

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

For comprehensive consumer information, visit keller.edu/mba

Customer Experience Management

CXM527 – Principles of Customer Experience Management

This course examines fundamental theories and concepts of customer experience management. Coursework emphasizes the importance of providing a single customer view across channels and products through data analysis, as well as differentiating customers' needs. Through strategies including organizational design, technological platforms and social media, students become familiar with viewing the customer as a strategic asset, thus maximizing value for both the customer and the organization. *No prerequisites*

CXM541 – Systems and Applications for Customer Experience Management

This course focuses on using software to manage individual customers' experiences and impressions throughout a customer lifecycle. Coursework addresses using tools for gathering key insights into customers' perspectives. Selecting, evaluating and recognizing the limits of software tools are examined, as are trends in the development of tools. *Prerequisite: CXM527*

CXM563 – Brand Management and Customer Experience

In this course, students develop brand management and multi-channel customer experience programs. Students explore concepts of branding and building brand equity across new products and international markets. Customer engagement and loyalty strategies, used to increase customer satisfaction and create actionable insights from customer feedback, are examined. *Prerequisite: CXM527*

CXM582 – Data Analytics for Customer Experience Management

This course addresses analyzing customer experience data. Topics include integrating customer data across multiple channels including web, offline marketing and direct marketing analytics. Data management strategies such as data warehousing and normalization are examined. *Prerequisite: CXM527*

Master of Business Administration Program

The Master of Business Administration program (Master of Business Administration in Management program in New York) blends management theory with real-world applications, emphasizing practical skills and concepts businesses demand from management professionals. Providing a comprehensive business education, the program enables students to develop management expertise and advance their knowledge, skills and careers in areas such as corporate management, directing cross-disciplinary endeavors and integrating functions across the business enterprise.

Graduates prepare to meet the following outcomes:

- Demonstrate in-depth knowledge of principles of accounting and finance, marketing management, leadership and organizational behavior, and business economics in various management situations in a global economy.
- Demonstrate quality, corporate-level oral and written communication skills through written reports, research projects, business plans and oral presentations.
- Demonstrate effective collaboration with diverse populations in multiple settings.
- Conduct quantitative and qualitative business analyses; choose legal and ethical courses of action; and use appropriate software applications to develop alternative solutions, evaluate outcomes and make recommendations for effective business decisions.

The MBA program requires successful completion of 48 semester-credit hours. To provide flexibility in customizing the program to meet professional and personal goals, the program includes 18 elective credit hours, 12 of which may be used to complete a concentration. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below. Though some courses may appear in more than one course area (program core, program-specific and electives/concentrations), each course may be applied to fulfill one graduation requirement only.

Students who are licensed CPAs or who have passed applicable parts of the CPA exam are exempt, as appropriate, from ACCT591, ACCT592, ACCT593 and ACCT594, thus reducing the number of elective courses required for graduation (see *Course Exemptions*). Students are granted these exemptions in addition to those allowed as described in *Transfer Credit, Course Waivers and Course Exemptions*. Students who hold an undergraduate accounting degree may be eligible to waive one or more of the accounting foundations courses (except in New Jersey and New York); however, each course waived must be replaced with an elective course (see *Course Waivers*).

Additional information is available in *Programmatic Accreditation and Recognition*.

Program Core Courses

all five required

ACCT504	Accounting and Finance: Managerial Use and Analysis
MATH533	Applied Managerial Statistics

MGMT591	Leadership and Organizational Behavior
MIS535	Managerial Applications of Information Technology
MKTG522	Marketing Management

Program-Specific Courses

all five required

ACCT505	Managerial Accounting
ECON545	Business Economics
FIN515	Managerial Finance
MGMT520	Legal, Political and Ethical Dimensions of Business
MGMT600	Business Planning Seminar

Elective Courses

18 credit hours required

Students may choose any courses for which they meet the prerequisite(s). See *Course Offerings* and *Course Descriptions*.

As part of their elective coursework, MBA students may pursue 12-semester-credit-hour concentrations. Concentration requirements may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. MBA program core and MBA program-specific courses may not be applied to concentrations, nor may capstone courses. Courses may be applied to one concentration only.

Students completing coursework required for a concentration may request, in writing, that the concentration be designated on the academic transcript.

Concentrations can be earned in these areas by successfully completing:

Accounting

12 credit hours from among the ACCT courses

Electronic Commerce Management

four ECOM courses

Finance

12 credit hours from among the FIN courses, PROJ592 and PROJ595

General Management

four courses from among ECON565; SEC594; and the BSOP, CARD, ENTR, MGMT and SBE courses

Global Supply Chain Management

four GSCM courses

Health Services

four HSM courses

Hospitality Management

four HOSP courses

Human Resources

four HRM courses

Information Security

four SEC courses at the 570 and/or 590 level(s)

Information Systems Management

four MIS courses (except MIS505 and MIS525)

International Business

four courses from among ACCT564, FIN565, HRM582, HRM584, MGMT598 and MGMT599

Marketing

four courses from among the MKTG courses and ECOM541

Network and Communications Management

four courses from among the NETW courses (except NETW505 and NETW525) and MIS589

Project Management

four courses from among the PROJ courses and BSOP588

Public Administration

four courses from among the PA courses and HRM595

Security Management

four courses from among ACCT562, SEC581, SEC582, SEC583, SEC584 and SEC594

Sustainability Management

four courses from among the SUST courses, MKTG540 and PROJ591

General Graduate Certificate Requirements

For students who wish to specialize in health services management, business administration, entrepreneurship, electronic commerce management or educational management without completing the entire MBA degree program, certificate options are available. Those who have been admitted must inform the chief location administrator/academic advisor of their intent to pursue a certificate and are eligible to receive their certificate upon:

- Successfully completing coursework outlined for their certificate
- Satisfying all course prerequisites through practical experience or related coursework
- Achieving a minimum cumulative grade point average of 3.00 in the required courses
- Resolving all financial obligations to the School

Certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. A course may be applied to one graduate certificate only.

MBA students interested in earning one of these graduate certificates may do so by completing the above requirements as part of their MBA coursework.

Graduate Certificate in Global Supply Chain Management

Course requirements for Keller's graduate certificate in Global Supply Chain Management are:

GSCM520	Foundations in Global Supply Chain Management
GSCM530	Global Supply Chain Resource Planning and Management
GSCM540	Relationship Management, Procurement, and Sourcing Strategy
GSCM550	Logistics, Distribution, and Warehousing
GSCM560	Supply Chain Management Decision Support Tools and Applications
ACCT504	Accounting & Finance: Managerial Use & Analysis
MGMT591	Leadership & Organizational Behavior
MGMT599	Strategic Management in a Global Environment

For comprehensive consumer information, visit keller.edu/gscm

Notes:

Students interested in sitting for the CPA exam in Texas should consider completing ACCT530, ACCT540 and MGMT550. Successful completion of topics presented in these courses is required to sit for the CPA exam in Texas

Credits and degrees earned from this institution do not automatically qualify the holder to participate in professional licensing exams to practice certain professions. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

Business Administration Program

Course Area	Minimum Credit Hours
Communication Skills	15
(a) all of: ENGL112; ENGL135	
(b) one of: ENGL216; ENGL219; ENGL227	
(c) one of: ENGL230; SPCH275; SPCH277; SPCH279	
Humanities⁶	9
(a) one of: HUMN-303 ¹ ; HUMN450; LTRE421; LTRE422; LTRE424; LTRE427; LTRE428	
(b) one of ² : ETHC445; HIST405; HIST410; HIST412; HIST415; HIST417; HUMN460SA; PHIL447; PHIL449; RELI448	
(c) LAS432	
Social Sciences⁶	9
(a) one of: PSYC110; SOCS185; SOCS187; SOCS190	
(b) one of ¹ : HUMN-460SA; PSYC-285 ¹ ; PSYC305; PSYC315; SOCS315; SOCS325; SOCS335; SOCS350; SOCS410	
(c) one of ^{3,9} : LAWS310; LAWS420; POLI330; POLI410	
Personal and Professional Development	5
(a) all of: CARD405; COLL148	
Mathematics and Natural Sciences	12
(a) all of: MATH114; MATH221	
(b) selection by major/concentration:	
• Sustainability Management students: SCI204	
• All other students – one of: BIOS105; BIOS135; BIOS140; CHEM120; PHYS216; SCI204; SCI214; SCI224; SCI228	
Business Core	36
(a) all of: ACCT212; BIS155; BUSN115; BUSN319; BUSN379; COMP100; ECON312; MGMT303	
(b) one of: ACCT344; ACCT346	
(c) selection by major/concentration:	
• Business Information Systems and Business Intelligence and Analytics Management students: BIS245	
• All other students – one of: BIS245; ECOM210	
(d) selection by major/concentration:	
• Accounting students – one of: ACCT349; ACCT424	
• All other students: MGMT404	
Major/Concentration – one option is selected	27

- For the advanced course option shown in selected majors/concentrations, a minimum of three semester-credit hours is chosen from courses offered in any of this program's majors/concentrations and for which course prerequisites have been satisfied.
- Successful completion of a major/concentration, with the exception of General Business Option Plans I and II, is designated on students' transcripts upon graduation. Majors/concentrations are not shown on diplomas.

Accounting¹⁰

- (a) all of: ACCT304; ACCT305; ACCT312; ACCT444
- (b) one of: ACCT324; ACCT429
- (c) one of: ACCT352; ACCT451
- (d) one of: ACCT405; advanced course option

Business Information Systems

- (a) all of: BIS261; BIS311; BIS325; BIS345; BIS360; BIS445; BIS450

Business Intelligence and Analytics Management

- (a) all of: BIAM300; BIAM400; BIAM410; BIAM420; BSOP206; BSOP209; BUSN350

Finance

- (a) all of: ACCT304; BUSN278; FIN382; advanced course option
- (b) three of: ACCT429; FIN351; FIN364; FIN385; FIN417; FIN426; FIN463

Health Services Management

- (a) all of: HSM310; HSM320; HSM330; HSM340; HSM410; HSM420
- (b) one of: HSM430; advanced course option

Hospitality Management

- (a) all of: HMT310; HMT320; HMT330; HMT410; HMT420; HMT450
- (b) one of: HMT440; advanced course option

...

Management Program

Concentration – one option is selected

27

- For the advanced course option shown in selected concentrations, a minimum of three semester-credit hours is selected from courses offered in any of this program's concentrations and for which course prerequisites have been satisfied.
- Successful completion of a concentration, with the exception of the Flex Option, is designated on students' transcripts upon graduation. Concentrations are not shown on diplomas.

Accounting⁶

- (a) all of: ACCT304; ACCT305; ACCT312; ACCT444
- (b) one of: ACCT324; ACCT429
- (c) one of: ACCT352; ACCT451
- (d) one of: ACCT405; advanced course option

Business Information Systems

- (a) all of: BIS261; BIS311; BIS325; BIS345; BIS360; BIS445; BIS450

Business Intelligence and Analytics Management

- (a) all of: BIAM300; BIAM400; BIAM410; BIAM420; BSOP206; BSOP209; BUSN350

Finance

- (a) all of: ACCT304; BUSN379; FIN364; FIN382; advanced course option
- (b) two of: ACCT429; FIN351; FIN385; FIN417; FIN426; FIN463

General Management

- (a) all of: BUSN258; BUSN412; BUSN420; MGMT340; MGMT408
- (b) two of: BUSN427; ECOM340; MKTG420

Health Services Management

- (a) all of: HSM310; HSM320; HSM330; HSM340; HSM410; HSM420
- (b) one of: HSM430; advanced course option

Hospitality Management

- (a) all of: HMT310; HMT320; HMT330; HMT410; HMT420; HMT450
- (b) one of: HMT440; advanced course option

...

Technical Management Program

Course Area **Minimum Credit Hours**

General Education **40**

Of the 40 required hours, a minimum of six semester-credit hours must be successfully completed in each of the following disciplines: Communication Skills (ENGL and SPCH courses), Humanities⁴ (HUMN courses), Mathematics and Natural Sciences (BIOS, CHEM, MATH, PHYS and SCI courses), and Social Sciences⁴ (ECON, LAWS, POLI, PSYC and SOCS courses). Students should check with their advisor to ensure that specific courses will apply to their General Education requirements.

(a) all of: CARD405; ENGL135; LAS432; MATH114; MATH221

(b) selection by technical specialty:

- Sustainability Management students: SCI204
- All other students – one of: BIOS105; BIOS135; BIOS140; CHEM120; PHYS216; SCI204; SCI214; SCI224; SCI228

(c) The remaining 19 semester-credit hours^{1,5,6,9,10} are selected from courses with prefixes BIOS, CHEM, COLL, ECON, ENGL, ETHC, HIST, HUMN, LAWS, LTRE, MATH, PHIL, PHYS, POLI, PSYC, RELI, SCI, SOCS and SPCH.

Business, Management and Technology¹¹ **27**

(a) all of: BIS155; BUSN115; COMP100; MGMT303; MGMT404

(b) one of: BUSN412; BUSN420; BUSN427; MGMT340; MGMT410

(c) eight semester-credit hours are selected from any of the following courses that have not been applied to another requirement: ACCT212; ACCT344; ACCT346; BIS245¹²; BUSN319; BUSN379; ECOM210; additional courses from requirement (b); courses in Technical Specialty Option 2, or their prerequisites.

Senior Project – one option is selected **3**

(a) BUSN460

(b) all of: BUSN462; BUSN463

Electives^{2,5} **25**

(a) Through academic advising, electives are chosen from courses substantially different from those used to meet any other graduation requirement. They may be selected from courses listed in this catalog, provided prerequisites are satisfied. Electives may be used to satisfy prerequisites for courses in other course areas, to meet specialized requirements or to pursue a special interest. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours.

Technical Specialty – one option is selected **27**

The technical specialty consists of a sequence of interrelated courses focusing on a particular career area. With their academic advisor's approval, students choose one of the following options to meet this requirement. If prerequisites for required courses have not been fulfilled, they are added to individual plans of study and become part of students' graduation requirements.

- Successful completion of a technical specialty, with the exception of the General Technical Option, is designated on students' transcripts upon graduation. Technical specialties are not shown on diplomas.

Option 1 – General Technical Option

(a) DeVry coursework, qualifying coursework from a prior college experience, or a combination of DeVry and qualifying prior coursework may be selected to satisfy this requirement.

Option 2 – Business Administration Specialty⁷

Select one of the following specialties:

- For the advanced course option shown in selected business administration specialties, a minimum of three semester-credit hours is selected from courses offered in any business administration specialty and for which course prerequisites have been satisfied.
- Many of these specialties have one or two prerequisite courses that are not specifically required in another course area. Students should plan carefully to incorporate each prerequisite into an appropriate course area.

Accounting⁸

- (a) all of: ACCT304; ACCT305; ACCT312; ACCT444
- (b) one of: ACCT324; ACCT429
- (c) one of: ACCT352; ACCT451
- (d) one of: ACCT405; advanced course option

Business Information Systems

- (a) all of: BIS261; BIS311; BIS325; BIS345; BIS360; BIS445; BIS450

Business Intelligence and Analytics Management

- (a) all of: BIAM300; BIAM400; BIAM410; BIAM420; BSOP206; BSOP209; BUSN350

Finance

- (a) all of: ACCT304; BUSN278; FIN382; advanced course option
- (b) three of: ACCT429; FIN351; FIN364; FIN385; FIN417; FIN426; FIN463

Health Services Management

- (a) all of: HSM310; HSM320; HSM330; HSM340; HSM410; HSM420
- (b) one of: HSM430; advanced course option

Hospitality Management

- (a) all of: HMT310; HMT320; HMT330; HMT410; HMT420; HMT450
- (b) one of: HMT440; advanced course option

¹² All students selecting the Business Intelligence and Analytics Management specialty must take

BIS245 as part of this requirement.

For comprehensive consumer information, visit devry.edu/btm

Course Descriptions

Business Intelligence and Analytics

BIAM300 Managerial Applications of Business Analytics

This course examines major themes of business intelligence and business analytics. Through case studies, students explore how analytics impact organizational management in today's data-rich environment. Coursework addresses implementing business analytics techniques, business modeling, data sources, the business analyst's role in the organization, business process modeling, key performance indicators, use of data warehouses and data mining. *Prerequisites: BIS245 and MATH221 / 4-4*

BIAM400 Applied Business Analytics

This course examines use of optimized modeling techniques, including break-even analysis, optimization modeling, sensitivity analysis, linear programming, network models, regression, time series analysis, decision-making under uncertainty and simulation models *Prerequisite: BIAM300 / 4-4*

BIAM410 Database Concepts in Business Intelligence

This course explores designing, developing, implementing and using a database to derive business intelligence solutions. Topics include roles, responsibilities, object relational impedance mismatch, data warehousing, online analytical processing and implementation of data mining tools. Case studies focusing on analyzing and interpreting data to support decision-making are used throughout the course. *Prerequisite: BIS245 / 4-4*

BIAM420 Introduction to Internet Analytics

This course focuses on analyzing and interpreting data to support decision-making for planning and performance assessment. Students are introduced to data sources such as web logs, big data, social data (e.g., emails, blogs, tweets), common key performance indicators and Internet analytics tools. *Prerequisite: BIAM410 / 4-4*

The following course is a new elective that will be added to the catalog at the same time as the above courses.

Business Information Systems

BIS300 Enterprise Business Information Systems

This course explores fundamentals of information systems and their role in the business enterprise. Topics include elements critical to effective selection, deployment, management and strategic use of information technology, hardware and software concepts; networking; the systems development life cycle; and the role of e-commerce, enterprise resource planning (ERP),

customer relationship management (CRM) and supply chain management (SCM) systems.

Prerequisite: BIS245 / 3-3

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

For comprehensive consumer information, visit keller.edu/mba

Course Descriptions

Global Supply Chain Management

GSCM520 Foundations in Global Supply Chain Management

This course focuses on core concepts and techniques required for directing and controlling processes that convert resources into goods and services. Coursework emphasizes integrating all aspects of the supply chain so that the quantity of goods being produced or acquired is accurate, and both time- and cost-efficient. *Prerequisite: None*

GSCM530 Global Supply Chain Resource Planning and Management

This course examines concepts and methods of directing and controlling processes that result in optimal supply chain efficiency. Demand management and forecasting; master production scheduling; material requirements and capacity resource planning; the Theory of Constraints; distribution requirements planning; and inventory management are emphasized. *Prerequisite: GSCM520*

GSCM540 Relationship Management, Procurement and Sourcing Strategy

This course provides an overview of sourcing relationships, including their strategy and implementation. Coursework examines the role of supply management across a global, upstream corporate value chain consisting of suppliers and outsourcers. Topics include make versus buy versus partner decisions; supplier evaluation, selection, assessment and quality assurance; the sourcing/procurement and partnering processes; relationship management; and purchasing ethics. *Prerequisite: GSCM520*

GSCM550 Logistics, Distribution and Warehousing

This course examines physical supply and distribution systems critical to efficient integrated supply chains. Coursework addresses analytical and managerial methods applied to key components of facility location and materials management; logistics; distribution; transportation; warehousing; channel selection; logistics information systems; metrics and assessments; total cost analytics; and freight management. *Prerequisite: GSCM520*

GSCM560 Supply Chain Management Decision Support Tools and Applications

This course emphasizes analyzing supply chain information. Coursework examines supply chain design and integration; constraint, inventory and advanced demand management; and risk pooling. *Prerequisite: GSCM520*

Management (prerequisite change)

MGMT599 – Strategic Management in a Global Environment

This course presents a structure for formulating and implementing long-range corporate plans in the context of broad strategic issues that affect the firm. Students refine environmental assessment skills, craft strategies and study global competitive issues to enhance their ability to

think strategically and develop sustainable competitive advantages. *Prerequisites: ACCT504 and MKTG522 or permission of the academic administrator*

Master of Science Degree Program in Education

The Master of Science in Education curriculum enables practicing teachers to increase skills and knowledge across specific teaching disciplines and levels, preparing them to assume greater leadership roles within a school or school system. The program is designed primarily for K-12 teachers already holding teaching certification credentials, or those interested in advancing their career in higher education. The program offers concentrations as shown in the following outline.

Program Objectives

The MSED program is designed to produce graduates who are able to:

- Evaluate major issues, proposals, policies and reforms associated with contemporary education.
- Analyze classroom and school-wide educational technology needs and propose approaches for deploying learning solutions that can use dynamic new media.
- Evaluate and design formative monitoring with summative measures that are diagnostically rich.
- Apply educational leadership principles to enhance professional development.
- Conduct academic inquiry and written individual or group project research that integrates the program’s core and concentration courses.

The MSED program requires successful completion of 36 semester-credit hours. Total program length varies based on the number of courses taken per eight-week session. Courses are distributed as outlined below.

The MSED program is offered online only. Selected coursework may be available onsite at some DeVry University locations.

Program Core Courses

<i>required for students selecting the Curriculum Leadership, Educational Leadership, or Educational Technology Leadership concentration</i>	
EDUC510	Contemporary Issues in Education
<i>required for students selecting the Higher Education Leadership concentration</i>	
EDUC511	Issues in Higher Education
<i>all three required</i>	
EDUC512	Educational Technology and Emerging Media
EDUC515	Educational Research
EDUC518	Educational Measurement and Assessment

Program Alternates

six semester-credit hours required

Students may choose from the following courses or from concentration courses not applicable to the chosen concentration, provided prerequisites are satisfied.

EDT590	Assistive Technology for Learning
EDUC573	Learning Theory and Psychology

EDUC574	Educational Organizational Behavior
GM570	Managing Conflict in the Workplace
HR595	Negotiation Skills
PM586	Project Management Systems
SE571	Principles of Information Security

Program Capstone - one option is selected
Academic advisor's approval required for selection.

Master's Thesis	
<i>two required</i>	
EDUC670	Thesis Research
EDUC671	Thesis Writing
<i>additional course option; academic advisor's approval required</i>	
EDUC680 - EDUC699	Thesis Writing Extension
Master's Project	
<i>two required</i>	
EDUC640	Educational Research Project I
EDUC641	Educational Research Project II

Concentration - one option is selected

Curriculum Leadership	
<i>all four required</i>	
EDUC520	Curriculum Development I
EDUC521	Curriculum Development II
EDUC525	Educational Program Evaluation
EDUC530	Educational Leadership
Educational Leadership	
<i>all four required</i>	
EDUC525	Educational Program Evaluation
EDUC530	Educational Leadership
EDUC535	School Law and Policy Issues
EDUC537	School Finance
Educational Technology Leadership	
<i>all four required</i>	
EDUC530	Educational Leadership
EDUC541	Educational Technology Planning
EDUC543	Interactive Instructional Technology I
EDUC544	Interactive Instructional Technology II
Higher Education Leadership	
<i>all four required</i>	
EDUC531	Higher Education Leadership

EDUC550	Student Affairs in Higher Education
EDUC553	Financial Management in Higher Education
EDUC555	Faculty Development in Higher Education

Notes:

Foundations of Managerial Mathematics, GM400, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, GM410, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

Graduate Certificates in Education

For students who wish to specialize in education without completing the entire MSED degree program, graduate certificate options are available. These certificates require 18 semester-credit hours (six courses) and have the same admission requirements as the MSED program. Those who have been admitted must inform their academic advisor of their intent to pursue a certificate.

Students are eligible to receive their certificate upon:

- Successfully completing coursework outlined for their certificate
- Satisfying all course prerequisites
- Achieving a minimum cumulative grade point average of 3.00 in the required courses
- Resolving all financial obligations to the University

Certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit, course waivers or course exemptions. A course may be applied to one graduate certificate only.

Graduate certificates are available online only.

Graduate Certificate in Educational Leadership

<i>all four required</i>	
EDUC510	Contemporary Issues in Education
EDUC515	Educational Research
EDUC525	Educational Program Evaluation
EDUC530	Educational Leadership
<i>one required</i>	

EDUC535	School Law and Policy Issues
EDUC537	School Finance
<i>one required</i>	
Students select from EDUC courses for which prerequisites have been met	

Graduate Certificate in Curriculum Leadership

<i>all five required</i>	
EDUC515	Educational Research
EDUC520	Curriculum Development I
EDUC521	Curriculum Development II
EDUC525	Educational Program Evaluation
EDUC530	Educational Leadership
<i>one required</i>	
Students select from EDUC courses for which prerequisites have been met	

Graduate Certificate in Educational Technology Leadership

<i>all five required</i>	
EDUC512	Educational Technology and Emerging Media
EDUC530	Educational Leadership
EDUC541	Educational Technology Planning
EDUC543	Interactive Instructional Technology I
EDUC544	Interactive Instructional Technology II
<i>one required</i>	
Students select from EDUC courses for which prerequisites have been met	

Graduate Certificate in Higher Education Leadership

<i>all five required</i>	
EDUC511	Issues in Higher Education
EDUC531	Higher Education Leadership
EDUC550	Student Affairs in Higher Education
EDUC553	Financial Management in Higher Education
EDUC555	Faculty Development in Higher Education
<i>one required</i>	
Students select from EDUC courses for which prerequisites have been met	

Foundations of Managerial Mathematics, GM400, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, GM410, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in

practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

Course Descriptions

EDT590 Assistive Technology for Learning

This course examines assistive technologies that enhance the learning process for individuals with oral, aural, visual, motor and other disabilities or limitations. Coursework addresses hardware and software solutions, as well as specific learning strategies. Needs assessment, performance with assistive technologies and legal compliance issues are introduced. *Prerequisite: EDT535 or EDUC512*

EDUC510 Contemporary Issues in Education

In this course, students evaluate viewpoints on contemporary issues and trends in education theory and practice – and in teaching – from both school and national perspectives. The roles of education; curriculum; school environment, structure and purpose; accountability; accessibility; funding; and policies are addressed. Aspects of grant writing are also covered. *No prerequisite*

EDUC511 Issues in Higher Education

This course introduces major themes and issues in higher education today, with current practices and challenges considered from their historical and social origins. Faculty characteristics, professionalism, roles and responsibilities, barriers to diversity and coping with change are explored. Curriculum and instruction in new learning environments with shifting discipline focuses and diverse student expectations are studied. Changing approaches to higher education administration and the impact of policy are covered. *No prerequisite*

EDUC512 Educational Technology and Emerging Media

This course explores how computers, web-based resources and multimedia are used to engage primary and secondary school students in problem-solving, creative inquiry and collaborative learning. Lesson plans that integrate contemporary and classroom-of-the-future designs in support of active learning are developed. *No prerequisite*

EDUC515 Educational Research

This course examines skills and competencies needed to critically review, assess and evaluate educational research. Quantitative methods of research and related statistical methods are examined, as are qualitative research approaches. Students become familiar with using statistical software. *No prerequisite*

EDUC518 Educational Measurement and Assessment

This course examines theories and techniques of educational measurement and assessment for curriculum planning, development, delivery, feedback and improvement. Types of tests, test data and interpretation approaches are considered for analyzing assessment and evaluation strategies. *No prerequisite*

EDUC520 Curriculum Development I

This course covers historical perspectives of curriculum influences as well as key curricular changes of the last century. Shifting conceptions of curriculum, as well as paradigms of renewal and reform in the field, are also examined. The nature of the learner is emphasized, as are conflicting educational theories of curriculum. *No prerequisite*

EDUC521 Curriculum Development II

This course, a continuation of EDUC520, examines the structure and mechanics of curriculum development and improvement, as well as renewal processes. Coursework addresses proposals for reform-based change of curricular priorities and polarities, and teacher and administrator roles in curriculum development. *Prerequisite: EDUC520*

EDUC525 Educational Program Evaluation

This course introduces theory and practice of program evaluation in general, and specifically evaluation of educational programs. Students consider stakeholder requirements, evaluation type and procedures, and data collection approaches for balanced reporting as they engage in educational program evaluation projects. *Prerequisite: EDUC515*

EDUC530 Educational Leadership

This course examines change strategies related to instruction, teaching methodology, and leadership styles as they pertain to contemporary concepts and theories of elementary and secondary school supervision. Coursework addresses models of authority, decision-making, communications and conflict resolution. The course also emphasizes facilitating leadership to create a work climate supportive of excellence in teaching and learning. *No prerequisite*

EDUC531 Higher Education Leadership

In this course theories of higher education leadership are illustrated with contemporary cases, grounded in history and practice, and framed in approaches to “theories for action.” Leadership of colleges and universities through diagnosis, problem solving, and systemic design is examined. The balanced management of diverse personalities, cultures, communities, and agendas is explored. Focusing creativity and commitment, and the management of talent are covered. *No prerequisite*

EDUC535 School Law and Policy Issues

This course provides an overview of contemporary legal issues facing the education community. A legal framework for policy based in constitutional, statutory and case law is examined as it pertains to teachers, administrators and students. Topics include school choice, testing, funding, religious and immigration rights, campus safety issues and ethical considerations. *No prerequisite*

EDUC537 School Finance

This course examines major principles of educational finance as they relate to funding American public education. State and national models of educational finance are introduced, as is fiscal policy. Longstanding and emerging issues confronting school finances are examined. *No prerequisite*

EDUC541 Educational Technology Planning

Students in this course apply basic planning principles as they consider equitable use of technology in schools based on teacher and administrator needs. Coursework addresses technology-facilitated educational approaches such as multimedia, data communications and eLearning; hardware and software evaluation and selection; and budgeting for technology. *Prerequisite: EDUC512*

EDUC543 Interactive Instructional Technology I

Students in this course apply instructional design principles to interactive, computer-facilitated methods, media and learning environments while considering learning efficacy of the technology. Systematic instructional design approach, systems theory, learning theories and communication theory provide a framework for course explorations. *Prerequisite: EDUC512*

EDUC544 Interactive Instructional Technology II

Students in this course, a continuation of EDUC543, prepare a position paper based on their exploration of various interactive instructional technologies. *Prerequisite: EDUC543*

EDUC 550 Student Affairs in Higher Education

This course introduces the profession of student affairs from its historical and philosophical foundation to the practical aspects of organization and administration of services and programs supporting students at colleges and universities. Specific roles that make up the profession are examined as well as models for designing, managing, and evaluating student affairs programs. Ethical and compliance aspects of counseling students are covered. *No prerequisite*

EDUC553 Financial Management in Higher Education

This course introduces the fundamental principles of cash-flow management and fiscal responsibility in a college or university setting. Distinctions between the financial planning of long-term (capital), short-term (operational), and self-supporting (auxiliary) resource allocations are emphasized. The budgeting of revenues and expenses, public versus private funding, and recognition of cycles and politics are also examined. *No prerequisite*

EDUC555 Faculty Development in Higher Education

This course examines the critical aspects of career-long faculty development in higher education. Topics include the design and process of establishing sustainable faculty development programs across institutional types, and assessment, evaluation, diversity, and technology in educational development. *No prerequisite*

EDUC573 Learning Theory and Psychology

This course focuses on how individuals learn and develop, as well as on how the classroom environment can support learning and build learning communities. In addition, coursework demonstrates how learning theory can be used to inform teaching practice. Teaching and learning processes that enhance students' motivation to learn are also discussed. *No prerequisite*

EDUC574 Educational Organizational Behavior

This course helps students develop educational leadership strengths through application of organizational behavior principles. Coursework highlights inter- and intrapersonal dynamics as they affect achievement of educational goals; tools used to systematically examine organizational behavior; and underlying theories. *No prerequisite*

EDUC640 Educational Research Project I

Students in this course develop an agenda for an applied educational research project. Project plans include objectives, rationales, timelines, resource requirements (including costs, if any) and required sponsorship. Under guidance of their instructor, students propose specific deliverables and levels of analysis, and also provide a detailed log of weekly activities related to project objectives. *Prerequisite: successful completion of all program core courses*

EDUC641 Educational Research Project II

Students in this course, a continuation of EDUC640, complete all project deliverables, including a formal presentation of their research findings. *Prerequisite: EDUC640*

EDUC670 Thesis Research

Students in this course work individually to identify a research topic and then seek approval of the topic from their advisor. Once approval is secured, students complete a thorough review of relevant literature, describe their research design and methods, and work to obtain required approvals from human subjects used in their research as well as from organizations where research will be conducted. *Prerequisite: successful completion of all program core courses*

EDUC671 Thesis Writing

Based on comprehensive research conducted in EDUC670, students in this course write their theses, which present research findings and related conclusions. *Prerequisite: EDUC670*

EDUC680-EDUC699 Thesis Writing Extension (1 credit hour each)

This course provides students with additional time to prepare thesis materials and consult their advisors during the writing process. Students who plan to take advantage of this additional course must contact their advisors. *Prerequisite: EDUC671*

GM570 – Managing Conflict in the Workplace

Students in this course review core concepts and theoretical frameworks in order to develop practical skills for preventing and managing workplace and personal conflict, and for learning effective tools for resolving disputes. Topics include the nature of conflict, conflict styles, communication, conflict dynamics, conflict intervention strategy and tactics, and third-party intervention. Case studies are used. *No prerequisite*

HR595 Negotiation Skills

This course introduces general business negotiation techniques, strategies and tactics. Strategies focus on approaches to negotiation situations; tactics focus on moves effectuated during negotiations. In addition to developing and enhancing students' negotiating proficiency, the course emphasizes processes and methods of conflict resolution. Topics include preparing for negotiations; distributive and integrative bargaining; resolution of impasse; ethics; the roles of power, personality and dispute resolution processes; and communication processes. Students use developed skills in the classroom, electronically and through telephonic negotiation situations. *No prerequisite*

PM586 Project Management Systems

With an emphasis on planning, this course introduces project management fundamentals and principles from the standpoint of the manager who must organize, plan, implement and control nonroutine activities to achieve schedule, budget and performance objectives. Topics include project life cycles, organization and charters; work breakdown structures; responsibility matrixes; as well as planning, budgeting and scheduling systems. Planning and control methods such as PERT/CPM, Gantt charts, earned value systems, project management software applications and project audits are introduced. *No prerequisite*

SE571 Principles of Information Security and Privacy

This course provides a broad overview of security in information systems. Covered are various aspects of security in computing, including security threats and controls; basic cryptography and its applications; network intrusion detection and prevention; security administration and planning; anonymity and privacy; legal issues; protection; and ethics. Coursework also examines controls in information systems, and addresses security issues surrounding information systems and computer-generated data. *No prerequisite*

Master’s Degree Program in Educational Technology

The Master of Science degree program in Educational Technology is designed to prepare education professionals to strategically describe and systematically analyze the needs of a learning population, and to design effective technology-supported approaches to both teaching and learning. The program provides a foundation in educational technology planning, which addresses emerging issues and leadership strategies. The program offers concentrations as shown in the following outline.

Program Objectives

The program is designed to produce graduates who are able to:

- Apply instructional design theories to educational technology.
- Develop strategies to integrate educational technologies into the learning process.
- Develop web-based platforms to support learning communities.
- Evaluate the effectiveness of educational technology solutions.
- Use project management and planning techniques for educational technology proposals and implementation.

The MSET program requires successful completion of 36 semester-credit hours, including credits earned in the program core courses and in coursework distributed as outlined below. Total program length varies based on the number of courses taken per eight-week session.

The MSET program is offered online only. Selected coursework may be available onsite at some DeVry University locations.

Program Core Courses

all four required

EDT505	Introduction to Educational Technology
EDT525	Interactive Learning Systems
EDT560	Leadership Planning in Educational Technology
EDT570	Emerging Educational Technology

Concentration – one option is selected

<i>Instructional Design</i>	
<i>Concentration – all three required</i>	
EDT520	Instructional Design for Educational Technology
EDT575	Authoring for Instructional Media
EDT585	Educational Multimedia Design with Lab
<i>Program Alternates – any three required</i>	
EDT542	Educational Technology Integration
EDT565	Assessment for Educational Technology Standards
EDT587	Educational Simulations and Games with Lab
EDUC573	Learning Theory and Psychology

PROJ586	Project Management Systems
<i>Capstone – both required</i>	
EDT640	Educational Technology Project I
EDT641	Educational Technology Project II
Teaching and Learning	
<i>Concentration – all three required</i>	
EDT565	Assessment for Educational Technology Standards
EDT542	Educational Technology Integration
EDT590	Assistive Technology for Learning
<i>Program Alternates – any three required</i>	
EDT520	Instructional Design for Educational Technology
EDUC515	Educational Research
EDUC520	Curriculum Development I
EDUC521	Curriculum Development II
EDUC573	Learning Theory and Psychology
<i>Capstone – both required</i>	
EDT670	Master’s Thesis Research
EDT671	Master’s Thesis Writing

Notes:

Computer Application Basics, EDT500, must be completed successfully by students requiring additional development of computer application skills (see Prerequisite Skills Requirements).

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

For comprehensive consumer information, visit devry.edu/met

Graduate Certificate in Educational Technology

For students who wish to specialize in educational technology without completing the entire degree program, a certificate option is available. Those who have been admitted must inform their academic advisor of their intent to pursue the certificate by submitting the Graduate Student Certificate Completion Notification form.

The graduate certificate in Educational Technology requires successful completion of coursework distributed as outlined below. Total program length varies based on the number of courses taken per eight-week session.

The graduate certificate offering is available online only. Selected coursework may be offered onsite at some DeVry University locations.

Required Courses

all five required

EDT505	Introduction to Educational Technology
EDT520	Instructional Design for Educational Technology
EDT525	Interactive Learning Systems
EDT542	Educational Technology Integration
EDT560	Leadership Planning in Educational Technology

Alternate Course

one required

Students select from EDT courses for which prerequisites have been met
--

In addition, students must:

- Satisfy all course prerequisites through practical experience or related coursework.
- Achieve a minimum cumulative grade point average of 3.00.
- Resolve all financial obligations to the University.

Graduate certificate requirements may be satisfied through a maximum of three semester-credit hours of transfer credit or course waivers.

For comprehensive consumer information, visit devry.edu/get

Notes:

Computer Application Basics, EDT500, must be completed successfully by students requiring additional development of computer application skills (see Prerequisite Skills Requirements).

Foundations of Managerial Mathematics, MATH500, must be completed successfully by students requiring additional mathematics preparation (see Prerequisite Skills Requirements).

Foundations of Professional Communication, ENGL510, must be completed successfully by students requiring additional development of writing skills (see Prerequisite Skills Requirements).

Credits and degrees earned from this institution do not automatically qualify the holder to practice certain professions or gain certification in their field. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

Course Descriptions

Educational Technology

EDT525 Interactive Learning Systems

This course introduces interactive learning systems used to construct course frameworks that enhance learning. Students use an optimal mix of multimedia, web resources and interactive media content to stimulate visual and audio effects among various learning populations. Students research and evaluate established and emerging educational technologies, as well as examine their potential applications in the classroom. *No prerequisite*

EDT565 Assessment for Educational Technology Standards

This course focuses on assessment methods used to document whether programs meet given technology standards and pedagogical frameworks. Topics include translating technology standards into measurable outcomes; quantitative and qualitative assessment and evaluation methods; software selection; program and departmental outcomes and resources; and descriptive and inferential statistics used in assessment and evaluation. *Prerequisite: EDT560*

EDT575 Authoring for Instructional Media

This course surveys common authoring software used for instructional purposes. Learning theories surrounding educational multimedia approaches are also examined to help students make informed decisions regarding authoring software selection and the multimedia development process. Basic instructional design principles and authoring skills are introduced. *Prerequisite: EDT520*

EDT585 Educational Multimedia Design with Lab

This course focuses on basic educational multimedia production skills. Beginning with a survey of multimedia approaches, students design, develop and user test a multimedia asset designed to achieve specific learning objectives. Various authoring tools and pedagogical approaches in educational technology are explored. *Prerequisite: EDT575*

EDT587 Educational Simulations and Games with Lab

Building on basic multimedia design principles and skills, this course focuses on advanced multimedia development techniques for learning environments. Students design, produce, test and evaluate educational simulations, games and other multimedia objects for determined learning outcomes. Advanced authoring techniques are explored. *Prerequisite: EDT585*

EDT640 Educational Technology Project I

Students in this course engage in a major educational technology project in a real-world setting. Areas of educational technology are discussed, providing a strong foundation in instructional technology practice. Methods, strategies, resources and tools for designing, developing, applying, assessing and evaluating critical aspects of instructional technology issues in the classroom are addressed. *Prerequisite: successful completion of all MSET program core courses*

EDT641 Educational Technology Project II

In this course, the second in a two-course sequence, students apply knowledge and mastered skills – including problem-solving techniques, research and oral/written communication – to a portfolio linking their technology research project to instructional program standards. Students demonstrate their level of mastery of the tools of professional practices in the technology field and integrate concepts introduced throughout the program. *Prerequisite: EDT640*

EDT670 Master's Thesis Research

This course provides the research foundation for developing a master's thesis proposal. Students explore relationships between learning theories and instructional technology in the educational environment, as well as engage in critical inquiry based on modern educational challenges, technological questions and instructional resolutions. *Prerequisite: successful completion of all MSET program core courses*

EDT671 Master's Thesis Writing

This capstone course helps reinforce and further develop concepts and skills addressed in the Educational Technology program. The thesis – a culmination of students' coursework – synthesizes learning experiences into a coherent, focused product that effectively blends theory and practice. Through their research and analysis, students provide perspectives on topics and issues associated with classroom instructional technology methodologies. *Prerequisite: EDT670*

Courses with Prerequisite Changes

EDT542 Educational Technology Integration

This case-based course focuses on optimizing students' learning experience through integration of face-to-face and computer-mediated teaching strategies and tools. Students develop a lesson plan applicable to a specific learning population and its identified needs. *Prerequisite: EDT525*

EDT560 Leadership Planning in Educational Technology

Students in this course develop leadership and management skills to champion use of technology in their educational communities, composed of students, parents, colleagues and administrators. Case studies and practice exercises help students refine their skills in project management, cost-benefit analysis, training and mentoring, personal development and securing program funding. *No prerequisite*

EDT590 Assistive Technology for Learning

This course examines assistive technologies that enhance the learning process for individuals with oral, aural, visual, motor and other disabilities or limitations. Coursework addresses hardware and software solutions, as well as specific learning strategies. Needs assessment, performance with assistive technologies and legal compliance issues are introduced.

Prerequisite: EDT565 or EDUC512

Course Deactivations

EDT510 Mastering the Personal Computer

This course enhances students' skills in using PCs for preparation, presentation and administration. Aspects of PC hardware and software are addressed through examination of operating systems and tools; hardware peripherals; storage media; browser tools; and issues related to purchasing, upgrading and seeking technical support. *No prerequisite*

EDT530 Educational Software Selection and Use

This project-based course prepares students to evaluate and test educational software to support school-specific as well as personal teaching goals. Students explore software provided by publishers, off-the-shelf products and basic self-developed programs. *Prerequisite: EDT505*

EDT535 Assessment and Evaluation for Technology Standards

This course focuses on evaluation and assessment methods used to determine whether programs meet local and state technology standards, and for continuous technology improvement. Topics include translating technology standards into measurable outcomes; quantitative and qualitative assessment and evaluation methods; course, program and departmental outcomes and resources; and descriptive and inferential statistics used in assessment and evaluation. *Prerequisite: EDT520*

EDT550 Learning Communities and the Internet

This course explores the strategy and practical use of web pages to enhance learning communities. Coursework addresses platforms, tools and content available to teachers for effectively interacting with students, parents, colleagues and administrators. The potential and dangers of the Internet are examined as students develop competency in using browsers, search engines, and security and protection strategies and tools. An introduction to legal and ethical issues is included. Each student also develops a portal page for a community. *Prerequisite: EDT505*

Master of Business Administration Program

Concentrations can be earned in these areas by successfully completing:

Accounting

12 credit hours from among the ACCT courses

Business Intelligence & Analytics Management

BIAM500, BIAM510, and two courses from among the remaining BIAM courses and BSOP583

Electronic Commerce Management

four ECOM courses

For comprehensive consumer information, visit keller.edu/gba

Graduate Certificate in Business Intelligence and Analytics Management

Course requirements for Keller’s graduate certificate in Business Intelligence and Analytics Management are:

all seven required

BIAM500	Applications of Business Analytics I
BIAM510	Applications of Business Analytics II
BIAM530	Developing and Managing Databases for Business Intelligence
BIAM540	Internet Analytics Strategies
BIAM560	Predictive Analytics
MATH533	Applied Managerial Statistics
MIS535	Managerial Applications of Information Technology

any one required

BIAM570	Modeling for Decision Making
PROJ586	Project Management Systems

For comprehensive consumer information, visit keller.edu/biam

Course Descriptions

Business Intelligence and Analytics Management

BIAM500 – Applications of Business Analytics I

This course focuses on the role of business intelligence in facilitating the implementation of business process changes. Constructing data-based models, as well as examining their impact on major business functions, are emphasized. Students use software tools to assess strengths and weaknesses of various models. The course also addresses handling large data sets, and analyzing text and network data. *No prerequisite*

BIAM510 – Applications of Business Analytics II

Building on concepts presented in BIAM500, this course examines how to appropriately use business analytics tools. Topics covered include data warehousing, accessing data sources, customer profiling, customer churn and social network analysis. Understanding how business analytics fits into business processes is emphasized. *Prerequisite: BIAM500 and MATH533*

BIAM530 – Developing and Managing Databases for Business Intelligence

This course addresses designing relational databases and building large database applications, including tables, queries, forms, reports and macros. Also addressed are implementing basic database security, backup and recovery procedures, the role of normalization and meeting business requirements. Data warehousing, implementation of data mining tools, data modeling and decision trees are also examined. Case studies are used throughout the course. *No prerequisite*

BIAM540 – Internet Analytics Strategies

Based on analysis of an organization's mission and goals for its web presence, students in this course explore strategies for implementing various Internet analytics tools to evaluate the effectiveness of the organization's web presence, including its web and social media sites. Key performance indicators are examined. Students gain familiarity with several Internet analytics tools and data sources such as web logs, big data and social media. *Prerequisite: BIAM510*

BIAM560 – Predictive Analytics

Students in this course examine exploratory data, cluster and association analyses with current and historical facts to make predictions. Also covered are logistic regression, text analytics, and decision trees. Managerial issues of how to select models for specific business problems are examined. *Prerequisite: BIAM510*

BIAM570 – Modeling for Decision-Making

This course introduces students to basic concepts of mathematical approaches to organizational decision-making and model development for formal decisions. Topics include model building, linear and nonlinear optimization, simulation, time series analysis, network models and decision analysis. *Prerequisite: BIAM510*

Attachment 16

Iowa Employees

Iowa Employees

Faculty	Full Time	Online
Anderson, James B.		x
Barrett, Richard Q.		x
Becker, Sally J.		x
Bjerke, Victoria A.		x
Buell, Sherry		x
Conis, Peter J.		x
Duhn, Samantha T.		x
Fontano, Keith M.		x
Gunia, Michael A.		x
Herman, Elizabeth M.		x
Hitchcock, William J.		x
Hunt, Mary A.		x
Laffey, Greg M.		x
Lockwood, Maureen A.		x
McGregor, Neal L.	x	
Reutter, Susan S.		x
Tate, Jeanette		x
Thompson, Deborah		x
White Richard R.		x
Willardson, Spencer L.		x

CURRICULUM VITAE

Dr. James B. Anderson
421 Cusick Road, P.O. Box 5740
Sevierville, TN 37864-5740
(865) 567-7086 • cruxpoint@charter.net

EDUCATION

- Ph.D., English** 1969
Tulane University, New Orleans, LA
Specialization: Renaissance & Romantic Literature; Creative Writing
Dissertation: *Ambiguity and Paradox in the Poetry of Keats*
- B.A., English & Music** (double major) 1964
Furman University, Greenville, SC

TEACHING EXPERIENCE

- Seminar & Workshop Leader** 1978-2004
Anderson Leadership Group, Inc., Vienna, VA

- Founder & President
- Designed, developed, and delivered on-site small-group seminars, training workshops, and strategy sessions for senior executives in corporate, government, university, and non-profit organizations.
- Length of most seminars and workshop sessions was typically one, two, or three consecutive full days, with some sessions split into smaller segments over longer periods; group size typically ranged from 8 to 20 participants.
- Programs developed and conducted by Dr. Anderson include:
 - *Top-Level Communications*
 - *Leadership Communications*
 - *Strategic Leadership*
 - *Persuasive Leadership*
 - *Speaking Under Fire*
 - *Selling New Ideas*
 - *Facing the Media*
 - *Report Writing*
 - *Effective Writing*
- Clients served personally by Dr. Anderson include:
 - Boeing Leadership Center
 - Fannie Mae
 - George Mason University
 - Marine Corps Institute
 - Marine Corps War College
 - NASA
 - Reuters
 - Smithsonian Institution
 - University of Pennsylvania
 - U.S. Department of Education
 - U.S. Department of Navy
 - U.S. Naval Academy
 - Verizon
 - Walter Reed Army Institute of Research
 - The Wharton School

NOTE: A complete Client List is provided at pp. 7-9.

Seminar & Workshop Leader

1980-83

The Nexus Group, Inc., Washington, DC

- Founder & President
- A consortium of 30 professional firms of trainers, speakers, and consultants (including Anderson Leadership Group) in the Washington, DC area.
- Designed, developed, and delivered on-site small-group seminars, training workshops, and strategy sessions for mid-level managers in corporate, government, university, and non-profit organizations.
- Length of most seminars and workshop sessions was typically one, two, or three consecutive full days, with a few split into smaller segments over longer periods.
- Programs developed and conducted by Dr. Anderson include:
 - *Leadership Communications*
 - *Project Management*
 - *Strategic Planning*
 - *Time Management*
 - *Report Writing*
 - *Briefing Techniques*
 - *Persuasive Speaking*
 - *Technical Presentations*
 - *Oral Communication Skills*
 - *Selling Ideas to Higher Management*

Seminar & Workshop Leader

1976-78

Robert Ventre Associates, Bethesda, MD

- Senior Associate, Program Developer, Curriculum Designer
- Designed, developed, and delivered on-site small-group seminars, training workshops, and strategy sessions primarily for mid-level managers in government and non-profit organizations.
- Length of training programs was typically three or consecutive full days; group size usually ranged from 8 to 10 participants.
- Programs developed and conducted by Dr. Anderson include:
 - *Persuasive Speaking*
 - *Effective Briefing Techniques*
 - *Advanced Briefing Techniques*
 - *Oral Communication Skills*
 - *Technical Report Writing*
 - *Business Writing*
 - *Effective Writing*
- Clients served by Dr. Anderson personally include:
 - *David Taylor Naval Ship Research & Development Center*
 - *Occupational Safety & Health Administration (OSHA)*
 - *Headquarters, Naval Sea Systems Command*
 - *Headquarters, Naval Material Command*
 - *Military District of Washington (DC)*
 - *Environmental Protection Agency*
 - *World Health Organization*
 - *U.S. Department of State*

OTHER WORK EXPERIENCE

- Keynote Speaker** 1980-2000
- Primary speaker at annual conferences or other major events held by various organizations.
 - Speeches covered such topics as "The Extra Mile," "Speaking to Be Heard," "Facing the Media," and others.
 - Size of audiences ranged from several hundred to 1,000+ attendees.
 - Client organizations for keynote speeches included:
 - *American Bankers Association*
 - *American Institute of Banking*
 - *American Society for Public Administrators*
 - *Apartment and Office Building Association (AOBA)*
 - *Building Officials & Code Administrators Intl (BOCA)*
 - *Council of Growing Companies*
 - *U.S. Department of Housing and Urban Development (HUD)*
 - *Virginia Building Officials Association (VBOA)*
 - *Virginia League of Social Services Executives*
- Tournament Director** 1975-76
- World Blackbelt League, Washington, DC
- Organized and directed major karate tournament featuring teams of competitors from various countries, plus U.S. Senators Ted Stevens & Quentin Burdick and U.S. Congressmen Floyd Spence & Walter Fauntroy.
- Director, International Marketing**
- Jhoo Rhee Safety Equipment Company, Washington, DC
- Served as account coordinator for customers in various countries who bought Jhoo Rhee Safety Equipment (protective gear for karate sparring and competition).
- Director of Communications**
- Jhoo Rhee Karate Schools
- Served as liaison for Washington, DC media (newspapers, radio, & TV).
 - Created, produced, and directed 60-second TV commercial, "Tae Kwon Do Is," which won an Addy award in 1976 as best in its category.
- Owner & Photojournalist** 1973-75
- Anderson Photography, Washington, DC
- Professional still photography service specializing in action and candid shots of sports, nature, events, and people.
- Owner-Producer**
- Media-8 Productions, Washington, DC
- Merger with Green River Productions; independent movie production company specializing in professional films produced in low-cost Super-8 format for promotional & advertising use,
 - Clients served included: Landow Construction: The Promenade; The Hecht Company.
- Owner-Producer** 1972-73
- Green River Productions, Washington, DC
- Independent 16mm movie production company, specializing in films for promotional & fund-raising purposes.
 - Clients served included: Oxfam America and local non-profits.
- Composer** 1972
- White House Conference on Aging, Washington, DC
- Composed an original song, "Slipping through the Cracks," performed in program at the White House Conference on Aging (1972).

- Assistant to Director/Producer** 1971-72
David L. Wolper Productions, Hollywood, CA
- *Surrender at Appomattox* - a 60-minute documentary on the Civil War for CBS-TV, filmed on-site throughout Virginia at actual historical locations.

MILITARY SERVICE

- Captain** 1970-71
U.S. Army, Hqs, U.S. Army Engineer Command, Viet Nam
- Head, Project Branch, for Military Construction Army (MCA) Program, which oversaw all U.S.-directed construction projects in Viet Nam costing over \$25,000 (airfields, hospitals, roads, water facilities, etc.).
 - Required to travel throughout "II Corps" and "III Corps" regions for on-site analyses of proposed projects, with follow-on rigorous monthly oral defenses of findings before a decision board of general-level officers.
 - * Recipient of Bronze Star Medal for service in Viet Nam (1971).

- First Lieutenant** 1969-70
U.S. Army, Hqs, U.S. Army Materiel Command, Washington, DC
- Served as Research & Development Coordinator (MOS 2167) on a program for improvement in the DOD process of major weapons system acquisition (tanks, aircraft, artillery).

- First Lieutenant** 1969
U.S. Army, Signal Officer Basic School, Fort Gordon, GA
- Served as company commander (Class Leader) for group of 120 officers from West Point, ROTC, OCS, & direct commissions.
 - Three-month period of intensive advanced training in modern signal communications equipment and tactical leadership skills.
 - Recipient of "Outstanding Leadership Award," Ft. Gordon, GA

PUBLICATIONS

- Books**
- *Top-Level Communications* – in progress 2009
 - *Speaking to Groups: Eyeball to Eyeball*, Wyndmoor Press 1989
 - *A Systematic Approach to Oral Presentations*, AMG 1980

- Articles**
- "Secrets of Spellbinders," *Executive Excellence* 1990
 - "Persuasive Leadership," *Executive Excellence* 1989
 - "A Thinking Man's Guide to Karate," *Black Belt Magazine* 1976

- Columns** 2005-07
- The Progressive Side - monthly column for two years on national politics in *The Mountain Press*, a regional newspaper in the Smoky Mountains area of Tennessee.

- Workbooks & Course Designs**
- Advanced Briefing Techniques
 - Effective Time Management
 - Effective Writing
 - Facing the Media
 - Persuasive Leadership
 - Persuasive Speaking
 - Project Leadership

- Selling Ideas to Higher Management
- Speaking Under Fire
- Strategic Leadership
- Technical Report Writing
- Top-Level Communications

AWARDS & RECOGNITIONS

- Man of the Year, Sevier County Democrats 2006
- Man of the Year, Sevier County Democrats 2005
- Communications & Leadership Award, Toastmasters International 1992
- Bronze Star Medal, U.S. Army, Viet Nam 1971
- Viet Nam Service Medal & Viet Nam Campaign Medal w/60 Device 1971
- Award for Outstanding Dedication, Headquarters, U.S. Army Military Command (USAMC) 1970
- Outstanding Leadership Award, Signal Officer Basic School, Fort Gordon 1969
- Reserve Officers Association Award, Army ROTC 1964
- Order of Scabbard and Blade, Furman University ROTC 1964
- Senior Honors Colloquium Program (Furman University) 1963-64
- Blue Key Honor Society 1960

COMMUNITY SERVICE

- Director & Organizer** 2008
A Festival of Hope, Sevier County, TN
- Leader** 2007-present
Strategy Team, Sevier County Democrats, Sevierville, TN
- Organizer** 2006 & 2007
Earth Day Celebration (First & Second Annual), Sevier County, TN
- Member, Board of Directors** 2005-07
Smoky Mountains Arts and Crafts Foundation, Gatlinburg, TN
- Organizer** 2006
Town Hall Meeting, "Dr. Graham Leonard Lectures on Iraq," Sevierville, TN
- President** 2005-07
Sevier County Democrats, Sevier County, TN
- Facilitator** 2005
Strategy Session, "Progressive Declaration of Values," Sevierville, TN
- Facilitator** 2004-05
Strategy Sessions (4), "Future Strategy for Progressives," Sevierville, TN
- Supporter** 2004-present
Appalachian Bear Center, Sevier County, TN
- Facilitator** 1999-2000
Strategic Retreat I & II, Northern Virginia Friends School, Oakton, VA
- Supporter** 1980-present
Great Smoky Mountains Association, Sevier County, TN

ON-LINE TEACHING

- SKILLS: Have advanced personal computer skills on both Macintosh & PC.
- PROGRAMS: Own and am fluent in current computer programs such as Word, Excel, PowerPoint, QuarkXPress, Photoshop, Fireworks, & FileMaker Pro.
- EQUIPMENT: Own all appropriate equipment to conduct on-line teaching: MacBook Pro Intel Core laptop, Verizon Wireless data aircard, Samsung 760i Smartphone with voice & data service plus Microsoft Office Mobile suite.
- WEBSITES: Have created, designed, written for, updated, and managed (as Webmaster) dynamic websites built in XHTML and CSS languages.
- ON-LINE PLATFORMS: Have a working knowledge of on-line learning platforms and content management systems, such as Blackboard, WebCT, Angel, and eCollege.

PROFESSIONAL ASSOCIATIONS

- American Management Association (AMA)
- American Society for Quality (ASQ)
- American Society for Training and Development (ASTD)
- Association for Quality and Participation (AQP)
- Phi Mu Alpha Sinfonia

SPORTS & HOBBIES

Voracious reader (politics, history, literature, current events).
Music lover (blues, bluegrass, jazz, rock).
Martial arts – karate (green belt, Tae Kwon Do).
Fiction writer – new novel, *The Bloody Tower*, in progress.
Avid hiker (Great Smoky Mountains National Park and elsewhere).

CLIENT LIST

James B. Anderson, Ph.D.
1978-2004

Educational

Council of Growing Companies
George Mason University
Marine Corps Institute
University of Pennsylvania
U.S. Marine Corps War College
U.S. Naval Academy
Virginia Commonwealth University
The Wharton School, University of Pennsylvania
The Smithsonian Institution

Washington, D.C.
Fairfax, Va.
Washington, D.C.
Philadelphia, Pa.
Quantico, Va.
Annapolis, Md.
Richmond, Va.
Philadelphia, Pa.
Washington, D.C.

Finance & Housing

American Bankers Association (ABA)	Washington, D.C.
American Institute of Banking (AIB)	Washington, D.C.
Defense Finance and Accounting Service, Headquarters	Cleveland, Ohio
Fannie Mae	Dallas, Texas
Fannie Mae	Washington, D.C.
Federal Home Loan Bank System, Headquarters	Reston, Va.
Manna	Washington, D.C.
Merrill Lynch	San Diego, Ca.
Naval Audit Service, Headquarters & Capital Region	Washington, D.C.
Navy Federal Credit Union, Headquarters	Washington, D.C.
Office of Audit & Compliance, University of Pennsylvania	Philadelphia, Pa.
Prudential-Bache Securities	Washington, D.C.

Health & Environment

American Crop Protection Association (ACPA)	Washington, D.C.
Council for Responsible Nutrition (CRN)	Washington, D.C.
Environmental Protection Agency (EPA)	Washington, D.C.
National Health Advisors, Ltd.	McLean, Va.
Plant Pesticide Summit	Washington, D.C.
The Sugar Association	Washington, D.C.
Walter Reed Army Hospital	Washington, D.C.
Walter Reed Army Institute of Research	Washington, D.C.

Manufacturing

Carpenter Technology	Reading, Pa.
CS Integrated	Secaucus, N.J.
Dresser-Rand	Corning, N.Y.
Gardner Denver Machinery	Quincy, Ill.
Grocery Manufacturers Association (GMA)	Washington, D.C.
Packaging Machinery Manufacturers Institute (PMMI)	Washington, D.C.
Potdevin Machine Company	Teterboro, N.J.
Union Camp	Franklin, Va.

Consumer Goods & Services

BJ's Warehouse	Natick, Mass.
Bush Industries	Jamestown, N.Y.
New York State Electric and Gas	Ithaca, N.Y.
The St. Paul Insurance	Minneapolis, MN
Smithsonian Magazine	New York, N.Y.
The Washington Wizards	Washington, D.C.

Professional Services

Am. Inst. for Chartered Property/Casualty Underwriters	Philadelphia, Pa.
Buchbinder Associates	Washington, D.C.
Charles Bush & Associates	Rockville, Md.
Cushman Darby & Cushman	Washington, D.C.
The Hay Group	Philadelphia, Pa.
Katz, Abosch, Windesheim, Gershman, and Freedman	Baltimore, Md.
Reuters	London, England
Reuters	New York, N.Y.
Stauffer Bury	Washington, D.C. / Red Lodge, Montana

Real Estate & Construction

Apartment and Office Building Association (AOBA)
Building Officials & Code Administrators Intl (BOCA)
The Carlyle Group
CarrAmerica
CarrAmerica
CarrAmerica
CarrAmerica
Charles E. Smith Commercial Real Estate
Charles E. Smith Residential Realty
Pittas Construction
ProLogis (Security Capital Industrial Trust)
The Rome Group
Virginia Building Officials Association (VBOA)

Washington, D.C.
Grand Rapids, Mich.
Washington, D.C.
Atlanta, Ga.
Phoenix, Ariz.
San Francisco, Calif.
Washington, D.C.
Arlington, Va.
Arlington, Va.
Rockville, Md.
Aurora, Colo.
Chicago, Ill.
Fremont, Ca.
Houston, Tex.
Las Vegas, Nev.
Nashville, Tenn.
Washington, D.C.
Washington, D.C.
Richmond, Va.

Technology & Engineering

ARINC
Bechtel Corporation
BL@CKSMITH Software
Boeing Leadership Center
CES (Consolidated Engineering Services)
Hayes Mechanical
COMTEX
Data Times
Defense Mapping Agency
EMCOR
ENSCO
Federal Computer Performance Eval. & Simulation Center
Federal Geographic Data Committee
Fluid Recycling Service
Global Integrity
Infoseek
Intell•X^x
ISK Biosciences
Logistics & Environmental Protection Tech Program, Navy
National Aeronautics and Space Administration (NASA)
National Aeronautics and Space Administration (NASA)
National Aeronautics and Space Administration (NASA)
NewsReal
Northrup Grumman
Oceana Sensor Technologies
OCTO
SAIC (Science Applications International Corporation)
Space and Naval Warfare Systems Command
Verizon
Verizon
Verizon
YellowBrix

Annapolis, Md.
Rockville, Md.
McLean, Va.
Florissant, Mo.
Arlington, Va.
Chicago, Ill.
Alexandria, Va.
Arlington, Va.
Merrifield, Va.
Arlington, Va.
Springfield, Va.
Springfield, Va.
Reston, Va.
Santa Ana, Calif.
Reston, Va.
Sunnyvale, Ca.
Arlington, Va.
Mentor, Ohio
Bethesda, Md.
Norfolk, Va.
Rockville, Md.
Washington, D.C.
Alexandria, Va.
Arlington, Va.
Virginia Beach, Va.
Laurel, Md.
Indianapolis, Ind.
San Diego, Ca.
Arlington, Va.
New York, N.Y.
Philadelphia, Pa.
Alexandria, Va.

Government

Agricultural Marketing Service (AMS)	Washington, D.C.
American Society for Public Administrators (ASPA)	Fairfax, Va.
Commanders Development Program, Navy	Washington, D.C.
Energy Research & Development Administration (ERDA)	Germantown, Md.
Federal Aviation Administration (FAA)	Washington, D.C.
Food Safety Inspection Service (FSIS)	Washington, D.C.
Headquarters, U.S. Marine Corps (USMC)	Washington, D.C.
Human Resources Center, Department of Navy	Crystal City, Va.
Inspector General, U.S. Department of Defense	Arlington, Va.
Maritime Administration	Washington, D.C.
Military District of Washington (MDW)	Washington, D.C.
Occupational Safety & Health Administration (OSHA)	Washington, D.C.
Naval Air Station, Pensacola	Pensacola, Fla.
Naval Air Systems Command (NAVAIR)	Washington, D.C.
Naval Intelligence Command, CIPO	Suitland, Md.
Naval Material Command, Headquarters (NAVMAT)	Washington, D.C.
Naval Military Personnel Command (NMPC)	Washington, D.C.
Naval Oceanographic Office (NAVOCEANO)	Washington, D.C.
Naval Research Laboratory (NRL)	Washington, D.C.
Naval Sea Systems Command (NAVSEA)	Washington, D.C.
Naval Ship Engineering Center (NAVSEC)	Washington, D.C.
Naval Ship Systems Engineering Station (NAVSSSES)	Philadelphia, Pa.
Naval Supply Systems Command (NAVSUP)	Washington, D.C.
Naval Surface Warfare Center, Carderock	Annapolis, Md.
Naval Surface Warfare Center, Carderock	Bethesda, Md.
Naval Surface Warfare Center, Carderock	Philadelphia, Pa.
Naval Surface Warfare Center, Indian Head	Indian Head, Md.
Navy Occupational Development & Analysis Center	Washington, D.C.
Professional Development Council, Naval Ordnance	Indian Head, Md.
Rural Development Administration, Office of Administrator	Washington, D.C.
U.S. Army Military Personnel Center (MILPERCEN)	Washington, D.C.
U.S. Department of Agriculture (USDA)	Washington, D.C.
U.S. Department of Commerce	Washington, D.C.
U.S. Department of Education, Office of the Secretary	Washington, D.C.
U.S. Department of Energy, Headquarters (DOE)	Washington, D.C.
U.S. Department of Housing & Urban Development (HUD)	Washington, D.C.
U.S. Department of Interior, National Park Service (NPS)	Washington, D.C.
U.S. Department of State, Foreign Service Institute (FSI)	Washington, D.C.
U.S. Department of Transportation, Office of the Secretary	Washington, D.C.
U.S. Geological Survey (USGS)	Reston, Va.
U.S. Information Agency (USIA)	Washington, D.C.
U.S. Marine Corps Systems Command	Quantico, Va.
Virginia League of Social Services Executives	Richmond, Va.