Catalog Description:

This course provides an introduction to the tools needed to enter the field of professional money management. It covers the theory and practice of money management and analysis of the theory and practice involved when securities are combined into portfolios. Modern portfolio theory, such as market efficiency and behavioral finance will be included.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

The Standard for Portfolio Management, 2017, ISBN-13: 978-1628251975.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Project …….. 20%

No makeup exams!!!

Revised 2019.10

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Project

Term paper requires students to write a report on "Objectives of Investors for Portfolio Selection." The investors' objectives are to be specified in the first place. The objective may be income, capital appreciation or a future provision for contingencies such as marriage, death, birth, etc. Provision for retirement and accident could be covered by contractual obligations like insurance and contributions to PF and pension funds. A certain amount of savings has to be kept as cash with themselves or in deposit with banks or post offices to facilitate daily transactions and purchases. While cash earns no interest, savings deposit with banks, co-operatives and POs would earn 4.5-6% on savings accounts. But when inflation is prevalent in the economy at the rate of 8-10%, this return of 4.5% will provide only a net negative real return to the savers. So the amounts kept in the form of cash and deposit with banks, etc., should normally be the bare minimum. The rest of the amount has to be spread in various investment avenues, earning higher returns than the average inflation rate of 8-10%. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topic
1	Investment – A Conceptual Framework: Investment process, risks of investment and the common mistakes made in investment management Investment Environment: Features and composition of money market and capital market, money market, capital market instruments and financial derivatives
2	Risk and Return: Concepts of risk and return, how risk is measured in terms of standard deviation and variance, the relationship between risk and return
3	Fundamental Analysis: Economy analysis, industry analysis and company analysis, weaknesses of fundamental analysis Technical Analysis: Tools of technical analysis, important chart formations or price patterns and technical indicators
4	Efficient Market Hypothesis: Concept of 'Efficient Market' and its implications for security analysis and portfolio management.
5	Behavioral Finance: Meaning of Behavioral finance, deals with when, how and why psychology influences investment decisions

6	Midterm Exam
7	Valuation of bonds and shares: Elements of investment, bond features and prices, call provisions on corporate bonds, convertible bonds and valuation of bonds Portfolio Management – Risks and Returns: Concept of portfolio and portfolio management, concept of risk, types of portfolio management
8	Markowitz Portfolio Selection Model: Concept of portfolio analysis and diversification of risk. Also discusses Markowitz Model and Efficient Frontier Capital Asset Pricing Model (CAPM): Deals with the assumptions of CAPM and the inputs required for applying CAPM and the limitations of this Model
9	Sharpe-The Single Index Model: Measurement of return on an individual stock, measurement of portfolio return and measurement of individual stock ris
10	Factor Models and Arbitrage Pricing Theory: Arbitrage Pricing Theory and its principles, Comparison of Arbitrage Pricing Theory with the Capital Asset Pricing Model. International Portfolio Investments: Investment avenues for foreign portfolio investors, risks and returns associated with such investment.
11	Mutual Fund Operations: Mutual funds as a key financial intermediary, mobilizing savings and investing them in capital markets.
12	Final Exam

Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

1. Students will understand the characteristics of different financial assets such as money market instruments, bonds, and stocks, and how to buy and sell these assets in financial markets.
2. Students will understand the benefit of diversification of holding a portfolio of assets, and the importance played by the market portfolio.
3. Students will know how to apply different valuation models to evaluate fixed income securities, stocks, and how to use different derivative securities to manage their investment risks.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and the definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

The Learning Environment:

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.

- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	FIN 552
Course Title:	Investment Analysis and Management
Credit Hours:	3
Prerequisite:	FIN 500
Term:	SP 2019
Class Time:	TH 9:00-12:45
Class Room:	1
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course is a survey course of investments including corporate and government securities, real property and financial intermediaries. It examines investment policies, timing purchases and sales, types of securities, factors that influence pricing changes. The study of investment pricing techniques and of the institutional background will be covered.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Investment Analysis and Portfolio Management (11th Edition), by Frank K. Reilly, Keith C. Brown, Sanford J. Leeds, ISBN: 9780357261644

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a report on "Market Efficiency Theorem of Portfolio Selection." Since the behavior of the market is outside the control of the investor, he can only reduce the specific component of risk by choosing the individual scrips with proper Betas to achieve the result of diversification and lower the risk. The compara-tive risks of alternative well-diversified portfolios can be measured by their Betas. If the markets are efficient, the performance of any portfolio would average out to that of the performance of the market and nobody can outperform the market.

In the real world, there are three different levels of efficiency of the stock market, namely, the weak form, the semi-strong form and the strong form. These concepts are useful in portfolio management for investors. In the weak form, the successive changes in stock prices are independent of each other and the historical market data are already embodied in the existing price.

In the semi-strong form, stock prices adjust rapidly to all new public information, both market and non-market data, and action taken after the event will produce no more than random results.

In the strong form, stock prices fully reflect not only all public information but even privately-held information which may later become public.

If, in the real world, the market efficiency is of a strong form, then the performance of any basket of scrips in any portfolio is as good as any other and no individual investor can outperform the market. If however, the market efficiency is of a weak form, there is scope for selection of a portfolio which is optimal for the investor in terms of risk and return and yet outperforms the market by a proper choice of aggressive scrips with Betas suitable for the purpose.

The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topic
1	Introduction and Investment Background Asset Classes and Financial Instruments Security Markets
2	Buying on Margin and Short-selling Mutual Funds Risk and Returns
3	Statistics Review Diversification
4	CAPM and APT
5	Efficient Market Hypothesis (EMH)
6	Midterm Exam
7	Behavioral Finance
8	Equity Valuation
9	Bond
10	Options
11	Options + Other
12	Final Exam

Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

Students have six months from the registration to complete this course. If students need more time to finish the class, they may request for an incomplete. Faculty approval is required.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

As a result of taking this course, the student should be able to:

1. Learn to compute historical and expected returns, as well as risk measures and comprehend the importance of the risk-return relationship.
2. Define the objectives in constructing and managing a portfolio and learn to create an

investment policy statement.

3. Learn how the financial markets operate, how she can invest in different security types matching her client's portfolio objectives and constraint.
4. Understand the principles of modern portfolio theory and the effect of diversification on investment portfolios.
5. Measure and evaluate portfolio performance and understand the key features of futures and options and how they can be used to manage the risk of the portfolio.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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Special Needs and Accommodations:

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- Each student turns in work that is his or her own.
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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	FIN 562
Course Title:	Entrepreneurial Finance
Credit Hours:	3
Prerequisite:	FIN 500
Term:	SP 2019
Class Time:	F 9:00 – 12:45
Class Room:	4
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

Course Description: This course is designed to help entrepreneurs and financiers make better investment and financing decisions. It focuses on the financial aspects of the management of small business and entrepreneurial firms and analyzes principles of corporate finance, valuation, and coordination and control of firms, with an eye toward developing the tools and concepts of entrepreneurial financial management.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Structuring Venture Capital, Private Equity, and Entrepreneurial Transactions 2015 ed., by Jack S. Levin, ISBN-13: 978-1454856863.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a report on "Entrepreneurial Finance and Private Equity." This paper uses a combination of cases and academic articles to study entrepreneurial finance and, more broadly, private equity finance. The paper is motivated by recent large increases in both the supply of and demand for private equity.

The primary objective of this paper is to provide an understanding of the concepts and institutions involved in entrepreneurial finance and private equity markets. To do this, the paper explores private equity from a number of perspectives, beginning with the entrepreneur / issuer, moving to the private equity partnership, and finishing with investors in private equity partnerships. Throughout the paper, we focus on managing the large uncertainties, information problems and agency problems inherent in private equity situations.

The first case of the paper -- Yale University Investments Office -- provides an introduction to the different classes of private equity and to the concerns faced by investors in private equity partnerships. The remainder of the paper is divided roughly into three sections: (1) Issuers/users of private equity; (2) The role of the private equity partnership; and (3) Investments in and fundraising by Private Equity Partnerships The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topic
1	Introduction and overview of entrepreneurial finance DermaCare
	Business Valuation
2	Discounted cash flow (DCF) and the venture capital method Netflix
3	Real option valuation
	Deal Structure

4	Genzyme/Geltex Walnut Venture Associates (A) and (D)
5	Deal structure Metapath
6	Midterm Exam
	Team Sheet Negotiation
7	BNI Video Guests: Conrad Clemson (Founder and CEO, BNI Video) and Carl Stjernfeldt (General Partner, Castile Ventures)
	Venture Capital Funds
8	Portfolio and partnership VC Vignettes
9	Grove Street Advisors Forte Ventures
	Exit
10	Initial public offering (IPO)
11	Grand Junction Blackstone
12	Final Exam

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

By the end of this course, students will:

1. Understand the common organizational issues encountered in the formation of a venture-backed start-up.
2. Review the venture capital industry today and the basics of VC.
3. Study the valuation methodologies.

4. Understand the challenges of fundraising, due diligence, financing strategies and the importance of the business plan and presentation.
5. Study the funding sources and funding strategies of entrepreneurs other than VC.
6. Understand the typical investment terms found in the term sheet and the dynamics of negotiation between the entrepreneur and the venture capitalist.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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Special Needs and Accommodations:

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The Learning Environment:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	FIN 599
Course Title:	Finance Project
Credit Hours:	3
Prerequisite:	At least 8 FIN courses completed.
Term:	SP 2019
Class Time:	Monday 14:00 – 17:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

Course Description: This is a special course for selected students to carry out research under the guidance of a faculty member. This course requires the student to prepare a proposal, which must be approved by the Department Chair.

Course Introduction: In this capstone project course, we ask YOU to apply everything you have learned in this specialization to analyze a real world company and to develop a digital transformation strategy for this company.

You will have the possibility to choose between four different case companies, that varies in size (from small start-up to large financial service providers), industry (banking, financial trading, insurance) and geographical location.

For one of these -- only one -- you will create a concise recommendation of a strategy to leverage the digital transformation of financial services. To do this well, you will need to summon ideas appropriately from the earlier three courses in the specialization.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Reading materials provided by the instructor.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 20%

Final Presentation …… 30%
Final Project…….. 50%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
Below 70%	=	F

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Final Project

Capstone is learning in action. It provides students with both a critical learning experience and an opportunity to perform a public service. Over the course, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in wring, to the client. In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. This Capstone program plays a similar role, by building on students' previous coursework and expertise, while also enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real me, in an unpredictable, complex real world environment. Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

Choose one of the following topics:

<u>Project Management</u>

Students should demonstrate the ability to:

- assess the client organization and its environment;
- frame and refine the problem presented by the client;
- develop a work agreement with the client for the project
- develop an internal project work plan with timelines and deliverables;
- monitor their progress against the work agreement and work plan;
- revise the work plan as necessary;
- develop well-supported and realistic recommendations.

<u>Client Management</u>

Students should demonstrate the ability to:

- develop and sustain their relationship with the client;
- negotiate a work agreement with timelines and deliverables;
- maintain regular and productive contact with the client;
- solicit and integrate feedback on progress against the contract and modify as necessary;
- deliver final product to client's satisfaction.

Team Management

Students should demonstrate the ability to:

- understand group formation and development;
- understand the importance of interpersonal dynamics and team norms;
- create and periodically review their team charter;
- develop clear role descriptions for team members;
- manage team assignments and accountability;
- advocate points of view and negotiate differences of opinion;
- solicit and offer feedback;
- appreciate and learn from cultural differences.

Research

Students should demonstrate the ability to:

- identify appropriate quantitative and/or qualitative data gathering and analysis methods for their particular project;
- follow established sampling procedures to create appropriate samples for their particular project;
- carry out data collection methods appropriate for their particular project, potentially including surveys and questionnaires, individual interviews, focus groups, and access to already existing datasets;
- situate their findings in the broader related literature;
- draw conclusions based on their findings;
- effectively communicate their work both orally and in wring.

Course Schedule

Week	Topic
1	Project Finance Background a) Evolution of project finance b) Project Types c) Critical steps in a project
2	Market Analysis a) Background b) Market Sizing: (i) Demand function estimation (ii) Rule of Thumb (iii) Experts' Poll c) Consumer, Customer and Influencer d) Market Insight areas

	e) Market Research Approaches f) Data Cleaning and Analysis
3	Business Model, Competencies and Promoter Analysis a) Business Model b) Competencies: (i) Core competency (ii) Competency Match c) Promoter Analysis: (i) Track Record (ii) Financial Standing (iii) Integrity
4	Estimating Cost of Project a) Project specifications b) Estimating Fixed Capital Investment in Project c) Estimating working capital investment in the project
5	Project Feasibility Analysis a) Background b) Net Present Value (NPV) c) Profit v/s Cash Flow d) Discount Rate e) Tax-Shield on Interest f) Tax-Shield on depreciation g) Internal Rate of Return (IRR)
6	Project Finance and their Sources a) Prudence in Mix of Long Term and Short Term Finance b) Forms of Long Term Project Finance c) Forms of Short Term Project Finance d) Lease e) Role of Non-Banking Finance Companies (NBFC) f) Loan Documentation
7	Infrastructure and Public Private Partnerships a) Background b) PPP Models c) Parties to a PPP Model d) PPP Process e) Model Concession Agreements (MCA): (i) Highways (ii) Greenfield Airports (iii) Transmission of Electricity
8	Novel Structures in Infrastructure Finance a) Background b) Take-out Financing c) Securitisation d) Viability Gap Financing (VGF) e) Infrastructure Debt Fund f) High Level Committee on Financing of Infrastructure
9	Taxation and Incentives a) Taxation: (i) Depreciation (ii) Amortisation of Preliminary Expenses

	(iii) Amortisation of Telecom License Fees (iv) Interest on borrowed capital (v) Disallowances under the Act (vi) Expenses, in General (vii) Compulsory Audit b) Incentives c) Maharashtra Package Scheme of Incentives
10	Project Risks and their mitigation a) Background b) Project Conceptualization Risk c) Financial Closure Risk d) Project Construction Risk e) Political Risk f) Market Risk
11	Project Demo
12	Final Presentation

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon successful completion of this course the student will be able to:

- Integrate financial planning content areas into the development of comprehensive financial plans and targeted financial planning recommendations
- Synthesize and integrate complicated topics into cohesive and defendable recommendations
- Integrate knowledge gained in other financial planning and support courses
- Demonstrate the ability to analyze, synthesize, and evaluate personal financial situations
- Demonstrate the ability to develop and justify the economic assumptions used in a financial plan
- Prioritize goals and determine the feasibility of achieving these goals
- Demonstrate the ability to clearly discuss and justify recommendations
- Synthesize a comprehensive plan of action based on the full picture of the client's

financial situation
- Synthesize and integrate complex and conflicting information sources into cohesive and defendable recommendations for clients
- Communicate effectively with the client and present information at an appropriate level
- Explain the CFP Board's Code of Ethics and Professional Responsibility and Financial Planning Practice Standards as they apply to the financial planning process
- Describe the compliance issues that exist in the financial services workplace.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

Special Needs and Accommodations:

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The Learning Environment:

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- Each student turns in work that is his or her own.
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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	HST 111
Course Title:	Early American History
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	WI 2019
Class Time:	SA 9:00 – 12:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

Catalog Description:

This course is the foundational American story from colonization through the Civil War and Reconstruction. It covers issues as race, war, gender construction, technology, and republicanism from different social and cultural points of view in the colonial, revolutionary and early national periods. Topics covered are environmental transformation, colonialism; immigration, economic development, slavery, ethnicity, practices of freedom and equality.

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

American People: Creating a Nation and a Society: Nash, Jeffrey, et. al. Volume One, 8th edition, ISBN-13: 978-0134170008.
The Way We Lived: Essays And Documents In American Social History, Volume I: 1492-1877, ISBN 13: 9780840029508.
First Peoples: A Documentary Survey of American Indian History, 6th ed., Colin G. Calloway, St. Martins Press, New York, ISBN-13: 978-1319104917.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Midterm Exam ……. 30%
Final Exam…...…… 30%
Term Paper ……..….. 30%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a report on "Did Religion Impact American History?" Evidence throughout American history, confirms religion has significantly contributed to the evolution of our culture. Multiple events have contributed, including politics, people and weather. Politics and people are widely impacted by religion. Religion is the primary cause of most wars in countries across the world. Many historians believe America was formed on the basis of religion. In this research paper, I will illustrate the impact religion had on American History to 1877. Specifically, it will examine: 1) Major events impacting traditional religious beliefs in America, 2) Religious disputes which impacted land development, and 3) The impact religion had on slavery.

Religion is closely tied to events like the Protestant Reformation and other religious movements. The Protestant Reformation of the 1500's started a decade long battle over religion. Religious balance transferred between Protestantism and Catholicism. Spain and Ireland were dominantly Catholic. England was Protestant. The discord between religious beliefs led to confiscation of land and developed a hatred between leaders which carried over into the development of America. (Kennedy Cohen, 2013)

Spirituality of New England settlements significantly declined in the 1660's. It was confirmed through the creation of a new formula for church membership, the Half-Way Covenant, in 1662. Events leading up to its creation were created by enormous pressure which plagued Puritan farmers, weakening their core values. Their core belief system was based on full spiritual conversion. Conversion was an intense, identifiable personal experience with God. He revealed their true heavenly destiny to believers once they were "converted". The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week One

Class introduction

Colonizing a Continent: Three Worlds Meet (Nash Chapter One, pages 4-34)
Precontact Indian Cultures - The Atlantic Seaboard, The Western Seaboard (Calloway 1-25)

Week Two

Colonizing a Continent (Nash Chapter Two pages 36-68)
Precontact Indian Cultures - The Great Plains & Southwest (Calloway Chapter One, pages 28-42)
Mastering the New World (Nash Chapter Three pages 70-98)

Week Three

Spanish contact (God, Glory, & Gold) New France and the Fur Trade (Calloway Chapter One, pages 44-58, 60-66)
The Maturing of Colonial Society (Nash Chapter 4 pages 100-142; Binder Chapter One, pages 4-23)

Week Four

British Indian Contact: Puritans and Agricultural Expansion (Calloway Chapter One, pages 67-94)

Bursting the Colonial Bonds (Nash Chapter Five pages 143-176)

Week Five

Crisis in the Northwest: Indians and the American Revolution (Calloway Chapter Two, pages 123-142)
A People in Revolution (Nash Chapter Six, pages 180-219 Calloway Chapter Three, pages 144-165)

Week Six

Midterm Exam

Week Seven

Indians and the Young United States (Binder Chapter Four, pages 65-86, Nash Chapter Seven)
Consolidating the Revolution (Nash Chapter Seven, pages 220-243; Binder Chapter Seven, pages 123-139)

Foundations of American Indian Policy (Calloway Chapter Four, pages 211-220)Creating a Nation (Nash Chapter Eight pages 244-268)

Week Eight

Society and Politics in the Early Republic (Nash Chapter Nine, pages 270-316)

Currents of Change in the Northeast and the Old Northwest (Nash Chapter Ten pages 320- 356; The U. S. Constitution and the Iroquois League)

Slavery and the Old South (Nash Chapter Eleven pages 358-392 Binder Chapter Fourteen pages 258-273)

Week Nine

The Rise of Pan-Indian Resistance & Revitalization Prophets

Shaping America in the Antebellum Age (Nash Chapter Twelve pages 395-430; Indians and the Northwest Ordnance)

Moving West (Nash Chapter Thirteen pages 432-468, Binder Chapter 10 pages 180-195)

Week Ten

Indians as Slaves and Slaveholders. The Union in Peril (Nash Chapter Fourteen pages 470-502)

The Union in Peril (Nash continued)

Andrew Jackson and the Removal Era (Binder Chapter Nine, pages 161-179; Calloway Chapter Four, pages 220-230, pages 44-58)

Week Eleven

The Union Severed (Nash Chapter Fifteen pages 504-537; Calloway Chapter Four, pages 233-248: Research paper due in class)

Reconstructing the Nation (Nash Chapter Sixteen, pages 538-571; Binder Chapter Fifteen, pages 280-298)

Reconstructing the Nation continued (Binder Chapter Sixteen, pages 299-318; Indians and The Civil War, The Allotment Land Grab; Calloway Chapter Five, pages 276-348)

Week Twelve

Final Exam

Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the

student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Learning Outcome:

At the end of this course students should be able to:

1. discuss some of the major themes, events and personalities in the period of early settlements;
2. explore the fundamental forces that shaped Early America and the United States;
3. understand the ethnic and racial diversity of the American past;
4. appreciate history as actions of important politicians and other decision-makers.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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Special Needs and Accommodations:

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The Learning Environment:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	HST 112
Course Title:	Islam and the Middle East
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	WI 2019
Class Time:	Friday 2:00 – 5:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This is a survey course of Middle Eastern history until the end of the twentieth century and the emergence of Islam in the region in the 7th century. It presents the encounters and exchanges between the Islamic world and the West. It focuses on the transformation of state and society under the impact of a changing world economy today.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Vernon O. Egger. *A History of the Muslim World to 1405: The Making of a Civilization*, ISBN-13: 978-0130983893.

Jonathan P. Berkey. *The Formation of Islam: Religion and Society in the Near East, 600-1800* (Cambridge: Cambridge University Press, ISBN-13: 978-0521588133)

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%

Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper:

Term paper requires students to write a report on "Western Imperialism in the Middle East" The term "Fertile Crescent" is commonly used as shorthand for the group of territories extending around the Rivers Tigris and Euphrates. Here it is assumed to consist of Syria, Lebanon, Jordan, Iraq and Palestine. Much has been written on the history of these countries which were taken from the Ottoman empire after 1918 and became Mandates under the League of Nations. For the most part the histories of these countries have been handled either individually or as part of the history of Britain or France. In the first instance the emphasis has normally been on the development of nationalism and local resistance to alien control in a particular territory, leading to the modern successor state. In the second most studies have concentrated separately on how either France or Britain handled the great problems they inherited, seldom comparing their strategies. The aim of this book is to see the region as a whole and from both the European and indigenous points of view. The central argument is that the mandate system failed in its stated purpose of establishing stable democratic states out of what had been provinces or parts of provinces within the Ottoman empire. Rather it generated essentially unstable polities and, in the special case of Palestine, one totally unresolved, and possibly unsolvable, conflict. The result was to leave the Middle East as perhaps the most volatile part of the world in the later twentieth century and beyond. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topic
	Part 1: Formation of Islamic Middle East: 600-750
1	Introduction and Pre-Islamic Middle East Readings: Syllabus; Egger, Origins, pp. xi-20; Berkey, The Near East before Islam, pp. 1-54 Topic 1: Pre-Islamic Middle East

	Readings: Egger, Origins, pp. xi-20; Berkey, The Near East before Islam, pp. 1-54
2	Topic 2: Muhammad and Islamic Origins Readings: Egger, Rise of Islam, pp. 20-31; Berkey, The Emergence of Islam, pp. 55-69 Topic 3: Arab Conquests and Umayyad Caliphate Readings: Egger, Arab Imperialism, pp. 33-60; Berkey, The Emergence of Islam, pp. 70-82
3	Topic 4: Sunni-Shi'i Split and 'Abbasid Revolution Readings: Egger, Development of Sectarianism pp. 62-84; Berkey, The Emergence of Islam, pp. 83-110
	Part 2: Classical Islamic Middle East: 750-1250
4	Topic 5: Abbasid, Fatimid, Umayyad Caliphates Readings: Egger, The Center Cannot Hold: 3 Caliphates, pp. 85-112; Berkey, The Consolidation of Islam, pp. 111-140 Topic 6: Islamic Law and Mysticism Readings: Egger, Synthesis and Creativity, pp. 114-127; Berkey, The Consolidation of Islam, pp. 141-176
5	Topic 7: Islamic Theology, Philosophy, Art, and Science Readings: Egger, Synthesis and Creativity, pp. 127-138 Topic 8: Political Decentralization Readings: Egger, Filling the Vacuum of Power, pp. 139-144, 154-161; Berkey, 177-198
6	Midterm Exam
	Part 3: Middle Period of Islamic Middle East: 1250-1750
7	Topic 9: Saljuqs and Islamic Spain Readings: Egger, Filling the Power Vacuum, pp. 145-153, 162-170,
8	Topic 10: Islam, Christendom, and Crusades Readings: Egger, Barbarians at the Gates, pp. 172-188, Berkey, 198-202
9	Topic 11: Mongols and Mamluks Readings: Egger, Barbarians at the Gates, pp. 188-198, and The Great Transformation, 257-288,
10	Topic 12: Intellectual and Religious Life in the Middle Period Readings: Egger, Consolidation of the Traditions, pp. 199-227, The Muslim Commonwealth, 229-255, and Unity and Diversity in Islamic Traditions, pp. 290-317; Berkey, Medieval Islam, pp. 203-257
11	Topic 13: Ottoman and Safavid Empires Readings: Berkey, pp. 261-269,
12	Final Exam

6. Classroom Policies:

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A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when

an incomplete contract is signed and approved.

8. Course Outcome:

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

1. identify and describe the nature of Islamic society, culture and religion;
2. describe the elements of Islamic law, religious texts and practices;
3. analyze the conflicts between Muslims and Christians on the Iberian Peninsula.
4. describe both Muslim and Christian perceptions of the holy wars.

9. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

10. Academic Honesty:

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	HST 213
Course Title:	History of Traditional East Asia
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	WI 2019
Class Time:	Monday 9:00 – 12:45
Class Room:	1
Instructor:	[redacted]
Office Hours:	F 9:00 – 12:00
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course introduces the constituent characteristics that originally linked East Asia as a region. It focuses on the development of the region from the mid-nineteenth century until the end of the twentieth century and the impact of the West and China in this region. Nationalism and industrialization of China, Japan and Korea will be covered.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Ebrey, Palais and Walthall, *East Asia: A Cultural, Social and Political History (2nd Edition,* ISBN-13: 978-0547005348*).*

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

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Term Paper

Term paper requires students to write a report on "Managing across diverse cultures in East Asia" In this paper you examine the link between culture and management across the region visà-vis the new economic, political and social landscape that has appeared over the last decade. You accordingly present a set of chapters on East Asian cultures, economies, societies and their management across the board, focusing on countries such as China, Japan and South Korea, as well as the Overseas Chinese enclaves of Hong Kong SAR, Macau and Taiwan. The paper shall reflect a balance between the past and present, theory and practice, as well as the general and the particular. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Outline

Week I

Introduction

Ebrey, et al. The Prehistory of East Asia (pp. 1-9); 1. China in the Bronze Age: The Shang and Western Zhou Dynasties (ca. 1500-771 B.C.E.)

1. Introduction to the Study of East Asia

Week II

Part One: China

Ebrey, et al. 2. Philosophers and Warring States During the Eastern Zhou Period (770-256 B.C.E.)

2. Early China: History and Myths

3. China in the Bronze Age

Week III

Ebrey, et al. 3. The Founding of the Bureaucratic Empire: Qin-Han China (256 BCE-200 CE), Connections

4. Confucius and Confucianism
5. Challenges to Confucianism: Daoism and Legalism

Week IV

Ebrey, et al. 4. Political Division in China and the Spread of Buddhism (200-580); 5. The Cosmopolitan Empires of Sui and Tang China (581-960);

6. The First Chinese Empires: Qin and Han
7. Buddhism in China

Week V

Ebrey, et al. 8. China Among Equals: Song, Liao, Xia, and Jin; pp. 225-234; 12. China & Korea under Mongol Rule; 14. The Ming Empire in China (1368-1600)

8. China's Golden Age: The Tang Dynasty & The Song State and China's Examination "Hell"

9. The Mongol Invasion & Chinese Popular Culture in the Ming

Week VI

Midterm Exam

Week VII

Part II: Korea

Ebrey, et al. pp. 111-115; 6. Early Korea: Choson, Three Kingdoms, Silla, and Parhae; 9. The Koryo Dynasty (889-1259); 15. Centralization in Early Chosŏn (1351-1598);

10. The Chinese Model in Korea, Society, Culture, and Technology
11. The Chosŏn Dynasty: The Model Confucian State?

WeekVIII

Ebrey, et al. 7. Early State and Society in Japan (to 794)

12. Early Japanese Myths and History; Japan and the Chinese Model

Part III: Japan

Week IX

Ebrey, et al. 10. Heian Japan (794-ca. 1180)

14. Heian Culture and "Women's Writing"
15. Buddhism in Japan

Week X

Ebrey, et al. 11. Kamakura Japan (1180-1333); 13. Japan's Middle Ages (1330-1600)

16. The Shoguns and Military Government
17. The Rise of the Samurai

Week XI

Ebrey, et al. pp. 307-312; 16. The Creation of the Manchu Empire; 17. Edo Japan (1603-1800)

18. Encounters with the West: China, Korea, Japan, and East Asia at the dawn of European Imperialism

Week XII

Final Exam

6. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

7. Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

8. Course Outcome:

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

1. explain specific aspects of East Asian culture and history;
2. understand the study of Chinese, Japanese and Korean culture and history;

3. recognize the physical environment on the development of Chinese, Japanese and Korean cultures;
4. demonstrate traditional influences and the impact of the West on modern day China, Japan and Korea;
5. understand historical perspective and comparative context in East Asian countries.

9. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.

- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.

At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	HUM 114
Course Title:	Human Evolution
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	SP 2019
Class Time:	Tuesday 18:00-22:00
Class Room:	3
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course provides an overview of the fossil and archaeological evidence for human origins, theory and method in paleoanthropology are emphasized. Furthermore, in this course we will explore the fascinating field of biological anthropology and its underlying mechanisms that allow scholars to construct our historical past (human origins) using evidence from several fields such as genetics, paleoanthropology, archaeology, geology, ecology, zoology and comparative primate morphology.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Larsen, Clark Spencer, *Essentials of Physical Anthropology, 3rd ed.* New York: Norton Publishing, ISBN-13: 978-0393612271.

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A -
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Term paper requires students to write a report on "Human Evolution: Theory and Progress" In one of the most remarkable understatements in the history of science, Charles Darwin wrote about his theory of evolution by natural selection that "light will be thrown on the origin of man and his history" (Darwin 1859: 488). That was practically all Darwin was prepared to share about the consequences for humankind of his theory in the Origin of Species, the seminal work on modern evolutionary ideas. But everybody around him immediately understood the implications, and as archaeological evidence and human fossil remains accumulated during the nineteenth and twentieth centuries in combination with genetic data, theories of human origins eventually became the science of human evolution. Often overlooked, but central to Darwin's original method and the force of his argument, is the power of converging evidence from a number of different disciplines and bodies of knowledge. For the general theory of evolution, these originally included geology, paleontology, zoology, botany, physiology, anatomy, and, famously, selective breeding. Similarly, human evolutionary studies today are characterized by their multidisciplinarity. Whereas archaeology and paleoanthropology have been central to defining early human history, pushing the chronological boundaries of the first of everything further back in time, they no longer stand in unique positions to the understanding of the evolutionary history of humans. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topics
1	Chapter 1 Introduction to the course. The concept of "adaptation"; pre-Darwinian and modern concepts of evolution and natural selection. An example of how evolution works featuring research on Galapagos finches by Rosemary and Peter Grant.
2	Chapter 2 Introduction to genetics – genes, cells, chromosomes, etc. History of genetics and the connection between natural selection and genes. The four forces of evolution (natural selection, mutation, migration, and genetic drift.

3	Chapter 3 Mechanics of DNA replication & protein synthesis; cell division. How organisms develop.
4	Chapter 4 Human reproductive biology; how inheritance works. Structure and evolutionary change at the level of populations; gene and genotype frequencies. Population genetics, human polymorphisms, adaptation vs. enculturation.
5	Chapter 6 Introduction to the living primates; how are they similar and different from other mammals; how are they classified among the other. Monkeys of the New World and Old World. Characteristics of mating systems in primates. Variation in the acquisition of social rank and effects of rank on reproductive fitness.
6	Midterm Exam
7	Chapter 6 (continued) Characteristics of greater and lesser apes: social organization, life history strategies, sex-biased behaviors (hunting), language acquisition. Introduction to sexual selection. Introduction to primate ecology – feeding, predation. Tropical forest conservation.
8	Chapter 7 Introduction to macroevolution, the fossil record and the evolution of early primates.
9	Chapter 8 The early period: Cretaceous through the Eocene. Direct and inferential methods used in dating older and more recent fossils. Download geological time scale from Vista. The Oligocene and Miocene.
10	Chapter 9 The australopithecines – history of discovery, anatomy of bipedalism, behavior of early hominids.
11	Chapter 10 The middle period of human evolution: Homo habilis and H. erectus. Chapter 11 The earliest members of our own species – archaic sapiens and the neandertals.
12	Final Exam

6. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

7. Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

8. Course Outcome:

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

- Identify important fossils relevant to the study of human evolution.
- Understand the principles of biological evolution.
- Understand what is meant by the concept of species, and how these may be recognized in the fossil record.
- Compare different fossils with one another, and draw phylogenetic inferences.
- Understand the principles of geological dating and environmental

reconstruction.

9. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

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- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.

- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	HUM 119
Course Title:	Environmental Anthropology
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	WI 2018
Class Time:	Wednesday 13:30-17:30
Class Room:	4
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Revised 2019.10

2. Catalog Description:

This course introduces students to the various ways in which anthropology has sought to understand human-environment relations, both from utilitarian perspectives (such as cultural ecology, ethnoecology, and political ecology) and symbolic ones (where anthropologists have focused on the meanings people give to the non-human world).

Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Hannen, Nora and Wilk, R.(editors), 2nd ed. *The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living*. New York University Press: New York, NY, ISBN: 9781479876761.

Myers, Norman and Kent, Jennifer. *The New Atlas of Planet Management*. University of California Press: Berkeley, CA, ISBN-13: 978-0520238794.

Bodley, John H. *Anthropology and Contemporary Human Problems (6th edition)*. Altamira Press: Lanham, MD.

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%

Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Term Paper

Each student will complete review of anthropological studies examining some core domain of environmental anthropology (e.g., disasters, environmental justice, deforestation, natural resource management).

Term papers will be ten double-spaced pages (Times New Roman, 12-point font, one inch margins) for undergraduate students. Page totals do not include references. Students are expected to use at least 5 academic sources (journal articles or books) in the paper (graduate students must use 10).

For all references, you should conform to the Chicago Author-Date Style Guide, available on the Canvas page for this course. The assignment has several parts and due dates (see class schedule below): (1) paper idea in two paragraphs, one describing the site/group and the other the topic (10% of assignment grade); (2) annotated bibliography (a list of sources and summaries like the reading journal, 10% of assignment grade); (3) Paper outline with short summaries of each section (10% of assignment grade); (4) Final paper (70% of grade).
Sections of the paper will be developed throughout the course.

Class Schedule

Week	Topics
1	**Theoretical Foundations** Haenn and Wilk: Ch 1 Steward, The Concept and Method of Cultural Ecology; Ch.2 Netting, Smallholders and Householders; Ch 3 Moran, Ecosystem Ecology in Biology and Anthropology; Bodley: Ch 1 Anthropological Perspectives on Contemporary Human Problems 1-13; Myers and Kent: Forward and Introduction

2	**Population** Haenn and Wilk: Ch 8 Boserup, Some Perspectives and Implications; Ch 9 Brown et al., Beyond Malthus: Sixteen Dimensions of the Population Problem; Ch 12 Dalby, The Environment as Geopolitical Threat: Reading Robert Kaplan's "Coming Anarchy" Bodley: The Population Problem 191-218, Myers and Kent: Humankind 202-209
3	**Beliefs, Values, and Justice** Haenn and Wilk: Ch 7 Simmons, Normative Behavior Crumley: Ch 7 Johnston, Anthropology and Environmental Justice: Analysts, Advocates, Mediators, and Troublemakers; Ch 9 Sponsel, Do Anthropologists Need Religion, and Vice Versa? Adventures and Dangers in Spiritual Ecology; Myers and Kent: Civilization 210-241
4	**Economic Development** Haenn and Wilk: Ch 13 White, Energy and Tools; Ch 14 Redman, The Growth of World Urbanism; Ch 16 Beckerman, Income Levels and the Environment; Ch 17 Shiva, Staying Alive: Women, Ecology, and Development; Ch 18 Fricker, Measuring up to Sustainability; Myers and Kent: Civilization 242-255
5	**Scale, Environmental Crises, Natural Resources and Consumption** Bodley: Ch 2 Scale, Adaptation, and the Environmental Crisis, Ch 3 Natural Resources and the Culture of Consumption
6	Midterm Exam
7	**Conservation and Biodiversity** Haenn and Wilk: Ch 19 Orlov, The Third Stage of Ecological Anthropology: Processual Approaches; Ch 20 Hill, Conflicts Over Development and Environmental Values: The International Ivory Trade in Zimbabwe's Historical Context; Ch 21 Haenn, The Power of Environmental Knowledge: Ethnoecology and Environmental Conflicts in Mexican Conservation; Ch 22 Redford et al., Holding Ground; Ch 23 Escobar, Does Biodiversity Exist?; Bodley: Ch 4 Malnutrition and the Evolution of Food Systems 127-152
8	**Agricultural Issues** Bodley Ch 4 Malnutrition and the Evolution of Food Systems 127-152; Johnston: Ch 7 Wheeler, Purity and Danger: Regulating Organic Farming; Ch 8 Phillips, Resource Access, Environmental Struggles, and Human Rights in Honduras
9	**Resource Management and Anthropology** Crumley: Ch 12, McCay Environmental Anthropology at Sea Haenn and Wilk: 25 Luke, On Environmentality: Geo-Power and Eco-Knowledge in the Discourses of Contemporary Environmentalism; Ch 27 Stonich and DeWalt The Political Ecology of Deforestation in Honduras; Ch 29 Bowman et al., New World, New Deal: A Democratic Approach to Globalization
10	**Indigenous Peoples and Conservation** Haenn and Wilk: Ch 31 Milton, Cultural Theory and Environmentalism, Ch 32 Berkes et al., The Benefits of the Commons; Ch 34 Brosius, Endangered Forest, Endangered People: Environmentalist Representations of Indigenous Knowledge; Ch 35 Anderson, Tribal Whaling Poses New Threat; Ch 35 Mabury-Lewis, On the Importance of Being Tribal: Tribal Wisdom; Igoe, Global Indigenism and Spaceship Earth: Convergence, Space and Re-entry Friction (article).
11	**Marine Protected Areas and Ecotourism** Haenn and Wilk: Ch 41 Honey, Treading Lightly? Ecotourism's Impact on the Environment; Leila Sievanen (Reading to be announced), Campbell (Political ecology perspective on tourism to parks and protected areas)
12	Final Exam

Classroom Policies:

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Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon completion of this course, students will:

- More fully appreciate human cultural variation and the utility of anthropological theory and methodology in the study of human use, management, and cognition of natural resources and non-human species.
- Understand the interrelationship between human resource use, biological necessities and the environmental anthropology conceptual frameworks of ethnoecology and political ecology, which explain human cognition of environmental features and the power dynamics that influence sustainable resource management.
- Be able to apply anthropological knowledge of diverse human adaptations to contemporary environmental problems.
- Develop a healthy respect for, and intimacy with the sweat equity required for sustainable management of agroecosystems, and a familiarity with and empathy for people who live subsistence lifestyles.

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

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expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

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- Each student turns in work that is his or her own.
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and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	IFS 101
Course Title:	Information Systems Principles
Credit Hours:	3
Prerequisite:	N/A
Term:	WI 2019
Class Time:	TU 2:00 – 5:45
Class Room:	3
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course emphasizes the use of information technology to develop distinct the competitive potential for strategic use of information systems with competitors, customers and suppliers with respect to products and services. It also examines strategies of actual companies and identifies other strategies that can be deployed to gain competitive advantage.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Principles of Information Systems - With Access – 13th edition by Ralph Stair, Publisher: Course Technology, Inc. 2018.

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	– A
80 – 89%	– B
70 – 79%	– C
60 – 69%	– D
Below 60%	– F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

Term Paper

Term paper requires students to write a report on "Information Systems And The Information System" An information system refers to a collection of components which are used for the collection, storage and the processing of some raw data so that information may be provided. Different fields have made use of information systems in various ways due to their capacity to inform and give digital products. These areas have relied on it (information system) in performing and managing operations with the aim of increasing production and efficiency. For instance, they have been used in running inter-organizational supply chains as well as the electronic markets. Also, prominent and Complex Corporation is understood to benefit from these systems in processing financial accounts, managing their resources and also in reaching their potential customers through the online promotions. It can be summed up by saying that, studies have revealed that most of the companies in the labor industry are built exclusively around information systems.

Information systems have been classified into three categories. These are Transactional Processing Systems (TPS), Management Information Systems (MIS) and the Expert Systems. The Management Information System is understood to have several branches such as Decision Support Systems (DSS) as well as the Executive Information System in which the two categories play different roles. A Decision Support system is a system which is understood to have the ability to analyze different types of data and then presenting it in a manner which enables the user to make decisions in extra effective and competent manner. DSS can be said to be an informational application which relies mainly on the existing information in giving answers to individual queries. The paper is expected to be between 8 and 10 pages in length,

including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topic
1	1- Doing Business in Digital Times
2	2-Data Governance and IT Architecture
3	3-Data Management
4	4-Networks for Efficient Operations and Sustainability
5	5-Cybersecurity and Risk Management
6	Midterm Exam
7	6-Attracting Buyers with Search 7-Engagement and Social Metrics
8	8-Retail and Mobile Commerce
9	9-Effective and Efficient Business Functions 10-Strategic Technology and Enterprise Systems
10	11-Data Visualization 12-IT Strategy and Balanced Scorecard
11	13-Project Management and SDLC 14-Ethical Risks and Responsibilities of IT Innovations
12	Final Exam

6. Classroom Policies:

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7. Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

8. Course Outcome:

After successfully completing the course, students will be able to:

- understand principles of systems analysis and design including the appropriate application of techniques to elicit and document user requirements of an information system;
- understand the design principles of computer network architectures in order to be able to apply these principles to a business problem;

- apply principles of database design and effectively design database schemas based on conceptual business models.

9. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.

- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	IFS 220
Course Title:	Information Policy
Credit Hours:	3
Prerequisite:	No prerequisite.
Term:	WI 2019
Class Time:	Wednesday 2:00 – 5:45
Class Room:	1
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course provides an introduction to the conceptual, institutional, historical, and legal foundations of contemporary information and communication policy. Current US Government policies in areas involved with information and information technology will be examined as well as the associated issues of ethical uses of information and of privacy considerations.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Laudon, K., & Laudon, J. (2018). *Management Information Systems*. (15th ed.). Saddle River: Prentice Hall.

5. Course Requirements:

Grading Process

Most of our class sessions are oriented to lectures and company examples, discussion of reading material, and hands-on computer lab sessions. The material will introduce you to the most significant problems faced in using and managing information and decision support systems and information technology.

Your final grade is a function of the following:

Tasks	Points
Term Paper	100
Spreadsheet DSS Project	50
3 Excel Quizes	90
3 Unit Exams	240
Participation	20
Total	500

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

Term Paper

Term paper requires students to write a report on "Benefits of Management Information Systems" Evolution of technology has a better option in the revolution of the world thereby progressing from the Stone Age to the classier development and implementation of systems rich in "human intelligence".

The purpose and relevance of management information system is to give direct control to executives to make decisions that give dynamic takeover of the company's goals. An active Management information system combines data amassed by company's operations, exterior involvements and records of past activities into information that gives vivid description of what the company has achieved in strategic areas of interest and what is required for supplementary progress. The most important characteristic of Management information system are those that give managers, executives and decision-makers the sureness that their activities have desired consequences.

Taking into account the services "Gage Bandix" is rendering, I will endorse they deploy the Strategic Information system approach. Wikipedia defines Strategic information systems as "information systems that are developed in response to corporate business initiative". I select this scheme because installing it will give an economical advantage to "Gage Bandix", convey products without any form of deficiency, condense services that are affordable and is

distinguished, accentuated on a specific market segment. Four features the system needs to have to ascertain its use are as follows:
Decision support systems.

The decision support system will as a matter of fact help in the categorization and distribution of the laptops thereby reducing the cost involved in dispatching. Structuring the decisions involved with the sharing of the laptops can only not help maintain the free flow of activities but also give maximum and dynamic distribution of services. Bringing into line information technology with concerns to contemporary day technological progression renovates the superlative handling and management of data systematized by a company. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topic
1	Class meeting! A. Introduction to course and discussion of course expectations B. Sources of information policy and locating policy resources C. Overview of topics and concepts to be covered Readings: • Levy, D. L. (2014). More, faster, better: Governance in an age of overload, busyness, and speed. First Monday, Special Issue 7, available: http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/rt/printerFriendly/1618/1533 • Weinberger, D. (2012). Prologue and Chapter 1. Too Big to Know: Rethinking Knowledge Now That the Facts Aren't the Facts, Experts Are Everywhere, and the Smartest Person in the Room Is the Room. Basic Books.
2	WHERE DOES INFORMATION POLICY COME FROM? A. "Big P" and "little p" policy B. Rules, regulations and standards C. Constitutional origins of federal information policy D. Stakeholders in information policy Readings: • Braman, S. (2014). Where has media policy gone? Defining the field in the twenty-first century. Communication Law and Policy, 9(2), 153–182. • McClure, C. R., & Jaeger, P. T. (2011). Government information policy research: Importance, approaches, and realities. Library & Information Science Research, 30, 257-264. • Lessig, L. (2006). Chapter 1: Code is Law. Code: version 2.0. New York: Basic Books.
3	E-GOVERNMENT AND GOVERNMENT INFORMATION A. The E-government Act B. Current state of e-government C. E-government services D. E-government challenges E. Freedom of Information Act (FOIA) and government transparency

	Readings: • Olalere, A., & Lazar, J. (2011). Accessibility of U.S. federal government home pages: Section 508 compliance and site accessibility statements. Government Information Quarterly, 28(3), 303–309. • Bertot, J. C., Jaeger, P. T., Munson, S., & Glaisyer, T. (2010). Social Media Technology and Government Transparency. Computer, 43(11), 53-59. • Schwartz, J. (2009). An effort to upgrade a court archive system to free and easy. http://www.nytimes.com
4	THE DIGITAL DIVIDE: STAKEHOLDERS AND ISSUES A. What is the digital divide? Does it exist? B. Who are the digitally divided? Special and underserved populations C. Implications of the divide on policy, access, dissemination of government information, policies, and e-government D. Universal access to telecommunications Readings: • Bertot, J. C. (2013). The multiple dimensions of the digital divide: More than technology 'haves' and 'have-nots.' Government Information Quarterly, 20, 185-191. • Wentz, B., Jaeger, P. T., & Lazar, J. (2011). Retrofitting accessibility: the legal inequality of after-the-fact online access for persons with disabilities in the United States. First Monday, 16(11). http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/3666/3077 • Wilson, E. J., & Costanza-Chock, S. (2012). New voices on the net? The digital journalism divide and the costs of network exclusion. In L. Nakamura & P. Chow-White (Eds.), Race After the Internet (pp. 246–268). London and New York: Routledge. • Ahn, J. (2012). Teenagers and social network sites: do off-line inequalities predict their online social networks? First Monday, 17(1).
5	BEYOND ACCESS TO PARTICIPATION A. The difference between access and participation B. Information policy for promoting participation C. Problems and challenges of participation Readings: • Lange, P. G. & Ito, M. (2011). Creative production. Hanging out, messing around, and geeking out: living and learning with new media (pp. 243-294). Cambridge: MIT Press. • Kriplean, T., Beschastnikh, I., McDonald, D. W., & Golder, S. A. (2007). Community, consensus, coercion, control: cs*w or how policy mediates mass participation. Proceedings of the 2007 international ACM conference on Supporting group work (pp. 167-176). Sanibel Island, Florida, USA: ACM. • Goldman, J., Shilton, K., Burke, J., Estrin, D., Hansen, M., Ramanathan, N., Reddy, S., et al. (2011). Participatory Sensing: A citizen-powered approach to illuminating the patterns that shape our world. Washington, DC: Woodrow Wilson International Center for Scholars.

	• Citron, Danielle Keats. (2010). Civil Rights in Our Information Age. In The Offensive Internet, ed. Saul Levmore and Martha C. Nussbaum. Harvard University Press: Cambridge, MA and London, 31-49.
6	Midterm Exam
7	INFORMATION TECHNOLOGY DESIGN AND POLICY A. How the design of technology shapes policy B. How policy shapes design of technology Readings: • Lessig, Larry. (2006). Chapter 4: Architectures of Control. Code Version 2.0, New York: Basic Books. Focus on pgs. 45-54 (Architectures of Identification) and then pg. 59-60 (Results). • Lessig, Larry. (2006). Chapter 5: Regulating Code. Code Version 2.0, New York: Basic Books. Focus on pgs. 65 (starting at Data Retention) to pg. 72, p. 77-80. • Friedman, B., & Nissenbaum, H. (1997). Bias in computer systems. In B. Friedman (Ed.), Human values and the design of computer technology (pp. 21-40). Cambridge and New York: Cambridge University Press. • Charkham, A. (2012, August 25). 5 Design Tricks Facebook Uses To Affect Your Privacy Decisions. TechCrunch. http://techcrunch.com/2012/08/25/5-design-tricks-facebook-usesto-affect-your-privacy-decisions/
8	INTELLECTUAL PROPERTY A. Copyright B. Fair use Readings: • University of Minnesota Libraries, Copyright Basics. https://www.lib.umn.edu/copyright/basics (read all sections). • American Library Association (N.D.). What is Fair Use? http://www.ala.org/ala/issuesadvocacy/copyright/copyrightarticle/whatfairuse.cfm • Association of Research Libraries. (2012). Code of best practices in fair use for academic and research libraries. Washington, DC: Association of Research Libraries. • Browse the Columbia University Libraries Copyright Advisory Office site, especially the Copyright Quick Guide": http://copyright.columbia.edu/copyright/copyright-ingeneral/copyright-quickguide/ • Grossman, L. (2013, July 7). The Boy Who Lived Forever. Time. http://www.time.com/time/printout/0,8816,2081784,00.html
9	OPEN ACCESS A. Licensing B. Open source and creative commons C. Open access, libraries, and universities Readings: • Willinsky, J. (2015). The unacknowledged convergence of open source, open access, and open science. First Monday, 10(8). Retrieved from http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/1265/1185 • Harnad, S., & Brody, T. (2004). Comparing the Impact of Open Access (OA) vs. Non-OA Articles in the Same Journals. D-Lib Magazine, 10(6). Retrieved from

	http://eprints.soton.ac.uk/260207/ • Waldrop, M. M. (2008). Science 2.0. Scientific American, 298(5), 68–73
10	PRIVACY A. Information privacy B. Secrecy and surveillance C. Privacy needs of governments, corporations and individuals Readings: • Kravets, D. (2012, December 28). Senate Approves Warrantless Electronic Spy Powers. Threat Level, Wired.com. Blog. http://www.wired.com/threatlevel/2012/12/senate-fisaamendments/ • Bowers, S. L. (2015). Privacy and library records. Journal of Academic Librarianship, 32(4), 377-383. • Waldo, J., Lin, H. S., & Millett, L. I. (2011). Chapter 5: The Politics of Privacy in the United States: Engaging privacy and information technology in a digital age. Washington, D.C. The National Academies Press. • Miller, G., & Nakashima, E. (2012, November 17). FBI investigation of Broadwell reveals bureau's comprehensive access to electronic communications. Washington Post. Washington, D.C. Retrieved from http://articles.washingtonpost.com/2012-11-17/world/35502958_1_security-breach-investigation-fbi
11	CYBERSECURITY A. Defining security B. Security in a networked world C. Security policy D. Security and institutions Readings: • Anderson, Ross. (2015). "What is Security Engineering?" Security Engineering (2nd edition). Indianapolis, IN: Wiley Publishing, Inc. • Ferguson, N. & Schneier, B. (2003). "Chapter 2: The Context of Cryptography." Practical Cryptography. Indianapolis, IN: Wiley Publishing, Inc. • Bauer, J. M., & Van Eeten, M. J. G. (2011). Cybersecurity: Stakeholder incentives, externalities, and policy options. Telecommunications Policy, 33(10–11), 706–719. • Schwartz, M. J. (2012, December 14). S.C. Security Blunders Show Why States Get Hacked. InformationWeek. Retrieved from http://www.informationweek.com/security/attacks/scsecurity-blunders-show-why-states-get/240144341
12	Final Exam

6. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

7. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Si Tanka University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Students receiving Veteran's benefits and International students in the US on F-1 visas are reminded that regular attendance is required. The university is required by law to report excessive absenteeism by students in these two categories.

8. Course Outcome:

On completion of this subject the student is expected to:

- Explain the importance of understanding IT in its context to successful IS practice by looking at issues such as IT-supported core competencies, competitive advantage, business-IT alignment, governance and outsourcing, and change management in IT.
- Apply key areas of research and practice in information systems
- Identify interrelationships between concepts in information systems
- Critically discuss and analyze information systems issues at an advanced level
- Exploit the key knowledge and transferable skills as a basis for further post-graduate level study
- Use the learned context to assess the role of IT/IS in organizations.

9. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

10. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the

instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the counselor for special needs.

11. The Learning Environment:

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

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As an RNU student, you are required to use the RNU online library, as one source, to assist you in

completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	IFS 337
Course Title:	Principles of Decision Making
Credit Hours:	3
Prerequisite:	IFS 101
Term:	WI 2019
Class Time:	Tuesday 9:00 – 12:45
Class Room:	2
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course is designed to make student a better decision maker with better decision-making skills by providing strategies for further improvement in the future. It covers decision making and problem solving processes in organizations, utilizing logical and creative problem solving techniques. It also presents formal, optimal models and psychological, descriptive models to help student understand decision making abilities.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Power, D. J. *Decision Support Systems: Concepts and Resources for Managers*. 2002.

5. Course Requirements:

Grading Process

Most of our class sessions are oriented to lectures and company examples, discussion of reading material, and hands-on computer lab sessions. The material will introduce you to the most significant problems faced in using and managing information and decision support systems and information technology.

Your final grade is a function of the following:

Tasks	Points
Term Paper	100
Spreadsheet DSS Project	50
3 Excel Quizes	90
3 Unit Exams	240
Participation	20
Total	500

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

6. Term Paper:

Term paper requires students to write a report on "Decision Making As A Decision." Decision making is something every manager has to deal with in the workplace. It is one of the main components of their job and they need to possess the knowledge to make effective decisions for the organization. Dessler (2012) defines decision making as "the process of developing and analyzing alternatives and making a choice (Dessler, 2012). In the process of making decisions, the manager must be aware of the impact the decision will have on the organization and the employees. Yukl (1990) states that "before making a decision, a manager must determine whether to involve other people in the decision process" (Yukl 1990). There are several procedures for decision making that involves the subordinate's input at different intensities.

The two decisions that Kevin picked are suitable ones for a group decision because there outcomes have a direct effect on the employees. According to Thompson, Strickland and Gamble (2010), "the objective is to put adequate decision-making authority in the hands of the people closest to and most familiar with the situation and train them to weigh all the factors and exercise good judgement' (p.347). Kevin realizes that participative management can be constructive for the organization and helps the employees participate in matters that affect them.

Employees are invited to share in the decision-making process of the firm by participating in activities such as setting goals, determining work schedules, and making suggestions (McMillan, n.d.). There are three types of decision procedures that Yukl discusses: autocratic decision, consultation and group decision. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

7. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student's Handbook on the University web-site or in the University catalog.

8. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of Reagan National University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

9. Class Schedule:

Week	Readings	Tests/Quizzes
1	Ch. 1 Supporting Business Decision-Making Tutorial 1: Using Worksheets to Make Business Decisions	
2	Ch. 3 Analyzing Business Decision Processes Tutorial 3: Developing a Professional-Looking Worksheet	
3	Ch. 3 Analyzing Business Decision Processes Tutorial 4: Creating Charts	
4	Ch. 4 Designing and Developing DSS	Excel Quiz #1
5	Ch. 5 Designing and Evaluating DSS User Interfaces Tutorial 7: Developing an Excel Application	Unit Exam #1 (80 points)
6	Ch. 6 Evaluating DSS Architecture, Networking and Security Issues Tutorial 11: Importing Data into Excel	
7	Ch. 7 Implementing Communications-Driven	

	and Group DSS Tutorial: Using Microsoft Netmeeting for Decision Support	Excel Quiz #2
8	Ch. 8 Building Data and Document-Driven DSS Tutorial 5: Working with Excel Lists Appendix 2: Using Data Maps	Unit Exam #2 (80 points)
9	Ch. 9 Building Knowledge-Driven DSS and Mining Data Tutorial 9: Data Tables and Scenario Management	
10	Ch. 10 Building Model-Driven DSS Tutorial 10: Using Solver for Complex Problems	
11	Ch. 11 Building Web-Based and Inter-Organizational DSS Tutorial 6: Integrating Excel with WWW Appendix 4: Saving Pivot Tables in HTML format	Excel Quiz #3
12		Unit Exam #3 (80 points)

10. Course Outcome:

As a result of our work together in this course, you should:

- To review and clarify the fundamental terms, concepts and theories associated with Decision Support Systems, computerized decision aids, expert systems, group support systems and executive information systems.
- To examine examples and case studies documenting computer support for organizational decision making, and various planning, analysis and control tasks.
- To discuss and develop skills in the analysis, design and implementation of computerized Decision Support Systems.
- To examine user interface design issues and evaluate the user interfaces and capabilities of Decision Support Systems.
- To improve hands-on skills using HTML, Microsoft Access and Excel, and JavaScript for building state-of-the-art Decision Support Systems, especially Web-Based systems that use advanced computing and networking technologies.
- To understand that most Decision Support Systems are designed to support rather than replace decision makers and the consequences of this perspective for designing DSS.
- To discuss organizational and social implications of Decision Support Systems.

11. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

12. Special Needs and Accommodations:

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13. The Learning Environment:

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- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
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Reagan National University

Syllabus

1. Administrative Information:

Course Number:	IFS 377
Course Title:	Data Mining
Credit Hours:	3
Prerequisite:	IFS 101
Term:	Fall 2018
Class Time:	W 9:00-12:45
Class Room:	3
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course covers data mining concepts, techniques, and software utilized in the overall process of discovering knowledge within data. It presents intelligent analysis of information stored in data sets that deals with extracting useful knowledge from raw data. The knowledge discovery process includes data selection, cleaning, coding, using different statistical and machine learning techniques.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Text:

Data Mining: Practical Machine Learning Tools and Techniques / Edition 4 by Ian H. Witten, Eibe Frank, Mark A. Hall. ISBN: 9780128042915

5. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class …... 10%
Homework ……. 10%
Midterm …… 30%
Final …….. 30%
Term Paper …… 20%

No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

Term Paper

Term paper requires students to write a report on "Data Mining and the Social Web." Data Mining is a powerful tool that is designed to gather large sets of data at incredible speed and analyze them. Most companies use this tool to better understand their customer's habits as well as their interests. Advertisers love this tool because it allows unprecedented amount of access to information. Most people are unaware that their data is being mined, bundled, and sold by a company to third party advertisers in order to make targeted ads more effective. This is a problematic practice because users are unaware that in most social media sites such as Facebook, this tool is used ([redacted] "User Data on the Social Web: Authorship, Agency, and Appropriation"). Hidden deep into most terms of service is the right to sell and mine your information to third parties, because most people are unaware that this is the status quo of how social media and other sites make their money. It presents a potential privacy concern for users because they did not consciously consent to have their user information mined and sold. Data mining itself is a power tool in advertising, however does question is does the use and creation of Data mining algorithms have the potential to lead to privacy violations when it is used to create targeted advertisements?

Facebook is a social media site that boasts 500 million users worldwide making this company one of the largest social media sites in the world. Facebook has had a myriad of its own controversies concerning how it addresses its users' privacy. One such instance is how its' terms of service (terms of service is what the user agrees to in order to use the service) is written in confusing legal jargon as many other sites in order to protect the owner's rights. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week Topic

1. Introduction to Data Mining
    - What is data mining?
    - Related technologies - Machine Learning, DBMS, OLAP, Statistics
    - Data Mining Goals
    - Stages of the Data Mining Process
    - Data Mining Techniques
    - Knowledge Representation Methods
    - Applications
    - Example: weather data
2. Data Warehouse and OLAP
    - Data Warehouse and DBMS
    - Multidimensional data model
    - OLAP operations
    - Example: loan data set
3. Data preprocessing
    - Data cleaning
    - Data transformation
    - Data reduction
    - Discretization and generating concept hierarchies
    - Installing Weka 3 Data Mining System
    - Experiments with Weka - filters, discretization
4. Data mining knowledge representation
    - Task relevant data
    - Background knowledge
    - Interestingness measures
    - Representing input data and output knowledge
    - Visualization techniques
    - Experiments with Weka - visualization
5. Attribute-oriented analysis
    - Attribute generalization
    - Attribute relevance
    - Class comparison
    - Statistical measures
    - Experiments with Weka - using filters and statistics
6. Midterm Exam
7. Data mining algorithms: Association rules
    - Motivation and terminology
    - Example: mining weather data
    - Basic idea: item sets
    - Generating item sets and rules efficiently
    - Correlation analysis
    - Experiments with Weka - mining association rules
8. Data mining algorithms: Classification

- Basic learning/mining tasks
- Inferring rudimentary rules: 1R algorithm
- Decision trees
- Covering rules
- Experiments with Weka - decision trees, rules

9. Data mining algorithms: Prediction
    - The prediction task
    - Statistical (Bayesian) classification
    - Bayesian networks
    - Instance-based methods (nearest neighbor)
    - Linear models
    - Experiments with Weka - Prediction
10. Evaluating what's been learned
    - Basic issues
    - Training and testing
    - Estimating classifier accuracy (holdout, cross-validation, leave-one-out)
    - Combining multiple models (bagging, boosting, stacking)
    - Minimum Description Length Principle (MLD)
    - Experiments with Weka - training and testing
11. Mining real data
    - Preprocessing data from a real medical domain (310 patients with Hepatitis C).
    - Applying various data mining techniques to create a comprehensive and accurate model of the data.

    Clustering
    - Basic issues in clustering
    - First conceptual clustering system: Cluster/2
    - Partitioning methods: k-means, expectation maximization (EM)
    - Hierarchical methods: distance-based agglomerative and divisible clustering
    - Conceptual clustering: Cobweb
    - Experiments with Weka - k-means, EM, Cobweb

12. Final Exam

6. Classroom Policies:

You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

7. Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

8. Course Outcome:

At the end of this course students should be able to:

1. explain the basic concepts, methodology and techniques of data mining;
2. develop skills of using recent data mining software for solving practical problems;
3. build multiple regression, discriminant analysis, and logistic models for forecasting;
4. understand the major data mining problems specific to different genres of data.
5. develop methods to monitor the ongoing performance of implemented models.

9. Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

10. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a "0" on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

11. Special Needs and Accommodations:

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

12. The Learning Environment:

RNU is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.

- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

Reagan National University Library Services:

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal (library@rnu.edu) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	IFS 381
Course Title:	Business Process Management
Credit Hours:	3
Prerequisite:	IFS 101
Term:	WI 2019
Class Time:	W 9:00 – 12:45
Class Room:	1
Instructor:	[redacted]
Office Hours:	M TU 11:00 AM – 1:00 P. M.
Telephone:	
E-Mail:	[redacted]

Course Description:

Modeling business work systems with focus on processes and the information technology (IT) to support business processes. The focus is on using IT to create, automate, and integrate business processes. Major topics covered: modeling work systems, major business processes and their relationships, modeling tools, business process/application integration approaches, creating and managing a business process using business process management software.

Teaching Procedure:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Text:

Fundamentals of Business Process Management, 2nd ed. *ISBN: 978-3662565087.*

Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Term Paper ……. 20%
Class Participation ……... 10%
Midterm …… 30%
Final …….. 40%

No makeup exams!!!

The course grades are assigned as:

90 – 100% = A-
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of "A" (or "F".) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

Term Paper

Term paper requires students to write a report on "The Business Process Management Process." Most global corporations in today's business world are focusing on their business process and ways to manage those processes in order to become successful and leverage themselves against competitors. The understanding is that efficient business processes are beneficial to the business in the long run when considering factors like cost reduction, meeting customer's expectations and streamlining business operations to eliminate any loopholes that are detrimental to the business. Change (2016) defines business process management as an approach that focuses on workflow of the firm and in the process divulging any errors that may hinder good performance, hence, it is used to structure a firm's workflow. Advances in technologies and modern business models are assisting companies improve their business operations and in the process help them gain significant benefits that come with their applications such as automation of processes, increased output, improved knowledge management and sharing of information, increased competitive advantage and enhanced consumer relationship because of better communication and product/service deliver (Kumar 2014). The other role of business management process is to ensure that the developed frameworks are all aligned and that they work to deliver detectable process performance back to the set goals. This paper discusses the impact of Carlson's business process management and strategy to the overall growth of the

company over the years. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

Course Schedule

Week	Topics	Reading Assignments
1	Manufacturing, Services & the Information Economy	Metters et al. Ch. 1
2	Services Strategy Sustainable Strategies	Metters et al. Ch. 2 & 3 Metters et al. Ch. 4 Tragedy of the commons. Wikipedia. DataGuard Systems: Consolidation Through Virtualization. ComputerWorld Honors Program
3	New Service Development Service Operations Concepts	Metters et al. Ch. 5 Metters et al. Ch. 7
4	Process Improvement through Information Flow	Wisner & Stanley Ch. 9 (last chapter in textbook) Churchill, W.L.S. (1949) Their Finest Hour. Book 2, Alone, Ch. (excerpt).
5	Process Modeling: process reconstruction and diagrams	Metters et al. Ch. 9
6	Midterm Exam	
7	Process Modeling case study (review and in-class exercise using the techniques discussed in the previous section)	Metters et al. Ch. 9
8	Process Modeling: simulation system dynamics case study; review and in-class exercise implementing and studying process simulations)	Metters et al. Ch. 14
9	Process Improvement through Quality Control Quality Control case study: Six Sigma	Metters et al. Ch. 10, 11 Hindo, B. (2007) At 3M: a Struggle between Creativity and Innovation; Business Week June 11, 2007 Six Sigma: So Yesterday; Business Week June 11, 2007
10	Managing Supply & Demand Managing Inventory	Metters et al. Ch. 12 Metters et al. Ch. 13
11	Outsourcing & Offshoring Managing Space	Metters et al. Ch. 8 Metters et al. Ch. 16

12	Final Exam	

Classroom Policies:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, homework and examinations. You can get policies regarding to the University academic policies from the Student Handbook on the University web-site or in the University catalog.

Attendance, Absence, Lateness, Incomplete:

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Course Outcome:

Upon completion of the course, the student will be able to:

- model simple business processes in terms of people, and activity sequences involved, the data and materials flowing through those sequences and the dependencies between business information and operational activities.
- assess the documented business processes using their key operations characteristics; e.g., efficiency, intended service quality, process flexibility and costs associated with delays, material low volume and level of service or product customization..
- relate the characteristics of a business process with the process' behavior through simulation.
- diagnose problems of and formulate improvements to observed processes and estimate the effects of these improvements in terms of the above process metrics.
- express and explain the concept of business process management (BPM) and its relationships with total quality management (TQM), business process reengineering (BPR) and enterprise resource planning (ERP).

Moodle Forum:

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

Academic Honesty:

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The Learning Environment:

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- All backgrounds and cultures are respected.
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As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

Reagan National University

Syllabus

1. Administrative Information:

Course Number:	IFS 411
Course Title:	Cyber Security
Credit Hours:	3
Prerequisite:	IFS 101
Term:	WI 2019
Class Time:	Friday 2:00 – 5:45
Class Room:	
Instructor:	[redacted]
Office Hours:	TH 2:00 – 5:00
Telephone:	
E-Mail:	[redacted]

2. Catalog Description:

This course presents all functional levels within the enterprise to deliver information system security. It provides the technical and analytical skills to implement computer security. It covers topics such as technical, analytical, and communication skills, further engaging students in the practice of cybersecurity. It also focuses on multiple cybersecurity environments, technologies, processes, and concepts.

3. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

4. Course Objective

The purpose of this course are:

_ Master using lexical analyzer and parser generation tools
_ Master generating intermediate code
_ Master control-ow and dataow analysis
_ Master code optimizations
_ Be familiar with compiler architecture
_ Be familiar with generating assembly code
_ Be familiar with allocating registers

5. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments, term paper, and examinations.

6. Text:

Security in Computing - 5th edition, ISBN13: 978-0134085043, by Charles P. Pfleeger and Shari Lawrence Pfleeger, 2015.

7. Course Requirements:

The evaluation in the class consists of four parts:

- Quizzes (20%)
- Term Paper (20%)
- Midterm Exam (30%)
- Final Exam (30%)

The course grades are assigned as:

90 – 100%	=	A -
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

Note: Scores and grades will not be "curved." Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

8. Term Paper:

Term paper requires students to write a report on "Cyber Security And The Internet Security." Businesses and people are using Internet for entertainment, e-business and e-commerce, social networking, and communication to the people and business, but there have always been threats to the Internet Security. Internet security is major concern in field of technology, because there are various personal, business and government data on the Internet. Today every businesses and organizations have their own security systems to reach their goals of information security. Internet security systems are created to reduce cyber attack risks, reliability, maintain confidentiality, and compliance with privacy laws and national security laws. However security standard that has been made, and laws brought by government are not more enough to protect Internet Security, so more advanced security and more strict law by government should be

brought in action to protect Internet Security.

There are different kinds of security standards when integrating security approach in new systems. Some government agencies and organizations adopt well-established standards, while some companies make their own private security systems. Storing data Offsite has been beneficial for business to store data on cloud due to storage insufficiency. Devanney, the author of "Offsite Information Storage: Cloud Computing And Cyber Security Issue" explains that The Department of Justice divides cybercrime into three categories: the computer as target, weapon, and as an accessory (p3). Lost Internet connection can heavily affect those organizations, which use PSA system with the cloud. Devanney also claims that current PSA packages are beginning to partner with ERP in order to create more accessible software. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

9. Classroom Policies:

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

10. Attendance, Absence, Lateness, Incomplete:

In accordance with the policies of the Si Tanka, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

Warning: Any cheating and plagiarism will result in a failing grade in the course.

11. Course Outline:

Week 1 - Overview of Compiling

Week 2 - Lexical Analysis and Scanning
Reading: Complete ch. 1 before class
Project P0 due ("Working with trees")
HW #1 due

Week 3 - Lexical Analysis and Scanning
Reading: Complete ch. 2 before class
Project P1 due ("The E Language")
HW #2 due

Week 4 - Context Free Grammars
Reading: Complete ch. 3 before class
Project P2 due ("Build a lexical scanner")

HW #3 due

Week 5 - Top-Down Parsing
Reading: Complete ch. 4 before class
Project P3 due ("Build a parser")
Quiz # 1

Week 6 – Midterm Exam

Week 7 - Top-Down Parsing
Reading: Begin reading ch. 5
Project P4 due ("Build the Abstract Syntax Tree")
HW #4 due

Week 8 - Bottom-Up Parsing
Reading: Complete ch. 5 before class
HW #5 due

Week 9 - Bottom-Up Parsing
Reading: Begin reading ch. 6
Project P5 due ("Semantic Analysis-part 1")
Quiz #2

Week 10 - Attribute Grammars and Semantic Analysis
Reading: Complete ch. 6 before class
Thanksgiving Holiday - no class

Week 11 - Attribute Grammars and Semantic Analysis
Project P6 due ("Semantic Analysis-part 2")
HW #6 due

Week 12 – Final Exam

12. Course Learning Outcome:

After taking this course, the student will be able to:

- Understand security principles, threats and attack techniques
- Describe authentication and access control
- Describe lattices, reference monitors, and security models
- Understand basic cryptography
- Authentication in distributed systems
- Understand network security and operating system security
- Understand software security and database security

13. Academic Honesty:

It is assumed that all students have familiarized themselves with the university's policy on and