

UNIVERSIDAD CENTRAL DE NICARAGUA
Programas Internacionales UCN-IP



PHILOSOPHIAE DOCTOR EN
ADMINISTRACIÓN DE EMPRESAS (DR.)

PHILOSOPHIAE DOCTOR EN
ADMINISTRACIÓN (DR.)

MANAGUA – NICARAGUA

Curriculum 2022 – updated version

Research project: Dissertation with UCN for the Doctorate in Management degree.

Mandatory Units

- Submission of Research Proposal and Dissertation title
- Approval of Research Proposal by UCN
- Submission of Dissertation to UCN
- Submission of Powerpoint presentation of the Dissertation
- Final online defensio and examination

Research skills and research proposal

To embark on this stage of the PhD, the candidate will be required to complete the thesis proposal. The research proposal must be submitted to the PhD Research Committee for approval. If the research proposal is not acceptable, it is returned with suitable explanations and the candidate will continue to develop the research proposal until a standard acceptable to the Research Committee is achieved.

CNEA Form 5.1.1., 5.1.2 or 5.1.3.

Once the research proposal is accepted, the candidate will be allocated a supervisor whose expertise lies within the proposed area of research. The supervisor will be a senior academic with specific knowledge of the chosen area of research. He or she may or may not be a member of the university faculty, and will allocate to the candidate approximately 3 hours of contact time per month. Students can propose the nomination of a supervisor requiring the approval of the Research Committee. Communication with the supervisor will be primarily via email. During this stage of the PhD programme, candidates work independently under the direction of the allocated supervisor to conduct a literature review to support the research and underpinning methodology, carry out the research and write the thesis. As with the research proposal, each stage of the research must be developed to a level acceptable to the DBA Research Committee.

After acceptance of the literature review and synthesis, the candidate will work on the thesis (approximate length 40,000 words) under the direction of the supervisor; the thesis is then submitted formally to the university and assessment takes the form of a review followed by a viva voce 'defence' of the thesis. The examination will be conducted in person or by live video link at the university's discretion.

CNEA Form 5.1.5., 5.1.6, 5.1.7. or 5.1.9.

The thesis project is normally of 1-2 years' duration, but this may vary by individual student.

Examination

Assessment is by formal live voice (a formal face-to face oral defence) examination comprising the student, an internal examiner, an external examiner and the supervisor.

Philosophiae Doctor en Administración

PhD in Management

Rationale

Each programme curriculum of UCN includes a rationale setting out the aims and objectives of the programme. UCN believes that there is a need for this particular postgraduate programme for advanced researchers in the area of social and economic sciences. The programme is designed for researchers in the management science and for professional managers addressing candidates at the global level, since the management issues and challenges are not local nor national rather than global.

Programme aims

The aims for the programme serve the purpose of enabling candidates to become scholars and researchers in the science of management and shall professionally benefit students completing the programme.

The Doctor of Philosophy in Management is offered in English study language internationally with the award Philosophiae Doctor en Administración.

It is available as a general executive PhD in Management without any particular emphasis and in a variety of specialisations.

PhD candidates may specialise in areas of management science and management technology, organizational management, economics, or finance or other practical fields, including

- Business Administration, Management
- Accounting
- Finance
- Management Information Systems
- Logistics and Supply Chain Management
- Project Management
- Construction Project Management
- Engineering Management
- Education Management
- Health Care Management

The PhD in Management provides an excellent opportunity for applicants who have some experience at the administrative, supervisory, managerial or leadership level in any specialised field offered by UCN to gain a postgraduate doctoral qualification to enhance their career prospects. The PhD in Management is a research doctorate.

Entry requirements

Master's degree or equivalent degree and admission evaluation (120 SUCA or 240 ECTS credits). The entry requirements are a graduate degree of at least 120 SUCA or 240 ECTS credits in total, an MBA, MSc, or similar Masters degree, or equivalent qualifications in general management or in a functional field by examination awarded by a professional body. UCN may also ask for significant experience in a managerial or professional supervisory position involving responsibility for strategic issues.

Entry Requirements at MPhil stage to thesis:

Graduate degree plus MBA, MA, MSc, MPhil or equivalent Master or Postgraduate Degree qualification or first cycle degree entitling the holder in the the country of award to enroll directly in doctoral research programmes at the MPhil level.

Individual requirements:

Individual admission evaluation and eligibility assessment is required.

After completion of coursework, examinations and written research the thesis (dissertation or comprehensive project report) is defended by the candidate before the panel of examiners.

The total workload of the PhD in corresponds with equivalence of three years of study or 90 SUCA (180 ECTS) credits.

Students must focus on a specialisation or interdisciplinary research. The study area must be offered by UCN as doctoral programme.

Programme features

The PhD curriculum consists of 90 SUCA or 180 ECTS credits of postgraduate study, offered as modular fashion. PhD-candidates complete the required modules/courses (30 SUCA or 60 ECTS credits), plus a final Thesis/Dissertation (60 SUCA or 120 ECTS credits) focused on a specific field or industry of management.

Modular and research PhD programme workload:

30 SUCA or 60 ECTS in coursework plus 60 SUCA or 120 ECTS for PhD Thesis

Taught curriculum: 30 SUCA or 60 ECTS in coursework

Research Thesis for PhD: 60 SUCA or 120 ECTS for PhD Thesis

PhD candidates may write their thesis in areas suitable to their employment contexts, such as management science, education, technology management, organisational management, economics, finance, or other practical fields.

Duration:

3 full study years – advanced programme possible for candidates entering at thesis stage.

Content:

The level and range of skill, knowledge and understanding required to complete the programme requires the period of instruction (one full study year) and the period of research (two full study years). The content of each module is provided in the curriculum section.

Degree options:

UCN Universidad Central de Nicaragua MSc in Management (intermediate degree) and PhD (terminal degree).

The Master of Science in Management requires the completion of the taught curriculum (MPhil level), the Doctor of Philosophy requires the completion and successful defense of the thesis.

Programme modality:

Online PhD programme

Level:

Postgraduate / Doctorate / third higher education level

Structure:

The programme requires of a number of mandatory and elective modules, in the extent of one full study year.

The modules can be chosen by the candidate in the extent of 30 SUCA or 60 ECTS credits.

In a programme with a specialisation, there are mandatory units for each degree of choice required to complete the award.

The applied assessment of prior learning and the recognition of transfer credits policy will accept identical or similar courses from a postgraduate programme at the same qualification level and in a given specialisation, including transfer credits from recognised institutions of higher education.

Objectives of the Programme

The modular Master and Doctor in Management has as a general aim of provision of an academically rigorous education designed to develop skills, expertise, knowledge and vision to enable students, whatever their chosen route, to be critical, analytical and creative. The programme aims to provide opportunity for self-development in relation to career enhancement and as life-long learners. The competencies may be in general executive Management without any specialisation or within a specific field of professional management expertise, the Specialisation.

The programme offers students the opportunity to develop their own capabilities, skills and competencies within a supported environment. The philosophy of the programme can be summarized by the following objectives.

Develop a critical approach to the use of contemporary sources as a means of exploring complex concepts, ideas and issues of relevance and value to the chosen area of study.

Develop the power of critical enquiry, logical thought, creative imagination and independent judgment.

Provide a forum of study that allows each student to build on his or her past academic and vocational experience in a relevant and meaningful fashion.

Expose the student to a range of prospective, which may be applicable to both the interests and work situations as appropriate.

Recognize the variety of sources of learning and an appropriate diversity of means for assessing achievement.

PhD in Management is a terminal degree. The degree of PhD in Management is a research doctorate in a managerial and administration setting. The PhD requires coursework and research beyond the Masters degree requiring a dissertation or journal publication that contributes to management practice. The portion of the programme, consisting of coursework and examination, is equivalent to that of an internationally comparable PhD. The part of the programme, consisting of independent research and the writing of a thesis, is geared towards more applied research in management issues, with the research making a direct contribution to management practice. The PhD requires a significant thesis, dissertation or final comprehensive project including a formal defense and approval by

nominated examiners or an officially sanctioned and qualified doctoral review committee. The PhD aims at the creation of new theory, notwithstanding aims at applying theory to business problems; thereby, the PhD programme has two purposes: (1) to contribute to both theory and practice in relation to business and management; and (2) to develop professional practice and to contribute to professional knowledge. The degree is conferred when all coursework, testing, and written research are completed and reviewed and approved by the jurors of the examination commission.

The PhD in Management is designed to develop and implement effective strategies across ambitious growing organisations. Strategic management is for executive directors and senior managers and those who have the authority and personal inspiration to translate organisational strategy into effective corporate performance.

The curriculum requires managers to build knowledge and understanding in strategic direction and leadership and focus growth and performance across all levels of an organisation, making it competitive and responsive to tomorrow's business.

The curriculum rationale is to provide recognition for those who wish to develop their own abilities within the business. The PhD outcomes aim to develop the skills required by organisations globally to provide excellent service and elevate its status and credibility.

The PhD creates learning that advances organisations' thought leadership, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

The Diploma will link to the key development areas, more specifically within organisational and strategic management, leadership and strategy. Contemporary issues are identified and evaluated so that the candidate has a true vocational understanding of the industry and an academic perspective.

The PhD will enable graduates to become independent, self-directed researchers with tools and motivation to continue investigating, developing, and reflecting on practice throughout their careers.

This programme intends to allow the individual student to develop their potential through a carefully selected curriculum of study, which includes elements of a variety of methods of study orientated around both the academic and vocational axis.

The primary objectives of the PhD in Management programme are to:

- Enable the student to achieve an appropriate level of academic competence.
- Achieve personal development and to develop critical awareness of benefit to themselves and to their organization.
- Develop skills of initiation, implementation and analysis in a range of contexts.
- Develop capability in the analysis and evaluation of complex issues and situations.

Competencies

Examination Criteria (Dublin Descriptors):

Qualifications that signify completion of the third cycle are awarded to students who: have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;

have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;

have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;

are capable of critical analysis, evaluation and synthesis of new and complex ideas;

can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;

can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Terms:

The word 'professional' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification.

The word 'competence' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.

The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.

Third Cycle Qualifications

| | |
|---------------|--|
| Cycle | Knowledge and understanding: |
| 3 (Doctorate) | [includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field.. |
| | Applying knowledge and understanding: |
| 3 (Doctorate) | [is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication .. |
| | Making judgements: |
| 3 (Doctorate) | [requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas.. |
| | Communication |
| 3 (Doctorate) | with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope).. |
| | Learning skills .. |
| 3 (Doctorate) | expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement .. |

Core competencies for PhD in Management candidates:

During their training, PhD candidates are expected to become independent researchers skilled in general or special field of (financial, project management, etc) policy/decision making and management. These types of skills provide doctoral graduates for an academic career and for the professional job market beyond the university programme.

The PhD in Management aims to provide the following competencies as identified and categorised by Barthélémy Durette, Marina Fournier, and Matthieu Lafon (The core competencies of PhDs, Barthélémy Durette, Marina Fournier, and Matthieu Lafon, Studies in Higher Education Vol. 41 , Iss. 8,2016):

- A- Knowledge and technical skills
- B-Transferable competencies that can be formalized
 - B.1-Knowledge of the professional environment
 - B.2-Professional conduct
 - B.3-Communication skills
 - B.4-IT skills
 - B.5-Innovation management
 - B.6-Project Management
 - B.7-Languages
 - B.8-Commercial skills
 - B.9-Administrative management
- C-Transferable competencies that cannot be formalized
 - C.1-Lateral thinking
 - C.2-Capacity for innovation
 - C.3-Cognitive abilities
 - C.4-Complex problems management
 - C.5-Ability to collaborate
 - C.6-Leadership
 - C.7-Ability to question oneself
- D-Dispositions
- E-Behaviors
- F-Meta-competencies

Graduates of the PhD in Management programme will be able to:

- Develop critical self-reflection and self-awareness to enhance personal and professional development at the senior management level.
- Develop research skills for the senior level of management.
- Determine and apply appropriate research methods to business management problems.
- Develop skills, capabilities and understanding in managing and organising research project in line with professional and ethical principles.
- Evaluate and synthesize scholarly literature to general research that will significantly contribute knowledge in the chosen sector.
- Work as an independent researcher to contribute to knowledge through original and independent research.
- Develop and demonstrate: Research skills and knowledge
- Enable and demonstrate: Responsible conduct of science
- Apply and demonstrate: Personal effectiveness
- Enable and justify: Professional development

- Enable, apply and demonstrate: Leadership and management
- Enable and improve: Communication
- Enable and support: General Management
- Enable and investigate: Specialisation field
- Development of knowledge at an advanced level
- Development of skills of analysis, research and policy formulation and implementation
- Unification of theoretical analysis and practice through a variety of contexts appropriate to business administration
- Issues of organization management and the management of people.
- To understand and apply the principles of strategic leadership in a business environment.
- Review and apply the principles of business management within the industry
- To understand and apply the principles of strategic management in a specific environment.
- To improve the employability of learners in the business world.
- Analyse problem-solving techniques specific to business and industry
- Select, collate, review and analyse information from a wide range of sources
- Work independently and as part of a team.
- Manage one's own personal development and growth.
- To enable learners to apply analytical and evaluative techniques to business in the private and public sectors.
- To enhance analytical and evaluative skills relating to business across several industries.
- To develop the learner's ability to recognise and reflect on the process of personal learning and development, which facilitates the enhancement of key personal, sociable and other transferable skills.
- To encourage the student's self-reflection, analytical, intellectual and transferable skills.

The UCN online PhD programme in Management will help to develop managerial qualities and competencies.

- **Develop Critical Skills**
A credible, online PhD in management programme motivates to execute more than just consume knowledge. Crossing the category of passive learning will help achieve greater levels of critical thinking that will hone skills. This will help implement the knowledge gained via new and thrilling ways in organization, career, and field of interest.
- **Justify Providing Expertise**
Holding an online PhD in management degree will help develop and upskill new procedures and approaches that will allow to lead people in a global society that is increasing. This will also result in gaining effective skills that are required to excel in career. Apart from this, this degree helps upskill your managerial skills in current role and enables to create an impact by sharing prowess outside the organization.
- **Demonstrate Scholar-Practitioner**
Whether it is a campus program or an online PhD in management program, this degree will give the necessary knowledge and the confidence one will need not just to attend conferences and present. Candidates will be able to write a dissertation. They might also find working with peers on various experiments and publishing articles in leading journals from their field. It will help develop managerial qualities and enable professional performance and progress. This, in turn, does make a candidate not only a scholar but also a practitioner.
- **Demonstrate Leadership Skills**
Teaching and mentoring are two major ways a graduate in this particular field can develop leadership and managerial skills. Being a teacher or a mentor, one will have to find a way to

motivate someone to attain their goal. Candidates will also gain experience when it comes to evaluating someone's work and delivering critical and constructive remarks.

- **Apply Research Skills**

Even in the field out of academia, research skills are considered highly valuable. This programme will also help to hone own research skills as a trained researcher and develop own managerial qualities. One will be able to ascertain the best approach, discover relevant information and data, find a way to analyze it and comprehend the massive amount of data, and amalgamate the findings. One will even know how to defend the conclusions with the help of research.

- **Enable Written Communication**

Becoming a good writer takes practice. With a PhD in management degree, one will have years of experience writing papers, dissertations, abstracts for conferences, journals, etc. The feedback you receive for this will help to upskill communication skills, which are a bonus in managerial skills.

- **Personal and Professional Development**

Enable graduates to focus on Business and Management research. It focuses on students' personal and professional development through reflective, supportive and sensitised approaches.

- **Strategic Management and Leadership in Organisations**

Prepare students for the complexity of strategic decisions and the global business environment. Students will be able to conduct research that will help them define, create, and evaluate further strategic direction for the organisation's effectiveness.

- **Managing Project for Business and Management Research**

Prepare candidates for the complexity of strategic decisions and the global business environment.

- **Advanced Research Techniques**

Prepare students to understand different research philosophies, techniques and methods to prepare them to apply relevant research theories and methodology to their research project.

Research - Thesis

The research project provides an opportunity for candidates to apply the research skills gained during the curriculum. Candidates can use any philosophical assumption, research design, method and approach to integrating their professional practice to research theories. PhD thesis enables learners to identify issue relating to their professional context in any organisation regardless of sector, consider relevant literature, collect data, apply research techniques and analyse data to implement change to meet research objectives.

Wordcount limit for a PhD thesis is 60,000-100,000. The standard followed for the thesis will be identical to the referencing style of UCN or an accepted standard.

PhD by Thesis

The PhD by thesis is a research doctorate, requiring course-work beyond the Master's level plus research and dissertation contributing to theory or practice in relation to the discipline as well as to development of professional practice by contributing to field-specific knowledge and hence impact practice beyond research.

PhD by Prior Output

Doctorate by Publication

A doctorate for scientific publications is possible in compliance with the exclusion clause of doctorate by thesis, as far as this procedure is provided in the particular plans and programmes of study and the conditions thereof are regulated by these plans and programmes.

This is not a short cut to a PhD, however offered to recognised busy researchers and full time professionals who have been publishing academic work or the equivalent. The PhD by Publication, Prior Output or Achievement is quite common among British Universities, having introduced this doctorate to academia.

The PhD by Prior Output aims to demonstrate that the work submitted is of high distinction, does constitute an original and significant contribution to the advancement of knowledge or to the application of knowledge or to both, and does establish that the applicant is a leading authority in the field or fields of study concerned, and that the work put forward is already 'published'.

The objective is not to review all of an applicant's published output, but a selection that presents a substantial coherence and linked original contribution. The PhD by Prior Output should be as original and coherent as a conventional PhD degree. The work presented should be already 'published' work, open to critical academic peer scrutiny, including written publications in peer reviewed refereed journals and/or published under an academic or University Press, academic publisher, monographs from an academic press, official reports for organisations, portfolios of creative works, or alike. The submitted work presents an original contribution to knowledge and will include work that has been published recently. The submission should be conceived of as adding to a current debate. The publications should emphasise a common academic research area, with a reasonable core argument, and must be original, research-based, of doctoral thesis quality and embedded in an academic discourse.

Applicants can submit published work for examination only after a minimum period of six months from enrolment.

The doctoral degree of PhD by Prior Output is awarded by UCN after the successful presentation of prior output and a covering document of 10,000 to 15,000 words, and an examination. The covering document should contextualise the prior output, demonstrate that it constitutes a coherent entity, and underline the independent and original contribution to knowledge achieved.

Tuitions

Tuition fees vary by the duration of programme (short or regular) and the single or dual degree options. Tuition fees are due in full with enrolment for the complete programme.

Refund policy

Course fees are due in full with enrolment. Once the programme has started (tuitions collected) no tuitions will be repaid. Students, who do not pay tuitions after admission are not enrolled.

Degree Regulations

The applicable degree regulations for Doctorates and postgraduate degree programmes of UCN apply.

Content

The level and range of skill, knowledge and understanding required to complete the programme requires the period of instruction (one full study year) and the period of research (two full study years). The content of each module is provided in the curriculum section.

Duration and workload of a course

Successful completion of a course with a workload of 3 SUCA or 6 ECTS credits is estimated to be approximately 150 hours. Students should allocate approximately eight hours a week for reading, personal study, completion of reflection activities and submission of assignments. There is one marked assignment per module. Courses are offered on a part-time basis and are designed to be completed within four months. The asynchronic e-learning mode of the programme allows students to proceed at their own pace. Official study time for the PhD programme is three years with a workload of 90 SUCA credits(180 ECTS).

1 ECTS credit = 0,5 SUCA créditos (credit hours)

60 ECTS credits = 30 SUCA créditos (credit hours) (1 full study year)

Study language

The programme is conducted in English (German upon approval). English or German proficiency is required for the doctoral programme.

Student Support

The programme is administered and provided by UCN European Programmes. Students are eligible for UCN European Programmes student support regarding tutoring and assistance in the programme.

Principles of Assessment

- Students' assessment activities must show evidence of assessment by tutors
- Assessment must be rigorous, fair and free from bias
- Candidates may only submit their own work. Copied plagiarised work be disqualified
- Time-constrained assessments should be supervised under examination conditions
- Computer Marked Assignments and/or Tutors Marked Assessment records and internal verification of these will be part of the UCN quality audit process
- The assessments should cover all the learning programme outcomes

Assessment Criteria

The assessment criteria should cover all the learning outcomes for the module/programme that have been listed above. They should describe the quality of work the learners must produce.

The assessment strategy must clearly indicate the baseline achievement for the learner to pass the programme and the procedures for credits transfer and APL, acceptance of late work and re-sits/re-submissions.

Grading Criteria

UCN requires the use of grades in an accredited programme. Minimum grade for passing a course at postgraduate level with UCN is 80%.

Assessment Methods

Assessment methods reflect the level of the programme being offered. Assessment activities and assessor's records include Computer Marked Assignments, Tutor Marked Assignments and Commissioned Examination.

Alternative / Special Arrangements for Assessment

Candidates with special needs may apply for alternative, special arrangements for assessment to UCN. UCN will as far as possible enable such alternative assessments.

Applicable Thesis Regulations

§ 1 Dissertation Thesis

1) The range of themes for theses, their extent and particulars, as well as the requirements for theses are announced by UCN based on the proposals examining committee for the thesis examination.

2) A doctoral thesis is a monothematic work which brings about new findings, it is not a compilation of literature, as a rule it presents personal original research pursued by the Applicant.

3) In general, the thesis is written in Spanish language. An Applicant of different nationality or a foreign Applicant shall ask the admission commission for a possibility to write the thesis in a foreign language. In case of available language capacity the admission commission shall approve the request. A thesis written in a language other than Spanish or English shall include a summary written in Spanish or English language in extent of up to 10 pages.

According to available enrolments and tutoring capacities particularly the following study languages are approved: Spanish, English, German, French.

4) The use of Master-theses or doctoral theses having already been used for the award of an academic degree is not allowed. The Applicant cannot submit as a research thesis his/her diploma thesis or any other qualification thesis, neither the work of a compilation character.

5) The Applicant submits to the examining committee the thesis. The thesis has to be written in text editor, printed and bound in hard cover. Upon request of the Applicant or order recommendation of the examination committee the submission of an electronic version is permitted.

6) To evaluate a thesis the examining committee nominates at least one staff member possessing the "assistant professor" or "professor" title or the academic title PhD., Dr. or an equivalent degree at doctoral level. The evaluator/s are appointed by the examining committee.

7) The evaluator first evaluates the methodological aspect of the thesis. In the event of the positive evaluation, the thesis shall be evaluated from a specialized, subject-specific perspective. Positive evaluations of the thesis are necessary preconditions for the invitation of the Applicant to the thesis defence and examination.

8) The nominated evaluator shall submit to the examining committee within 90 days from the delivery of the thesis to the evaluator the evaluation of the thesis in which s/he shall state if the thesis does or does not meet the requirements determined by the examining committee and this given study plan. In the evaluation the evaluator shall also present comments on the content of the thesis and, in

conclusion of the evaluation, state if s/he does or does not recommend the thesis for the oral defence, or if s/he recommends to rewrite the thesis.

9) In the event that the evaluator does not recommend the thesis for the defence, the Applicant can rewrite the thesis and resubmit it for evaluation on the next deadline for theses submission as determined by the examining committee. If s/he fails to submit the thesis on the given deadline s/he shall be excluded from the registration of Applicants for examinations and thesis defences. The Applicant can ask the examining committee in writing for the extension of the thesis submission deadline not more than twice.

10) Within the six months from the thesis submission before the thesis examination the examining committee shall notify the Applicant in writing of the place, date and time of the online-examination and at the same time notify him/her the result of the evaluation of the thesis.

11) Precondition of the invitation to the thesis defence and examination is the positive evaluator evaluation.

§ 2 Examining Committee

1) The examination and thesis defence take place in front of the examining committee.

2) The right to act as examiners is granted only to university teachers occupying the posts of professors or assistant professors or other experts possessing at least the academic title PhD., Dr. or comparable qualification at doctoral level, approved by the University.

3) The committee is appointed by the University, the nominees are selected from the eligible staff members as stated in Paragraph 2.

4) The committee consists of a chairman and a minimum of two other members.

5) As a general rule, the committee is appointed for a period until dismissal.

§ 3 Examination and Defence of Thesis

1) The examination can take place only when a chairman and a minimum of two other members are present online. The procedure of the examination is delivered by means of electronic tele-communications media (video-conference).

2) The examination is generally conducted in the language of the thesis.

3) The examination consists of two parts. It starts with the thesis presentation and defence and continues immediately by the oral examination by the examining committee. In defence of thesis the Applicant responds to the comments and answers the questions of the committee members.

4) The committee members vote upon the result of the examination in the non public part of the session on the day of the doctoral examination. The examination result is expressed in words as "passed" or "failed".

5) The examination procedure is recorded in writing. All documents including the notation and the evaluation are kept in the Archive in compliance with the valid regulations.

§ 4 Retaking Examinations

1) In the event the Applicant cannot take the online-examination on the given date and gives a written apology for his/her absence within seven days thereafter, the examining committee shall provide on the basis of Applicant's request and consultation with the committee chairman a substitute date for taking the examination.

2) In the event the Applicant fails to appear in the stipulated time for the online-examination without giving a written apology within seven days thereafter, s/he shall be evaluated as if s/he had "failed" in the examination.

3) In the event the Applicant failed in the defence of the thesis or in the oral examination, the examination can be repeated on the next date announced for the examinations; the examining committee shall determine the date of the repeated examination. The examining committee can permit two further repetitions of the examination.

§ 5 Academic Degree

1) In compliance with the provisions of the Ley de Autonomía de las Instituciones de Educación Superior, applicable to UCN in Nicaragua, after passing the examination of the thesis the following academic degrees are conferred:

By UCN Universidad Central de Nicaragua:

- Research Doctorate: **Philosophiae Doctor en Administración**, abbreviated „Dr.“ or „PhD.“

2) The doctoral degree of the fully autonomous UCN Universidad Central de Nicaragua is a recognised doctoral degree in the sense of Article 82 of the Ley General de Educación (Nicaragua) and legally awarded in compliance with Articles 7 and 9 of the Law on Autonomy of the Institutions of Higher Education (Nicaragua).

3) The University excludes any responsibility for the lawful use of the academic degrees or recognition of the studies outside of Nicaragua, being regulated by national provisions in third countries, however, the University generally expect the application of multilateral and bilateral agreements and recommendations of UNESCO.

§ 6 Distance Learning Mode

1) Notification: the International Doctoral Programme is a distance education programme only to be completed by means of electronic media of tele-communications and e-learning directly via UCN Universidad Central de Nicaragua.

2) The Applicants are enrolled with UCN in Nicaragua and not in a third country.

3) As far as professors and evaluators are applied outside of Nicaragua, they are operating via e-learning and tele-communications directly from the autonomous territories of the Universities and their internet-platforms and not in or from a third country.

4) Nicaraguan study law applies to UCN Universidad Central de Nicaragua. Place of delivery and court jurisdiction is Managua, Nicaragua.

Quality Assurance

UCN is an autonomous university, authorised by the CNU National Council of Universities and established by Act of Parliament and Presidential Decree in Nicaragua. As such UCN takes part and is subject to quality assurance and institutional accreditation by the CNEA National Council of Evaluation and Accreditation, established by law in Nicaragua.

International programme quality assurance is provided by CONIES, the Council on International Higher Education Supervision, a university membership quality certification and programme accreditation council based on the following criteria:

CRITERIA FOR PROGRAMME PROVISION

- I General Criteria
 - Rationale
 - Structure
 - Learning outcomes
 - Content
 - Assessment
 - Internal verification / review and evaluation
 - Market needs
 - Target group of learners
 - Resources (general)
 - Tutor details
 - Examination materials
 - Self evaluation for accreditation
 - Internal auditor qualification
- II Provision Criteria
 - Provider
 - Collaborative Provision
 - Cross-border Higher Education
 - Trans-national Quality Assurance
 - Trans-national Academic Recognition
 - Trans-national Professional Recognition
 - Collaborative Trans-national Provision
 - Recruitment
 - Resources
 - Support
 - Outcomes
- III E-Learning Criteria
 - Quality of Education
 - Technical Quality
 - The catalogisation of multi-media applications
 - The quality of visual features
 - Learning and cognitive theories
 - The functionality of the application
- IV Criteria for Quality of Online Education
 - Online learning is appropriate to the institution's mission and purposes

- The institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes
 - Online learning is incorporated into the institution’s systems of governance and academic oversight
 - Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats
 - The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals
 - Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported
 - The institution provides effective student and academic services to support students enrolled in online learning offerings
 - The institution assures the integrity of its online offerings
- V Online Education and Open Educational Resources OER Auto-Evaluation
- Extent of actual use of online education and OER in the institution
 - Assessing vision of openness and strategy for open educational practices
 - Implementing and promoting Open Educational Practices

The application process is conducted in the following sequences:

1. Prospective student asks for application form for a given programme of study.
2. Prospective student fills out the application form in word format and remits the scan of the application form with handwritten signature by email, including the following attachments (we accept only PDF for scans, and JPG for the photo):
 - a. Application form signed as scan (PDF, black/white) and personal data processing agreement
 - b. Scans (PDF, b/w, legible!) of all relevant higher education credentials and qualifications (degrees, diplomas, certificates, with all transcripts). If those original credentials are not in English, Spanish or German, pls, provide an English translation.
 - c. Curriculum vitae, highlighting the academic and professional background. (doc or PDF)
 - d. Scan of the passport (or ID card) page with personal data and photo. (PDF in colour)
 - e. Passport style facial photo of applicant (colour, JPG)
3. NOTICE: Only complete applications will be considered for evaluation.
4. The University conducts an evaluation report and reserves the right to charge the applicant for this service.
5. The University issues the evaluation report and in case of possible admission issues an invoice to the student for the tuitions and fees of the given programme.
6. Student accepts evaluation report and pays the full tuition and fees in order to enrol.
7. Payment of tuitions activates the enrolment of the given student. Once a student is enrolled and discontinues a programme, no tuition payment is refunded.

Examination Criteria

Examination Criteria (Dublin Descriptors):

Qualifications that signify completion of the third cycle are awarded to students who:

have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;

have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;

have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;

are capable of critical analysis, evaluation and synthesis of new and complex ideas;

can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;

can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Terms:

The word 'professional' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification.

The word 'competence' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.

The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.

Third Cycle Qualifications

| | |
|---------------|--|
| Cycle | Knowledge and understanding: |
| 3 (Doctorate) | [includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field.. |
| | Applying knowledge and understanding: |
| 3 (Doctorate) | [is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication .. |
| | Making judgements: |
| 3 (Doctorate) | [requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas.. |
| | Communication |

| | |
|---------------|--|
| 3 (Doctorate) | with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope).. |
| | Learning skills .. |
| 3 (Doctorate) | expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement .. |

THESIS GRADING STANDARDS / CRITERIA

| CRITERIA | 100 | 90 | 80 | 70 | Fail |
|-----------------------------|---|--|--|---|---|
| Research: Purpose 30% | Purpose is clear; original ideas | Clear thesis; some independent thought | Recognizable thesis but lacks of original, significant purpose | Contains thesis but purpose is not always clear | No clear purpose; often does not correctly respond to the assignment |
| Development 30% | Thesis is imaginatively, logically and precisely developed; analysis guides development | Examples support the thesis in an orderly and logical fashion; analysis predominates, but some descends into narrative | Adequate development; some evidence of analysis, but narrative guides development | Some development | No development |
| Organization 15% | Well organized; not mechanical or imposed | Clearly, logically organized; transitions are sometimes strained | Organized; predictable, mechanical sequence | Some evidence of organization; not clearly followed | No apparent principle of organization; no apparent rationale for paragraphing |
| Source materials 10% | References to materials are appropriate and significantly related to purpose | Most references to materials are appropriate and related to thesis | References to materials are appropriate but not always related to thesis | Few references to materials; references seldom related to thesis | No references to materials or references are irrelevant |
| Sentence Structure 5% | Sentences are varied in length and structure | Sentences are usually varied | Very few errors in sentence structure; some variation in length and structure | Errors in sentence structure; no variation in length and structure | Frequent sentence structure errors; some indicate a failure to understand the basic grammar of the sentence |
| Diction 5% | Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions | Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices | Word choice is generally correct; range of words is limited, and in some cases the wording is abstract and imprecise | Vague, ordinary words; relies on clichés and jargon | Words that should be within the range of college students are misused or confused |
| Grammar/ Mechanics 5% | Virtually free from grammatical/mechanical errors | Generally correct mechanically; some problems with complex grammar and punctuation traps | Some errors in syntax, agreement, pronoun case and reference, spelling and punctuation | Sentence fragments and run-on sentences, and basic errors in syntax, agreement, reference, spelling and punctuation | Frequent misspellings, syntax errors, and other basic errors make comprehension difficult |

ADDITIONAL CRITERIA FOR ASSESSMENT:

| Assessment Criteria | 4=Exceptional | 3=Strong | 2=Marginal | 1=Unacceptable | N/A | Score |
|---|--|---|--|--|-----|-------|
| PART I: Written Defense Draft | | | | | | |
| 1. Mastery of fundamental knowledge in the field | Consistently applies fundamental and advanced concepts to topics in subject area. | Frequently applies fundamental and some advanced concepts to topics in subject area. | Somewhat applies fundamental concepts to topics in subject area. | Does not apply fundamental concepts to topics in subject area. | | |
| 2. Ability to access and integrate information into a cohesive overview of current knowledge; ability to critically evaluate the meaning, value, and contribution of published literature in the field | Command and understanding of the current research literature in the field. | Relates and understands the current research literature in the field. | Aware of the research literature in the field. | Knowledge is unrelated to the current research literature in the field. | | |
| 3. Imagination and originality of thought | Problem/purpose of study very creative or original with new and innovative ideas; Explored original topic and discovered new outcomes. | Problem/purpose of study original or creative; Design/approach appropriate or innovative. | Problem/purpose of study moderately original or creative; Design/ approach moderately appropriate or innovative. | Problem/purpose of study lacked creativity or not new; Duplication of previous work. | | |
| 4. Ability to design and implement an appropriate collection and analysis of data or ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | Data interpretation is appropriate and creatively uses correct methodology; identifies weaknesses in interpretation; Demonstrates an advanced ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | Data interpretation is appropriate and uses many correct methodology; identifies some weaknesses in interpretation Demonstrates a an ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | Data interpretation is appropriate and uses limited number of correct methodology; identifies no weaknesses in interpretation Demonstrates a an limited ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | Data interpretation is inappropriate and/or uses incorrect methodology; identifies no weaknesses in interpretation Demonstrates a lack of ability to articulate a critical response to dramatic or artistic theory, literature, design and performance in one's own work or that of another artist | | |

| Assessment Criteria | 4=Exceptional | 3=Strong | 2=Marginal | 1=Unacceptable | N/A | Score |
|--|--|--|---|---|-----|-------|
| 5. Ability to draw reasoned conclusions from a body of knowledge | Discussion was superior, accurate, and engaging; Conclusions/summaries and recommendations appropriate and clearly based on outcomes. | Discussion sufficient and with few errors; Greater foundation needed from past work in area; Conclusions/summary based on outcomes and appropriate, included some recommendations. | Major topics or concepts inaccurately described; Considerable relevant discussion missing; Conclusions/summary not entirely supported by findings/outcomes. | Little discussion of project findings/outcomes; Displayed poor grasp of material; Conclusion/summary not supported by findings/outcomes. | | |
| 6. Impact of research on the field | Thesis or dissertation is very relevant or has significant importance/authenticity to field and will make an important contribution to field. | Thesis or dissertation has fair relevance or significance/authenticity to field and will make a good contribution to field. | Thesis or dissertation only moderate relevance or significance/authenticity to field and will make a nominal contribution to field. | Thesis or dissertation has little relevance or significance/authenticity to field and will make little contribution to field. | | |
| PART II: Oral Defense | | | | | | |
| 7. Oral presentation and defense of thesis/dissertation | Masterfully defends research by providing clear and insightful answers to questions; Uses presentation resources as a guide, gives detailed explanations, is easily understandable, and keeps appropriate eye contact with the audience. | Competently defends research by providing very helpful answers to questions; may occasionally manifest need for further reflection on minor points; Uses presentation resources as a guide, is easily understandable, and keeps eye contact with the audience. | Adequately defends research; answers questions, but often with little insight; frequently shows a need for deeper reflection on minor points; Relies too much on presentation and has difficulty speaking freely to the audience, and is somewhat comfortable with the topic. | Does not adequately defend research; does not answer key questions; frequently shows a need for deeper reflection on vital points; Reads the material from presentation to make the report and is clearly not comfortable with the topic. | | |

Programme Structure and Module Syllaba

PhD in Management MODULES

Without any specialisation

Mandatory core courses (6 courses: 18 SUCA or 36 ECTS)

DBAen1105 - Macroeconomics
DBAen1110 - Business Administration
DBAen1115 - Microeconomics
DBAen1125 - Organisation Management
DBAen1210 - Marketing
DBAen1215 - Corporate Finance
DBAen1220 - Human Resource
DBAen1230 - Innovation & Management
DBAen1240 - Management Techniques
DBAen1250 - Corporate Governance and International Business

Elective courses (4 courses: 12 SUCA or 24 ECTS)

DBAen1315 - Human Resource Management 2
DBAen1320 - Strategic Management
DBAen1325 - Project Management
DBAen1335 - Change Management
DBAen1340 - Commercial Awareness & CRM
DBAen1350 - Leadership
DBAen1415 - Globalization
DBAen1420 - Coaching
DBAen1425 - Conflict Management
DBAen1428 - Business Law
DBAen1430 - Strategic Marketing
DBAen1433 - Communication Skills
DBAen1445 - Risk Management
DBAen1450 - Corporate Social Responsibility

Thesis project

Elective courses (2 modules: 6 SUCA or 12 ECTS)

DBAen1480 - Business Research Methods
DBAen1490 - Thesis Presentation & Defence
DBAen1510 - Thesis Seminar 1
DBAen1520 - Thesis Seminar 2
DBAen1530 - Publication

Mandatory Thesis project (54 SUCA or 108 ECTS)

DBAen1650 - Thesis Project
DBAen1655 - Defence & Examination

| Nr. | Name | ECTS-Credits | | | |
|---|---|---|---------------|--|-------|
| DBAenII05 | MACROECONOMICS | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/ Code | Pages |
| A. | Essentials of Macroeconomics | Peter Jochumzen & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-558-5 | 165 |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/ Code | Pages |
| A. | http://en.wikipedia.org/wiki/Macroeconomics | | | | |
| B. | http://economics.about.com/cs/studentresources/f/macroeconomics.htm | | | | |
| C. | http://www.investopedia.com/terms/m/macroeconomics.asp#axzz2HhXY7N1a | | | | |
| D. | http://www.aeaweb.org/aej-macro/ | | | | |
| E. | Macroeconomics | McConnell, Brue, and Flynn's McGraw-Hill Series Economics | 2011 19th ed. | ISBN-10: 0077337727 ISBN-13: 978-0077337728 | |
| Requirements for this Module: | | | | | |
| | | | | | |
| Content: | | | | | |
| Prices & Inflation. Exchange rate. Gross domestic product. Components of GDP. The Labour Market. Money and banks. Interest rates. Macroeconomic models. Growth Theory. The classical model. Keynesian cross model. IS-LM-model. AS-AD-model. The complete Keynesian model. The neo-classical synthesis. Exchange rate determination and the Mundell-Fleming model. | | | | | |
| Learning Outcome: | | | | | |
| <p>This course examines the main bodies of economic theory that have been used to guide economists' and policy makers' understanding of the macroeconomy. Macroeconomics is the study of economic aggregates, of national and international economies and of the economic management role played by governments and international organisations. The course provides a comprehensive survey of modern macroeconomics. It covers the determination of output and the price level, labor markets and unemployment, savings and investment, financial markets, monetary economics, the public sector, macroeconomic policy, and international economics. More generally, students will learn to extend simple supply-and-demand models to understand the history of the world, current global trends, and popular economic fallacies. The founder of modern macroeconomics, the British economist John Maynard Keynes, famously wrote "The ideas of economists and political philosophers, both when they are right and when they are wrong are more powerful than is commonly understood. Indeed, the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influences, are usually slaves of some defunct economist." This will be the key theme we explore in the course, the influence of theory and the way that policy responses to events like recession, unemployment, inflation and the Global Financial Crisis, reflect that theory. We will cover important macroeconomic concepts such as the national accounts, unemployment and inflation, explain how the ideas associated with John Maynard Keynes laid the foundation for governments' active management of the macroeconomy in the post war era, and examine the intellectual basis for the monetary and fiscal policy responses to the Global Financial Crisis. Economists' approaches to the analysis of long run economic growth will also be considered. The approach will be critical. This course in Macroeconomics is designed to provide students with a unified framework that can be used to analyze macroeconomic issues such as growth, productivity, labor markets, wages, business cycles, inflation, money, interest rates, monetary and fiscal policy, financial crises, global imbalances in the allocation of capital, and sovereign debt crises. The course is a mixture of macro theory and real-world applications. We will develop analytical models that stress the microeconomic underpinnings of aggregate outcomes and we will apply these models to the recent experience of the US and other countries. There are few areas of human</p> | | | | | |

endeavour that attract so much debate and disagreement as the management of a modern industrial economy. The course will emphasise the systematic theorising that underlies the way macroeconomists and policy makers approach their task. The aim is to enable those who take the course to become informed analysts of the macroeconomy and of current (and past) macroeconomic policy debates.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|--------------------------------|--|---|-------|--|-------|
| DBAenIII0 | BUSINESS ADMINISTRATION | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Management Basics | 2010 Susan Quinn & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-717-6 | 78 |
| B. | Management Briefs - Management and Leadership Theory Made Simple | 2010 Coleman Patterson & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-547-9 | 63 |
| C. | Operations Management | 2011 Albert Porter & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-464-9 | 62 |
| D. | Business Briefs: Business Theory Made Simple | 2010 Coleman Patterson & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-599-8 | 69 |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Business_administration | | | | |
| B. | http://en.wikipedia.org/wiki/Management | | | | |
| C. | http://www.businessdictionary.com/definition/management.html | | | | |
| D. | http://management.about.com/od/policiesandprocedures/g/manager1.htm http://whatis.techtarget.com/definition/policy-based-management http://oxforddictionaries.com/definition/english/management http://www.businessdictionary.com/definition/manager.html http://www.thefreedictionary.com/management http://en.wikipedia.org/wiki/Operations_management | | | | |
| E. | The Portable MBA, 3rd Edition | Robert F. Bruner (Author), Mark R. Eaker (Author), R. Edward Freeman (Author). Publisher: John Wiley & Sons Canada, Ltd. | 1997 | ISBN-10: 0471180939 ISBN-13: 978-0471180937 | 368 |
| F. | The New Portable MBA | Eliza G. C. Collins (Author), Mary Anne Devanna (Author), Eliza G.C. Collins | 1994 | ISBN-10: 0471080047 ISBN-13: 978-0471080046 | 441 |

| | | | | | |
|---|--|--------------------------------|------|--|--|
| | | (Author). Publisher: Wiley | | | |
| G. | The Personal MBA: Master the Art of Business | Josh Kaufman Kindle Edition | 2011 | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| <p>Management Basics. Planning. Planning in the organization. Organizing. Organizing the organization. Leading. Leading in the Organization. Control. Control in the organization.</p> <p>Perspectives on Organizations. Leadership. Individuals. Groups. Motivation.</p> <p>Operations Management and Operations Strategy. Product Design and Process Selection. Total Quality Management. Statistical Process Control. Supply Chain Management. JIT and Lean Systems. Capacity Planning. Facility Location and Layout. Work Systems Design. Project Management. Inventory Management.</p> <p>Change. Decision-Making. Electronic Commerce. Marketing. Organization Theory. Personal Finance. Quantitative Methods. Strategy.</p> | | | | | |
| Learning Outcome: | | | | | |
| <p>This course introduces the concept of strategic management through readings, discussion and case analyses, and considers the basic direction and goals of an organization, the environment (social, political, technological, economic and global factors), industry and market structure, and organizational strengths and weaknesses. The emphasis is on the development and successful implementation of strategy in different types of firms across industries.</p> <p>This course presents a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organizations. Upon completion of the course, students are expected to be able to: understand fundamental concepts and principles of management, including the basic roles, skills, and functions of management; be knowledgeable of historical development, theoretical aspects and practice application of managerial process; be familiar with interactions between the environment, technology, human resources, and organizations in order to achieve high performance; be aware of the ethical dilemmas faced by managers and the social responsibilities of businesses.</p> | | | | | |
| Examination: | | | | | |
| Multiple Choice Test | | | | | |

| Nr. | Name | ECTS-Credits | | | |
|--|---|--|-------------|---|--------------|
| DBAenIII5 | MICROECONOMICS | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Essentials of Microeconomics | Krister Ahlersten 2008 Krister Ahlersten & Ventus Publishing ApS | 2008 | ISBN 978-87-7681-410-6 | 134 |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | | | Pages |
| A. | Essentials of Microeconomics: Exercises | 2008 Krister Ahlersten & Ventus Publishing ApS ISBN 978-87-7681-412-0 | | | 97 |
| B. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Microeconomics | | | | |
| B. | http://economics.about.com/od/microeconomics/a/micro_text.htm | | | | |
| C. | Microeconomics Edition: Third Edition | Paul Krugman and Robin Wells | 2012 | ISBN-10: 1429283424 ISBN-13: 978-1429283427 | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Plan. Supply, Demand, Market Equilibrium. Consumer Theory. Demand. Choice under Uncertainty. Production. Costs. Perfect Competition. Market Intervention and Welfare Effects. Monopoly. Price Discrimination. Oligopoly. Monopolistic Competition. Labour. Capital. General Equilibrium. Externalities. Public Goods. Asymmetric Information. | | | | | |
| Learning Outcome: | | | | | |
| Microeconomic decisions by both firms and individuals are motivated by cost and benefit considerations. This course teaches the fundamentals of microeconomics. This course introduces microeconomic concepts and analysis, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, and welfare economics. Students will also be introduced to the use of microeconomic applications to address problems in current economic policy. Microeconomics is a branch of economics that studies the behavior of individual households and firms in making decisions on the allocation of limited resources. Typically, it applies to markets where goods or services are bought and sold. Microeconomics examines how these decisions and behaviors affect the supply and demand for goods and services, which determines prices, and how prices, in turn, determine the quantity supplied and quantity demanded of goods and services. This is in contrast to macroeconomics, which involves the sum total of economic activity, dealing with the issues of growth, inflation, and unemployment. Microeconomics also deals with the effects of national economic policies on the the economy. One of the goals of microeconomics is to analyze market mechanisms that establish relative prices amongst goods and services and allocation of limited resources amongst many alternative uses. Microeconomics analyzes market failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for perfect competition. Significant fields of study in microeconomics include general equilibrium, markets under asymmetric information, choice under uncertainty and economic applications of game theory. Also considered is the elasticity of products within the market system. | | | | | |
| Examination: | | | | | |

| Nr. | Name | ECTS-Credits | | | |
|---|---|--|-------|-------------------------|-------|
| DBAenII25 | ORGANISATION MANAGEMENT | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Organizational Theory | 2006 Jorgen Laegaard, Mille Bindslev & Ventus Publishing ApS | 2006 | ISBN 87-7681-169-7 | 112 |
| B. | Understanding Organisations - Part I | Tony Greener & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-537-0 | 86 |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://ItoI01.com/Organizational_Management http://businesscasestudies.co.uk/business-theory/people/organisation-and-management-structures.html#axzz2Hioqxpes http://en.wikipedia.org/wiki/Organization http://www.akdn.org/publications/civil_society_booklet1.pdf http://www.cliffsnotes.com/study_guide/The-Organizational-Process.topicArticleId-8944,articleId-8875.html | | | | |
| B. | Organization Structure and Design: Applications & Challenges | P G AQUINAS (Author) Publisher: Excel Books; First edition | 2012 | ASIN: B00AOM78X 6 | |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Organizational theory in perspective. Focus on task performance and structure. Focus on motivation. Focus on adjustments to the external environment. Management. Characteristics of work organisations. The nature of managerial work. Organisational structure. Organisational culture. Managing behaviour. Effective leadership. Managing groups and teams. | | | | | |
| Learning Outcome: | | | | | |
| This course focuses on the concepts and methods of managing an organisation. The course objective is to identify, apply, and evaluate techniques for structuring and resolving managerial problems in public and private organizations. the principles and practices used in management and decision-making in a business enterprise. Students explore management theory and practice through the contributions of past and current experts. Students also study concepts and philosophies of planning, organizing, controlling and leadership and apply them to contemporary issues in management. | | | | | |
| Examination: | | | | | |
| Multiple Choice Test | | | | | |

| Nr. | Name | | | | | ECTS-Credits |
|---|--|--|------|--|-------|--------------|
| DBAenI2IO | MARKETING (MARKETING RESEARCH) | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Essentials of Marketing Research: an Introduction. Marketing Research | Paurav Shukla & Ventus Publishing ApS | 2008 | ISBN 978-87-7681-411-3 | 117 | |
| B. | Internet Marketing | The Internet Marketing Academy & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-815-9 | 55 | |
| C. | | | | | | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | Description | | | Pages | |
| A. | Marketing Research – Exercises | 2008 Paurav Shukla & Ventus Publishing ApS ISBN 978-87-7681-439-7 | | | 50 | |
| B. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/ Code | Pages | |
| A. | Kotler On Marketing. How to Create, Win, and Dominate Markets. | Phillip Kotler The Free Press; 1999 © by Philip Kotler | 1999 | ISBN 0-684-85033-8 | 257 | |
| B. | http://en.wikipedia.org/wiki/Marketing_strategy http://en.wikipedia.org/wiki/Marketing http://www.cim.co.uk/Home.aspx http://www.marketingpower.com/Community/ARC/Pages/Teaching/Syllabi/default.aspx | | | | | |
| C. | Integrated Process Management: A Quality Model | Roger Slater (Author) Publisher: McGraw-Hill Professional; 1 edition (April 1, 1991) | 1991 | ISBN-10: 007058102 9 ISBN-13: 978- 007058102 9 | 278 | |
| D. | | | | | | |
| Requirements for this Module: | | | | | | |
| | | | | | | |
| Content: | | | | | | |
| Introduction to marketing research. Scientific research approach and problem definition. Exporatory research design. Conclusive research design. Sampling. Measurement and scaling. Questionnaire design. Data preparation and preliminary data analysis. Report preparation and presentation. What is Marketing. The Five Ps of Internet Marketing. Website 101 – Your Front Line in Internet Marketing. Basic Search Engine Optimization (SEO). Additional SEO Techniques. Additional Internet Marketing Strategies. | | | | | | |
| Learning Outcome: | | | | | | |
| This course provides an experienced-based approach to marketing theory and its practical application. Topics to be addressed and discussed from an applied point of view include: the evolution of marketing, the significance and use of marketing research, marketing segmentation, product and/or service positioning, distribution, pricing and a variety of strategies for marketing communication and promotion. | | | | | | |

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| Examination: |
| Multiple Choice Test |
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| Nr. | Name | ECTS-Credits | | | |
|--|---|--|-------|---|-------|
| DBAenI2I5 | CORPORATE FINANCE | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Corporate Finance | Ventus Publishing ApS | 2008 | 978-87-7681-273-7 | 96 |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Corporate Finance Publisher: McGraw-Hill/Irwin; 8 edition (2008) | Stephen A. Ross, Randolph W Westerfield, Jeffrey Jaffe | 2008 | ISBN-10: 0073105902 ISBN-13: 978-0073105901 | 926 |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
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| Content: | | | | | |
| Introduction to Corporate Finance. The objective of the firm. Present value and opportunity cost of capital. The net present value investment rule. Risk, return and opportunity cost of capital. Capital budgeting. Market efficiency. Corporate financing and valuation. Options. | | | | | |
| Learning Outcome: | | | | | |
| <p>The course in corporate finance describes the corporation and its operating environment, the manner in which corporate boards and management evaluate investment opportunities and arrangements for financing such investments, create (or, alternatively, destroy) value for shareholders by planning and managing the transformation of a set of inputs (human labor, raw materials, and technology) into a more highly valued set of outputs (embodying both the original investment value and any surplus value generated), and develop strategies for meeting the claims of financial market participants who are sought as financiers (and, therefore, residual claimants to the cash flows/surplus value of) such investments. It is understood that the shares of surplus value received by various claimants and retained by corporate boards of directors for investment and other uses is the subject of complex social interactions. Thus, the course provides students with a basic analytical framework for understanding how the various struggles over corporate surplus value (in the form of cash flows) may be understood and resolved. In this context, the course is designed to provide students with analytical tools that allow them to determine the "intrinsic value" of a corporation (or any economic institution, including a state-owned enterprise that is to be privatized) and to assess the effectiveness of corporate management in maximizing that value.</p> <p>Course Objectives:</p> <ul style="list-style-type: none"> Gain an understanding of financial markets and processes Learn techniques for determining the intrinsic value of securities Discover the complex interaction between the economy and the financial markets Become comfortable engaging in discussion and debate over finance and related issues <p>Course content: Introduction to Corporate Finance. The objective of the firm. Present value and opportunity cost of capital. The net present value investment rule. Risk, return and opportunity cost of capital. Capital budgeting. Market efficiency. Corporate financing and valuation. Options.</p> | | | | | |

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|----------------------|
| Examination: |
| Multiple Choice Test |
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| Nr. | Name | ECTS-Credits | | | |
|--|---|--|-------|--|-------|
| DBAenI220 | HUMAN RESOURCE MANAGEMENT | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | How to turn uncohesive groups into effective teams | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-995-8 | 52 |
| B. | The Art of Managing People: 500 quotes on how to get the best out of others | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-991-0 | 57 |
| C. | Understanding Personality Types: Managing People through their personality traits | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-403-0000-0 | 48 |
| D. | Personal Confidence & Motivation | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-665-0 | 58 |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Human_resource_management | | | | |
| B. | Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation: Creating Self-directed Work Groups That Improve. | Richard S. Wellins, Jeanne M. Wilson, William C. Byham. Jossey Bass; Reprint | 1993 | ISBN-10: 1555425542 ISBN-13: 978-1555425548 | 304 |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| <p>The Nature of Teams. Team Development. Team Work. Team Cohesion. Threats to Teamwork. Team Leaders. Team Roles. Team Meetings. From Unshared Certainty to Shared Uncertainty. Teambuilding Exercises.</p> <p>Appraisal and Skills. Discipline. Enneagram Personality Types. Recruitment and Selection. Training Skills. Web Resources on the Art of Managing People.</p> <p>Personality Typologies. The Enneagram. The Need to be Perfect, be Needed, Succeed, be Special, Perceive, be Safe, be Happy, be Strong, be at Peace. Managing Personalities.</p> <p>Confidence and Motivation. Theories Regarding Personal Confidence. Theories Regarding Motivation. Methods for Improving Self-Confidence. How to Improve Your Motivation. Personal Change and Goal Setting.</p> | | | | | |
| Learning Outcome: | | | | | |
| This course provides a manager's perspective on the effective management of the human resources of an organization. Human resource management often has a bad reputation as "a necessary evil" and an occupation consisting solely of paper-pushing. As the economy | | | | | |

becomes more oriented toward knowledge-based work, and organizations increasingly recognize that people truly are a major source of competitive advantage, HRM has taken on a more strategic role, decisions made in organizations about who to hire, what training to give them, how to reward them, and so on have become more important.

By the end of this course, you should be able to:

- Understand human resource management from a systemic, strategic perspective.
- Describe the field of "human resource management" and understand its relevance to managers and employees in work organizations.
- Describe fundamental employment laws in the U.S.
- Conduct a basic job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation.
- Recognize basic human resource management tools such as performance appraisal forms, and understand some of the technical details of human resource management practices.
- Apply relevant theories to the management of people in organizations.
- Analyze business challenges involving human resource systems.
- Critically assess and evaluate human resource policies and practices.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|--|--|--|-------|------------------------|-------|
| DBAenI230 | INNOVATION & MANAGEMENT | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Getting Motivation Right: how to get everyone in your business motivated | Antony Bagshawe & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-778-7 | 63 |
| B. | Innovation and Small Business - Volume 1 | Brynchon Thomas, Christopher Miller, Lyndon Murphy & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-729-9 | 168 |
| C. | Innovation and Small Business - Volume 2 | Brychan Thomas, Christopher Miller, Lyndon Murphy & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-733-6 | 116 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Innovation_management http://www.innovationmanagement.se/2011/09/16/how-to-innovate-the-innovation-process/ http://noweurope.com/2009/06/30/innovation-process/ http://www.managementexchange.com/blog/innovation-process | | | | |
| B. | Managing Innovation: Integrating Technological, Market and Organizational Change | John Bessant (Author), Joe Tidd (Author) | 2009 | | |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Understanding Motivation. Motivators (positive, negative). De-Motivation. Motivation in Practice. What you can do as a Leader. Performance Management Systems. Recognition and Reward Systems. Critical Feedback. Invention, Innovation and Small Business. Research and Development of the Small Firm. Technology Diffusion. Clusters and Knowledge Flows. Higher Education Spin-offs. Global Start-ups and Business Development. Innovation Performance Indicators. Agri Food – Innovative and Sustainable Solutions. Health – Assessing Research and Development in Health sector small companies. Energy – Sustainable Energy through Research and Development. Construction – Innovation, Technology and Small Construction Enterprises. Museums and Small Memory Institutions – Multimedia Knowledge Management Systems. | | | | | |
| Learning Outcome: | | | | | |
| This course is designed to lead the student through the tasks that are required to successfully build a business around an innovation, it studies the concept of innovation and its importance in organization including the management process. The study covers technology innovation process, innovation in corporation/enterprise, innovation in research, innovation deployment in manufacturing industry, strategy of using innovation and developing new business, business existence and the creation of market seller. The course provides basic knowledge for managing innovation process in an organization. The course will raise interesting questions for the student of innovation and strategy. Why is it so difficult to recognize the potential of an innovation? Can anything be done about these difficulties? How does a firm know which innovation is the right one for it to exploit? Where do the innovations come from to begin with? This class will explore | | | | | |

these and other questions critical to successful competition in modern markets. In the process, it will show the student how to take many of the tools acquired in their schooling, and apply them to craft and implement strategy in an innovative, technology business.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|---|---|--|-------|---|-------|
| DBAenI240 | MANAGEMENT TECHNIQUES | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Performance Management | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-703-9 | 57 |
| B. | Profit From Six Sigma: A Guide To Principles and Practice For Business Benefits | Graeme Knowles & Ventus Publishing ApS | 2012 | ISBN 978-87-403-0057-4 | 75 |
| C. | Icebreakers: 65 of the best exercises to build team spirit in training | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-965-1 | 78 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://www.mrkent.com/management/index.htm http://smallbusiness.chron.com/management-techniques-2589.html http://de.wikipedia.org/wiki/Seven_Management_and_Planning_Tools http://www.skymark.com/resources/tools/management_tools.asp http://en.wikipedia.org/wiki/Performance_management http://humanresources.about.com/od/glossary/g/performance_mgmt.htm http://www.isixsigma.com/new-to-six-sigma/getting-started/what-six-sigma/ | | | | |
| B. | Quality Management: Tools and Methods for Improvement 2nd edition | Authors: Howard S. Gitlow, Alan V. Oppenheim, Rosa Oppenheim. Publisher: Richard D Irwin | 1995 | ISBN-10: 0256106657 ISBN-13: 9780256106657 | 508 |
| C. | Management | Luis Gomez-Mejia, David Balkin Publisher: Prentice Hall | 2011 | | 552 |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Laying Foundations of Effective Performance Management. Understanding Poor Performance. Coaching Performance. Performance Improvement for Individuals. Performance Improvement for Teams. Definition of Six Sigma. Why Six Sigma? Six Sigma: Key Concepts. Variation Reduction: The Heart of Six Sigma. Stage Zero: Pre-Six Sigma Basics. Sustainable Six Sigma Development. DMAIC Projects: Practical Details. Successful DMAIC Projects. Exercises to build team spirit in training. | | | | | |
| Learning Outcome: | | | | | |
| Performance management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities. Performance management is a whole work system that begins when a job is defined as needed. Six Sigma at many organizations simply means a measure of quality that strives for near perfection. Six Sigma is a disciplined, data-driven approach and methodology for eliminating defects (driving toward six standard deviations between the mean and the nearest specification limit) in any process – from manufacturing to transactional and from product to service. | | | | | |

The purpose of this course is to provide knowledge of: Definition, concerns and scope - Historical developments in Performance Management - Performance appraisal Vs performance management - performance management Vs Human resource management - processes for managing performance - Essence and Implications of Performance Management-critical appraisal. Strategic analysis and design of compensation, benefits, and performance management systems. Key topics include performance assessment; employee motivation, discipline, and performance improvement; and design and implementation of compensation and benefit systems to attract and retain talent, while facilitating achievement of the strategic objectives of the organization. Building and leading High performing teams - team oriented organizations - developing and leading high performing teams.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|---|--|--|-------|----------------------------------|-------|
| DBAenI250 | CORPORATE GOVERNANCE AND INTERNATIONAL BUSINESS | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Corporate Governance & International Business | David Crowther & Shahla Seifi & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-737-4 | 109 |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Corporate_governance http://www.businessdictionary.com/definition/corporate-governance.html http://www.managementstudyguide.com/corporate-governance.htm http://en.wikipedia.org/wiki/International_business | | | | |
| B. | Corporate Governance | Robert A. G. Monks, Nell Minow | 2011 | Wiley | 543 |
| C. | Corporate Governance | John L. Colley, Jacqueline L. Doyle, Wallace Stettinius and George Logan | 2003 | McGraw-Hill Executive MBA Series | 277 |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Introduction to Corporate Governance. Development of codes of governance and international comparisons. The principles of corporate governance. Stakeholders & the social contract: a broader view of corporate governance. Issues concerning Sustainability. Ethics, corporate governance and corporate behaviour. Risk management and corporate governance. The Audit function and the role of regulation. Corporate governance in non-commercial organisations. Globalisation and corporate governance. | | | | | |
| Learning Outcome: | | | | | |
| The aim of the Corporate Governance course is to equip you with the knowledge and key skills necessary to act as adviser to governing authorities across the private, public and voluntary sectors, and will include all aspects of the governance obligations of organisations, covering not only legal duties, but also applicable and recommended standards of best practice. | | | | | |
| The course will enable you to develop a sound understanding of corporate governance law and practice in a national and international context. It will also enable you to support the development of good governance and stakeholder dialogue throughout the organisation, irrespective of sector, being aware of legal obligations and best practice. | | | | | |
| The framework of rules and practices by which a board of directors ensures accountability, fairness, and transparency in a company's relationship with its all stakeholders (financiers, customers, management, employees, government, and the community). Corporate Governance refers to the way a corporation is governed. It is the technique by which companies are directed and managed. It means carrying the business as per the stakeholders' desires. It is actually conducted by the board of Directors and the concerned committees for the company's stakeholder's benefit. It is all about balancing individual and societal goals, as well as, economic and social goals. | | | | | |

Corporate Governance is the interaction between various participants (shareholders, board of directors, and company's management) in shaping corporation's performance and the way it is proceeding towards. The relationship between the owners and the managers in an organization must be healthy and there should be no conflict between the two. The owners must see that individual's actual performance is according to the standard performance. These dimensions of corporate governance should not be overlooked. Corporate Governance deals with the manner the providers of finance guarantee themselves of getting a fair return on their investment. Corporate Governance clearly distinguishes between the owners and the managers. The managers are the deciding authority. In modern corporations, the functions/ tasks of owners and managers should be clearly defined, rather, harmonizing. Corporate Governance deals with determining ways to take effective strategic decisions. It gives ultimate authority and complete responsibility to the Board of Directors. In today's market- oriented economy, the need for corporate governance arises. Also, efficiency as well as globalization are significant factors urging corporate governance. Corporate Governance is essential to develop added value to the stakeholders. Corporate Governance ensures transparency which ensures strong and balanced economic development. This also ensures that the interests of all shareholders (majority as well as minority shareholders) are safeguarded. It ensures that all shareholders fully exercise their rights and that the organization fully recognizes their rights. Corporate Governance has a broad scope. It includes both social and institutional aspects. Corporate Governance encourages a trustworthy, moral, as well as ethical environment. The corporate governance framework consists of (1) explicit and implicit contracts between the company and the stakeholders for distribution of responsibilities, rights, and rewards, (2) procedures for reconciling the sometimes conflicting interests of stakeholders in accordance with their duties, privileges, and roles, and (3) procedures for proper supervision, control, and information-flows to serve as a system of checks-and-balances.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|---|---|--|-------|--|-------|
| DBAenI315 | HUMAN RESSOURCE MANAGEMENT II | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | HRM Managing the Human Resource in the 21st Century | Zorlu Senyucel & Ventus Publishing ApS | 2009 | ISBN 978-87-7681-468-7 | 77 |
| B. | Delegation and Empowerment: giving people the chance to excel | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-987-3 | 49 |
| C. | Facilitation Skills: Empowering groups to grow | Eric Garner & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-989-7 | 46 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Human_resource_management | | | | |
| B. | Empowered Teams: Creating Self-Directed Work Groups That Improve Quality, Productivity, and Participation: Creating Self-directed Work Groups That Improve. | Richard S. Wellins, Jeanne M. Wilson, William C. Byham. Jossey Bass; Reprint | 1993 | ISBN-10: 1555425542 ISBN-13: 978-1555425548 | 304 |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| <p>People and Organisations. Human Resource Management. Motivation and Commitment at Work. Groups and Teams. Organisational Culture. Restructuring Work Organisations. Individual and Organisational Learning. Managing the Human Resources in the 21st Century. Scientific Management. From Directing to Delegating. Why Delegation and Empowerment? The Delegation Ladder. Developmental Delegation. The Nature of Power. Empowered People. Empowering Managers. DIY Empowerment. The 21st Century Manager. What is Facilitation? Group Learning. Starting Points for Groupwork. Issues of Control. Empowering People. The Facilitator's Role. Group Energy. Dealing with the Blocks. The Art of Non-Doing. Endings and Separation.</p> | | | | | |
| Learning Outcome: | | | | | |
| <p>This course provides a manager's perspective on the effective management of the human resources of an organization. Human resource management often has a bad reputation as "a necessary evil" and an occupation consisting solely of paper-pushing. As the economy becomes more oriented toward knowledge-based work, and organizations increasingly recognize that people truly are a major source of competitive advantage, HRM has taken on a more strategic role, decisions made in organizations about who to hire, what training to give them, how to reward them, and so on have become more important.</p> <p>By the end of this course, you should be able to:</p> <ul style="list-style-type: none"> • Understand human resource management from a systemic, strategic perspective. • Describe the field of "human resource management" and understand its relevance to managers and employees in work organizations. • Describe fundamental employment laws in the U.S. • Conduct a basic job analysis and apply this understanding of job requirements to other human resource management systems such as selection, performance appraisal, and compensation. | | | | | |

- Recognize basic human resource management tools such as performance appraisal forms, and understand some of the technical details of human resource management practices.
- Apply relevant theories to the management of people in organizations.
- Analyze business challenges involving human resource systems.
- Critically assess and evaluate human resource policies and practices.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|--|---|--|-------|--|-------|
| DBAenI320 | STRATEGIC MANAGEMENT | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Strategic Management | Neil Ritson & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-414-5 | 161 |
| B. | Optional: Studying Strategy | Jim Rowe & Ventus Publishing ApS | 2008 | ISBN 978-87-7681-420-5 | 161 |
| C. | Thinking Strategically | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-710-7 | 56 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Strategic Management. | Saloner, Garth, Andrea Shepard, and Joel Podolny | 2001 | New York: John Wiley & Sons. | |
| B. | http://en.wikipedia.org/wiki/Strategic_management http://www.managementstudyguide.com/strategic-management.htm http://strategicmanagement.net/pub/index.php | | | | |
| C. | Strategic Management | Wilson I .B.Essien Ph.D. (Author) | 2012 | Publisher: AuthorHouse ASIN: B008BH126K | 498 |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Different Approaches to Strategic Management. Strategic Management: Models and Ideas. Strategic Management: Approaches and Methods. Influences on Action. Resource Based Strategy. Global and International Strategic Management. Strategic Action: Culture, Change and Leadership. Public Sector Strategic Management. What is Strategic Management and Strategic Thinking? Purpose. Plan. Ploy. Determining Your Market Position. Pattern. Push. | | | | | |
| Learning Outcome: | | | | | |
| Strategic management is a continuous process that evaluates and controls the business and the industries in which an organization is involved; evaluates its competitors and sets goals and strategies to meet all existing and potential competitors; and then reevaluates strategies on a regular basis to determine how it has been implemented and whether it was successful or does it needs replacement. To succeed in the future, managers must develop the resources and capabilities needed to gain and sustain advantage in competitive markets—traditional and emerging. The way in which organizations attempt to develop such competitive advantage constitutes the essence of their strategy. This course introduces the concept of strategic management. To be effective, business leaders must understand the factors responsible for their firm's past performance and be able to identify those changes (inside or outside the firm) that are most likely to help or hurt future performance. In this course, we introduce a wide variety of modern strategy frameworks and methodologies in order to help you develop the skills needed to be a successful manager with responsibility for the performance of a | | | | | |

firm or business unit within a firm. Definition, nature, scope, and importance of strategy; and strategic management (Business policy). Strategic decision-making. Process of strategic management and levels at which strategy operates. Role of strategists. Defining strategic intent: Vision, Mission, Business definition, Goals and Objectives. Internal Appraisal – The internal environment, organisational capabilities in various functional areas and Strategic Advantage Profile. Methods and techniques used for organisational appraisal. Environmental Appraisal strategies. Corporate restructuring. Concept of Synergy. Business level strategies. Concept, Importance, Building and use of Core Competence. Strategic Analysis and choice—Corporate level analysis. Qualitative factors in strategic choice. Strategy implementation: Resource allocation, Projects and Procedural issues. Organisation structure and systems in strategy implementation. Leadership and corporate culture. Values, Ethics and Social responsibility. Operational and derived functional plans to implement strategy. Integration of functional plans. Strategic control and operational Control. Organisational systems and Techniques of strategic evaluation.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|--|--|---|-------|---|-------|
| DBAenI325 | PROJECT MANAGEMENT | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Project Leadership - Step by Step: Part I | Svein Arne Jessen & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-553-0 | 108 |
| B. | Project Leadership - Step by Step: Part II | Svein Arne Jessen & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-597-4 | 120 |
| C. | Managing Projects | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-657-5 | 56 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Project_management http://www.pmi.org/ http://managementhelp.org/projectmanagement/index.htm http://www.universalclass.com/i/course/projectmanagement/syllabus.htm | | | | |
| B. | The Portable MBA in Management: Insights from the experts at the best business schools. Skills and strategies for leading any organization to success | Cohen, Allan R. Publisher: John Wiley & Sons | 1993 | ISBN-10: 0471573795 ISBN-13: 9780471573791 | 392 |
| C. | The Portable MBA in Project Management (Portable MBA) Synopses & Reviews | Editor: Verzuh, Eric. Publisher: John Wiley & Sons. Hoboken, N.J. | | ISBN: 9780471268994 | |
| D. | Basics of Project Management | Eric Kasten (Author) | 2012 | ASIN: B00AHKR6A0 | 70 |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| <p>Small- and Medium-Sized Projects (SMPs). What is an SMP? How to prepare SMPs. Accounting the SMPs Core Team Members. Deciding on the Mission and Goal for the SMP. The Role Distribution in SMPs. The SMP Master Plan. Agreements and Obligations in SMPs.</p> <p>How to lead SMPs. The Daily SMP Operations. Daily SMP Technical Activity. Daily Social Performance in SMPs. The SMP Completion. How to Improve the Chances of SMP Success. Measuring SMP Support Success.</p> <p>Basic Project Management Systems and Tools. Project Definition. Planning the Project. Common PM Tools. Working with your Team.</p> | | | | | |
| Learning Outcome: | | | | | |
| <p>What project management is all about and how to approach it successfully.</p> <p>The selection of a project manager and defining the goals of the project.</p> <p>The importance of planning, management, team building, and organization.</p> <p>The issue of budgeting in project management, including cost budgeting and personnel budgeting.</p> <p>The importance of estimating, guessing, and milestones in project scheduling.</p> <p>How leadership and communication affect project management.</p> <p>How variables and risks should be approached when planning a project.</p> | | | | | |

The purpose of this module is to obtain an understanding of project management and its principles in a contemporary project environment. It aims to introduce students to the language used by practitioners. Project management is the discipline of planning, organizing, motivating, and controlling resources to achieve specific goals. Project management is a carefully planned and organized effort to accomplish a successful project. The temporary nature of projects stands in contrast with business operations, which are repetitive, permanent, or semi-permanent functional activities to produce products or services. In practice, the management of these two systems is often quite different, and as such requires the development of distinct technical skills and management strategies. Project management includes developing a project plan, which includes defining and confirming the project goals and objectives, identifying tasks and how goals will be achieved, quantifying the resources needed, and determining budgets and timelines for completion. It also includes managing the implementation of the project plan, along with operating regular 'controls' to ensure that there is accurate and objective information on 'performance' relative to the plan, and the mechanisms to implement recovery actions where necessary. Projects usually follow major phases or stages (with various titles for these), including feasibility, definition, project planning, implementation, evaluation and support/maintenance.

By the end of the module the student will be able to: Demonstrate a thorough understanding of the project lifecycle phases, and demonstrate an appreciation of processes, tools, methods and the factors that can impact and influence project success. Relate theoretical and practical perspectives to project management. Define and establish fundamental project objectives such as project schedule, milestones, budget, quality and resources and interaction between these objectives. Evaluate alternative strategies in order to meet stakeholder requirements. Understand the role and responsibilities of the principal project participants with a focus on the role of the project manager. Analyse and evaluate current approaches to project management and apply project selection methods to evaluate feasibility of projects. Apply planning and monitoring techniques to a chosen project application. Define performance criteria to support quality assurance. Apply risk management processes to a chosen project application.

Examination:

Multiple Choice Test

| Nr. | Name | | | | | ECTS-Credits |
|--|--|--|------|---|-------|--------------|
| DBAenI335 | CHANGE MANAGEMENT | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Change Management | Prof. Dr. Olaf Passenheim & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-705-3 | 51 | |
| B. | Managing through Change | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-604-9 | 53 | |
| C. | Influencing & Persuasion Skills | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-688-9 | 54 | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | Description | | | Pages | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | http://en.wikipedia.org/wiki/Change_management http://www.change-management.com/tutorial-defining-change-management.htm http://rockfordconsulting.com/change.htm http://www.businessdictionary.com/definition/change-management.html | | | | | |
| B. | Real-time strategy : improvising team-based planning for a fast-changing world | Authors: Perry, Lee Tom. Smallwood, W. Norman. Scott, Randall G. Publisher: John Wiley & Sons. New York | | ISBN: 9780471585640 | | |
| C. | Integrated Process Management: A Quality Model | Roger Slater (Author) Publisher: McGraw-Hill Professional; 1 edition | 1991 | ISBN-10: 0070581029 ISBN-13: 978-0070581029 | 278 | |
| D. | HBR's 10 Must Reads on Change Management (including featured article 'Leading Change,' by John P. Kotter) | Harvard Business Review (Author) | 2011 | Publisher: Harvard Business Press ASIN: B004NBZ3JU | 224 | |
| Requirements for this Module: | | | | | | |
| Content: | | | | | | |
| Change Management. Concepts of Change Management. The Change Process. Change Management Projects. Defining Change. How Adaptable are we to Change? The Process of Change. Models of Change Management. Responses to Change. Influence and Persuasion. Review of Communication Basics. Using Another's Communication Preferences to Influence and Persuade. Techniques for Building Rapport. Linguistic Tools for Influence and Persuasion. Framework Theories for Applying Persuasion and Influence Techniques. Influence and Persuasion in Sales. | | | | | | |

Learning Outcome:

This course focuses on the *process of implementing change* as the key facet and fundamental challenge in managing organizational change. The Change Management syllabus encourages you to learn about the theories of how change impacts on and is affected by: the Individual; the Team; the Organization; the Change Leader. This course is geared toward deepening your understanding of the challenges, the techniques, and the problems associated with initiating and implementing major change in an organization. Throughout the course, the objective will be to prepare managers, or their consultants and advisers, to meet the challenges of organizational change successfully. Change management uses basic structures and tools to control any organizational change effort. The goal is to maximize benefits and minimize the change impacts on workers and avoid distractions. Change management is an approach to shifting/transitioning individuals, teams, and organizations from a current state to a desired future state. It is an organizational process aimed at helping change stakeholders to accept and embrace changes in their business environment or individuals in their personal lives. Organizational change management is a framework for managing the effect of new business processes, changes in organizational structure or cultural changes within an enterprise. Change management incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change. Managing change means coordinating a number of activities and inter-relationships so that the organization can survive, and benefit from, the process of change. Change is inherent in contemporary organizational experience, and its management is not only critical to organizational success and survival but is also at the core of the field of organization development. Knowledge of the fundamental aspects of change is defined in terms of a person's understanding of individual responses to change and the general nature of change. Knowledge of the change process is determined by a person's understanding of three key processes: planning change, managing change (both the "people" side and the "organization" side) and evaluating change. A systematic approach to Organizational change management is beneficial when change requires people throughout an organization to learn new behaviors and skills.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|---|--|--|-------|--|-------|
| DBAenI340 | COMMERCIAL AWARENESS & CRM | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Commercial Awareness for Managers | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-698-8 | 51 |
| B. | Customer Relationship Management | Rober Baran, Christopher Zerres, Michael Zerres | | Bookboon.com | 15 |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Customer_relationship_management http://www.webopedia.com/TERM/C/CRM.html | | | | |
| B. | The Portable MBA in Entrepreneurship | John Wiley & Sons; 0003 (eds.) | 2003 | ISBN-10: 0471271543 ISBN-13: 978-0471271543 | 500 |
| C. | Portable MBA in Entrepreneurship Case Studies. Synopses & Reviews | Author: Bygrave, William D. Publisher: John Wiley & Sons. New York. | | ISBN: 9780471182290 | |
| D. | Commercial Awareness and Business Decision Making Skills | Paul Rodgers (Author) Publisher: CIMA Publishing; 1 edition (July 2, 2012) | 2012 | ASIN: B008HSUICM Print ISBN-10: 0750683848 Print ISBN-13: 978-0750683845 | 272 |
| E. | Customer Relationship Management: The How-To Guide | Vook (Author) | 2011 | Publisher: Vook (April 18, 2011) ASIN: B004X36QYO | 26 |
| F. | Customer Relationship Management Publisher: Springer Berlin Heidelberg; 2 edition | V. Kumar, Werner Reinartz | 2012 | ASIN: B00AKIG8VW | 412 |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Introduction to Commercial Awareness. Understanding your Customers. Understanding your Competition. Commercially Aware Operations. Basic Finance Principles in Business. Basics on Budgeting, Pricing and Commercial Awareness. History and Theory of CRM. Field concerns and data collection. Issues regarding communication and CRM. Future of CRM. | | | | | |
| Learning Outcome: | | | | | |
| Commercial awareness is a term that refers to a candidate's general knowledge of business, their business experiences (or work experience) and, specifically, their understanding of the industry which they are applying to join. Organisations operate in a competitive marketplace and need graduates who can quickly grasp the internal and external challenges facing them, understand their customers and make good | | | | | |

decisions on how best to develop their businesses. Commercial awareness can be termed: 'commerciality', 'business focus', 'client focus' or 'passion for business'. Managers naturally expect employees to make commercially sound decisions. Unless employees understand how the business works, they are not likely to meet this expectation. Commercial awareness means the ability to make decisions based on an understanding of how the business works financially. Through the course, where the key learning is derived through business simulation, alumni are in a better position to make decisions, which enhance the profitability of the business. The primary outcome of the Commercial Awareness course is a greater understanding among alumni of the financial aspects of the business. After completion of this course, students will have a greater knowledge of: Understanding your Customers. Understanding your Competition. Commercially Aware Operations. Basic Finance Principles in Business. Basics on Budgeting. Pricing and Commercial Awareness.

CRM is the abbreviation for **customer relationship management**. CRM entails all aspects of interaction that a company has with its customer, whether it is sales or service-related. CRM is often thought of as a business strategy that enables businesses to:

- Understand the customer
- Retain customers through better customer experience
- Attract new customer
- Win new clients and contracts Increase profitably
- Decrease customer management costs

This course examines customer relationship management (CRM) as a key strategic process within all organizations and serves as a foundation course in the Service Management Program. CRM is defined as the overall process of building and maintaining profitable customer relationships by delivering value and satisfaction to the customer. Focusing on process, strategy and technology, this course leads students from understanding the fundamentals of CRM through the implementation of CRM systems and analysis of customer data. It discusses the CRM philosophy as well as the systems in place that incorporate and integrate information from sales, marketing and service. After completing the course of study, students will have: Gained an understanding of key concepts, technologies and best practices of CRM. A view of the organization of business and its integration with CRM.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|---|---|--|-------|---|-------|
| DBAenI350 | LEADERSHIP | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Leadership Skills | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-603-2 | 59 |
| B. | Supportive Leadership: The New Role of Executives in the 21st Century | Günther H. Schust & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-901-9 | 74 |
| C. | The Art of Leadership: 500 quotes on how to lead others | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-997-2 | 57 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Leadership | | | | |
| B. | The Portable MBA in Management: Insights from the experts at the best business schools. Skills and strategies for leading any organization to success | Cohen, Allan R. Publisher: John Wiley & Sons | 1993 | ISBN-10: 0471573795 ISBN-13: 9780471573791 | 392 |
| C. | Environmental Management and Business Strategy: Leadership Skills for the 21st Century | Bruce Piasecki, Kevin A. Fletcher Wiley & Sons | 1998 | ISBN-10: 0471169722 ISBN-13: 978-0471169727 | 368 |
| D. | The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You | John C. Maxwell (Author) | 2007 | Publisher: Thomas Nelson; 10 Rev Upd edition ASIN: B00IECQK9S | 336 |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| <p>Leader and Leadership Skills. Three Traits Every Successful Leader Must Have. Understanding your Role: Leading vs. Managing. How Your Personality Style Affects Your Ability to Lead. Leadership Styles. Leading the Team. Delegating. Mentoring Others. New Demands on Management. Leadership is a Service Process. The Leadership Competence Model. Only the "genuine" Personality has a Future. The 360 Degree Competence Feedback. The process of Utilizing Potential. Integrating, Cultivating and Rewarding Employees. Leadership Achievement is Team Performance. Change Management. Delegation and Empowerment. Facilitation Skills. Leadership Skills. Teambuilding. The Art of Leadership.</p> | | | | | |
| Learning Outcome: | | | | | |
| <p>Leadership has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Leadership is organizing a group of people to achieve a common goal. The leader may or may not have any formal authority. Students of leadership have produced theories involving traits, situational interaction, function, behavior, power, vision and values, charisma, and intelligence, among others. Somebody whom people follow: somebody who guides or directs others.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> Distinguish the concept of leadership from the concept of management. Compare and contrast the major theories of leadership. Analyze the decision-making process and change management. Assess the skills necessary to exert power and influence in a non-authoritative leadership role. | | | | | |

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|---|
| Evaluate the qualities necessary to effectively manage or lead in a team/group environment. |
| Examination: |
| Multiple Choice Test |

| Nr. | Name | ECTS-Credits | | | |
|---|--|--|-------|--|-------|
| DBAenI415 | GLOBALIZATION | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Globalization & the Nordic Success Model - Part I | Arto Lahti & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-549-3 | 81 |
| B. | Globalization & the Nordic Success Model - Part II | Arto Lahti & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-550-9 | 97 |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Globalization http://www.globalisation.eu/ http://ec.europa.eu/economy_finance/international/globalisation/index_en.htm http://www2.warwick.ac.uk/fac/soc/csgr/ | | | | |
| B. | Globalization, Poverty, and International Development | Lord Griffiths of Fforestfach (Author) | 2012 | Publisher: Acton Institute ASIN: B007RO0Y12 | 57 |
| C. | Business Ethics and Sustainability | Thomas Ng (Author) | 2012 | Publisher: Obiter Dicta ASIN: B007BTIL2M | 150 |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| | | | | | |
| Content: | | | | | |
| Schumpeter's economics and entrepreneurship. Modern microeconomics. Strategic management doctrine. Lahti's resource-based approach to business strategy and microeconomics. Agglomeration economies of regions. Global Markets and Economics. New Institutional and Organizational Economics. | | | | | |
| Learning Outcome: | | | | | |
| This course analyses the global economy from the viewpoint of innovative Scandinavian firms from a Schumpeterian perspective. The Resource Based view is essential to going international. The current crisis has highlighted the frailties of the current model of economic globalization and has raised questions about its future. This course analyzes economic globalization in a historical perspective. It evaluates the arguments of both its critics and advocates, and pays particular attention to problems of trade, finance, and economic development in an economically integrating world. We discuss different models of economic globalization and global governance, with an eye towards future possibilities. Graduates of this course will have gained an understanding of: Schumpeter's economics and entrepreneurship. Modern microeconomics. Strategic management doctrine. Lahti's resource-based approach to business strategy and microeconomics. Agglomeration economies of regions. Global Markets and Economics. New Institutional and Organizational Economics. | | | | | |
| Examination: | | | | | |
| Multiple Choice Test | | | | | |

| Nr. | Name | | | | ECTS-Credits |
|---|---|--------------------------------------|-------|--|--------------|
| DBAenI420 | COACHING | | | | 6 |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Counselling Skills: Managing People Problems at Work | Eric Garner & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-967-5 | 53 |
| B. | Coaching & Mentoring | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-595-0 | 48 |
| C. | Emotional Intelligence | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-600-1 | 59 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Coaching http://internationalinstituteofcoaching.org/coaching_definitions.php http://www.positive-changes-coach.com/coaching-definition.html | | | | |
| B. | Coaching Publisher: Routledge; 3 edition | James Flaherty (Author) | 2012 | ISBN: 1856178161 ASIN: B003H9SMY2 | 242 |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| The Counselling Approach. Awareness, Acceptance, and Growth. Personal Growth. Dispositions of Counselling. The Counselling Interview. The Art of Listening. Questions for Meaning and Understanding. Challenging. Moving On. People Problems. Difference between Coaching and Mentoring. Understanding Poor Performance. Characteristics of a Successful Coach. Performance Management Basics. Coaching Methods for Individuals. Coaching Methods for Teams. Overview of Emotional Intelligence. Why Emotional Intelligence Matters in the Workplace. Models of Emotional Intelligence. Self-Awareness. Self-Management. Social Awareness. Social Skills. | | | | | |
| Learning Outcome: | | | | | |
| Learning Outcome: Coaching is an educational process that facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success, lifelong learning, and most importantly graduation. Coaching, when referring to getting coached by a professional coach, is a teaching, training or development process in which an individual gets support while learning to achieve a specific personal or professional result or goal. The individual receiving coaching may be referred to as the client or coachee, or they may be in an intern or apprenticeship relationship with the person coaching them. Occasionally the term coaching may be applied to an informal relationship between one individual who has greater experience and expertise than another and offers advice and guidance as the other goes through a learning process. This form of coaching is similar to mentoring. The structures, models and methodologies of coaching are numerous, and may be designed to facilitate thinking or learning new behavior for personal growth or | | | | | |

professional advancement. There are also forms of coaching that help the coachee improve a physical skill, like in a sport or performing art form. Some coaches use a style in which they ask questions and offer opportunities that will challenge the coachee to find answers from within him/herself. This facilitates the learner to discover answers and new ways of being based on their values, preferences and unique perspective. When coaching is aimed at facilitating psychological or emotional growth it should be differentiated from therapeutic and counseling disciplines, since clients of coaching, in most cases, are considered healthy (i.e. not sick). The purpose of the coaching is to help them move forward in whatever way they want to move, not to 'cure' them. In addition the therapist or counsellor may work from a position of authoritative doubt, but cannot claim the position of ignorance so vital for coaching, because of the assessment knowledge that underpins their work.

Topics Studied:

The Counselling Approach. Awareness, Acceptance, and Growth. Personal Growth. Dispositions of Counselling. The Counselling Interview.

The Art of Listening. Questions for Meaning and Understanding. Challenging. Moving On. People Problems.

Difference between Coaching and Mentoring. Understanding Poor Performance. Characteristics of a Successful Coach. Performance Management Basics. Coaching Methods for Individuals. Coaching Methods for Teams.

Overview of Emotional Intelligence. Why Emotional Intelligence Matters in the Workplace. Models of Emotional Intelligence. Self-Awareness. Self-Management. Social Awareness. Social Skills.

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|----------------------|
| Examination: |
| Multiple Choice Test |

| Nr. | Name | ECTS-Credits | | | |
|--|---|--|-------|---|-------|
| DBAenI425 | CONFLICT MANAGEMENT | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Dealing with Conflict & Complaints | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-687-2 | 56 |
| B. | Managing Stress | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-658-2 | 53 |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Conflict_management http://managementhelp.org/interpersonal/conflict.htm http://www.cios.org/encyclopedia/conflict/index.htm | | | | |
| B. | Conflict Management for Managers: Resolving Workplace, Client, and Policy Disputes Publisher: Jossey-Bass; 1 edition (December 14, 2012) | Susan S. Raines (Author) | 2012 | ISBN: 0470931116 ASIN: B00AQ3VVGI | 497 |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Introduction to Conflict and Complaints. Expectations as the Root of All Conflict and Complaints. Basic Skills for Dealing with Conflicts and Complaints. Communication Styles as Barriers to Dealing with Conflict and Complaints. Tools for Dealing with Conflict and Complaints. Types and Causes of Stress. The Impacts of Stress. Self-Care Methods for Reducing Stress. Reducing Stress through Time Management. Improving Emotional Intelligence to Reduce Workplace Stress. Methods for Reducing Workplace Stress. | | | | | |
| Learning Outcome: | | | | | |
| Conflict management involves doing things to limit the negative aspects of conflict and to increase the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. In this course we will explore various methods for dealing with inner, interpersonal and group conflict. Students will investigate the theoretical and practical aspects of situation assessment, conflict management, negotiation, and mediation. This course provides opportunities for students to improve their communication, critical thinking, and problem solving skills. Objectives: This course will help students to: Understand the nature of conflict in society, groups, organizations and individuals. Understand themselves, their personality, and their reactions to conflict. | | | | | |

Learn techniques to manage conflict in their personal and professional lives.
Build communication and analytical skills to handle conflict more effectively.
Learn the techniques and practices to reduce conflict and foster trust in relationships.

Learning outcomes:

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

- Interpret, and summarize major concepts of conflict management.
- Apply course concepts to new situations and real world applications.
- Assess conflict situations and apply appropriate methods to mitigate conflict.
- Apply effective communication skills in negotiation and mediation situations.
- Make more effective decisions during and following crisis situations.
- Demonstrate improved skills in handling difficult people.
- Build sustaining relationships and trust within their organizations.

TOPICS:

Introduction to Conflict and Complaints. Expectations as the Root of All Conflict and Complaints. Basic Skills for Dealing with Conflicts and Complaints. Communication Styles as Barriers to Dealing with Conflict and Complaints. Tools for Dealing with Conflict and Complaints.

Types and Causes of Stress. The Impacts of Stress. Self-Care Methods for Reducing Stress. Reducing Stress through Time Management. Improving Emotional Intelligence to Reduce Workplace Stress. Methods for Reducing Workplace Stress.

Examination:

Multiple Choice Test

| Nr. | Name | | | | | ECTS-Credits |
|--|--|---|------|--|-------|--------------|
| DBAenI428 | LAW FOR BUSINESS STUDENTS | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Law For Business Students | Lazar Sarna & Ventus Publishing ApS | 2012 | ISBN 978-87-403-0070-3 | 79 | |
| B. | Conducting Transatlantic Business: Basic Legal Distinctions in the US and Europe | August G. Minke & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-951-4 | 59 | |
| C. | Evidence, Proof and Justice: Legal Philosophy and the Provable in English Courts | Solomon E. Salako & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-685-8 | 110 | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | Description | | | Pages | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | http://en.wikipedia.org/wiki/Commercial_law http://en.wikipedia.org/wiki/Category:Business_law | | | | | |
| B. | Law for Business Publisher: Business And Economics; 11 edition (January 19, 2011) Edition: 11 | A. James Barnes (Author) | 2011 | ISBN-10: 0073377716 ISBN-13: 978-0073377711 ASIN: B005P00K9Q | 1056 | |
| C. | | | | | | |
| D. | | | | | | |
| Requirements for this Module: | | | | | | |
| Content: | | | | | | |
| <p>Corporate Structure. Corporate Management. Corporate responsibilities. The business plan. Raising funds: Private placement and going public. Corporate operations. Labour matters. International trade.</p> <p>Cross-Atlantic Legal Styles. Business Organization. Contracts. Torts and Liability. Human Resources. Litigation. Intellectual Property. Other Business Matters.</p> <p>Legal philosophy and rationalist tradition. The presumption of innocence and adverse inferences from silence. Protecting vulnerable witnesses: summum ius summa iniuria. Double jeopardy and similar fact evidence. Identification evidence: old problems, new solutions. Public interest immunity, privilege and liberty rights. Expert evidence and mathematical proof.</p> | | | | | | |
| Learning Outcome: | | | | | | |
| <p>The course provides a general framework of the legal principles underpinning business law. The aim of this course is to facilitate an understanding of the basic principles and how they should be applied within a commercial framework. The purpose of this course is to give students an overview of legal matters that they will deal with in their personal and/or professional life. This course is meant to provide a general introduction to the legal environment that affects individuals, businesses, and business transactions. Throughout this course, students will: 1) Learn to understand basic legal terminology and concepts. 2) Learn how to evaluate issues of legal significance in business transactions. 3) Apply legal reasoning to situations and form legal conclusions. 4) Compare and apply various legal theories/interpretations to factual situations. 5) Learn how to issue spot, weigh, and analyze risks, and gain a sense of comfort and familiarity with the legal system.</p> <p>Topics: Corporate Structure. Corporate Management. Corporate responsibilities. The business plan. Raising funds: Private placement and going public. Corporate operations. Labour matters. International trade.</p> | | | | | | |

Cross-Atlantic Legal Styles. Business Organization. Contracts. Torts and Liability. Human Resources. Litigation. Intellectual Property. Other Business Matters.

Legal philosophy and rationalist tradition. The presumption of innocence and adverse inferences from silence. Protecting vulnerable witnesses: *summum ius summa iniuria*. Double jeopardy and similar fact evidence. Identification evidence: old problems, new solutions. Public interest immunity, privilege and liberty rights. Expert evidence and mathematical proof.

Examination:

Multiple Choice Test

| Nr. | Name | | | | | ECTS-Credits |
|---|--|---|------|---|-------|--------------|
| DBAenI430 | STRATEGIC MARKETING | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Strategic Marketing | Andrew Whalley & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-643-8 | 121 | |
| B. | Developing an Internet Marketing Strategy | The Internet Marketing Academy & Ventus Publishing ApS | 2011 | ISBN 978-87-7681-813-5 | 60 | |
| C. | | | | | | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | | | Description | Pages | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Kotler On Marketing. How to Create, Win, and Dominate Markets. | Phillip Kotler The Free Press; 1999 © by Philip Kotler | 1999 | ISBN 0-684-85033-8 | 257 | |
| B. | http://en.wikipedia.org/wiki/Marketing_strategy http://en.wikipedia.org/wiki/Marketing http://www.cim.co.uk/Home.aspx http://www.marketingpower.com/Community/ARC/Pages/Teaching/Syllabi/default.aspx | | | | | |
| C. | Integrated Process Management: A Quality Model | Roger Slater (Author) Publisher: McGraw-Hill Professional; 1 edition (April 1, 1991) | 1991 | ISBN-10: 0070581029 ISBN-13: 978-0070581029 | 278 | |
| D. | Strategic Marketing Management Publisher: Routledge; 3 edition (August 6, 2012) Edition: 3 | Colin Gilligan (Author), Richard M.S. M. S. Wilson (Author) | | Print ISBN-10: 0750659386 Print ISBN-13: 978-0750659383 ASIN: B008VSR TB6 | 882 | |
| Requirements for this Module: | | | | | | |
| | | | | | | |
| Content: | | | | | | |
| What is Marketing? What can be marketed? Marketing's role in the business. Segmentation, Targeting & Positioning. Branding. The Marketing Mix. Product Management. Integrated Marketing Communications. First steps to an Internet Marketing Strategy. Planning and Creating your Website. Social Media and Content Marketing. Search Engine Marketing. Web Analytics. | | | | | | |

Learning Outcome:

Learn strategic challenges and opportunities created by the dynamic nature of markets. Study marketing strategies, and determine which ones are relevant and feasible for your organization and which ones will maximize the bottom line. Corporate responsibilities (including green and social) energize the organization and can foster internal cooperation and communication. Learn customer value propositions; assets and competencies; and structured strategic analysis including detailed customer, competitor, market, environmental and internal analysis leading to an understanding of market dynamics. In today's very competitive marketplace a strategy that insures a consistent approach to offering your product or service in a way that will outsell the competition is critical. However, in concert with defining the marketing strategy you must also have a well defined methodology for the day to day process of implementing it. It is of little value to have a strategy if you lack either the resources or the expertise to implement it. In the process of creating a marketing strategy you must consider many factors, those topics are covered by the course:

What is Marketing? What can be marketed? Marketing's role in the business. Segmentation, Targeting & Positioning, Branding. The Marketing Mix. Product Management. Integrated Marketing Communications.

First steps to an Internet Marketing Strategy. Planning and Creating your Website. Social Media and Content Marketing. Search Engine Marketing, Web Analytics.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|--|---|--------------------------------------|-------|--------------------------------------|-------|
| DBAenI433 | COMMUNICATION SKILLS | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Effective Communication Skills | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-598-1 | 59 |
| B. | Advanced Communication Skills | MTD Training & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-661-2 | 58 |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Communication_skill http://en.wikipedia.org/wiki/Communication http://www.ee.ed.ac.uk/~gerard/Management/art7.html | | | | |
| B. | Changing Behavior: Immediately Transform Your Relationships with Easy to Learn, Proven Communication Skills | Georgianna Donadi | | ISBN: 0983965994 ASIN: B006RU8XMO | 138 |
| C. | | | | | |
| D. | | | | | |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| Effective Communication Skills. Perspectives in Communication. Elements of Communication. Communication Styles. Basic Listening Skills. Effective Written Communication. Advanced Communication Skills. Review of Communication Basics. Examining the Communication Process. Internal Representation. Building Rapport. Tools for Advanced Communication. | | | | | |
| Learning Outcome: | | | | | |
| Communication requires a sender, a message, and a recipient, although the receiver need not be present or aware of the sender's intent to communicate at the time of communication; thus communication can occur across vast distances in time and space. Communication requires that the communicating parties share an area of communicative commonality. The communication process is complete once the receiver has understood the message of the sender. Objectives of the course To sensitize students to their communicative behavior To enable them to reflect and improve on their communicative behavior/performance To build capacities for self criticism and facilitate growth To lead students to effective performances in communication Most conversations sort of drift along; in business, this is wasteful; as a manager, you seek communication rather than chatter. To ensure an efficient and effective conversation, there are three considerations: you must make your message understood you must receive/understand the intended message sent to you you should exert some control over the flow of the communication Students will learn about: | | | | | |

| |
|--|
| Effective Communication Skills. Perspectives in Communication. Elements of Communication. Communication Styles. Basic Listening Skills. Effective Written Communication. Advanced Communication Skills. Review of Communication Basics. Examining the Communication Process. Internal Representation. Building Rapport. Tools for Advanced Communication. |
| Examination: |
| Multiple Choice Test |

| Nr. | Name | | | | | ECTS-Credits |
|--|--|--------------------------------------|-------------|--------------------------------------|-------|--------------|
| DBAenI445 | RISK MANAGEMENT | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Risk Management Made Easy | Andy Osborne & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-985-2 | 65 | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | | Description | | Pages | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | http://en.wikipedia.org/wiki/Risk_management http://www.theirm.org/thediploma/DIsyllabus.html | | | | | |
| B. | A Practical Guide to Risk Management Publisher: Research Foundation of CFA Institute (July 8, 2011) | Thomas S. Coleman | 2011 | ISBN: 1934667412 ASIN: B005EZIJ22 | 206 | |
| C. | Becoming a valuable risk manager - risk management guide | Alex Sidorenko, Elena Demidenko | | ASIN: B009XU6HKU | 74 | |
| D. | | | | | | |
| Requirements for this Module: | | | | | | |
| Content: | | | | | | |
| Risk. Risk manager. The risk management process. Identifying risks. Quantifying risks. Risk matrix. Addressing risks. Risk response. Implementing countermeasures. Monitoring and Reviewing. | | | | | | |
| Learning Outcome: | | | | | | |
| Risk management is the process of measuring, or assessing risk and then developing strategies to manage the risk. Risk management is the identification, assessment, and prioritization of risks (defined in ISO 31000 as the effect of uncertainty on objectives, whether positive or negative) followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events or to maximize the realization of opportunities. Risks can come from uncertainty in financial markets, project failures (at any phase in design, development, production, or sustainment life-cycles), legal liabilities, credit risk, accidents, natural causes and disasters as well as deliberate attack from an adversary, or events of uncertain or unpredictable root-cause. Several risk management standards have been developed. Methods, definitions and goals vary widely according to whether the risk management method is in the context of project management, security, engineering, industrial processes, financial portfolios, actuarial assessments, or public health and safety. The strategies to manage risk typically include transferring the risk to another party, avoiding the risk, reducing the negative effect or probability of the risk, or even accepting some or all of the potential or actual consequences of a particular risk. This course will examine the way in which business and society make an assessment of, control and transfer risk. It is designed for the student with no previous knowledge of risk management. The goal of this course is to engage students in active discovery of risk management principles. Students will be prepared to function in a business environment, developing an awareness of the challenges, the tools, and the process of designing and implementing a risk management program. This course focuses on the ways in which businesses and society assess, control, and transfer risk. This process, known as the risk management process, is becoming an increasingly important tool in the management of business and personal financial health. An effective and efficient corporate risk management program leads to knowledge and control of costs and an improved bottom line. The risk management process involves identification of risks and associated potential costs, analysis of the causes of risk of financial loss, determination of various strategies to treat risk, selection of strategies appropriate to the goals and objectives of the business, implementation of the selected strategies, management and monitoring of results. Making adjustments, adapting to external and | | | | | | |

internal forces, and crisis or disaster management are incorporated in the corporate risk management process. An effective risk management program will reduce losses, and improve financial performance and employee morale. Topics covered: Risk. Risk manager. The risk management process. Identifying risks. Quantifying risks. Risk matrix. Addressing risks. Risk response. Implementing countermeasures. Monitoring and Reviewing.

Examination:

Multiple Choice Test

| Nr. | Name | ECTS-Credits | | | |
|---|---|---|-------|------------------------|-------|
| DBAenI450 | CORPORATE SOCIAL RESPONSIBILITY | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Corporate Social Responsibility: Part I - Principles, Stakeholders & Sustainability | David Crowther & Güler Aras & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-564-6 | 63 |
| B. | Corporate Social Responsibility: Part II - Performance Evaluation, globalisation & NFPs | David Crowther & Güler Aras & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-566-0 | 39 |
| C. | Corporate Social Responsibility: Part III - Strategy & Leadership | David Crowther & Güler Aras & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-567-7 | 50 |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Optional: TMA Tutor Marked Assignment: Essay, Term Paper or Project Paper | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | http://en.wikipedia.org/wiki/Corporate_social_responsibility | | | | |
| B. | Business Ethics and Sustainability Publisher: Obiter Dicta | Thomas Ng | 2012 | ASIN: B007BTIL2M | 150 |
| C. | Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause Publisher: Wiley; I edition (May 11, 2007) | PHILIP KOTLER (Author), Nancy Lee (Author) | 2007 | ASIN: B008N9IXLI | 320 |
| Requirements for this Module: | | | | | |
| Content: | | | | | |
| <p>Defining Corporate Social Responsibility. The principles of CSR. Stakeholders and the social contract. Issues concerning Sustainability. Ethics, CSR & Corporate Behavior.</p> <p>Performance Evaluation & Performance Reporting. Globalisation and CSR. CSR in not for profit organisations.</p> <p>CSR and Strategy. CSR and Leadership.</p> | | | | | |
| Learning Outcome: | | | | | |
| <p>This course offers a practical introduction to entrepreneurship, innovation, society and corporate social responsibility (CSR) issues. The course will focus on key concepts of CSR. Due to consumer pressure and changing interests, corporate social responsibility has become ever more important for companies around the world.</p> <p>To introduce students to Corporate Social Responsibility, and provide them with an understanding and practical knowledge in those fields. To provide students with an understanding of the recent trends in Corporate Social Responsibility.</p> <p>To equip students to be more effective in their entrepreneurial pursuits, by building their practical knowledge of the alternative strategies for turning good social ideas into viable and effective ventures.</p> <p>CSR focuses on how managers can implement effective strategies in relation to corporate sustainability and corporate social responsibility issues in their organisation. Some of the topics covered include</p> <p>Defining Corporate Social Responsibility. The principles of CSR. Stakeholders and the social contract. Issues concerning Sustainability. Ethics, CSR & Corporate Behavior.</p> <p>Performance Evaluation & Performance Reporting. Globalisation and CSR. CSR in not for profit organisations.</p> <p>CSR and Strategy. CSR and Leadership.</p> | | | | | |

The World Business Council for Sustainable Development in its publication Making Good Business Sense by Lord Holme and Richard Watts, used the following definition. Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large. The same report gave some evidence of the different perceptions of what this should mean from a number of different societies across the world. Definitions as different as CSR is about capacity building for sustainable livelihoods. It respects cultural differences and finds the business opportunities in building the skills of employees, the community and the government.

Traditionally in the United States, CSR has been defined much more in terms of a philanthropic model. Companies make profits, unhindered except by fulfilling their duty to pay taxes. Then they donate a certain share of the profits to charitable causes. It is seen as tainting the act for the company to receive any benefit from the giving. The European model is much more focused on operating the core business in a socially responsible way, complemented by investment in communities for solid business case reasons. Personally, I believe this model is more sustainable because: Social responsibility becomes an integral part of the wealth creation process - which if managed properly should enhance the competitiveness of business and maximise the value of wealth creation to society. When times get hard, there is the incentive to practice CSR more and better - if it is a philanthropic exercise which is peripheral to the main business, it will always be the first thing to go when push comes to shove. But as with any process based on the collective activities of communities of human beings (as companies are) there is no 'one size fits all'. In different countries, there will be different priorities, and values that will shape how business act. And even the observations above are changing over time. The US has growing numbers of people looking towards core business issues. For instance, the CSR definition used by Business for Social Responsibility is: Operating a business in a manner that meets or exceeds the ethical, legal, commercial and public expectations that society has of business. On the other hand, the European Commission hedges its bets with two definitions wrapped into one: A concept whereby companies decide voluntarily to contribute to a better society and a cleaner environment. A concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis.

Examination:

Multiple Choice Test

| Nr. | Name | | | | | ECTS-Credits |
|---|---|---|-------------|--|-------|--------------|
| DBAenI480 | BUSINESS RESEARCH METHODS | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Business Research Methods | Dr. Sue Greener & Ventus Publishing ApS | 2008 | ISBN 978-87-7681-421-2 | 110 | |
| B. | Essentials of Marketing Research: an Introduction. Marketing Research | Paurav Shukla & Ventus Publishing ApS | 2008 | ISBN 978-87-7681-411-3 | 117 | |
| C. | | | | | | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | | Description | | Pages | |
| A. | Outline and Presentation of the Research Project / Thesis | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Business Research Methods (McGraw-Hill/Irwin Series in Operations and Decision Sciences) Publisher: Business And Economics; 11 edition (August 26, 2010) Edition: 11 | Donald Cooper | 2010 | Print ISBN-10: 0073373702 Print ISBN-13: 978-0073373706 ASIN: B005MR726Q | 784 | |
| B. | Research Methods for Business: A Skill Building Approach Publisher: Wiley; 5 edition | Uma Sekaran (Author), Roger Bougie (Author) | 2011 | ASIN: B005J57ALS | 488 | |
| C. | Research Methods Publisher: Routledge; 2 edition | Geoff Lancaster (Author), David Crowther (Author) | 2012 | ASIN: B00872E2LQ | 304 | |
| D. | Research Methods: The Basics Publisher: T & F Books UK | Nicholas Walliman | 2011 | ASIN: B004OBZTGQ | 208 | |
| E. | Research Design: Qualitative, Quantitative, and Mixed Methods Approaches Publisher: Sage Publications, Inc; 3rd edition | Dr. John W. Creswell | 2008 | ASIN: B002WWKZNG | 296 | |
| F. | Research Methodology: A Step-by-Step Guide for Beginners Publisher: SAGE Publications Ltd; Third Edition edition | Dr Ranjit Kumar | 2012 | ASIN: B009KZX8FK | 440 | |
| Requirements for this Module: | | | | | | |
| Content: | | | | | | |
| <p>Research problems and questions and how they relate to debates in Research Methods. Putting the problem into context: identifying and critically reviewing relevant literature. Choosing research approaches and strategies. Ethics in business research. Choosing samples from populations. Quantitative research methods: collecting and analysing quantitative data. Questionnaire design and testing. Using secondary data. Qualitative research methods: collecting and analysing qualitative data. Practical issues in conducting interviews, focus groups, participant observation. Forecasting trends. Presenting research reports.</p> <p>Introduction to marketing research. Scientific research approach and problem definition. Exploratory research design. Conclusive research design. Sampling. Measurement and scaling. Questionnaire design. Data preparation and preliminary data analysis. Report preparation and presentation.</p> | | | | | | |
| Learning Outcome: | | | | | | |

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|---|
| Examination: |
| Outline and Presentation of the Research Project / Thesis |

| Nr. | Name | | | | | ECTS-Credits |
|--|--|---|------|------------------------|-------|--------------|
| DBAenI490 | THESIS PRESENTATION & DEFENCE | | | | | 0 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Strategies to Fight Examination Stress and Achieve Success | Will Stringer ACA CTA ICESA & Ventus Publishing ApS | 2012 | ISBN 978-87-7681-917-0 | 38 | |
| B. | Perfect Presentations: How You Can Master the Art of Successful Presenting | Andrew Ivey & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-614-8 | 50 | |
| C. | | | | | | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | Description | | | Pages | |
| A. | Elaboration of the Research Thesis and Oral Presentation | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Writing a Thesis Statement (A Learning Booklet) Publisher: Academic Resources Inc. | Carly Evans | 2012 | ASIN: B0099RYM86 | 13 | |
| B. | How to write a masters thesis fast: Practical productivity tips for students | Petteri Sahlman | | ASIN: B0070NJ5L0 | 88 | |
| C. | A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers Publisher: University of Chicago Press; 7th edition | Kate L. Turabian (Author), Joseph M. Williams (Author), Gregory G. Colomb (Author), Wayne C. Booth (Author), University of Chicago Press Staff (Editor) | 2009 | ASIN: B003TSELAK | 436 | |
| D. | Writing the Successful Thesis and Dissertation: Entering the Conversation Publisher: Prentice Hall; 1 edition | Irene L. Clark (Author), Alfredo Mendoza (Author), Chakarart Skawratananond (Author), Artis Walker (Author) | 2006 | ASIN: B0054RF6GC | 240 | |
| Requirements for this Module: | | | | | | |
| | | | | | | |
| Content: | | | | | | |
| <p>Handling subjects. Parallel targets. Creating the environment. Methods of revising. Gaining performance. Mind exercises for the exam. With what to write? Testing yourself against past exam papers. Positive think through. You versus the examiner. Getting on good terms with the marker. What to wear in the exam hall? The time table. The exam.</p> <p>Ten questions to answer before your next presentation. Understand your Audience's Sacrifices. Master an attentive audience. Master your presentation Mission. Master your presentation Objectives. Set your presentation Points. Know your Audience. Use Titles for your presentation. Use a Theme to your presentation.</p> | | | | | | |
| Learning Outcome: | | | | | | |
| Getting prepared for the defence of the thesis. No credits are awarded in this self-learning module. | | | | | | |
| Examination: | | | | | | |
| Self-Learning Module in Preparation for the Thesis | | | | | | |

| Nr. | Name | | | | | ECTS-Credits |
|--|--|---|------------------------|------------------------|-------|--------------|
| DBAenI510 | THESIS SEMINAR I | | | | | 6 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Econometrics | Thomas Andrew & Ventus Publishing ApS | 2007 | ISBN 978-87-7681-235-5 | 141 | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Assignments: | | | | | | |
| | Name | | Description | | Pages | |
| A. | "SPSS: Stats Practically Short and Simple" Sidney Tyrrell & Ventus Publishing ApS 2009 | | ISBN 978-87-7681-474-8 | | 83 | |
| B. | | | | | | |
| C. | | | | | | |
| D. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Writing a Thesis Statement (A Learning Booklet) Publisher: Academic Resources Inc. | Carly Evans | 2012 | ASIN: B0099RYM86 | 13 | |
| B. | How to write a masters thesis fast: Practical productivity tips for students | Petteri Sahlman | | ASIN: B0070NJSLO | 88 | |
| C. | A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers Publisher: University of Chicago Press; 7th edition | Kate L. Turabian (Author), Joseph M. Williams (Author), Gregory G. Colomb (Author), Wayne C. Booth (Author), University of Chicago Press Staff (Editor) | 2009 | ASIN: B003TSELAK | 436 | |
| D. | Writing the Successful Thesis and Dissertation: Entering the Conversation Publisher: Prentice Hall; 1 edition | Irene L. Clark (Author), Alfredo Mendoza (Author), Chakarart Skawratananond (Author), Artis Walker (Author) | 2006 | ASIN: B0054RF6GC | 240 | |
| Requirements for this Module: | | | | | | |
| | | | | | | |
| Content: | | | | | | |
| Basics of probability and statistics. Basic probability distribution in econometrics. The simple regression model. Statistic inference. Model measures. The multiple regression model. Specification. Dummy variables. Heterskedasticity and diagnostics. Autocorrelation and diagnostics. Simultaneous equation models. Statistical tables. | | | | | | |
| Learning Outcome: | | | | | | |
| Students taking this thesis preparation course will be able to apply advanced methods of statistics in a business related field to their research thesis project. | | | | | | |
| Examination: | | | | | | |
| Multiple Choice Test | | | | | | |

| Nr. | Name | | | | ECTS-Credits |
|---|--|---|-------|------------------------|--------------|
| DBAenI520 | THESIS SEMINAR 2 | | | | 6 |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Statistics for Business and Economics | Marcelo Fernandes & Ventus Publishing ApS | 2009 | ISBN 978-87-7681-481-6 | 150 |
| B. | Essentials of Statistics | David Brink & Ventus Publishing ApS | 2010 | ISBN 978-87-7681-408-3 | 103 |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | Statistics Exercises. David Brink & Ventus Publishing ApS. 2010 | ISBN 978-87-7681-409-0 | 58 | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Writing a Thesis Statement (A Learning Booklet) Publisher: Academic Resources Inc. | Carly Evans | 2012 | ASIN: B0099RYM86 | 13 |
| B. | How to write a masters thesis fast: Practical productivity tips for students | Petteri Sahlman | | ASIN: B0070NJ5L0 | 88 |
| C. | A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers Publisher: University of Chicago Press; 7th edition | Kate L. Turabian (Author), Joseph M. Williams (Author), Gregory G. Colomb (Author), Wayne C. Booth (Author), University of Chicago Press Staff (Editor) | 2009 | ASIN: B003TSELAK | 436 |
| D. | Writing the Successful Thesis and Dissertation: Entering the Conversation Publisher: Prentice Hall; 1 edition | Irene L. Clark (Author), Alfredo Mendoza (Author), Chakarart Skawratananond (Author), Artis Walker (Author) | 2006 | ASIN: B0054RF6GC | 240 |
| Requirements for this Module: | | | | | |
| | | | | | |
| Content: | | | | | |
| <p>Gathering data. Data description. Basic principles of probability. Probability distributions. Random sampling. Point and interval estimations. Hypothesis testing.</p> <p>Basic concepts of probability theory. Random variables. Expected value & variance. The Law of Large Numbers. Descriptive Statistics. Statistical hypothesis testing. Introduction to the Binominal, Poisson, Geometrical, Hypergeometrical, Multinomial, Negative Binominal, Exponential, Normal, and connected with the normal distribution models. Analysis of variance. The chi-squared (χ^2) test. Contingency tables. Distribution-free tests. Linear regression.</p> | | | | | |
| Learning Outcome: | | | | | |
| Students taking this thesis preparation course will be able to apply advanced methods of statistics in a business related field to their research thesis project. | | | | | |
| Examination: | | | | | |
| Multiple Choice Test | | | | | |

| Nr. | Name | | | | | ECTS-Credits |
|--|--|---|-------------|------------------|-------|--------------|
| DBAenI530 | THESIS PRESENTATION & DEFENCE | | | | | 12 |
| Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| Assignments: | | | | | | |
| | Name | | Description | | Pages | |
| A. | | | | | | |
| B. | | | | | | |
| C. | | | | | | |
| Recommended Literature: | | | | | | |
| | Title | Author | Year | ISBN/Code | Pages | |
| A. | Writing a Thesis Statement (A Learning Booklet) Publisher: Academic Resources Inc. | Carly Evans | 2012 | ASIN: B0099RYM86 | 13 | |
| B. | How to write a masters thesis fast: Practical productivity tips for students | Petteri Sahlman | | ASIN: B0070NJ5L0 | 88 | |
| C. | A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers Publisher: University of Chicago Press; 7th edition | Kate L. Turabian (Author), Joseph M. Williams (Author), Gregory G. Colomb (Author), Wayne C. Booth (Author), University of Chicago Press Staff (Editor) | 2009 | ASIN: B003TSELAK | 436 | |
| D. | Writing the Successful Thesis and Dissertation: Entering the Conversation Publisher: Prentice Hall; 1 edition | Irene L. Clark (Author), Alfredo Mendoza (Author), Chakarart Skawratananond (Author), Artis Walker (Author) | 2006 | ASIN: B0054RF6GC | 240 | |
| Requirements for this Module: | | | | | | |
| This module is an optional element of the DBA programme, allowing the candidate to earn 12 ECTS credits by a scientific publication in a peer-reviewed or indexed scientific journal or in a university press. | | | | | | |
| Content: | | | | | | |
| Scientific publication on the part of the student. | | | | | | |
| Learning Outcome: | | | | | | |
| Students taking this publication option will have demonstrated scientific research and publication . | | | | | | |
| Examination: | | | | | | |
| Multiple Choice Test | | | | | | |

| Nr. | Name | | | | ECTS-Credits |
|---|--|---|-------------|------------------|--------------|
| DBAenI650 | THESIS PROJECT | | | | 60 |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | | | | | |
| B. | | | | | |
| C. | | | | | |
| Assignments: | | | | | |
| | Name | | Description | Pages | |
| A. | | | | | |
| B. | | | | | |
| C. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Writing a Thesis Statement (A Learning Booklet) Publisher: Academic Resources Inc. | Carly Evans | 2012 | ASIN: B0099RYM86 | 13 |
| B. | How to write a masters thesis fast: Practical productivity tips for students | Petteri Sahlman | | ASIN: B0070NJ5L0 | 88 |
| C. | A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers Publisher: University of Chicago Press; 7th edition | Kate L. Turabian (Author), Joseph M. Williams (Author), Gregory G. Colomb (Author), Wayne C. Booth (Author), University of Chicago Press Staff (Editor) | 2009 | ASIN: B003TSELAK | 436 |
| D. | Writing the Successful Thesis and Dissertation: Entering the Conversation Publisher: Prentice Hall; 1 edition | Irene L. Clark (Author), Alfredo Mendoza (Author), Chakarart Skawratananond (Author), Artis Walker (Author) | 2006 | ASIN: B0054RF6GC | 240 |
| Requirements for this Module: | | | | | |
| This module is a mandatory element of the DBA programme, requiring the candidate to earn 60 ECTS credits by a scientific research thesis related to a practical application . | | | | | |
| Content: | | | | | |
| Dissertation Thesis | | | | | |
| <p>1) The range of themes for theses, their extent and particulars, as well as the requirements for theses are announced by the Universities based on the proposals examining committee for the thesis examination.</p> <p>2) A doctoral thesis is a monothematic work which brings about new findings, it is not a compilation of literature, as a rule it presents personal original research pursued by the Applicant.</p> <p>3) In general, the thesis is written in Spanish language. An Applicant of different nationality or a foreign Applicant shall ask the admission commission for a possibility to write the thesis in a foreign language. In case of available language capacity the admission commission shall approve the request. A thesis written in a language other than Spanish or English shall include a summary written in Spanish or English language in extent of up to 10 pages. According to available enrolments and tutoring capacities particularly the following study languages are approved: Spanish, English, German, French, Italian, Greek.</p> <p>4) The use of Master-theses or doctoral theses having already been used for the award of an academic degree is not allowed. The Applicant cannot submit as a rigorous thesis his/her diploma thesis or any other qualification thesis, neither the work of a compilation character.</p> <p>5) The Applicant submits to the examining committee the thesis. The thesis has to be written in text editor, printed and bound in hard cover. Upon request of the Applicant or order recommendation of the examination committee the submission of an electronic version is permitted.</p> | | | | | |

- 6) To evaluate a thesis the examining committee nominates at least one staff member possessing the “assistant professor” or “professor” title or the academic title PhD., Dr. or an equivalent degree at doctoral level. The evaluator/s are appointed by the examining committee.
- 7) The evaluator first evaluates the methodological aspect of the thesis. In the event of the positive evaluation, the thesis shall be evaluated from a specialized, subject-specific perspective. Positive evaluations of the thesis are necessary preconditions for the invitation of the Applicant to the thesis defence and examination.
- 8) The nominated evaluator shall submit to the examining committee within 60 days from the delivery of the thesis to the evaluator the evaluation of the thesis in which s/he shall state if the thesis does or does not meet the requirements determined by the examining committee and this given study plan. In the evaluation the evaluator shall also present comments on the content of the thesis and, in conclusion of the evaluation, state if s/he does or does not recommend the thesis for the oral defence, or if s/he recommends to rewrite the thesis.
- 9) In the event that the evaluator does not recommend the thesis for the defence, the Applicant can rewrite the thesis and resubmit it for evaluation on the next deadline for theses submission as determined by the examining committee. If s/he fails to submit the thesis on the given deadline s/he shall be excluded from the registration of Applicants for examinations and thesis defences. The Applicant can ask the examining committee in writing for the extension of the thesis submission deadline not more than twice.
- 10) Within the six months from the thesis submission before the thesis examination the examining committee shall notify the Applicant in writing of the place, date and time of the online-examination and at the same time notify him/her the result of the evaluation of the thesis.
- 11) Precondition of the invitation to the thesis defence and examination is the positive evaluator evaluation.

Learning Outcome:

DBA candidates may specialize in areas such as management science, technology management, organizational behavior, economics, or finance or other practical fields.

Both, the DBA and PhD in Business Administration are terminal degrees. The degree of Doctor of Business Administration, abbreviated DBA and equivalent to a PhD in Business Administration, is a research doctorate in business administration. The DBA requires coursework and research beyond the Masters degree requiring a dissertation or journal publication that contributes to business practice. The portion of the programme, consisting of coursework and examination, is equivalent to that of a PhD. The part of the programme, consisting of independent research and the writing of a thesis, is geared towards more applied research in DBA programmes, with the research making a direct contribution to business practice. The DBA requires a significant thesis, dissertation or final comprehensive project including a formal defence and approval by nominated examiners or an officially sanctioned and qualified doctoral review committee. The PhD aims at the creation of new theory, while DBA aims at applying theory to business problems; thereby, the DBA programme has two purposes: (1) to contribute to both theory and practice in relation to business and management; and (2) to develop professional practice and to contribute to professional knowledge. The degree is conferred when all coursework, testing, and written research are completed and reviewed and approved by the jurors of the examination commission.

Degrees awarded:

Doctor of Business Administration (DBA) – in English

Doctorado en Administración de Empresas (Dr.) – in Spanish

Examination:

Evaluation by Supervisor(s) prior to oral Presentation and Defence

| Nr. | Name | ECTS-Credits | | | |
|--|--|---|-------|------------------|-------|
| DBAenI655 | THESIS DEFENCE | 6 | | | |
| Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Assignments: | | | | | |
| | Name | Description | Pages | | |
| A. | | | | | |
| B. | | | | | |
| C. | | | | | |
| D. | | | | | |
| Recommended Literature: | | | | | |
| | Title | Author | Year | ISBN/Code | Pages |
| A. | Writing a Thesis Statement (A Learning Booklet) Publisher: Academic Resources Inc. | Carly Evans | 2012 | ASIN: B0099RYM86 | 13 |
| B. | How to write a masters thesis fast: Practical productivity tips for students | Petteri Sahlman | | ASIN: B0070NJ5L0 | 88 |
| C. | A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers Publisher: University of Chicago Press; 7th edition | Kate L. Turabian (Author), Joseph M. Williams (Author), Gregory G. Colomb (Author), Wayne C. Booth (Author), University of Chicago Press Staff (Editor) | 2009 | ASIN: B003TSELAK | 436 |
| D. | Writing the Successful Thesis and Dissertation: Entering the Conversation Publisher: Prentice Hall; 1 edition | Irene L. Clark (Author), Alfredo Mendoza (Author), Chakarart Skawratananond (Author), Artis Walker (Author) | 2006 | ASIN: B0054RF6GC | 240 |
| Requirements for this Module: | | | | | |
| This module is a mandatory element of the DBA programme, requiring the candidate to earn 6 ECTS credits by oral presentation and defence of a scientific research thesis related to a practical application . | | | | | |
| Content: | | | | | |
| Examining Committee | | | | | |
| <ol style="list-style-type: none"> 1) The examination and thesis defence take place in front of the examining committee. 2) The right to act as examiners is granted only to university teachers occupying the posts of professors or assistant professors or other experts possessing at least the academic title PhD., Dr. or comparable qualification at doctoral level, approved by the Universities. 3) The committee is appointed by the Universities, the nominees are selected from the eligible staff members as stated in Paragraph 2. 4) The committee consists of a chairman and a minimum of two other members. 5) As a general rule, the committee is appointed for a period until dismissal. | | | | | |
| Examination and Defence of Thesis | | | | | |
| <ol style="list-style-type: none"> 1) The examination can take place only when a chairman and a minimum of two other members are present online. The procedure of the examination is delivered by means of electronic tele-communications media (video-conference). 2) The examination is generally conducted in the language of the thesis. 3) The examination consists of two parts. It starts with the thesis presentation and defence and continues immediately by the oral examination by the examining committee. In defence of thesis the Applicant responds to the comments and answers the questions of the committee members. | | | | | |

- 4) The committee members vote upon the result of the examination in the non public part of the session on the day of the rigorous examination. The examination result is expressed in words as “passed” or “failed”.
- 5) The examination procedure is recorded in writing. All documents including the notation and the evaluation are kept in the Archive in compliance with the valid regulations.

Learning Outcome:

DBA candidates may specialize in areas such as management science, technology management, organizational behavior, economics, or finance or other practical fields.

Both, the DBA and PhD in Business Administration are terminal degrees. The degree of Doctor of Business Administration, abbreviated DBA and equivalent to a PhD in Business Administration, is a research doctorate in business administration. The DBA requires coursework and research beyond the Masters degree requiring a dissertation or journal publication that contributes to business practice. The portion of the programme, consisting of coursework and examination, is equivalent to that of a PhD. The part of the programme, consisting of independent research and the writing of a thesis, is geared towards more applied research in DBA programmes, with the research making a direct contribution to business practice. The DBA requires a significant thesis, dissertation or final comprehensive project including a formal defence and approval by nominated examiners or an officially sanctioned and qualified doctoral review committee. The PhD aims at the creation of new theory, while DBA aims at applying theory to business problems; thereby, the DBA programme has two purposes: (1) to contribute to both theory and practice in relation to business and management; and (2) to develop professional practice and to contribute to professional knowledge. The degree is conferred when all coursework, testing, and written research are completed and reviewed and approved by the jurors of the examination commission.

Degrees awarded:
 Doctor of Business Administration (DBA) – in English
 Doctorado en Administración de Empresas (Dr.) – in Spanish

Examination:

Thesis oral Presentation and Defence



UNIVERSIDAD CENTRAL DE NICARAGUA

UCN European Programmes

GUIDELINES AND FORMATS

FOR

RESEARCH PROPOSALS

THESES, DISSERTATIONS, SCIENTIFIC PUBLICATIONS

RESEARCH PROJECT REPORTS (DISSERTATIONS)

IMPACTS AND ASSESSMENTS



2022

February 2002

Dear Colleagues and Allies

Greetings

I share the following provisions according to the new updates of the requirements and laws concerning higher education in Nicaragua, such as the CNEA process and Law 1088.

New students from October 27, 2022, must present a legible scanned copy of their identity document (mandatory) from their country of origin, in addition to their current passport.

For students who completed the study plan of specialization, master, and doctorate (Ph.D.) and start the forms of the culmination of study (research or thesis), they must present:

1. Research proposal project
2. Final Report of the Research or Final Thesis

* Area or subarea of knowledge correspond to those in the International Standard Classification of Education (ISCED 2011)

For Research proposal:

These Design formats of research proposal projects by area or sub-area of knowledge must be according to the CNEA Forms to the research approach, whether quantitative, qualitative, or Mixed, correspond to 5.1.1., 5.1.2. and 5.1.3 respectively:

1. CNEA Form No. 5.1.1 Design of research projects (quantitative approach) by area or sub-area of knowledge.
2. CNEA Form No. 5.1.2 Design of research projects (qualitative approach) by area or sub-area of knowledge.
3. CNEA Form No. 5.1.3 Design of research projects (mixed approach) by area or subarea of knowledge.

For the Final Report of the Research or Final Thesis:

These Reports of research projects (thesis) by area or sub-area of knowledge must be according to the CNEA Forms to Report of research projects, whether quantitative, qualitative, or Mixed, correspond to 5.1.5., 5.1.6. and 5.1.7 respectively. Added to all those who want to publish a paper derived from the research project (thesis) as UCN in an indexed journal correspond to 5.1.9. forms:

1. CNEA Form No. 5.1.5 Report of research projects (quantitative approach) by area or sub-area of knowledge.
2. CNEA Form No. 5.1.6 Report of research projects (qualitative approach) by area or sub-area of knowledge.
3. CNEA Form No. 5.1.7 Report of research projects (mixed approach) by area or subarea of knowledge.
4. CNEA Form No. 5.1.9 Report of research projects (scientific/research papers) by area or sub-area of knowledge

In short, after having fulfilled the academic requirements, the student must have a complete file:

1. Complete Entry Documents: Copy of Identity Card or official Identification; Passport with a minimum validity of 6 months; 2 (two) updated color passport size photographs; Copy of academic documents from previous university studies of an authorized university in order to be considered; Copy of Curriculum Vitae / Life Sheet; Include any information that is considered to be taken into account and can be translated into university credits, whether they are Honours, Major Awards, recognitions, etc.; Attach a letter addressed to the Admissions Office where the applicant sets out the reasons for entering the program. (This applies to master and doctoral programs) and fill out the application for national and international postgraduate and research programs at UCN
2. Study completion documents: Records and Transcripts; Research proposal project design with the approval to proceed with the research; Research project report (final thesis); attach in PDF format CNEA 5.2.1 A and B and 5.2.2 of Relevance of research projects (thesis), the relevance can be adapted

to the reality of the locality where the research is carried out if it is outside the Republic of Nicaragua; signed the act of defense of the thesis and CV of members of the jury.

For Processing the issue and awarding the Diplomas, all the entry and completion documents must be completed and for the Diploma Photo please this must be also considered:

Photography feature.

1. Two recent color photos.
2. Degree Title size photo (4.5 cm wide x 6.5 cm high) in color.
3. White Background.
4. Printed on matte or photo paper (not instant or digital), properly trimmed.
5. From the front, serious face, the size of the face should measure (2.5 cm wide x 3 cm high) so that it is in proportion to the size of the photograph.
6. They must not be taken from other photographs.

WOMEN: Formal Attire (plain dark jacket and white blouse with no neckline), discreet makeup, bare forehead and ears, small earrings, no sunglasses or colored contacts.

MEN: Formal Attire (plain dark coat/jacket, white shirt, and plain tie), no long loose hair, bare forehead and ears, trimmed beard and/or mustache (lips must be visible), no sunglasses, no colored contacts.

Photographs that do not fully cover the aforementioned characteristics are not accepted. The photographs must be delivered in a bag or envelope that protects them. Write down with PENCIL your full name on the back of the envelope according to your identity card.

For the international programs, we can accept digital photos according to the feature mentioned, and at UCN the pics shall be printed on matte or photo paper to place on the Diploma.

*For photos and clothing, the cultural characteristics of the graduates will be respected

All this is according to the new requirements and law
Attached are all the CNEA forms to be considered as a guidelines

Any other questions please do not hesitate to contact me

Kind regards,



Lic. Danilo Avendaño M.

Director de Relaciones Públicas e Internacionales

Director of Public and International Affairs

Universidad Central de Nicaragua UCN

<http://www.ucn.edu.ni/>

| | | |
|--|--|--|
|  CNEA Nicaragua | Consejo Nacional de Evaluación y Acreditación | Form No .: 5.1.1. Design of research projects (quantitative approach) by area or sub- area of knowledge Page 1 of 3 |
|  CNEA Nicaragua | Consejo Nacional de Evaluación y Acreditación | Form No .: 5.1.1. Design of research projects (quantitative approach) by area or sub- area of knowledge Page 2 of 3 |

General Data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

| Minimum elements of the research design structure (quantitative approach) presented | | | |
|---|---------|----|---------------|
| (a) | (b) | | (c) |
| | Fulfill | | |
| Elements of the research project | Yes | No | Justification |
| 1. Cover sheet | | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Introduction | | | |
| 3. Chapter I. Research problem | | | |
| 3.1. Problem formulation (Background and context of the problem) | | | |
| 3.2. Objectives (General and specific) | | | |
| 3.3. Justification | | | |
| 3.4. Limitations | | | |
| 3.5. Hypothesis | | | |
| 4. Chapter II. Theoretical framework | | | |
| 4.1. Literature review | | | |
| 4.2. State of the art | | | |
| 4.3. Theories and concepts assumed | | | |
| 5. Chapter III. Methodological design | | | |
| 5.1. Research type | | | |
| 5.2. Population and sample | | | |
| 5.3. Variables (operationalization of variables) | | | |
| 5.4. Data collection techniques and instruments | | | |
| 5.5. Reliability and validity of the instruments | | | |

| | | | |
|---|--|--|--|
| 5.6. Data processing and information analysis | | | |
| 6. Chapter IV. Administrative aspects | | | |
| 6.1. Schedule of activities | | | |
| 6.2. Resources: human, material and financial | | | |
| 7. References | | | |
| 8. Annexes or Appendices | | | |



Instructions for filling in **Form No. 5.1.1 Design of research projects (quantitative approach) by area or sub-area of knowledge**, the way of how it should be done is indicated.

General Data.

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Assessment of the structure of research projects (quantitative approach) presented

Column (a) presents the elements that the structure of a research project must contain in relation to its cover, introduction, problem statement, theoretical framework, methodological design, administrative aspects, references, and annexes (appendix).

In column (b) "Fulfil", the corresponding column will be marked yes or no, indicating whether or not the project contains said elements.

In column (c) "Justification", justify, argue or provide an explanation about the assessment indicated in column (b) or those that do not apply.



General Data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA Code):

| Structure of research projects (qualitative approach) presented | | | |
|---|----------------------|----|----------------------|
| (a) Elements of the research project | (b) Fulfill | | (c) Justification |
| | Yes | No | |
| | 1. Cover page | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Introduction | | | |
| 3. Chapter I. Statement of the problem | | | |
| 3.1. Identification of the research problem. (Background and context of the problem) | | | |
| 3.2. Objectives (General and specific) | | | |
| 3.3. Core research question | | | |
| 3.4. Justification | | | |
| 3.5. Limitations | | | |
| 3.6. Basic assumptions | | | |
| 3.7. Entrance to the field. Definition of the study context | | | |
| 3.8. Context mapping | | | |
| 4. Chapter II. Theoretical perspective | | | |
| 4.1. Literature review | | | |
| 4.2. State of the art | | | |
| 4.3. Theoretical perspective assumed | | | |
| 5. Chapter III. Methodology | | | |
| 5.1. Assumed qualitative approach and its justification | | | |
| 5.2. Theoretical sample and study subjects | | | |



| | | | |
|---|--|--|--|
| 5.3. Data collection methods and techniques | | | |
| 5.4. Methods and techniques for data processing and information analysis | | | |
| 5.5. Quality criteria: credibility, reliability, confirmability, transferability and triangulation. | | | |
| 6. Chapter IV. Administrative aspects | | | |
| 6.1. Schedule of activities | | | |
| 6.2. Resources: human, material and financial | | | |
| 7. References | | | |
| 8. Annexes or Appendices | | | |



Instructions for filling in form No. 5.1.2 Design of research projects (qualitative approach) by area or sub-area of knowledge, the following sections will be available

General data

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic centre, interdisciplinary faculty, campus or regional university centre.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Assessment of the structure of research projects (qualitative approach) presented

Column (a) "Elements of the research project" presents the elements that the structure of a research project must contain in relation to its cover, introduction, problem statement, theoretical perspective, methodology, administrative aspects, references, and annexes. (appendix).

In column (b) "Compliant", the corresponding column will be marked yes or no, indicating whether or not the project contains said elements.

In column (c) "Justification", you can justify, argue or provide an explanation about the assessment indicated in column (b), or those that do not apply.

Shaded cells should not be filled.

General Data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

| Assessment of the structure of research projects (quantitative approach) presented | | | |
|--|---------|----|---------------|
| (a) | (b) | | (c) |
| Elements of the research project | Fulfill | | Justification |
| | Sí | No | |
| 1. Cover page | | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Introduction | | | |
| 3. Chapter I. Research problem | | | |
| 3.1. Formulation of the problem (Background and context of the problem) | | | |
| 3.2. Objectives (General and specific) | | | |
| 3.3. Research question | | | |
| 3.4. Justification | | | |
| 3.5. Limitations | | | |
| 3.6. Basic assumptions | | | |
| 3.7. Entrance to the field. Definition of the study context | | | |
| 3.8. Context mapping | | | |
| 4. Chapter II. Theoretical framework | | | |
| 4.1. Literature review | | | |
| 4.2. State of the art | | | |
| 4.3. Theoretical perspective assumed | | | |
| 4.4. Theories and concepts assumed | | | |
| 5. Chapter III. Methodological design | | | |
| 5.1. Mixed design type ¹ | | | |
| 5.2. Quantitative perspective | | | |
| 5.2.1. Kind of investigation | | | |
| 5.2.2. Population and sample | | | |
| 5.2.3. Variables (operationalization of variables) | | | |

¹ The types of mixed designs are: sequential exploratory, sequential explanatory, sequential transformative, concurrent triangulation, sequential nesting, concurrent nesting, concurrent transformative, multiple integration (Hernández Sampieri et al., 2014)



| | | | |
|--|--|--|--|
| 5.2.4. Data collection techniques and instruments | | | |
| 5.2.5. Reliability and validity of the instruments | | | |
| 5.2.6. Data processing and information analysis | | | |
| 5.3. Qualitative perspective | | | |
| 5.3.1. Assumed qualitative approach and its justification. | | | |
| 5.3.2. Theoretical sample and study subjects | | | |
| 5.3.3. Data collection methods and techniques | | | |
| 5.3.4. Methods and techniques for data processing and information analysis | | | |
| 5.3.5. Quality criteria: credibility, reliability, confirmability, transferability and triangulation | | | |
| 6. Chapter IV. Administrative aspects | | | |
| 6.1. Schedule of activities | | | |
| 6.2. Resources: human, material and financial | | | |
| 7. V. References | | | |
| 8. VI. Annexes or Appendices | | | |

Instructions for filling in the form No. 5.1.3 Design of research projects (mixed approach) by area or sub-area of knowledge, the following sections will be available:

General Data.

This section corresponds to the general information of the institution:

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Assessment of the structure of research projects (mixed approach) presented

Column (a) "Elements of the research project" lists the items that should be the objective of verification (the basic elements that a research project should have).

In column (b) "Compliant", an X will be marked in the corresponding column, yes or no, indicating whether or not the project contains said elements.

In column (c) "Justification", you can justify, argue or provide an explanation about the assessment indicated in column (b), or those that do not apply.



General Data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

Research project report (quantitative approach):

| (a) Minimum elements of the structure of the project report presented | (b) | | (c) |
|--|----------|------------------|---------------|
| | Fullfill | Does not Filfull | Justification |
| 1. Cover page | | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Abstract | | | |
| 3. Table of contents | | | |
| 4. Index of tables | | | |
| 5. Index of figures | | | |
| 6. Introduction | | | |
| 6.1. Background and context of the problem | | | |
| 6.2. Objectives (General and specific) | | | |
| 6.3. Research questions | | | |
| 6.4. Justification | | | |
| 6.5. Limitations | | | |
| 6.6. Hypothesis | | | |
| 6.7. Variables | | | |
| 6.8. Contextual Framework | | | |
| 7. Theoretical framework | | | |
| 7.1. State of the art | | | |
| 7.2. Theories and conceptualizations assumed | | | |
| 8. Methods (design) | | | |
| 8.1. Kind of investigation | | | |
| 8.2. Population and sample selection | | | |
| 8.3. Data collection techniques and instruments used | | | |



| | | | |
|--|--|--|--|
| 8.4. Reliability and validity of instruments (formulation and validation) | | | |
| 8.5. Procedures for data processing and analysis | | | |
| 9. Results | | | |
| 10. Conclusions | | | |
| 11. References | | | |
| 12. Annexes or Appendices | | | |



Instructions for filling in the form No. 5.1.5 Report of research projects (quantitative approach) by area or sub-area of knowledge, the following sections will be available:

General data:

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Research project report (Quantitative approach)

This section provides a table format that allows assessing the structure of the research project report (quantitative approach) developed by the institutions in the corresponding period from 2015 to 2020.

Column (a) "Minimum elements of the structure of the project report presented, the items that should be the objective of verification are listed.

In column (b) "Compliant", the corresponding column will be marked yes or no, indicating whether the project is consistent with the elements indicated and whether it identifies the types of beneficiaries mentioned.

In column (c) "Justification", you can justify, argue or provide an explanation about the assessment indicated in column (b), or those that do not apply.

Shaded cells should not be filled.



General Data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

Research project report (Qualitative approach):

| (a) | (b) | | (c) |
|---|----------|-------------------|---------------|
| | Fullfill | Does not Fullfill | Justification |
| Structure of the project report presented | | | |
| 1. Cover page | | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Abstract | | | |
| 3. Table of contents | | | |
| 4. Index of tables | | | |
| 5. Index of figures | | | |
| 6. Introduction | | | |
| 6.1. Background and context of the problem and Context of the investigation | | | |
| 6.2. Objectives (General and specific) | | | |
| 6.3. Core research question | | | |
| 6.4. Justification | | | |
| 6.5. Limitations | | | |
| 6.6. Basic assumptions | | | |
| 6.7. Research categories, themes and emerging patterns | | | |
| 7. Theoretical perspective | | | |
| 7.1. State of the art | | | |
| 7.2. Theoretical perspective assumed | | | |
| 8. Metodología | | | |
| 8.1. Assumed qualitative approach and its justification. | | | |
| 8.2. Theoretical sample and study subjects | | | |
| 8.3. Data collection methods and techniques used | | | |
| 8.4. Quality criteria applied: credibility, reliability and triangulation | | | |



| | | | |
|--|--|--|--|
| 8.5. Methods and techniques for data processing and information analysis | | | |
| 9. Discussion of results or findings | | | |
| 10. References | | | |
| 11. Annexes or Appendices | | | |



Instructions for filling in the form No. 5.1.6 Report of research projects (qualitative approach) by area or sub-area of knowledge, the following sections will be available:

General Data:

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Research project report (Qualitative approach)

This section provides a table format that allows assessing the structure of the research project report (qualitative approach) developed by the institutions in the corresponding period from 2015 to 2020.

Column (a) "Structure of the submitted project report" presents the elements that the report structure must contain.

In column (b) "Compliant", the corresponding column will be marked yes or no, indicating whether the project is consistent with the elements indicated and whether it identifies the types of beneficiaries mentioned.

In column (c) "Justification", you can justify, argue or provide an explanation about the assessment indicated in column (b), or those that do not apply.

Shaded cells should not be filled.



General Data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

Research project report (mixed approach)

| (a) | (b) | | (c) |
|--|----------|---------------------|---------------|
| Structure of the project report presented | Fullfill | Does not Filfull | Justification |
| 1. Cover page | | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Abstract | | | |
| 3. Table of contents | | | |
| 4. Index of tables | | | |
| 5. Index of figures | | | |
| 6. Introduction | | | |
| 6.1. Background and context of the problem | | | |
| 6.2. Objectives (General and specific) | | | |
| 6.3. Research questions | | | |
| 6.4. Justification | | | |
| 6.5. Limitations | | | |
| 6.6. Variables | | | |
| 6.7. Research categories, themes and emerging patterns | | | |
| 6.8. Basic assumptions | | | |
| 6.9. Research context | | | |
| 7. Theoretical framework | | | |
| 7.1. State of the art | | | |
| 7.2. Theoretical perspective assumed | | | |
| 8. Methods (design) | | | |

| | | | |
|--|--|--|--|
| 8.1. Mixed design type ² | | | |
| 8.2. Quantitative perspective | | | |
| 8.2.1. Kind of investigation | | | |
| 8.2.2. Population and sample | | | |
| 8.2.3. Variables (operationalization of variables) | | | |
| 8.2.4. Data collection techniques and instruments | | | |
| 8.2.5. Reliability and validity of the instruments | | | |
| 8.2.6. Data processing and information analysis | | | |
| 8.3. Qualitative perspective | | | |
| 8.3.1. Qualitative approach assumed and its justification | | | |
| 8.3.2. Theoretical sample and study subjects | | | |
| 8.3.3. Data collection methods and techniques | | | |
| 8.3.4. Methods and techniques for data processing and information analysis | | | |
| 8.3.5. Quality criteria: credibility, reliability, confirmability, transferability and triangulation | | | |
| 9. Results or findings | | | |
| 10. Discussion | | | |
| 11. References | | | |
| 12. Annexes or Appendices | | | |

² The types of mixed designs are: sequential exploratory, sequential explanatory, sequential transformative, concurrent triangulation, sequential nesting, concurrent nesting, concurrent transformative, multiple integration (Hernández Sampieri et al., 2014)



Instructions for filling in the form No. 5.1.7 Report of research projects (mixed approach) by area or sub-areas of knowledge, the following sections will be available:

General data:

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Research Project Report (Mixed Approach)

This section provides a table format that allows identifying each of the research projects (mixed approach) developed by the institutions in the corresponding period from 2015 to 2020.

Column (a) "Structure of the submitted project report" presents the elements that the report structure must contain.

In column (b) "Compliant", the corresponding column will be marked yes or no, indicating whether the project is consistent with the elements indicated and whether it identifies the types of beneficiaries mentioned.

In column (c) "Justification", you can justify, argue or provide an explanation about the assessment indicated in column (b), or those that do not apply.

Shaded cells should not be filled



Institution data

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

Research project report (Scientific paper)

| (a) | (b) | | (c) |
|---|---------|------------------|---------------|
| Structure of the project report presented (scientific papers) | Fulfill | Does not Fulfill | Justification |
| 1. Cover page | | | |
| 1.1. Heading | | | |
| 1.2. Authors | | | |
| 1.3. Advisers | | | |
| 1.4. Institutions | | | |
| 1.5. Date of presentation | | | |
| 2. Abstract | | | |
| 3. Introduction: | | | |
| 3.1. Research topic and problem | | | |
| 3.2. Nature and scope | | | |
| 3.3. objectives | | | |
| 4. Framework | | | |
| 4.1. Historical references, conceptual and theoretical | | | |
| 5. Metodology | | | |
| 5.1. Research type | | | |
| 5.2. Sample design | | | |
| 5.3. Methods and techniques | | | |
| 5.4. Analysis of data | | | |
| 6. Results | | | |
| 6.1. Results obtained | | | |
| 6.2. Discussion and analysis of results | | | |
| 7. Conclusions. | | | |
| 8. Bibliography | | | |
| 9. Annexes | | | |



Instructions for filling in Form No. 5.1.9 Report of research projects (scientific articles) by area and sub-area of knowledge, the following sections will be available:

General data.

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Research project report (scientific papers).

This section provides a table format that allows identifying each of the research projects (scientific articles) developed by the institutions in the corresponding period from 2015 to 2020.

Column (a) "Structure of the submitted project report" presents the elements that the report structure must contain.

In column (b) "Compliant", the corresponding column will be marked yes or no, indicating whether the project is consistent with the elements indicated and whether it identifies the types of beneficiaries mentioned.

In column (c) "Justification", you can justify, argue or provide an explanation about the assessment indicated in column (b), or those that do not apply.

Shaded cells should not be filled.



University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN
 Campus: EUROPEAN PROGRAMMES
 Project's name:
 Date of presentation:
 Knowledge area or sub-area (CNEA code):

| (a) Assessment of the relevance of projects designed or executed | (b) | | (c) |
|--|---------|---------------------|---------------|
| | Fulfill | Does not Fulfill | Justification |
| A. The project is linked to: | | | |
| A.1. National Human Development Plan (PNDH) | | | |
| A.2. Municipal or communal plans | | | |
| A.3. Regional plans | | | |
| A.4. CONICYT guidelines | | | |
| TO 5. Local or regional development | | | |
| A.6. Science development | | | |
| B. The project identifies as beneficiaries: | | | |
| B.1. Public institutions | | | |
| B.2. Private institutions | | | |
| B.3. Communities of the region | | | |
| B.4. Local communities | | | |
| B.5. Others | | | |



Instructions for filling out form No. 5.2.1. Relevance of research projects, at the central level and Campus, indicates how it should be done.

Genera data.

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Assessment of the relevance of projects presented

In column (a) "Assessment of the relevance of projects designed or executed", the aspects to be assessed are presented, which is carried out in two aspects, listed as A (link with social development) and B (beneficiaries), the Items A.1 - A.6 and B.1 - B.5 indicate the elements to be verified.

In column (b) "Compliant", it will be marked yes or no in the corresponding column, indicating if the project is consistent with the indicated elements and if it identifies the types of beneficiaries mentioned, more than one can be marked.

In column (c) "Justification", it will be put justify, argue or provide an explanation about the assessment indicated in column (b).

Shaded cells should not be filled.



Institution

University or Institution: UNIVERSIDAD CENTRAL DE NICARAGUA UCN

Campus: EUROPEAN PROGRAMMES

Project's name:

Date of presentation:

Knowledge area or sub-area (CNEA code):

Relevance of the research project carried out

| (a) | (b) | | (c) |
|--|----------|--------------|---------------|
| | Complies | Not complies | Justification |
| Assessment of the relevance of executed projects | | | |
| A. The results of the project express contributions to: | | | |
| A.1. Systematization of theory or methodologies, according to area or sub-area of knowledge. | | | |
| A.2. Systematization of methodologies, according to area or sub-area of knowledge. | | | |
| A.3. Solution of problems of the country or of a particular community, according to area or sub-area of knowledge. | | | |
| A.4. Development of applied technology according to area or sub-area of knowledge. | | | |
| A.5. Theoretical development according to area or sub-area of knowledge. | | | |



Instructions for filling in Form No. 5.2.2. Relevance of the research projects carried out, the following sections will be available:

General data.

This section corresponds to the general information of the institution.

University or Institution, you must write the name of the university or institution of higher studies, example: "Universidad Paulo Freire".

Campus, corresponds to the name of the headquarters, campus, regional academic center, interdisciplinary faculty, campus or regional university center.

Project name, is the name or subject of the research project that the institution has or continues to execute in the period from 2015 to 2020.

Project submission date, the date the final report or research project was approved by the competent authority.

Knowledge area or sub-area (CNEA code), the code number that the CNEA has provided is indicated to identify the area and sub-area of knowledge corresponding to the research topic.

Relevance of research projects carried out

This section provides a table format that allows verifying the relevance of the research projects carried out by the institutions in the corresponding period from 2015 to 2020.

In column (a), "Assessment of the relevance of executed projects", this assessment is made based on the aspect, listed as A (project results), items A.1 - A.5 indicate the elements to be verified.

In column (b) "Compliant", the corresponding column will be marked yes or no, indicating whether the project expresses contributions to one or more elements mentioned.

In column (c) "Justification", put a justification, argument or explanation about the assessment indicated in column (b).

The shaded cell should not be filled.

General Regulations
Professional Doctorate “Dr.”
PhD Research Doctorate “Philosophiae Doctor”

International University programme of UCN Universidad Central de Nicaragua provided as doctoral Degree-Programme

§ 1 Objective – Qualification

- 1) UCN Universidad Central de Nicaragua (Managua, Nicaragua) – called „University“ – conducts postgraduate and doctoral programmes for international students in distance learning mode.
- 2) The examinations and defences of dissertations (theses) before the examining committee are conducted in compliance with the provisions of applicable Nicaraguan study laws and with the study and examination regulations of the university.
- 3) The examination and defence of the thesis are to prove, on the basis of his/her independent study and research in the given field of study, that the Applicant has gained a deeper insight in the wider basis of the discipline and is capable of acquiring latest theoretical and practical knowledge, s/he is also capable of creative and independent application of the gained knowledge and experiences in practice.
- 4) The examination and thesis defence are conducted in the subject field for which the admission has been approved by the University subject to the degree programme of the University in order to conduct examination and thesis defence.
- 5) The doctoral study programme is available to graduates of Master and postgraduate studies.
- 6) The distance learning study programme has asynchronous design aiming at the transfer and acquisition of knowledge at a high level of independent self-study and research. The opportunity of networking collaboration via the e-learning platform of the University provides practical integration for the participants of the programme, resulting in high-end theses.
- 7) The research findings gained in this programme qualify the alumni as specialists in their given study area.

§ 2 International Accreditation

Universidad Central de Nicaragua UCN offers numerous recognised study areas and is reputed for its approach to international co-operations with universities abroad and for its international study offers as one of the most innovative universities in Nicaragua and the only fully recognised and autonomous university in Nicaragua with university status awarded by CNU National Council of Universities approval and chartered by Act of Parliament and Presidential Decree as private autonomous university. Institutional accreditation 2022 by the CNEA National Council of Evaluation and Accreditation. Accredited Member of CONIES-ICHE and CPD. Member of UDUAL and IAU. Previous institutional accreditation from the United Kingdom government recognised Accreditation Service for International Colleges and Universities ASIC as “Premier University” (2013 – 2017).

§ 3 UCN Universidad Central de Nicaragua

Nicaraguan higher education law is embedded in the principle of freedom of instruction, guaranteeing in Article 125 of the Nicaraguan Political Constitution full autonomy being implemented by Law no. 89 about the Autonomy of the Institutions of Higher Education (No. 89³). The law 89 determines in Articles 7 and 9 that the institutions of higher education can award academic degrees. UCN is a fully autonomous accredited university with the unrestricted right to award certificates, diplomas, academic degrees and titles and to issue certificates of recognition and validation of studies on

³ Ley de Autonomia de las Instituciones de Educación Superior, 89/1990, Kapitel II, Art. 7-9

equivalent level, completed at other university or centres of higher education, domestic or abroad, entitled to recognise academic degrees, titles and diplomas awarded by foreign university, entitled to award professional rights, except for lawyers and notaries for whom, by law, the Supreme Court is in charge. Furthermore, UCN is entitled to establish relations with academic, scientific and cultural establishments located domestically or abroad. According to Article 82 of the Ley General de Educacion 2006⁴ the explicitly mentioned „Doctorates“ constitute – literally quoted –the „nationally and internationally fully recognised academic degrees“ in Nicaragua.

The new law No. 1088 published on 27 October 2021 on the Recognition of Titles and Academic Degrees of Higher Education and Technical Higher Education regulates the official recognition of degrees by the Nicaraguan State as well as the form of awards of academic titles and degrees awarded by autonomous Universities authorised to award them and the creation of the National Register of Titles and Academic Degrees.

The Institutions of Higher Education authorised to award titles and academic degrees in compliance with the corresponding laws are the only institutions empowered to emit and award these titles and academic degrees.

The State only recognises the following as academic degrees:

1 . At the undergraduate and graduate level:

- a) Higher Technician (Associate level)
- b) Licenciado, Physician (Medic), Architect, Engineer

2. At the postgraduate level:

- a) Specialist
- b) Master
- c) Doctor

The National Council of Universities CNU by approving the academic programmes or professional graduate degrees of the public, private and community universities has to determine the title and the level of the academic degree to be awarded.

Applicants must have a corresponding graduate degree in order to enroll in an academic postgraduate programme.

Students are entitled to be awarded the respective degree when meeting all requirements of the degree without requirement to attend a graduation ceremony.

All professionals can apply for the replacement of his degree to the awarding university or in case of dissolution of the university the National Council of Universities is in charge.

A National Register of Titles and Academic Degrees shall be created as a responsibility of the National Council of Universities CNU for the purpose of inscription, consulting, verification and certification of titles and academic degrees, awarded by the universities empowered to award titles and who have been recognised and incorporated in conformity with this given law.

The CNU is in charge of administration and maintenance of the National Register of Titles and Academic Degrees as well as for the approval of the technical norms regulating the management and the administrative, technical procedures and the security thereof.

All Register services are free of charge.

The universities empowered to award titles are obliged to enter in the National Register of Titles and Academic Degrees the titles and academic degrees emitted and provide all information related to them, as required for the content.

It is the responsibility of the National Council of Universities CNU as a public entity to issue the certification of the registers of titles and academic degrees awarded by the universities empowered to award them.

⁴ Ley General de Educación, 382/2006, Art. 82

§ 4 Examining Committee

The University establishes an examining committee for the evaluation and examination of doctoral candidates (theses). Detailed provisions are given in §14.

§ 5 Study Areas

The study areas include:

- Administration (Business Administration, Public Administration)
- Economic and Social Sciences
- Health Sciences
- Psychology
- Education
- International Relations and International Law

§ 6 Master degree and Doctorates

The Master degree is the period of study and intermediate degree to the doctoral research programme.

The doctorates are differentiated as

- Professional Doctorates with the academic degree “Doctor en...”, abbreviated „Dr.“; and
- Research Doctorates with the academic degree „Philosophiae Doctor en ...“, abbreviated „Dr.“ or „PhD“ in English.

§ 7 Workload and Structure of the Study Programme

1) The volume of the study programme is determined by the workload, given in SUCA créditos (in brackets: ECTS points).

2) The Master degree requires a minimum workload of 30 SUCA créditos (60 ECTS points) with an admission level of 120 créditos (240 ECTS points) for doctorate. The Master level comprises a total of 10 semesters and a workload of 150 SUCA créditos (300 ECTS points).

3) The professional doctorate requires as thesis doctorate a workload of 60 SUCA créditos (120 ECTS points), to be achieved in the event of Applicants with 150 SUCA créditos (300 ECTS) on admission by thesis only; in the event of Applicants with 120 SUCA créditos (240 ECTS) on admission to be achieved by thesis of 30 SUCA créditos (60 ECTS points) and by transfer of credits from positively completed postgraduate courses in the extent of 30 SUCA créditos (60 ECTS points). This corresponds with a duration of 4 semesters. The accumulated minimum requirement for the professional doctorate is 180 SUCA créditos (360 ECTS points).

4) The research doctorate requires a workload of 90 SUCA créditos (180 ECTS points), to be achieved by thesis of 60 SUCA créditos (120 ECTS points) and by transfer of credits from positively completed postgraduate courses in the extent of 3 SUCA créditos (60 ECTS points). This corresponds with a duration of 6 semesters. The accumulated minimum requirement for the research doctorate is 240 SUCA créditos (480 ECTS points).

§ 8 Admission

1) Applicants can be admitted to the asynchronic distance education programme throughout the year.

2) Admission Requirements:

a) Persons meeting the following requirements can be admitted to the Professional Doctorate: Completed university or college study programme of at least 8 semesters with no less than 120 SUCA créditos (240 ECTS points) from a diploma programme with a recognised university or college at level 2 (second cycle) and entitling for admission to doctoral programmes in the country of origin of the awarding institution; and a postgraduate master degree of at least 30 SUCA créditos (60 ECTS points). (Master level)

b) Persons meeting the following requirements can be admitted to the Research Doctorate: Completed university or college study programme of at least 10 semesters with no less than 150 SUCA créditos (300 ECTS points) from a diploma programme with a recognised university or college at level 2 (second cycle) and entitling for admission to doctoral programmes in the country of origin of the awarding institution; or a postgraduate master degree of at least 30 SUCA créditos (60 ECTS points). (MPhil level)

3) The admission-commission of the university rules on the grounds of the formal requirements and the application per single case and upon request of the Applicant according to available enrolments and tutoring capacities, as well as of the submitted research proposal for the thesis. The admission-commission can require an admission-test.

4) Application procedure and admission: Applications for admission to the respective doctoral programme must be submitted with the required documents (application form, curriculum vitae, proof of degrees earned and professional experiences gained, passport copy, passport photo). The admission-commission may require the submission of “original transcripts” directly from the awarding tertiary education institutions.

5) Persons who have been admitted to the programme and who have paid the programme tuitions and fees, will be admitted by the study department of the university as international students.

§ 9 Application

1) The Applicant submits his/her application to the admission-commission.

2) The application for the admission has to be submitted in a written form and the Applicant shall state in addition to his/her personal data the following:

- a) the subject field in which s/he has obtained a university degree,
- b) the subject field chosen for the thesis examination in line with these regulations,
- c) the topic of the thesis,
- d) the research project of the thesis.

3) The Applicant can choose the subject field in which s/he has completed university study or a related subject field.

4) The Applicant can suggest his/her own topic of the thesis.

5) The application for the thesis examination has to include the following enclosures:

- a) the completely filled and signed application form,
- b) copy of the Diploma and Diploma Supplement (transcript),
- c) the graduate of a foreign university has to include the proof that the awarding institution is a recognised institution of higher education in the country of its origin, this requirement can be waived, however, if this fact is evident,
- d) Curriculum Vitae of the Applicant,
- e) copy of passport and copy of national identification document of the Applicant,
- f) passport photo in colour.

6) The admission commission shall examine the application for the thesis examination and within 30 days from its delivery shall announce the decision to the Applicant in writing.

7) In the event the application complies with the requirements as stated in the Paragraphs 2, 3 and 5, the admission commission shall, according to available enrolments and tutoring capacities, confirm its acceptance in writing. The admission commission shall simultaneously notify the Applicant of the subjects which shall become part of the postgraduate specialisation as the wider basis of the discipline in the chosen subject field. (Admission Evaluation Report)

8) In the event the application does not comply with the requirements as stated in the Paragraphs 2, 3 and 5, the admission commission shall ask the Applicant to complete the missing data before the stated deadline.

§ 10 Transfer Credits

1) The evaluation of degrees and transfer-credits is subject to the provisions of UCN. In the international evaluation of credits UCN applies the full study year transfer-factors on the credits.

2) Total autonomous UCN Universidad Central de Nicaragua offers the doctoral programme according to Nicaraguan study law. In evaluating degrees and transfer-credits UCN applies the standards in compliance with Article 9 Paragraph 2 of the Law no. 89 on the Autonomy of the Institutions of Higher Education⁵.

3) 30 SUCA créditos (60 ECTS points) earned in postgraduate specialisations or Master programmes must be transferred by Applicants with 120 SUCA créditos (240 ECTS) on admission into the curriculum of the Professional Doctorate, as far as they match the research topic of the chosen specialisation.

4) 30 SUCA créditos (60 ECTS points) earned in postgraduate specialisations or Master programmes must be transferred into the curriculum of the Research Doctorate, as far as they match the research topic of the chosen specialisation.

5) Credits can be accepted from coursework taken with recognised institutions of higher education, recognised degree programmes, or programmes validated by the University, or from course-work taken with the University at the postgraduate level, according to a study plan matching the chosen specialisation.

§ 11 Doctorate by Publication

A doctorate for scientific publications is possible in compliance with the exclusion clause of § 13 Paragraph 4, as far as this procedure is provided in the particular plans and programmes of study and the conditions thereof are regulated by these plans and programmes.

§ 12 Duration of Programme

1) The thesis examination programme starts with the confirmed acceptance of the application form by the admission-commission of the University and is becoming effective upon the payment of the non-refundable study-tuitions by the Applicant with the receipt of the payment by the University.

2) The thesis examination programme ends:

a) by the act of granting and awarding the academic title by the university,

b) by the decision of the examining committee that the Applicant did not meet the requirements including the retake options,

c) by delivering the written request to the examining committee to terminate the thesis examination,

d) by failing to complete thesis examination programme within the allowed retake options in compliance with the Letter b.

§ 13 Dissertation Thesis

1) The range of themes for theses, their extent and particulars, as well as the requirements for theses are announced by the University based on the proposals examining committee for the thesis examination.

2) A doctoral thesis is a monothematic work which brings about new findings, it is not a compilation of literature, as a rule it presents personal original research pursued by the Applicant.

3) In general, the thesis is written in Spanish language. An Applicant of different nationality or a foreign Applicant shall ask the admission commission for a possibility to write the thesis in a foreign language. In case of available language capacity the admission commission shall approve the request. A thesis written in a language other than Spanish or English shall include a summary written in Spanish or English language in extent of up to 10 pages.

According to available enrolments and tutoring capacities particularly the following study languages are approved: Spanish, English, German.

⁵ Ley de Autonomia de las Instituciones de Educación Superior, 89/1990

4) The use of Master-theses or doctoral theses having already been used for the award of an academic degree is not allowed. The Applicant cannot submit as a rigorous thesis his/her diploma thesis or any other qualification thesis, neither the work of a compilation character. The University can accept a prior dissertation and doctorate only for the purpose of revalidation of the degree in order to award the equivalent degree.

5) The Applicant submits to the examining committee the thesis. The thesis has to be written in text editor, printed and bound in hard cover. Upon request of the Applicant or order recommendation of the examination committee the submission of an electronic version is permitted. Two hardcopy editions of the thesis must be sent to the University.

6) To evaluate a thesis the examining committee nominates at least one staff member possessing the “assistant professor” or “professor” title or the academic title PhD, Dr. or an equivalent degree at doctoral level. The evaluator/s are appointed by the examining committee.

7) The evaluator first evaluates the methodological aspect of the thesis. In the event of the positive evaluation, the thesis shall be evaluated from a specialized, subject-specific perspective. Positive evaluations of the thesis are necessary preconditions for the invitation of the Applicant to the thesis defence and examination.

8) The nominated evaluator shall submit to the examining committee within 60 days from the delivery of the thesis to the evaluator the evaluation of the thesis in which s/he shall state if the thesis does or does not meet the requirements determined by the examining committee and this given study plan. In the evaluation the evaluator shall also present comments on the content of the thesis and, in conclusion of the evaluation, state if s/he does or does not recommend the thesis for the oral defence, or if s/he recommends to rewrite the thesis.

9) In the event that the evaluator does not recommend the thesis for the defence, the Applicant can rewrite the thesis and resubmit it for evaluation on the next deadline for theses submission as determined by the examining committee. If s/he fails to submit the thesis on the given deadline s/he shall be excluded from the registration of Applicants for examinations and thesis defences. The Applicant can ask the examining committee in writing for the extension of the thesis submission deadline not more than twice.

10) Within the six months from the thesis submission before the thesis examination the examining committee shall notify the Applicant in writing of the place, date and time of the online-examination and at the same time notify him/her the result of the evaluation of the thesis.

11) Precondition of the invitation to the thesis defence and examination is the positive evaluator evaluation.

§ 14 Examining Committee

1) The examination and thesis defence take place in front of the examining committee via video conference.

2) The right to act as examiners is granted only to university teachers occupying the posts of professors or assistant professors or other experts possessing at least the academic title PhD, Dr. or comparable qualification at doctoral level, approved by the University.

3) The committee is appointed by the University, the nominees are selected from the eligible staff members as stated in Paragraph 2.

4) The committee consists of a chairman and a minimum of two other members. An external evaluator is appointed.

5) As a general rule, the committee is appointed for a period until dismissal.

§ 15 Examination and Defence of Thesis

1) The examination can take place only when a chairman and a minimum of two other members are present online. The procedure of the examination is delivered by means of electronic telecommunications media (video-conference).

- 2) The examination is generally conducted in the language of the thesis.
- 3) The examination consists of two parts. It starts with the thesis presentation and defence and continues immediately by the oral examination by the examining committee. In defence of thesis the Applicant responds to the comments and answers the questions of the committee members.
- 4) The committee members vote upon the result of the examination in the non public part of the session on the day of the doctoral examination. The examination result is expressed in words as “passed” or “failed”.
- 5) The examination procedure is recorded in writing. All documents including the notation and the evaluation are kept in the Archive in compliance with the valid regulations.

§ 16 Retaking Examinations

- 1) In the event the Applicant cannot take the online-examination on the given date and gives a written apology for his/her absence within seven days thereafter, the examining committee shall provide on the basis of Applicant’s request and consultation with the committee chairman a substitute date for taking the examination.
- 2) In the event the Applicant fails to appear in the stipulated time for the online-examination without giving a written apology within seven days thereafter, s/he shall be evaluated as if s/he had “failed” in the examination.
- 3) In the event the Applicant failed in the defence of the thesis or in the oral examination, the examination can be repeated on the next date announced for the examinations; the examining committee shall determine the date of the repeated examination. The examining committee can permit two further repetitions of the examination.

§ 17 Academic Degree

1) In compliance with the provisions of the Ley de Autonomía de las Instituciones de Educación Superior, applicable to UCN in Nicaragua, after passing the examination of the thesis the following academic degrees are conferred:

By UCN Universidad Central de Nicaragua:

- Professional Doctorate: Doctor en Administración de Empresas, abbreviated „Dr.“ (English diploma: DBA Doctorate in Business Administration)
- Research Doctorate: Philosophiae Doctor, abbreviated „Dr.“ or „PhD.“

3) The doctoral degree of the fully autonomous UCN Universidad Central de Nicaragua, validating and offering the programme, is a fully recognised doctoral degree in the sense of Article 82 of the Ley General de Educación (Nicaragua) and Article 4 of the Law 1088 published on 27 October 2021 on the Recognition of Titles and Academic Degrees of Higher Education and Technical Higher Education, and legally awarded in compliance with Articles 7 and 9 of the Law 89 on Autonomy of the Institutions of Higher Education (Nicaragua).

§ 18 Distance Learning Mode

1) Notification: the International Doctoral Programme is a distance education programme only to be completed by means of electronic media of tele-communications and e-learning within the domain of the University in Nicaragua.

§ 19 Quality Assurance

1) Universidad Central de Nicaragua UCN was founded in 1997 as a private, non-profit and authorized by the National University Council in session CNU No. 10-98 of 18. November 1998 and approved by the Assembly of the Republic Decree No. 2822 according to the Constitution of Nicaragua and the Law No. 89 on the Autonomy of Institutions of Higher Education. Universidad Central de Nicaragua UCN is a fully autonomous Nicaraguan university participating in the mandatory programme of auto-evaluation and quality assurance of National Council of Evaluation and Accreditation CNEA in

Nicaragua. All professional titles and academic degrees are recognised by the professional associations and public services; UCN in 2010 is again among the best university in Central America and has been awarded by the Central American Coalition USA as „Exemplary Central American University 2010“ in the United States of America. UCN was internationally accredited by ASIC Accreditation Service for International Colleges (ENQA and CHEA listed), a UK government Home Office approved and recognised Accreditation Body: systems accreditation of UCN covers the range of educational establishments and courses as Premier University (2013-2017).

The programmes are accredited by CONIES-ICHE and CPD.

2) Written Assignments will be checked with a plagiarism-analysis-programme for authenticity.

3) Online-examinations are standardised „Computer-Marked-Assignments“.

4) Written assignments and course-papers are „Tutor Marked Assignments“.

5) Scientific articles and publications are subject to a „peer-review“.

§ 20 Degree Recognition

The professional and research doctorates subject to these thesis guidelines are validated and approved as distance-education programmes of postgraduate study by Universidad Central de Nicaragua UCN, and, therefore, all academic degrees and titles awarded by UCN are fully recognised in compliance with Articles 7 and 9 of the Nicaraguan Law 89 on the Autonomy of Institutions of Higher Education in the sense of Article 82 of the Nicaraguan General Law of Education in combination with Article 4 of the Law 1088 published on 27 October 2021 on the Recognition of Titles and Academic Degrees of Higher Education and Technical Higher Education.

Annex:

Higher Education System in Nicaragua

Stages of Study:

Grados (graduate degrees) and Postgrados (Specialist, Master and Doctor)

University level first stage: Licenciatura

The Licenciatura is awarded after four to six years' study, depending on the subject. A professional qualification is awarded after studies lasting five years in Engineering (Ingeniero) and Architecture (Arquitecto) and six years in Medicine (Doctor).

University level second stage: Maestría, Especialización

A Maestría is conferred after studies lasting for one to two years after the Licenciatura. Students must present a thesis. There are also postgraduate courses in various specialities in Medicine, Health Sciences, Law, Psychology, Education, Economics and Social Sciences.

University level third stage: Doctorado

A Doctorado is conferred after studies lasting for two to three years after the Maestría or graduate degree. Students must present a thesis. There are also doctoral research courses in various specialities including Business Administration, Education, Law, Psychology and Health Sciences.

Nicaraguan Higher Education Legal Framework /Marco Legal de la Educacion Superior de Nicaragua

Quotation from Political Constitution of Nicaragua:

Article 125

"Universities and Higher Technical Education Centers enjoy academic, financial, organizational and administrative autonomy, in accordance with the law.

They shall be exempt from all taxation and tax contributions, regional and municipal. Their assets and income shall not be subject to intervention, expropriation or seizure, unless the obligation is asserted, has its origin in civil contracts, commercial or labour.

Teachers, students and administrative workers are involved in university management.

Universities and Higher Technical Education Centres which by law must be funded by the state, will receive an annual contribution of 6% of the general budget of the Republic, which will be distributed in accordance with the law. The State may grant additional contributions for extraordinary expenses of such universities and centres of higher technical education.

It guarantees academic freedom. The State promotes and protects the free creation, research and dissemination of science, technology, arts and letters, and ensures and protects intellectual property.
"

Quotations from the Law No. 89 on the Autonomy of Institutions of Higher Education^[1]

Article 7. Universities and Higher Technical Education Centres legally constituted have legal personality. Consequently, they enjoy full capacity to acquire, manage, hold and dispose of property and rights of every kind; issuing academic and professional qualifications and incur obligations in

connection with its purposes and shall be governed by this Act and its own Regulations and Statutes. The state will finance all Universities and Higher Technical Education, included in this Act.

Article 8. The Universities and Higher Technical Education in the country shall enjoy academic, financial, organizational and administrative autonomy understood as follows: 1. Teaching or academic autonomy: it implies that it alone can appoint and dismiss teachers and academic staff, through the procedures and requirements of the laws themselves, select their students, by evidence and necessary conditions to develop and approve plans and programs of study and research, etc. (...)

Article 9. Autonomy gives also the power to: 1. Enjoy its own assets. 2. Issue certificates of study, graduate letters, certificates, diplomas, academic degrees and titles and equivalency of studies conducted in other universities and higher education institutions, domestic or foreign. State universities have the authority to recognize academic degrees and diplomas and university diplomas issued abroad. 3. Authorize professional practice except advocacy and notary, which by law is the responsibility of the Supreme Court. 4. The inviolability of the university premises and campuses. The police can only enter them with written authorization from the competent university authorities. 5. Approve their statutes and regulations.

Article 10. Universities and Higher Technical Education Centres will maintain and develop relationships with academic, scientific and cultural institutions based inside or outside the country.

Article 11. Academic freedom is a fundamental principle of higher education in Nicaragua.

Article 12. Universities and private Higher Technical Education Centres shall have all such powers and authorities designate, as provided by its own statutes and regulations.

Quotations from the General Law of Education No. 582[2]

Higher education subsystem

Article 48: The Higher Education Subsystem is the second stage of the education system that consolidates the integral formation of persons, produces knowledge, develops research and innovation and trains professionals in the highest level of expertise and development in all fields of knowledge, art, culture, science and technology to meet the demands of society, ethnic community and contribute to the development and sustainability of the country.

University institutions are governed by Law 89 on Autonomy of Institutions of Higher Education.

Article 82: The Centres or Institute for Studies and Research, will meet the needs of professional, scientific, social and economic interest of the nation, not intended to substitute in any case those colleges or universities, which according to current regulations also have the right to award titles themselves, studies of the Centres or Institutes for Studies and Research will include updating studies, postgraduate, specialization, master's or doctoral degrees, certificates whose diplomas, specialist, master's and doctoral enjoy full legal recognition nationally and internationally.

Quotations from the Law No. 704 on Quality Assurance in Education[3]

Section 6 Definitions.

For the purposes of this Act the following definitions: (...)

10. Institution of higher education: Entity legally established in the country, which aims to generate, disseminate and apply knowledge through teaching, research, and extension, authorized to grant academic or professional degrees (...)

13. Academic Programs: Educational offers oriented on granting academic or professional degrees at the levels of higher technical degree, licenciatura or engineer, specialist, doctor and others which qualify for the practice of a profession, (...)

[1] Ley No. 89 Ley de Autonomía de las Instituciones de Educación Superior, published in the Official Journal on April 20, 1990

[2] Ley General de Educación, Ley 582 de 2006

[3] Ley No. 704, LAW ON CREATION OF THE NATIONAL SYSTEM FOR QUALITY ASSURANCE OF EDUCATION AND REGULATING THE NATIONAL COUNCIL OF EVALUATION AND ACCREDITATION - Law No. 704



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EL PRESIDENTE DE LA REPÚBLICA DE NICARAGUA

A sus habitantes, hace saber:

Que,

LA ASAMBLEA NACIONAL DE LA REPÚBLICA DE NICARAGUA

Ha ordenado lo siguiente:

LA ASAMBLEA NACIONAL DE LA REPÚBLICA DE NICARAGUA

En uso de sus facultades,

HA DICTADO

La siguiente:

LEY N°. 1088

**LEY DE RECONOCIMIENTO DE TÍTULOS Y
GRADOS ACADÉMICOS DE LA EDUCACIÓN
SUPERIOR Y TÉCNICO SUPERIOR**

**CAPÍTULO I
OBJETO Y ÁMBITO DE APLICACIÓN**

Artículo 1 Objeto

La presente Ley tiene por objeto regular la forma de emisión de títulos y grados académicos otorgados por las Universidades, Centros de Educación Técnica Superior e Instituciones facultadas para emitirlos y la creación del Registro Nacional de Títulos y Grados Académicos, otorgados tanto a nivel nacional como en el extranjero.

Artículo 2 Ámbito de aplicación

Están sujetas a la aplicación de la presente Ley, todas las Instituciones de Educación Superior, públicas, privadas y comunitarias, legalmente establecidas y autorizadas por el Consejo Nacional de Universidades (CNU), las de Técnica Superior e Instituciones facultadas para emitir títulos y grados académicos y a todas las personas nacionales o extranjeras que soliciten el reconocimiento e incorporación nacional de títulos y grados académicos otorgados en el extranjero.

The new law no 1088 published on 27 October 2021 on the Recognition of Titles and Academic Degrees of Higher Education and Technical Higher Education regulates the form of awards of academic titles and degrees awarded by Universities authorised to award them and the creation of the National Register of Titles and Academic Degrees.

CAPÍTULO II EMISIÓN, CONTENIDO Y MEDIDAS DE SEGURIDAD DE TÍTULOS ACADÉMICOS

Artículo 3 Facultad para emitir títulos y grados académicos
Las Instituciones de Educación Superior, Técnica Superior e Instituciones facultadas para emitir títulos y grados académicos, de conformidad con las leyes correspondientes, son las únicas facultadas para emitir y otorgar estos títulos y grados académicos.

Artículo 4 Grados académicos
Para los efectos legales de esta Ley el Estado solamente reconocerá como grados académicos los siguientes:

1. En el nivel del pregrado y el grado:

- a) Técnico superior.
- b) Licenciado, médico, arquitecto, ingeniero.

2. En el nivel de posgrado:

- a) Especialista.
- b) Máster.
- c) Doctor.

El Consejo Nacional de Universidades (CNU), al dictaminar los programas académicos o carreras de las Universidades públicas, privadas y comunitarias, deberá fijar el título y nivel de grado académico a otorgarse, según se dispone en este artículo.

Para iniciar un programa académico de posgrado, será requisito que el ciudadano interesado ostente el título de grado correspondiente.

The Institutions of Higher Education authorised to award titles and academic degrees in compliance with the corresponding laws are the only institutions empowered to emit and award these titles and academic degrees.

The State only recognises the following as academic degrees:

1 . At the undergraduate and graduate level:

- a) Higher Technician (Associate level)
- b) Licenciado, Physician (Medic), Architect, Engineer

2. At the postgraduate level:

- a) Specialist
- b) Master
- c) Doctor

The National Council of Universities CNU by approving the academic programmes or professional graduate degrees of the public, private and community universities has to determine the title and the level of the academic degree to be awarded.

Applicants must have a corresponding graduate degree in order to enroll in an academic postgraduate programme.

Artículo 9 Derecho de Titulación para el grado académico

Todo estudiante tiene derecho a que se le informe desde el inicio de sus estudios de grado, el Plan de Estudio y las formas de culminación de estos. Una vez egresado, tiene derecho a que la Universidad, Centro de Educación Técnica Superior e Institución facultada para emitir títulos, donde realizó sus estudios le emita y entregue el correspondiente título que lo acredita como profesional o técnico, cumpliendo con los requisitos académicos establecidos en dicho Plan de Estudio. El estudiante egresado no está obligado a participar en actos de promoción o graduación.

Las Universidades, Instituciones de Educación Superior o Centros de Educación Técnica Superior, podrán establecer un costo para la emisión o reposición de título de grado, el que no podrá exceder de mil quinientos córdobas (C\$ 1,500.00), más los cobros o aranceles por derechos de graduación que no podrán exceder de la mitad del valor del título, siempre y cuando el estudiante desee participar en dicha graduación.

Artículo 10 Reposición de títulos

Todo profesional puede solicitar la reposición de su título a la Universidad, Centro de Educación Técnica Superior e Instituciones facultadas para emitir títulos, de acuerdo a la normativa interna de cada entidad emisora.

En caso de extinción de la entidad emisora del título, su reposición estará a cargo de las Universidades Estatales. Para tal efecto el Consejo Nacional de Universidades (CNU), emitirá la normativa pertinente.

Students are entitled to be awarded the respective degree when meeting all requirements of the degree without requirement to attend a graduation ceremony.

All professionals can apply for the replacement of his degree to the awarding university or in case of dissolution of the university the National Council of Universities is in charge.

CAPÍTULO IV REGISTRO NACIONAL DE TÍTULOS Y GRADOS ACADÉMICOS

Artículo 14 Registro Nacional de Títulos y Grados Académicos

Créase el Registro Nacional de Títulos y Grados Académicos, como una instancia del Consejo Nacional de Universidades y que tiene como fin la inscripción, consulta, verificación y certificación de títulos y grados académicos, emitidos por las Universidades, Centros de Educación Técnica Superior e Instituciones facultadas para emitir títulos y los que hayan sido reconocidos e incorporados, de conformidad con la presente Ley.

Artículo 15 Administración del Registro

Se faculta al Consejo Nacional de Universidades (CNU) para la administración y resguardo del Registro Nacional de Títulos y Grados Académicos, así como para la aprobación de la normativa técnica que regule la gestión y los procedimientos administrativos, tecnológicos y de seguridad del mismo.

Todos los servicios que preste este Registro serán gratuitos.

Artículo 16 Obligatoriedad de las Universidades, Instituciones de Educación Superior o Centros de Educación Técnica superior

Es de obligatorio cumplimiento para las Universidades, Centros de Educación Técnica Superior e Instituciones facultadas para emitir títulos, inscribir en el Registro Nacional de Títulos y Grados Académicos, los títulos y grados académicos que emite y proporcionar toda información relacionada con estos.

Artículo 17 Contenido del Registro

Para los fines del Registro Nacional de Títulos y Grados Académicos, las Universidades, Centros de Educación Técnica Superior e Instituciones facultadas para emitir títulos, deberán de proporcionar la siguiente información:

- a) Nombres y apellidos del graduado.
- b) Documento de identidad.
- c) Año de Graduación.
- d) Título y grado otorgado.
- e) Institución emisora.
- f) Número del Registro Académico, en el que se indique: libro, tomo, folio o página, según sea el caso, que le asignó la Universidad, Institución de Educación Superior o Centro de Educación Técnica Superior emisora.
- g) Fecha de emisión del título o grado.
- h) Plan de Estudio de la carrera o programa académico.

Artículo 18 Certificación de títulos y grados académicos
Es facultad del Consejo Nacional de Universidades (CNU), como ente del Estado, extender la certificación de los registros de títulos y grados académicos, otorgados por las Universidades, Centros de Educación Técnica Superior e Instituciones facultadas para emitirlos.

A National Register of Titles and Academic Degrees shall be created as a responsibility of the National Council of Universities CNU for the purpose of inscription, consulting, verification and certification of titles and academic degrees, awarded by the universities empowered to award titles and who have been recognised and incorporated in conformity with this given law.

The CNU is in charge of administration and maintainance of the National Register of Titles and Academic Degrees as well as for the approval of the technical norms regulating the management and the administrative, technical procedures and the security thereof.

All Register services are free of charge.

The universities empowered to award titles are obliged to enter in the National Register of Titles and Academic Degrees the titles and academic degrees emitted and provide all information related to them, as required for the content.

It is the responsibility of the National Council of Universities CNU as a public entity to issue the certification of the registers of titles and academic degrees awarded by the universities empowered to award them.

Accreditation Information



Consejo Nacional de Evaluación y Acreditación
Sistema Nacional para el Aseguramiento de la Calidad de la Educación



Universidad Central de Nicaragua UCN

is a fully recognised and autonomous university with central campus in Managua City. It was accredited in 1998 by the Consejo Nacional de Universidades CNU (the institutional accreditation agency in Nicaragua) and afterwards awarded the status of autonomy by Act of Parliament and Presidential Decree.

UCN is among the best Central American Universities and was awarded "Exemplary Central American University 2010" in the United States of America in 2011.

Internationally, UCN operates as a member of CONIES, the International Association of Higher Education, established in 2012 in Managua with several signatories of recognised universities worldwide.

Within Europe UCN offers specific programmes in the Management, Social and Economic sciences, Education and Psychology, International Relations and International Law study areas, also as inter-university dual degree programmes (trans-national collaborative provision).

Universidad Central de Nicaragua UCN

is a fully recognised and autonomous university according to Nicaraguan higher education law with autonomous degree awarding powers at all academic levels of carreras (professional graduate programmes) and postgraduate programmes (Specialist, Master, Doctor).



Universidad Central de Nicaragua UCN participates in the mandatory national quality assurance programme with CNEA the national Council of Evaluation and Quality Assurance.



Consejo Nacional de Evaluación y Acreditación
Sistema Nacional para el Aseguramiento de la Calidad de la Educación

Universidad Central de Nicaragua UCN (Central University of Nicaragua) is an approved member of the International Association of Universities IAU. **Member Institutions** are universities or degree-conferring higher education institutions whose main objective is teaching and research. WHED number IAU-017332



Listed as recognised university by
International Handbook of Recognised Universities

Universidad Central de Nicaragua UCN is a member of ODAEE **ORGANIZACIÓN DE LAS AMÉRICAS PARA LA EXCELENCIA EDUCATIVA**



Universidad Central de Nicaragua UCN is an accredited member of CONIES-ICHE Board of Accreditation and the postgraduate trans-national collaborative online programmes of UCN are accredited by CONIES-ICHE Board of Accreditation.



Universidad Central de Nicaragua UCN is an accredited member of CPD Certification Service in the UK. The CPD Certification Service evaluate further learning activities to the highest standards. Hundreds of thousands of professionals recognise our CPD Certified symbol as the qualitative benchmark that, not

only reflects but also sets those standards. The CPD Certification Service supports the Continuing Professional Development policies of institutional and professional bodies on an increasingly international basis. Established in 1996, The CPD Certification Service is the largest and leading independent CPD accreditation organisation working across all industry sectors.



Universidad Central de Nicaragua UCN is a member of UDUAL



In addition to the constitutionally protected status as recognised autonomous university in Nicaragua the Universidad Central de Nicaragua UCN was accredited by ASIC with Premier Provider status in order to demonstrate the commitment to quality and continuous improvement, whereby, accreditation is holistic-encompassing institutions in their entirety rather than particular courses, programmes or qualifications.



ASIC, Accreditation Service for International Colleges, based in the UK is a UK Government recognised Accreditation Body, a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, is listed in the international registry for the UK of CHEA, the US Council for Higher Education Accreditation, and is a national UK Affiliate of ENQA, the European Association for Quality Assurance in Higher Education. ASIC inspections include an examination of the content and standard of the curriculum as well as the quality of its delivery to learners. ASIC also pays close attention to the consistency and reliability of assessment. However, it should be noted that ASIC neither confers nor validates degree-awarding powers. ASIC inspectors conducted thorough audits at the university in Nicaragua, including domestic and international programmes, and based on their fair evaluation report the ASIC commission has awarded Premier University status to our university.



Accrediting and Assessment Bureau
for Post-Secondary Schools

Universidad Central de Nicaragua UCN obtained APPROVED CENTRE status by AABPS Accrediting and Assessment Bureau for Post Secondary Schools. A 2013 UK OFQUAL recognised awarding organisation.



Universidad Central de Nicaragua UCN is accredited as APPROVED CENTRE by EBMA Education for Business Managers and Administrators, a UK awarding organisation.

Universidad Central de Nicaragua UCN is a Signatory to the Earth Charter





Gobierno de Reconciliación
y Unidad Nacional

El Pueblo, Presidente!

2009: AÑO 30 DE
LA REVOLUCIÓN
Un Nicaragua Libre!

Managua, 19 de febrero del 2009
DAL-DAG-0304-190209

Señores
MINISTERIO DE EDUCACION
República de Colombia
Su atención.-

Estimados señores:

Por solicitud de la Universidad Central de Nicaragua (UCN) por este medio hacemos constar, que al Ministerio de Educación de la República de Nicaragua, conforme el marco jurídico vigente de nuestro País, no le corresponde ni aprobar, ni supervisar a las instituciones de Educación Superior, es decir, Universidades Públicas o Privadas. De conformidad a la Ley No. 89 "Ley de Autonomía de las Instituciones de Educación Superior" del 5 de abril de 1990, estas funciones le corresponden al Consejo Nacional de Universidades CNU.

En consecuencia, es a este órgano del Estado, a quien se debe solicitar cualquier información de las entidades universitarias ya señaladas.

Sin otro particular, les saludo.

Atentamente,

Delfina Arévalo
Delfina Arévalo González
Directora de Asesoría Legal



Cc: Cro. Miguel De Castilla Urbina – Ministro
Archivo



Ministerio de Educación
División de Asesoría Legal
Centro Cívico Camilo Ortega, Módulo "Q", Planta Alta •
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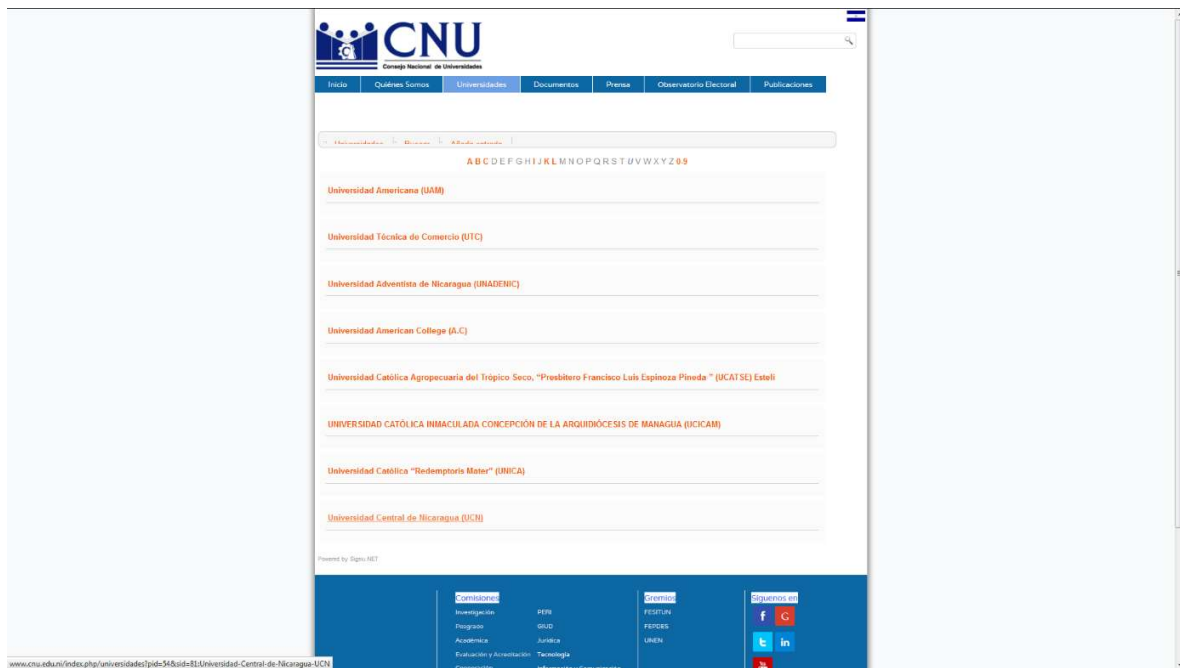
Translation of Information by Ministry of Education (Nicaragua)

Dear Sirs,

as requested by Universidad Central de Nicaragua (UCN) we hereby confirm that the Ministry of Education of the Republic of Nicaragua, in accordance with the valid legal framework of our country, is not in charge of neither approval nor supervision of the institutions of higher education, regardless, whether public or private.

In compliance with the Law 89 “Law on the Autonomy of Institutions of Higher Education” of 5. April 1990, these functions are conferred on the National Council of Universities CNU.

Consequently, it is this organ of the state from which one must retrieve any information on the said university institutions.



www.cnu.edu.ni

WEBSITE LISTING OF UCN BY CNU

CONSTANCIA

El suscrito Secretario Técnico del Consejo Nacional de Universidades (CNU), hace constar que la **Universidad Central de Nicaragua (UCN)**, ha sido autorizada por el CNU, en sesión No. 10-98, el 18 de noviembre de 1998, y que según la ley 89 ley de autonomía de las instituciones de educación superior, le confiere entre otras potestades de expedir: certificados de estudio, cartas de egresados, constancias, diplomas, títulos de grado, Postgrados, Maestrías, Doctorados y educación en línea. Asimismo, emite equivalencias de estudios del mismo nivel realizados en otras universidades y centros de educación superior, nacional o extranjero. Promueve relaciones mediante convenios con entidades académicas, científicas y culturales con sede dentro o fuera del país.

De acuerdo con la ley 89, es una institución de educación superior legalmente establecida en el país que goza de personalidad jurídica propia, y se rige por la Constitución Política de la República, leyes y reglamentos que se refieren al subsistema de educación superior del país.

Dado en la ciudad de Managua, Nicaragua a los dieciséis días del mes de agosto del dos mil trece.

Atentamente,

Arturo Collado Maldonado
Secretario Técnico
Consejo Nacional de Universidades



Translation of CNU Confirmation

CONFIRMATION

The underwriting Technical Secretary of the National Council of Universities (CNU) herewith confirms, that the Universidad Central de Nicaragua (UCN) has been authorised by CNU, in the Session No. 10-98 dated 18. November 1998, and compliant with the Law Nr. 89, "Law on the Autonomy of Institutions of Higher Education", it has been granted among other rights the following entitlements, to award: Certificates of Study, Statements of Studies, Confirmations, Diplomas and academic degrees, postgraduate degrees, Master and Doctor, as well as online education. Equally, to issue equivalencies of studies at the same level, conducted at other universities and higher education centres, nationally or abroad. It can establish relationships by means of conventions with academic, scientific and cultural entities with seat in the country or outside the country.

In compliance with the Law No. 89, it is an institution of higher education, legally established in the country, enjoying the full own juridical personality, regulated by the Political Constitution, the Laws and Decrees, related to the sub-system of higher education of the country

Arturo Collado Maldonado
Technical Secretary
National Council of Universities



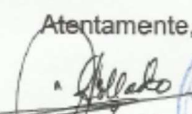
Cloud Bai- Yun
Chief Executive
UK NARIC
Oriol House, Oriol Road
Cheltenham, Glos, GL50 1XP

El suscrito Secretario Técnico del Consejo Nacional de Universidades (CNU), hace constar que la **Universidad Central de Nicaragua (UCN)**, ha sido autorizada por el CNU, en sesión No. 10-98, el 18 de noviembre de 1998, y que según la ley 89 ley de autonomía de las instituciones de educación superior, le confiere entre otras potestades de expedir: certificados de estudio, cartas de egresados, constancias, diplomas, títulos de grado, Postgrados, Maestrías, Doctorados y educación en línea. Asimismo, emite equivalencias de estudios del mismo nivel realizados en otras universidades y centros de educación superior, nacional o extranjero. Promueve relaciones mediante convenios con entidades académicas, científicas y culturales con sede dentro o fuera del país.

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Dado en la ciudad de Managua, Nicaragua a los dieciséis días del mes de agosto del dos mil trece.

Atentamente,


Arturo Collado Maldonado
Secretario Técnico

Consejo Nacional de Universidades



Managua, Nicaragua september 17th de 2013


Cloud Bai – Yun
Chief Executive
UK NARIC
Oriel House, Oriel Road
Cheltenham, Glos, GL50 1XP


Dear Ms. Bai – Yun:

I hereby refer Official Constancia (statement) National Council of Universities CNU, duly notarized (Notary Authentic Statement), with the respective legalization of the Supreme Court of Justice of the Republic of Nicaragua and the Apostille.

Also attached summary of the laws of the Higher Education System in the Republic of Nicaragua in fully establishing the degrees of Bachelor, Engineering, Architecture, Law, MD, Graduate, Masters and PhD (Dr. / PhD) are valid and the country's universities have the powers of provision and issue the respective diplomas or degrees.

Appreciating your kindness


Mirna Elizabeth Delgadillo Castro
Public Notary





UNIVERSIDAD CENTRAL DE NICARAGUA



Dirección de Relaciones Públicas e Internacionales

Higher Education System in Nicaragua

Stages of Study:

Grados (graduate degrees) and Postgrados (Specialist, Master and Doctor)

University level first stage: Licenciatura

The Licenciatura is awarded after four to six years' study, depending on the Career. A professional qualification is awarded after studies lasting five years in Engineering (Ingeniero) and Architecture (Arquitecto) and six years in Medicine (Doctor).

University level second stage: Maestría, Especialización (Master Degree MSc, MA...)

A Maestría (Master Degree MSc, MA...) is conferred after studies lasting for one to two years after the Licenciatura. Students must present a thesis.

There are also postgraduate courses in various specialities in, Health Sciences, Veterinary Medicine, Law, Psychology, Education, Economics and Social Sciences.

University level third stage: Doctorado (Dr./PhD)

A Doctorado (Dr./PhD) is conferred after studies lasting for two to three years after the Maestría (Master Degree MSc, MA...) or graduate degree. Students must present a thesis. There are also doctoral research courses in various specialities including Business Administration, Education, Law, Psychology and Health Sciences and others.

Nicaraguan Higher Education Legal Framework

* All quotes are textual.

* Quotation from Political Constitution of Nicaragua:

Article 125

"Universities and Higher Technical Education Centers enjoy academic, financial, organizational and administrative autonomy, in accordance with the law.

They shall be exempt from all taxation and tax contributions, regional and municipal. Their assets and income shall not be subject to intervention, expropriation or seizure, unless the obligation is asserted, has its origin in civil contracts, commercial or labour.

Autorizada por el CNU en sesión No. 10-98, del 18 de Noviembre de 1998

UCN Recinto El Carmen, Reparto El Carmen, frente a Radio 580• Teléfonos: 2268-7144 / 2268-7145
Dir. Relaciones Públicas 2266-3364 • E-mail: dirrelpub@ucn.edu.ni - www.ucn.edu.ni



CONSEJO NACIONAL DE EVALUACIÓN Y ACREDITACIÓN DEL
SISTEMA EDUCATIVO NACIONAL

CONSTANCIA

Por la presente se hace constar, que la **UNIVERSIDAD CENTRAL DE NICARAGUA (UCN)** presentó al Consejo Nacional de Evaluación y Acreditación de la Educación el ocho de agosto de dos mil trece, su Proyecto de Autoevaluación Institucional en cumplimiento a lo establecido por la Ley 704.

Se extiende la presente a solicitud de parte interesada, en la ciudad de Managua, a los treinta días del mes de enero de dos mil catorce.


DR. ALFONSO VALLE GONZALEZ

Miembro Secretario

CNEA



Translation of the CNEA confirmation

CONFIRMATION

This is to confirm that Universidad Central de Nicaragua (UCN) presented to the National Council of Evaluation and Accreditation of education on 8. Aug. 2013 its Project of Institutional Auto-Evaluation in compliance with the requirements of Law 704.

Inicio Quiéreme Somos Legislación Noticias Miembros Contacto Universidades Registro de Pares



Consejo Nacional de Evaluación y Acreditación
Sistema Nacional para el Aseguramiento de la Calidad de la Educación

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Universidades

































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 INTERNATIONAL ASSOCIATION OF UNIVERSITIES
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Institutions

2019-04-18

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Total Number: 603
 Member Institutions are universities or degree-conferring higher education institutions whose main objective is teaching and research, irrespective of whether or not they carry the name of university. Benefiting from IAU's complete range of services and able to become active participants in all IAU working groups and activities, they also participate in the election of the President and the Administrative Board.

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Africa: 11% Benin, Botswana, Burkina Faso, Cameroon, Cape Verde, Congo (Democratic Republic), Egypt, Ethiopia, Ghana, Kenya, Lesotho, Libyan Arab Jamahiriya, Malawi, Morocco, Mozambique, Nigeria, Senegal, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Zimbabwe.

Asia and Pacific: 24% Afghanistan, Australia, Bangladesh, China, China - Hong Kong SAR, China - Macao SAR, China - Taiwan, Fiji, India, Indonesia, Japan, Kazakhstan, Kirghizstan, Malaysia, Mongolia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand, Vietnam.

Europe: 40% Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Georgia, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Macedonia (FYROM), Moldova, Netherlands (The), Norway, Poland, Portugal, Romania, Russian Federation, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom.

Latin America and Caribbean: 5% Argentina, Brazil, Colombia, Costa Rica, Dominican Republic, Ecuador, Haiti, Jamaica, Nicaragua, Paraguay, Peru, Uruguay.

Middle East: 13% Bahrain, Iran, Iraq, Israel, Jordan, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, United Arab Emirates

North America: 7% Canada, Mexico, United States of America.

The complete list of Member Institutions:

Select a country or a territory: Search!

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Netherlands
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 Tilburg University
 Radboud University Nijmegen
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 Nelson Marlborough Institute of Technology
 Southern Institute of Technology
 UNITEC Institute of Technology
 University of Otago

Nicaragua
 Central American University, Managua
 Central University of Nicaragua

Nigeria
 Al-Hikmah University
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 Sobgbe State University
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 Federal University of Agriculture, Abeokuta
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 Redeemers University
 University of Ibadan
 University of Jos
 University of Lagos
 University of Oyo

Norway
 Norwegian University of Life Sciences
 University of Bergen
 University of Oslo

Oman
 Sultan Qaboos University

Pakistan
 Air University
 Bahria University
 Balochistan University of Information Technology, Engineering and Management Sciences (BUITEMS)
 COMSATS Institute of Information Technology
 Greenwish University
 Institute of Business Administration
 Institute of Business & Technology
 Institute of Business Management
 Fatima Jinnah Women University
 National University of Science & Technology
 Shah Abdul Latif University
 Shaheed Zulfiqar Ali Bhutto Institute of Science & Technology
 Sir Syed University of Engineering & Technology
 University of Veterinary and Animal Sciences
 Ziauddin University

Palestine
 Al-Quds University
 An-Najah National University
 Bethlehem University
 Birzeit University
 Islamic University of Gaza
 Palestine Polytechnic University
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<http://www.iau-aiu.net/content/institutions>

UCN Listing as IAU Member



**CONIES CONFEDERACIÓN INTERNACIONAL DE EDUCACIÓN SUPERIOR
ICHE INTERNATIONAL CONFEDERATION OF HIGHER EDUCATION
COUNCIL ON INTERNATIONAL HIGHER EDUCATION SUPERVISION**

**CONIES BOARD OF ACCREDITATION
PROGRAMME ACCREDITATION
UNIVERSIDAD CENTRAL DE NICARAGUA UCN**

**Programmes accredited by
CONIES-ICHE Board of Accreditation**

CONIES-ICHE Board of Accreditation validates and accredits the postgraduate qualifications and programmes

- (i) UCN (EQF Level 7) Master as accredited Master (MBA, MSc) degree programme;
- (ii) UCN (EQF Level 8) Doctor as accredited Doctor (Dr.) degree programme, in Management and Business Administration, Economics and Social Sciences, Psychology, Education, International Relations and Law, Health Sciences, Environmental Sciences.

The programme accreditation includes online distance education delivery. The transnational programmes have been accredited as stand-alone and as a collaborative provision with partner universities. UCN programmes are accredited as bona-fide postgraduate programmes meeting the CONIES-ICHE Board of Accreditation standards. Universidad Central de Nicaragua UCN is a fully autonomous recognised university enjoying the rights and degree awarding powers listed under WHED number IAU-017332. UCN is approved by CNU, quality assurance audited by CNEA by law, awarded autonomy status by Charter Act of Parliament and Decree of the President. The accredited programmes and degrees are provided acc. Art. 7 and 9 Law 89 on the Autonomy of Higher Education Institutions and fully recognised by law; and in accordance with § 27 Act on Quality Assurance in Higher Education of the previous approval for provision in Austria by Quality Assurance and Accreditation Agency AQ Austria. CONIES-ICHE Board of Accreditation is recognised by the Founding member universities of CONIES Confederación Internacional de Educación Superior and not endorsed or recognised by any government agency or public accreditation body. The Board is acting in full independence from the founding member universities and the autonomy is reflected in the development of its assessment functions.

Certificate no.: CONIES-BOA-UCN-04112020

Accreditation period: 04.11.2020 – 04.11.2025– Extension Period: 18.01.2022 – 18.01.2027



CONIES-ICHE, founded at Conference in 2012 by international member Universities is devoted globally to enhancement of quality assurance in collaborative and transnational provision of postgraduate Master and Doctor programmes of recognised and authorised universities with degree awarding authority. The CONIES-ICHE Board of Accreditation does not accredit undergraduate programmes subject to regulatory authorities. CONIES Council on International Higher Education Supervision LLC. Delaware State File Number: 4154700. www.conies.org



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ACCREDITATION SERVICE
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CERTIFICATE OF ACCREDITATION

This is to certify that

UNIVERSIDAD CENTRAL DE NICARAGUA

Reparto el Carmen, Frente a Radio 580, Managua, Nicaragua 12042

is accredited by

Accreditation Service for International Colleges (ASIC) as a

PREMIER UNIVERSITY

Period of Accreditation: 16th September 2013 – 15th September 2017

Accreditation No: AS11157/0911

Universidad Central de Nicaragua has been awarded commendable grades in the following areas:

- | | |
|---|--------------------------------------|
| A. Premises and Health & Safety | B. Management and Staff Resources |
| C. Learning and Teaching; Course Delivery | D. Quality Assurance and Enhancement |
| G. Marketing and Recruitment | |

Chairman

Head of Accreditation

CEO

02/10/2013

Date

ASIC House, 13 Yarm Road, Stockton-on-Tees, TS18 3NJ
Tel: +44 (0)1740 617 920 Fax: +44 (0)1740 617 929 Web: www.asic.org.uk
E-mail: info@asic.org.uk



UCN ASIC Accreditation Certificate



ACCREDITATION SERVICE
for
INTERNATIONAL COLLEGES

CERTIFICATE OF ACCREDITATION

This is to certify that

UNIVERSIDAD CENTRAL DE NICARAGUA

Semaforos del Zumen, 3 C. Abajo, 1 C. al Lago, Managua, Nicaragua 12079

is accredited by

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Chairman

Head of Accreditation

CEO

08/04/2014

Date

ASIC House, 13 Yarm Road, Stockton-on-Tees, TS18 3NJ
Tel: +44 (0)1740 617 920 Fax: +44 (0)1740 617 929 Web: www.asic.org.uk
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Universidad Central de Nicaragua UCN
Dean of European Programmes
<http://www.ucn.edu.ni>

2022

Contact

Universidad Central de Nicaragua UCN
Name, telephone number and email address for an institutional contact person
Universidad Central de Nicaragua UCN
Semaforos del Zumen 3 C. abajo (oeste), 1 C. al lago (norte)
+ 505 2279-1160 + 505 2269-3103
Lic. Danilo Avendaño Martínez
Dirección de Relaciones Públicas e Internacionales
Coordinador de Programas Internacionales
Universidad Central de Nicaragua UCN
internationalprogramip@ucn.edu.ni