Clinical: Music Industry
768 Clinical: Sports Law Simulation
769 Clinical: Documentary Film
900 J-Term Course: Contract Design
932 The Blockchain: Technology, Law, and Regulation
972 J-Term Course: Negotiation Theory and Practice

If NOT taken as A-Tier Courses, the following can be taken as B-Tier Courses

THE PHD IN EDUCATION CURRICULAR

PhD in Education, major in Educational Leadership and Management (Executive Program)
Doctor of Philosophy (PhD) in Business Management Education Courses

Total program credits needed for graduation: 90

Core Courses: Twenty-Four Required Courses, 90 quarter credits
1. BMGT8002 Research Processes, Theory and Practice in Global Business (6 quarter credits)
2. BMGT7086 Developing an Academic Writing Process (4 quarter credits)
3. BMGT8006* Business Principles and Practices (4 quarter credits)
4. BMGT8008* Ethics and Leadership in Global Environments (4 quarter credits)
5. BMGT8010* Economics in Global Environments (4 quarter credits) OR
6. BMGT8014* Accounting and Finance Principles and Practice (4 quarter credits)
7. BMGT8012* Marketing Principles and Practice (4 quarter credits) OR
8. BMGT8016* Strategic Management and Practice (4 quarter credits)
9. BMGT8018* The 21st-Century Organization (4 quarter credits)
10. BMGT8030 Management Theory Creation (4 quarter credits)
11. BMGT8032* Survey of Applied Research Methods (4 quarter credits)
12. BMGT8034* Quantitative Research Techniques (4 quarter credits)
13. BMGT8040* Advanced Qualitative Research (4 quarter credits) OR
Specialization Courses: 20 course quarter credits

1. ED7311 Theory and Methods of Educating Adults (4 quarter credits)
2. ED7312 Teaching Adults (4 quarter credits)
3. ED7712 Classroom Assessment in Education (4 quarter credits)
4. ED8446 Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits) OR
5. ED8601 Online Course Design, Facilitation, and Assessment (4 quarter credits)
6. BMGT8810* Management Education and the Practice of Teaching (4 quarter credits)

The Executive Program in Educational Leadership and Management is designed for experienced educational leaders and managers. Through the adoption of an innovative teaching-learning system that combines traditional classroom work with technology-enabled learning strategies, independent study and one-on-one faculty student consultation, the program enables the participants to complement their extant knowledge, competencies and skills with up-to-date theories, concepts and skills in the various areas of educational leadership and management. Admission Requirements Admission to programs offered by the Educational leadership and management Department is on a selective basis.

THE MBA PROGRAM CURRICULAR

The MBA program consist of a total of 66 credit hours comprising foundation courses, analytical tool courses, core and functional area courses, integrative courses, concentration and elective courses.

The program also includes two thematic graduate seminars and three workshops. Students also undertake Internship project during the fifth trimester. The regular MBA program is to be complete within six trimesters. The duration of each trimester will be 12 weeks excluding examinations.

The MBA program is to be completed within six trimesters. The duration of each trimester will be 12 weeks excluding examinations. The program will be run without a long vacation. The minimum time period to complete the program is 22 months (six trimesters). The maximum time of completion of the program is four years from the date of registration.

Concentration Areas

The program offers several career-focused concentrations. These courses allow students to gain additional knowledge and skills on specific concentration areas. The students are required to select any four courses from any one of the following concentration areas.

14. BMGT8042* Applied Multivariate Modeling (4 quarter credits)
15. BMGT-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)
16. BMGT-R8926 PhD Dissertation Research Seminar Track 2* (3 quarter credits)
17. BMGT-R8927 PhD Dissertation Research Seminar Track 3* (3 quarter credits)
Finance (4 courses of 2.0 credit each)
- Financial Institutions and Markets
- Portfolio Management and Security Analysis
- International Finance
- Financial Derivatives and Risk Management
- Management of Capital Investment Decisions
- Corporate Financing Decisions
- Working Capital Management
- Financial Restructuring Strategy

Marketing (4 Courses of 2.0 credits each)
- Service Marketing Strategy
- Marketing Research
- Consumer Behavior
- Promotions Management
- Global Marketing
- Strategic Brand Management

Management Science & Systems (4 Courses of 2.0 Credits each)
- Business Process Re-engineering
- Total Quality Management
- System Analysis & Design
- Optimization Theory
- Decision Support System
- Supply Chain and Global Operations
- Database Management
- Business Simulation

Human Resource Management (4 Courses of 2.0 credits each)
- HRD Strategies
- Compensation Management
- Career Development Strategies in HRM
- Employee Relations Management
- Performance Management
- International HRM
- Seminar in HRM

General Management (4 courses of 2.0 credits each)
- Organizational Development
- International Management
- Management Challenges in Emerging Economies
- Conflict Management and Negotiation Strategies
- Managing for Quality Improvement
-electives(2 courses of 2.0 credits each)

The following courses have been identified for electives. These courses offer students the flexibility to customize their needs and meet their career interests and goals. These are basically sectoral and application courses which address the systematic integration across all of business disciplines.

- Real Estate Management
- Management of Technology
- Tourism and Hospitality Management
- Insurance and Risk Management
- Business Tax Planning
- Project Management
- Bank Operations and Management
- Multinational Management
- Social Entrepreneurship
- Strategies for Sustainable Management
- Management of Service Sector Organizations
- Productivity Perspective in Management Development
- Rural Marketing and Agribusiness

Internship Program

Students are required to go for an internship in an assigned organization for a period of 8 to 10 weeks under the Internship Program. Students are required to present the Internship Project Report in the prescribed format. The evaluation of the Internship shall be based on confidential report of the host organization (40 percent) and presentation of the Internship Project Report in a seminar (60 percent).

Graduate Research Report

Towards the end of their study period, participating students are required to undertake a research assignment and prepare an integrative research report in any area of management as approved by the college. Students are required to attend the viva-voce examination and give a seminar presentation of their report as organized by the college. The weight assigned for viva and the research report will be 25% and 75% respectively.