Student Handbook
Updated August 2026

Osiri University
2737 N 49th St, Lincoln, NE 68504
(402) 990-7961 | Osiri University

Osiri University has received approval and authorization to operate from Nebraska's Coordinating Commission for Postsecondary Education (CCPE) and is currently in the process of applying for accreditation, submitting necessary documentation to demonstrate compliance with accreditation criteria.

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Osiri University

History

Osiri University was founded in 2020 by John Kalu Osiri, a global educator and the university's chancellor. Osiri University is based in the USA, where it is registered in Nebraska, with an administrative office in Lincoln.

Authorization and Accreditation

Osiri University is authorized to operate by the Nebraska Coordinating Commission for Postsecondary Education (CCPE). The University has submitted eligibility filings to the Higher Learning Commission as part of its Eligibility Process for accreditation.

If eligibility is granted, the University would enter a period of candidacy, which may last up to four years, during which the institution undergoes evaluation toward accreditation. Participation in the Eligibility Process or candidacy status does not indicate or guarantee that accreditation will be achieved.

For more information about the accreditation process and requirements, please visit the Higher Learning Commission website.

Mission

Osiri University's mission is to deliver quality global education at a sufficient scale to create a better world within the context of Ubuntu: Humanity to Others. We coach learners to their strengths as they concentrate on developing their core values and mastering the knowledge they need to make a difference. We challenge learners to use their history and culture to solve the problems in their local communities.

Educational Philosophy

At Osiri University, we believe we have a shared responsibility to create the life we desire while making our society more harmonious by leveraging our talents and working together. Learners discover their potential, connect with a supportive group of active learners, and begin a journey in pursuit of their calling. Although learning at Osiri University is based on community, cooperation, and co-prosperity, which are values that are captured in the spirit of Ubuntu, we still encourage healthy competition amongst students.

Administration

Osiri Administration includes professionals with advanced degrees and extensive experience in higher education.

Chancellor:
John Kalu Osiri, PhD

Vice Chancellor:
Amarachi Amaugo, PhD

Associate Vice Chancellor for Faculty, Dean of the School of Humanities
Paul Easterling, PhD

Associate Vice Chancellor for Academics & Director of Montessori Education:
Kathie Sweet, M.Ed

Dean, Osiri Business School:
Victor Okhai, PhD

Director of PhD Program:
Mammo Muchie, PhD

Dean, School of Computing and Engineering:
Noble Anumbe, PhD

Dean, School of Agricultural Science and Natural Resources:
Helen Onyeaka, PhD

Associate Vice Chancellor for Student Affairs & Registrar:
Nina Orji, PhD

Accountant & Operations Officer:
Abdulkabeer Adegbindin, ACA, M.Sc.

Associate Vice Chancellor for Strategic Initiatives & Community Development:
Emile John Osiri, M.Sc.

Director of Global Learning & Teaching Practice:
Elizabeth Okafor Eke, M.A.

Dean, Undergraduate Studies:
Ukachi Wachuku, PhD

Marketing Officer:
Adeola Olajide

IT Officer:
Xavier Essien

Facilities
Osiri University administrative office is located at 2737 N. 49th St, Lincoln, NE 68504, USA.

Degree and Program Options

Undergraduate Programs
Maximum time limit for undergraduate degrees:
- Associates: 4 years
- Bachelors: 6 years

Required minimum outcomes for graduation:
- C- for each course
- Special circumstance: B for each Montessori course for students pursuing the American Montessori Society (AMS) Teacher Credential along with their degree
- 2.0 CGPA

- **General Education Program**
  The General Education Program at Osiri University is designed to provide students with a broad foundation of knowledge, skills, values, and dispositions essential for academic success, professional growth, responsible leadership, and meaningful participation in a diverse and interconnected world. Through interdisciplinary learning experiences, students develop critical thinking, effective communication, quantitative and digital literacy, ethical reasoning, cultural understanding, and a commitment to personal and community well-being. The following General Education Program Outcomes represent the knowledge and abilities students are expected to demonstrate upon completion of the program.

General Education Program Outcomes
Upon completion of the General Education Program at Osiri University, students will be able to:

Integrate Interdisciplinary Knowledge
Synthesize concepts, methods, and perspectives from the humanities, sciences, mathematics, technology, economics, and social sciences to analyze and address complex local and global challenges.

Demonstrate Critical and Ethical Reasoning
Evaluate information, arguments, and evidence using logical, reflective, and ethical reasoning while considering fairness, inclusion, sustainability, and communal well-being.

Communicate Effectively Across Contexts
Express ideas clearly, coherently, and responsibly in written, oral, and digital forms while engaging respectfully with diverse perspectives and cultures.

Apply Quantitative and Statistical Literacy
Use mathematical, statistical, and analytical reasoning to interpret data, solve problems, make informed decisions, and evaluate real-world issues in personal, professional, and civic contexts.

Demonstrate Information and Digital Literacy
Use technology, digital tools, and information resources responsibly, ethically, and effectively for communication, research, problem-solving, and lifelong learning.

Exhibit Financial and Economic Understanding
Apply foundational principles of personal finance and economics to make informed decisions regarding financial well-being, resource management, markets, and public policy.

Practice Self-Awareness and Lifelong Learning
Reflect on personal beliefs, assumptions, emotional responses, and goals in order to cultivate self-knowledge, adaptability, emotional intelligence, and continuous personal growth.

Promote Leadership, Collaboration, and Social Responsibility
Collaborate effectively with others and demonstrate leadership grounded in ethical responsibility, cultural intelligence, service, and sustainable practices that contribute positively to organizations and communities.

Engage Global and Cultural Perspectives
Analyze diverse cultural, philosophical, and societal perspectives to foster empathy, intercultural understanding, and informed participation in a globally interconnected world.

Advance Human Flourishing and Community Well-Being
Apply knowledge, reflective practices, and evidence-based strategies to enhance personal well-being, support healthy communities, and contribute to a more just, compassionate, and sustainable society.

- **BACHELOR OF SCIENCE**

  The Bachelor of Science (BS) programs at Osiri University integrate rigorous business training with specialized study in fields such as 1) agriculture, 2) business, 3) data science and information systems, 4) education, 5) film, theater and entertainment business, and 6) manufacturing. Each BS degree requires a **minimum of 120 credits**, including a minimum of **30 credits of general education (GenEd)**. The curriculum is organized into four developmental domains, which do not necessarily represent sequential phases: **Discovery:** Introduction to general education, management, entrepreneurship, and key financial skills. **Journey:** Expansion of business and venture-creation competencies. **Empowerment:** Application of business knowledge to real-world contexts. **Mastery:** Advanced study and skill development within the student's chosen field. These domains prepare graduates for leadership, innovation, and meaningful impact in their professions and communities. Bachelor's degree students at Osiri University will have access to each course for a maximum of 11 months (January 10–December 10), except Montessori courses, which run eight weeks; by completing two courses every eight weeks, students can finish the bachelor's degree in three years.

BS IN AGRIBUSINESS (School of Agricultural Science and Natural Resources / School of Business)

Program Description

The BS in Agribusiness integrates agricultural science with business strategy to prepare students for leadership roles in food systems, agricultural enterprises, and rural development. Students explore agricultural markets, supply chains, farm management, sustainability, and agritech innovations. The program supports human-centered and global agricultural transformation. Applicants must have completed secondary education and have a command of the English Language.

Program Outcomes

Graduates will be able to:

1. Apply business principles to agricultural production, processing, and distribution.
2. Analyze agricultural markets, policies, and value chains to inform strategic decisions.
3. Evaluate sustainable farming practices and agritech innovations.
4. Manage agricultural enterprises using financial, operational, and risk-management tools.
5. Communicate effectively with stakeholders across the agricultural ecosystem.
6. Promote food security, community development, and ethical stewardship of natural resources.

Program Curriculum/Courses

DISCOVERY (30 credits)

BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)
BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 203 Entrepreneurship and Innovation (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)

HUMA 204 Critical Thinking (3 credits)
BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
HUMA 210 Happiness (GenEd) (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

EMPOWERMENT (30 credits)

HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 301 Business in a Changing World (3 credits)
BICE 302 Sustainable Leadership (GenEd) (3 credits)
CENG 302 Data Ethics and Governance (3 credits)
BICE 304 Global Sustainable Human Resource Management (3 credits)
BICE 305 Law and Ubuntu (3 credits)
BICE 303 Supply Chain Management (3 credits)

BICE 306 Leading with Accounting and Finance (3 credits)
BICE 400 Project-Based Experiential Course (6 credits)

MASTERY (30 credits)
BICE 402 International Business (6 credits)
ASNR 410 Food Sustainability and Security (3 credits)
ASNR 401 Environmental Sustainability (3 credits)
ASNR 402 Managing Agriculture in Changing Global Climate (3 credits)
ASNR 403 Applied Techniques in Sustainable Horticulture (3 credits)
ASNR 406 Animal Product Value Chain Addition and Processing (3 credits)
ASNR 404 Advanced Food Production Innovation and Technology (3 credits)
BICE 404 Social Entrepreneurship and Community Development (6 credits)

BS IN BUSINESS EDUCATION (WITH OR WITHOUT MONTESSORI TEACHER CREDENTIAL) (School of Humanities / School of Business)

Program Description

This program is designed for undergraduate students passionate about both business entrepreneurship and Montessori education, who want to launch their own innovative schools or lead educational enterprises. The BS in Business Education prepares future educators, trainers, and curriculum designers who are equipped to teach Montessori concepts at the Early Childhood (EC) or Elementary (EL) level while also capable of leading with sound business concepts in schools, organizations, and community settings. Students gain strong foundations in business, pedagogy, and curriculum development. The program emphasizes culturally responsive teaching, entrepreneurial learning, and real-world application. Applicants must have completed secondary education and have a command of the English Language. Students who wish to earn the BS in Business Education without the Montessori Teacher Credential (MTC) will take BICE 400 Project-Based Experiential Course and BICE 402 International Business while skipping HUMA 490 Practical Applications and HUMA 499 Practicum.

Program Outcomes

Graduates will be able to:

1. Teach early childhood (EC) or elementary (EL) curriculum areas with a global certification.
2. How to start, manage, and scale Montessori or other education-based businesses.
3. How to apply business strategy, marketing, and financial skills to education ventures.
4. How to integrate ethical leadership and Ubuntu philosophy into business and education.

Program Curriculum/Courses

DISCOVERY (30 credits)
BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)
BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 203 Entrepreneurship and Innovation (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)
HUMA 204 Critical Thinking (3 credits)
BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
HUMA 210 Happiness (GenEd) (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

EMPOWERMENT (30 credits)
HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 301 Business in a Changing World (3 credits)
BICE 302 Sustainable Leadership (GenEd) (3 credits)
CENG 302 Data Ethics and Governance (3 credits)
BICE 304 Global Sustainable Human Resource Management (3 credits)
BICE 305 Law and Ubuntu (3 credits)
BICE 303 Supply Chain Management (3 credits)
BICE 306 Leading with Accounting and Finance (3 credits)
BICE 400 Project-Based Experiential Course (6 credits)

MASTERY (30 credits)
HUMA 401 Montessori Philosophy (EC and EL)
HUMA 402 Practical Life (EC) or HUMA 412 Elementary Cosmic Education (EL)
HUMA 403 Sensorial & Math (EC) or HUMA 413 Elementary Mathematics (EL)
HUMA 404 Language (EC) or HUMA 414 Elementary Language (EL)
HUMA 405 Cultural & Leadership (EC) or HUMA 415 Geometry & Leadership (EL)
HUMA 406 Child Development (EC and EL)
HUMA 490 Practical Applications (2 weeks, in-person, required for students seeking the MTC, 6 credits) or BICE 402 International Business (for students who are not seeking the MTC, 6 credits)
HUMA 499 Practicum (EC or EL) (9 months at a Montessori school required for students seeking the MTC, 6 credits) or BICE 404 Social Entrepreneurship and Community Development (6 credits) for students not seeking the MTC

BS IN BUSINESS INTELLIGENCE AND INFORMATION SYSTEMS (School of Computing and Engineering / School of Business)

Program Description

This program equips students with the analytical, technological, and strategic skills needed to transform data into actionable insights. Blending business acumen with information systems expertise, students learn data analytics, database management, systems design, and digital transformation strategies. Graduates are prepared for roles in data analysis, business intelligence, IT management, and technology-driven decision-making. Applicants must have completed secondary education and have a command of the English Language. This program is ideal for applicants who are eager to learn about business, entrepreneurship, and information technology, including a programming language (e.g. Python).

Program Outcomes

Graduates will be able to:

1. Analyze business data using statistical, computational, and visualization tools.
2. Design, manage, and secure information systems that support organizational goals.

3. Apply business intelligence techniques to improve decision-making and operational efficiency.
4. Evaluate emerging technologies and their implications for business strategy.
5. Communicate technical findings to non-technical stakeholders with clarity and precision.
6. Apply ethical and responsible data practices aligned with global and Ubuntu-based values.

DISCOVERY (30 credits)
BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)
BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 203 Entrepreneurship and Innovation (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)
HUMA 204 Critical Thinking (3 credits)
BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
HUMA 210 Happiness (GenEd) (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

EMPOWERMENT (30 credits)
HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 301 Business in a Changing World (3 credits)
BICE 302 Sustainable Leadership (GenEd) (3 credits)
CENG 302 Data Ethics and Governance (3 credits)
BICE 304 Global Sustainable Human Resource Management (3 credits)
BICE 305 Law and Ubuntu (3 credits)
BICE 303 Supply Chain Management (3 credits)
BICE 306 Leading with Accounting and Finance (3 credits)
BICE 400 Project-Based Experiential Course (6 credits)

MASTERY (30 credits)
BICE 402 International Business (6 credits)
CENG 400 Python for Data Analytics (3 credits)
CENG 403 Data Science & Analytics (3 credits)
CENG 406 Introduction to Cybersecurity (3 credits)
BICE 407 Transformative Sustainable Business Strategies (3 credits)
CENG 404 Artificial Intelligence (3 credits)
CENG 401 Database Management (3 credits)
BICE 404 Social Entrepreneurship and Community Development (6 credits)

BS IN FILM, MEDIA AND ENTERTAINMENT BUSINESS (School of Humanities / School of Business)

Program Description

The BS in Film, Media & Entertainment Business blends creative industry knowledge with business strategy to prepare students for careers in film production, media management, digital content creation, and entertainment entrepreneurship. Students learn storytelling, production fundamentals, film making, distribution, and the business dynamics of the global entertainment ecosystem. Applicants must have completed secondary education and have a command of the English Language.

Program Outcomes

Graduates will be able to:

1. Demonstrate foundational knowledge of film, media, and entertainment production processes.
2. Develop business strategies for content creation, financing, marketing, and distribution.
3. Analyze audience behavior, market trends, and digital media platforms.
4. Manage creative projects from concept to execution using industry-standard tools.
5. Apply ethical, culturally grounded, and Ubuntu-informed storytelling principles.
6. Launch or contribute to ventures in film, media, or entertainment industries.

DISCOVERY (30 credits)

BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)
BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 203 Entrepreneurship and Innovation (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)

HUMA 204 Critical Thinking (3 credits)
BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
HUMA 210 Happiness (GenEd) (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

EMPOWERMENT (30 credits)

HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 301 Business in a Changing World (3 credits)
BICE 302 Sustainable Leadership (GenEd) (3 credits)
CENG 302 Data Ethics and Governance (3 credits)
BICE 304 Global Sustainable Human Resource Management (3 credits)
BICE 305 Law and Ubuntu (3 credits)
BICE 303 Supply Chain Management (3 credits)
BICE 306 Leading with Accounting and Finance (3 credits)
BICE 400 Project-Based Experiential Course (6 credits)

MASTERY (30 credits)
BICE 402 International Business (6 credits)
HUMA 480 Directing for Film and Theater (3 credits)
HUMA 472 Scripting for Film and Theater (3 credits)
HUMA 482 Cinematography (3 credits)
HUMA 473 Acting for Film and Theater (3 credits)
HUMA 483 Production Management (3 credits)
HUMA 481 Film Producing (3 credits)
BICE 404 Social Entrepreneurship and Community Development (6 credits)

BS IN MANUFACTURING BUSINESS (School of Computing and Engineering / School of Business)

Program Description

The BS in Manufacturing Business prepares students to lead and innovate within manufacturing industries by combining business management with production systems, supply chain operations, and smart manufacturing technologies. Students learn how to design efficient processes, manage quality, and implement modern manufacturing solutions that support economic growth and industrial competitiveness. This program is designed for future entrepreneurs, plant managers, business leaders, and innovators who want to combine business entrepreneurship with the technical knowledge needed to lead modern manufacturing enterprises. It's ideal for students passionate about creating or working in sustainable, profitable manufacturing ventures. The BS in Manufacturing Business blends core business principles with essential manufacturing technology skills. Students learn how to design, lead, and innovate manufacturing businesses that leverage smart technologies and sustainable practices. Applicants must have completed secondary education and have a command of the English Language. This program is ideal for applicants with a strong background in science, technology, and mathematics.

Program Outcomes

Graduates will be able to:

1. Apply business and management principles to manufacturing operations.
2. Analyze and improve production processes using lean, quality, and efficiency tools.
3. Evaluate and implement smart manufacturing technologies and automation systems.
4. Manage supply chains, logistics, and procurement strategies.
5. Use data to support operational decision-making and continuous improvement.
6. Promote sustainable, ethical, and community-centered industrial practices.

DISCOVERY (30 credits)
BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)
BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 203 Entrepreneurship and Innovation (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)
HUMA 204 Critical Thinking (3 credits)

BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
HUMA 210 Happiness (GenEd) (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

EMPOWERMENT (30 credits)
HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 301 Business in a Changing World (3 credits)
BICE 302 Sustainable Leadership (GenEd) (3 credits)
CENG 302 Data Ethics and Governance (3 credits)
BICE 304 Global Sustainable Human Resource Management (3 credits)
BICE 305 Law and Ubuntu (3 credits)
BICE 303 Supply Chain Management (3 credits)
BICE 306 Leading with Accounting and Finance (3 credits)
BICE 400 Project-Based Experiential Course (6 credits)

MASTERY (30 credits)
BICE 402 International Business (6 credits)
CENG 404 Artificial Intelligence (3 credits)
CENG 408 Industry 4.0 and the Smart Factory (3 credits)
CENG 409 Industrial IoT and Connectivity (3 credits)
CENG 410 Digital Twin Technology and Computational Modeling (3 credits)
CENG 411 Foundations of Smart Manufacturing (3 credits)
CENG 412 Manufacturing Technology and Process (3 credits)
BICE 404 Social Entrepreneurship and Community Development (6 credits)

BS IN ENTREPRENEURSHIP AND INNOVATION BUSINESS (School of Business)

Program Description

The BS in Business Entrepreneurship & Innovation develops visionary leaders capable of building new ventures, transforming existing organizations, and driving economic and social change. Students engage in hands-on venture creation, innovation strategy, market research, and leadership development. The program emphasizes creativity, resilience, and community-centered entrepreneurship. Applicants must have completed secondary education and have a command of the English Language.

Program Outcomes

Graduates will be able to:

1. Create, evaluate, and refine innovative business models and ventures.
2. Conduct market research to assess customer needs, competition, and industry trends.
3. Develop strategic plans for venture growth, financing, and sustainability.
4. Demonstrate leadership, collaboration, and communication skills essential for entrepreneurial success.
5. Apply ethical, socially responsible, and Ubuntu-informed approaches to innovation.
6. Launch a venture or innovation project that addresses a real-world challenge.

DISCOVERY (30 credits)
BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)

BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 203 Entrepreneurship and Innovation (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)
HUMA 204 Critical Thinking (3 credits)
BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
HUMA 210 Happiness (GenEd) (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

EMPOWERMENT (30 credits)
HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 301 Business in a Changing World (3 credits)
BICE 302 Sustainable Leadership (GenEd) (3 credits)
CENG 302 Data Ethics and Governance (3 credits)
BICE 304 Global Sustainable Human Resource Management (3 credits)
BICE 305 Law and Ubuntu (3 credits)
BICE 303 Supply Chain Management (3 credits)
BICE 306 Leading with Accounting and Finance (3 credits)
BICE 400 Project-Based Experiential Course (6 credits)

MASTERY (30 credits)
BICE 402 International Business (6 credits)
Any 300 or 400 Level Course Previously Taken (3 credits)
Any 300 or 400 Level Course Previously Taken (3 credits)
Any 300 or 400 Level Course Previously Taken (3 credits)
Any 300 or 400 Level Course Previously Taken (3 credits)
Any 300 or 400 Level Course Previously Taken (3 credits)
BICE 407 Transformative Sustainable Business Strategies (3 credits)
BICE 404 Social Entrepreneurship and Community Development (6 credits)

- **ASSOCIATE OF SCIENCE IN ENTREPRENEURSHIP AND INNOVATION (School of Business)**

  Program Description

  This program is designed for individuals looking to enter the entrepreneurial world quickly, build practical business skills, and launch ventures while continuing their education or professional careers. The program requires 60 credits, including a minimum of 24 credits in general education, and takes less than two years to complete, following a two-course per eight-week format. Associate's degree students at Osiri University will have access to each course for 11 months (January 10 - December 10). The Associate Degree in Entrepreneurship & Innovation provides a fast, practical pathway for learners who want to launch ventures, develop entrepreneurial skills, and build confidence as innovators.

Designed for emerging entrepreneurs and working professionals, the program emphasizes opportunity recognition, venture design, financial literacy, and problem-solving rooted in community impact. Students graduate prepared to start a business, contribute to entrepreneurial teams, or continue into a bachelor's program. Applicants must have completed secondary education and have a command of the English Language.

Program Outcomes

Graduates will be able to:

1. Apply entrepreneurial thinking to identify opportunities and design value-creating solutions.
2. Develop and evaluate simple business models using financial, market, and operational data.
3. Communicate business ideas clearly through written, oral, and digital formats.
4. Demonstrate foundational skills in financial literacy, mathematics, and critical thinking.
5. Use Ubuntu-informed leadership principles to collaborate ethically and responsibly.
6. Launch or refine a venture or project that addresses a community or organizational need.

DISCOVERY (30 credits)

HUMA 300 Ubuntu Mind (GenEd) (3 credits)
BICE 102 Principles of Management (3 credits)
BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)
BICE 104 English (GenEd) (3 credits)
CENG 101 Introduction to Computers (GenEd) (3 credits)
BICE 105 Global Issues (GenEd) (3 credits)
BICE 106 Entrepreneurial Marketing (3 credits)
BICE 107 Basic Mathematics (GenEd) (3 credits)
BICE 201 Financial Literacy (GenEd) (3 credits)
BICE 308 Accounting for Entrepreneurs (3 credits) or BICE 309 Bookkeeping for Professionals (3 credits)

JOURNEY (30 credits)

BICE 203 Entrepreneurship and Innovation (3 credits)
HUMA 204 Critical Thinking (3 credits)
BICE 204 Theories of Entrepreneurship (3 credits)
BICE 205 Basic Statistics (GenEd) (3 credits)
BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 credits)
BICE 207 Principles of Economics (GenEd) (6 credits)
BICE 208 Principles of Project Management (6 credits)
BICE 202 Global Entrepreneurial Environment (3 credits)

Graduate Programs

Maximum time limit for graduate degrees:

- Masters: 4 years
- PhD: 6 years

Required outcomes for graduation:

- B- for each course
- Special circumstance: B for each Montessori course for students pursuing the American Montessori Society (AMS) Teacher Credential along with their degree
- 3.0 CGPA

MASTER'S DEGREES

Osiri University's master's programs are designed for impact, allowing students to complete their degree in as little as ten months by completing two courses every two months. Master's degree students at Osiri University will have access to each course for 11 months (January 10 - December 10) with the exception of Montessori courses, which are eight weeks long. **Each master's degree consists of a minimum of 9 courses (30 credits), including three required courses**:

1) HUMA 570 Ubuntu Mind (3 credits)

2) BICE 502 Sustainable Leadership (3 credits)

3) BICE 500 Project-Based Experiential Course (6 credits) or HUMA 509 Montessori Practicum for students pursuing AMS certification

4) At least **six** three-credit graduate-level (500-level) courses within their chosen field of study

- **Master of Arts in Education**
  Graduates of the Master of Arts in Education (MAE) program are trained to teach, administer and consult within the field of Early Childhood or Lower Elementary education. Using our philosophy of Ubuntu, our graduates are also uniquely qualified to instruct on the techniques of successfully disseminating material to people of varying ages, racial/ethnic/cultural backgrounds, experiences, gender identification, and physical ability. By focusing on student upliftment, removing barriers, and ensuring that all students have equal access and opportunity in education, the MAE program will prepare graduates to (i) teach in the classroom effectively with love and compassion, (ii) start or administer a school, and (iii) become a consultant for Early Childhood or Lower Elementary (i.e., preschool-grade 3) schools. The MAE program is also for practicing teachers and those seeking to engage with independent schools in the United States or abroad. It is NOT INTENDED FOR THOSE SEEKING A STATE OF NEBRASKA CERTIFICATION OR LICENSURE. The MAE allows students to be immersed in the Montessori pedagogy and may be completed with or without the AMS Teacher Credential.

    - **With Montessori Concentration**
      The Osiri University Montessori Teacher Education Program is dedicated to empowering educators with the knowledge, skills, and passion to inspire a lifelong love of learning in children. Grounded in Montessori philosophy, our program strives to cultivate educators who are compassionate, knowledgeable, and responsive to the unique needs of each child. We are committed to fostering a deep understanding of the Montessori principles, grounded in respect, independence, and hands-on learning. Our mission is to develop teachers who will create nurturing, inclusive environments that support the holistic growth of each student, encouraging curiosity, creativity, and a sense of community. Through rigorous training, mentorship, and reflective practice, we prepare Montessori educators to lead with integrity, cultural sensitivity, and a commitment to continuous learning, equipping them to positively impact future generations.

    - **With American Montessori Society Credential**
      Montessori Student Handbook
      The Early Childhood program qualifies the student to work with children ages two and one-half through six. The Lower Elementary program qualifies the student to work with children ages 6-9 (grades 1-3). The courses include blended courses focusing on Montessori philosophy and pedagogy, child development and theory, exploration of curriculum, and observations in Montessori classrooms, followed by the two-week on-site component in Lincoln or Nigeria. Coursework concludes with a year-long practicum in an approved Montessori environment with an online seminar component and supervision and mentoring with a field consultant.

Osiri Montessori Teacher Education is an affiliate applicant of The American Montessori Society (AMS) and an applicant in good standing with the Montessori Accreditation Council for Teacher Education (MACTE). This accreditation will enable Osiri University to recommend students completing all phases of the Montessori coursework for the AMS credential. *Applicants completing the Early Childhood program without an earned Bachelor's degree from a regionally recognized US college or university (or the equivalent of such) may earn the Associate AMS credential.*

Courses for MA in Education (School of Humanities):

HUMA 501 Introduction to Montessori Philosophy (3 credits)
Take one course depending on track:
- HUMA 502 Montessori Early Childhood Practical Life (3 credits)
- HUMA 513 Montessori Elementary Cosmic Education (3 credits)

Take one course depending on track:
- HUMA 506 Montessori Early Childhood Sensorial & Math (3 credits)
- HUMA 515 Montessori Elementary Math (3 credits)

Take one course depending on track:
- HUMA 505 Montessori Early Childhood Language (3 credits)
- HUMA 517 Montessori Elementary Language & Grammar (3 credits)

Take one course depending on track:
- HUMA 507 Montessori Early Childhood Cultural & Leadership (3 credits)
- HUMA 516 Montessori Elementary Geometry & Leadership (3 credits)

HUMA 599 Montessori Practical Applications (6 credits) 2 weeks, in-person
Take one course depending on track:
- HUMA 508 Early Childhood Child Development (3 credits)
- HUMA 511 Elementary Child Development (3 credits)

HUMA 509 Montessori Practicum (6 credits)

Students who complete the above courses will earn the MAE degree along with the Montessori Teacher Credential (MTC). Students who are only seeking the MAE without the MTC are not required to take HUMA 599 Montessori Practical Applications (6 credits) and HUMA 509 Montessori Practicum (6 credits) but must take BICE 500 Project-Based Experiential Course (6 credits) as well as HUMA 570 Ubuntu Mind (3 credits) and BICE 502 Sustainable Leadership (3 credits).

- **Master of Science in Data Science & Information Systems**

The MSc in Data Science and Information Systems prepares professionals to leverage data, analytics, artificial intelligence, and information technologies to solve organizational and societal challenges. Students develop competencies in data management, statistical analysis, machine learning, information systems design, cybersecurity awareness, and data-driven decision-making. The program emphasizes practical applications, innovation, and ethical use of data in business, government, and nonprofit organizations. Lead today's data-driven world by combining advanced analytics and real-world application. Students gain the skills to turn complex data into actionable insights and to build intelligent systems that drive innovation. The program emphasizes ethical leadership, practical learning, and creation of technology opportunities.

Courses for MSc in Data Science & Information Systems (School of Computing and Engineering)

CENG 500 Python for Data Analytics (3 credits)
CENG 501 Database Management (3 credits)
CENG 502 Data Ethics and Governance (3 credits)
CENG 503 Data Science and Analytics (3 credits) - prereq: Python for Data Analytics
CENG 504 Artificial Intelligence (3 credits)

CENG 505 Cloud Computing (3 credits) - prereq: Python for Data Analytics
CENG 506 Cybersecurity (3 credits)
CENG 507 Digital Technology for Sustainable Healthcare (3 credits)

- **Master of Science in Food Systems & Sustainable Agriculture**
  The MSc in Food Systems and Sustainable Agriculture prepares graduates to address global challenges related to food security, sustainable production, environmental stewardship, and resilient agricultural systems. The program integrates scientific knowledge, indigenous knowledge systems, sustainability principles, and innovative technologies to promote equitable and environmentally responsible food systems. The MS in Food Systems and Sustainable Agriculture is designed for aspiring entrepreneurs, agricultural professionals, innovators, and community leaders who are passionate about transforming food systems. It is ideal for those who want to build sustainable food ventures, drive agricultural innovation, and create resilient food networks while earning practical experience along the way. The program emphasizes ethical leadership, practical learning, and creation of technology opportunities.

  Courses for MSc in Food Systems & Sustainable Ag (Sch of Agricultural Science & Natural Resources)
  ASNR 510 Food Sustainability and Security (3 credits)
  ASNR 501 Environmental Sustainability (3 credits)
  ASNR 502 Managing Agriculture in Changing Global Climate (3 credits)
  ASNR 503 Applied Techniques in Sustainable Horticulture (3 credits)
  ASNR 504 Advanced Food Production Innovation and Technology (3 credits)
  ASNR 505 Sustainable Animal and Crop Production (3 credits)
  ASNR 506 Animal Product Value Chain Addition and Processing (3 credits)

- **Master of Business Administration in Sustainable Leadership**
  The MBA in Sustainable Leadership prepares current and aspiring leaders to address complex organizational, social, environmental, and economic challenges through innovative, ethical, and sustainable business practices. Grounded in Ubuntu principles and global best practices, the program develops leaders capable of creating long-term value for organizations and society. Students explore leadership, strategy, entrepreneurship, sustainability, innovation, stakeholder engagement, and organizational transformation while applying their learning to real-world challenges. It is ideal for current or future entrepreneurs and professionals across industries who seek to drive organizational change, create new opportunities, and make a lasting impact on their communities and the world.

  Courses for MBA in Sustainable Leadership (School of Business):
  BICE 501 Business in a Changing World (3 credits)
  CENG 502 Data Ethics and Governance (3 credits)
  BICE 503 Supply Chain Management (3 credits)
  BICE 504 Global Sustainable Human Resource Management (3 credits)
  BICE 505 Law and Ubuntu (3 credits)
  BICE 506 Leading with Accounting and Finance (3 credits)
  BICE 507 Transformative Sustainable Business Strategies (3 credits)
  BICE 510 Economic Development (3 credits)

- **Master of Arts in Film, Media, and Multimedia Studies (School of Humanities)**
  The MA in Film, Theater, and Multimedia Studies prepares creative professionals, educators, and cultural leaders to engage critically and creatively with contemporary media, storytelling, performance, and digital communication. Students examine the artistic, social, cultural, and technological dimensions of film, theater, and multimedia while developing skills in content creation, production, performance, critical analysis, and audience engagement. The Master of Arts in Film, Theater, and Multimedia Studies is designed for aspiring actors, performers, writers, filmmakers, and creative entrepreneurs who want to master their craft while building profitable entertainment careers. It is ideal for individuals

passionate about acting, storytelling, and content creation, who seek to earn while they learn and launch their own creative ventures. The MA in Film, Theater, and Multimedia Studies develops well-rounded artists and entrepreneurs who are equipped to succeed in today's dynamic entertainment industry. With a strong foundation in acting, performance, scriptwriting, and filmmaking, students build essential skills while creating income-generating projects. The program emphasizes entrepreneurial thinking, empowering students to not only perform but to create, produce, and lead their own creative enterprises.

Courses for MA in Film, Media, and Multimedia Studies (School of Humanities)

HUMA 580 Directing for Film and Theater (3 credits)
HUMA 572 Scripting for Film and Theater (3 credits)
HUMA 582 Cinematography (3 credits)
HUMA 573 Acting for Film and Theater (3 credits)
HUMA 583 Production Management (3 credits)
HUMA 581 Film Producing (3 credits)

- **Master of Science in Smart Manufacturing (School of Computing and Engineering)**
  The MSc in Smart Manufacturing prepares professionals to lead the transformation of manufacturing systems through advanced technologies, automation, artificial intelligence, digital twins, robotics, data analytics, and Industry 4.0 practices. Students develop the technical, managerial, and innovation competencies necessary to improve productivity, sustainability, quality, and competitiveness in modern manufacturing environments. The MS in Smart Manufacturing is designed for engineers, technology specialists, business professionals with science, technology, engineering, and mathematics (STEM) backgrounds, and STEM entrepreneurs who want to lead the future of manufacturing through innovation, digital transformation, and sustainable practices. It's ideal for those looking to create, optimize, and automate advanced manufacturing systems while launching entrepreneurial solutions. Through project-based learning, students can launch ventures or drive transformation within existing organizations, all while earning experience and impact.

  Courses for MS in Smart Manufacturing (School of Computing and Engineering)

  CENG 504 Artificial Intelligence (3 credits)
  CENG 508 Industry 4.0 and the Smart Factory (3 credits)
  CENG 509 Industrial IoT and Connectivity (3 credits)
  CENG 510 Digital Twin Technology and Computational Modeling (3 credits)
  CENG 511 Foundations of Smart Manufacturing (3 credits)
  CENG 512 Manufacturing Technology and Process (3 credits)

- **DOCTOR OF PHILOSOPHY (PHD) DEGREE**
  The Doctor of Philosophy (PhD) in Business Innovation is designed for scholars who are excited to tackle business and societal challenges through research and critical inquiry. The PhD is an action-driven, multidisciplinary program open to students from diverse backgrounds who desire to positively impact their organizations and communities through their doctoral research and scholarship. The PhD degree requires a minimum of **30 courses** (90 credits). Fourteen of the 30 courses are core courses (8) and electives (6). The remaining 16 courses are dissertation/seminar courses, which are courses students must enroll in while conducting their research and writing their dissertation. The minimum number of years to complete the PhD is three. If the program is not completed in three years, students must continue enrolling in 6 dissertation/seminar credits every two months until their research and dissertation are finished.

  A diversity of research is encouraged. For example, someone with a bachelor's degree in healthcare who is interested in healthcare research, may focus their research and

dissertation on evaluating the impact of certain innovative healthcare advances on societal well-being whereas someone interested in religion may explore the relationship between religiosity and national levels of innovation. PhD Students can start forming their dissertation committee after successfully completing their first 14 courses.

Through advising and guidance, PhD students may select doctoral committee members from any major university in the world, provided each member holds a terminal degree and demonstrates recognized expertise in the student's research area. Committee members must have a record of scholarly or professional impact that equips them to guide rigorous, innovative doctoral research. Students are expected to send the names and CVs of all of the members together to the Registrar at kaabo@osiriuniversity.org for approval in their second year.

Students can shape the future of business and society with the Ph.D. in Business Innovation, a program that encourages bold ideas to be used to meet real-world impact by tackling major organizational and community challenges. With expert faculty mentorship, students should aspire to graduate with a powerful research portfolio, including at least three research articles and/or manuscripts, and the leadership skills to transform industries and drive global change. Doctoral students at Osiri University will have access to each course for a maximum of 11 months (January 10–December 10), except Montessori and doctoral dissertation/seminar courses, which run eight weeks.

Program Curriculum/Courses
Eight (8) Required Core Courses:
HUMA 570 Ubuntu Mind (3 credits)
BICE 502 Sustainable Leadership (3 credits)
BICE 800 Advanced Graduate Writing (3 credits)
BICE 801 Grounded and Contextualized Community-Based Knowledge (3 credits)
BICE 803 Comprehensive Overview of Research Design (3 credits)
BICE 804 Quantitative Methods (3 credits)
BICE 805 Qualitative Methods (3 credits)
BICE 806 Technology Venture Creation (3 credits)

Six (6) Required Electives: Take any six 500-level courses from the previous pages. If you want a master's degree along with the PhD, take all six electives from one program PLUS the master's project course, BICE 500 Project-Based Experiential Course (6 credits).

Sixteen (16) Dissertation/Seminars: Take BICE 807 and BICE 808 every two months when you start research.
A minimum of eight BICE 807 and eight BICE 808 courses are required.
BICE 807 Doctoral Seminar (3 credits) – prereq: Completion of all 14 courses
BICE 808 Doctoral Dissertation (3 credits) – prereq: Completion of all 14 courses

Major PhD Milestones and Suggested Timeline

Pre-Requisite for BICE 807 and BICE 808
Complete all required coursework (8 core courses and 6 electives) before enrolling in the doctoral seminar and dissertation sequence (minimum eight BICE 807 and eight BICE 808 courses). After one year of study (typically 9–10 courses), students begin Teaching Assistant (TA) duties, starting with grading and apprenticing under an instructor before teaching independently. A minimum of five TA assignments is required.

1. Initial Research Idea & Committee Formation
Present your initial research idea to peers and refine it during the two-month dissertation course. Submit the names of at least three faculty members who will serve on your dissertation committee.
Courses: BICE 807, BICE 808

2. Comprehensive Literature Review
Present your literature review, develop a dissertation timeline, and optionally submit a concept or review paper for publication. You will refine and present these components again during the dissertation course and to your *committee.*
Courses: BICE 807, BICE 808

3. Qualifying Exams
Demonstrate mastery of your field through written and/or oral qualifying examinations.
Courses: BICE 807, BICE 808

4. Research Proposal Development & Proposal Defense
Prepare a detailed proposal including research questions, methodology, updated timeline, and three draft papers aligned with your research objectives. You will refine and present these components during the dissertation course and to your committee. Deliver a practice defense in the dissertation course, followed by your formal oral proposal defense before your *committee*. A successful defense advances you to **PhD Candidacy**.
Courses: BICE 807, BICE 808

5. IRB Approval, Data Collection & Analysis
Obtain IRB approval, collect data, and conduct your analysis. Begin drafting your dissertation and present updated data, analysis, and findings during the dissertation course.
Courses: BICE 807, BICE 808

6. Submission of Article for Journal Publication
Prepare and submit at least one article based on your dissertation research to a peer-reviewed journal. Present improved versions of your manuscript during the dissertation course and share updates with your *committee*. Prepare additional articles as manuscripts ready for submission to peer-reviewed journals.
Courses: BICE 807, BICE 808

7. Dissertation Submission & Final Defense
Continue writing your dissertation, incorporating committee feedback and revisions. Present your full dissertation draft to peers in the dissertation course. Submit your completed dissertation and defend it before your *committee.*
Courses: BICE 807, BICE 808

8. Degree Completion & Commencement Preparation
Finalize all edits, formatting, and submission requirements. Use editorial services for professional formatting. Prepare for hooding and graduation ceremonies.
Courses: BICE 807, BICE 808

9. Continued Dissertation Revisions (If Needed)
If your dissertation is not yet finalized, continue revising and formatting during subsequent two-month terms.
Courses: BICE 807, BICE 808

COURSE DESCRIPTIONS

School of Agricultural Science and Natural Resources (ASNR)

ASNR 401/501 Environmental Sustainability (3 Credits)

Course Description

Environmental Sustainability examines the complex interactions between human activities, natural systems, and long-term ecological resilience. The course provides students with an interdisciplinary understanding of environmental challenges and sustainable solutions through the study of ecology, climate change, renewable energy, water resources, sustainable agriculture, circular economy principles, environmental policy, biodiversity conservation, environmental justice, corporate sustainability, and emerging green technologies.

Students explore how governments, businesses, communities, and international organizations address pressing environmental issues while balancing economic development, social equity, and ecological stewardship. Through case studies, policy analysis, geospatial technologies, environmental impact assessments, and sustainability frameworks such as the United Nations Sustainable Development Goals (SDGs), students develop the knowledge and skills needed to evaluate environmental challenges and design innovative, evidence-based solutions that contribute to a more sustainable and resilient future.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze the ecological, social, economic, and technological dimensions of environmental sustainability and evaluate their interconnected impacts on global and local ecosystems.
2. Assess environmental challenges and sustainability strategies, including climate change mitigation, renewable energy systems, water resource management, biodiversity conservation, and sustainable food systems.
3. Evaluate environmental policies, regulations, economic instruments, and governance frameworks that influence environmental protection, resource management, and sustainable development.
4. Apply environmental assessment and analytical tools, including Environmental Impact Assessment (EIA), Geographic Information Systems (GIS), remote sensing, and sustainability metrics, to support evidence-based decision-making.
5. Design sustainable solutions that promote environmental resilience, social equity, and responsible resource use, incorporating principles of environmental justice, circular economy, ESG, and green innovation.

ASNR 402/502 Managing Agriculture in Changing Global Climate (3 credits)

Course Description

This course examines how a changing global climate is reshaping agriculture and how farmers, ranchers, and food systems can respond. Students analyze the physical basis of climate change and its effects on crops, livestock, soils, water, pests, and weeds; evaluate

climate-smart agriculture, conservation agriculture, agroforestry, and diversification strategies for adaptation; and assess greenhouse gas mitigation, carbon sequestration, and the policy frameworks that shape agricultural climate action, from the Paris Agreement to national and local programs. Examples span smallholder, family, cooperative, commercial, and urban farming systems worldwide. The course culminates in a climate adaptation and mitigation plan for an agricultural enterprise. The course is dual-numbered and serves undergraduate (ASNR 402) and graduate (ASNR 502) students together. Both levels complete the same topics and core assessments; graduate students complete extended deliverables that require deeper analysis and additional scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the physical basis of climate change and how shifts in climate systems affect agricultural production worldwide.
2. Analyze the effects of temperature stress, water variability, and extreme weather on crop and livestock systems.
3. Evaluate climate-driven risks to soils, water resources, pests, diseases, and weeds, and select integrated management responses.
4. Apply climate-smart agriculture principles to design adaptation practices suited to diverse farming contexts, from smallholder to commercial systems.
5. Assess greenhouse gas mitigation and carbon sequestration strategies and the policy frameworks that shape them.
6. Develop and communicate an evidence-based climate adaptation and mitigation plan for an agricultural enterprise.

ASNR 403/503 Applied Techniques in Sustainable Horticulture (3 credits)

Course Description

This course develops practical skill in sustainable horticulture through applied, problem-centered learning. Students assess soil health, build composting and nutrient management plans, practice sustainable propagation and crop planning, design integrated pest management strategies that protect pollinators, evaluate water-wise irrigation, and explore season extension, urban growing, and climate-resilient plant selection. The course culminates in a sustainable site management plan that integrates ecological, economic, and social considerations. The course is dual-numbered and serves undergraduate (ASNR 403) and graduate (ASNR 503) students together. Both levels complete the same topics and core assessments; graduate students complete extended deliverables that require deeper analysis and additional scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the ecological, economic, and social principles of sustainable horticulture.
2. Assess soil health and develop nutrient management plans using composting and organic amendments.
3. Apply sustainable plant propagation and crop planning techniques, including rotation and polyculture.

4. Design integrated pest, disease, and weed management strategies that protect pollinators and beneficial organisms.
5. Evaluate water conservation and irrigation efficiency practices for horticultural systems.
6. Develop and communicate a sustainable site management plan that integrates climate resilience.

ASNR 404/504 Advanced Food Product Innovation and Technology (3 Credits)
Course Description
Advanced Food Product Innovation and Technology explores the scientific, technological, and entrepreneurial processes involved in developing innovative food products for a rapidly evolving global marketplace. The course integrates food science, food technology, nutrition, sustainability, consumer behavior, and commercialization strategies to prepare students for leadership roles in food innovation.

Students examine the principles of product development from concept generation through market launch, including ingredient functionality, food chemistry, microbiology, product formulation, processing technologies, sensory evaluation, quality assurance, packaging, branding, intellectual property, and commercialization. Special emphasis is placed on emerging trends such as alternative proteins, precision fermentation, artificial intelligence, personalized nutrition, sustainability, and circular food systems. Through applied projects and industry-focused case studies, students develop innovative food products that address consumer needs while promoting sustainability and economic viability.

Learning Outcomes
By the end of this course, students will be able to:
1. Apply food science principles and product development methodologies to design innovative food products that address consumer, industry, and sustainability challenges.
2. Evaluate ingredients, processing technologies, and formulation strategies to optimize product functionality, nutritional quality, safety, sustainability, and consumer acceptance.
3. Develop quality assurance, food safety, and regulatory compliance strategies that support successful product development and commercialization.
4. Analyze market opportunities, consumer trends, branding strategies, and intellectual property considerations to support successful product commercialization.
5. Design and present a market-ready food innovation project that integrates scientific knowledge, technological innovation, sustainability principles, and business strategy.

ASNR 405/505 Sustainable Animal and Crop Production (3 Credits)
Course Description
Sustainable Animal and Crop Production examines integrated agricultural systems that combine crop and livestock production to enhance productivity, environmental stewardship, economic viability, and community resilience. Drawing upon principles of

agroecology, systems thinking, nutrient cycling, regenerative agriculture, and circular economy models, students explore how integrated farming systems can address contemporary challenges in food production while preserving natural resources.

The course investigates sustainable feeding strategies, manure and nutrient management, soil health, water conservation, biodiversity, climate adaptation, and whole-farm management approaches. Through case studies, systems analysis, and applied planning exercises, students develop the knowledge and skills needed to design resilient agricultural systems that balance environmental sustainability, economic performance, and social responsibility.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze the biological, ecological, and economic interactions between animal and crop production systems within integrated agricultural enterprises.
2. Develop sustainable feeding, nutrient management, and resource utilization strategies that enhance productivity while reducing environmental impacts.
3. Evaluate the environmental, economic, and social performance of integrated crop-livestock systems using sustainability indicators and systems-based approaches.
4. Design integrated farming systems that promote soil health, biodiversity, climate resilience, and efficient resource cycling.
5. Apply holistic farm management principles to improve agricultural sustainability, profitability, and long-term system resilience.

ASNR 406/506 Animal Product Value Addition and Processing (3 Credits)

Course Description

Animal Product Value Addition and Processing examines the science, technology, and business practices involved in transforming raw animal products into high-value products that meet evolving consumer demands and market opportunities. Students explore the composition and characteristics of meat, dairy, eggs, fibers, and other animal-derived products, along with the technologies used to enhance quality, safety, shelf life, functionality, and profitability.

The course covers primary and secondary processing methods, preservation technologies, quality assurance systems, food safety regulations, product innovation, waste utilization, sustainability practices, and market development strategies. Emphasis is placed on developing value-added products that respond to consumer preferences for quality, convenience, nutrition, traceability, and ethical production. Through applied projects and case studies, students learn to evaluate processing technologies, design innovative products, and develop quality management systems that support sustainable value creation throughout the animal products supply chain.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze the composition, quality characteristics, and processing potential of animal-derived products and assess their implications for value addition.

2. Evaluate processing, preservation, and product development technologies for meat, dairy, egg, fiber, and other animal products based on technical, economic, and sustainability considerations.
3. Develop quality assurance, food safety, and regulatory compliance systems that ensure product integrity, consumer protection, and operational excellence.
4. Design innovative value-added animal products and commercialization strategies that address market trends, consumer preferences, and emerging industry opportunities.
5. Create and defend a comprehensive value-addition and processing plan that integrates product innovation, quality management, sustainability principles, and business viability.

ASNR 410/510 Food Sustainability and Security (3 credits)
Course Description
Food Sustainability and Food Security examines one of the most pressing challenges of the twenty-first century: ensuring equitable access to safe, nutritious, and affordable food while maintaining the ecological integrity of the planet. As global populations grow, climate change intensifies, natural resources become increasingly constrained, and food systems face unprecedented disruptions, understanding the complex relationships among agriculture, economics, policy, technology, and the environment has become essential.

This course explores the interconnected dimensions of food sustainability and food security through multidisciplinary and global perspectives. Students will analyze the social, economic, political, environmental, and ethical factors that influence food production, distribution, access, and consumption. Particular attention is given to climate change, biodiversity, agricultural innovation, international trade, government policy, food justice, and the role of public and private sector actors in shaping food systems. Through case studies, critical discussions, and applied analysis, students will develop the knowledge and skills necessary to evaluate contemporary food challenges and contribute to sustainable, resilient, and equitable food systems at local, national, and global levels.

Learning Outcomes
By the end of this course, students will be able to:
- Analyze the fundamental concepts and interrelationships of food sustainability and food security, including their social, economic, environmental, and policy dimensions within local and global food systems.
- Evaluate the causes and consequences of food insecurity by examining the socioeconomic, political, environmental, and institutional factors that affect food access, availability, utilization, and stability across diverse populations.
- Assess the impacts of climate change, environmental degradation, and resource constraints on food systems, and evaluate sustainable agricultural practices and resilience strategies that promote long-term food security.
- Critically examine the influence of government policies, global trade systems, and key stakeholders on food production, distribution, affordability, and sustainability in both developed and developing economies.

- Apply ethical and food justice perspectives to contemporary food challenges by evaluating issues related to labor practices, corporate responsibility, animal welfare, food waste, equity, and the fair distribution of food resources.

School of Business (BICE = Business, Innovation, Creativity, Entrepreneurship)

BICE 102 Principles of Management (3 credits)

Course Description

Principles of Management is designed to introduce students to the field of business management. The course imparts to students basic business administration and management concepts and principles. The course also enables students to develop short and long-range plans to effectively accomplish organizational goals. The knowledge gained will empower the students to work with and through others in an organization. The course endeavors to expose learners (aspiring managers/business operators) to various challenges faced in managing business on the global stage. Students will be taken through Management Principles and Practices designed to give them a basic understanding of the role and functions of a manager and to explain the principles, concepts and techniques used by managers in carrying out their work in the quest to achieve sustainable success for their organizations. The course covers the basic management functions including planning and decision making, organizational structure and design, change management, employee motivation and leadership, and basic operations management. The course is suitable for students who may wish to pursue a career in management or majoring in other areas, who want to broaden their knowledge and skills in effectively working with people either as individuals or groups.

Learning Outcomes

By the end of the course students should be able to:

1. Expound on the important role that business organizations contribute to modern society and explain the different functions, roles and skills of managers.
2. Explain the different types of plans that organizations can use.
3. Appreciate the various types of organizational structures and designs of organizations.
4. Understand fully how managers can motivate and lead teams for organizational success.
5. Have an appreciation of the basic operations management concepts and techniques.

BICE 103 Introduction to Entrepreneurship and Venture Creation (3 credits)

Course Description

This course introduces students to the entrepreneurial mindset and the process of turning ideas into viable ventures. Through practical, problem-centered learning, students explore opportunity recognition, customer discovery, business modeling, basic feasibility analysis, venture planning, and persuasive communication. The course emphasizes innovation, ethical decision-making, and real-world application as students move from identifying a problem worth solving to presenting a venture concept.

Entrepreneurship in this course is understood broadly. It includes scalable startups, small and family businesses, social enterprises, cooperatives, nonprofit and community ventures, and entrepreneurial work inside existing organizations, across a range of local and global contexts.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the role of entrepreneurship in economic and social value creation.
2. Identify and evaluate problems, needs, and market opportunities.
3. Apply customer discovery and basic market research to validate a venture idea.
4. Develop a clear value proposition and an initial business model.
5. Assess feasibility, resource needs, risks, and basic funding options.
6. Communicate a venture concept effectively in written, visual, and oral formats.

BICE 104 English Language (3 credits)

Course Description:

English Language is a hybrid course that blends asynchronous online learning with weekly two-hour live sessions. The course introduces students to the foundational skills of effective academic communication, critical reading and reflective writing, from the perspectives of personal, cultural, and social awareness. The course provides students with the opportunity to explore the deep and complex interconnections between language, identity, community, and knowledge. Students will strengthen their proficiency in reading comprehension and grammar through engagement with texts that represent diverse human experiences and viewpoints. Students will practice effective communication through essay writing, discussions, presentations, and collaborative projects; and enhance their use of English in academic, professional, and social contexts on the basis of mutual respect, honesty, and integrity.

Learning Outcomes:

By the end of this course, students will be able to:

1. Read critically and empathetically across cultures and contexts.
2. Read actively to understand diverse ideas and perspectives.
3. Communicate ideas clearly and coherently in spoken English.
4. Demonstrate information literacy by evaluating and integrating credible sources ethically and responsibly.
5. Write organized, purposeful, and well-reasoned essays.
6. Submit a portfolio that demonstrates growth in clarity, compassion, and purpose.

BICE 105 Global Issues (3 credits)

Course Description

Global Issues introduces students to the complex challenges and opportunities shaping the contemporary world. Drawing upon perspectives from business, science, technology, politics, law, economics, culture, and the humanities, the course examines how global systems are interconnected and how solutions to major societal problems require interdisciplinary thinking and collaboration. Students explore pressing issues such as economic development, technological innovation, sustainability, globalization, inequality, public health, governance, environmental change, and social transformation.

The course emphasizes the relationships among scientific discovery, technological advancement, entrepreneurship, public policy, and societal well-being. Students investigate how innovations emerge, spread across sectors, and influence economic and social development, while also considering the ethical dilemmas and unintended consequences that can accompany progress. Through case studies, collaborative inquiry, and critical analysis, students develop the skills necessary to understand complex global challenges, integrate knowledge from diverse disciplines, and evaluate potential solutions from multiple perspectives. The course prepares students to become informed global citizens capable of contributing thoughtfully and responsibly to an increasingly interconnected world.

Learning Outcomes

By the end of this course, students will be able to:

1. Understand that solving complex global challenges requires integrating knowledge from various human endeavors, such as science, business, and the political/legal system.
2. Examine how the collaboration between innovation in science & technology and commercialization by businesses can foster global economic development.
3. Comprehend how innovation in one field, such as technology, can stimulate innovation and change in another, such as art or business.
4. Collaborate with others to gather and integrate knowledge from diverse disciplines to understand complex problems better.
5. Explore the negative aspects of innovation and change, including the unintended consequences of economic and technological progress.

BICE 106 Entrepreneurial Marketing (3 credits)

Course Description:

Entrepreneurial Marketing explores how startups and small businesses create, communicate, and deliver value in uncertain and resource-constrained environments. Unlike traditional marketing, this course emphasizes innovation, agility, and customer-centric strategies tailored to new ventures. Students will learn how to identify target markets, test value propositions, leverage digital tools, build brand identity, and grow customer bases, all while working on real entrepreneurial ventures.

Learning Outcomes:

By the end of this course, students will:

1. Differentiate between traditional and entrepreneurial marketing strategies.
2. Conduct primary market research using interviews and surveys.
3. Create a minimum viable product (MVP) and test its market fit.
4. Design low-budget marketing campaigns for early-stage ventures.
5. Use storytelling and branding to communicate entrepreneurial value.
6. Utilize digital platforms for customer acquisition and engagement.
7. Present a complete marketing plan for a startup or small business.

BICE 107 Basic Mathematics (3 Credits)

Course Description

Basic Mathematics provides students with a strong foundation in quantitative reasoning, mathematical problem-solving, and practical numeracy skills essential for academic success, professional development, and informed citizenship. The course introduces fundamental mathematical concepts, including whole numbers, fractions, decimals, percentages, ratios, proportions, algebraic expressions, equations, geometry, measurement, graph interpretation, and basic statistics. Emphasis is placed on understanding mathematical relationships, developing logical reasoning, and applying mathematical concepts to real-world situations.

Through contextualized examples drawn from business, science, technology, personal finance, and everyday life, students learn to use mathematics as a tool for analysis, decision-making, and communication. The course promotes confidence in mathematical thinking while fostering the quantitative literacy necessary to navigate an increasingly data-driven world. Students will develop the skills needed to solve practical problems, interpret quantitative information, and apply mathematical reasoning across academic disciplines and professional contexts.

Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate number sense and an understanding of place value by analyzing and comparing whole numbers, decimals, and large quantities in various contexts.
2. Perform operations with real numbers, including addition, subtraction, multiplication, and division with integers, decimals, and rational numbers.
3. Apply understanding of fractions, decimals, and percents to solve contextual problems involving comparisons, conversions, and part-whole relationships.
4. Use ratios, rates, and proportions to model and solve problems from everyday and professional contexts, including scaling and unit analysis.
5. Develop algebraic thinking by writing, interpreting, and simplifying expressions involving variables and constants.
6. Solve linear equations and inequalities, and interpret their solutions in real-world and mathematical problems.
7. Analyze and interpret graphs and functions to describe relationships, trends, and patterns in quantitative data.
8. Apply geometric concepts and spatial reasoning to solve problems involving shapes, symmetry, area, volume, and visual-spatial relationships.
9. Convert units and apply measurement systems (customary and metric) in real-world situations, ensuring accuracy and precision.
10. Interpret data and apply basic statistical techniques, such as mean, median, mode, and data displays, to make informed decisions.
11. Use mathematical reasoning and problem-solving strategies to approach unfamiliar or multi-step problems with logic and perseverance.
12. Demonstrate quantitative literacy by applying mathematical concepts to financial decisions, workplace tasks, and civic responsibilities.

BICE 201 Financial Literacy (3 credits)

Course Description

This general education course builds the practical knowledge and habits needed to make sound personal financial decisions, for students from any major. Students examine how values, goals, and behavioral biases shape money choices; build and manage budgets, savings, and emergency funds; evaluate banking, credit, and debt including credit scores and the true cost of borrowing; assess insurance needs and learn to recognize fraud and predatory practices; understand the basics of investing, retirement accounts, taxes, and inflation; and apply decision tools to major real-life choices such as education, housing, and transportation. Using free, reputable resources from agencies such as the Consumer Financial Protection Bureau, the FDIC, the SEC, the IRS, and the Federal Reserve, students create a personal financial plan they can actually use. Examples reflect a range of incomes, cultures, and life situations.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze personal financial decisions by applying foundational concepts such as budgeting, saving, credit management, and responsible borrowing.
2. Evaluate financial products and services, including bank accounts, loans, insurance, and investment options, to make informed consumer choices.
3. Interpret key financial documents and data, such as interest calculations and basic investment returns, to assess financial health.
4. Develop a personal financial plan that incorporates short-term and long-term goals, risk management strategies, and sustainable financial habits

BICE 202 Global Entrepreneurial Environment (3 Credits)

Course Description

This course examines how the environment shapes entrepreneurship around the world. Students analyze how economic, political, legal, cultural, and technological conditions enable or constrain venture creation across countries; compare entrepreneurial ecosystems and support institutions using free global datasets such as the Global Entrepreneurship Monitor and the World Bank's Business Ready data; study informal economies, necessity entrepreneurship, and the experiences of women, immigrant, and underrepresented entrepreneurs worldwide; evaluate market entry options, trade logistics, exchange rates, and payments for small ventures crossing borders; and explore digital and diaspora entrepreneurship. The course culminates in an international opportunity assessment for a venture of the student's choosing, grounded in credible country and market data.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain how economic, political, legal, cultural, and technological environments shape entrepreneurial activity across countries.
2. Compare entrepreneurial ecosystems and the institutions that support or hinder venture creation worldwide, including for women, immigrant, informal, and underrepresented entrepreneurs.

3. Analyze global market entry options for new and small ventures, including exporting, licensing, franchising, partnerships, and digital channels.
4. Evaluate cross-cultural management and communication challenges entrepreneurs face in international contexts.
5. Assess trade, finance, currency, and regulatory factors affecting small and new ventures operating across borders.
6. Develop and present an international opportunity assessment for a venture, grounded in credible country and market data.

BICE 203 Entrepreneurship and Innovation (3 Credits)
Course Description
This course introduces the concepts, tools, and practices of entrepreneurship and innovation. Students develop an entrepreneurial mindset; practice creativity and opportunity recognition; conduct real customer discovery and market research; design and test business models using the Business Model Canvas and lean experimentation; build basic financial projections and compare funding pathways from bootstrapping and loans to grants, crowdfunding, and equity; examine legal structures, intellectual property, and the ethical and social responsibilities of founders; and learn entrepreneurial marketing and early selling. Entrepreneurship is treated broadly and globally: examples include small and family businesses, social enterprises, cooperatives, nonprofits, and intrapreneurs inside existing organizations, across world regions. The course culminates in a venture concept plan and an evidence-backed pitch.

Learning Outcomes
By the end of this course, students will be able to:
1. Explain core concepts of entrepreneurship and innovation, including opportunity recognition, value creation, and the entrepreneurial mindset, across business, social enterprise, cooperative, nonprofit, family business, and intrapreneurial contexts.
2. Identify and evaluate entrepreneurial opportunities using customer discovery, market research, and problem-solution evidence.
3. Design and test business models using tools such as the Business Model Canvas and lean experimentation.
4. Develop basic financial projections and evaluate funding pathways, from bootstrapping and loans to grants, crowdfunding, and equity investment.
5. Assess the legal, ethical, and social responsibilities of new ventures, including business structures and intellectual property.
6. Communicate a venture concept persuasively in a written plan and an evidence-backed oral pitch.

BICE 204 Theories of Entrepreneurship (3 Credits)
Course Description
This course examines the foundations, evolution, and major theories of entrepreneurship and their relevance to entrepreneurial practice. It explores economic, psychological, sociological, and innovation-based perspectives on entrepreneurship, with particular attention to how individual characteristics, social environments, institutions, markets, and economic systems shape entrepreneurial behavior and outcomes. Students critically

examine how entrepreneurship contributes to venture creation, innovation, employment, and economic development. The course connects theory to practice through the analysis of real-world entrepreneurs, ventures, entrepreneurial ecosystems, and emerging opportunities, enabling students to apply theoretical frameworks to understand entrepreneurial decisions, risks, growth, and innovation.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the concept, nature, evolution, and changing role of entrepreneurship in society and the economy.
2. Identify and explain major theories and perspectives of entrepreneurship, including economic, psychological, sociological, and innovation-based theories.
3. Analyze how individual traits, motivations, social relationships, culture, institutions, and economic conditions influence entrepreneurial behavior.
4. Evaluate the role of entrepreneurship in economic development, job creation, innovation, social transformation, and wealth creation.
5. Apply entrepreneurial theories and conceptual frameworks to real-world situations involving opportunity recognition, venture creation, growth, and innovation.
6. Analyze entrepreneurial opportunities, risks, traits, motivations, and factors associated with entrepreneurial success and failure.

BICE 205 Basic Statistics (3 credits)

Course Description

BICE 205 is an introductory course in mathematical statistics designed for students with little or no prior background. It focuses on core statistical concepts and methods for analyzing data, interpreting results, and supporting decision-making, with an emphasis on real-world applications and critical thinking. This course is designed to help students develop an understanding of summarized data in both descriptive and inferential statistics through the use of frequency distributions, measures of central tendency, measures of dispersion, probability distribution, random sampling, interval estimation, hypothesis testing, and regression analysis.

Learning Outcomes

By the end of this course, students will be able to:

1. Describe basic concepts and the importance of statistics.
2. Organize and employ descriptive statistics to present a meaningful overview of data.
3. Identify appropriate methods of data collection (surveys, experiments, observational studies).
4. Organize raw data using tables, frequency distributions, and charts.
5. Apply Statistical Inference to randomly selected samples to make predictions about underlying populations.
6. Apply Inferential Statistics to confidence intervals, hypothesis testing, and Student's t-distribution.
7. Describe and test the significance of relationships between two variables when presented as ordered pairs.
8. Communicate statistical findings clearly using appropriate terminology

BICE 206 Biographical Studies of Entrepreneurial Thinkers and Giants (3 Credits)
Course Description
This course examines entrepreneurship through the lives of the people who practiced and theorized it. Students analyze the documented trajectories of entrepreneurial thinkers and giants, from industrial era figures such as Andrew Carnegie, John D. Rockefeller, Thomas Edison, Henry Ford, and Madam C. J. Walker, to global builders such as Jamsetji Tata, Konosuke Matsushita, and Soichiro Honda, to technology and media era entrepreneurs such as Steve Jobs, Bill Gates, Oprah Winfrey, and Sara Blakely, and social entrepreneurs such as Muhammad Yunus and Wangari Maathai. Along the way the course develops the analytical skills of the biographer: evaluating sources, distinguishing evidence from myth-making and survivorship bias, situating lives in historical and institutional context, and weighing ethical questions about labor, monopoly, philanthropy, and legacy. Cautionary tales, including Theranos, receive equal attention. The course closes with students articulating their own entrepreneurial values and narrative, informed by the evidence of real lives.

Learning Outcomes
By the end of this course, students will be able to:
1. Analyze the life trajectories of entrepreneurial thinkers, identifying formative experiences, decisions, and turning points that shaped their ventures.
2. Evaluate how historical, cultural, economic, and institutional contexts enabled or constrained entrepreneurial opportunity across eras and regions.
3. Compare entrepreneurial philosophies, leadership styles, and decision patterns across diverse figures and sectors, including business, social enterprise, cooperative, and nonprofit contexts.
4. Critically assess biographical sources, distinguishing documented evidence from myth-making, hagiography, and survivorship bias.
5. Examine ethical questions raised by entrepreneurial lives, including labor practices, monopoly, philanthropy, and social legacy.
6. Communicate biographical analysis in evidence-based writing and presentation, and articulate personal entrepreneurial values informed by exemplars.

BICE 207 Principles of Economics (6 credits)
Course Description
This general education course introduces the economic way of thinking for students from any major. In the first half, students explore microeconomics: how individuals, households, and businesses make choices under scarcity: opportunity cost, incentives, supply and demand, elasticity, consumer choice, production costs, and how competition and market power shape prices and innovation. In the second half, students turn to macroeconomics: the economy as a whole: GDP, inflation, unemployment, money and banking, interest rates, fiscal and monetary policy, international trade and exchange rates, and economic growth and development. Throughout, students apply economic reasoning to everyday decisions, civic questions, and global issues using free public data, and practice explaining economic ideas clearly to general audiences. Examples span

households, small and family businesses, cooperatives, nonprofits, and governments across world regions.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain core economic concepts, including scarcity, opportunity cost, supply and demand, and market equilibrium, and apply them to real-world situations.
2. Differentiate between microeconomic and macroeconomic perspectives, and analyze how individual choices and national policies influence economic outcomes.
3. Interpret economic data and indicators, such as GDP, inflation, unemployment, and productivity, to evaluate the health of an economy.
4. Assess the impact of government policies, including taxation, regulation, and monetary and fiscal policy, on markets, households, and businesses.

BICE 208 Principles of Project Management (6 Credits)

Course Description

This course introduces the principles and practice of project management for any field. Students learn how projects differ from ongoing operations; how predictive (waterfall), agile, and hybrid approaches fit different kinds of work; and how to take a project from initiation through closure. Working on a real or simulated project of their choosing, students write a project charter, analyze stakeholders, define scope with a work breakdown structure, build schedules with network diagrams and critical path analysis, estimate costs and budgets, plan for quality, resources, and procurement, manage risk and communication, monitor performance with earned value basics, and close projects with lessons learned. Examples span business, nonprofit, community, construction, technology, and event contexts worldwide. The course culminates in a complete project plan portfolio and presentation.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain project management fundamentals, including project life cycles, project roles, and the differences among predictive, agile, and hybrid approaches.
2. Initiate projects with clear charters, stakeholder analysis, and measurable success criteria.
3. Develop project plans covering scope, schedule, cost, quality, resources, and procurement using standard tools such as the work breakdown structure, network diagrams, critical path analysis, Gantt charts, and budgets.
4. Identify, analyze, and respond to project risks, and plan effective communication with stakeholders and teams.
5. Monitor and control project performance using baselines and earned value basics, and manage change, issues, and project closure.
6. Apply project management practices to a real or simulated project and communicate plans and status professionally, with ethical and inclusive team leadership.

BICE 301/501 Business in a Changing World (3 credits)

Course Description

Traditional business schools typically approach business education through a lens of ownership and material goods. In contrast, this course draws inspiration from the Ubuntu philosophy, challenging the conventional paradigm in business education. It empowers students to acquire a wider array of skills, encompassing the creation of social good through business, the pursuit of sustainability in strategy, and adaptation in a consumerist society, thereby fostering a more holistic understanding of business principles. This course explores the changing environment in which business strategy must be developed, focusing on key topics crucial for navigating contemporary challenges and opportunities through an interdisciplinary lens. The course emphasizes critical thinking,interdisciplinary perspectives, and discussions. Students will engage in projects, case studies, and real-world simulations to deepen their understanding of business strategy for sustainability.

Learning Outcomes

By the end of this course, students will be able to:

1. Develop an understanding of the implications of the decline of post WWII global institutions in the face of neo-liberal globalization and the move from multilateral collaboration to multipolar zones of influence.
2. Understand the dynamic between Global Value Chains and regional capacity-building and the role of emerging technologies, including AI, in social and economic development.
3. Demonstrate a comprehensive understanding of alternative paradigms on sustainable development enabled by business strategy.
4. Integrate diverse perspectives through engagement with indigenous and community-based knowledge systems that foster sustainable and resilient development.
5. Understand the process of strategic decision-making, leveraging entrepreneurship, social enterprise, soft power, and place branding to drive sustainable business practices

BICE 302/502 Sustainable Leadership (3 credits)

Course Description

Sustainable Leadership examines how leaders can create long-term value for organizations, communities, and society while balancing economic, social, environmental, and ethical considerations. The course integrates leadership theory, cultural intelligence, servant leadership, Ubuntu leadership, sustainability frameworks, and inclusive organizational practices. Students explore how effective leaders inspire change, foster collaboration, navigate complexity, and promote responsible decision-making in diverse global contexts. Through case studies, self-assessments, leadership simulations, and applied projects, students develop the competencies needed to lead with purpose, integrity, and cultural awareness. Emphasis is placed on building organizations and communities that are resilient, equitable, innovative, and sustainable for future generations.

Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate a comprehensive understanding of sustainable leadership principles and theories.
- Analyze and evaluate various leadership styles and approaches to identify their
- respective strengths, weaknesses, and applications in promoting sustainability and
- inclusivity within organizations and communities.
- Demonstrate proficiency in applying cultural intelligence competencies to enhance interpersonal relationships, foster collaboration, and inspire organizational change toward sustainable practices.
- Critically assess the role of servant leadership tenets and Ubuntu leadership principles in promoting ethical decision-making and social responsibility within diverse organizational contexts.

BICE 303/503 Supply Chain Management (3 credits)

Course Description

The Supply Chain Management (SCM) course aims to provide learners with a comprehensive understanding of the strategic role of a supply chain and how effective supply chain management drives competitive advantage in organizations. It covers various strategies, tools, and practices essential for optimizing supply chain performance, reducing costs, enhancing customer satisfaction, and driving competitive advantage in a dynamic business environment. The course also explores how to make the strategic business decisions needed to keep supply chains secure, running efficiently and resiliently in times of turbulence. The importance and effect of ethical and sustainable supply chain management to business reputation and risk is also covered. Conventional ethical values are interwoven with the Ubuntu philosophy in the discourse surrounding ethical supply chain practices. Developing and future trends in SCM are covered. Since SCM is a very broad area, this course has been designed to provide an introduction to the many essential facets and issues concerning SCM.

Learning Outcomes

By the end of this course, students will be able to:

1. Gain an in-depth understanding of the strategic and economic benefits of an integrated supply chain.
2. Appreciate the various stages that constitute the procurement and supply cycle.
3. Competently analyse the impact of demand on effective inventory management.
4. Appreciate different processes and operations of warehouse management.
5. Effectively investigate the costs and benefits of different transportation modes and packaging types.
6. Evaluate the efficacy of forecasting techniques in supply chain management and how to optimize supply chain effectiveness.
7. Appreciate the strategic role of Information Technology in SCM.
8. Understand and appreciate the importance of global supply chains, supply chain securit and resilience, as well as developing trends in SCM.
9. Appreciate the need for ethical and sustainable SCM.
10. Be equipped to formulate an integrated, presentable supply chain plan that can be implemented in their organizational context.

BICE 304/504 Global Sustainable Human Resource Management (3 credits)
Course Description
Contemporary and Global Human Resource Management (HRM) provides, in the first instance, an in-depth overview, and for some students a detailed refresher, on the critical significance of fundamental HRM practices. The module enables students to identify, explore and interpret aspects at the forefront of a substantial body of knowledge, including providing students with the capacity to articulate and appreciate the impact and effect of the global contextual and environmental factors on human resource strategies and policies and the dynamics that shape those policies, influence organisational performance and effectiveness.

The module progresses to examine contemporary themes and issues in HRM. Students will demonstrate the ability to synthesise theory with contemporary professional practices to enable them to offer constructive advice on policy development and operational activities to address a range of extant workplace considerations including elements such as, Sustainable HRM, ethics, Corporate Social Responsibility, value-based leadership, employee and personal wellbeing, approaches to stress management, coaching and mentoring at work. Students in this module are actively encouraged and supported in focussing on the development of their own academic and career development, enhancing their distinctive employability and team working skills, enhancing their communication and digital skills.

Students gain an explicit understanding of the theoretical principles that underpin the management of human resources and how those principles may be translated and applied in a variety of organizational contexts. Specifically, the significance of the global context in which HRM activities are embedded. This aspect is concerned with identifying and understanding how the Multinational Companies (MNC's) manage their geographically dispersed workforce in order to leverage their HR resources for obtaining a local as well as a global competitive advantage in a sustainable manner. The module will pay attention to ethnocentric, polycentric, regional and geocentric approaches to understanding and conceptualising international HRM. It evaluates the role of parent, host and in-country partners. The module makes effective use of thought-provoking case studies, encouraging students to identify, examine and apply key concepts to real-world examples.

Learning Outcomes
By the end of this course, students will be able to:

1. Demonstrate an academically informed awareness of different aspects of International Human Resource Management approaches to managing people internationally and sustainably.
2. Develop and articulate an understanding of a range of contemporary issues in global HRM and how they contribute to the advancement of people management practices in organisations and competitive advantage.
3. Make informed judgements by critically reflecting and evaluating complex issues in order to make evidence-based decisions concerning employability, career development, wellbeing and interpersonal skills and effectively utilise that knowledge to inform professional practice when managing self and others.

4. Develop and apply values, skills, knowledge and behaviours that evidence an ethical and socially responsible approach to managing people nationally and globally.
5. Adapt, develop and master appropriate technology / techniques / processes / terminology and demonstrate self-direction and originality while acting autonomously in planning and delivering assessment tasks to meet specified deadlines.
6. Develop and apply values, skills, knowledge and behaviours that will enable them to contribute to the development of a just, peaceful and sustainable world.

BICE 305/503 Law and Ubuntu (3 credits)

Course Descriptions

This course explores the intersection of law, philosophy, and the African concept of Ubuntu, aiming to provide students with a comprehensive understanding of how legal principles are deeply intertwined with human values, social contracts, and communal well-being. The course will delve into foundational legal theories, the role of rational actors, the pursuit of happiness, and the moral implications of business organizations, all through the lens of Ubuntu - a philosophy emphasizing collective humanity, interconnectedness, and mutual care. Live sessions use US Supreme Court cases and fictional dilemmas to engage students to rethink the legal foundations of society. The application and impact of the course concepts include the individual, organization, including the modern corporation, and society at large.

Learning Outcomes

By the end of this course, students will be able to:

1. The ability to critically analyze the principles of law, foundational and present trends, and the extent to which they align with the Ubuntu philosophy.
2. A fundamental understanding of key domains of the law by applying the tension between individualism and communitarianism, areas such as: property, free speech, safety, and sovereign power.
3. A guiding understanding of modern science and how it challenges basic assumptions of the law, homo economicus versus homo moralis, the rational actor versus moral intuition, and the universality of morality.
4. The ability to scrutinize the objectives of law using the competing mindsets of individualism and communitarianism and evaluate the implications on society - to scrutinize whether the very concept of the pursuit of happiness should be updated based upon modern science.
5. The ability to see the role of democracy and its governance structures, and how the objectives of law impact those structures over time.
6. The ability to scrutinize the corrosive effects of amoral actors within the legal sphere and the power asymmetries that favor them, including the modern corporation and the law’s service to laissez faire economics.
7. The ability to understand the techniques of legal analysis—stare decisis, historicism, textualism, purposivism, pragmatism, and the “living/breathing” Constitution—and how such techniques can be manipulated to achieve a desired outcome, even if subconsciously.

BICE 306/506 Leading with Accounting and Finance (3 credits)
Course Description
This course provides a comprehensive understanding of key accounting and finance principles necessary for effective leadership in various organizational settings. The course covers fundamental accounting concepts, financial statement analysis, budgeting, and the roles and responsibilities within the finance and accounting professions. Students will explore the accounting equation, methods of recording transactions, and the importance of internal controls.

The course also delves into advanced topics such as depreciation, audit and forensic accounting, and the use of financial tools like GAAP, IFRS, and software applications like QuickBooks and SAP. Students will develop the skills needed to interpret financial data and make informed strategic decisions.

Learning Objectives
By the end of this course, students will be able to:

1. Master Fundamental Accounting Principles: Students will be able to understand and apply the core principles of accounting, including the accounting equation, debit and credit systems, and the differences between cash and accrual accounting, to ensure accurate financial reporting and decision-making.
2. Analyze Financial Statements: Students will learn to interpret and analyze key financial statements, Balance Sheets, Profit and Loss Accounts, and Statements of Cash Flow, to possess the financial health of an organization and guide strategic planning.
3. Develop and Manage Budgets: Students will gain practical skills in budgeting, including bank reconciliation and financial forecasting, to effectively manage organizational finances and ensure alignment with strategic goals.
4. Explore Advanced Accounting Roles and Tools: Students will explore the various roles within the accounting and finance fields, from bookkeepers to VPs of finance, and become familiar with industry-standards, terminologies, and frameworks such as GAAP and IFRS to enhance financial oversight and internal controls.

BICE 308/508 Accounting for Entrepreneurs (3 credits)
Course Descriptions
This course teaches the accounting that entrepreneurs and small business owners need to make sound decisions and communicate credibly with lenders, investors, and partners. Students learn the accounting cycle and the language of business; prepare and interpret the income statement, balance sheet, and statement of cash flows for a small venture; apply cost behavior, pricing, break-even, and margin analysis; manage cash flow, working capital, and bookkeeping systems suited to startups; and address tax obligations, internal controls, and compliance basics. Using free open textbooks and government small business resources, students build a venture financial package they can use in the real world. The course is dual-numbered and serves undergraduate (BICE 308) and graduate (BICE 508) students together. Both levels complete the same topics and core assessments; graduate students complete extended deliverables that require deeper

analysis, additional professional or scholarly sources, and quantified extensions, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the role of accounting in entrepreneurial decisions and the steps of the accounting cycle.
2. Prepare and interpret the income statement, balance sheet, and statement of cash flows for a small venture.
3. Apply cost behavior, pricing, break-even, and margin analysis to entrepreneurial decisions.
4. Manage cash flow, working capital, and bookkeeping systems appropriate to startups and small businesses.
5. Evaluate tax obligations, internal controls, and compliance basics for a new venture.
6. Use financial statements and ratios to communicate a venture's performance and prospects to lenders, investors, and partners.

BICE 309/509 Bookkeeping for Professionals (3 credits)

Course Description

This course trains students to keep accurate, professional books for small organizations and clients. Students learn the bookkeeper's professional role, ethics, and confidentiality obligations; apply double-entry recording through journals and ledgers; maintain the core records of a working business, including bank reconciliations, accounts receivable and invoicing, accounts payable, inventory records, and payroll; complete the full bookkeeping cycle from adjustments and trial balance through closing; apply internal controls, error correction, and fraud awareness in software-based workflows; and produce clear financial reports for clients and accountants. The course culminates in a practice set: a complete month of books for a sample client, presented professionally. The course is dual-numbered and serves undergraduate (BICE 309) and graduate (BICE 509) students together. Both levels complete the same topics and core assessments; graduate students complete extended deliverables that require deeper analysis, additional professional sources, and quantified extensions, as noted in each assignment.

Learning Outcomes

1. Explain the bookkeeper's professional role, ethical obligations, and confidentiality duties in serving businesses and clients.
2. Apply double-entry recording accurately through the chart of accounts, journals, and the general ledger.
3. Maintain core business records, including bank reconciliations, accounts receivable and invoicing, accounts payable, inventory, and payroll.
4. Complete the bookkeeping cycle through adjustments, the trial balance, and closing entries.
5. Apply internal controls, error correction, and fraud awareness within software-based bookkeeping workflows.
6. Produce accurate financial reports and communicate them professionally to clients and accountants.

BICE 400/500 Project-Based Experiential Course (6 credits)

Course Description

Project-Based Experiential Course is an intensive, project-based experiential learning course designed to move students beyond entrepreneurship theory into the practical realities of building, operating, and scaling a sustainable business. Students will either launch a new venture, significantly develop an existing business idea, or work within an operating business to create measurable growth initiatives.

The course guides students through the complete entrepreneurial journey - from opportunity identification and customer validation to systems development, financial management, operational excellence, talent acquisition, and strategic leadership. Emphasis is placed on developing repeatable systems, establishing key performance indicators (KPIs), implementing standard operating procedures (SOPs), managing cash flow, understanding taxes and compliance, and creating scalable organizational structures.

A central theme of the course is the evolution from being an operator who works in the business to becoming a leader who works on the business. Students will learn how successful founders transition from self-employed practitioners to strategic leaders capable of building teams, empowering others, and creating organizations that thrive beyond the founder's direct involvement.

By the end of the course, students will produce a comprehensive venture growth portfolio that includes a business model, operating systems, financial dashboard, hiring strategy, growth plan, leadership development plan, and investor-ready business presentation.

Learning Outcomes

By the end of this course, students will be able to:

1. Identify, validate, and develop viable business opportunities that address real market needs.
2. Construct and refine a sustainable business model using customer discovery and market validation techniques.
3. Develop systems, processes, and standard operating procedures (SOPs) that improve efficiency and scalability.
4. Analyze financial statements, manage cash flow, and apply budgeting principles to business operations.
5. Understand foundational tax, legal, and compliance requirements relevant to business ownership.
6. Design and implement key performance indicators (KPIs) to measure organizational performance and growth.
7. Evaluate operational challenges and apply continuous improvement principles to enhance productivity and customer satisfaction.
8. Develop hiring, onboarding, and talent management strategies that support organizational growth.
9. Differentiate between operator, manager, owner, and leader mindsets and assess their impact on business success.
10. Apply leadership principles that foster accountability, innovation, ethical decision-making, and organizational culture.

11. Create a scalable growth strategy supported by systems, people, technology, and financial planning.
12. Present and defend a comprehensive venture launch or growth plan using evidence-based business analysis.

BICE 402 International Business (6 Credits)

Course Description

International Business examines the principles, strategies, and managerial practices required to operate successfully in an increasingly interconnected global economy. The course explores how multinational enterprises navigate differences in culture, institutions, ethics, markets, technology, and competitive environments across countries and regions. Students examine international strategy formulation, market entry, entrepreneurship, organizational design, strategic alliances, e-commerce, international human resource management, negotiation, cross-cultural communication, motivation, leadership, teamwork, and knowledge management. Emphasis is placed on applying international business concepts to real-world organizations and emerging opportunities across Africa, Asia, Europe, Australia, and the Americas. The course develops students' ability to analyze global business challenges and make strategic, ethical, culturally informed, and sustainable decisions in multinational environments.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze the economic, cultural, institutional, political, and ethical forces that shape international business and multinational management.
2. Evaluate national and organizational cultural differences and their implications for international strategy, management, communication, negotiation, and decision-making.
3. Formulate international business strategies and evaluate alternative approaches to global market entry, expansion, competitive positioning, and international entrepreneurship.
4. Assess organizational structures, strategic alliances, digital commerce, and other organizational mechanisms used by multinational enterprises to implement global strategies.
5. Apply international human resource management principles to recruitment, development, motivation, performance, and adaptation of employees across different national contexts.
6. Demonstrate effective cross-cultural communication, negotiation, leadership, motivation, and teamwork skills in multinational business environments.
7. Integrate international business concepts to develop strategic, ethical, and culturally responsive solutions to complex global business problems.

BICE 404 Social Entrepreneurship and Community Development (6 Credits)
Course Description
This course examines how entrepreneurial approaches can address social and community problems ethically and effectively. Students study the models and traditions of social entrepreneurship (social enterprise, nonprofit ventures, cooperatives, benefit corporations, and community enterprise); learn to understand communities through participatory, asset-based, and data-informed assessment; design mission-driven ventures using theory of change, logic models, human-centered design, and the social business model canvas; evaluate funding strategies from grants and earned revenue to impact investing and crowdfunding; and measure and communicate social impact with accountability to the communities served. Cases are drawn from around the world, including microfinance, fair trade, cooperatives, and community development enterprises. The course culminates in a community-grounded social venture plan developed with ethical community engagement and presented to a community-oriented audience.

Learning Outcomes
By the end of this course, students will be able to:

1. Explain the models, traditions, and ethical foundations of social entrepreneurship and community development, including social enterprise, nonprofit ventures, cooperatives, benefit corporations, and community enterprise.
2. Analyze community needs and assets using participatory, asset-based, and data-informed methods that center community voice.
3. Design mission-driven venture models using theory of change, logic models, human-centered design, and the social business model canvas.
4. Evaluate funding and resource strategies for social ventures, including grants, earned re impact investing, crowdfunding, and partnerships.
5. Measure social impact and communicate accountability to stakeholders and the communities served.
6. Develop and present a community-grounded social venture plan that applies ethical engagement and equity considerations.

BICE 407/507 Transformative Sustainable Business Strategies (3 credits)
Course Description
This course is a collection of special topics and information curated to orient students to sustainability concepts and help them develop knowledge of sustainable business initiatives that will fulfill the triple bottom line – people (social), planet (environmental), and profit (economic). Discussions will span different business models under private and public settings.

This course will provide insightful content on the science and challenges of climate change, sustainability in different business models and entities, sustainability in value chain, politics of sustainability, fundamentals of innovative sustainability strategies, with the ultimate goal of meeting the triple bottom line. Learning and reference materials from diverse sources will be provided to support effective learning and knowledge development.

Learning Outcomes:
By the end of this course, students will be able to:

1. Understand the underlying science and challenges of climate change
2. Develop a clearer understanding of sustainability concepts viewed through the lenses of business, government, and politics.
3. Understand sustainability challenges and more easily think of sustainability strategies under any various settings.
4. Evaluate value chains and identify areas to infuse sustainability initiatives
5. Effectively identify business opportunities that could emerge from organizations incorporation of sustainability strategies.
6. Be a leader in sustainability, develop proactive mindset, change mindsets, and advance triple bottom line in any institutional setting.
7. Apply knowledge from this course to advance their understanding of concepts in other courses and other related fields of study.

BICE 410/510 Economic Development: Institutions, Sovereignty, Systems, and Development (3 credits)
Course Description
This course examines economic development as a process of whole-system institutional transformation. We begin with Gunnar Myrdal's definition of development as the movement upward of the entire social system. Myrdal's definition is useful because it moves beyond GDP growth and includes production, distribution, public consumption, education, health, social and political stratification, power, institutions, policy, and circular causation.

Myrdal is a starting point, not the final word. A central task of the course is for you to develop your own definitions of development from their own historical, cultural, spiritual, philosophical, community, and intellectual frameworks. The class will ask: What is development? Who defines it? What does "upward movement" mean? What values guide it? What kind of future are we trying to create?

Traditional development theory will be discussed, but selectively and critically. The course will introduce modernization theory, growth theory, human capital theory, market-led development, and mainstream institutional reform approaches mainly for contrast. These approaches are treated as partial frameworks rather than sufficient explanations of development.

The main orientation of the course is heterodox, institutionalist, systems-based, dialogical, and community-led. The course uses Critical Institutionalism to examine how development outcomes emerge historically through resource structures, cultural structures, human agency, social action in transactions, and institutional adjustment.

The course also emphasizes economic and monetary sovereignty, especially through Modern Monetary Theory (MMT). MMT is used to distinguish financial constraints from real resource constraints and to examine monetary dependency, external constraint, currency hierarchy, foreign exchange limits, debt, imports, public employment, and development policy space.

Systems Dynamics Modeling is used to analyze complexity, feedback loops, cumulative causation, path dependence, scaling problems, policy resistance, and distributed knowledge in development. The classroom is organized as a dialogical learning process, in the spirit of Paulo Freire. You are not passive recipients of theory. Your historical knowledge, community knowledge, cultural frameworks, philosophical traditions, and lived experience are essential to the course.

The course culminates in a WEdevelopment project. WEdevelopment emerged during a community development session when an organizer realized: "I get it - this is not redevelopment; this is WEdevelopment." WEdevelopment is not traditional development. It is not redevelopment with community involvement. It is not community-guided development. It is community-led development: development led by community, grounded in community authority, community resources, community learning, community vision, community ownership, and community benefit.

Learning Objectives

By the end of this course, students will be able to:

1. Explain Myrdal's definition of development as movement upward of the entire social system.
2. Develop and defend your own definition of development.
3. Distinguish growth, GDP-based measurement, and whole-system development.
4. Analyze development definitions in terms of values, power, authority, and community knowledge.
5. Identify resource structures, cultural structures, human agency, transactions, and institutional adjustment.
6. Explain dependency and structuration without treating people as passive victims of structure.
7. Analyze economic and monetary sovereignty using Modern Monetary Theory, real resource constraints, and external constraints.
8. Build simple causal-loop and stock-flow models of development processes.
9. Participate in dialogical learning.
10. Evaluate development projects using WEdevelopment principles.
11. Distinguish redevelopment from WEdevelopment.
12. Design a community-led development strategy using the Community
13. Development Workplan.

BICE 800 Advanced Graduate Writing (3 Credits)

Course Description

BICE 800 Advanced Graduate Writing develops the advanced academic writing and research skills required for successful graduate-level research, thesis development, and scholarly communication. The course guides students through the process of transforming research ideas into clear, coherent, and theoretically grounded scholarly arguments. Emphasis is placed on constructing a focused thesis statement, critically reviewing and synthesizing scholarly literature, developing theoretical and conceptual frameworks, selecting appropriate research methodologies, and designing rigorous research studies. Students will also examine academic integrity, proper citation and referencing, plagiarism, responsible use of artificial intelligence in academic writing, and strategies for editing and

refining scholarly work. Through sixteen modules of guided practice, students will progressively develop the skills necessary to produce high-quality graduate research papers and thesis chapters.

Learning Outcomes

By the end of the course, students will be able to:

1. Construct focused and coherent thesis statements and scholarly arguments that clearly articulate a research problem, purpose, and contribution.
2. Critically evaluate, synthesize, and organize scholarly literature to produce a concise, analytical, and well-structured literature review.
3. Develop and apply appropriate theoretical and conceptual frameworks to explain research problems and establish the scholarly foundation of a study.
4. Evaluate and select appropriate qualitative, quantitative, and mixed-methods research methodologies, including the appropriate use of triangulation to strengthen research credibility and validity.
5. Design and communicate a rigorous research study while demonstrating academic integrity through proper citation, ethical scholarship, responsible use of AI-generated content, and avoidance of plagiarism.

BICE 801 Grounded and Contextualized Community-Based Knowledge (3 Credits)

Course Description

Grounded and Contextualized Community-Based Knowledge is a doctoral-level course that examines how knowledge is generated, preserved, validated, transmitted, and applied within communities and specific cultural, historical, social, environmental, and economic contexts. The course challenges the assumption that legitimate knowledge is produced primarily through formal academic institutions by recognizing communities, indigenous knowledge systems, lived experience, and collective wisdom as important sources of knowledge and innovation. Particular attention is given to African indigenous knowledge systems, Ubuntu epistemology, decolonization, epistemic justice, and the relationship between local knowledge and contemporary scientific and technological practices.

Students critically examine how colonialism and dominant knowledge systems have marginalized or excluded community-based knowledge while exploring approaches for recovering, documenting, validating, and integrating such knowledge into contemporary scholarship and practice. Through critical readings, community-based inquiry, research projects, scholarly discussions, and applied learning, students connect theoretical perspectives with real-world challenges facing families, organizations, communities, and societies. The course culminates in the development of a scholarly and community-engaged project that demonstrates how grounded and contextualized knowledge can contribute to sustainable development, innovation, social transformation, and human flourishing.

Learning Outcomes

By the end of this course, students will be able to:

1. Critically analyze the philosophical, epistemological, cultural, and historical foundations of grounded, contextualized, indigenous, and community-based knowledge systems.
2. Evaluate how colonialism, globalization, institutional power, and dominant academic paradigms have shaped the recognition, marginalization, and transmission of indigenous and community-based knowledge.
3. Apply Ubuntu and other indigenous epistemological perspectives to understand knowledge as relational, contextual, collective, and connected to lived human experience.
4. Design and conduct ethically grounded community-based inquiry that engages community members as knowledge holders, partners, and co-creators rather than merely as research subjects.
5. Integrate community-based and indigenous knowledge with contemporary scholarly, scientific, and technological approaches to develop contextually appropriate responses to complex social, economic, environmental, and organizational challenges.
6. Communicate a rigorous scholarly contribution that demonstrates the relevance of grounded and contextualized community-based knowledge to research, practice, policy, sustainable development, and broader global knowledge systems.

BICE 803 Comprehensive Overview of Research Design (3 Credits)

Course Description

Comprehensive Research Design is an advanced doctoral-level course that equips students with the knowledge, skills, and competencies required to conceptualize, design, evaluate, and communicate rigorous scholarly research. The course provides a systematic examination of the philosophical foundations, methodological approaches, and practical considerations that underpin high-quality research across disciplines.

Students will critically engage with research paradigms, problem formulation, theoretical and conceptual frameworks, literature review strategies, research ethics, sampling methodologies, instrument development, validity and reliability considerations, and qualitative, quantitative, and mixed-methods research designs. Special emphasis is placed on developing publishable systematic literature reviews, preparing institutional ethics applications, and constructing comprehensive dissertation proposals.

By the end of the course, students will produce a complete doctoral research proposal that demonstrates methodological rigor, theoretical grounding, scholarly significance, and feasibility for dissertation-level research. The course serves as a critical foundation for doctoral candidacy, dissertation development, and future scholarly publication.

Learning Outcomes

By the end of this course, students will be able to:

1. Critically evaluate major research paradigms and philosophical assumptions underlying scholarly inquiry.
2. Formulate researchable problems, identify knowledge gaps, and develop research questions, objectives, and hypotheses.
3. Construct theoretically grounded conceptual and theoretical frameworks for research studies.
4. Conduct comprehensive and systematic literature reviews using contemporary scholarly databases and research tools.
5. Develop publishable systematic literature reviews suitable for submission to high-impact journals indexed in Scopus and Web of Science.
6. Design ethically sound research studies and prepare research ethics applications for institutional review.
7. Select appropriate sampling strategies and justify methodological choices.
8. Write a comprehensive methodology chapter suitable for doctoral dissertations.

BICE 804 Quantitative Research Methods (3 Credits)

Course Description

This course explores advanced quantitative research methodologies, focusing on research design, data analysis strategies, and interpretation of statistical results. Topics include scientific inquiry, experimental and non-experimental designs, hypothesis testing, analysis of variance, regression analysis, and multivariate techniques. Practical sessions in R Studio will translate theoretical concepts into analytical practice, enabling students to conduct sophisticated statistical analyses for their doctoral research.

Learning Outcomes

By the end of this course, students will be able to:

1. Design a methodologically sound quantitative research study.
2. Select and justify appropriate statistical techniques for different research designs.
3. Conduct ANOVA, linear regression, and multiple regression analyses using R.
4. Critically assess the validity and limitations of quantitative research findings.

BICE 805 Qualitative Research Methods (3 Credits)

Course Description

This course provides comprehensive coverage of qualitative research methodologies, focusing on research design, data collection techniques, and interpretive analysis strategies. Topics include qualitative paradigms, case study design, ethnography, phenomenology, grounded theory, narrative inquiry, and thematic analysis. Practical sessions introduce students to
qualitative data analysis softwares and hands-on coding exercises. Students will develop skills to design rigorous qualitative studies, collect rich data, and produce trustworthy interpretations for their doctoral research.

Learning Outcomes

By the end of this course, students will be able to:

1. Justify the selection of appropriate qualitative research designs for different research questions.
2. Develop data collection instruments (interview guides, observation protocols) aligned with research objectives.
3. Conduct thematic analysis using qualitative data analysis software.
4. Critically evaluate the trustworthiness of published qualitative research studies.

BICE 806 Technology Venture Creation (3 Credits)

Course Description

Technology Venture Creation is a doctoral-level experiential course that integrates entrepreneurship, innovation, technology commercialization, and scholarly inquiry to prepare students to transform research, knowledge, and emerging technologies into viable and scalable ventures. Through problem-based, project-based, and work-integrated learning, students identify significant societal, technological, economic, and organizational problems; evaluate market and stakeholder needs; develop innovative solutions and sustainable business models; and examine venture financing, commercialization, intellectual property, and innovation ecosystems. Consistent with Osiri University's Ubuntu philosophy, the course emphasizes collaborative innovation, interdisciplinary problem-solving, ethical leadership, and ventures that create economic, social, environmental, and community value. The course culminates in a comprehensive, investor-ready business plan supported by rigorous scholarly analysis and a venture feasibility and commercialization assessment.

Learning Outcomes

By the end of this course, students will be able to:

1. Critically evaluate theories and frameworks of entrepreneurship, innovation, technology commercialization, and venture creation.
2. Identify and analyze significant technological, social, economic, and environmental prob opportunities for innovative venture development.
3. Apply design thinking, lean startup, and entrepreneurial methodologies to develop and validate technology-based venture concepts.
4. Integrate scholarly research, technological innovation, market intelligence, and stakeholder perspectives to develop viable and sustainable business models.
5. Evaluate venture feasibility, commercialization pathways, intellectual property, financing options, scalability, and potential societal impact.
6. Develop and present a comprehensive, evidence-based, investor-ready business plan that demonstrates entrepreneurial leadership, ethical responsibility, and sustainable value creation.

BICE 807 Doctoral Seminar (3 Credits)

Course Description

BICE 807 Doctoral Seminar is an interactive, research-focused course designed to immerse PhD students in current scholarship within their field while strengthening their

ability to analyze, present, and critique academic work. Through weekly presentations, structured discussions, peer questioning, and engagement with guest speakers, students learn to situate their own research within broader scholarly conversations. The seminar emphasizes critical reading, academic dialogue, and the ability to connect one's dissertation to existing theories, methods, and empirical studies. Students develop professional research communication skills by presenting published authors' work, responding to peer inquiries, and articulating how their dissertation contributes to ongoing research in their discipline.

Learning Outcomes

By the end of this course, students will be able to:

1. Critically evaluate current research by analyzing peer-reviewed articles, identifying theo foundations, and assessing methodological rigor.
2. Present and interpret published authors' work clearly and professionally, demonstrating an understanding of how existing scholarship informs their dissertation.
3. Connect their dissertation research to broader academic conversations by identifying relevant theories, frameworks, and empirical findings.
4. Engage in scholarly dialogue by asking meaningful questions, responding thoughtfully to peers, and participating in structured academic discussions.
5. Synthesize insights from guest speakers and integrate these perspectives into their own research development and academic identity.
6. Strengthen professional research communication skills through repeated practice in presenting, critiquing, and defending scholarly ideas in a seminar environment.

BICE 808 Doctoral Dissertation (3 Credits)

Course Description

BICE 808 is an intensive, iterative doctoral dissertation course designed to guide PhD students through the major milestones of dissertation development, refinement, and completion. Across eight modules, students progressively advance their research through structured discussions, peer feedback, faculty mentorship, and continuous improvement of core dissertation components. The course supports students at every stage of the dissertation journey, from designing an initial research idea to preparing for final defense and degree completion. Students engage in scholarly writing, data analysis, proposal development, IRB preparation, manuscript submission, and dissertation drafting, while receiving ongoing guidance from faculty and their dissertation committees. Because doctoral research evolves over time, students will enroll in BICE 808 multiple times (at least eight times), with each enrollment corresponding to a different stage of dissertation progress.

Learning Outcomes

By the end of this course, students will be able to:

1. Develop and refine a doctoral research idea grounded in theory, scholarly literature, and clearly defined research questions.
2. Conduct a comprehensive literature review that synthesizes major themes, identifies gaps, and establishes a strong conceptual foundation for the dissertation.

3. Demonstrate mastery of disciplinary knowledge through preparation for qualifying exams and alignment of exam readiness with dissertation objectives.
4. Design a rigorous research proposal including methodology, timeline, conceptual model, and draft manuscripts aligned with research objectives.
5. Prepare for and successfully complete a proposal defense, demonstrating clarity, coherence, and scholarly justification of the research plan.
6. Obtain IRB approval, develop data collection instruments, collect data ethically, and conduct appropriate qualitative or quantitative analyses.
7. Produce and submit at least one manuscript to a peer-reviewed journal based on dissertation research and develop at least two manuscripts.
8. Draft, revise, and refine dissertation chapters, incorporating committee feedback and adhering to academic formatting standards.
9. Prepare for final dissertation defense, demonstrating the ability to present findings, respond to committee questions, and defend methodological and analytical choices.

School of Computing and Engineering (CENG)

CENG 101 Introduction to Computers (3 credits)

Course Description

Introduction to Computers provides students with a foundational understanding of computer systems and digital technologies that support learning, work, communication, and problem-solving in the modern world. Designed for students from all academic disciplines, the course introduces the essential components of computer hardware, software, operating systems, data storage, networking, cloud computing, and internet technologies. Students develop practical skills using productivity software, digital collaboration tools, and online resources to create, organize, analyze, and communicate information effectively.

The course also emphasizes responsible technology use through the study of cybersecurity, digital citizenship, privacy, ethical computing, and information literacy. Through hands-on activities and real-world applications, students learn to evaluate technology, troubleshoot common computer issues, and apply digital tools to academic, professional, and personal contexts. By the end of the course, students will possess the digital competencies necessary for success in higher education, the workplace, and lifelong learning.

Learning Outcomes

By the end of this course, students will be able to:

1. Identify and explain the core components of computer systems, including hardware, software, operating systems, storage devices, and networks.
2. Demonstrate proficiency in using productivity software and digital tools for communication, collaboration, data organization, and problem-solving.
3. Apply foundational cybersecurity practices and digital citizenship principles to protect personal information and use technology responsibly and ethically.

4. Evaluate information obtained through digital technologies and demonstrate basic information literacy skills.
5. Utilize cloud-based technologies and online collaboration tools to support academic and professional activities.
6. Troubleshoot common computer, software, and connectivity issues using systematic problem-solving strategies.
7. Explain the role of emerging technologies, including artificial intelligence, cloud computing, and data analytics, in society and the workplace.
8. Demonstrate confidence and competence in using computers and digital technologies to achieve personal, academic, and professional goals.

CENG 400/500 Python for Data Analytics (3 credits)
Course Description
This course provides a rigorous, hands-on introduction to Python programming with a focus on data science applications. Designed for students with little to no prior programming experience, the course takes learners from foundational programming concepts to applied data analysis, computer vision, and deep learning workflows. Emphasis is placed on problem solving, code comprehension, debugging, and real-world application. By the end of the course, students will be proficient in reading, writing, and applying Python code to practical data-driven problems and prepared to engage with industry-relevant AI workflows.

Learning Objectives
By the end of this course, students will be able to:
1. Read and interpret Python code written by others
2. Write clear, modular, and well-documented Python programs
3. Apply programming logic to solve real-world data problems
4. Understand and debug errors in Python programs
5. Use Python libraries for data analysis and visualization
6. Apply Python in introductory deep learning and computer vision contexts
7. Explain and defend programming decisions verbally and in writing

CENG 401/501 Database Management (3 credits)
Course Description
Database Management introduces students to the principles, technologies, and practices used to design, implement, administer, and optimize modern database systems. As organizations increasingly rely on data for decision-making and innovation, effective database management has become a critical skill across industries. This course provides a comprehensive foundation in relational database concepts, data modeling, normalization, Structured Query Language (SQL), database design, performance optimization, and database administration.

Students will gain hands-on experience creating and managing databases while exploring contemporary topics such as cloud databases, NoSQL systems, data warehousing, and big data integration. Emphasis is placed on applying database technologies to real-world organizational challenges involving data storage, retrieval, security, governance, and

analytics. Through practical exercises and a capstone project, students develop the skills needed to design, implement, and manage robust database solutions that support organizational goals and data-driven decision-making.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain fundamental database concepts and architectures, including relational models, entity-relationship design, normalization principles, and database management system components.
2. Develop and execute SQL queries to retrieve, manipulate, update, and manage data effectively within relational database environments.
3. Design and implement efficient database solutions by applying data modeling techniques, normalization standards, indexing strategies, and performance optimization methods.
4. Apply database administration practices including user management, security controls, transaction management, backup procedures, and disaster recovery planning.
5. Evaluate emerging database technologies, including NoSQL databases, cloud-based database services, data warehousing, and big data ecosystems, to address organizational data needs.
6. Design and present a comprehensive database project that demonstrates the ability to analyze requirements, develop a database schema, implement functionality, and optimize system performance for a real-world application.

CENG 402/502 Data Ethics and Governance (3 credits)

Course Description

Data Ethics and Governance examines the ethical, social, legal, and organizational dimensions of data collection, management, analysis, and use in an increasingly data-driven world. As data and artificial intelligence shape decision-making across business, government, healthcare, education, and society, organizations face growing responsibilities to ensure that data practices are transparent, equitable, secure, and aligned with human values. This course provides students with a comprehensive understanding of ethical frameworks, governance structures, regulatory requirements, and leadership practices necessary for responsible data stewardship.

Students will explore foundational concepts in data ethics, privacy, consent, algorithmic fairness, transparency, accountability, data quality, cybersecurity, and risk management. The course also examines emerging issues related to Indigenous data sovereignty, economic justice, global equity, data monetization, and the societal implications of automation and AI-driven decision systems. Through case studies, policy analysis, ethical dilemmas, governance assessments, and applied projects, students will develop the ability to evaluate complex data challenges and design governance strategies that balance innovation, compliance, human rights, and societal well-being. Emphasis is placed on fostering ethical leadership and creating organizational cultures that promote trust, accountability, and responsible innovation.

Learning Outcomes

By the end of this course, students will be able to:

- Apply ethical theories, principles, and governance frameworks to evaluate the collection, management, sharing, and use of data and artificial intelligence systems in organizational and societal contexts.
- Analyze privacy, consent, ownership, and data rights issues by examining the legal, regulatory, cultural, and ethical implications of data practices across diverse jurisdictions and stakeholder groups.
- Evaluate algorithmic systems for fairness, transparency, accountability, and bias, and recommend strategies to mitigate harms and promote responsible and explainable AI.
- Assess data governance, stewardship, security, and risk management practices to ensure data quality, integrity, compliance, and ethical decision-making throughout the data lifecycle.
- Examine the societal impacts of data-driven technologies, including issues of Indigenous data sovereignty, economic justice, global equity, automation, and the distribution of power in digital ecosystems.
- Design and defend ethical data governance policies and organizational strategies that foster responsible innovation, stakeholder trust, regulatory compliance, and long-term social value.

CENG 403/503 Data Science and Analytics (3 credits)

Course Description

This course introduces graduate students to core principles, methods, and tools used in data science and analytics. It spans the entire lifecycle of data science projects-from data collection and cleaning to analysis, modeling, and ethical deployment. The course emphasizes both theoretical foundations and applied techniques, providing students with hands-on experience using Python and industry-standard libraries. It is advised to take the Python for Data Analytics course prior to enrolling in this course.

Learning Outcomes

By the end of this course, students will be able to:

1. Understand and implement the data science process
   Acquire, clean, and explore structured and unstructured data
2. Build and evaluate predictive models using supervised and unsupervised learning techniques
3. Analyze time series data and work with big data tools
4. Address ethical concerns, data privacy, and responsible AI deployment
5. Understand basic AI learning paradigms, including machine learning and deep learning

CENG 404/504 Artificial Intelligence (3 credits)

Course Description

Artificial Intelligence provides students with a comprehensive introduction to the concepts, technologies, applications, and societal implications of AI. Designed for learners from diverse academic and professional backgrounds, the course demystifies artificial

intelligence by combining foundational theory with practical implementation. Students explore the history and evolution of AI, machine learning principles, neural networks, natural language processing, computer vision, generative AI, and emerging trends shaping the future of intelligent systems.

The course emphasizes both the opportunities and challenges associated with AI adoption, including ethical considerations, bias, transparency, governance, and workforce transformation. Through hands-on projects, students gain practical experience building, training, evaluating, and deploying AI models using contemporary tools and platforms. By the end of the course, students will be prepared to identify opportunities for AI-driven innovation and apply AI technologies responsibly within business, healthcare, education, government, and other organizational settings.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the foundational concepts, theories, and technologies of artificial intelligence, including machine learning, neural networks, natural language processing, and generative AI.
2. Analyze the applications, opportunities, and limitations of AI across diverse industries and organizational contexts.
3. Evaluate ethical, legal, and societal implications of AI technologies, including issues related to fairness, accountability, privacy, transparency, and responsible innovation.
4. Develop and assess AI models using contemporary tools and platforms, applying appropriate techniques for data preparation, model training, validation, and evaluation.
5. Apply existing AI technologies and services to solve real-world problems, improve decision-making, and support organizational innovation.
6. Design and present an AI-based solution that demonstrates the effective integration of theoretical knowledge, technical implementation, and ethical considerations.

CENG 405/505 Cloud Computing (3 credits)

Course Description

Cloud Computing provides students with both the theoretical foundations and practical skills required to design, deploy, manage, and secure modern cloud computing environments. The course explores the evolution of cloud computing, cloud service models (Infrastructure as a Service, Platform as a Service, and Software as a Service), deployment architectures, virtualization technologies, containerization, orchestration, cloud networking, security, monitoring, and cloud infrastructure management.

Through extensive hands-on laboratory exercises, students gain experience configuring and managing cloud environments using industry-relevant technologies including OpenStack, Docker, Kubernetes, Nextcloud, Prometheus, and Grafana. Students learn how cloud platforms support scalable, reliable, and cost-effective computing solutions for organizations of all sizes. The course culminates in a capstone project in which students integrate infrastructure, platform, and software services into a functional cloud ecosystem

that demonstrates cloud deployment, management, monitoring, and operational best practices.

Emphasis is placed on practical application, problem-solving, automation, scalability, security, and operational excellence, preparing students to design and manage cloud-based solutions in contemporary enterprise environments. It is advised to take the Python for Data Analytics course prior to enrolling in this course.

Learning Outcomes

1. By the end of this course, students will be able to:
2. Explain cloud computing concepts, architectures, service models, and deployment models, and evaluate their applications in organizational and enterprise environments.
3. Deploy and manage cloud infrastructure using virtualization and cloud platforms, including the creation, configuration, and administration of virtual machines, storage resources, and networking services.
4. Implement cloud-native applications using containerization and orchestration technologies, including Docker and Kubernetes, to support scalable and resilient application deployment.
5. Design and configure cloud networking, security controls, and access management mechanisms that promote secure, reliable, and efficient cloud operations.
6. Utilize cloud monitoring, performance management, and troubleshooting tools to assess system health, optimize resource utilization, and maintain operational effectiveness.
7. Integrate infrastructure, platform, and software services into a comprehensive cloud solution by designing, deploying, and presenting a cloud-based project that demonstrates technical proficiency, scalability, security, and business value.

CENG 406/506 Introduction to Cybersecurity (3 credits)

Course Description

This course introduces the principles and practice of cybersecurity. Students examine how attackers compromise networks, operating systems, web applications, mobile devices, cloud services, and Internet of Things devices, and how defenders protect them using layered controls, cryptography, risk management, and security operations. Hands-on, lawful activities with free tools build skills in traffic analysis, system hardening, malware and attack analysis, digital forensics, and penetration test planning. Throughout, the course emphasizes the legal authorization, professional ethics, and global legal context that separate security work from criminal activity. The course is dual-numbered and serves undergraduate (CENG 406) and graduate (CENG 506) students together. Both levels complete the same topics and core assessments; graduate students complete extended deliverables that require deeper analysis and additional scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain core cybersecurity concepts, including the CIA triad, threat actors, attack vectors, and defense in depth.
2. Analyze vulnerabilities and attacks across networks, operating systems, web applications, mobile, cloud, and IoT environments.
3. Apply cryptographic principles and security controls to protect data and systems.
4. Use foundational tools and methods of ethical hacking, penetration testing, malware analysis, and digital forensics in a lawful, controlled manner.
5. Assess organizational security risk and recommend mitigation strategies, including defenses against social engineering and effective security operations.
6. Evaluate legal, ethical, and professional responsibilities in cybersecurity practice across global contexts.

CENG 407/507 Digital Technology for Sustainable Healthcare (3 credits)

Course Description

Digital Technology for Sustainable Healthcare explores how emerging digital technologies are transforming healthcare delivery, improving patient outcomes, expanding access to care, and promoting sustainable health systems worldwide. The course examines the intersection of healthcare, technology, innovation, and sustainability through topics such as digital health ecosystems, artificial intelligence in healthcare, telemedicine, remote patient monitoring, health data analytics, design thinking, human-centered innovation, and digital communication strategies.

Students investigate how healthcare organizations leverage digital technologies to address challenges related to access, efficiency, quality, equity, and cost. Through case studies, practical projects, and interdisciplinary learning, students develop the skills needed to evaluate, design, and implement technology-enabled healthcare solutions that are patient-centered, scalable, and sustainable. The course prepares future healthcare leaders, entrepreneurs, technologists, and policymakers to contribute to the digital transformation of healthcare systems locally and globally.

Learning Outcomes

By the end of this course, students will be able to:

- Explain the role of digital technologies in transforming healthcare systems, including their impact on healthcare access, quality, efficiency, sustainability, and patient outcomes.
- Evaluate the applications of artificial intelligence, telemedicine, remote care technologies, and health data systems in addressing contemporary healthcare challenges.
- Apply design thinking and human-centered innovation principles to identify healthcare problems and develop technology-enabled solutions that meet patient and stakeholder needs.
- Assess ethical, regulatory, privacy, and security considerations associated with digital health technologies and healthcare data management.

- Develop digital engagement and communication strategies, including digital marketing approaches that support health promotion, patient education, and healthcare service delivery.
- Design and present a sustainable digital healthcare solution that integrates technology, innovation, and evidence-based practices to improve healthcare delivery and population health outcomes.

CENG 408 Industry 4.0 and the Smart Factory (3 Credits)
Course Description
Industry 4.0 and the Smart Factory explores the fourth industrial revolution and its transformative impact on manufacturing systems, supply chains, and industrial operations. The course examines the convergence of cyber-physical systems, automation, artificial intelligence, industrial internet of things (IIoT), robotics, cloud computing, digital twins, big data analytics, and advanced manufacturing technologies that enable intelligent, connected, and autonomous production environments.

Students investigate how smart factories leverage real-time data, intelligent automation, and digital integration to improve productivity, quality, flexibility, sustainability, and competitiveness. Through case studies, simulations, and applied projects, students develop an understanding of the technological, operational, economic, and organizational dimensions of Industry 4.0 and learn how to design strategies for digital transformation within manufacturing enterprises.

Learning Outcomes
By the end of this course, students will be able to:
- Explain the principles, technologies, and strategic drivers of Industry 4.0 and their impact on modern manufacturing systems and global competitiveness.
- Analyze the integration of cyber-physical systems, automation, data analytics, and intelligent technologies within smart factory environments.
- Evaluate the operational, economic, and sustainability benefits of smart manufacturing technologies for improving productivity, quality, flexibility, and resource efficiency.
- Assess challenges associated with digital transformation, including workforce development, cybersecurity, interoperability, organizational change, and technology adoption.
- Design a smart factory transformation strategy that leverages Industry 4.0 technologies to address real-world manufacturing challenges and opportunities.

CENG 409/509 Industrial IoT and Connectivity (3 Credits)
Course Description
Industrial IoT and Connectivity examines the technologies, architectures, and communication systems that enable connected manufacturing and industrial environments. The course focuses on the Industrial Internet of Things (IIoT), including sensors, actuators, edge computing, industrial communication protocols, wireless

networks, cloud platforms, data acquisition systems, and real-time monitoring technologies.

Students explore how connected devices generate, transmit, and analyze operational data to improve decision-making, predictive maintenance, process optimization, and production efficiency. Emphasis is placed on interoperability, cybersecurity, system integration, and the design of scalable industrial connectivity solutions. Through hands-on projects and industry case studies, students develop the skills needed to implement and manage IIoT-enabled manufacturing systems.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the architecture, components, and communication technologies of Industrial IoT systems used in manufacturing and industrial operations.
2. Design and evaluate industrial connectivity solutions using sensors, edge devices, cloud platforms, and industrial communication protocols.
3. Analyze industrial data acquisition and monitoring systems to support real-time decision-making and operational optimization.
4. Assess cybersecurity, interoperability, and reliability challenges associated with connected industrial environments.
5. Develop an IIoT implementation plan that integrates connected devices, communication networks, and analytics tools to improve manufacturing performance and operational efficiency.

CENG 410/510 Digital Twin Technology and Computational Modeling (3 Credits)

Course Description

Digital Twin Technology and Computational Modeling introduces students to the principles and applications of virtual representations of physical systems used to optimize manufacturing, engineering, and industrial operations. The course explores digital twin architectures, simulation techniques, computational modeling, predictive analytics, real-time monitoring, and data-driven decision support.

Students learn how digital twins integrate sensor data, machine learning, simulation models, and operational data to predict performance, optimize processes, reduce downtime, and support lifecycle management. Applications in manufacturing, logistics, energy systems, healthcare, and smart infrastructure are examined. Through applied projects, students develop digital models and simulation-based solutions that support intelligent decision-making and continuous improvement.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the principles, architecture, and applications of digital twin technology in manufacturing and complex industrial systems.
2. Develop computational models and simulations that represent physical assets, processes, and systems.

3. Analyze real-time operational data and predictive analytics outputs to support process optimization and decision-making.
4. Evaluate the benefits and limitations of digital twin implementations for performance improvement, risk reduction, and lifecycle management.
5. Design and present a digital twin solution that integrates data, simulation, and analytics to address an engineering or manufacturing challenge.

CENG 411/511 Foundations of Smart Manufacturing (3 Credits)
Course Description
Foundations of Smart Manufacturing provides students with a comprehensive introduction to the technologies, systems, and methodologies driving the digital transformation of manufacturing. The course examines how advanced technologies, including automation, robotics, artificial intelligence, IIoT, additive manufacturing, cloud computing, and data analytics, are reshaping production systems and supply chains.

Students explore the principles of connected manufacturing, intelligent decision-making, quality management, sustainability, and operational excellence within modern industrial environments. The course emphasizes systems thinking and the integration of people, processes, and technologies to create agile, efficient, and resilient manufacturing operations. Through case studies and practical applications, students gain foundational knowledge essential for advanced study and leadership in smart manufacturing environments.

Learning Outcomes
By the end of this course, students will be able to:
- Describe the core concepts, technologies, and enabling systems of smart manufacturing.
- Analyze the role of automation, data analytics, artificial intelligence, and connectivity in improving manufacturing performance.
- Evaluate manufacturing systems using operational, quality, productivity, and sustainability metrics.
- Assess the organizational and technological requirements necessary for successful smart manufacturing implementation.
- Apply systems thinking principles to design solutions that improve manufacturing efficiency, flexibility, resilience, and competitiveness.

CENG 412/512 Manufacturing Technology and Process (3 Credits)
Course Description
Manufacturing Technology and Process examines the materials, methods, technologies, and operational processes used to transform raw materials into finished products. The course provides a comprehensive understanding of traditional and advanced manufacturing processes, including machining, forming, casting, joining, additive manufacturing, automation, and computer-integrated manufacturing systems.

Students explore process selection, production planning, quality control, process optimization, materials engineering, sustainability considerations, and emerging manufacturing technologies. Emphasis is placed on understanding how manufacturing processes influence product quality, productivity, cost, safety, and environmental performance. Through case studies, technical analysis, and applied projects, students develop the skills needed to evaluate and improve manufacturing operations in modern industrial settings.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the principles, capabilities, and limitations of major manufacturing technologies and production processes.
2. Evaluate manufacturing process selection decisions based on product requirements, materials, cost, quality, and sustainability considerations.
3. Analyze production systems and workflow processes to identify opportunities for efficiency improvement and waste reduction.
4. Apply quality management and process optimization techniques to enhance manufacturing performance and product reliability.
5. Design and recommend manufacturing solutions that integrate appropriate technologies, operational strategies, and sustainability principles to achieve organizational objectives.

School of Humanities (HUMA)

HUMA 204 Critical Thinking (3 credits)

Course Description

The ability to think critically is a key factor in the achievement of a functional and sustainable education that goes beyond the classroom and academics into professional, communal, and personal life. Critical Thinking is an eight-week hybrid course that blends asynchronous online learning with weekly two-hour live sessions. The course provides opportunity not only for the analysis of arguments in isolation, but also for the exploration of how our reasoning, judgments, and decisions affect and are affected by the community and our obligations to one another.

Through interactive and collaborative engagement with a range of literary and informational texts, reflective journaling, and community-centered case studies, students will strengthen their capacity for deep and independent thought that honors both rigorous logic and compassionate relational insight. Students will, in addition, have the opportunity to enhance their communicative proficiency through intensive practice of the English language skills of listening, speaking, reading, and writing throughout the course.

Learning Outcomes

By the end of this course, students will:

- Recognize and apply key critical thinking skills within personal, relational, and communal contexts.

- Evaluate information, evidence, and arguments not only for logical coherence and validity, but also for their impact on the principles and practice of fairness, inclusion, and social harmony.
- Analyze real-world problems, and explore the correlation of individual actions, communal dynamics, and systemic structures.
- Construct, communicate, and defend their reasoned positions, balancing analytic rigor with ethical responsibility, communal welfare, and sustainable solutions.
- Create a reflective journal to explore how their internal assumptions, worldviews, emotional triggers, and social roles influence their reasoning; and model their increasing self-awareness by considering alternative viewpoints and possibilities in interactions, choosing to change or retain their well-reasoned position, and clearly expressing their reasoning in every case/instance.

HUMA 210 Happiness (3 credits)
Course Description:
The Happiness course is a hybrid course that blends asynchronous online learning with live sessions. The course emphasizes interdependence, social connection, and community as essential pathways to flourishing in education, in life, and in society. The course introduces students to the science and philosophy of happiness and well-being from a multidisciplinary viewpoint that encompasses positive psychology, intercultural philosophy, and ethics/spirituality. The course provides opportunity for the exploration of theories of happiness, research from positive psychology, and cross-cultural ethics to understand the basis of happiness, resilience, and a meaningful life. Through readings, reflective engagement, and collaborative projects, students will recognize the interconnection of personal and collective happiness, and apply real-world strategies that will enhance their individual well-being as well as their communities.

Learning Outcomes
By the end of this course, students will be able to:
1. Explain key scientific and philosophical theories of happiness.
2. Compare Western, Eastern, and African approaches to happiness and flourishing.
3. Explore their own conceptions of happiness, and cultivate emotional intelligence
4. through critical reflection and peer dialogue.
5. Evaluate the myths and misconceptions of happiness.
6. Apply evidence-based happiness strategies to their personal life.
7. Design community-based well-being projects.

HUMA 300/570 Ubuntu Mind (3 credits)
Course Description
Ubuntu Mind introduces students to the ancient philosophy of Ubuntu - "I am because we are" - as a framework for understanding human consciousness, personal growth, ethical responsibility, and collective flourishing. Grounded in the belief that human beings are fundamentally interconnected, this interdisciplinary course explores the nature of the mind through the lenses of consciousness studies, evolutionary psychology

(the theory of knowledge), social evolution, and human development. Students will critically examine how individuals learn, think, reason, and relate to others while exploring the implications of emerging scientific discoveries for education, leadership, community, and society.

The course challenges conventional assumptions about intelligence, success, and human potential by encouraging students to become active participants in their own intellectual and ethical development. Through reflective inquiry, dialogue, case studies, contemporary research, and Ubuntu-centered perspectives, students will investigate how self-awareness, critical thinking, and compassionate engagement can contribute to personal transformation and social progress. Ultimately, Ubuntu Mind invites students to cultivate a deeper understanding of themselves and their interconnected responsibilities to others, preparing them to become thoughtful leaders, lifelong learners, and ethical global citizens.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Foster Self-Investment: Recognize that the most valuable investment is in oneself by examining and cultivating one's own mind, beliefs, habits, and lifelong capacity for personal growth.
2. Explain Ubuntu Philosophy: Define the core principles of Ubuntu philosophy and evaluate its relevance for personal development, ethical leadership, community building, and global citizenship.
3. Analyze Human Flourishing: Explain the interconnected relationship between individual well-being and collective flourishing by applying insights from Ubuntu philosophy, consciousness studies, evolutionary psychology, and social evolution.
4. Highlight Educational Ideals: Critically analyze the strengths and limitations of contemporary higher education in light of emerging scientific discoveries about the human mind, learning, creativity, and human potential.
5. Cultivate Exceptional Reasoning: Develop and apply exceptional reasoning skills to evaluate complex problems, challenge assumptions, examine personal beliefs, and contribute thoughtfully to an ethical, innovative, and productive society.
6. Develop a Personal Learning Vision: Articulate personal learning goals, identify beliefs and assumptions open to examination and transformation, and create a plan for continuous intellectual, ethical, and personal development.

HUMA 401/501 Montessori Philosophy (3 Credits)

Course Description

Montessori Philosophy provides a comprehensive introduction to the educational principles, historical foundations, and transformative vision of the Montessori method. This course required for students both the Early Childhood and Elementary tracks. Rooted in the work of Maria Montessori, the course explores the development of the child, the prepared environment, self-directed learning, independence, concentration, and the role of the teacher as guide. Students examine Montessori's understanding of human development from early childhood through the elementary years and analyze how

Montessori education fosters intellectual curiosity, social responsibility, creativity, and lifelong learning.

Special emphasis is placed on Montessori's vision of cosmic education, peace education, and the development of the whole child, intellectually, socially, emotionally, physically, and spiritually. Through reflection, observation, discussion, and practical applications, students gain a deep understanding of Montessori philosophy and its relevance to contemporary educational settings.

Learning Outcomes

By the end of this course, students will be able to:

- Explain the historical development, philosophical foundations, and educational principles of Montessori education.
- Analyze Montessori's theories of child development and their implications for educational practice.
- Evaluate the role of the prepared environment in fostering independence, concentration, and self-directed learning.
- Examine the responsibilities and characteristics of the Montessori guide in supporting child-centered education.
- Apply Montessori principles to create learning experiences that promote holistic child development and lifelong learning.

HUMA 402/502 Early Childhood Practical Life (3 credits)

Course Description

This course explores the philosophy and purpose of the Practical Life area in Montessori Early Childhood education. It is designed to prepare the student to present and facilitate the role of concentration, coordination, and independence as they relate to problem-solving, choice, decision-making, and responsibility for learning on the part of the child in a Montessori early childhood classroom. It will equip adult learners with the skills to explain the rationale of the exercises, sequence, design, and present practical life activities, covering ground rules, grace and courtesy, movement control, personal care, environmental care, food preparation, nutrition, and culturally responsive practices. Students will gain an understanding of young children's development and the critical role Practical Life plays in fostering their growth, and will develop, refine, and implement the skills necessary to become an effective Montessori teacher in the area of practical life development at the Early Childhood level.

Learning Outcomes

By the end of this course, students will be able to:

1. Successfully present the exercises of the Montessori Practical Life curriculum
2. Formulate a rationale for the materials and exercises or Practical Life.
3. Construct a sequence or Practical Life activities for the classroom.
4. Begin to internalize the development of the young child and the role of Practical Life in facilitating their growth.

HUMA 403/503 Early Childhood Sensorial and Mathematics (3 credits)

Course Description

This course prepares students to present, facilitate, and integrate the Montessori Sensorial and Math curricula for children ages 2.5 to 6. Emphasizing both theory and practice, the course explores the rationale behind Sensorial and Math education, highlighting their essential roles in refining the child's senses, fostering early mathematical thinking, and supporting overall cognitive development. Students will study the sequential order and purpose of the Montessori didactic materials in both areas and examine how these materials contribute to the design of a responsive and developmentally appropriate early childhood environment. Through hands-on practice and instructional techniques, students will begin to develop the skills necessary to implement Sensorial and Math lessons effectively, create engaging learning experiences, and support children's exploration, problem-solving, and joyful discovery in the Montessori classroom.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the Montessori Sensorial and Math philosophies and their roles in early childhood development.
2. Identify and present Sensorial and Math materials in a structured and sequential manner.
3. Demonstrate an emerging understanding of the rationale behind Sensorial and Math education and their impact on sensory refinement, cognitive growth, mathematical thinking, and problem-solving skills.
4. Design engaging, developmentally appropriate Sensorial and Math materials and lessons that support exploration and learning.
5. Begin to develop the skills necessary to effectively facilitate Sensorial activities and present Montessori Math lessons in an early childhood classroom.

HUMA 404/504 Early Childhood Language (3 credits)

Course Description

This course prepares students to identify, sequence, present, and design materials that support the development of Language Arts skills in the Montessori early childhood classroom. Emphasizing an understanding of language development in young children, the course explores the rationale behind Montessori language instruction and its alignment with children's natural learning needs. Through practice and instructional techniques, students will refine their ability to implement effective language arts lessons, fostering literacy, communication, and a love of language in a Montessori environment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the Montessori approach to language development and its application in the early childhood classroom.
2. Identify, sequence, and present Montessori Language Arts materials effectively.
3. Design developmentally appropriate language activities that support literacy, communication, and a love of language in a culturally responsive manner.
4. Begin to demonstrate an understanding of the rationale behind Montessori language instruction and its alignment with children's natural learning processes.

5. Begin to develop the skills necessary to create an engaging and supportive language-rich environment.
6. Learn instructional techniques to foster reading, writing, speaking, and listening skills in young children.

HUMA 405/505 Early Childhood Cultural and Leadership (3 credits)
Course Description
This course explores the integration of cultural subjects within the Montessori classroom, emphasizing hands-on, engaging presentations that inspire exploration and critical thinking. In addition to cultural curriculum, the course will cover key areas of Montessori Philosophy, Classroom Leadership, Observation, and Family Involvement. Students will gain a deep understanding of the concept of normalization and the three levels of obedience as defined by Maria Montessori. The course will also examine current best practices, including strategies from the Positive Discipline approach. Through this course, students will develop essential skills for effective classroom leadership, learning how to foster an environment built on collaboration, respect, and independence. Further emphasis will be placed on observation techniques—using observation to guide instruction, assess development, and support each child's individual learning needs. Finally, the course will highlight the importance of family engagement, offering strategies to build meaningful partnerships between home and school to support children's growth and success.

Learning Outcomes
By the end of this course, students will be able to:
1. Apply the Montessori philosophy to observe and assess children, using observation as a tool for guiding instruction and supporting individual learning needs.
2. Implement Montessori curriculum across the areas of science and social studies, in a hands-on and engaging manner that fosters exploration and critical thinking.
3. Develop classroom leadership skills that create a respectful, collaborative, and independent learning environment for young children.
4. Learn to engage families in the educational process by developing strategies for fostering strong partnerships between home and school.
5. Begin to reflect on and adapt their teaching practices based on ongoing observation and assessment of children's development and learning.
6. Apply the ideals of Maria Montessori and current practices of Positive Discipline to the classroom.

HUMA 406/506 Child Development (EC and EL, 3 credits)
Course Description
This course examines child development by integrating major contemporary theories while emphasizing a culturally responsive approach. Students will explore the diverse developmental needs of young children across various populations, engaging with both foundational and current research in child psychology and development. The curriculum covers key topics such as theories and stages of development, physical, cognitive, emotional, and social growth, and the spiritual needs of the child. It also addresses the impact of bias, racism, trauma, inequities, and other risk factors on early development, as well as developmental differences and individual learning needs. By incorporating

emerging research, this course provides a comprehensive understanding of the factors shaping early childhood growth and learning, equipping students to support the holistic development of young children in diverse settings.

Learning Outcomes

By the end of this course, students will be able to:

1. Analyze major contemporary theories of child development and their relevance to early childhood education.
2. Explain the stages of development and the key domains of physical, cognitive, emotional, social, and spiritual growth in young children.
3. Evaluate the impact of cultural diversity, bias, and racism on child development and learning.
4. Examine the effects of trauma, inequities, and other risk factors on young children's developmental outcomes.
5. Identify developmental differences and individual learning needs in early childhood.
6. Assess current research in child development and apply findings to educational practices.
7. Demonstrate an understanding of holistic child development and apply strategies to support diverse populations in early learning environments.

HUMA 412/512 Elementary Cosmic Education (3 Credits)

Course Description

This course examines the three-year Montessori history, geography, and biology curriculum for children ages 6–9. Grounded in Montessori's theories of child development, including the sensitive periods of the elementary child, the course emphasizes the framework of Cosmic Education and the developmental characteristics of the Elementary I child. Students will study lesson sequences, materials, and presentations with attention to the Great Lessons, timelines, map work, and key biology materials. Emphasis is placed on introducing children to the origins of the universe, the development of life, the classification and functions of living things, and the interdependence of humans and the natural world. The course prepares candidates to present history, geography, and biology in the Montessori classroom while fostering in children a sense of wonder, curiosity, and respect for the interconnectedness of life and the planet.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain Montessori's philosophy of history, geography, and biology within the framework of Cosmic Education.
2. Describe Montessori's theories of child development and the sensitive periods of the 6–9 year-old child, with attention to their implications for cultural and biological instruction.
3. Demonstrate proficiency in presenting Elementary I lessons in history, geography, and biology, including the Great Lessons, timelines, map work, classification, functions, and interdependence of living things.
4. Prepare and organize Montessori materials for history, geography, and biology in the Elementary I classroom.
5. Integrate Montessori's developmental theory with history, geography, and biology content to foster in children a sense of interconnectedness, curiosity, cultural understanding, global responsibility, and respect for the natural world.

HUMA 413/513 Elementary Mathematics (3 Credits)
Course Description
Elementary Mathematics explores Montessori methods for developing mathematical understanding through concrete experiences that lead to abstract reasoning. The course examines Montessori materials and instructional strategies used to teach numeration, arithmetic operations, fractions, decimals, ratios, measurement, and problem-solving.

Students gain practical experience presenting Montessori mathematics materials and learn how to guide children from hands-on exploration to conceptual mastery. Emphasis is placed on cultivating mathematical thinking, logical reasoning, confidence, and a deep appreciation for the beauty and order of mathematics.

Learning Outcomes
By the end of this course, students will be able to:
1. Explain Montessori principles and developmental approaches to elementary mathematics instruction.
2. Demonstrate effective presentation and use of Montessori mathematics materials.
3. Analyze children's mathematical thinking and developmental progression from concrete to abstract concepts.
4. Design engaging mathematical learning experiences that promote problem-solving and conceptual understanding.
5. Assess student learning and provide appropriate guidance to support mathematical growth and confidence.

HUMA 414/514 Elementary Language and Grammar (3 Credits)
Course Description
Elementary Language and Grammar explores Montessori methods for developing literacy, communication, and language mastery. The course examines language acquisition, reading comprehension, writing development, grammar, vocabulary, sentence analysis, creative expression, and research skills within the Montessori framework.

Students learn how Montessori materials and lessons support children's growing ability to communicate effectively, think critically, and appreciate language as a tool for learning and self-expression. Emphasis is placed on fostering a love of reading and writing while helping children develop strong grammatical and communication skills.

Learning Outcomes
By the end of this course, students will be able to:
1. Explain Montessori principles of language development and literacy instruction.
2. Demonstrate proficiency in presenting Montessori language and grammar materials.
3. Analyze children's language development and literacy progression.
4. Design language-rich learning environments that support reading, writing, communication, and critical thinking.
5. Assess language learning and provide individualized support that promotes literacy and self-expression.

HUMA 415/515 Elementary Geometry and Leadership (3 Credits)

Course Description

This course provides an integrated study of Montessori philosophy and practice in the Elementary I classroom (ages 6–9), with a dual focus on geometry and classroom leadership. Students will explore the role of geometry within Cosmic Education, examining how Montessori materials and lesson sequences guide children from concrete exploration of shapes and spatial relationships toward foundational geometric reasoning. In parallel, the course examines the developmental characteristics of the 6–9 year-old child and the responsibilities of the prepared adult in fostering independence, responsibility, and community.

Emphasis is placed on effective classroom leadership, including observation, lesson planning, recordkeeping, work plans, and approaches to discipline that reflect Montessori principles. Students will study key Montessori materials and presentations across geometry and the broader Elementary I curriculum, including Practical Life, Movement, Art, and Music, as well as interdisciplinary connections among geography, history, and the sciences within Cosmic Education. Attention is also given to collaboration with staff and maintaining an orderly, supportive learning environment.

By the end of the course, candidates will be prepared to present the Elementary I geometry curriculum with precision and clarity, while also leading a dynamic classroom that supports children's academic, social, emotional, and cultural development.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain Montessori's philosophy of geometry within the framework of Cosmic Education.
2. Describe key developmental characteristics of the 6–9 year-old child and their implications for geometry instruction.
3. Demonstrate proficiency in presenting the Elementary I geometry lessons, including plane figures, solid geometry, and relationships among geometric forms.
4. Prepare and organize Montessori geometry materials for the Elementary I classroom.
5. Support the child's progression from concrete exploration of geometric forms to abstract reasoning, fostering precision, logical thinking, and appreciation of order in the natural world.
6. Explain Montessori's philosophy of classroom leadership and its application in the Elementary I environment.
7. Describe the developmental characteristics of the 6–9 year-old child and their implications for classroom management and discipline.
8. Demonstrate proficiency in lesson planning, recordkeeping, and preparing work plans for Elementary I students.
9. Apply strategies for classroom management and positive discipline that foster independence, responsibility, and community.
10. Demonstrate skills in staff collaboration and leadership to ensure a well-prepared and smoothly functioning classroom environment.

HUMA 472/572 Scripting for Film and Theater (3 credits)
Course Description
This course teaches the craft of writing for performance: scripts for the screen and the stage. Students study dramatic structure and the principles shared by film and theater; create characters with wants, obstacles, and arcs; write dialogue that carries subtext and rhythm; construct scenes that turn on dramatic action; master professional screenplay and stage play formats (using the free Fountain standard and standard playscript conventions); develop stories through premise, outline, and treatment, including adaptation across media; and revise through table reads, feedback, and disciplined rewriting. Models are drawn from public domain plays and open film-craft texts. The course culminates in an original short script (a 10 to 15 page screenplay or a one-act play), revised and pitched. The course is dual-numbered and serves undergraduate (HUMA 472) and graduate (HUMA 572) students together. Graduate students complete extended deliverables requiring deeper analysis and additional scholarly sources, as noted in each assignment.

Learning Outcomes
By the end of this course, students will be able to:

1. Explain the principles of dramatic structure and storytelling shared and divided by film and theater.
2. Create characters, dialogue, and scenes that carry dramatic action, subtext, and arc.
3. Apply professional screenplay and stage play formats accurately.
4. Develop stories through premise, outline, and treatment, including adaptation between stage, page, and screen.
5. Revise scripts through feedback, table reads, and disciplined rewriting.
6. Complete an original short script and present it persuasively through a logline and pitch.

HUMA 473/573 Acting for Film and Theater (3 credits)
Course Description
This course develops the craft of acting for both the stage and the camera. Students train the actor's instrument (body, voice, and imagination); learn major acting traditions from Stanislavski through contemporary screen practice; analyze text for objectives, obstacles, tactics, and beats; build truthful performances with scene partners; and adapt their work for the camera, where scale, continuity, marks, and eyelines change the task. The course emphasizes safe, consent-based practice and the actor's wellbeing and career. It is designed to be completely online: scene and monologue work uses public domain texts and is recorded on a smartphone, with partner work arranged remotely or performed solo where needed. The course culminates in a prepared capstone scene performance with reflection. The course is dual-numbered and serves undergraduate (HUMA 473) and graduate (HUMA 573) students together. Graduate students complete extended deliverables requiring deeper analysis and additional scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the actor's instrument and major acting traditions, from Stanislavski-based technique to contemporary screen practice.
2. Analyze dramatic text for objectives, obstacles, tactics, and beats to build a playable score.
3. Apply voice, speech, movement, and physical technique to performance.
4. Build truthful, responsive performances with scene partners through listening and reacting.
5. Adapt performance for the camera, accounting for scale, continuity, marks, eyelines, and the take.
6. Prepare and present professional auditions and a capstone scene, with reflective self-assessment, within safe and ethical practice.

HUMA 480/580 Directing for Film and Theater (3 credits)

Course Description

This course examines the director's craft across two media: the stage and the screen. Students study the director's role in interpreting a script and shaping a production; analyze texts to build a directorial concept; learn staging and blocking for live performance and shot design and coverage for the camera; practice casting, rehearsal technique, and the ethical leadership of actors and crews; plan productions with breakdowns, schedules, storyboards, and design briefs; and follow the director's work through editing and into a finished style and voice. Examples are drawn from world theater and cinema traditions. The course is built to be completely online: exercises use freely available scripts, open textbooks, and optional smartphone recording. It culminates in a director's book (a complete directing plan for one scene, conceived for both stage and screen) presented to the class. The course is dual-numbered and serves undergraduate (HUMA 480) and graduate (HUMA 580) students together. Graduate students complete extended deliverables requiring deeper analysis and additional scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the director's role and responsibilities across theater and film, from interpretation through performance or final cut.
2. Analyze dramatic texts to develop and articulate a coherent directorial concept.
3. Stage action for live performance and design shots and coverage for the camera, translating one scene across both media.
4. Plan casting, auditions, and rehearsals, and lead actors and collaborators ethically and effectively.
5. Communicate with design, camera, and editorial collaborators using standard production documents (breakdowns, schedules, storyboards, design briefs).
6. Develop and present a complete director's plan for a scene, integrating concept, staging, visual design, and collaboration.

HUMA 481/581 Film Producing (3 credits)

Course Description

This course examines the work of the film producer: the person who carries a project from an idea to an audience. Students study the producer's role across the full lifecycle of a film; learn to find and evaluate material and secure rights and options; build a financing strategy using budgets, funding sources, tax incentives, and the basics of the recoupment waterfall; package a project by attaching talent and a team and testing feasibility; oversee production and post from the producer's chair; and plan distribution, festivals, marketing, and audience strategy while meeting legal and ethical responsibilities. The course is complementary to Production Management, which covers the on-the-ground craft of running a shoot; this course centers the business and leadership of bringing a project into being. It is completely online and culminates in a producer's package and pitch, not a filmed deliverable. The course is dual-numbered and serves undergraduate (HUMA 481) and graduate (HUMA 581) students together. Graduate students complete extended deliverables requiring deeper analysis and additional professional or scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the producer's role and responsibilities across the lifecycle of a film, from development to distribution.
2. Evaluate and develop material, including assessing projects and securing rights and options.
3. Build a financing strategy using budgets, funding sources, incentives, and the basics of the recoupment waterfall.
4. Package and plan a production by attaching talent and team and testing feasibility, and lead it responsibly.
5. Plan distribution, festivals, marketing, and audience strategy, and meet legal and ethical responsibilities.
6. Develop and pitch a complete producer's package for a film project.

HUMA 482/582 Cinematography (3 credits)

Course Description

This course teaches cinematography: how moving images are designed, captured, and made to carry story and feeling. Students study the cinematographer's role and the expressive power of the frame; learn camera fundamentals including lenses, focal length, depth of field, and the exposure triangle; practice composition, framing, and camera movement; design lighting using available light and classic setups; control color and visual style; plan coverage with shot lists and storyboards while shooting for the edit; and complete a filmed scene with an accompanying mini-reel. The course is deliberately equipment-inclusive: every exercise can be completed with a smartphone camera, and students with other cameras may use them. The course is dual-numbered and serves undergraduate (HUMA 482) and graduate (HUMA 582) students together. Graduate students complete extended deliverables requiring deeper analysis and additional scholarly or professional sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the cinematographer's role and analyze how camera, light, and color choices carry story and meaning.
2. Apply camera fundamentals, including lenses, focal length, depth of field, and the exposure triangle, on any available camera.
3. Compose and move the camera purposefully, using framing principles and motivated movement.
4. Design lighting and color for mood and meaning using available light and basic setups.
5. Plan coverage with shot lists and storyboards, shooting for continuity and the edit.
6. Produce and present a filmed scene and mini-reel demonstrating intentional cinematographic choices.

HUMA 483/583 Production Management (3 credits)

Course Description

This course teaches the craft of managing a film, video, or theater production: turning a script and a budget into a workable plan and a smooth shoot. Students learn the roles of the production manager and assistant director across the production timeline; break down a script into its production elements and build a stripboard shooting schedule; construct and track a production budget; coordinate cast, crew, locations, and logistics using industry documents such as call sheets, day-out-of-days, and production reports; and apply the essentials of on-set safety, legal agreements, insurance, and labor rules, including low-budget and student film agreements. The course is built to be completely online using free planning tools and templates; the capstone is a complete production book for a short project, not a filmed deliverable. It is dual-numbered and serves undergraduate (HUMA 483) and graduate (HUMA 583) students together. Graduate students complete extended deliverables requiring deeper analysis and additional professional or scholarly sources, as noted in each assignment.

Learning Outcomes

By the end of this course, students will be able to:

1. Explain the roles of the production manager, line producer, and assistant director across the phases of a production.
2. Break a script into production elements and build a stripboard shooting schedule.
3. Construct and track a production budget, managing resources against a plan.
4. Coordinate cast, crew, locations, and logistics using standard production documents such as call sheets, day-out-of-days, and production reports.
5. Apply on-set safety, legal, insurance, and labor fundamentals, including low-budget and student film agreements.
6. Assemble and present a complete production book for a short project.

HUMA 490/590 Practical Applications (6 Credits, EC and EL)

In-Person Intensive (2 Weeks)

Course Description

Classroom Applications is an intensive practicum-based course that provides candidates with supervised, hands-on experience implementing Montessori philosophy and instructional practices in authentic classroom settings. During this in-person residency experience, students observe experienced Montessori educators, practice lesson presentations, prepare learning environments, manage classroom routines, and engage in reflective teaching.

The course bridges theory and practice by allowing candidates to apply Montessori principles with children under the guidance of qualified mentors. Emphasis is placed on observation, classroom management, lesson delivery, professional conduct, child development, and continuous improvement through feedback and reflection.

Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate effective implementation of Montessori teaching methods in classroom settings.
2. Prepare and maintain Montessori learning environments that support independence and exploration.
3. Deliver Montessori lessons using appropriate materials and instructional techniques.
4. Observe, document, and assess children's developmental progress and learning needs.
5. Reflect critically on teaching practices and incorporate feedback to improve instructional effectiveness.
6. Demonstrate professionalism, ethical conduct, and collaboration within Montessori educational communities.

HUMA 499/599 Montessori Practicum (6 Credits)

Nine-Month Supervised Practicum

Course Description

The Montessori Practicum is a supervised nine-month field experience conducted in an approved Montessori school. This culminating experience enables teacher candidates to integrate Montessori philosophy, child development theory, curriculum knowledge, classroom leadership, and instructional practice in a real-world educational environment.

Under the supervision of qualified Montessori mentors and program faculty, candidates progressively assume responsibility for classroom instruction, lesson planning, observation, assessment, family communication, and classroom management. The practicum emphasizes reflective practice, professional growth, and the development of competence and confidence as a Montessori educator. Candidates who are already working at Montessori schools may arrange to use their schools for the practicum.

Learning Outcomes

By the end of this practicum, students will be able to:

1. Demonstrate competency in implementing Montessori philosophy, methods, and curriculum across the elementary classroom.
2. Create and maintain a prepared environment that supports children's independence, concentration, and holistic development.
3. Plan, present, and assess Montessori lessons that meet the developmental needs of diverse learners.
4. Employ observation and assessment techniques to guide individualized instruction and support student growth.
5. Collaborate effectively with mentors, families, and educational professionals to support children's learning and well-being.
6. Demonstrate professional, ethical, and reflective teaching practices consistent with Montessori standards and expectations.

Course Communication

Documents that the instructor expects you to edit will be shared directly through the Learning Management System (LMS).

Students are expected to check the e-mail that is connected to the LMS for announcements or updates from the professor. Students are expected to respond to emails within 24 hours.

Attendance

Classes are conducted on the premise that regular attendance is desirable and expected. If a student is absent or anticipates an absence, their primary responsibility is directly to the instructors, and the student should consult with them accordingly.

In blended courses, attendance for the online portion of a class will be determined by participation in the Learning Management System and submission of assignments. The schedule of mandatory live classes will be communicated at the onset of each blended course. You may miss a maximum of one live class in each course, and the make-up expectations will be at the discretion of each instructor.

Instructors will record absences as defined by the contact hours defined for each course, as well as time missed in live classes. Students who miss more than 10% of a subject's contact hours will receive a failing grade and be required to retake the class at their own expense.

Grading

Final grade assignments will be consistent with Osiri University guidelines.

A+	97-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93-96.9	B	83-86.9	C	73-76.9	D	63-66 .9

A-	90-92.9	B-	80-82.9	C-	70-72 .9	D-	60-62 .9
						F	0-59.9

Required outcomes for graduation:

- Undergraduate:
  - C- for each course
  - Special circumstance: B for each Montessori course for students pursuing the American Montessori Society (AMS) Teacher Credential along with their degree
  - 2.0 CGPA
- Graduate
  - B- for each course
  - Special circumstance: B for each Montessori course for students pursuing the American Montessori Society (AMS) Teacher Credential along with their MA
  - 3.0 CGPA
- Students who do not meet the required outcome for a course have the option of retaking it.

Finals Week Policy

Courses that run only eight weeks, at the instructor's discretion, will conclude at the end of the eight-week period or up to two weeks afterward, including finals.

Student Support

Open Educational Resources

Open Educational Resources (OER) are free, high-quality learning materials available to students to support their academic success. Whenever possible, our faculty will provide OER options for textbooks in order to minimize the cost of obtaining a degree. Resources that are commonly used include:

- Internet Archive
- Project Gutenberg
- Hathi Trust
- OER Commons
- Anna's Archive/Shadow Libraries
- Open Stax
- Open Textbook Library
- Merlot
- Milne Open Textbooks
- BC Campus OpenED Resources
- Teaching Commons
- Libre Texts
- PressBooks
- WikiBooks

Sources for Research

Publicly available academic resources are available to support academic exploration and scholarly work. Resources that are commonly used include:

- Google Scholar
- Directory of Open Access Journals (DOAJ)
- Journal Storage (JSTOR)
- Education Resources Information Center (ERIC)
- Elton B. Stephens Company (EBSCO)
- Library Genesis
- Digital Commons Network

- eScholarship

Contacts for Support

General support is available by contacting ubuntu@osiriuniversity.org or +1(531) 248-1863
Specific support is available as follows:

Admissions Support

Contacts: Nina Orji, Nena Eleanya, and Godspower (Ikechukwu) Innocent Okwara.
The Admissions Office assists prospective and newly admitted students with the application and enrollment process. Services include application guidance, admissions counseling, program information, credential review, and onboarding support for new students.

Registrar Services and Academic Records Support

Contact: Nina Orji and Adeola Olajide
The Registrar's Office maintains official student academic records and supports course registration, transcripts, enrollment verification, graduation processing, and academic policy implementation. The office also manages the academic calendar and degree completion verification, including grade and transcript processing, transfer credit evaluation and enrollment verification.

Academic Advising

Contacts: Vera Ubah, Nina Orji, Kathie Sweet and Providence Ochiabuto
Academic advisors help students develop academic plans, select courses, monitor degree progress, and understand institutional policies and graduation requirements. Advisors also connect students with support resources and provide guidance throughout the student's academic journey.

Entrepreneurship and Career Development

Contact: Victor Khaukha and Itohan Wise-Osagie
The Entrepreneurship and Career Development team supports students' professional growth through workshops, mentoring, networking opportunities, internships, entrepreneurial guidance, and career-readiness programming. Students may receive support in leadership development, business planning, innovation, and professional skill-building.

Teaching Assistant Support

Contact: Elizabeth Eke
Teaching Assistant Support helps students, especially doctoral students, navigate the teaching assistant (TA) process by providing training, mentoring, and one-on-one guidance to ensure they successfully meet their PhD program's TA requirement.

Technology Support

Contact: Xavier Essien
Technology Support assists students with university technology systems, including

learning management platforms, email access, video conferencing tools, and technical troubleshooting. Support is available through help requests, direct assistance, and training resources.

Montessori Teacher Education Support

Contact: Kathie Sweet
Montessori Teacher Education students receive ongoing academic, professional, and peer support through multiple communication channels, including email, WhatsApp, Zoom, phone calls, and in-person meetings. Support services include faculty office hours, regular progress check-ins, mentoring, cohort communication groups, and resource sharing designed to foster student success and community engagement.

Student Success

While online learning provides the opportunity for adults with busy lives to pursue a degree, it comes with challenges. Osiri University is dedicated to making this the best experience possible and preparing you for success in your chosen career.

In order to be successful, students should:

- *View all videos in every module.*
  - *In an online course, much of the traditional lecture and instructions is replaced by videos. You will miss important information if you do not view the videos.*
- *Communicate with your instructors.*
  - *Check your email, LMS messages, and WhatsApp messages daily and respond within 24 hours. You will miss important information if you do not check daily.*
  - *If you're having trouble meeting a deadline, please email the instructor. They are usually willing to work with you as long as you communicate. If you do not communicate and submit an assignment late, you will be subject to a deduction of points.*
  - *If you don't understand an assignment, make sure you have read all instructions and viewed the instructional video if one is provided. If you are still having trouble, email the instructor or attend their virtual office hours.*
- *Follow instructions and receive feedback.*
  - *Please read all instructions for each assignment in each course.*
  - *Complete assignments according to guidelines.*
  - *Submit assignments as directed. Assignments not submitted correctly will not be accepted.*
  - *Rubrics will be shared with you upon grading each assignment. Read instructor comments on the rubric and heed the instructor's advice.*
  - *Submit assignments and revisions in a timely manner. Many assignments scaffold upon one another, or are assigned in a logical sequence. If you work on the next assignment without completing or making the requested revisions on a previous one, you are not honoring the intentional sequencing of assignments.*
- *Attend all live classes.*
- *Connect with your classmates.*
  - *We have a great opportunity to form a community through our discussions with a group of people with common goals.*
  - *Please be respectful of each other in discussions. Handle disagreements with grace and courtesy.*
  - *Attend as many university lectures, seminars, and workshops as possible.*

Students will receive feedback on assignments, which may include the use of rubrics,

grades, comments, email communication, and conferencing. The Student Success Conference Record Form may be used in the event of a concern. If appropriate improvement is not seen, the student may be dismissed from the program at the discretion of the Program Director or Dean. Dismissals occurring mid-term will be subject to the refund policy. Causes for concern include:

- *Academic dishonesty*
- *Poor quality work on assignments*
- *Lack of understanding of or adherence to the program subject matter and/or procedures*
- *Unsatisfactory performance or insufficient progress during the program*
- *Poor communication*
- *Unprofessionalism or immaturity*
- *Lack of proficiency in the English language*

Academic Honesty Policy

All students are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

- Plagiarism, i.e., the intentional appropriation of the work, be it ideas or phrasing of words, of another without crediting the source.
- The use of an AI tool to generate an assignment
- Submitting any work as one's own when such work has been prepared by another person or copied from another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work).

All assignments draw upon the course content provided. In addition to developing professional writing skills needed for a successful teaching career, the incorporation of analytical and critical thinking skills is essential in the understanding and internalization of subject matter. Your work should be based on your analysis of the provided material and should reflect your understanding of the subject matter presented in class.

All work should be professionally written, and you are encouraged to use tools such as spell check, the Grammarly application, and thesauruses in the editing and revising phase of your writing. Generative AI tools should only be used for proofreading or polishing your written work. Producing work with an AI tool and claiming it as your own violates our academic integrity policy, which may result in a failing grade on the assignment or in the course. The use of AI tools is typically noticeable because of their limitations, which include a lack of capacity for complex reasoning and nuanced understanding. It is also evident when your writing does not reflect course content. Please use your resources responsibly.

In cases of alleged academic dishonesty or originality scores of 15% or more, the instructor will attempt to discuss the matter with the student. If dishonesty is concluded, a student success form will be filed, and the student may be dismissed from the program at the discretion of the Program Director or Dean.

Non-Discrimination Policy

Osiri University is committed to an inclusive, respectful, and equitable environment for all members of our community. Discrimination or harassment based on race, ethnicity,

gender, sexual orientation, religion, national origin, age, disability, or any legally protected characteristic is strictly prohibited.

We encourage anyone who experiences or witnesses discrimination or harassment to report it to the VP for Academics or the VP for Faculty. Reports will be treated with respect and confidentiality and addressed promptly. Retaliation against individuals who report discrimination in good faith will not be tolerated.

Osiri University's mission is to foster an educational community based in the values of *Ubuntu*, community, cooperation, and mutual respect, empowering all to grow and succeed together.

Confidentiality of Records

Student education records are official and confidential documents protected by one of the nation's strongest privacy protection laws, the Family Educational Rights and Privacy Act (FERPA). Educational records, as defined by FERPA, include all records that schools or education agencies maintain about students. FERPA affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review their records. Students should contact the Office of the Registrar to determine the location of appropriate records and the procedure for reviewing such records.
- The right to request that records believed to be inaccurate or misleading be amended. The request should be submitted in writing to the University office responsible for maintaining the record. If the request for change is denied, the student has a right to a hearing on the issue.
- The right to consent to disclosures of personally identifiable information contained in the student's education records. Generally, the University must have written permission from the student before releasing any information from the student's record. FERPA does, however, authorize disclosure without consent in certain situations. For example, disclosure without consent can be made to school officials with a legitimate educational interest in the record.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Osiri University to comply with the requirements of FERPA.

Record Retention Policy

Osiri University retains student records in accordance with Nebraska law and the Family Educational Rights and Privacy Act. The following retention periods apply to student records:

Permanent Records: Retained indefinitely

- Academic transcripts
- Documentation of progress
- Enrollment records
- Degrees awarded
- Academic honors

Admissions Records: Retained for 5 years after admission or 1 year for denied or withdrawn applications

- Application materials
- Admission decision correspondence

Academic Records: Retained for 5 years after graduation or last date of attendance

- Grade reports
- Academic probation or dismissal records
- Advising notes (if not considered part of the permanent record)

Financial Aid Records: Retained for 3 years after the last date of attendance or according to federal requirements

- Financial aid applications
- Award letters
- Scholarship records
- Loan repayment documents

Disciplinary Records: Retained for 7 years after graduation or last date of attendance

- Disciplinary actions
- Conduct hearing outcomes

Admissions Procedures

Students may apply to the program with an application payment fee of $25. Requirements for admission:

- All undergraduate students admitted to Osiri University must hold a high school diploma or its equivalent.
- All graduate students admitted to Osiri University must hold a bachelor's degree or its equivalent.
- All students admitted to Osiri University must demonstrate proficiency in English. If the university, through its instructors, determines that a student lacks sufficient English competency to succeed in graduate-level coursework, the university reserves the right to adjust the student's enrollment. This may include disenrollment from courses and placement in an English language course or training program to improve proficiency.

Steps to enroll:

- Apply by uploading copies of unofficial academic qualifications and paying the application fee of $25 at OsiriUniversity.org/apply OR by first paying the application fee at osiriuniversity.org/payments before uploading payment receipt and copies of your unofficial transcripts or degree certificates to OsiriUniversity.org/documents.
- You will receive an admission letter and course enrollment process.
- To enroll in a course, pay the administrative fee of $65 per three-credit course in all programs, except Montessori courses, which attract an administrative fee of $467 per three-credit course at osiriuniversity.org/payments.

Acceptance

Acceptance into the program will be based on the applicant’s qualifications for the desired level. When all required information has been received, a decision will be made, and the applicant will be notified regarding his/her acceptance into the desired program.

Administrative Fees

Osiri University charges an administrative fee. Tuition is waived.

For all degree programs (AS, BS, MA/MBA/MS, and PhD), except Montessori courses, the administrative fee is $65 per three-credit course

Montessori courses are $467 per three-credit course.

- Additional fees for Montessori credential applicants: $490 Adult Learner Registration fee upon completion of the academic phase and before the practicum phase

Refund Policy

With tuition valued at $30,000 per year waived for our students, our administrative and application fees are nonrefundable.

Withdrawal Policy

Due to waived tuition, refunds for withdrawals do not apply. We recommend that students consider their schedule before enrolling in any course. However, in cases of emergencies that prevent continuation, students may disenroll and retake the course in the future without receiving an "F" grade. For temporary emergencies, extensions or other accommodations may be made at the instructor's discretion to help the student complete the course.

Financial Aid & Scholarships

Due to our low cost, which includes only administrative fees, Osiri University does not accept any other forms of financial aid. Osiri University is open to receiving donations to provide financial assistance to students. See the Montessori Student Handbook for scholarships specific to that program.

Cancellation Policy

Osiri University reserves the right to cancel courses due to low enrollment or other extenuating circumstances, with enrolled students receiving a full refund.

Grievances

The university is committed to maintaining a fair, respectful, and inclusive learning environment. Students who believe they have been treated unfairly or have concerns related to academic, administrative, or personal matters have the right to file a grievance. Grievances may be related to, but not limited to: Academic disputes (e.g., grading, course policies), Violations of university policies, Discrimination, harassment, or misconduct, Student services or administrative concerns

Process for Addressing Student Complaints

The key principles for addressing student complaints are clarity (complaints must be specific and factual), confidentiality (protect student privacy where appropriate), and transparency (document all steps and decisions). By following these principles, Osiri University can ensure that student complaints are handled consistently, fairly, and in compliance with legal and policy requirements. Here are the steps.

Initial Reporting

Informal resolution first: Students are encouraged to meet and discuss with the student's teacher or advisor to resolve the issue without escalation. If informal resolution fails, the student can proceed to the formal process.

Formal Complaint Submission: The formal complaint to the Associate Vice Chancellor (AVC) for Student Affairs (kaabo@osiriuniversity.org) must be sent via email and should include: name, program/school, and contact of filing party; detailed facts of the incident, including dates, times, and witnesses; proposed resolution or desired changes; and supporting documentation (e.g., emails, incident reports).

Investigation: The AVC for Student Affairs will review the complaint and bring in any relevant faculty, staff, or administrators to investigate the complaint. This will include interviewing parties, reviewing records, and requesting additional information. This may last 60 days with possible extensions depending on the nature of the case.

Findings and Resolution: The investigator(s) will issue a written report stating whether a violation occurred. If a violation is found, Osiri University will implement corrective actions within 30 days with possible extensions depending on the nature of the corrective action. Options may include policy changes, training, disciplinary action, or service adjustments.

Appeals and Due Process: If the findings and resolutions are not satisfactory by any of the parties, the complaint should be escalated to the Office of the Vice Chancellor (VC). If the Office of the VC does not address it within 15 days, it should be escalated to the Office of the Chancellor. If the Office of the Chancellor does not address it within 15 days, it can be escalated to the Council of Elders (or Board of Directors). If they do not resolve the matter within 30 days, it should be reported to Nebraska's Coordinating Commission for Postsecondary Education (CCPE).

Documentation and Follow-Up: All steps, decisions, and resolutions will be recorded and maintained in the student's file.

Transfer of Credits

Osiri University accepts transfer credits from accredited institutions to support students in continuing their education without repeating coursework. To be eligible for transfer, courses must be equivalent in content, level, and credit hours to those offered at the university. Review of transfer credits can be evaluated based on unofficial transcripts and, in some cases, course syllabi. However, an official transcript must be submitted for the credits to be honored.

- **Accreditation:** Credits must be earned from a regionally or nationally accredited institution. Exceptions may be given to institutions that are seeking accreditation upon review by Management.
- **Minimum Grade Requirement**: Only courses with a grade of "C" (or equivalent) or higher will be considered for transfer.
- **Credit Limits**: A maximum number of transfer credits may apply toward degree requirements as follows:
    - 6 credits for master's
    - 15 credits for PhD
    - 60 credits for bachelor's
    - 12 credits for associate's
    - Special circumstance: 24 credits for MACTE credential
- **Course Equivalency**: Transferred courses must align with the university's curriculum to fulfill general education, major, or elective requirements.
- **Residency Requirement**: A minimum of credits must be completed at Osiri after transfer of credits:
    - 48 credits and 60 credits for associate's and bachelor's, respectively
    - 24 credits for master's
    - 75 credits for PhD
- **Time Limits** – Some courses, particularly in rapidly evolving fields, may have expiration limits for transfer eligibility.

Students seeking transfer credit evaluation must submit official transcripts to the Registrar's Office. Additional documentation, such as course descriptions or syllabi, may be required. Final approval of transfer credits rests with the appropriate academic department and university administration.

Credit for Prior Learning and Professional Experience

Osiri University recognizes that students may have acquired college-level knowledge and competencies through professional experience, military service, industry training, certifications, or other documented learning experiences. To support student success and educational advancement, the University may award academic credit for prior learning on an individual basis when the learning is equivalent to the outcomes of courses within the student's program of study.

Eligibility

Bachelor's Degree Programs

- Students who demonstrate relevant mid-level professional/managerial/supervisorial experience or equivalent documented learning may be awarded credit for prior learning equivalent to up to one year (**up to 30 credit hours**) of coursework, as determined by the faculty review process.
- Students who demonstrate relevant advanced professional/executive experience or equivalent documented learning may be awarded credit for prior learning equivalent to up to two years (**up to 60 credit hours**) of coursework, as determined by the faculty review process.

Master's Degree Programs

7. Students who demonstrate relevant mid-level professional/managerial/supervisorial experience or equivalent documented learning may be awarded up to **3 credit hours**.
8. Students who demonstrate advanced professional/executive level experience or equivalent documented learning may be awarded up to **6 credit hours**.

Residency Requirement

Regardless of credit awarded for prior learning, students must complete the following minimum number of credits through Osiri University:

- **Associate's / Bachelor's degree:** At least **48 credits / 60 credits**
- **Master's degree / Doctorate degree:** At least **24 credits / 75 credits**

Application and Evaluation Process

Students seeking credit for prior learning must submit a **Prior Learning Portfolio** to the Office of the Registrar. The portfolio should provide evidence that the student's prior learning is equivalent to the learning outcomes of the requested course(s). Supporting documentation may include, but is not limited to:

- Professional résumé or curriculum vitae
- Employment verification
- Professional licenses or certifications
- Training records
- Work samples or projects
- Letters of recommendation
- Other documentation demonstrating relevant competencies

Submitted portfolios will be evaluated by a faculty review committee or other designated academic review panel. Credit is awarded only for demonstrated learning, not for experience alone, and only when the documented learning meets the academic standards and learning outcomes established by the University. The committee's decision regarding the amount of credit awarded is final.

Student Success Conference Record Form

Date: Term:
Student Name: Student ID:
Level: Course:

Faculty - make a copy of this document and delete this text.

This record is confidential to the faculty and staff associated with Teacher Education programs.

Expectations for Student Success

Check the areas of concern.

College Success Skills	Professional Dispositions	Professional Competencies
☐ Attendance ☐ Punctuality ☐ Communication with instructors ☐ Preparation for Class ☐ Assignment Completion ☐ Participation and engagement in class ☐ Following directions on assignments ☐ Viewing assigned videos ☐ Reading assigned reading ☐ Oral Expression ☐ Written Expression ☐ Reading Skills ☐ Proficiency in English language ☐ Reflective Skills ☐ Technology Skills ☐ Respond to email within 24 hours ☐ Quality of work ☐ Appropriate use of technology ☐ Other	☐ Professional Relationships and Collaboration with: ☐ Faculty/Staff ☐ Peers ☐ Other Professionals ☐ Community ☐ Acceptance of Constructive Feedback ☐ Improvement after feedback ☐ Personal Appearance & Hygiene ☐ Professional Behavior ☐ Maturity ☐ Enthusiasm ☐ Academic Honesty ☐ Integrity ☐ Other	☐ Subject Knowledge ☐ Understanding and adherence to philosophy of subject studied ☐ Job performance Skills ☐ Planning Skills ☐ Presentation Skills ☐ Other

Complete boxes on both sides.
Submit the completed form with signatures to the Associate Vice Chancellor for Academics.

Enlarge boxes if needed.

Explanation/Description/Data:

What change needs to occur:

Student Comments (optional)

Signatures need to be actual signatures, not just typed.
You may use e-signature.

Signatures	
Faculty Name (please print)	
Faculty Title	
Faculty Signature	Date
Student: I have reviewed this Conference Record Form on the Date indicated below and have been given the opportunity to discuss and respond to it. My signature does not necessarily mean that I agree with the report.	
Student Name (please print)	
Student Signature	Date

Complete boxes on both sides.
Submit the completed form to the Director of Montessori Education.

Handbook Receipt

This will be sent to students for an electronic signature.

I have read the student handbook, understand all the requirements for the program I am seeking, and have asked for clarification for any areas in which I have concerns.

I acknowledge the following statements:

> Osiri University has submitted eligibility filings to the Higher Learning Commission as part of its Eligibility Process.
>
> If eligibility is granted, the University would enter a period of candidacy, which may last up to four years, during which the institution undergoes evaluation toward accreditation. Participation in the Eligibility Process or candidacy status does not indicate or guarantee that accreditation will be achieved.

_____ _____

Printed Name of Student Student Signature

_____

Date