

Professional Master's Degree
MBA in Education Policy
Management



Professional Master's Degree

MBA in Education Policy Management

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/professional-master-degree/master-mba-education-policy-management

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01

Introduction

Education is the basis for the growth and development of any society. Its dynamic structure, in constant change and renewal, is nourished by methodological innovation coming from educational research and technological advances that create new ways and models of work. This panorama is diverse and is in line with the policies applied, which also depend on institutional organizational decisions. This program will allow the student to acquire the broadest vision of the current educational reality and its local application, incorporating specific knowledge of the most interesting areas of the panorama, so that the professional can update their personal and professional tools in this field.



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Acquire the most complete and up-to-date vision of the Educational Policy Management and the necessary working tools to intervene in the new scenarios with the expertise of an expert"

Intervening as a professional in the educational area entails the need to have a broad and deep knowledge of all the aspects that determine the legality in which all the actions that are developed must be inscribed. This legal field is essential to ensure that all acts are in line with the purposes designed in educational institutions, in order to homogenize the objectives and ways of acting.

In this sense, legislation is a tool for the defense of the interests of all the groups that participate in the educational process, including professionals, students and families. This protection is multifactorial. That is to say, it applies to vulnerable groups in the student body, to teachers who intervene in the classroom, to professionals of complementary branches, among others.

In this context, inclusion is one of the areas in which laws become a necessary weapon to achieve the specific support that groups of students with diversity need. Knowledge of these laws can be a definitive step towards access to the support resources to which the centers, and by extension the students, are entitled.

Another aspect that this MBA develops and that is also a necessary quality step for professionals in this field, is the one related to quality policies applicable to educational organizations. You will learn to design and assess the fulfillment of a good quality program that ensures that the teaching/learning and organizational processes meet the necessary criteria.

All these processes must adjust to the reality and possibilities of the needs of each student, in a totally individualized way. For this purpose, an intensive and comprehensive study will show how to elaborate educational adaptations using the most innovative tools and material resources, in order to create a process that will really help students in their learning, taking into account their optimal ways of facing each area of study.

This **MBA in Education Policy Management** contains the most complete and up-to-date program on the market. The most important features include:

- ♦ Practical case studies presented by experts
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where the self-assessment process can be carried out to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



A complete learning process in which you will be able to know in depth the legal regime and legislation currently applicable in educational organizations"

“

Get up to date in the Educational Policy Management currently applicable with an MBA of utmost importance for the professional in this field"

The program's teaching staff includes professionals from the field who contribute their work experience to this educational program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to prepare for real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, the students will be assisted by an innovative interactive video system created by renowned and experienced experts.

With a flexible learning system, but with maximum impact, this MBA is an optimal way to advance your career.

A complete study that will allow you to move confidently in the educational field.



02

Objectives

The ultimate goal of this MBA is to take students through an intensive and complete learning process that allows them to learn in a very efficient way. In this process, the professional will be able to access the most complete knowledge in terms of current Educational Policy Management, how it is applied, its purpose and how it affects or determines the organization of any educational organization and its personnel.



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We promote the acquisition of the objectives of this MBA by means of a stimulating and feasible program, which takes our students to their maximum capacity"



General Objectives

- ♦ Have an in-depth knowledge of the current socio-educational reality
- ♦ Acquire the anthropological knowledge bases necessary to understand the evolution of education
- ♦ Learn what are and how are the aspects of the economics of education developed
- ♦ Study the current legislation and the legal regime applicable to educational institutions
- ♦ Learn about quality policies in educational institutions
- ♦ Learn how to assess the quality of educational institutions
- ♦ Know the legislation concerning equality and diversity policies in the classroom



A process of acquiring high-quality theoretical and practical knowledge that will allow you to take a step forward in your capacity as a teaching professional"





Specific Objectives

Module 1. Educational Sociology

- ♦ Learn the basic principles of sociology
- ♦ Interpret social reality from a sociological perspective
- ♦ Analyze the scope of sociology's work
- ♦ Understand early sociological theories
- ♦ Discuss the role of the sociologist in society
- ♦ Deliberate on the influence of school in today's society
- ♦ Know how to use the main sociological research methods
- ♦ Review the general idea of sociology as a science and its historical relationship with education
- ♦ Understand the different approaches to the nature of education and its influence on society
- ♦ Analyze the consequences of educational inequality between ethnic groups and gender in terms of social and economic well-being

Module 2. Social and Cultural Anthropology

- ♦ Gain knowledge about the theories and foundations of social and cultural anthropology and its methodologies
- ♦ Identify, develop and understand the key concepts of the theories of culture to reach a better understanding of the person as a social and cultural being
- ♦ Understand how anthropology makes an important contribution to understanding different contemporary cultural and social forms while avoiding ethnocentrism and discrimination
- ♦ Acquire knowledge to understand the contemporary territorial, socioeconomic, political and cultural reality
- ♦ Understand human behavior based on the differential elements of existing cultures

Module 3. Education Policy and Comparative Education

- ♦ Study the educational models of different countries and regions
- ♦ Know the social and educational phenomena taking place in different countries
- ♦ Establish an overview of the state of the global education system and contribute to its improvement
- ♦ Analyze the functioning of certain societies and improve the quality of the current education system

Module 4. Education Economics

- ♦ Understand and analyze the role of education in economic development
- ♦ Analyze public intervention in education
- ♦ Learn research strategies specific to empirical work in educational economics
- ♦ Study the role of the public sector in education, the importance of education and human capital in economic growth
- ♦ Analyze the effects of the different factors that determine the quality of education

Module 5. Information and Communication Technologies for Education

- ♦ Acquire the necessary digital skills and knowledge complemented by the pedagogical and methodological skills appropriate to the current context
- ♦ Guarantee a professional teaching development aimed at the management of digital sources for teaching use, communication in digital networks for pedagogical purposes, ability to create teaching materials using digital tools and problem management, as well as knowledge of safety areas for the correct use of ICT in the classroom

- ♦ Know how to manage and create a digital identity according to the context, being aware of the importance of the digital trace and the possibilities that ICT offers in this regard, thereby knowing its benefits and risks
- ♦ Generate and know how to apply ICT
- ♦ Combine the different ICT in the School as an educational tool
- ♦ Identify and discover the importance of ongoing teacher training

Module 6. Social Exclusion and Policies for Inclusion

- ♦ Know and critically understand the theoretical and methodological bases that from pedagogical, sociological and psychological perspectives sustain socio-educational processes
- ♦ Analyze the ethical dilemmas that the new demands and forms of social exclusion of the knowledge society pose to the teaching profession
- ♦ Know the principles and fundamentals of attention to diversity
- ♦ Analyze and critically incorporate the most relevant issues of today's society that affect family and school education
- ♦ Awaken interest and sensitivity towards the socio-cultural reality

Module 7. Legislation and Legal Regime of Educational Organizations

- ♦ Know the organization of the educational system
- ♦ Discover the place of the teaching profession within its field
- ♦ Acquire the necessary tools for student organization

Module 8. Assessment of Educational Programs

- ♦ Know and use the terminology specific to the assessment of educational programs
- ♦ Know and apply program evaluation models to socio-educational practice
- ♦ Plan contextualized educational and qualification program evaluation projects
- ♦ Acquire procedures to be able to evaluate educational and qualification programs
- ♦ Elaborate, interpret, evaluate and disseminate program evaluation reports

Module 9. Quality Policies in Education Organizations

- ♦ Understand the importance of participation in school improvement processes
- ♦ Discuss the responsibility of schools in the evaluation and improvement processes
- ♦ Broaden knowledge about the historical evolution of and approaches to school improvement and quality
- ♦ Analyze the current school context with respect to quality and improvement
- ♦ Gain a deeper understanding of the concept of quality of education from different approaches
- ♦ Reflect on the role of quality education as a contemporary international educational trend
- ♦ Analyze the role of international organizations in defining the quality of education

Module 10. Equality and Diversity in the Classroom

- ♦ Know the different terms closely related to each other and their application in the classroom
- ♦ Detecting possible factors of school failure
- ♦ Acquire the necessary tools to avoid school failure at school
- ♦ Pick up on the signs of possible bullying at school
- ♦ Develop tools to promote inclusive and intercultural schools

- ♦ Obtain the skills to work with different ICTs
- ♦ Identify the different disorders in schools
- ♦ Develop psychomotor functioning in Early Childhood Education

Module 11. Leadership, Ethics and Social Responsibility in Companies

- ♦ Analyze the impact of globalization on corporate governance and corporate management
- ♦ Evaluate the importance of effective leadership in the management and success of companies
- ♦ Define cross-cultural management strategies and their relevance in diverse business environments
- ♦ Develop leadership skills and understand the current challenges faced by leaders
- ♦ Determine the principles and practices of business ethics and their application in corporate decision making
- ♦ Structure strategies for the implementation and improvement of sustainability and social responsibility in business

Module 12. People and Talent Management

- ♦ Determine the relationship between strategic direction and human resources management
- ♦ Delve into the skills required for effective competency-based human resources management
- ♦ Delve into the methodologies for performance evaluation and performance management
- ♦ Integrate innovations in talent management and their impact on employee retention and loyalty
- ♦ Develop strategies for motivation and development of high performance teams
- ♦ Propose effective solutions for change management and conflict resolution in organizations

Module 13. Economic and Financial Management

- ♦ Analyze the macroeconomic environment and its influence on the national and international financial system
- ♦ Define information systems and Business Intelligence for financial decision making
- ♦ Differentiate key financial decisions and risk management in financial management
- ♦ Evaluate strategies for financial planning and obtaining business financing

Module 14. Commercial Management and Strategic Marketing

- ♦ Structure the conceptual framework and the importance of commercial management in companies
- ♦ Delve into the fundamental elements and activities of marketing and their impact on the organization
- ♦ Determine the stages of the marketing strategic planning process
- ♦ Evaluate strategies to improve corporate communication and the digital reputation of the company

Module 15. Executive Management

- ♦ Define the concept of General Management and its relevance in business management
- ♦ Evaluate the roles and responsibilities of the manager in the organizational culture
- ♦ Analyze the importance of operations management and quality management in the value chain
- ♦ Develop interpersonal communication and public speaking skills for the formation of spokespersons

03 Skills

This MBA is a process aimed at achieving maximum qualification for professionals in the educational area. Specifically in the area of Educational Policy Management, its approach includes all the necessary aspects to cover the different fields of knowledge that the student must master in order to be able to work with confidence in any educational institution. Up to date and complete, this MBA will enable the student to acquire the skills of a specialist.





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With an approach oriented to the acquisition of real skills, this MBA will boost your assimilation of knowledge and its practical application"



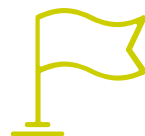
General Skills

- ♦ Act in the basis of the legislation in force in the educational field
- ♦ Achieve legal certainty in the actions and interventions in the educational field, which emanate from the applicable legislation
- ♦ Promote the quality of educational centers and teaching interventions
- ♦ Promote diversity-inclusive measures

“

Learn from professional experts in this field, with a realistic and contextual view of the application of Educational Policy Management and what it means for the professional in this field"





Specific Skills

- ♦ Describe the current socio-educational performance
- ♦ Analyze the evolution of education systems from an anthropological point of view
- ♦ Act on basis in accordance with current legislation and educational standards
- ♦ Implement economic policies in the education sector that optimize resources
- ♦ Perform quality management in educational institutions
- ♦ Evaluate the quality of the processes of the different areas of the educational institutions
- ♦ Develop educational equality and diversity programs in accordance with current legislation

04

Course Management

One of the differential values of MBA's training is its teaching staff. Composed of experts in the educational and legal fields, they combine their professional experience with the didactic capacity of a specialist in higher education. An opportunity to learn directly from the best, incorporating a realistic and direct vision of this field of action.





“

Learn from professional experts in this field, with a realistic and contextual view of the application of Educational Policy Management and what it means for the professional in this field"

International Guest Director

With over 20 years of experience in designing and leading global **talent acquisition teams**, Jennifer Dove is an expert in **recruitment** and **technology strategy**. Throughout her career, she has held senior positions in several technology organizations within **Fortune 50 companies**, such as **NBCUniversal** and **Comcast**. Her track record has allowed her to excel in competitive, high-growth environments.

As **Vice President of Talent Acquisition** at **Mastercard**, she is responsible for overseeing talent onboarding strategy and execution, collaborating with business leaders and **HR managers** to meet operational and strategic hiring objectives. In particular, she aims to build **diverse, inclusive and high-performing teams** that drive innovation and growth of the company's products and services. In addition, she is adept at using tools to attract and retain the best people from around the world. She is also responsible for **amplifying Mastercard's employer brand** and **value proposition** through publications, events and social media.

Jennifer Dove has demonstrated her commitment to continuous professional development, actively participating in networks of Human Resources professionals and contributing to the incorporation of numerous workers in different companies. After earning her bachelor's degree in **Organizational Communication** from the University of **Miami**, she has held senior recruiting positions at companies in a variety of fields.

On the other hand, she has been recognized for her ability to lead organizational transformations, **integrate technologies** in **recruitment processes** and develop leadership programs that prepare institutions for future challenges. She has also successfully implemented **occupational wellness programs** that have significantly increased employee satisfaction and retention.



Ms. Dove, Jennifer

- Vice President, Talent Acquisition, Mastercard, New York, USA
- Director of Talent Acquisition, NBCUniversal Media, New York, USA
- Head of Recruitment at Comcast
- Director of Recruiting at Rite Hire Advisory, New York, USA
- Executive Vice President, Sales Division at Ardor NY Real Estate
- Director of Recruitment at Valerie August & Associates
- Account Executive at BNC
- Account Executive at Vault
- Graduated in Organizational Communication from the University of Miami

“

A unique, key, and decisive educational experience to boost your professional development”

International Guest Director

A technology leader with decades of experience in major technology multinationals, Rick Gauthier has developed prominently in the field of cloud services and end-to-end process improvement. He has been recognized as a leader and manager of highly efficient teams, showing a natural talent for ensuring a high level of engagement among his employees.

He possesses innate gifts in strategy and executive innovation, developing new ideas and backing his success with quality data. His background at Amazon has allowed him to manage and integrate the company's IT services in the United States. At Microsoft he has led a team of 104 people, responsible for providing corporate-wide IT infrastructure and supporting product engineering departments across the company.

This experience has allowed him to stand out as a high-impact manager with remarkable abilities to increase efficiency, productivity and overall customer satisfaction.



Mr. Gauthier, Rick

- ♦ Regional IT Director - Amazon, Seattle , USA
- ♦ Senior Program Manager at Amazon
- ♦ Vice President, Wimmer Solutions
- ♦ Senior Director of Productive Engineering Services at Microsoft
- ♦ Degree in Cybersecurity from Western Governors University
- ♦ Technical Certificate in Commercial Diving from Divers Institute of Technology
- ♦ B.S. in Environmental Studies from The Evergreen State College

“

Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice"

International Guest Director

Romi Arman is a renowned international expert with more than two decades of experience in **Digital Transformation, Marketing, Strategy and Consulting**. Through that extended trajectory, he has taken different risks and is a permanent **advocate** for **innovation** and **change** in the business environment. With that expertise, he has collaborated with CEOs and corporate organizations from all over the world, pushing them to move away from traditional business models. In this way, he has helped companies such as Shell Energy become **true market leaders**, focused on their **customers** and the **digital world**.

The strategies designed by Arman have a real impact, as they have enabled several corporations to **improve the experiences of consumers, staff and shareholders** alike. The success of this expert is quantifiable through tangible metrics such as **CSAT, employee engagement** in the institutions where he has practiced and the growth of the **EBITDA financial indicator** in each of them.

He has also nurtured and **led high-performing teams** throughout his career that have received awards for their **transformational potential**. With Shell, specifically, the executive has always set out to overcome three challenges: **meeting the complex decarbonization demands** of customers, **supporting “cost-effective decarbonization”** and **overhauling** overhauling a fragmented data, **digital and technology landscape**. In this way, his efforts have evidenced that in order to achieve sustainable success, it is essential to start from the needs of consumers and lay the foundations for the transformation of processes, data, technology and culture.

On the other hand, the executive stands out for his mastery of the **business applications of Artificial Intelligence**, a subject in which he has a postgraduate degree from the London Business School. At the same time, he has accumulated experience in **IoT** and **Salesforce**.



Mr. Arman, Romi

- ♦ Chief Digital Officer (CDO) at Shell Energy Corporation, London, United Kingdom
- ♦ Global Head of eCommerce and Customer Service at Shell Energy Corporation
- ♦ National Key Account Manager (Automotive OEM and Retail) for Shell in Kuala Lumpur, Malaysia
- ♦ Senior Management Consultant (Financial Services Sector) for Accenture from Singapore
- ♦ Graduate of the University of Leeds
- ♦ Postgraduate Diploma in Business Applications of AI for Senior Executives from London Business School
- ♦ CCXP Customer Experience Professional Certification
- ♦ Executive Digital Transformation Course by IMD

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Do you want to update your knowledge with the highest educational quality? TECH offers you the most updated content in the academic market, designed by authentic experts of international prestige"

International Guest Director

Manuel Arens is an experienced data management professional and leader of a highly qualified team. In fact, Arens holds the position of **Global Procurement Manager** in Google's Technical Infrastructure and Data Center division, where he has spent most of his professional career. Based in Mountain View, California, he has provided solutions for the tech giant's operational challenges, such as **master data integrity, vendor data updates** and **vendor prioritization**. He has led data center supply chain planning and vendor risk assessment, generating improvements in vendor risk assessment, resulting in process improvements and workflow management that have resulted in significant cost savings.

With more than a decade of work providing digital solutions and leadership for companies in diverse industries, he has extensive experience in all aspects of strategic solution delivery, including **marketing, media analytics, measurement** and **attribution**. In fact, he has received a number of accolades for his work, including the **BIM Leadership Award, the Search Leadership Award, Export Lead Generation Program Award** and the **EMEA Best Sales Model Award**.

Arens also served as **Sales Manager** in Dublin, Ireland. In this role, he built a team of 4 to 14 members over three years and led the sales team to achieve results and collaborate well with each other and cross-functional teams. He also served as **Senior Industry Analyst**, Hamburg, Germany, creating storylines for over 150 clients using internal and third party tools to support analysis. He developed and wrote in-depth reports to demonstrate his mastery of the subject matter, including understanding the **macroeconomic and political/regulatory factors** affecting technology adoption and diffusion.

He has also led teams at companies such as **Eaton, Airbus and Siemens**, where he gained valuable account and supply chain management experience. He is particularly noted for continually exceeding expectations by **building valuable customer relationships** and **working seamlessly with people at all levels of an organization**, including stakeholders, management, team members and customers. His data-driven approach and ability to develop innovative and scalable solutions to industry challenges have made him a prominent leader in his field.



Mr. Arens, Manuel

- ♦ Global Procurement Manager at Google, California, United States
- ♦ Senior Manager, B2B Analytics and Technology - Google, USA
- ♦ Sales Director - Google, Ireland
- ♦ Senior Industry Analyst - Google, Germany
- ♦ Accounts Manager - Google, Ireland
- ♦ Accounts Payable at Eaton, UK
- ♦ Supply Chain Manager at Airbus, Germany

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Bet on TECH! You will have access to the best teaching materials, at the forefront of technology and education, implemented by internationally renowned specialists in the field"

International Guest Director

Andrea La Sala is an experienced **Marketing executive** whose projects have had a **significant impact** on the **Fashion sector**. Throughout his successful career he has developed different tasks related to **Product, Merchandising and Communication**. All this linked to prestigious brands such as **Giorgio Armani, Dolce&Gabbana, Calvin Klein**, among others.

The results of this **high-profile international executive** have been linked to his proven ability to **synthesize information** in clear frameworks and execute **concrete actions** aligned to specific **business objectives**. In addition, he is recognized for his **proactivity** and **adaptation to fast-paced work rhythms**. To all this, this expert adds a **strong commercial awareness, market vision** and a **genuine passion for products**.

As **Global Brand and Merchandising Director** at **Giorgio Armani**, he has overseen a variety of **Marketing strategies** for **apparel and accessories**. His tactics have also focused on **retail and consumer needs** and **behavior**. In this role, La Sala has also been responsible for shaping the marketing of products in different markets, acting as **team leader** in the **Design, Communication and Sales departments**.

On the other hand, in companies such as **Calvin Klein** or **Gruppo Coin**, he has undertaken projects to boost the **structure, development and marketing** of **different collections**. In turn, he has been in charge of creating **effective calendars** for **buying and selling campaigns**.

He has also been in charge of the **terms, costs, processes and delivery times** of different operations.

These experiences have made Andrea La Sala one of the main and most qualified **corporate leaders** in **Fashion and Luxury**. A high managerial capacity with which he has managed to effectively implement the **positive positioning** of **different brands** and redefine their key performance indicators (KPI).



Mr. La Sala, Andrea

- Global Brand and Merchandising Director at Giorgio Armani, Milan, Italy
- Merchandising Director at Calvin Klein
- Brand Manager at Gruppo Coin
- Brand Manager at Dolce & Gabbana
- Brand Manager at Sergio Tacchini S.p.A
- Market Analyst at Fastweb
- Graduate of Business and Economics at the Università degli Studi del Piemonte Orientale

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The most qualified and experienced international professionals are waiting for you at TECH to offer you a first class education, updated and based on the latest scientific evidence. What are you waiting for to enroll?"

International Guest Director

Mick Gram is synonymous with innovation and excellence in the field of **Business Intelligence** internationally. His successful career is linked to leadership positions in multinationals such as **Walmart** and **Red Bull**. Likewise, this expert stands out for his vision to **identify emerging technologies** that, in the long term, achieve an everlasting impact in the corporate environment.

On the other hand, the executive is considered a **pioneer** in the **use of data visualization techniques that simplified complex sets**, making them accessible and facilitating decision making. This ability became the pillar of his professional profile, transforming him into a desired asset for many organizations that bet on **gathering information** and **generating concrete actions** from them.

One of his most outstanding projects in recent years has been the **Walmart Data Cafe platform**, the largest of its kind in the world that is anchored in the cloud aimed at **Big Data** analysis. In addition, he has held the position of **Director of Business Intelligence** at **Red Bull**, covering areas such as **Sales, Distribution, Marketing and Supply Chain Operations**. His team was recently recognized for its constant innovation regarding the use of Walmart Luminare's new API for Shopper and Channel insights.

In terms of education, the executive has several Master's degrees and postgraduate studies at prestigious centers such as the **University of Berkeley**, in the United States, and the **University of Copenhagen**, in Denmark. Through this continuous updating, this expert has achieved cutting-edge skills. Because of this, he has come to be considered a **born leader** of the **new global economy**, entered on the impulse of data and its infinite possibilities.



Mr. Gram, Mick

- ♦ Director of Business Intelligence and Analytics at Red Bull, Los Angeles, United States
- ♦ Business Intelligence Solutions Architect for Walmart Data Café
- ♦ Independent Business Intelligence and Data Science Consultant
- ♦ Business Intelligence Director at Capgemini
- ♦ Chief Analyst at Nordea
- ♦ Chief Business Intelligence Consultant for SAS
- ♦ Executive Education in AI and Machine Learning at UC Berkeley College of Engineering
- ♦ Executive MBA in e-commerce at the University of Copenhagen
- ♦ Bachelor's Degree and Master's Degree in Mathematics and Statistics at the University of Copenhagen

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Study at the world's best online university according to Forbes! In this MBA you will have access to an extensive library of multimedia resources, developed by internationally renowned professors"

International Guest Director

Scott Stevenson is a distinguished **Digital Marketing** industry expert who, for over 19 years, has been associated with one of the most powerful companies in the entertainment industry, **Warner Bros. Discovery**. In this role, he has played a crucial role **inoverseeing logistics and creative workflows** across a variety of digital platforms, including social media, search, display and linear media.

This executive's leadership has been crucial in driving **paid media production strategies**, resulting in a marked **improvement** in his company's **conversion rates**. At the same time, he has assumed other roles, such as Director of Marketing Services and Traffic Manager at the same multinational during his former management.

Stevenson has also been involved in the global distribution of video games and **digital property campaigns**.. He was also responsible for introducing operational strategies related to the formation, completion and delivery of sound and image content for **television commercials** and **trailers**.

On the other hand, the expert holds a Bachelor's Degree in Telecommunications from the University of Florida and a Master's Degree in Creative Writing from the University of California, which demonstrates his skills in **communication** and **storytelling**. In addition, he has participated in Harvard University's School of Professional Development in cutting-edge programs on the use of **Artificial Intelligence** in **business**. As such, his professional profile stands as one of the most relevant in the current field of **Marketing** and **Digital Media**.



Mr. Stevenson, Scott

- Digital Marketing Director at Warner Bros. Discovery, Burbank, United States
- Traffic Manager at Warner Bros. Entertainment
- Master's Degree in Creative Writing from the University of California
- Degree in Telecommunications from the University of Florida

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Achieve your academic and professional goals with the best qualified experts in the world! The teachers of this MBA will guide you throughout the learning process”

International Guest Director

Eric Nyquist is an outstanding professional in the international sports field, who has built an impressive career, standing out for his **strategic leadership** and his ability to drive change and **innovation** in top-level sports organizations.

In fact, he has held senior roles such as **Director of Communications and Impact** at NASCAR, based in Florida, USA. With many years of experience behind him at NASCAR, Nyquist has also held several leadership positions, including **Senior Vice President of Strategic Development** and **General Manager of Business Affairs** managing more than a dozen disciplines ranging from **strategic development** to **entertainment marketing**.

Nyquist has also made a significant mark on Chicago's top **sport's franchises**. As **Executive Vice President** of the **Chicago Bulls** and the **Chicago White Sox** franchises, he has demonstrated his ability to drive **business** and **strategic success** in the world of **professional sports**.

Finally, it is worth noting that he began his career in **sports** while working in **New York** as **senior strategic analyst** for **Roger Goodell** in the **National Football League (NFL)** and, prior to that, as a **Legal Intern** for the **United States Soccer Federation**.



Mr. Nyquist, Eric

- Director of Communications and Impact, NASCAR, Florida, United States
- Senior Vice President, Strategic Development, NASCAR
- Vice President, Strategic Planning, NASCAR
- Senior Director of Business Affairs at NASCAR
- Executive Vice President, Chicago White Sox Franchises
- Executive Vice President, Chicago Bulls Franchises
- Manager of Business Planning at the National Football League (NFL)
- Business Affairs/Legal Intern with the United States Soccer Federation
- Law Degree from the University of Chicago
- Master of Business Administration-MBA from the University of Chicago Booth School of Business
- Bachelor's Degree in International Economics from Carleton College

“

Thanks to this 100% online university degree, you will be able to combine your studies with your daily obligations, under the guidance of the leading international experts in the field of your interest. Enroll now!”

05

Structure and Content

The contents have been developed by the most competent professionals in this sector, with a high quality criterion in each of its moments. For this purpose, the most relevant and comprehensive topics have been selected, with the latest and most interesting updates.





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All the contents have been selected in order to provide a complete and up to date tour that will allow you to end up with the best knowledge in this field”

Module 1. Educational Sociology

- 1.1. Introduction to Sociology
 - 1.1.1. What Is Sociology?
 - 1.1.1.1. Basic Concepts
 - 1.1.1.2. Field of Sociology
 - 1.1.2. Beginnings of Sociology
 - 1.1.2.1. Auguste Comte
 - 1.1.2.2. Emile Durkheim
 - 1.1.2.3. Karl Marx
 - 1.1.2.4. Max Weber
 - 1.1.3. Contemporary Authors
 - 1.1.3.1. Michel Foucault
 - 1.1.3.2. Jürgen Habermas
 - 1.1.3.3. The Role of Sociology in Society
- 1.2. Fundamentals of Educational Sociology
 - 1.2.1. Objective of Educational Sociology
 - 1.2.2. Relationship between Education and Sociology
 - 1.2.3. Social Functions of Education
- 1.3. Education as a Social Institution
 - 1.3.1. Concept of Social Institution
 - 1.3.2. Functions of Education as a Social Institution
 - 1.3.3. Training for Citizens
 - 1.3.4. The Transforming Role of Education
- 1.4. Main Social Institutions
 - 1.4.1. The Family
 - 1.4.2. The School
 - 1.4.3. Society
 - 1.4.4. Relationship between Families, School, and Society
- 1.5. Theories on Schooling I
 - 1.5.1. Bernstein's Linguistic Codes
 - 1.5.2. Colleges and Industrial Capitalism Bowles and Gintis
 - 1.5.3. Ivan Illich and the Hidden Curriculum
 - 1.5.4. Cultural Reproduction

- 1.6. Theories on Schooling II
 - 1.6.1. Education and Inequality
 - 1.6.2. James Coleman
 - 1.6.3. Jeannie Oakes
- 1.7. Gender and Ethnicity in the Sociology of Education
 - 1.7.1. Introduction and Concepts
 - 1.7.2. Gender and the Educational System
 - 1.7.3. Revision of the Model
 - 1.7.4. Education and Ethnicity
- 1.8. Attention to Differences
 - 1.8.1. Attention to Diversity
 - 1.8.2. Inclusion and School Integration
 - 1.8.3. Individualized Teaching
 - 1.8.4. Procedures for Individualized Instruction
- 1.9. New Challenges of Educational Sociology
 - 1.9.1. Society in Constant Change
 - 1.9.2. Globalization and Education
 - 1.9.3. Education and New Communication Technologies
 - 1.9.4. Educational Technologies
- 1.10. Sociological Research Methods
 - 1.10.1. Basic Concepts
 - 1.10.2. The Research Process
 - 1.10.3. Research Methods
 - 1.10.4. The Influence of Sociology

Module 2. Social and Cultural Anthropology

- 2.1. Objective and Method of Educational Anthropology
 - 2.1.1. Definition of Anthropology
 - 2.1.2. Adaptation, Variation and Change
 - 2.1.3. General Anthropology
 - 2.1.4. Subdisciplines of Anthropology
 - 2.1.5. Applied Anthropology

- 2.2. Field Work
 - 2.2.1. Ethnography
 - 2.2.2. Ethnographic Techniques
 - 2.2.3. Research Design
 - 2.2.4. Ethical Codes
 - 2.2.5. The Survey
 - 2.3. Culture
 - 2.3.1. Conceptual Delimitation
 - 2.3.1.1. Culture and Nature
 - 2.3.1.2. Levels of Culture
 - 2.3.2. Ethnocentrism, Cultural Relativism and Human Rights
 - 2.3.3. Universality, Generality and Particularity
 - 2.3.4. Mechanisms of Cultural Change
 - 2.3.5. Globalization
 - 2.4. Ethnicity
 - 2.4.1. Ethnic Groups and Ethnicity
 - 2.4.2. Ethnic Groups, Nations and Nationalities
 - 2.4.3. Peaceful Coexistence
 - 2.4.4. Roots of Ethnic Conflict
 - 2.5. Forms of Life
 - 2.5.1. Adaptation Strategies
 - 2.5.2. Foraging
 - 2.5.3. Cultivation
 - 2.5.4. Grazing
 - 2.5.5. Production Modes
 - 2.5.6. Distribution and Exchange
 - 2.6. Families, Kinship and Affiliation
 - 2.6.1. Families
 - 2.6.2. Affiliation
 - 2.6.3. Calculation of Kinship
 - 2.6.4. Terminology of Kinship
 - 2.7. Marriage
 - 2.7.1. Same-Sex Marriage
 - 2.7.2. Incest and Exogamy
 - 2.7.3. Explanations of the Incest Taboo
 - 2.7.4. Endogamy
 - 2.7.5. Marriage as an Alliance between Groups
 - 2.7.6. Divorce
 - 2.7.7. Multiple Marriages
 - 2.8. Political Systems
 - 2.8.1. Gangs and Tribes
 - 2.8.2. Chiefs
 - 2.8.3. Status
 - 2.8.4. The Origin of Status
 - 2.9. Gender
 - 2.9.1. Definition of Gender
 - 2.9.2. Gender among Foragers
 - 2.9.3. Sexualities and Gender
 - 2.9.4. Gender among Farmers
 - 2.9.5. Patriarchy and Violence
 - 2.9.6. Feminization of Poverty
 - 2.10. Applied Anthropology
 - 2.10.1. Usefulness of Anthropology
 - 2.10.2. Academic Anthropology
 - 2.10.3. Anthropology and Education
 - 2.10.4. Urban Anthropology
 - 2.10.5. Medical Anthropology
- Module 3. Education Policy and Comparative Education**
- 3.1. Education and Education Policy
 - 3.1.1. Nature and Objectives of Education Policy
 - 3.1.2. Ideologies and Education
 - 3.1.3. Educational Systems and the Problem of Their Reform

- 3.2. Fundamentals of Comparative Education
 - 3.2.1. Definition of Comparative Education
 - 3.2.2. Evolution of Comparative Education
 - 3.2.3. Current Perspectives of Comparative Education
 - 3.2.4. Aims and Sources of Comparative Education
- 3.3. Comparative Research Methodology
 - 3.3.1. Definition of the Methodological Design
 - 3.3.2. Phases of a Comparative Education Research
 - 3.3.3. Research Design
 - 3.3.4. Development of the Research
- 3.4. Sources and Resources of Comparative Education
 - 3.4.1. Organization of Information in Education
 - 3.4.2. Useful Resources and Tools for Comparative Education
 - 3.4.3. Example of Comparative Study Designs
- 3.5. Educational Systems in Europe
 - 3.5.1. Regulation Models
 - 3.5.2. The French School Model
 - 3.5.3. The Educational System in England
- 3.6. Supranational Education Policy
 - 3.6.1. Definition and Purpose of the Study
 - 3.6.2. Contemporary Supranational Educational Policies
 - 3.6.3. Types and Approaches to Supranational Policies
- 3.7. International Organizations and Education
 - 3.7.1. Relevance of International Organizations in Education
 - 3.7.2. United Nations Agencies
 - 3.7.3. The World Bank
- 3.8. The Educational Policy of the European Union
 - 3.8.1. Stages of European Education Policy
 - 3.8.2. Aims of the European Education Policy
 - 3.8.3. The Future of Community Education Policy



- 3.9. International Overview of Education
 - 3.9.1. Context of Worldwide Education
 - 3.9.2. The 21st Century and Education
 - 3.9.3. Education, Sustainable Development and Peace
- 3.10. Links between Comparative Research and Educational Policy Management
 - 3.10.1. Current Context between Comparative Research and Educational Policies
 - 3.10.2. Phases between Two Disciplines
 - 3.10.3. Methodology for the Comparative Study of Educational Policies

Module 4. Education Economics

- 4.1. Introduction to Economics
 - 4.1.1. Concept of Economics
 - 4.1.2. Elements That Define the Economy
 - 4.1.3. Functioning of the Economy
 - 4.1.4. Economic Systems
- 4.2. Education Economics
 - 4.2.1. Education and Economy
 - 4.2.2. History of Education Economics
 - 4.2.3. Economic Aspects of Education
- 4.3. Sources and Models of Education Financing
 - 4.3.1. Financial Mechanisms in Education
 - 4.3.2. The Financing of Compulsory Education
 - 4.3.3. The Financing of Post-Compulsory Education
 - 4.3.4. Funding Models
- 4.4. Public Goods and Externalities of Educational Activity
 - 4.4.1. Externalities in Education
 - 4.4.2. Forms of Public Intervention in Education
 - 4.4.3. The Benefits of Education
 - 4.4.4. Education as a Public or Private Good?
 - 4.4.5. Reasons that Justify Public Intervention in Education
- 4.5. Economic and Educational Development
 - 4.5.1. Education and Production
 - 4.5.2. Education and Economic Convergence
 - 4.5.3. Problems in Economic Definition and Estimation
 - 4.5.4. Contribution of Education to Economic Growth

- 4.6. Analysis of the Determinants of Economic Welfare
 - 4.6.1. Theoretical Background
 - 4.6.2. Descriptive Analysis of World Economic and Social Development
 - 4.6.3. Human Development and Its Conditioning Factors
- 4.7. Educational Production and Performance
 - 4.7.1. Contextualization of Educational Production
 - 4.7.2. Educational Production Function
 - 4.7.3. Inputs in the Production Process
 - 4.7.4. Models for Measuring Educational Production and Output
 - 4.7.5. Design and Interpretation of Data in Educational Production
 - 4.7.6. Economic Value of Education
- 4.8. Labor Market and Education
 - 4.8.1. Basic Concepts
 - 4.8.2. Technological Functionalism and the Theory of Human Capital
 - 4.8.3. Credentialism and Correspondence Theory
 - 4.8.4. Filter Theory
 - 4.8.5. Globalized Economy and Employment
- 4.9. Labor Market and Teachers
 - 4.9.1. Labor Market in the 21st Century
 - 4.9.2. Differences between the Labor Market and the Educational Labor Market
 - 4.9.3. The Teaching Professional
- 4.10. Investment and Expenditure in Education
 - 4.10.1. OECD Education Systems
 - 4.10.2. Education Spending
 - 4.10.3. Education as an Investment
 - 4.10.4. Justification of Public Intervention

Module 5. Information and Communication Technologies for Education

- 5.1. ICT, Literacy, and Digital Skills
 - 5.1.1. Introduction and Objectives
 - 5.1.2. The School in the Knowledge Society
 - 5.1.3. ICT in the Teaching and Learning Process
 - 5.1.4. Digital Literacy and Competencies
 - 5.1.5. The Role of the Teacher in the Classroom
- 5.1.6. The Digital Competencies of the Teacher
- 5.1.7. Bibliographical References
- 5.1.8. Hardware in the Classroom: PDI, Tablets, and Smartphones
- 5.1.9. Internet as an Educational Resource: Web 2.0 and M-Learning
- 5.1.10. The Teacher as Part of Web 2.0: How to Build their Digital Identity?
- 5.1.11. Guidelines for the Creation of Teacher Profiles
- 5.1.12. Creating a Teacher Profile on Twitter
- 5.1.13. Bibliographical References
- 5.2. Creation of Pedagogical Content with ICT and its Possibilities in the Classroom
 - 5.2.1. Introduction and Objectives
 - 5.2.2. Conditions for Participatory Learning
 - 5.2.3. The Role of the Student in the Classroom with ICTs: Prosumer
 - 5.2.4. Content Creation in Web 2.0: Digital Tools
 - 5.2.5. The Blog as a Classroom Pedagogical Resource
 - 5.2.6. Guidelines for the Creation of an Educational Blog
 - 5.2.7. Elements of the Blog to Make it an Educational Resource
 - 5.2.8. Bibliographical References
- 5.3. Personal Learning Environments for Teachers
 - 5.3.1. Introduction and Objectives
 - 5.3.2. Teacher Training for the Integration of ICTs
 - 5.3.3. Learning Communities
 - 5.3.4. Definition of Personal Learning Environments
 - 5.3.5. Educational Use of PLE and NLP
 - 5.3.6. Design and Creation of our Classroom PLE
 - 5.3.7. Bibliographical References
- 5.4. Collaborative Learning and Content Curation
 - 5.4.1. Introduction and Objectives
 - 5.4.2. Collaborative Learning for the Efficient Introduction of ICT in the Classroom
 - 5.4.3. Digital Tools for Collaborative Work
 - 5.4.4. Content Curation
 - 5.4.5. Content Curation as an Educational Practice in the Promotion of Students' Digital Competences
 - 5.4.6. The Content Curator Teacher. Scoop it
 - 5.4.7. Bibliographical References

- 5.5. Pedagogical Use of Social Networks. Safety in the Use of ICTs in the Classroom
 - 5.5.1. Introduction and Objectives
 - 5.5.2. Principle of Connected Learning
 - 5.5.3. Social Networks: Tools for the Creation of Learning Communities
 - 5.5.4. Communication On Social networks: Management of the New Communicative Codes
 - 5.5.5. Types of Social Networks
 - 5.5.6. How to use Social Networks in the Classroom: Content Creation
 - 5.5.7. Development of Digital Competencies of Students and Teachers with the Integration of Social Media in the Classroom
 - 5.5.8. Introduction and Objectives of Security in the Use of ICT in the Classroom
 - 5.5.9. Digital Identity
 - 5.5.10. Risks for Minors on the Internet
 - 5.5.11. Education in Values with ICT: Service-Learning Methodology (ApS) with ICT resources
 - 5.5.12. Platforms for Promoting Safety on the Internet
 - 5.5.13. Internet Safety as Part of Education: Centers, Families, Students, and Teachers and Objectives of the Safety in the Use of ICTs in the Classroom
 - 5.5.14. Bibliographical References
- 5.6. Creation of Audiovisual Content with ICT Tools. PBL and ICT
 - 5.6.1. Introduction and Objectives
 - 5.6.2. Bloom's Taxonomy and ICT
 - 5.6.3. The Educational Podcast as an Educational Element
 - 5.6.4. Audio Creation
 - 5.6.5. The Image as an Educational Element
 - 5.6.6. ICT Tools with Educational Use of Images
 - 5.6.7. The Editing of Images with ICT: Tools for Editing
 - 5.6.8. What Is PBL?
 - 5.6.9. Process of Working with PBL and ICT
 - 5.6.10. Designing PBL with ICT
 - 5.6.11. Educational Possibilities in Web 3.0
 - 5.6.12. Youtubers and Instagrammers: Informal Learning in Digital Media
 - 5.6.13. The Video Tutorial as a Pedagogical Resource in the Classroom
 - 5.6.14. Platforms for the Dissemination of Audiovisual Materials
 - 5.6.15. Guidelines for the Creation of an Educational Video
 - 5.6.16. Bibliographical References
- 5.7. Introduction and Objectives
 - 5.7.1. Data Protection Laws
 - 5.7.2. Guide of Recommendations for the Privacy of Minors on the Internet
 - 5.7.3. The Author's Rights: Copyright and Creative Commons
 - 5.7.4. Use of Copyrighted Material
 - 5.7.5. Bibliographical References
- 5.8. Gamification: Motivation and ICT in the Classroom
 - 5.8.1. Introduction and Objectives
 - 5.8.2. Gamification Enters the Classroom Through Virtual Learning Environments
 - 5.8.3. Game-Based Learning (GBL)
 - 5.8.4. Augmented Reality (AR) in the Classroom
 - 5.8.5. Types of Augmented Reality and Classroom Experiences
 - 5.8.6. QR Codes in the Classroom: Generation of Codes and Educational Application
 - 5.8.7. Classroom Experiences
 - 5.8.8. Bibliographical References
- 5.9. Media Competency in the Classroom with ICT
 - 5.9.1. Introduction and Objectives
 - 5.9.2. Promoting the Media Competence of Teachers
 - 5.9.3. Mastering Communication for Motivating Teaching
 - 5.9.4. Communicating Pedagogical Content with ICT
 - 5.9.5. Importance of the Image as a Pedagogical Resource
 - 5.9.6. Digital Presentations as an Educational Resource in the Classroom
 - 5.9.7. Working in the Classroom with Images
 - 5.9.8. Sharing Images on Web 2.0
 - 5.9.9. Bibliographical References
- 5.10. Assessment for Learning Through ICT
 - 5.10.1. Introduction and Objectives Assessment for Learning Through ICT
 - 5.10.2. Evaluation Tools: Digital Portfolio and Rubrics
 - 5.10.3. Building an e-Portfolio with Google Sites
 - 5.10.4. Generating Evaluation Rubrics
 - 5.10.5. Design Evaluations and Self-Evaluations with Google Forms
 - 5.10.6. Bibliographical References

Module 6. Social Exclusion and Policies for Inclusion

- 6.1. Basic Concepts of Equality and Diversity
 - 6.1.1. Diversity and Equal Opportunities
 - 6.1.2. Social Cohesion, Exclusion, Inequality and Education
 - 6.1.3. Exclusion Processes in the Field of Formal and Non-Formal Education: Differential Aspects and Images of Diversity
- 6.2. Nature and Origin of the Main Causes of Social Exclusion and Inequalities in Modern and Contemporary Societies
 - 6.2.1. Current Context of Social Exclusion
 - 6.2.2. New Sociodemographic Reality
 - 6.2.3. New Labor Reality
 - 6.2.4. Crisis of the Welfare State
 - 6.2.5. New Relational Forms and New Social Ties
- 6.3. Exclusion in Schools
 - 6.3.1. Epistemological Preamble
 - 6.3.2. Sociological References
 - 6.3.3. Social Context that Generates Inequalities
 - 6.3.4. Social Exclusion and Integration
 - 6.3.5. Schooling and Educational Exclusion
 - 6.3.6. Meritocracy and Democratization of Secondary Education
 - 6.3.7. Neoliberal Discourse and the Effects of Power
- 6.4. Main Factors of School Failure
 - 6.4.1. Definition of School failure
 - 6.4.2. Causes of School failure
 - 6.4.3. Difficulties Associated with Failure
 - 6.4.4. Methods of Diagnosing School Failure
- 6.5. Inclusive School and Interculturality
 - 6.5.1. Pluricultural Society and Intercultural Education
 - 6.5.2. Inclusive Education as a Response
 - 6.5.3. Democratic Coexistence in the Classroom
 - 6.5.4. Methodological Proposals for Inclusive Education

- 6.6. Practical Approaches in Attention to Diversity
 - 6.6.1. Inclusive Education in France
 - 6.6.2. Inclusive Education in Latin America
- 6.7. Digital Exclusion in the Digital Information Society
 - 6.7.1. ICTs and the Digital Divide
 - 6.7.2. The Possibilities of ICTs for Labor Market Insertion
 - 6.7.3. How to Improve the Contribution of ICTs to Social Inclusion
- 6.8. The Inclusion of ICT in the Diverse School
 - 6.8.1. ICT as an Inclusive Resource
 - 6.8.2. Teacher Training, ICT and Attention to Diversity
 - 6.8.3. Adaptation of ICT to the Students' Needs
- 6.9. Social Exclusion and Pedagogical Innovation
 - 6.9.1. Inclusion, a New Paradigm
 - 6.9.2. The Denaturalization of School Failure
 - 6.9.3. The Defence of Diversity
 - 6.9.4. Questioning Homogeneity
 - 6.9.5. Resignification of the Teacher's Role
- 6.10. Needs and Practices in Social Policies for Inclusion
 - 6.10.1. Inclusion Policies as a Guarantee of the Affirmation of Rights
 - 6.10.2. Anticipating Social Problems
 - 6.10.3. Social Participation
 - 6.10.4. Multilevel Articulation

Module 7. Legislation and Legal Regime of Educational Organizations

- 7.1. School Organization
 - 7.1.1. Complexity of School Organization
 - 7.1.2. School Organization and Its Elements
- 7.2. Educational Legislation in Spain and the Normative Pyramid
 - 7.2.1. The Educational Legislation in Spain and the Different Types of Legal Standards
 - 7.2.2. The Levels of Curricular Concreteness in the Spanish educational system
- 7.3. The General Education Law and the Period of Democratic Transition
 - 7.3.1. The Organic Law Regulating the Right to Education (LODE)
 - 7.3.2. The Organic Law on the General Organization of the Educational System (LOGSE)

- 7.3.3. The Organic Law on the Participation, Evaluation and Governance of Educational Centers (LOPEG)
- 7.3.4. The Organic Law on the Quality of Education (LOCE)
- 7.3.5. The Organic Law on Education (LOE)
- 7.3.6. The Organic Law for the Improvement of the Quality of Education (LOMCE)
- 7.4. Education in the Framework of the European Union
 - 7.4.1. General Concepts of the European Union and Education
 - 7.4.2. European Higher Education and Its Elements
 - 7.4.3. Other Educational Systems of the European Union
- 7.5. The Organization Chart of the Current Educational System: the LOE, the LOMCE and the LOMLOE
 - 7.5.1. The Essential Elements of the Educational System in Spain
 - 7.5.2. The Basic Characteristics of Early Childhood Education and Primary Education
- 7.6. The Rights and Freedoms of the Sphere in the Spanish Constitution
 - 7.6.1. The Right to Education
 - 7.6.2. Freedom of Education
- 7.7. School Structures
 - 7.7.1. School Organization
 - 7.7.2. Pedagogical-Normative Documents: The PEC, the PGA and the RRI
- 7.8. Fundamental Aspects of Schools
 - 7.8.1. The School Calendar and Timetable
 - 7.8.2. The School Building and Classrooms
- 7.9. Other Essential Ideas about Organization in Schools
 - 7.9.1. Student Organization
 - 7.9.2. School Promotion
 - 7.9.3. Attention to Diversity
 - 7.9.4. Tutoring
 - 7.9.5. School Assessments
 - 7.9.6. Educational Environment

Module 8. Assessment of Educational Programs

- 8.1. Concept and Program Components Pedagogical Evaluation
 - 8.1.1. Evaluation
 - 8.1.2. The Assessment and Education
 - 8.1.3. Components of the Educational Assessment
- 8.2. Models and Methodologies for the Assessment
 - 8.2.1. Standards for Educational Assessment
 - 8.2.2. Models of Educational Assessment
 - 8.2.3. Assessment as a Process
- 8.3. Standards for Evaluative Research
 - 8.3.1. General Concept of Standards
 - 8.3.2. Organization and Content of Standards
 - 8.3.3. Reflections on Standards
- 8.4. Principle of Complementarity Methods and Techniques
 - 8.4.1. Definition of the Principle of Complementarity
 - 8.4.2. Methodology for Applying the Principle of Complementarity
 - 8.4.3. Complementarity Techniques
- 8.5. Techniques and Instruments of Educational Assessment
 - 8.5.1. Educational Assessment Strategies
 - 8.5.2. Techniques and Instruments of Educational Assessment
 - 8.5.3. Examples of Educational Assessment Techniques
- 8.6. Available Data, Statistics, Files, Indicators. Content Analysis
 - 8.6.1. Conceptualization of Content Analysis
 - 8.6.2. Early Methodological Proposals in Content Analysis
 - 8.6.3. Components of Data Analysis
 - 8.6.4. Data Analysis Techniques

- 8.7. Surveys, Questionnaires, Interviews, Observation, Self-Reports, Tests and Scales
 - 8.7.1. Concept of Educational Assessment Instrument
 - 8.7.2. Criteria for Selection of Assessment Instruments
 - 8.7.3. Types of Assessment Techniques and Instruments
- 8.8. Needs, Deficiencies and Demands. Initial Assessment and Program Design
 - 8.8.1. Initial Assessment Introduction
 - 8.8.2. Needs Analysis
 - 8.8.3. Program Design
- 8.9. Program Development Formative Assessment of the Program
 - 8.9.1. Introduction
 - 8.9.2. Formative Assessment Development
 - 8.9.3. Conclusions
- 8.10. Program Conclusions Final Summative Assessment
 - 8.10.1. Introduction
 - 8.10.2. Final Summative Assessment
 - 8.10.3. Conclusions

Module 9. Quality Policies in Education Organizations

- 9.1. The Quality of Education: Discourses, Policies and Practices
 - 9.1.1. Introduction: Quality and Education
 - 9.1.2. Educational Quality and Neoliberalism
 - 9.1.3. Educational Policy Discourses
 - 9.1.4. Right to Quality Education
- 9.2. Debates on the Quality of Education
 - 9.2.1. Introduction
 - 9.2.2. Quality and Public Schools
 - 9.2.3. Dispute on Education Quality
 - 9.2.4. Conclusions
- 9.3. Contemporary Political Discourses on the Quality of Education at the International Level
 - 9.3.1. Introduction
 - 9.3.2. Discursive Changes in Education
 - 9.3.3. Quality and Economic Development
 - 9.3.4. Concept of Human Development
 - 9.3.5. International Discourses on Educational Quality

- 9.4. Policies, Plans and Programs for the Improvement of the Quality of Education
 - 9.4.1. Concept and Background of the School Quality Improvement Movement
 - 9.4.2. Historical Evolution of School Quality
 - 9.4.3. Contributions of School Quality Improvement Policies
 - 9.4.4. Stages of the School Quality Improvement process
- 9.5. Quality and Education Assessment Systems
 - 9.5.1. Introduction: Quality and Assessment
 - 9.5.1.1. Functions of Quality Assessment
 - 9.5.1.2. Objects of Quality Assessment
 - 9.5.1.3. Characteristics of Quality Assessment
 - 9.5.1.4. Inappropriate Use of Quality Assessment
 - 9.5.2. Quality Indicators
 - 9.5.3. Assessments at Educational Centers
 - 9.5.4. Conclusions
- 9.6. Perspectives on the Assessment of Educational Quality
 - 9.6.1. Assessment as an Agent of Improvement
 - 9.6.2. Global, Integral Assessment Approach
 - 9.6.3. Potential Risks of Assessment
 - 9.6.4. Conclusions
- 9.7. Contemporary Educational Quality Improvement Practices
 - 9.7.1. Education Quality Policies in Ibero-America
 - 9.7.2. Education Quality Policies in France
- 9.8. Gender Approach and Education Quality
 - 9.8.1. Gender and Education Quality
 - 9.8.2. Gender as an Element of Quality
 - 9.8.3. Conclusions
- 9.9. Citizen Focus and Education Quality
 - 9.9.1. Citizen Participation and Improvement of Education Quality
 - 9.9.2. Democracy and Quality
 - 9.9.3. Conclusions

- 9.10. University and Education Quality
 - 9.10.1. University Quality: Concept and Dimensions
 - 9.10.2. The Mass University
 - 9.10.3. Educational Stakeholders in Quality
 - 9.10.4. Research, Quality and University
 - 9.10.5. Conclusions

Module 10. Equality and Diversity in the Classroom

- 10.1. Basic Concepts of Equality and Diversity
 - 10.1.1. Equality, Diversity, Difference, Justice and Fairness
 - 10.1.2. Diversity as Something Positive and Essential to Life
 - 10.1.3. Relativism and Ethnocentrism
 - 10.1.4. Human Dignity and Human Rights
 - 10.1.5. Theoretical Perspectives on Diversity in the Classroom
 - 10.1.6. Bibliographical References
- 10.2. Evolution from Special Education to Inclusive Education in Early Childhood Education
 - 10.2.1. Key Concepts from Special Education to Inclusive Education
 - 10.2.2. Inclusive School Conditions
 - 10.2.3. Promoting Inclusive Education in Early Childhood Education
- 10.3. Characteristics and Needs in Early Childhood
 - 10.3.1. Acquisition of Motor Skills
 - 10.3.2. Acquisition of Psychological Development
 - 10.3.3. Development of Subjectivation
- 10.4. Exclusion in Schools
 - 10.4.1. The Hidden Syllabus
 - 10.4.2. Intolerance and Xenophobia
 - 10.4.3. How to Detect Bullying in the Classroom?
 - 10.4.4. Bibliographical References
- 10.5. Main Factors of School Failure
 - 10.5.1. Stereotypes and Prejudices
 - 10.5.2. Self-Fulfilling Prophecies, the Pygmalion Effect
 - 10.5.3. Other Factors Influencing School Failure
 - 10.5.4. Bibliographical References
- 10.6. Inclusive and Intercultural School
 - 10.6.1. The School as an Open Entity
 - 10.6.2. Dialogue
 - 10.6.3. Intercultural Education and Attention to Diversity
 - 10.6.4. What is Intercultural Schooling?
 - 10.6.5. Problems in the School Environment
 - 10.6.6. Performance
 - 10.6.7. Proposals on Interculturality to Work in the Classroom
 - 10.6.8. Bibliographical References
- 10.7. Digital Exclusion in the Digital Information Society
 - 10.7.1. Transformations in the Digital Information Society
 - 10.7.2. Access to Information
 - 10.7.3. Web 2.0: from Consumers to Creators
 - 10.7.4. Risks Associated with the Use of ICTs
 - 10.7.5. The Digital Divide: A New Type of Exclusion
 - 10.7.6. Education in the Face of Digital Exclusion
 - 10.7.7. Bibliographical References
- 10.8. The Inclusion of ICT in the Diverse School
 - 10.8.1. School Inclusion and Digital Inclusion
 - 10.8.2. Digital Inclusion at School, Advantages and Requirements
 - 10.8.3. Changes in the Conception of the Educational Process
 - 10.8.4. Transformations in Teacher and Student Roles
 - 10.8.5. ICT as an Element of Attention to Diversity
 - 10.8.6. The Use of ICTs for Students with Educational Developmental Support Needs
 - 10.8.7. Bibliographical References
- 10.9. Active Learning Methodologies with ICTs
 - 10.9.1. Introduction and Objectives
 - 10.9.2. ICT and the New Educational Paradigm: Personalization of Learning
 - 10.9.3. Active Methodologies for Effective ICT Learning
 - 10.9.4. Learning by Research
 - 10.9.5. Collaborative and Cooperative Learning
 - 10.9.6. Problem- and Project-Based Learning

- 10.9.7. Flipped Classroom
- 10.9.8. Strategies for Choosing the Right ICT for Each Methodology: Multiple Intelligences and Learning Landscapes
- 10.9.9. Bibliographical References
- 10.10. Collaborative Learning and Flipped Classroom
 - 10.10.1. Introduction and Objectives
 - 10.10.2. Definition of Collaborative Learning
 - 10.10.3. Differences with Cooperative Learning
 - 10.10.4. Tools for Cooperative and Collaborative Learning: Padlet
 - 10.10.5. Definition of Flipped Classroom
 - 10.10.6. Didactic Actions for Programming Flipped
 - 10.10.7. Digital Tools to Create your Flipped Classroom
 - 10.10.8. Reversed Classroom Experiences
 - 10.10.9. Bibliographical References

Module 11. Leadership, Ethics and Social Responsibility in Companies

- 11.1. Globalization and Governance
 - 11.1.1. Governance and Corporate Governance
 - 11.1.2. The Fundamentals of Corporate Governance in Companies
 - 11.1.3. The Role of the Board of Directors in the Corporate Governance Framework
- 11.2. Leadership
 - 11.2.1. Leadership. A Conceptual Approach
 - 11.2.2. Leadership in Companies
 - 11.2.3. The Importance of Leaders in Business Management
- 11.3. Cross-Cultural Management
 - 11.3.1. Concept of Cross-Cultural Management
 - 11.3.2. Contributions to the Knowledge of National Cultures
 - 11.3.3. Diversity Management
- 11.4. Management and Leadership Development
 - 11.4.1. Concept of Management Development
 - 11.4.2. Concept of Leadership
 - 11.4.3. Leadership Theories
 - 11.4.4. Leadership Styles
 - 11.4.5. Intelligence in Leadership
 - 11.4.6. The Challenges of Today's Leader

- 11.5. Business Ethics
 - 11.5.1. Ethics and Morality
 - 11.5.2. Business Ethics
 - 11.5.3. Leadership and Ethics in Companies
- 11.6. Sustainability
 - 11.6.1. Sustainability and Sustainable Development
 - 11.6.2. The 2030 Agenda
 - 11.6.3. Sustainable Companies
- 11.7. Corporate Social Responsibility
 - 11.7.1. International Dimensions of Corporate Social Responsibility
 - 11.7.2. Implementing Corporate Social Responsibility
 - 11.7.3. The Impact and Measurement of Corporate Social Responsibility
- 11.8. Responsible Management Systems and Tools
 - 11.8.1. CSR: Corporate Social Responsibility
 - 11.8.2. Essential Aspects for Implementing a Responsible Management Strategy
 - 11.8.3. Steps for the Implementation of a Corporate Social Responsibility Management System
 - 11.8.4. Tools and Standards of CSR
- 11.9. Multinationals and Human Rights
 - 11.9.1. Globalization, Multinational Corporations and Human Rights
 - 11.9.2. Multinational Corporations and International Law
 - 11.9.3. Legal Instruments for Multinationals in the Field of Human Rights
- 11.10. Legal Environment and Corporate Governance
 - 11.10.1. International Rules on Importation and Exportation
 - 11.10.2. Intellectual and Industrial Property
 - 11.10.3. International Labor Law

Module 12. People and Talent Management

- 12.1. Strategic People Management
 - 12.1.1. Strategic Human Resources Management
 - 12.1.2. Strategic People Management
- 12.2. Human Resources Management by Competencies
 - 12.2.1. Analysis of the Potential
 - 12.2.2. Remuneration Policy
 - 12.2.3. Career/Succession Planning

- 12.3. Performance Evaluation and Performance Management
 - 12.3.1. Performance Management
 - 12.3.2. Performance Management: Objectives and Process
- 12.4. Innovation in Talent and People Management
 - 12.4.1. Strategic Talent Management Models
 - 12.4.2. Talent Identification, Training and Development
 - 12.4.3. Loyalty and Retention
 - 12.4.4. Proactivity and Innovation
- 12.5. Motivation
 - 12.5.1. The Nature of Motivation
 - 12.5.2. Expectations Theory
 - 12.5.3. Needs Theory
 - 12.5.4. Motivation and Financial Compensation
- 12.6. Developing High Performance Teams
 - 12.6.1. High-Performance Teams: Self-Managing Teams
 - 12.6.2. Methodologies for Managing High Performance Self-Managed Teams
- 12.7. Change Management
 - 12.7.1. Change Management
 - 12.7.2. Types of Change Management Processes
 - 12.7.3. Stages or Phases in Change Management
- 12.8. Negotiation and Conflict Management
 - 12.8.1. Negotiation
 - 12.8.2. Conflict Management
 - 12.8.3. Crisis Management
- 12.9. Executive Communication
 - 12.9.1. Internal and External Communication in the Business Environment
 - 12.9.2. Communication Departments
 - 12.9.3. The Head of Communication of the Company. The Profile of the Dircom
- 12.10. Productivity, Attraction, Retention and Activation of Talent
 - 12.10.1. Productivity
 - 12.10.2. Talent Attraction and Retention Levers

Module 13. Economic and Financial Management

- 13.1. Economic Environment
 - 13.1.1. Macroeconomic Environment and the National Financial System
 - 13.1.2. Financial Institutions
 - 13.1.3. Financial Markets
 - 13.1.4. Financial Assets
 - 13.1.5. Other Financial Sector Entities
- 13.2. Executive Accounting
 - 13.2.1. Basic Concepts
 - 13.2.2. The Company's Assets
 - 13.2.3. The Company's Liabilities
 - 13.2.4. The Company's Net Worth
 - 13.2.5. The Income Statement
- 13.3. Information Systems and Business Intelligence
 - 13.3.1. Fundamentals and Classification
 - 13.3.2. Cost Allocation Phases and Methods
 - 13.3.3. Choice of Cost Center and Impact
- 13.4. Budget and Management Control
 - 13.4.1. The Budgetary Model
 - 13.4.2. The Capital Budget
 - 13.4.3. The Operating Budget
 - 13.4.5. The Cash Budget
 - 13.4.6. Budget Monitoring
- 13.5. Financial Management
 - 13.5.1. The Company's Financial Decisions
 - 13.5.2. The Financial Department
 - 13.5.3. Cash Surpluses
 - 13.5.4. Risks Associated with Financial Management
 - 13.5.5. Risk Management of the Financial Management

- 13.6. Financial Planning
 - 13.6.1. Definition of Financial Planning
 - 13.6.2. Actions to Be Taken in Financial Planning
 - 13.6.3. Creation and Establishment of the Business Strategy
 - 13.6.4. The Cash Flow Chart
 - 13.6.5. The Working Capital Chart
- 13.7. Corporate Financial Strategy
 - 13.7.1. Corporate Strategy and Sources of Financing
 - 13.7.2. Corporate Financing Financial Products
- 13.8. Strategic Financing
 - 13.8.1. Self-financing
 - 13.8.2. Increase in Shareholder's Equity
 - 13.8.3. Hybrid Resources
 - 13.8.4. Financing through Intermediaries
- 13.9. Financial Analysis and Planning
 - 13.9.1. Analysis of the Balance Sheet
 - 13.9.2. Analysis of the Income Statement
 - 13.9.3. Profitability Analysis
- 13.10. Analyzing and Solving Cases/Problems
 - 13.10.1. Financial Information on Industria de Diseño y Textil, S.A. (INDITEX)

Module 14. Commercial Management and Strategic Marketing

- 14.1. Commercial Management
 - 14.1.1. Conceptual Framework of Commercial Management
 - 14.1.2. Commercial Strategy and Planning
 - 14.1.3. The Role of Sales Managers
- 14.2. Marketing
 - 14.2.1. The Concept of Marketing
 - 14.2.2. The Basic Elements of Marketing
 - 14.2.3. Marketing Activities in Companies
- 14.3. Strategic Marketing Management
 - 14.3.1. The Concept of Strategic Marketing
 - 14.3.2. Concept of Strategic Marketing Planning
 - 14.3.3. Stages in the Process of Strategic Marketing Planning

- 14.4. Digital Marketing and e-Commerce
 - 14.4.1. Objectives of Digital Marketing and e-Commerce
 - 14.4.2. Digital Marketing and the Media It Uses
 - 14.4.3. E-Commerce. General Context
 - 14.4.4. Categories of e-Commerce
 - 14.4.5. Advantages and Disadvantages of e-Commerce Compared to Traditional Commerce
- 14.5. Digital Marketing to Reinforce a Brand
 - 14.5.1. Online Strategies to Improve Brand Reputation
 - 14.5.2. Branded Content and Storytelling
- 14.6. Digital Marketing to Attract and Retain Customers
 - 14.6.1. Loyalty and Engagement Strategies Using the Internet
 - 14.6.2. Visitor Relationship Management
 - 14.6.3. Hypersegmentation
- 14.7. Digital Campaign Management
 - 14.7.1. What Is a Digital Advertising Campaign?
 - 14.7.2. Steps to Launch an Online Marketing Campaign
 - 14.7.3. Mistakes in Digital Advertising Campaigns
- 14.8. Sales Strategy
 - 14.8.1. Sales Strategy
 - 14.8.2. Sales Methods
- 14.9. Corporate Communication
 - 14.9.1. Concept
 - 14.9.2. The Importance of Communication in the Organization
 - 14.9.3. Type of Communication in the Organization
 - 14.9.4. Functions of Communication in the Organization
 - 14.9.5. Elements of Communication
 - 14.9.6. Problems of Communication
 - 14.9.7. Communication Scenarios
- 14.10. Digital Communication and Reputation
 - 14.10.1. Online Reputation
 - 14.10.2. How to Measure Digital Reputation?
 - 14.10.3. Online Reputation Tools
 - 14.10.4. Online Reputation Report
 - 14.10.5. Online Branding

Module 15. Executive Management

- 15.1. General Management
 - 15.1.1. The Concept of General Management
 - 15.1.2. The Role of the CEO
 - 15.1.3. The CEO and their Responsibilities
 - 15.1.4. Transforming the Work of Management
- 15.2. Manager Functions: Organizational Culture and Approaches
 - 15.2.1. Manager Functions: Organizational Culture and Approaches
- 15.3. Operations Management
 - 15.3.1. The Importance of Management
 - 15.3.2. Value Chain
 - 15.3.3. Quality Management
- 15.4. Public Speaking and Spokesperson Education
 - 15.4.1. Interpersonal Communication
 - 15.4.2. Communication Skills and Influence
 - 15.4.3. Communication Barriers
- 15.5. Personal and Organizational Communication Tools
 - 15.5.1. Interpersonal Communication
 - 15.5.2. Interpersonal Communication Tools
 - 15.5.3. Communication in the Organization
 - 15.5.4. Tools in the Organization
- 15.6. Communication in Crisis Situations
 - 15.6.1. Crisis
 - 15.6.2. Phases of the Crisis
 - 15.6.3. Messages: Contents and Moments
- 15.7. Preparation of a Crisis Plan
 - 15.7.1. Analysis of Possible Problems
 - 15.7.2. Planning
 - 15.7.3. Adequacy of Personnel
- 15.8. Emotional Intelligence
 - 15.8.1. Emotional Intelligence and Communication
 - 15.8.2. Assertiveness, Empathy, and Active Listening
 - 15.8.3. Self- Esteem and Emotional Communication

- 15.9. Personal Branding
 - 15.9.1. Strategies for Personal Brand Development
 - 15.9.2. Personal Branding Laws
 - 15.9.3. Tools for Creating Personal Brands
- 15.10. Leadership and Team Management
 - 15.10.1. Leadership and Leadership Styles
 - 15.10.2. Leadership Skills and Challenges
 - 15.10.3. Managing Change Processes
 - 15.10.4. Managing Multicultural Teams



Take a leap towards the highest quality and position yourself as a highly skilled professional in the job market"

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



07

Certificate

The MBA in Education Policy Management guarantees, in addition to the most rigorous and up-to-date education, access to a Professional Master's Certificate Degree issued by TECH Technological University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This **MBA in Education Policy Management** contains the most complete and up-to-dated program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

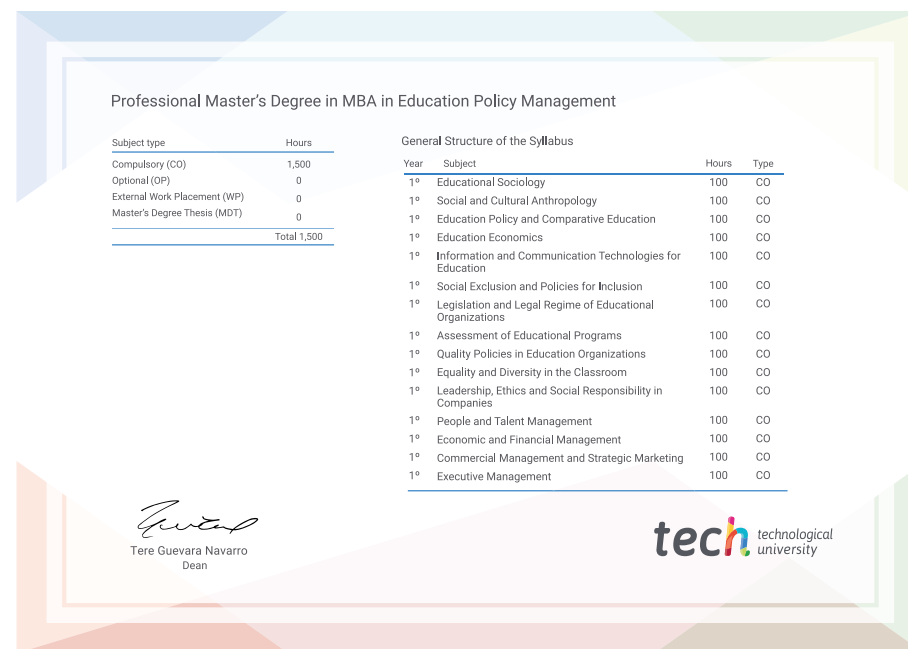
The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Professional Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Professional Master's Degree in MBA in Education Policy Management**

Official N° of hours: **1,500 h.**

Modality: **online**

Duration: **12 months**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
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education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present quality
development languages
virtual classroom

tech technological
university

Professional Master's
Degree

MBA in Education Policy
Management

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree

MBA in Education Policy Management

