

**Transcontinental Institution of Higher Education**  
**Quality Assurance and Procedures for Section B of Application**  
**Prepared for NCFHE, Malta**  
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## Systemic Quality Assurance

The concept of quality assurance has been around for many decades. While many look at it from an assessment perspective to ensure quality, Transcontinental Institution of Higher Education (TI) integrates quality assurance within an organizational knowledge creational spiral that focuses on systemic and continuous improvements from multiple stakeholder perspectives. Rather than creating reports on the various aspects of quality within the academic courses, the feedback loop for continual improvement exists whenever a module is complete. From a high level, the Knowledge Creation Spiral (Figure 1) is a knowledge management process from a systemic perspective that integrates reality of current business needs with academic content (Sun, 2007).

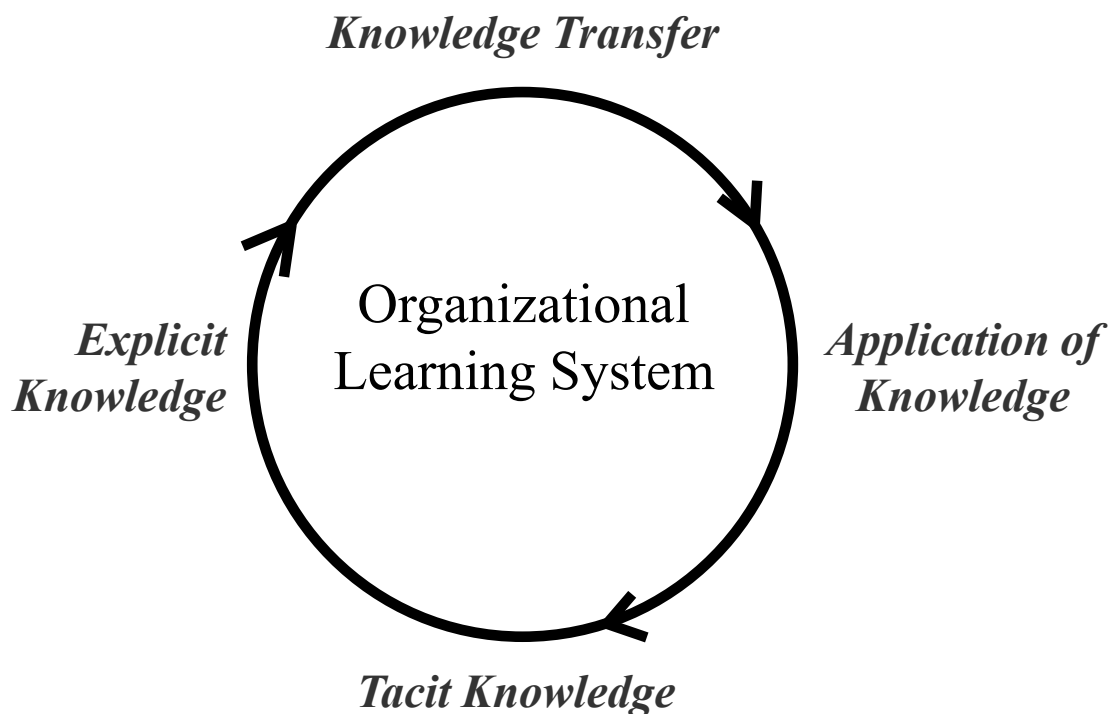


Figure 1. The Knowledge Creation Spiral Model (Sun, 2007)

One of the critiques of many academic institutions is the lack of practical application of theories and how out of touch the educational programs may appear. Within the knowledge creation spiral (Figure 1), the right side of the spiral is illustrated in the traditional classroom settings where students can only apply in theory through generic cases. TI has made a breakthrough by designing each module incorporating real world application to complete the knowledge creation spiral. Furthermore, modules are built with significant integration from the previous modules taught so that complex topics like emotional intelligence and systems thinking are developed over the entire course. In addition to the integration between module areas, TI has

designed every module with a real-world element that provides a constant feedback loop on the value of what is being taught in the classroom. As learners participate within a module, they will take the concepts and theories into their environment and apply them through real-world projects, rather than foreign cases. This provides faculty and Department Chairs frequent and invaluable feedback on what is being taught and the practicality of the taught theories. The details of the Systemic Quality Assurance Program include specific organizational units and Systemic Learning Cycles.

## Leaders Driving Quality Assurance

The TI Structure takes on two distinctive sections to minimize conflict of interest as a for-profit institution. The sections are as follows:

- **Academics** – Administered by the Vice Chancellor of Academics, with Department Chairs under each subject area.
  - Module and course design, delivery, assessment, and improvements are led by the Department Chairs.
  - All research activities are led by the Research Director. The Research Director also has responsibility for assigning faculty mentors for capstone research projects, resolving research-related issues, coordinating the academic review processes, managing the Academic Review Board (ARB) and Institutional Review Board (IRB), and planning defenses and graduation.
  - All institutional administrative operations for Malta, including registration, records, accounting, institutional advancement, and quality assurance are led by the President and the Vice Chancellor of Academics.
  - A learner support team of student affairs is led by the Office of Learner Achievement Advising
- **Business** – Overseen by the President of TI, the business operations cover marketing operations, human resources, IT, and finance areas of the business. This section ensures the financial success of the institution.

## Academic Organizational Units

TI maximizes quality of the graduate courses and any other future academic courses by utilizing three primary organizational units within the design of academic structure. These organizational units conduct frequent assessments and enhancements to the academic courses based on the knowledge creation spiral.

1. **Academic Departments** – TI currently has one school – the graduate school of business for its graduate degree. While TI applies an integrative approach to learning, departments still maintain sole responsibility for the quality of the contents and delivery

of specific module areas. The departments include: Economics, Marketing, Management and Organizational Learning, Strategy, Finance, Entrepreneurship, and Research. Each department is overseen by its Department Chair, who reports directly to the Vice Chancellor of TI.

2. **Academic Steering committee** – The focus of TI is to provide an integrative study that goes well beyond the traditional walls of isolated modules. To ensure that each module has a systemic integration to other modules, the Academic Steering Committee is responsible for the quality of the curriculum from design to continued enhancements. TI applies a unique Systemic Design Process that enables faculty, administration, and external stakeholders to engage in the design of the curriculum. For example, the interconnectedness between finance, governance, and technology are woven into two sequential modules, rather than designed as separate modules. The Academic Steering Committee has the responsibility of overseeing [TI's Integrative Design Process](#) and is composed of top rated faculty based on [TI's faculty performance assessments](#). The Academic Steering Committee reports to the Vice Chancellor of TI.
3. **Academic Review Board (ARB)**: The review board serves as the quality control over all research related activities. This review board is invariably composed of at least three, but not more than five, members to review completed research studies. For review of final thesis/dissertations, at least one of the review board members is professionally engaged in a respective field of the study. The academic review board reports to the Research Director.
4. **Institutional Review Board (IRB)**: This review board reviews learner research proposals and serves as quality and risk control over research activities. The board ensures that research follows established standards of ethics according to [American Psychological Association's guidelines for human research protection](#) while minimising any legal risk to both the learners and the institution. The board comprises of at least three faculty members along with the Research Director providing oversight, and the Vice Chancellor providing his final approval to any research.

## TI's Academic Excellence

The Systemic Quality Assurance Program considers standard assessments that lead learners towards achieving the intended outcomes such as knowledge, skills, and competencies within each module. The following are included under the supervision of the Department Chairs:

- Student satisfaction: Likert scale survey is taken by learners immediately after they have completed a module
- Student completion rate: Ratio between students enrolled and students completed per cohort
- System availability: Learning resource system uptime (ie. eLibrary)

- Grading variance: Grading assessment based on a normal distribution
- Faculty publication rate: Number of publications per faculty member
- Faculty performance: Faculty member performance indicator
- Thesis/Publication conversion rate: Ratio of thesis published after graduation
- Module improvement: Number of enhancements after modules are taught

## Faculty Engagement

To attract and retain the world top faculty members, TI applies four unique processes to ensure that the most qualified faculty join the TI academic team and maintain a proactive role.

1. Finance: Competitive compensation packages
2. Cultural intelligence: Abundance of unique cultural interactions
3. Personal achievement: Favourable instructional support and working conditions with global impact potentials
4. Social capital: A learning structure that enables faculty members to explore the interconnectedness of business fields and global cultures

## Teaching Qualification Standards

The hiring process at TI is unique in that it seeks to obtain not only the most qualified professors from a technical expertise perspective, but also from a human perspective that demands humility and integrity with an open mind. As a starting point, the minimum teaching qualification standards at TI is as follows:

- A terminal degree in business or related field from an accredited institution (AACSB, ACBPS, ENQA, etc.).
- 5 years of experience in higher education
- 2 scholarly books and/or 4 scholarly journal publications
- 5 years of international experience with multiple cultures in at least 2 different continents
- Current entrepreneurship engagements
- 3 years of proven success as a leader
- Aligned [core values](#), leadership philosophy, and teaching philosophy with TI

While the process guides prospective faculty in a process, the journey within the process ensures professionals who care and are willing to explore the unknown, such as the creation of their own passion and values statement. Such statements are the foundation of creating a sustainable organization filled with leaders (Sun, 2006). This process (see Figure 2) has engaged many professionals who enjoy self-exploration for growth as a starting point. The hiring philosophy of TI understands that an organization cannot train someone to be a passionate and caring individual, nor does it have the time or resources to do so. Rather than simply looking at faculty from a technical perspective in the traditional academic sense, this process ensures



alignment of core values between TI and the prospective faculty. It also ensures that faculty are proactively engaged in their field of expertise.

### **Conditions of Employment**

Faculty and staff shall maintain employment based upon annual contractual obligation. The conditions of salary rates and duties are outlined in the contracts. Renewal of contractual employment is authorized by the Board of Directors, based upon annual assessments conducted by applicable Department Chair and approved by the Vice Chancellor. All non-academic staff contract renewal is authorized by the direct line of management.

### **TI's Faculty Attraction Process**

To attract the ideal faculty into TI, the following attraction process approaches hiring practices from a leadership perspective that balances the technical requirements. The process starts with a unique set of documents that requires critical thought including a passion statement, values statement, education, and leadership philosophy of potential faculty. The Department Chairs determine the appropriate alignment of these statements with TI's principles. If there is an alignment, the prospective faculty member submits the holistic references that not only include academic references, but also professional engagements. No faculty within TI is a pure academician; all will have proactive consulting engagements and businesses that enable them to test their theories and understanding of the business world in the current global environment. One key foundation for TI is to have a global faculty body who practice what they teach in the international business arena. The details of the attraction process are seen in Figure 2.

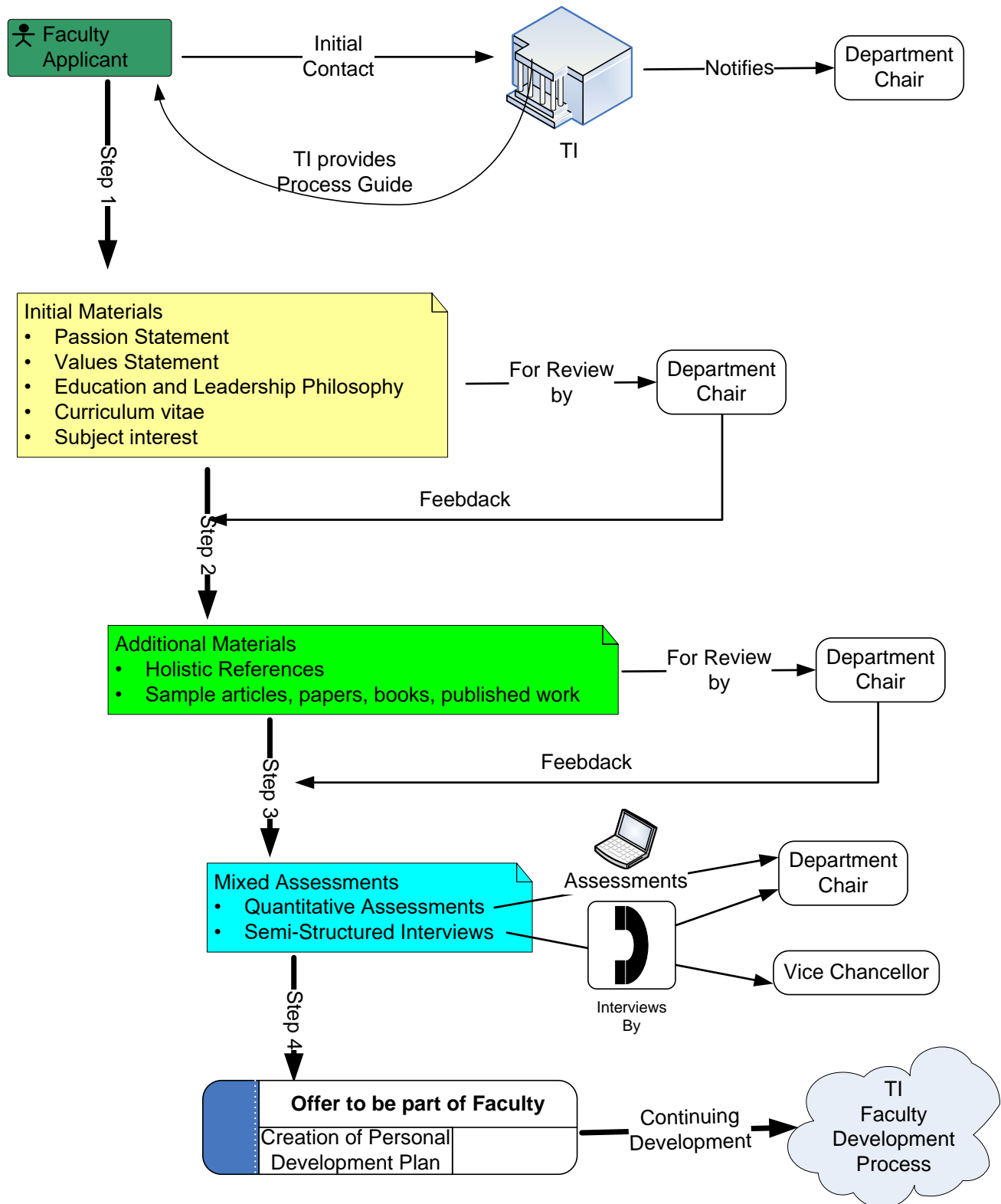


Figure 2. TI's Faculty Attraction Process

## TI's Faculty Ranking System and Development Plan

Once a prospective faculty joins TI's academic team, they are given the Faculty Ranking System, which is directly tied to the Faculty Development Plan. The Faculty Ranking System provides detailed measurements for compensation while aligning faculty focus towards the strategic initiatives of TI as a producer of global leaders. The Faculty Ranking System (see Figure 3) outlines the four pillars of interest, in which TI will monitor and engage the faculty member.

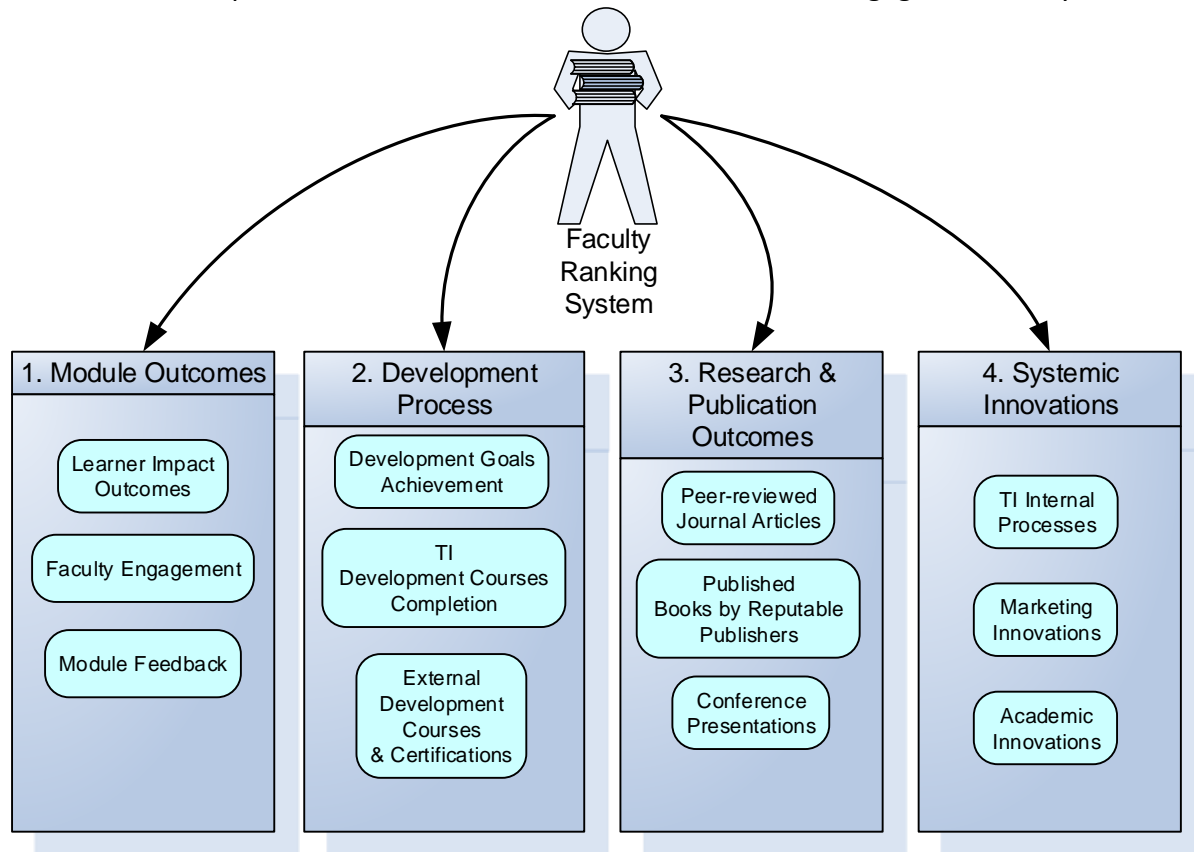


Figure 3. TI's Faculty Ranking System

Within the Module Outcomes, a specific focus is on ensuring that learning impact outcomes are part of the key assessments from the real-world application projects. Rather than look only at how students may be able to recite module concepts and theories, the module outcomes challenge faculty to get students to apply and learn by doing. This ensures the development of practical skills and competencies over the course. This area has a weight of 35% within faculty compensation.

Within the Development Process, TI faculty is expected to further their knowledge, skills, and competencies as learners. The main objective of this development hopes to continue to develop humility within faculty members while keeping faculty current in the business

environment. Furthermore, this process ensures that integrity is part of the foundation of TI by challenging faculty to do what they are teaching to learners. All faculty members are also humble learners within the global business environment. This area has a weight of 20% within faculty compensation.

Within the Research and Publications Outcomes, TI faculty are expected to be proactively engaged in research and publications. A primary area of focus for research focuses on original theory development within a unique cultural context (i.e., Malta, Liberia, Ghana, etc.). This area has a weight of 20% within faculty compensation.

Within the Systemic Innovations area, TI faculty are challenged to constantly innovate at different levels. As an institution, knowledge creation is the center of TI's organizational culture. The innovation focus measures the number of innovations faculty create and apply to internal processes, marketing, and academic processes. This area has a weight of 25% within faculty compensation.

## **Faculty Assessments**

In support of TI's Faculty Ranking System, the following assessments provide the data necessary to ensure the highest level of quality education and accountability by the faculty.

- Faculty Hiring: Number of faculty acquired that align with TI's principles from core values to leadership and educational philosophies.
- Faculty Performance Targets: Module performance assessed after each completed module by learners. This includes learner outcomes, faculty engagement, and learner satisfaction. Faculty need to maintain an average of 4.0 or higher from a 6-point Likert Scaled assessment. Faculty also set research goals in publications (i.e. two research article publications per year) and percentage of that achievement is measured annually.
- Faculty Development Plan: Faculty set development goals within their development plan (i.e., complete a module on Socratic methods in the classroom in the first quarter). Percentage of completion is measured bi-annually.
- Peer Feedback: Faculty members observe other faculty members while they are facilitating a class in the classroom environment. Peer-review provides two specific outcomes. 1. The faculty being reviewed is provided a number of improvement suggestions regarding their classroom; and, 2. The faculty member conducting the review compiles a 'lessons learned' concerning the best practices that can be shared with other faculty members.
- Faculty Professional Growth: Number of professional development workshops and presentations completed annually.
- Annual Faculty Quality Assurance Report: Combined measures from the Faculty Ranking System.
- Conference Attendance: Number of conferences attended is measured annually

- Memberships in Professional Organizations Assessment: Number of leadership roles and achievements in those roles annually.
- Publications: Number of publications within top tier academic journals measured annually.
- Innovations: Number of innovations created by the faculty for academic content and processes measured semi-annually.

Table 1. *Summary of Quality Assurance for Faculty*

Type of Assessment	Responsibility (who is conducting the assessment)	Method of Assessment	Frequency	Systemic Improvements
Faculty Hiring	Vice Chancellor and Department Chairs	Faculty Acquisition Process	As Needed	Build a Quality Faculty Community
Faculty Performance Targets	Department Chairs	Module Performance; Research Agendas	Every semester	Improve Faculty Performance and Faculty Research Strategies
Faculty Development Plan	Department Chairs	Faculty Ranking System	Bi-Annually	Improve Faculty Quality and Faculty Retention
Peer Feedbacks	Department Chairs	Observation in class; Lessons learned; Improvements needed	Semi-Annually	Improve Faculty Performance
Faculty Professional Growth	Department Chairs	Number of development activities including workshops and presentations	Annually	Enhance Faculty Research Agendas and Publications. Improve Teaching Quality
Annual Faculty Quality Assurance Report	Academic Steering Committee and Department Chairs	Annual Systemic Quality Assurance	Annually	Improve Faculty Performance and Research
Conference Attendance	Department Chairs	Number of conferences attended	Annually	Ensure Faculty Currency

Memberships in Professional Organizations Assessment	Department Chairs	Number of proactive engagements in organizations (positions, committee involvement)	Annually	Ensure Faculty Currency and Relevancy
Publications	Department Chairs	Number of research publications (published and ongoing)	Annually	Determine Performance and Promotion
Innovations	Department Chairs	Number of innovations created by faculty	Semi-Annually	Build an Innovative Faculty Community

## Process for Identifying Training Needs

Growth is one of the primary values within TI. With a strong commitment to this value, TI integrates training into its knowledge creation spiral and ensures the development of its staff and faculty with a proactive cycle for learning. Within the process of identifying training needs, TI utilizes real-world application, industry experts, and accreditation bodies as noted below:

Process for Training Need Identification:

Source	Timeline	Who
<b>1. Real-world application projects from students:</b> These projects proactively engage the real-world to inform faculty of the latest needs in business and if TI's materials and methods are relevant in real-world problems. Deficiencies identified through failures form the basis for development.	Ongoing – every two months immediately after a module is completed	Department Chairs
<b>2. Industry experts:</b> Department heads are required to attend seminars or educational summits in their related fields to ensure that TI's curriculum aligns to the concepts presented by leading industry experts.	Semi-annually	Professors and Department Chairs
<b>3. Accreditation bodies:</b> Organizational leaders are required to attend accreditation training annually to ensure that TI's curriculum aligns to the concepts presented by accreditation bodies.	Annually	Department Chairs and Vice Chancellor

As training needs are identified through these three activities, TI integrates the training into its deployment cycle for faculty where an accountability structure ensures the practice of newly gained knowledge.

## **Thesis/Dissertation Examining Boards**

TI has two review boards that help ensure the ethical conduct of research and the scholarly quality of research. The Institutional Review Board (IRB) is comprised of at least three professors at TI assigned by the research director. The IRB reviews research proposals before learners begin to enter the field to collect data. After a learner submits his/her research proposal, the IRB reviews the proposal based on a standard [review rubric \(see appendix A\) for research proposals](#) to ensure all ethical principles of research have been followed and there is minimal legal and safety risk for both the learner and the Institution.

The second review board is the Academic Review Board (ARB), which also consists of three members. Two of the members are professors at Transcontinental Institution of Higher Education and the third member may be an industry expert. The role of the ARB is to ensure the scholarly quality of the research. The involvement of the industry expert varies depending on the topic of the research. The industry expert's role is to ensure that the learner's research has practical implications within the field of study or local environment. The review uses the Thesis/dissertation [Review Rubric](#) to guide the assessment (see appendix B). The ARB makes a final recommendation to the Vice Chancellor's office, which provides the final acceptance of the thesis/dissertation for the learner's oral defense and for publication in Pro Quest Dissertations.

## **Executive Board and Staff Positions**

The highest level of integrity is expected among the Executive Board and Staff positions. A Values Commitment is signed upon the hiring of all organizational members. If there is any suspicion of fraud or inappropriate action, the Vice Chancellor or the President has the authority to request an investigation by the Ethics Review Board. Any individual may raise concerns anonymously regarding an action or behavior that may appear questionable via the Learner Portal website. The investigation of a reported incident will take no longer than 30 days to gather all necessary information. A hearing is scheduled within 10 days after the investigation, at which a final decision is made. Details of the organizational chart are shown in [Appendix D](#).

## **Teaching Assessment Procedures**

During the semester, the Department chairs and/or the Vice Chancellor will conduct random reviews of faculty performance in the classrooms. This empowers faculty improvements while engaged with a class. After the completion of each 10-week semester (5 semesters per year), faculty members are evaluated by the Department Chair and the Vice-Chancellor. All corrective actions are integrated into the faculty's development plan. The respective Department Chair co-creates an action plan for necessary improvements. If dismissal is determined to be necessary, the Vice-Chancellor may terminate the faculty.

## **Systemic Learning Cycle – Curriculum**

Instead of the traditional approach of assessing quality assurance which has ample latent measures that limit leaders to a reactive approach, TI looks at quality as a systemic and proactive process for all academic courses. It is constantly improving through integration with the real-world. The process applies systems thinking to all aspects of education where the individual learner is viewed as single learning system, while the educational course is another system that integrates with the mental schema of the learner. The learning cycle follows the Knowledge Creation Spiral shown in Figure 1 (Sun, 2007). Within this model, the tacit knowledge is the expertise of industry leaders and professionals. The explicit knowledge contains the theories and concepts within the individual modules. This may include textbooks, research articles, case studies, videos, and application projects. The knowledge transfer happens when learners authentically engage in a module within their study. Authentic engagement occurs when learners care about what they are learning and how it can benefit them well beyond the academic grade in a module. This aspect of the learning cycle is a core aspect to curriculum design.

The application of knowledge is part of each module as learners engage the real-world in applying the concepts and theories. Rather than study some arbitrary case that has limited cultural value, learners take a proactive approach to engage their environment, whether it's their community, their government, or a business enterprise. Using constructivism within the educational design, learners create a live case study within their life to apply the concepts (Ormrod, 2014). The feedback of that engagement ensures that the content of the modules is relevant to today's business needs. The knowledge gained through application is the most powerful form of assessment and learning. After each module is complete, the new knowledge gained from the application by the learners is new tacit knowledge, which feeds back into the explicit knowledge within the modules.

The systemic learning cycle has two timelines of quality assurance. At the module level, the cycle is proactive within each module being taught. At the curriculum level, the cycle takes place annually.

### **Intended Learning Outcomes**

The combination of the TI educational model and the MBA course are designed to enable the learner to develop the following learning outcomes:

1. Create development plans for self-confidence and self-efficacy
2. Empower others in an organization to leadthrough the creation of a knowledge creation spiral
3. Lead organizations and communities toward success through creation of systemic processes



4. Integrate academic study and practical applications
5. Assess the global competitive environment
6. Formulate creative and effective strategies for complex and real world problems
7. Develop learning creation spirals within an organization
8. Summarize all functional areas of business including management, operations, human resources, finance, sales and marketing, and technology.
9. Critically analyze business case studies, while developing strategic and practical recommendations
10. Create new theories and models that are culturally sensitive to a given environment
11. Synthesize the potentials of technology within organizational processes
12. Apply systems thinking to business problems and create systemic solutions
13. Conduct root-cause analysis from a systemic perspective
14. Develop learning creation spirals within an organization

### **TI's Integrative Design Process**

Globalization has challenged educators to take a new approach to learning. Categorization is a practice commonly used in organizations under one of many management principles from the industrial revolution. It places areas of expertise into separate containers so that they can be managed. Within education, most universities categorize topics to specific departments/faculties like finance and marketing. When designing the modules, the dialogue between departments usually takes place to seek integration with other modules. Learners taking these courses may learn the subject well, but have very limited exposure to how the subjects need to be connected in a practical manner. To meet the increasing complexities of globalization, the interconnectedness of topics is a core aspect of TI's Integrative design process. TI's educational design integrates three primary principles into the courses: 1) Systems Thinking, 2). Technology and, 3). Emotional Intelligence (see Figure 4).

#### **Systems Thinking**

Systems thinking sees the world as interconnected parts that cannot be separated mechanistically. This principle is the core foundation of the TI as an educational institution. From an individual learner level, TI applies systems thinking by developing the whole individual from a multiple intelligence perspective. From a curriculum perspective, TI applies systems thinking in the Integrative Design Process where the interconnectedness of topics is part of every module.

#### **Technology**

Today's technology is one of the primary drivers for globalization. Technology enables businesses to interact globally in almost every industry. It influences every function of business. Understanding the role of technology and its potentials to drive innovation, TI integrates technology into the sequence of the modules in numerous places. Instead of having a single

module of Information Management System, the Integrative Design Process embeds technology throughout the courses so that learners experience the weaving of technology and how to use it to drive innovation. [Appendix C](#) illustrates the details of technology integration within the selected modules. [Appendix H](#) illustrates the core competencies within the MBA course mapped out to the various modules. The complexity of design challenges learners to not only master the knowledge, but also be able to apply it within their unique cultural contexts.

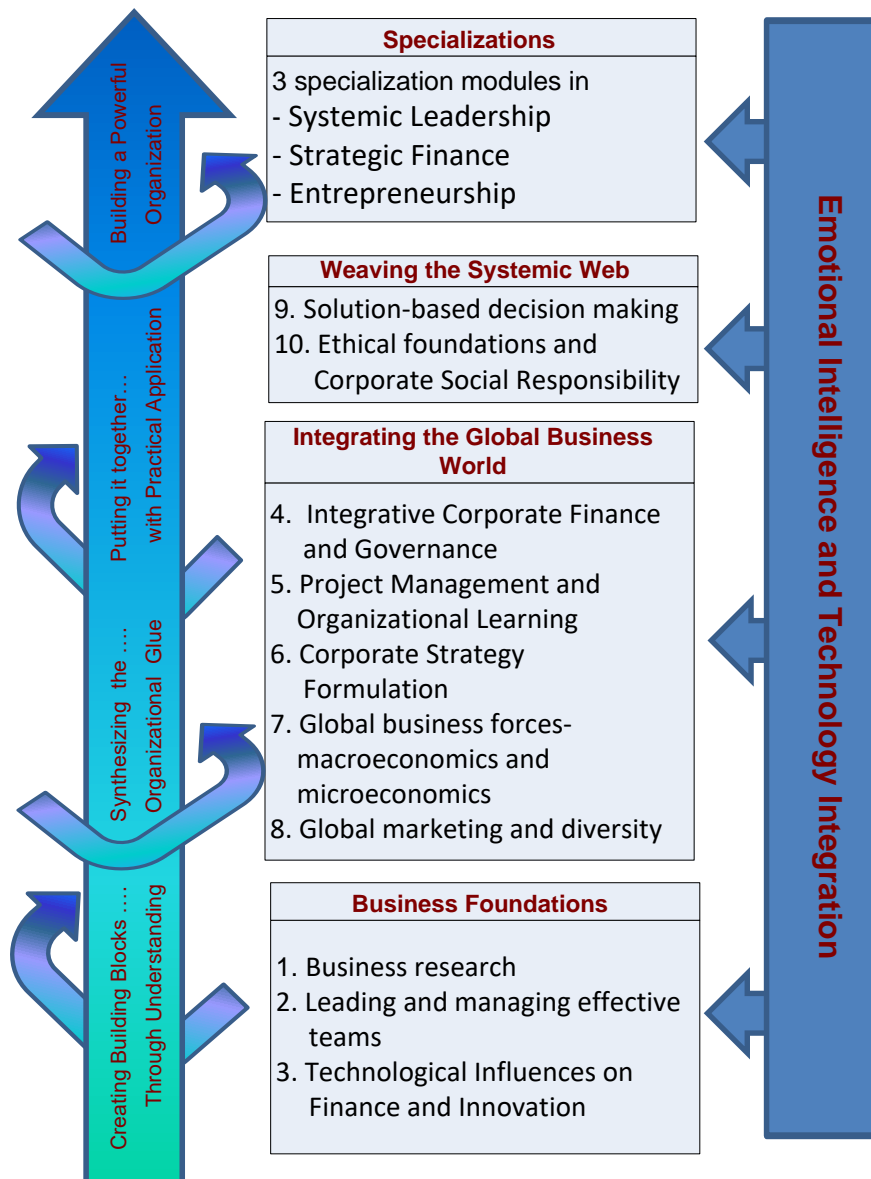


Figure 4. TI's Integrative Design Process

## Emotional Intelligence

Emotional intelligence is one the most crucial aspects for leaders. Much research has illustrated the influence of emotional intelligence on sustainable success of leaders. Within emotional intelligence, the awareness of one's own emotions can drive innovations and create powerful teams. As a form of intelligence, it is far too important and complex to treat it as a topic within a leadership module. The Integrative Design Process seeks to develop the skills and competence of the learners' emotional intelligence over the duration of their studies. The four cornerstones of emotional intelligence are integrated with scaffolding practices so that each build on top of the previous one. [Appendix C](#) illustrates the details of emotional intelligence integration within the selected modules.

Applying the Integrative Design Process, the MBA course has four specific module groups. The Business Foundations group introduces the fundamentals of graduate level research, technology, and emotional intelligence. This group sets the expectations for the learners so that they may understand the principles that make the program unique.

The next group focuses on integrating the Global Business World. Each of the modules focuses on the integration of key concepts, like finance and governance. The modules also build on top of each other in terms of the necessary knowledge required to develop certain skills and competencies. For example, knowledge of finance, project management, and organizational learning are all part of larger strategies. Mastery of the knowledge in these areas enables learners to create solid strategies. Furthermore, within this group of modules, learners also will be guided to engage their community, sharing what they have learned within their respective communities. This is part of the proactive strategy for TI to develop the learners' environment, along with the learner.

The next group focuses on Weaving the Systemic Web. The two modules in this group focus on decision making processes at the individual level and the influence of an organization at the larger systems level. These two modules challenge learners to go beyond the analysis of systems and to begin to design their own systems.

The final group focuses on the Three Specializations of Systemic Leadership, Strategic Finance, and Entrepreneurship. This group focuses on the application of systems thinking, technology, and emotional intelligence to a specific field of interest.

## Continuous Program Improvement Process

TI's continuous Improvement Process follows the Systemic Learning Cycle which is guided by the [quality assurance assessments](#). Rather than apply the conventional continuous improvement process that's content based, the TI *systemic* improvement process is a living cycle within the Knowledge Creation Spiral (shown in Figure 1). The improvement at the

module level occurs after learners complete a module. Curriculum improvements occur on an annual basis.

## Learning Modes of Delivery

To meet the demands of the working professional, TI's programs are designed as an extended weekend program.

### MBA mode of delivery

TI's Executive MBA course offers 13 modules (10 core and 3 elective) that change the educational landscape while creating a structure that enables organizational leaders to complete all modules in less than two years. Designed for the working professional, the course takes place over a period of 22 months, with 13 Residencies plus the Oral Defense of a Master Capstone Project and Graduation Ceremony, held at the Malta campus. A residency is one 4-day weekend (Thursday to Sunday) in a classroom for each module.

The criteria that TI applies to maximize growth of the learners are:

1. A holistic academic learning model focuses on developing the learner as a whole, not just within individual and separate modules.
2. A systemic curriculum design integrates long term development strategies such as systems thinking, emotional intelligence, and technology over the entire course.

The following (Table 5) is a list of the modules within the MBA courses. This list includes three sets of electives for specialization of Systemic Leadership, Strategic Finance, and Entrepreneurship. Learners would complete 3 electives in their selected specialization. The learner would complete 13 modules and the capstone research project to earn the MBA.

Table 2. *Summary of Modules within the MBA Courses*

Module #	Module Name	Course Cluster / Module	ECTS
MBA600	Business Research	Core: Business Foundations	6
MBA601	Leading and Managing Effective Teams	Core: Business Foundations	6
MBA602	Technological Influences on Finance and Innovation	Core: Business Foundations	6
MBA603	Integrative Corporate Finance and Governance	Core: Integrating the Global Business World	6

MBA604	Project Management and Organizational Learning	Core: Integrating the Global Business World	6
MBA605	Corporate Strategy Formulation	Core: Integrating the Global Business World	6
MBA606	Global Business Forces- Macroeconomics and Microeconomics	Core: Integrating the Global Business World	6
MBA607	Global Marketing and Diversity	Core: Integrating the Global Business World	6
MBA608	Solution-Based Decision Making	Core: Weaving the Systemic Web	6
MBA609	Ethical Foundations and Corporate Social Responsibility	Core: Weaving the Systemic Web	6
FIN630	Balancing Financial Risk	Elective: Finance Specialization	6
FIN631	Financial Analysis	Elective: Finance Specialization	6
FIN702	Financial Systems and Proactive Controls in Financial Management	Elective: Finance Specialization	6
LDR610	Transformational Leadership	Elective: Strategic Leadership Specialization	6
LDR611	Change Design and Implementation	Elective: Strategic Leadership Specialization	6
LDR700	Building an Emotionally Intelligent System of Business	Elective: Strategic Leadership Specialization	6
ENT620	Systemic Thought in Entrepreneurship	Elective: Entrepreneurial Management Specialization	6
ENT621	Managing Small Enterprises	Elective: Entrepreneurial Management Specialization	6

ENT701	Competitive Advantage- Creating Learning Systems in Entrepreneurial Management	Elective: Entrepreneurial Management Specialization	6
RES 750	Capstone research project	Scholarly research	30

## Variety of Learning Methods and Approaches

To be successful in the process of passing on knowledge, the understanding and application of educational psychology is at the foundation of every educational strategy within TI. Starting with pedagogy, the explicit knowledge within textbooks, faculty, and research literature is one of the primary aspects for gaining new knowledge. Andragogy takes it a step further towards understanding the mental constructs within the adult learner, which is much more complex than younger learners. With the unique work and life experiences of each learner, the learning process calls for constructivism to be at the foundation of educational design within TI. This strategy captures the existing knowledge inside each learner and constructs new meaning from the application of new knowledge. The following are four specific approaches designed within TI's courses.

### Active Learning

As a learner-centered institution, the learning starts from the learner's base knowledge of concepts, rather than the professor's perspectives. Applying constructivism, active learning involves the learners in basic practices like participation in goal setting, real-world problem identification and self-assessments. The classrooms are relatively spontaneous, focused on what engages the learners, rather than case studies from foreign nations that have limited meaning to the learners. Learners engage the real world to identify problems from interaction with business leaders and then creating innovative solutions. TI faculty constantly challenges the learners to be proactive creators of new knowledge within the scope of their studies. This type of learning occurs in all modules within the course.

### Cooperative and Collaborative Learning

To further develop one's ability to lead, and the understanding/application of systems thinking, team work is woven into specific modules to help learners develop key skills and competencies. The teamwork happens within the classroom, through various interactive simulations, where learners simulate working in multinational enterprises. Within the prescribed schedule of development for emotional intelligence ([see Appendix C](#)), learners use collaboration to master the different pillars of emotional intelligence.

## Learning through Case Studies

In most modules, TI uses real-world case studies that learners take a proactive role in making a difference. Unlike a traditional case study approach, where the learners are always given limited information on a case and can only address it in theory, TI's model challenges learners to create their own cases from their personal environment, as well as local organizations in Malta. This is done through proactive relationships that TI shall establish with a partner organization. Each cohort in a graduate course will engage their partner organization(s) during their studies in many modules. For example, if the module topic focus on leadership and management, the learners would explore the leadership and management practices of the partner organization. Under the guidance of the module professors, the learners would offer new insights for improvements and observe the implementation of their ideas. These organizations provide a real-world environment for learners to apply their learning while helping the organizations become more successful. This adds incredible richness to the cases, especially from a cultural perspective. Learners engage in learning to assess the case from a systemic perspective while formulating real-world solutions and implementing them to determine effectiveness. This design has been proven to ensure that learners develop skills and competences well outside of traditional teaching methods.

## Solution-based Learning

While most universities continue to use a problem-based learning (known as PBL), TI takes a step further in stretching the strategic capabilities of its learners. A problem in the real business world is often only a symptom of a larger systemic issue. Rather than finding a single solution to a given problem, learners at TI take the analysis further from root cause analysis to systemic analysis. With a goal of developing systemic thinkers, the solution-based learning applies solution orientation to problems where systemic solutions help to prevent future and related problems from occurring. Since systems thinking is based on technology (software) originally, the solution-based learning helps learners function from a systems design approach. This sets TI graduates apart from the regular fire-fighting manager who works from a reactive state, to a systems design leader who works from a proactive state.

TI's faculty support and learner-professor relationship are the foundations which further support these learning methods ([learner dynamics](#)). TI faculty are highly trained professionals who are available for the learner in several areas of support which include, but are not limited to, the following: assignment consultation, module support, library workshops, skype consultations, video conferencing, and research support.

## Module Assessment

This is an ongoing assessment cycle that formally occurs after each module. The Department Chairs are responsible for the assessment and ensure that the modules are delivered according to intended purposes, such as ensuring that learning outcomes in terms of knowledge, skills,



and competencies are met. The department chairs will randomly review at least five learners' assignments to ensure fairness in grading and the alignment of the assignment content with expected module learning outcomes. In addition to reviewing individual module assessments, the real-world engagement projects offer the most up to date feedback for module designers. Depending on the outcomes of the learners' engagement within their community, the feedback will immediately update the respective module contents where possible.

## **Curriculum Assessment**

This formal assessment cycle occurs annually at the course level. The curriculum assessment is the responsibility of the Academic Steering Committee. While the Department Chairs collect the real-world feedback within the individual modules after learners complete them, the Academic Steering Committee has a broader view of the feedback within the curriculum. The integration between the latest research, cultural influences, and the feedback from the application of knowledge within the knowledge creation spiral forms the basis for curriculum assessment.

## **Policies for Quality Assurance**

### **Relationship between Research, Learning, and Teaching**

The TI core values outlined in the [Ethics Review Section](#) represent a strong and firm commitment to the holistic development of the learner. This provides the forum for the learners to explore and critically assess existing knowledge, develop research that creates new knowledge within a given cultural context, and realize their profound potentials within a global economy. The TI educational program creates a tightly woven relationship between theory and practice. Each learner closely aligns to the relevancy of the research topic and goes beyond a surface level understanding to appreciating the larger academic, social, and environmental context. During each module, the real-world application projects further develop the learners' understanding of the interconnectedness between knowledge, practice, and research. By the time learners reach the final thesis/dissertation stage, their high levels of self-efficacy enable them to transition easily into scholarly research based on their experiences in taking theory into practice.

### **Procedures for Ensuring Academic Integrity and Freedom**

Academic integrity is one of the core values of TI. A high standard for the academic curriculum requirements, as well as the faculty procedures, guides the achievement of the stated standards. Through the evaluative methods outlined in Table 2, utilization of the internal Peer Faculty Reviews, and the annual external review of the course and curriculum structure, TI has a comprehensive manner by which to ensure that the standards outlined are upheld. After the completion of each module, holistic assessments ensure that the intended learning outcomes



are addressed. Furthermore, utilizing resource technologies, such as turnitin.com, provides additional assurance that academic integrity is exhibited by learners.

Academic freedom within TI has two dimensions. First is the faculty dimensions; TI faculty has complete academic freedom to use any learning tool, materials, and/or methodology to achieve the intended learning outcomes for a given module. Second is the learner dimension; TI learners retain the right to express their views in any medium without negative consequences from the institution and its faculty. Both faculty and learners may express their views on topics, such as politics, religion, and philosophy, within the topics of each module. Any violations of the intellectual sharing of perspectives may be raised and investigated by the Ethics Review Board.

### **Procedures that Guard Against Intolerance**

The Student Diversity Affairs Committee is comprised of selected students and faculty team members and endeavors to structure policies and guidelines that enable a respectful institution atmosphere. Instances of intolerance may be reported to the Committee via the Learner Portal website. This committee is structured with the following goals in mind:

- Obtain Stand Against Intolerance Pledge signed and agreed upon by all learners
- Conduct Workshops that promote respect, empathy, and humanity
- Maintain a process of responding to changing societal needs for all levels of tolerance

Any incidents of intolerance may be raised and investigated by the Ethics Review Board.

### **Plagiarism and Other Misconduct**

TI utilizes a plagiarism detection technology called Turnitin.com. In addition to turnitin, faculty may also recognize plagiarism through their own expertise or the lack of proper citation. Any learner suspected of plagiarism will be examined by the Ethics Review Board. The corrective action of the Ethics may include a range of disciplinary actions from academic probation to dismissal from the program.

When a plagiarism incident occurs, the faculty may choose one of the following options depending on the severity of the offense and prior incidents:

1. Use as a teaching moment.
2. Learner receives a “0” in the assignment.
3. Learner fails the module and goes under academic probation with further studies of academic writing; upon completion of additional workshop, learner may return to restart the module.
4. Learner is expelled from the course.

## **Appeals**

Learner requesting an appeal of a decision made by the Ethics Review Board may seek resolution through one of the three levels of leadership: 1) Consultation with the department chair, 2) Review with Vice Chancellor, and if required, 3) Formal appeal with the Institution Board of Directors. The nature of the appeal shall determine the level of review required.

When a situation unrelated to academic conduct arises, the learner may complete the Appeal Proposal Form which is available on the Learner Portal website. A review will be conducted by the Department Chair to determine if a hearing will be required with the Ethics Review Board. If a hearing is deemed necessary, the learner will have an opportunity to present his/her case to the Ethics Review Board. A decision will be made within two weeks of the hearing.

## **Taking Temporary Leave of Absence:**

Learners at TI may take a leave of absence for the following reasons:

- Family Hardship/Personal Reasons
- Military Assignment
- Medical Disability

The maximum time for leave is three semesters (10 weeks per semester or total of 30 weeks), after which time the learner must decide to permanently drop enrollment and reapply for enrollment at a later date. Documentation of each area is required for review by the Department Chair. Family hardship or personal reasons require a letter of explanation. Military Assignment requires a copy of the assignment details. Medical Disability documentation is required from a licensed medical professional.

Learners on temporary leave continue to have access to learner email and Learner Achievement Advisor. Request forms are available on the Learner Portal website.

## **Granting Extension for Duration of Module:**

Learners at TI may request an extension for a maximum of four weeks during a module, for the following reasons:

- Family Hardship/Personal Reasons
- Medical Disability

Documentation of each area is required for review by the Department Chair and coordinated with an assigned Learner Achievement Advisor. Family hardship or personal reasons require a letter of explanation. Medical Disability documentation is required from a licensed medical professional. Request forms are available on the Learner Portal website. Upon approved,

learners will complete all required assignments within the module no less than 4 weeks from the end of the semester.

## **TI Systems and Quality Assurance Processes**

### **Learner Information and Support systems**

The TI educational model seeks to develop the whole individual and address the overall well-being of its learners. All learner information is kept on a secure server with access from the Learner Portal website. Access to the information is available only through the Registrar's office. Information made available to each learner includes module requirements, learner aid materials, Learner Achievement Advisor information, Learner Development Plan, and student academic standards.

A structured support system for learners addresses the needs of the learner from both the academic and social support. Specifically, each learner will be assigned a Learner Achievement Advisor(LAA). These advisors are the academic guides that ensure learners adapt to the academic rigors of their course while also helping them to effectively manage time within their busy working lives. Furthermore, a Peer Mentorship Program is available where learners in the first year are paired with learners in the second year; this is a voluntary program. The peer-mentorship offers a student support network that addresses many emotional and intellectual needs during the course. Especially considering various cultures' power distance, this program offers a support channel at the peer-level. TI's faculty is also available to learners for inquiries and support throughout their journey within the course. Besides, with a strong foundation of authentic care, all TI faculty are committed to the success of the learner, whether the learner is currently enrolled in their module or not.

### **Formal Institutional Approval Process**

When a new module or major enhancements are necessary to meet the needs of current businesses, TI's formal approval process for a module goes through designated stakeholder groups. Any of the stakeholder groups may initiate module/curriculum enhancements based on the stakeholder's experience and interactions with learners and the business environment.

1. Peer Review of Module Content

The peer review provides a forum for faculty to evaluate the probability of success for the new content within a module. To offer highly relevant content within current business demands, didactic feedback empowers instructional decisions regarding enhancement and growth of the learning experiences for students as well as the learning tools and environment for staff.

2. External Stakeholders Review and Impact

Representation of the External Stakeholders enables significant input from the marketplace (both locally and globally), specific target populations, and governmental entities. Each group can assess the value added by incorporating their existing knowledge to the skill set of the learner. Their perspectives involve consideration of the short and long term effects on issues beyond the institution environment.

3. Department Chair

The Department Chair is responsible for knowing the effectiveness of staff and module study within their department. The capacity of each department to meet the goals and objectives of the module learning outcome guides decisions for new course adoptions. Validation of selections is verified by the results of reliability studies.

4. Academic Steering Committee

The Academic Steering Committee reviews the effectiveness of curriculum on a semi-annual basis. Its considerations bring into account learner workload and current business demands. Comparative analysis of student success rates with other universities, member states, and nations are an integral part of the selection process.

5. Vice Chancellor Approval

The Vice Chancellor engagement is collaborative and summarizes the results of all feedback areas. The decision making at this level considers financial viability, student actualization, staff development, and institution impact as well as reputation in the global business environment. Adherence to all criteria of accreditation is controlled at this level.

## Thesis/Dissertation Mentor Selection Process

Once learners are ready for their research projects, towards the end of their course (after the 11<sup>th</sup> module is complete), they may select a topic of their interest and are then assigned a mentor. The Research office assigns a Thesis/Dissertation Mentor to guide the steps of progression necessary for completion, as noted in Figure 5.

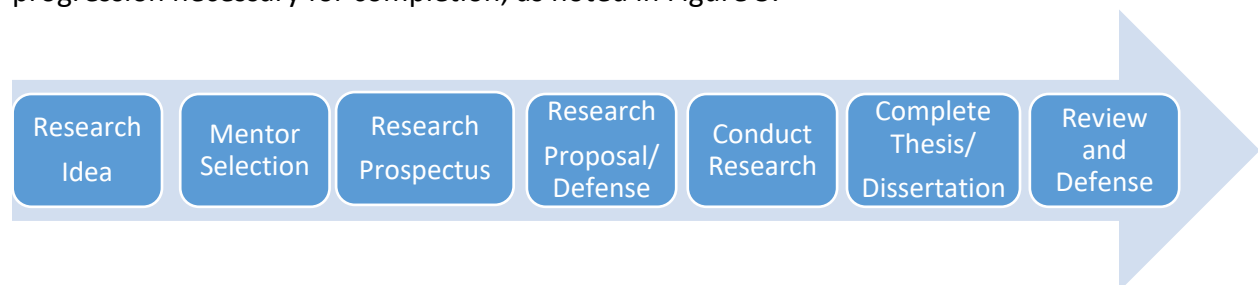


Figure 5. Learner Milestones in the Research Phase of their Course

Typically, learners may request a specific mentor based on their experiences in the modules and their topic of interest. Depending on the mentor's availability, the research director will assign the mentor to the learner, considering learner preferences, learner's topic alignment with faculty expertise and mentor availability, within one month after the completion of the 12<sup>th</sup> module within a course has been completed and all tuition fees are paid.

## Ethics Approval System

TI uses a values statement to guide ethical behavior, rather than a content based code of ethics. The values statement provides a contextual framework for thought processes and considers cultural differences in its application. If, and when, a violation of the value statement occurs, the Ethics Review Board will review the respective situation that a faculty or learner brings forward and requests additional scrutiny. The Board may decide to recommend corrective actions depending on the severity of the situation within one month after all relevant information has been collected. The Ethics Review Board is comprised of three faculty members, each from a unique discipline.

There are 10 key values that serve as the guiding principles of the decision and review processes adhered to by the Ethics Review Board:

1. **Balance** – Maintaining a lifestyle that incorporates the balanced development of multiple intelligences: intellect/analytical intelligence, emotional intelligence, spiritual/systems intelligence, and somatic intelligence; and passions.
2. **Growth** – Learning constantly through knowledge creation spiral: being challenged, applying newly gained knowledge and measuring all aspects of learning, and conducting longitudinal research to continue internal growth; the best investment being the constant reinvention of self.
3. **Integrity** – Doing what is promised at all times; being what we teach; staying in congruence with all environments; being honest with self.
4. **Truth** – Willing at all times to share 100% of the truth; always being open to the truths of other people through respect and lack of judgment; delivering the truth in a way that moves people, especially when the truth is ugly; considering that people may not be ready for that truth and allowing the wisdom of the system to take them on their paths.
5. **Humanity** – Valuing people and always focusing on people as an ultimate purpose of life – creating systemic change from within for human evolution; people are at the core of every event, organization, or product/service.
6. **Passion** – Being what lights the fire inside at all times, nothing less; consciously choosing every engagement.
7. **Systemic wisdom** – Seeking at all times to apply mental and emotional energies at the root cause; creating systemic changes that sustains effort; rarely being the band aid to any problem or situation.
8. **Innovation** – Living without a box; recreating every reality from an abundance and inspirational perspective.
9. **Empathy** – Seeking understanding on every event and situation. Never making a judgment that categorizes people; seeing people as potential of greatness that desire understanding.

10. **Loyalty** – Cherishing relationships with people and supporting them through challenging times; always finding ways to create harmony and peace, integrating honesty, trust, and integrity with people.

### **Institutional Probity- Financial Integrity**

TI places great emphasis upon the financial accuracy and integrity of conduct of all financial matters. The values of the TI outline that Integrity is one of its core principals. Consequently, all documentation for business operations are maintained in a consistent manner and reviewed quarterly by both an internal review by the Campus Director and an external auditor. TI will have Audit and Compliance services performed by a local financial auditing company to ensure compliance with local regulations at all times.

### **Funding for Learning**

TI funding is sourced primarily through tuition fees. Additional sources of income for learning and teaching activities maybe accumulated from external grants and sponsored research.

### **External Quality Assurance**

An annual external review of the courses and curriculum structure is conducted to review the academic rigor within the curriculum and faculty achievement of learning outcomes. This review may be conducted utilizing both onsite and offsite methods of review by an external audit company adhering to The National Commission for Further and Higher Education (NCFHE) guidelines. All external quality reviews are managed by the Campus Director and occur every five years.

### **Information Quality Act (IQA) Policy and Standards Review Process**

Once every two years, the TI will undergo an External Information Quality Assurance (IQA) Audit led by an external audit company to ensure the Policy and Standards are appropriate. A team of students and faculty will alsoconduct annual reviews to ensure alignment.

### **Quality Assurance of Subcontracted or Outside Party Activities**

During the quality assurance review cycle, the Campus Director is responsible for the administration of quality assurance processes which may be subcontracted or managed by outside parties. In this role, the Campus Director may authorize contracts and funding for institution sponsored structured quality initiatives. Additionally, the Campus Director, under the guidance of the Vice Chancellor and the Board of Directors, will ensure the proper documentation and regulatory adherence of all aforementioned activities.

## **Parent and Local Representatives**

TI always takes a proactive approach to compliance with the policies for conducting internal and external audit reviews based on the accreditation standards that relate to the parent and local country standards. The local representative is the Campus Director who has the responsibility for managing this area of Quality Assurance Standards for the local campus. The Campus Director coordinates compliance with local requirements and the parent organization. For the Malta campus, the internal quality assurance structure adheres to the Malta Qualification Framework.

## **TI Learner Transformation**

### **Admission Process**

Prospective TI students apply by submitting the TI Application Form as well as the TI Questionnaire, along with a €250 application fee. A completed application also includes each of the items below, submitted to TI by set deadlines:

1. Bachelor's Degree Transcript
  - A relevant MQF/EQF L6 degree at second class, OR
  - A MQF/EQF L6 degree plus a portfolio evidencing relevant work experience for at least 3 years, OR
  - A MQF/EQF L5 full qualification AND portfolio evidencing professional and/or executive level work experience for at least 5 years
2. Portfolio evidencing professional and/or executive level work experience for at least 4 years with 2 years of managerial work experience
3. Three (3) Work References
4. Personal Essay – including personal passions, values, and vision

## **Eligibility and Selection Criteria**

Entry requirements for the MBA course are as follows:

1. Bachelor degree from an accredited institution (MQF/EQF L6 degree)
  - A relevant MQF/EQF L6 degree at second class, OR
  - A MQF/EQF L6 degree plus a portfolio evidencing relevant work experience for at least 3 years, OR
  - A MQF/EQF L5 full qualification, AND a portfolio evidencing professional and/or executive level work experience for at least 5 years
  - A GPA of 3.0 or higher
2. Minimum 2 years of managerial work experience and 4 years of professional experience



3. Ability to comprehensively communicate in properly written English including writing and analytical skills to ensure that the prospective candidate can fully and meaningfully participate in course work
4. Alignment between TI values and learner values
5. Established credible references
6. Acceptance of tuition fees and selection of payment option

## **Orientation Activities**

Upon acceptance to the TI graduate course, and initial tuition payment (or full tuition payment) learners receive instructions to complete an online orientation that reviews important information regarding the graduate course. This online orientation must be completed prior to attending the on-campus residency for the first module. During this online orientation, there are links to additional resources and information on the Learner Portal website. The orientation also has two orientation meetings conducted through presentations from the Learner Achievement Advising office with a question and answer session at the end of the meetings. Upon arrival for the first residency, on-campus orientation is structured with a 2-hour overview, tour, and dialogue of the learner journey in the course.

## **Learner Workload**

The completion of the TI MBA course requires 103 ECTS. This is broken down into 13 modules and a capstone research project. Each module contains 6 ECTS. The 6 ECTS represent 37.5 hours of classroom instruction, 16 hours of supervised practice, 8 hours of assessment, and 88.5 hours of self-directed study. The capstone thesis research is 25 ECTS.

## **Learning Dynamics**

TI's graduate courses are designed to develop the whole individual from one's knowledge of business to the multiple intelligences that enable wise strategic decisions. At the entry point of the course, a personalised scaffolding process creates a development path unique to each learner. Initial assessments on constructs such as vision, leadership, self-confidence, self-efficacy, systemic awareness, and technology awareness provide the foundation towards building the knowledge, skills and competence of the learner.

The Learner Achievement Advisor (LAA) develops the learner development plan based on the initial assessments. Scaffolds are built into the learner development plan which inform the faculty in each module the learners' development needs. Faculty develops the appropriate activities to support the development within the module. This system enables faculty to have meaningful development conversations and considerations with learners without having to start from scratch at the start of each module. In addition to gaining knowledge of module contents, learners experience fluid transitions of their unique development needs from one



module to the next. The learning system with various quality assessments captures progress of each student as seen below between the learners' dynamic with faculty, other students, and the LLA. A full schedule of continued assessments into the learner development plan is in [Appendix C](#).

The content of the course includes many standard business areas such as marketing, finance, governance, strategy, economics, ethics, management, and leadership. To ensure that the knowledge has sustainable recall well after the completion of the course, learners will proactively apply the newly gained knowledge by integrating the knowledge with the real-world. Each module will have a community project where learners engage their environment and apply what they learn. This module requirement builds the skills for leading businesses well above the typical regurgitation of the contents of each module. This element within the curriculum design is in addition to the traditional educational means such as case studies and essay papers that further the skills such as business analysis, technology management, and problem-solving.

The competences within the TI graduate courses focus on learners' ability to lead organizations. Further development of the skills within the courses focus on three primary areas – systems thinking, emotional intelligence, and technology awareness. Within the modules, these three areas create integration between module concepts, such as how marketing influences, finance. Within the interconnectedness of the knowledge and skills developed, two of the core competencies focus on developing multiple intelligences, while the third area focuses on the understanding and application of technology.

### **Learning Dynamics and the MBA Journey**

Being a learner centered educational institution, the learning dynamics at TI has many systemic considerations from globalization. Applying the definition of learning where there should be relative permanence of recall, knowledge should be sustained within one's memory (Ormrod, 2014). The dynamics of learning calls for the psychological understanding of cognitive and emotional dynamics, as well as the process understanding of continuous dynamics within graduate studies. Within the learning dynamics, many systems/theories/models are linked to achieve a profound outcome of global leaders. These include constructivism, andragogy, knowledge creation spiral, inter-generational learning, and inter-cultural learning.

First, constructivism guides TI's learning dynamics to build on the existing tacit knowledge of its adult learners. Andragogy further integrates learning by forming healthy beliefs about one's ability to gain knowledge and apply it to the real-world. The minds of learners are not a blank slate ready to digest information from a professor or textbook. This necessitates a full understanding of educational psychology that is the foundation of the knowledge creation spiral (Sun, 2007). Every aspect of learning needs some real-world interaction to create the necessary emotional trigger that enables the creation of knowledge. Finally, as a global

institution, inter-generational learning and inter-cultural learning are always integral parts of the learning dynamics as different generations and cultures exchange ideas and create new knowledge. Figure 6 provides a high-level overview of the learning dynamics at TI. Unfortunately, the visual representation of the interactions of the multiple systems would take many pages. Figure 6 extracts some of the important elements into a visual diagram. The following provides more detailed overviews of each aspect of the learning dynamics.

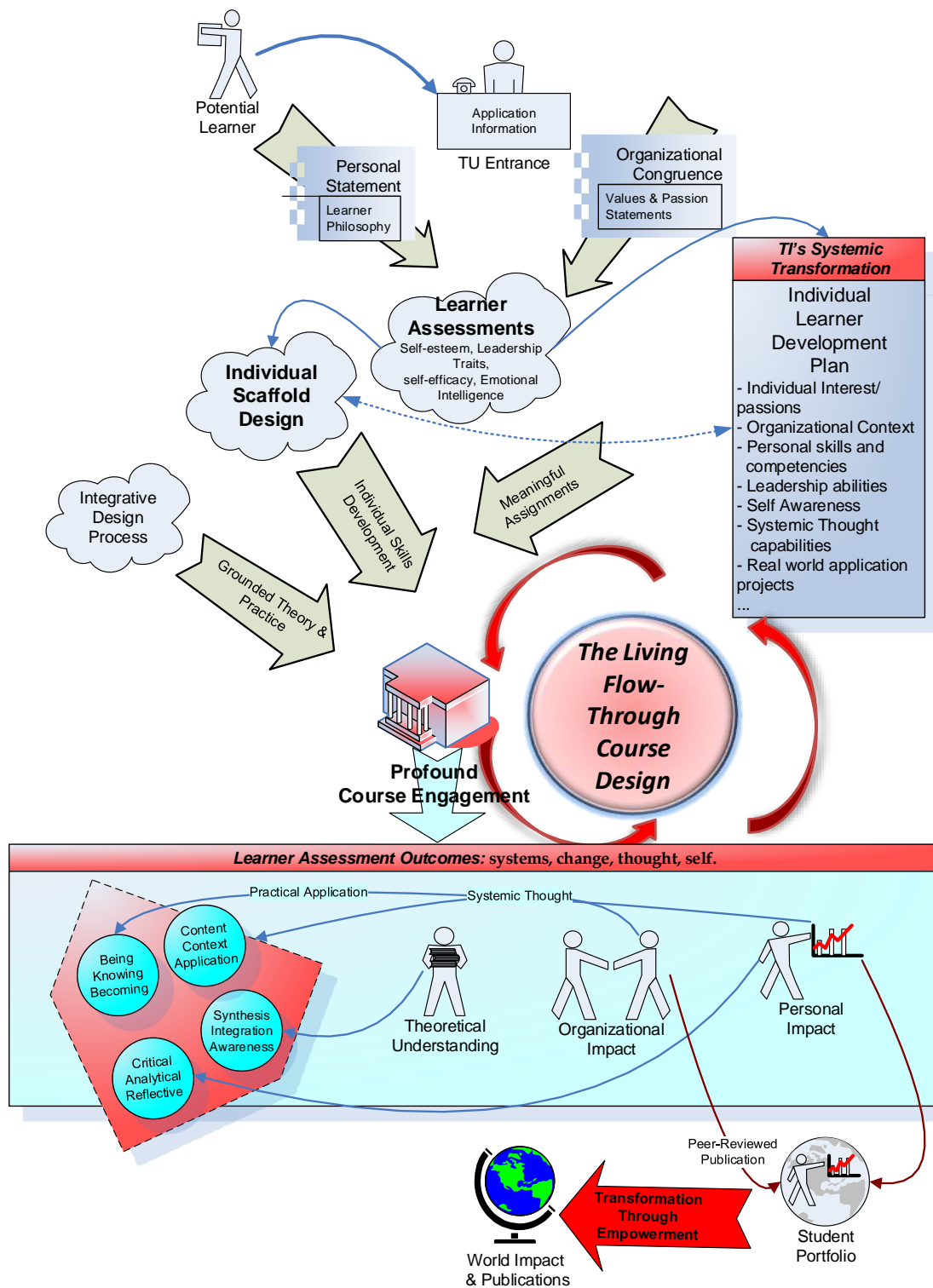


Figure 6. High Level Overview of Learning Journey

### Learning Dynamics between Learner and Learner Achievement Advisor

Once learners enter their MBA course, they are assigned a Learner Achievement Advisor (LAA). The LAAs help learners orientate to the TI educational systems along with providing constant guidance and support. They partner together to ensure the optional learning experience through the learner development plan. This plan is managed by the Learner Achievement Advising office along with input from the faculty and department chairs. All the baseline information obtained from psychometric assessments within the orientation process enables the LAA to create an individual learning scaffold within the Learner Development Plan and shares this with faculty for each module. This scaffolding provides faculty up-to-date information on what is needed next in terms of development activities for a given module. For example, if the learner can understand theories and clearly articulate them, the next step for the faculty within a module would be to develop critical thinking with respect to cultural differences on a given theory. At the end of each module, the LAA is responsible for updating the Learner Development Plan, with input from the faculty and the learner. To create a proactive and supportive environment for learners, the LAA schedules interaction with the learners between every module and as needed when new assessments are conducted within the system.

### Learning Dynamics between Learner and Faculty

One of the primary values that guides TI in all its operations and its people is humanity and empathy. The faculty at TI will exhibit these values through their interaction with learners. As learners start a new module, the Learner Development Plan provides the faculty specific information on the development needs of a student and the actions to enhance a specific area while engaging the learner in the classroom. Thus, the learning dynamics between the faculty and learner always starts with crucial information, instead of a blank slate. This information enables faculty to quickly build trust and respect that facilitates learning. Faculty will understand what motivates the learner and potentially gear the topics towards the learner's interest. This results in meaningful assignments that align with learners through the real-world application projects in each module. When there is either a concern or an achievement, the faculty or learner can initiate communication to proactively address an issue. All faculty at TI provide a maximum 48-hour response time to all learner communications.

During the classroom time, faculty applies the principles within andragogy to proactively engage students in critical thought and application. Regardless of the topic, the professor facilitates learning through the effective use of Socratic methods and engaging activities, such as team debates. After the residency, the professors continue to engage learners in a one-to-one dialogue through discussion forums and assignment feedback where much of the reflections of application occur. All of the shared learning creates some powerful relationships between learners and faculty that can last a lifetime.

TI also employs an innovative dual faculty model for each module. Instead of one single source of expertise on a given subject of study, TI engages 2 professors for each given module. One professor is the primary professor who has an expertise in the module subject. This professor is responsible for contents and administration of the module. A second professor also engages the learners during the final 3 weeks of the module for two primary purposes:

1. To help learners integrate module topics towards the next module. This design ensures that learners are capable of integration between business topics like how finance influences organizational learning.
2. To further develop the learner-faculty relationship. During the final three weeks of the module, the second professor obtains an understanding of the developmental needs of the learners through their written assignments, while providing meaningful feedback. When they begin the next module, they will have already incorporated learner needs and goals into the design of that module, creating a fluid transition between modules while integrating module content. This design also creates a continuously developing environment for learners.

#### Learning Dynamics Between a Learner and Other Learners

The learners at TI are multi-generational and multi-cultural. As an international institution, the learners are from many parts of the world and are of various age groups within the classroom environment and through the learner support portal. Learners interact through constant dialogue as it relates to the module content and is facilitated by faculty. Activities like group projects, debates, and simulations create interactive learning sessions amongst learners. In addition to the interaction based on the module contents, inter-generational and inter-cultural learning are a part of the learning dynamics. Different generations have unique beliefs and values from specific events within a culture. Such differences enable learners to explore consciously the beliefs among generations, and thereby to create new understandings. Inter-cultural learning adds another dimension to the learning dynamics with different cultural lenses. When the cultural dimension is added to the learning dimension, learners explore the complexity of business within globalization. Communicating with people from many different generations and cultures, through facilitated activities in both the classroom and the learner support portal, offers tremendous richness well above traditional literature.

#### Learning Dynamics between Learners and the Real-world

The final learning dynamics that is unique to TI is the real-world application projects within each of the modules. For most modules, there will be two real-world projects. The first is created as learners engage their partner organization in the assessment of a module topic within the operations of the partner organization. This is a team approach where learners can obtain the necessary information in an existing business to develop a case and formulate solutions. The second is a learner-centered case study where they engage an organization within their respective cultural environment. In most modules, either or both, real-world projects will

enable learners with real world application practice. These real-world projects, applied in the learners' local or regional environment, incorporate a combination of the learner passions, literature pertaining to the module contents, and the faculty's expertise in the field of study. Such an application projects challenge learners to go beyond the regurgitation of materials in exams and critically apply the concepts/theories in their part of the world, with ample consideration for cultural differences. In content, the practice enables learners to develop skills and competences and helps them to build a learning community. These projects transform the typical isolation of learners completing assignments within their environment, into an interaction and sharing of what is being learned with others. The learners develop communication skills by engaging stakeholders within the application project, as well as confidence and self-efficacy as results of these interactions. In context, the learners have meaningful work that has a real-world impact as they see the results of their actions. Whether it's a pilot study within a micro-environment or a major strategic initiative, learners learn to apply leading measures to see the connection between theory and practice. They are also able to see their personal impact as people around them begin to have a positive perception of them as leaders and innovators. Furthermore, the new knowledge created through the application projects translates into tacit knowledge, which could drive learners to seek publication of their work that develops culturally sensitive theories within the knowledge creation spiral.

Another unique aspect of the TI experience includes the Community Knowledge Sharing projects which occur at three intervals within the MBA course listed:

- Module # 8: MBA607- Global Marketing and Diversity
- Module #10: MBA609 - Ethical Foundations and Corporate Social Responsibility
- Module #12: Elective Module

When learners excel in the modules, they begin to grow at an accelerated rate within their environment. Unfortunately, when leaders begin to emerge unexpectedly in many environments, the resistance from their stakeholders can pull them back down into the norm of mediocrity. To avoid this phenomenon, while also making a greater impact in a global community, the Community Knowledge Sharing projects empower learners to proactively share their knowledge with the community of their choice. Learners are guided strategically by the professors and the Learner Achievement Advisors to engage key stakeholders and share practical lessons from their program. Along with the community outreach, the skills and competences gained by practicing teaching and sharing is invaluable.

### **The Learner Development Plan**

To fully comprehend the complexity of the learning dynamics in the TI graduate courses, the Learner Development Plan is the educational tool that guides learning throughout the program in addition to the standard grading system. The goal of this plan is to develop the whole individuals into global leaders. Managed by the Learner Achievement Advisors, the plan starts

with several baseline metrics to establish a full understanding of where the learner is with respect to many perspectives from skills to intelligences. The learners' personal statements create a baseline for writing skills. Within the first module, the learners create a values and passion statement that sets the tone for self-reflection within the program which provides for both the learners and the faculty a better understanding of each individual learner's motivations. Psychometric assessments collect key information on confidence, self-efficacy, Multifactor Leadership Questionnaire (MLQ), and systemic thought and emotional intelligence (see [Appendix C](#) for schedule of psychometric assessments within specific modules). All the information forms the baseline for the learners. As the learners initiate a new module, the information is provided to the module's faculty so that they can further develop the learners. Any updates and respective assessments may be added to illustrate specific developmental achievements and challenges within the system. At the end of the program, a final set of assessments explores the changes made by the learners during their journey and recognizes their achievements.

### **Resources and Forms of Assessment**

Through the learner support portal, learners have access to the online library containing thousands of scholarly research articles from hundreds of journals and the learner support system - Moodle. Many resources are integrated into the learner support system from research articles, videos, simulations, and assessments. The assessments for the modules vary depending on the content of the module and its respective design. For each module, the assessments include a combination of exams, quizzes, essays, discussions, real-world project applications and assessments, term papers, simulations, psychometric assessments for emotional intelligence, self-efficacy, confidence, systemic thought, and transformational leadership traits. Details for each module are covered in part F of the application for programme. Standard rubric for term papers are in [Appendix E](#). Standard rubric for presentations are in [Appendix F](#). Standard rubrics for in-class discussions are in [Appendix G](#).

### **Further Learning Opportunities Available to the Learners**

TI encourages all learners to actively seek learning opportunities and share these with the faculty and staff. TI approved workshops, programs, and activities available to learners are posted on the Learn Portal website. As part of the philosophy of learning, TI believes that learning cannot be sustained in a vacuum. Learning takes place within a community where stakeholders also are engaged in the learning process. With this philosophy in mind, TI learners have at least three or more community learning engagements where they choose a specific stakeholder group and share their learning through a personally developed workshop. This activity further solidifies the knowledge gained by the learners while also connecting the learning to their community. In addition, it also helps learners develop key leadership skills necessary to gain the respect and trust from within their local or regional environment.



## Learner Involvement in Design and Review Process

There are two methods that TI engages learners in the design and review process:

1. Real-world application projects within each module are embedded in module design reviews. As learners engage in their real-world projects, faculty can assess the relevance of what is being taught from the learners' applications. If and when learners find situations that may require further content (theories, concepts, processes) that the module and/or course does not cover, faculty communicates the need to their Department Chairs for the necessary design updates. This process is a qualitative engagement with the learners.
2. Post-course assessments are embedded in module and course design reviews. As a quantitative and qualitative assessment, the post course assessment enables learners to provide information on the quality and practical application of the course design. This process is initially a post course assessment survey. If, and when, information from this assessment offers innovative insight determined by the LAA, Department Chairs will discuss the ideas with the learners through a scheduled interview.

## Employment-Oriented Stakeholder Design

The employment-oriented stakeholder design starts with two primary sources of information noted in the [Process for identifying training needs](#) section. First, the real-world application projects, conducted by each learner, provide real time information on stakeholder needs within the learners' community. This occurs in every module providing a proactive and efficient flow of information, which enriches the modules/course. Second, since all faculty are proactively engaged in professional consultancy, their inputs provide another perspective on the design of the modules/courses. These two sources – stakeholders and faculty - provide an abundant amount of information for the learners.

## Learner Population

The adult learner today has varied interests and backgrounds and comes from all over the world. These individuals are managers and executives in various organizations from different cultures. To address the needs of the global learner, TI devised a curriculum that acknowledges the needs of today's learner population.

- **Work and Education Balance:** Numerous studies indicate that today's learner is more likely to be both a student and a full-time employee. There is an increasing need to ensure that universities have sufficient resources and instructor support that allows learners to be successful via on-campus instruction and learner support system.
- **Flexible Time and Location Needs:** Today's learner does not need to be 15 minutes away from campus but may be thousands of miles away. The executive programme



enables working professionals to travel to a convenient location on an extended weekend residency.

- **Prior Learning Experience:** There are learners today who have gained a great deal of learning experience through work and life experiences. The TI curriculum fosters an environment that allows the learner to explore and share the depth of experiences gained with fellow classmates and TI faculty.

## Module Grade policy

TI's module completion documentation is documented by way of the grading system noted in Table 4:

Table 3. *Grade Point Scale*

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00
I	Incomplete (learners are given extra time to complete assignments past the last day of the module; no more than 4 weeks are allowed)	
IF	Incomplete / Failure (students failed to submit within agreed deadlines)	
W	Withdrawn	

If a learner falls below a cumulative 3.0GPA, he/she is placed on academic probation for the next two semesters (20 weeks). Learners need to raise their GPA to comply with the 3.0 GPA minimum within the next two academic semesters. The Learner Achievement Advisor helps the learner in creating a plan to improve module performance. This plan is also shared with faculty, who can offer module specific support.

## Pass Rates

The TI Campus Director maintains the documentation and reports on learner Pass Rates and provides this information to the faculty, Vice-Chancellor, and Board of Directors Quarterly.

Utilizing the combination of the Learning Outcome-based system, the integrative design process, and andragogy, pass rates reflect the commitment to excellence by both the learners and faculty. To uphold the highest level of integrity, TI seeks to empower learners at each step of the learning journey. Pass rates will accurately reflect learners' mastery of the module contents as well as their ability to critically apply the knowledge through their real-world projects. The psychometric assessments enable TI to guide learners proactively so that pass rates are at optimal levels.

### **Course Participation (Retention/Success Rates)**

The measurement of module and course participation relative to retention and success rates is monitored by the Learner Achievement Advisors. TI's learner support system provides detailed reports of learner participation in each module, along with learner performance. On a bi-weekly basis, the learner achievement advisors proactively monitor learner participation, working with learners when needed to keep up with discussions in the learner support system. They also review the number of learners that complete the modules as well as the grades earned. After each module is completed, an assessment is conducted to obtain feedback on leading indicators of effectiveness. These indicators for the learner, faculty, and module are outlined in the Summary of Quality Assurance Assessments (Table 5).

### **The Organization of the Quality Assurance Structure**

The Organization of Quality Assurance (OQA) at TI is composed of the Vice Chancellor and the Department Chairs. The supervision of the administrative duties and reporting tasks of the OQA is led by the office of the Vice Chancellor.

#### **Quality Assurance of Learner Transformation**

The Assessment of Quality Assurance team is comprised of the six Department Chairs and the Academic Steering committee. This team is responsible for outlining the requirements, method, and analysis of learned outcomes, addressing any mitigating circumstances, and ensuring consistency.

#### **Assessor Method, Requirements, and Consistency**

The Assessment team utilizes the Summary of Quality Assurance Assessments (see Table 5) as the guide for module requirements, and conducts a formal review and approval of modules four months prior to the publication of module offerings. All modules are reviewed with the same process to ensure consistency and integration of intended learning outcomes.

## Analysis of Learning Outcomes

The learner objectives outlined for each module is evaluated after the completion of each module by the Department Chairs. Additionally, an assessment is conducted by a selection of learners to ensure the effectiveness of the intended outcomes.

The following is a list of assessments used to ensure the highest level of quality for the course. These assessments are completed on a proactive basis to ensure that the content mirrors the demands of the current business environment.

- **Course Reviews:** these reviews are completed by the Academic Steering Committee on an annual basis. Using various external stakeholders as well as industry publications, the curriculum is aligned with current and future business needs. Internal stakeholders also are surveyed to obtain their perspectives on the course contents and delivery modalities. Information from both groups is combined to create new enhancements to the course.
- **Syllabi Development and Continuous Enhancements:** syllabi enhancements occur after each module is completed by the primary faculty responsible for the module. The department chair provides oversight of any enhancement. Primary faculty gathers the information from learner surveys, as well as the real-world application projects, to make any necessary enhancements to the module content. New technology enhancements may also be integrated into the module depending on need.
- **Grading Scale:** department chair reviews the grading scale based on student performance. Intervening variables, such as nationality, gender, age, and position form the basis of the analysis to ensure that the grading scale is fair.
- **Alumni Surveys:** administration conducts alumni surveys to obtain relevant information one year after graduation to explore the effectiveness of the course as well as further improvements on the program. This further supports the course reviews and is conducted on an annual basis.
- **Module Surveys of Learners:** after completing a module, learners can complete an end of module survey that assesses the relevance of module content, module materials, faculty engagement, and module interconnectedness. This information is combined with the real-world project applications to enhance the module.
- **Enrollment Trends:** administration completes the analysis of enrollments semi-annually to determine the effectiveness of the marketing as well as the perception of the courses. Enrollment data helps determine if market demands are being met by the course as well as referrals from existing learners.
- **Learner Completion Rates:** Department Chairs complete, on a quarterly basis, an assessment of learner completion rates at the module level; the academic steering committee annually completes the assessment of learner completion rates at the course level. Learner progress reports and interviews are the primary sources of information to

determine the rigor of the modules and the learners' ability to apply the content within their lives.

- Degree Statistics: administration maintains degree statistics, including trends in GPA, attendance, and the real-world application projects completions. With the primary focus on making the knowledge gained practical, the real-world application projects completion is an ideal leading measure in developing skills and competencies. This is done semi-annually.
- Graduation Rates: administration monitors graduation rates annually to ensure graduation rates are well above 90%, allowing room for professional engagements that may take the learner away from studies for a semester.
- Course Resources: The Department Chairs assess the usage of course resources with oversight from the Academic Steering committee for budgetary needs. Occurring annually, this assessment ensures that the most current information necessary for learner success, is easily accessible.
- Discussion Forums, Electronic Communication: Learner Achievement Advisors monitor the electronic communications as a proactive measure to ensure learner engagement within the classroom monthly. Within the distance learning modality, the course faculty has regular, weekly contact with the module learners. The Learner Achievement Advisor assesses data reports to ensure that learners are having powerful dialogues with fellow learners and the module professor (See rubric in Appendix E).
- Learner Development Plan: The Learner Achievement Advisor frequently reviews the Learner Development Plan on an on-going basis to ensure that learners are effectively meeting their learning objectives and key developments, like emotional intelligence, are progressing according to plan. As a primary foundation of developing the whole individual, the Learner Achievement Advisor partners with the learners to support the learners' needs and timely achievement of targets. Faculty for each module will also add relevant information when necessary concerning learners' achievements and learning needs.

Table 4. *Summary of Quality Assurance Assessments*

Type of Assessment	Responsibility (who's conducting the assessment)	Method of Assessment	Frequency	Systemic Improvements
Course Reviews	Academic Steering Committee	Review of course curriculum and synthesizing published Industry standards, individual module feedback from real-world applications, and current research. Surveys, interviews and data reports.	Annually	Update curriculum accordingly with the latest explicit knowledge and integration of module concepts
Syllabi Development and continuous enhancements	Department Chair and primary Faculty	Update explicit knowledge for each module based on textbooks, research studies and previous feedback from the real-world applications	After each module is completed	Improve Syllabi Technology and Module Performance Standards
Grading Scale	Department Chair	Data report: Review for synchronicity	Semi-Annually	Improve grading for cultural inclusivity
Alumni Surveys	Administration	Likert scale surveys to assess the overall outcome of the course	Annually	Improve Learner Community and enhance update knowledge, skills and competencies required
Module Surveys of Learners	Department Chairs and Faculty	Likert scale Survey to assess the content of the module and its relevance as well as the quality of faculty engagement	After each module is completed	Make necessary improvements to modules, update Faculty performance
Enrollment Trends	Administration	Review Administrative Reports	Semi-Annually	Improve course quality and marketing by finding weak areas
Learner Completion Rates	Department Chairs and Academic Steering Committee	Learner progress reports and Learner Interviews	Semi-Annually	Improve course quality
Degree Statistics	Administration	Data Reports: GPA, attendance, real-world application projects	Semi-Annually	Determine course and teaching quality
Graduation Rates	Administration	Data Reports	Annually	Determine course and teaching quality

Course Resources	Academic Steering Committee and Department Chairs	Data Reports	Annually	Balance course and module needs
Discussion Forums, electronic Communication	Learner Achievement Advisor	Data Report from IT to Learner Achievement Advisor	Monthly	Maintain student Community; maximize learner and faculty engagement
Learner Development Plan	Learner Achievement Advisor	Review of Learner Development Plan and learner interviews	Ongoing based on learner needs and achievements	Enhance learner development as a business leader

### Learning Outcome-Based System

The curriculums in the graduate course follow two primary principles: The first is the integrative design process that connects classroom learning with real-world practice. The section on TI's Integrative Design Process contains the details. The second is learning outcome-based system that guides much of the curriculum design, assessments, and classroom activities. These outcomes create clear expectations for learners and various stakeholders. The system also provides faculty with what they need to teach, while providing them with ample flexibility of how to teach it, applying the latest research from educational psychology. With a learner-center approach, lessons are designed around the needs and interests of the students as well as demands of external stakeholders. The learning outcomes for the TI MBA courses are as follows:

1. Create development plans for self-confidence and self-efficacy
2. Empower others in an organization to lead through the creation of a knowledge creation spiral
3. Lead organizations and communities toward success through creation of systemic processes
4. Integrate academic study and real-life applications
5. Assess the global competitive environment
6. Formulate creative and effective strategies for complex and real world problems
7. Develop learning creation spirals within an organization
8. Summarize all functional areas of business including management, operations, human resources, finance, sales and marketing, and technology.
9. Critically analyze business case studies, while developing strategic and practical recommendations
10. Create new theories and models that are culturally sensitive to a given environment

11. Synthesize the potentials of technology within organizational processes
12. Apply systems thinking to business problems and create systemic solutions
13. Conduct root-cause analysis from a systemic perspective
14. Develop learning creation spirals within an organization

### **Qualifications Awarded**

To successfully complete the MBA course, learners must complete all core modules and three elective modules within their specialization. A minimum of accumulative 3.0 GPA or better is required for graduation along with a successful defense of the master research project.

### **Employment Rates and Career Paths**

The TI Campus Director maintains the documentation and reports out semi-annually the employment rate and career paths of all learners.

### **Recognition of Formal and Non-Formal Learning**

TI's formal recognition process for learning achievement is displayed through the following methods:

- Traditional: Grades and Research Paper feedback
- Degrees: Masters in Business Administration Degree
- Awards:
  - Outstanding Learner of the Year: recognizing both formal learner achievements as well as community impact from learner engagements through their real-world projects from their modules
  - Achievement Award for Research: recognizing learners who make significant contributions from their research, providing groundwork for original research that impacts their region
  - Most Active Community Leader: recognizing community engagements as a leader, making a difference in the community and sharing their knowledge
  - Most Improved: recognizing learners who make significant improvement in their psychometric assessments from self-confidence to emotional intelligence

TI's informal recognition is a direct product of the values of the institution by expressing the learners' and faculty's input in all areas of learning. Additionally, TI explores methods to look for leadership opportunities for the learners and faculty members, both to recognize talents and to help direct growth opportunities. One of the benefits of TI includes community-based managerial business initiatives such as learner-devised workshops outlining real-world applications.







## References

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## Appendix A: Research Proposal Rubric

### Transcontinental Institution of Higher Education Capstone Research Proposal Review Form

*Learner Name:*

	Raw Score	Weight	Adjusted Score	
Topic Appropriateness		4	0	
Research Problem		3	0	
Theoretical Foundation		2	0	
Research Questions		5	0	
Research Methodology		5	0	
Scholarly Writing/Tone		3	0	
Grammar		1	0	
APA Style and format		1	0	
<b>Total Adjusted Score</b>			<b>0.00</b>	

Score Rubric	
8 or above	Accepted for continuation to research. Author may be required to make minor changes according to reviewers' comments moving forward

between 6 and 8	Conditional acceptance pending further enhancements based on reviewers' recommendations; work with mentor to complete enhancements.
below 6	Not accepted; further guidance on areas of weakness required. Recommend take module on research methods or a workshop on scholarly writing.

## Appendix B: Thesis/dissertation Review Rubric

### Transcontinental Institution of Higher Education Capstone Thesis Review Form

*Learner Name:*

Scholarly Criteria	Guiding considerations	Raw Score (1 to 10)	Weight	Adjusted Score	Comments (please also refer to detailed comments in the word document as well for more specific feedback)
Abstract, Introduction, and Background to study	<ul style="list-style-type: none"> <li>• Is the abstract an accurate summary of the study?</li> <li>• Is there a clear and concise introductory?</li> <li>• Is there a clear connection between the research and business?</li> </ul>		3	0	
Problem Statement, Research Objectives, and Significance of the Study	<ul style="list-style-type: none"> <li>• Does the problem statement have ample research support and critical thinking?</li> <li>• Are the research objectives clear and concise</li> <li>• Does the research significance illustrate quantifiable potentials?</li> </ul>		3	0	
Theoretical Foundation & Literature Review	<ul style="list-style-type: none"> <li>• Is there a clear and logical flow for the literature review?</li> <li>• Does the literature review provide a solid foundation for the research?</li> </ul>		4	0	

Research Methodology Choice and Rationale	<ul style="list-style-type: none"> <li>• Does the methodology make sense given the research topic?</li> <li>• Is the scope appropriate for the research?</li> <li>• Is there sufficient rationale for the methodological choice?</li> <li>• If qualitative, is there a clear indication on one of the 5 approaches selected for the study? (most common: case study and phenomenology)</li> </ul>		5	0	
Research Questions	<ul style="list-style-type: none"> <li>• Do the research questions align with the research methodology?</li> <li>• If quantitative, are the research questions statistically answerable?</li> <li>• If qualitative, are the research questions open ended allowing ample rooms for in-depth study?</li> </ul>		5	0	
Data collection	<ul style="list-style-type: none"> <li>• Were proper permissions given to the study site?</li> <li>• For quantitative studies, did the instrument illustrate permission of use (assuming an existing instrument)?</li> <li>• For quantitative studies, did the study use a validated instrument?</li> <li>• Is there a clear trail for how the data was collected and stored?</li> <li>• Are ethical issues in research clearly addressed?</li> </ul>		4	0	

Data Analysis and Presentation	<ul style="list-style-type: none"> <li>• Do the analyses methods accurately reflect the research questions?</li> <li>• Are the analyses easy to understand with logical flow with the research questions?</li> <li>• Do the results clearly address the research questions?</li> </ul>		5	0	
Conclusions and Practical Application	<ul style="list-style-type: none"> <li>• Do the conclusions include a comprehensive synthesis with existing research?</li> <li>• Are there clear implications to business based on the results?</li> <li>• Are the recommendations clear, relevant, and justifiable given the research study?</li> <li>• Are the recommendations culturally sensitive and practical?</li> </ul>		4	0	
Organization	<ul style="list-style-type: none"> <li>• Is the study well-organized?</li> <li>• Is there consistent flow between paragraphs?</li> <li>• Is the referencing of tables, figures and appendix material easy to follow?</li> </ul>		2	0	
Scholarly Writing/Tone	<ul style="list-style-type: none"> <li>• Is there a clear synthesis of literature (i.e., multiple authors for most paragraphs illustrating multiple perspectives)?</li> <li>• Is the work written in 3rd person (no first or second person)?</li> <li>• Is 85% of the sources within the last 5 years?</li> <li>• Are all sources from peer-reviewed and scholarly sources?</li> </ul>		2	0	

Grammar	<ul style="list-style-type: none"> <li>Does the work follow proper grammar rules (i.e., no run-on sentence, proper use of comma after prepositional phrase; proper sentence structure)?</li> </ul>		1	0	
APA Style and format	<ul style="list-style-type: none"> <li>Is the referencing in proper APA format (6th edition APA)?</li> <li>Are there proper citations throughout the study?</li> <li>Are tables and figures properly labeled?</li> </ul>		1	0	
<b>Total Adjusted Score</b>				<b>0.00</b>	

Score Rubric	
8 or above	Accepted for thesis/dissertation defense; author may be required to make minor changes according to reviewers' comments
between 6 and 8*	Conditional acceptance pending further enhancements based on reviewers' recommendations
below 6*	Not accepted; further guidance on areas of weakness required. Recommend take a module on research methods or a workshop on scholarly writing.

## Appendix C: Module Integration Matrix

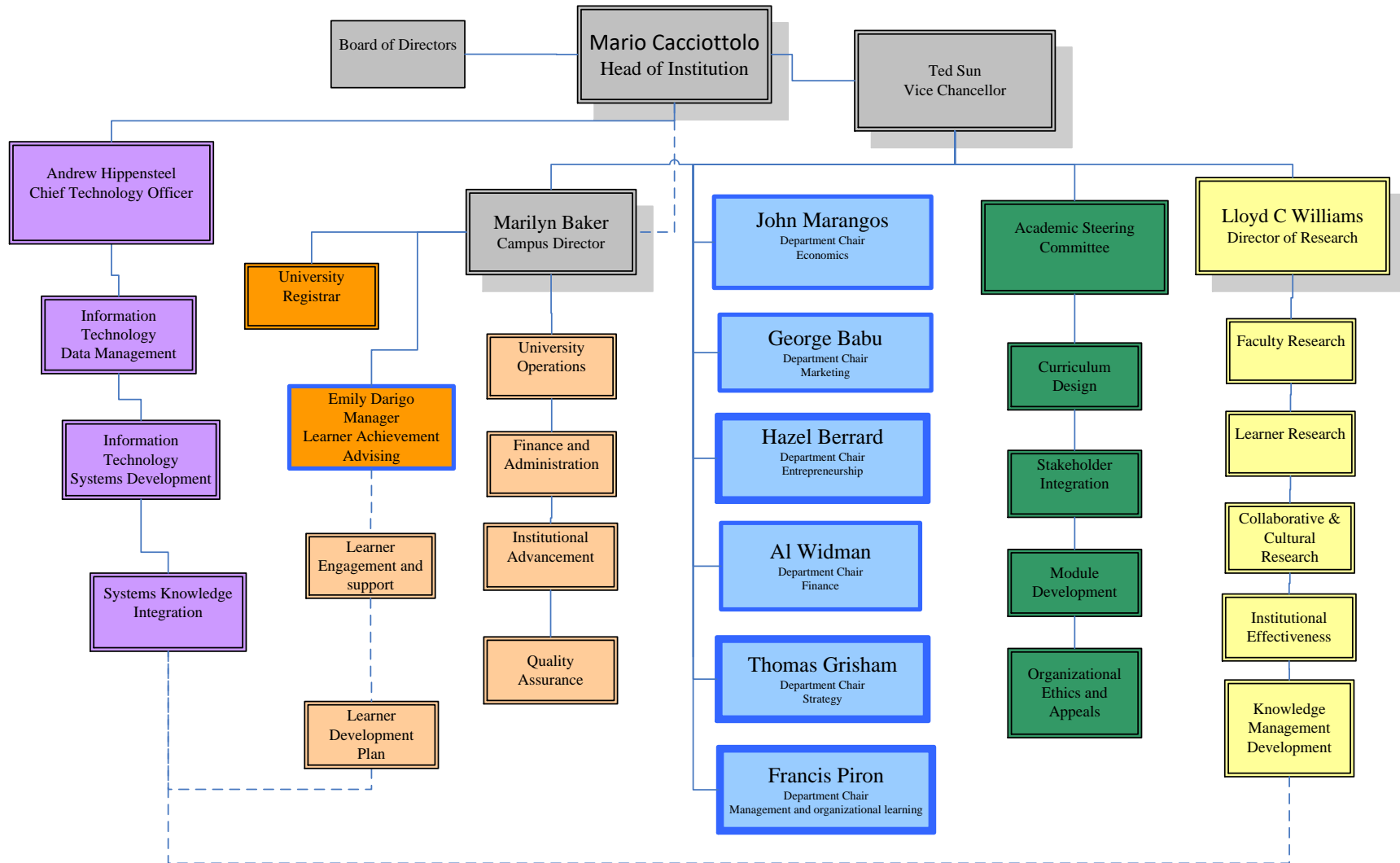
Module #	Module Name	Module Cluster	Emotional Intelligence Integration	Technology Integration	Developing the Whole Learner: Psychometrics - Self Assessments
MBA600	Business Research	Business Foundations	Introduction of Multiple Intelligences		All: confidence, self-efficacy, MLQ, systemic thought-create a baseline
MBA601	Leading and Managing Effective Teams	Business Foundations	Introduction of E Intelligence; focus on cornerstone #1. Emotional Literacy		Confidence/EQ
MBA602	Technological Influences on Finance and Innovation	Business Foundations		Introduction to Technology in Business	
MBA603	Integrative Corporate Finance and Governance	Integrating the Global Business World		Technology Controls	Self-efficacy
MBA604	Project Management and Organizational Learning	Integrating the Global Business World	Focus on cornerstone #2. Emotional Fitness/recognition	Learning Management Systems / Knowledge Management	
MBA605	Corporate Strategy Formulation	Integrating the Global Business World	Co-creation process to maximise authentic engagement	Information Gathering from Various Stakeholders	



MBA606	Global Business Forces- Macroeconomics and Microeconomics	Integrating the Global Business World		Technology Enablers	Systemic thought
MBA607	Global Marketing and Diversity	Integrating the Global Business World	Application of Cornerstone #2. Creating an emotional connection	Marketing Technology and Social Media	
MBA608	Solution-Based Decision Making	Weaving the Systemic Web	Integrating emotions from various stakeholders with other intelligences	Holistic information gathering - Knowledge Management Systems	Trust
MBA609	Ethical Foundations and Corporate Social Responsibility	Weaving the Systemic Web	Focus on cornerstone #3. Emotional depth/integrity	Utilizing Knowledge Management Systems	Confidence/EQ
FIN630	Balancing Financial Risk	Finance Specialization	Focus on cornerstone #4. Emotional alchemy		Systemic thought
FIN631	Financial Analysis	Finance Specialization		Financial Systems	
FIN702	Financial Systems and Proactive Controls in Financial Management	Finance Specialization	Focus on all cornerstones- Integrate emotional content		All - final outcomes

LDR610	Transformational Leadership	Strategic Leadership Specialization	Focus on cornerstone #4. Emotional alchemy		Systemic thought /MLQ
LDR611	Leading Organizational Change	Strategic Leadership Specialization		Authentic Accountability System	Trust
LDR700	Building an Emotionally intelligent System of Business	Strategic Leadership Specialization	Focus on all cornerstones- Integrate emotional content		All - final outcomes
ENT620	Systemic Thought in Entrepreneurship	Entrepreneurial Management Specialization	Focus on cornerstone #4. Emotional alchemy	Technology Innovations and Applications	Systemic thought
ENT621	Managing Small Enterprises	Entrepreneurial Management Specialization		Affordable technologies	Trust-internal and external
ENT701	Competitive Advantage- Creating Learning Systems in Entrepreneurial Management	Entrepreneurial Management Specialization	Focus on all cornerstones- Integrate emotional content		All - final outcomes

## Appendix D: TI's Organizational Chart



## Appendix E: Standard Rubrics for Term Papers

### Rubric for term papers:

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
<b>Main Elements</b>	Includes all of the main elements and requirements and cites multiple examples to illustrate each element (23-25)	Includes most of the main elements and requirements and cites many examples to illustrate each element (20-22)	Includes some of the main elements and requirements (18-19)	Does not include any of the main elements and requirements (0-17)	25
<b>Inquiry and Analysis</b>	Provides in-depth analysis that demonstrates complete understanding of multiple concepts (18-20)	Provides in-depth analysis that demonstrates complete understanding of some concepts (16-17)	Provides in-depth analysis that demonstrates complete understanding of minimal concepts (14-15)	Does not provide in-depth analysis (0-13)	20
<b>Integration and Application</b>	All of the course concepts are correctly applied (9-10)	Most of the course concepts are correctly applied (8)	Some of the course concepts are correctly applied (7)	Does not correctly apply any of the course concepts (0-6)	10
<b>Critical Thinking</b>	Draws insightful conclusions that are thoroughly defended with evidence and examples (18-20)	Draws informed conclusions that are justified with evidence (16-17)	Draws logical conclusions, but does not defend with evidence (14-15)	Does not draw logical conclusions (0-13)	20
<b>Research</b>	Incorporates many scholarly resources effectively that reflect depth and breadth of research (14-15)	Incorporates some scholarly resources effectively that reflect depth and breadth of research (12-13)	Incorporates very few scholarly resources that reflect depth and breadth of research (11)	Does not incorporate scholarly resources that reflect depth and breadth of research (0-10)	15



<b>Writing (Mechanics/Citations)</b>	No errors related to organization, grammar and style, and citations (9-10)	Minor errors related to organization, grammar and style, and citations (8)	Some errors related to organization, grammar and style, and citations (7)	Major errors related to organization, grammar and style, and citations (0-6)	10
<b>Earned Total:</b> <b>Comments:</b>					100%

## Appendix F: Standard Rubrics for Presentations

### Rubrics for Presentations:

Critical Elements	Exemplary	Proficient	Not Evident	Value
Presentation Skills: Speaking and Volume	Projected voice so audience could clearly hear at all times; spoke clearly and understandably	Audible to everyone in the room; generally words and sentences were clear and understandable	Volume so low some or most audience members could not hear the presentation; word and sentences not always clear or understandable	5
Presentation Skills: Speaking v. Reading	Spoke extemporaneously and read only direct quotes	Referred to notes and read very little	Read most of presentation or relied too heavily on notes	5
Presentation Skills: Mannerisms	No distracting mannerisms	Few distracting mannerisms	Fidgeted, hands in pockets, constantly moving, or other distracting mannerisms; excessive nervousness	5
Presentation Skills: Connect with audience	Attempted to engage audience members from all sections of the room through eye contact and enthusiasm	Generally maintained eye contact with audience; showed interest or enthusiasm for the topic	No eye contact with audience; excessively looked back at projection screen or notes; had no enthusiasm or interest for topic	10
Visual Aids: Readability	Slides used as an outline or for graphics; few words; animation limited; easily read by audience	Appropriate number of words per slide; easily read by audience; animation limited	Distracting colors or animation; font too small; too many words or script of presentation	5

Visual Aids: Effectiveness	Slides improved presentation and did not distract audience from the speech	Slides coordinated with speech; there was little to read that wasn't being covered by speech	Slides did not coordinate with speech; difficult to read slides while listening to speaker; too much information revealed on slides	10
Visual Aids: Quantity and Organization	Quantity of slides coordinated with points/subtopics of speech and helped audience members understand organization and/or transitions	Quantity of slides coordinated with points/subtopics of speech	Too many or too few slides; organization of slides did not aid in following points of speech	10
Content: Introduction	Speaker introduced topic, purpose, and self along with an effective attention-getter	Speaker introduced topic, purpose, and self	Speaker failed to introduce topic or self appropriately; purpose of presentation unclear to audience	10
Content: Coverage of Subject Matter	The topic was fully covered; no factual errors or misinterpretations were included; fact and opinion were distinguished and used appropriately; speaker demonstrated expertise or a clear understanding of the topic	The topic was covered in an appropriate depth with few or no factual errors or misinterpretations; fact and opinion were distinguished; speaker had a good understanding of the topic	The topic was not fully covered or material presented was inaccurate; inability to distinguish between fact and opinion; speaker did not have a good understanding of the topic	20
Content: Conclusion	Main points were reinforced or take-away messages restated; speech was brought to a purposeful conclusion; appropriate referencing	General summary or wrap up; speech was brought to a comfortable conclusion; appropriate referencing	Abrupt ending; no summary or wrap up; failure to provide references (if needed)	10
Questions and Comments	Speaker invited questions and comments and was able to answer or engage in a discussion	Speaker invited questions and comments and answered or responded	Speaker did not invite questions or comments or did not handle them appropriately	10
<b>Earned Total:</b> <b>Comments:</b>				100%

## Appendix G: Standard Rubrics for In Class Discussion

Rubrics for In Class Discussion:

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
<b>Frequency</b>	<i>Frequent</i> participates in class discussions	<i>Sometimes</i> participates in class discussions	<i>Rarely</i> participates in class discussions	<i>Never</i> participates in class discussions	25
<b>Quality</b>	<i>Always contributes</i> to the discussion by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives	<i>Sometimes contributes</i> to the discussion in the aforementioned ways.	<i>Rarely contributes</i> to the discussion in the aforementioned ways.	<i>Never contributes</i> to the discussion in the aforementioned ways.	50
<b>Team engagement</b>	<i>Frequent</i> engaged in team activities, often taking a leadership role	<i>Sometimes</i> engaged in team activities	<i>Rarely</i> engaged in team activities, often requiring requests from other team members to engage	<i>Never</i> engaged in team activities	25
<b>Earned Total:</b> <b>Comments:</b>					100%



## Appendix H: Core Competence to Module Matrix

The following illustrates the specific link between core competencies within the MBA Course and the modules that cover various contents

*Please note, many contents will have overlap in multiple modules, due to the integrative nature of the curriculum.*

Topic	Specific content	Module(s)			
Marketing		The specific contents are covered in the specific module			
	Customer Satisfaction	MBA 604 Project Management and Organizational Learning	MBA 607 Global Marketing and Diversity		
	Profits and Revenues	MBA 607 Global Marketing and Diversity	FIN702 Financial Systems and Proactive Controls in Financial Management	ENT621 Managing Small Enterprises	ENT620 Systemic Thought in Entrepreneurship
	Marketing Strategy	MBA 607 Global Marketing and Diversity	ENT620 Systemic Thought in Entrepreneurship		
	Profitability	MBA 607 Global Marketing and Diversity	FIN702 Financial Systems and Proactive Controls in Financial Management	ENT621 Managing Small Enterprises	
	Marketing Research	MBA 607 Global Marketing and Diversity			
	Marketplace and Market Share	MBA 607 Global Marketing and Diversity	ENT620 Systemic Thought in Entrepreneurship		
	Market Segment	MBA 607 Global Marketing and Diversity	ENT620 Systemic Thought in Entrepreneurship	LDR611 Leading Organizational Change	
	Types of Marketing	MBA 607 Global Marketing and Diversity			
	Service Marketing	MBA 607 Global Marketing and Diversity			

<b>Business Finance and Accounting</b>					
	Earnings per share	FIN630 Balancing Financial Risk	FIN631 Financial Analysis		
	Balance sheet	ENT621 Managing Small Enterprises	FIN630 Balancing Financial Risk	FIN631 Financial Analysis	FIN702 Financial Systems and Proactive Controls in Financial Management
	Cash budget	ENT621 Managing Small Enterprises	FIN630 Balancing Financial Risk	FIN631 Financial Analysis	FIN702 Financial Systems and Proactive Controls in Financial Management
	Financing	ENT621 Managing Small Enterprises	FIN630 Balancing Financial Risk	FIN631 Financial Analysis	FIN702 Financial Systems and Proactive Controls in Financial Management
	Forecasting Sales	ENT621 Managing Small Enterprises			
	Income statement	FIN630 Balancing Financial Risk	FIN631 Financial Analysis	MBA602 Technological Influences on Finance and Innovation	
	Cash flow statement	FIN630 Balancing Financial Risk	FIN631 Financial Analysis	MBA602 Technological Influences on Finance and Innovation	
<b>Management</b>					
<b>Human Resource Management</b>	Operations Strategy	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR611 Leading Organizational Change	
	Infrastructural Decisions	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	MBA604 Project Management and Organizational Learning	
	Human Capital Management	ENT621 Managing Small Enterprises	ENT620 Systemic Thought in Entrepreneurship	MBA601 Leading and managing effective teams	
	Data Analysis Charts	ENT621 Managing Small Enterprises	MBA604 Project Management and Organizational Learning		
	Total Quality Management Cycle	ENT621 Managing Small Enterprises	LDR611 Leading Organizational Change		
	Quality Improvement	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR611 Leading Organizational Change	

<b>Organizational Behavior</b>	Organizational Design	ENT621 Managing Small Enterprises	ENT620 Systemic Thought in Entrepreneurship	LDR610 Transformational leadership	MBA 603 Integrative Corporate Finance and Governance
	Organizational Chart	ENT621 Managing Small Enterprises	MBA601 Leading and managing effective teams	MBA 603 Integrative Corporate Finance and Governance	
	Division of Labor	ENT621 Managing Small Enterprises	ENT620 Systemic Thought in Entrepreneurship	ENT701 Competitive Advantage	MBA601 Leading and managing effective teams
	Career Planning	ENT701 Competitive Advantage	LDR610 Transformational leadership	LDR700 Building an Emotionally Intelligent System Of Business	
	Organizational Culture	ENT621 Managing Small Enterprises	ENT620 Systemic Thought in Entrepreneurship	ENT701 Competitive Advantage	LDR611 Leading Organizational Change
	Ethics and Values	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR610 Transformational leadership	LDR611 Leading Organizational Change
<b>Business Ethics</b>					
	Discrimination	LDR700 Building an Emotionally Intelligent System Of Business	MBA601 Leading and managing effective teams	MBA609 Ethical foundations and Corporate Social Responsibility	
	Ethical Standards	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR700 Building an Emotionally Intelligent System Of Business	MBA601 Leading and managing effective teams
	International Ethical Standards	FIN702 Financial Systems and Proactive Controls in Financial Management	LDR610 Transformational leadership	LDR700 Building an Emotionally Intelligent System Of Business	MBA609 Ethical foundations and Corporate Social Responsibility
	Ethical Culture	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR610 Transformational leadership	MBA601 Leading and managing effective teams
	Ethical Decision-Making	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	FIN630 Balancing Financial Risk	LDR700 Building an Emotionally Intelligent System Of Business
	Business Ethics in Conflicts	LDR611 Leading Organizational Change	LDR700 Building an Emotionally Intelligent System Of Business	MBA601 Leading and managing effective teams	

<b>Business Integration and Strategic Management</b>					
	Economies of Scale	ENT621 Managing Small Enterprises	MBA602 Technological Influences on Finance and Innovation	MBA606 Global business forces- macroeconomics and microeconomics	
	Marketing Strategy	ENT620 Systemic Thought in Entrepreneurship	MBA605 Corporate Strategy Formulation		
	Continuous Improvement	ENT620 Systemic Thought in Entrepreneurship	ENT621 Managing Small Enterprises	LDR610 Transformational leadership	LDR611 Leading Organizational Change
	Market Position	ENT621 Managing Small Enterprises	MBA605 Corporate Strategy Formulation		
	Business-level and Corporate level Strategies	ENT620 Systemic Thought in Entrepreneurship	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR611 Leading Organizational Change
	Functional and General Managers	ENT621 Managing Small Enterprises	LDR611 Leading Organizational Change	MBA601 Leading and managing effective teams	MBA604 Project Management and Organizational Learning
	Technology integration with business	MBA602 Technological Influences on Finance and Innovation	MBA 603 Integrative Corporate Finance and Governance	MBA606 Global business forces- macroeconomics and microeconomics	MBA604 Project Management and Organizational Learning
	Mission and Vision	ENT621 Managing Small Enterprises	LDR610 Transformational leadership		
	SWOT Analysis	ENT621 Managing Small Enterprises			
	Global Business culture	LDR700 Building an Emotionally Intelligent System Of Business	MBA601 Leading and managing effective teams	MBA604 Project Management and Organizational Learning	MBA 605 -Corporate Strategy Formulation
<b>Business Leadership</b>					
	Leaders Traits and Effectiveness	ENT620 Systemic Thought in Entrepreneurship	ENT701 Competitive Advantage	LDR610 Transformational leadership	MBA601 Leading and managing effective teams
	Systems Thinking	ENT620 Systemic Thought in Entrepreneurship	ENT701 Competitive Advantage	LDR610 Transformational leadership	MBA601 Leading and managing effective teams

	Emotional Intelligence	ENT620 Systemic Thought in Entrepreneurship	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR610 Transformational leadership
	Innovative and learning Cultures	ENT620 Systemic Thought in Entrepreneurship	ENT621 Managing Small Enterprises	ENT701 Competitive Advantage	LDR611 Leading Organizational Change
	Leadership Development	ENT620 Systemic Thought in Entrepreneurship	ENT701 Competitive Advantage	LDR610 Transformational leadership	MBA601 Leading and managing effective teams
<b>Legal Environment of Business</b>					
	International Research Standards	MBA 600 Business Research			
	Trade Laws				
	Common Law	ENT621 Managing Small Enterprises	MBA 600 Business Research	MBA 603 Integrative Corporate Finance and Governance	
	Legal Agreements	ENT621 Managing Small Enterprises			
	Types of Business Entities	ENT621 Managing Small Enterprises			
	Tort, Civil, Criminal, Contract, and Public Administration Law	ENT621 Managing Small Enterprises	MBA 603 Integrative Corporate Finance and Governance		
<b>Economics</b>	Macroeconomics	MBA606 Global business forces- macroeconomics and microeconomics			
	Microeconomics	MBA606 Global business forces- macroeconomics and microeconomics	ENT621 Managing Small Enterprises		