UCB

Pedagogical Proposal of the Graduate Program in Governance, Technology and Innovation

SUMMARY

1. PROGRAM INFORMATION

Course Name:	Governance, Technology and Innovation			
Modality:	Professional			
Offer Address:	Taguatinga Campus – QS 07 Lot 01 – Águas Claras. EPCT - Zip Code: 71966-700 - Brasília/FD - Telephone: (61) 3356-9475			
Enrollment regime:	Biannual			
Annual vacancies:	70 per year			
	Course Approval/Creation		**Periodic Evaluation**	
Document				
Document No.				
Document Date				
Publication Date				
N. Opinion/Order				
CAPES Concept	**Year:**	2020	**Concept:**	4

1.1 General Program Information

1.1.1 Regional Context

The emergence of the Catholic University of Brasília (CUB) is tied to the history of Brasília, a city born with a vocation for federal public administration. Therefore, its pedagogical project must consider the contradictions of the political and economic system specific to this reality, as well as the demand for academic, professional, and ethical training.

In this sense, CUB positions itself in the market as a confessional, Catholic, community and philanthropic institution that prioritizes quality training, developing its activities inseparably between Research, Teaching and Extension, considering the region's need for highly qualified professionals in the tertiary sector and public administration.

CUB is the only private university in the Federal District (FD). It has students enrolled in undergraduate and graduate programs , *both in-person* and *online* . It covers over 112,460 square meters boasts infrastructure designed to meet the demands of the courses and programs it offers, including classrooms equipped with internet access, multimedia resources , and state-of-the-art laboratories.

The advancement of Distance Education has met new social educational demands. CUB has Distance Education Centers (DEC) located in various locations throughout Brazil and abroad, each with all the necessary infrastructure to host in-person meetings held during semesters. These centers are made possible by a strategic alliance between educational institutions and CUB, representing a large Distance Education network and a strategy aimed at democratizing access to higher education.

1.1.2 *Institutional Context*

1.1.2.1 *The Maintainer*

THE **BRAZILIAN UNION OF CATHOLIC EDUCATION (BUCE)** is a civil, confessional, Catholic, community association, under private law, of an assistance, educational and philanthropic nature and without economic purposes, community and recognized as being of public utility. Registered with the CNPJ/MF under no. 00.331.801/0001-30, founded on August 8, 1972, in the City of Brasília-FD, registered in the 1st Civil Registry Office of Titles and Documents and Legal Entities of Brasília-FD, under order no. 1,132, in Book A-6, dated August 12, 1972, with headquarters at Avenida Dom Bosco, no. 2,139, Silvânia-GO and, with Executive Office at QS 01 Rua 210 room 1105 and 1106, Lot 40 – Areal/Águas Claras-FD.

Maintainer:	Brazilian Union of Catholic Education - BUCE						
End .:	QS 1 Rua 210 rooms 1105 and 1106					n.:	Lot 40
Neighborhood:	Sand	City:	Brasilia	ZIP Code:	71950-770	State:	FD
Phone:	(61) 3383-9000			Fax:	(61) 3383-9030		
Website :	http://www.catolica.edu.br/ubec/						

Constituted as a Civil, religious Association under private law and of an assistance, educational and philanthropic nature, BUCE is formed by the union of five Religious Provinces and a Diocese: the Lasallian Province of Porto Alegre - Lasallian Brothers; the Province of São José of the Congregation of the Sacred Stigmata of Our Lord Jesus Christ - Stigmatine Fathers and Brothers ; the Marist Province of the North Central of Brazil - Marist Brothers; the São João Bosco Province - Salesians of Dom Bosco; the Madre Mazzarello Province - Salesian Sisters; the Diocese of Itabira/Coronel Fabriciano.

BUCE adopts the Corporate Governance model of the Brazilian Institute of Corporate Governance (IBGC), with a structure composed of the General Assembly, the Board of Associates, the Fiscal Council, and the Board of Directors, together with the Support Committees and the General Board. This management is committed to acting in synodality, aligned with legality, responsibility, and transparency, aiming at the sustainability and longevity of the institution. Currently, in addition to CUB, BUCE maintains: the Catholic School Brasília, the Catholic University Center of Eastern Minas Gerais (Unileste), the Catholic School Padre de Man, the Catholic School Timóteo, the Catholic College Immaculate Conception of Recife (FICR), the Catholic School Curitiba, the Catholic School Machado de Assis, and the Catholic University Center of Tocantins (UniCatólica).

The lines of action, specified below, indicate the ways of being and acting of BUCE in its evangelizing and educational mission:

- maintain educational establishments, at all levels and modalities;

- create, maintain and develop activities to ensure their sustainability and the qualification of their services;

- promote assistance and service provision actions;

- maintain/manage social works, health and hospital centers, training centers, cultural centers, media outlets, publishing, sports projects and others, which fit within its Founding Principles and Purposes and Mission;

- develop projects aimed at protecting the environment;

- create, maintain and promote joint actions in works and institutions that operate in the fields of education, teaching, research, health and social assistance, as well as the environment, the media and radio and television broadcasting.

1.1.2.2 *The Catholic University of Brasilia*

The **Catholic University of Brasília (CUB)**, maintained by the Brazilian Union of Catholic Education (BUCE), is governed by the relevant legislation in force, by the Statutes of the Maintainer, where applicable, by its Statute, by the General Regulations and by internal normative acts.

CUB has two campuses in Brasília, located at QS 07 Lot 01 EPCT, Águas Claras - Zip Code: 71966-700 - Taguatinga/FD - Telephone: (61) 3356-9000 (campus I); at St. N QNN 31 - Ceilândia, Brasília - FD, 72225-392 - Telephone: (61) 3375-5941 (campus II).

Maintained:	Catholic University of Brasilia – CUB						
End .:	QS 07 – Lot 1 – EPCT						
Neighborhood:	Clear Waters	City:	Taguatinga	ZIP Code:	71966-700	State:	FD
Phone: Website :	(61)3356 9000 http://www.ucb.br						

CUB enjoys teaching-scientific, administrative and disciplinary autonomy, within the limits set by federal legislation and its Statute.

CUB's entire management, guided by Christian principles, bases its actions on respect for fundamental human rights and aims to: develop conscientious and competent citizens and professionals; promote Christian education through dialogue between reason and faith, integrating the various branches of knowledge, and committed to the pursuit of truth; encourage the exercise of justice, the strengthening of human society, and the understanding and promotion of human rights and duties; promote the evangelization of culture; develop quality education; promote scientific, technological, philosophical, theological, and cultural research in general, as well as continuing education activities; develop outreach activities, making the results of teaching and research activities available to the community through special courses and services; collaborate with public and private entities in the pursuit of an integrated model of development, based on respect for and assimilation

of cultural values, without losing sight of the development of critical awareness for the exercise of citizenship, as well as the universal nature of knowledge.

The history of the CUB is linked to the organization of the BUCE itself, in 1972, thanks to the initiative of directors of religious schools in Brasília, under the leadership of Father José Teixeira da Costa Nazareth. Initially, the institution responsible for maintaining the future Catholic University of Brasília, the Brazilian Union of Catholic Education, was created. Soon after, the Catholic Faculty of Human Sciences (CFHS) was established in 1974 as its first teaching unit.

The notarization of the Minutes of the Assembly, Bylaws, and Inauguration of the 1st Board of Directors, held on August 12, 1972, formalized the group of Directors of Catholic Schools in Brasília in the founding of BUCE—a private-law civil society with educational, welfare, philanthropic, and non-profit objectives—whose main objective was to create a Catholic University in Brasília. There were approximately ten congregations, all with over 100 years of international experience in education.

Of those initial institutions, six remained associated with the BUCE, as mentioned above. The first unit, the Catholic Faculty of Human Sciences (CFHC), was provisionally based in Brasília's Plano Piloto, opening on March 12, 1974, with Economics and Business Administration programs held at Colégio Sagrado Coração de Maria (Sacred Heart of Mary School) and Pedagogy programs held at Colégio Marista (Marista School) in the Taguatinga administrative region. In the 1980s, two other faculties—the Catholic Faculty of Technology and the Faculty of Education—merged with the CFHC. At that time, its statutes and bylaws were changed to reflect the new circumstances, allowing for a coherent educational structure adapted to its own expansion. The Integrated Faculties of the Catholic University of Brasília (FCUB) were established.

Education courses, teacher training for the Federal District Department of Education, and undergraduate programs in Science and Technology were prioritized, taking into account the knowledge, historical experience, and proposals of the FICB in this area. The creation of the Catholic Faculty of Technology, bringing together science programs (Mathematics, Physics, Chemistry, and Biology) and the Higher Education Program in Data Processing, demonstrated the gradual and steady expansion of the Catholic University. In March 1985, the *campus* , later renamed *Campus* I, in Taguatinga, opened with the first building, now known as São João Batista de La Salle. By 1987 , the institution offered undergraduate programs such as Biological Sciences, Computer Science, Software Engineering, Philosophy, Physics, Literature, Mathematics, and Chemistry, with bachelor's and undergraduate degree options, in addition to specialization and master's degree programs in postgraduate studies.

The development of the FICB confirmed the potential of academic work, consolidating the objectives, action guidelines, and goals in developing the project for recognition of the FICB as a university. One of the necessary actions for this was the implementation of the Master's Program in Education, which began in 1994.

According to Ordinance No. 1,827 of December 28, 1994, Católica was recognized by the Ministry of Education and Sports as the Catholic University of Brasília (CUB), and on March 23, 1995, it was officially established on its *Campus* I in Taguatinga. On that occasion, the Chancellor, Brother Gentil Paganotto , was tasked with appointing Father Décio Batista Teixeira as Rector and handing the university over to the community. During Father Décio's tenure, CUB had 377 professors, 6,990 students, and 488 administrative staff. This substantial academic staff helped the Rector overcome numerous challenges in the university's organization process.

This moment marks the beginning of the construction of what today totals 112,460 m² of built area on CUB's *campus, with modern and functional buildings. From March 1995 to 1998, CUB offered 20 undergraduate programs and 24 lato sensu* graduate programs (of which four were distance learning), in addition to three *stricto sensu* graduate programs. Following this well-structured planning process, it was seen that, to consolidate *stricto sensu* postgraduate programs , the establishment of a dedicated headquarters for this segment was essential. This installation was carried out in Brasília's Plano Piloto in 1998, on *Campus* II, accompanied by the implementation of other master's programs, such as: Economics (1998), Knowledge Management and Information Technology (1998), Psychology (1999), Physical Education (1999), Environmental Planning and Management (2000), Genomic Sciences and Biotechnology (2000), Law (2003), and Gerontology (2005). Subsequently, the Knowledge Management and Information Technology program updated its curriculum and became Governance, Technology, and Innovation. Furthermore, the master's program in Creative Economy was created. The expansion of *stricto sensu programs* was further strengthened with the creation of doctoral programs in Genomic Sciences and Biotechnology, Psychology, Physical Education, Gerontology, and Creative Economy.

1.1.2.3 *Mission*

To serve humanity and the Church through education and social action , to promote the integral development of the human person and the exercise of responsible citizenship , engaged and committed to human, ethical and Christian values , aiming at the transformation of society.

1.1.2.4 *Institutional principles*

The Catholic University of Brasília is part of the Brazilian and global network of Catholic Education Institutions and is committed to promoting educational processes that contribute to the

development of dignity in life. In this regard, it professes and commits itself, before the human community, to uphold the following founding principles:

- the Christian meaning of human existence, the appreciation of life in all its forms, respect for the dignity of the human person and personal freedom, the search for truth and the transcendent, and the relationship of the human person with himself, with others, with the world, and with God;
- the confrontation, in the dialogue between faith and culture, of different cultural and religious criteria and itineraries;
- competence in teaching, at all levels and modalities;
- the construction of the community, through the supportive testimony of fraternal coexistence and co-responsibility;
- the formation of Christian conscience and action in the social sphere, for the consolidation of citizenship and the construction of a more just and fraternal society;
- the constant search for efficiency and effectiveness in academic, administrative and financial management, in accordance with the Corporate Governance model adopted by BUCE;
- the formation of awareness in relation to the environment and sustainable development.

These are principles that accompany all of CUB's educational activities, namely:

➢ *Pastorality*

CUB is a teaching, research, and outreach institution, consistent with the nature of a university, but it is also a confessional educational community. Thus, it is anchored in an experience of faith, through which it seeks to be an evangelical leaven in the social world. Hence the importance of understanding pastorality as the institution's first structuring principle.

➢ *Extensionality*

The principle of extensionality , from this perspective, is an epistemological, ethical, and political value pursued by the Institution in its educational process. This value permeates all teaching and learning activities, aiming to provide the conditions for the development of scientific, professional, and human skills in the world of work and in all spaces where life can unfold.

➢ *Sustainability*

Among the various segments that make up society are higher education institutions, important contributors through teaching, research, and outreach in the construction of knowledge compatible with sustainable development, as well as with equity, balance, and conservation of the

planet and humanity. Sustainability can become a principle of the institution as it guides its teaching and learning processes, considering, among others, ecological, economic, ecumenical, educational, and ethical aspects.

> ### *Inseparability*

Teaching, research, and outreach activities are times, spaces, and processes of learning, with a view to student development and social transformation. To this end, the University must increasingly become a community of learners where the talents, competencies, and skills necessary for personal, professional, and social development are developed. The learning attitude is, therefore, the integrating element of the various forms of knowledge production and communication.

The inseparability of teaching, research, and outreach is, above all, a pedagogical and political principle that must permeate all actions undertaken at the University. Thus, each action must embrace the following: the principle of teaching as a process of autonomous learning; the principle of research as a process of autonomous scientific investigation; and the principle of outreach as autonomy in ethics and the social relevance of knowledge. For CUB, it is the "same actor, in the same activity" that promotes this inseparability.

1.1.2.5 *Institutional values*

These are institutional values: Solidarity Humanism – Spirituality – Integral Ecology – Shared Management – Ethics – Innovation with Performance.

To fulfill its institutional values, CUB dedicates its efforts to values that are indispensable and necessary for society, aligned with the public visibility of the Catholic Church, namely:

- To be a witness of the Church in society.
- To be a dynamic space of encounter and tension between the experience of faith and scientific knowledge, in a continuous search for meaning.
- Fulfill your sociopolitical responsibility according to the Church's guidelines.
- Pronounce competently on political, economic and social issues, taking into account ethical and religious principles.
- Provide services to the Church and Society.
- As a Catholic educational community:
  - ✓ serve all students, whatever their beliefs;
  - ✓ to be, for everyone, a place of religious experience; to encourage the search for the transcendent; to present the Christian proposal without proselytism;

- ✓ provide students with a favorable environment for cultivating their identity and forming Christian leaders, being a place of synthesis between faith and reason, always in an ecumenical spirit, in the broadest sense of the term.

- As a University:
  - ✓ witness and build communion and fraternity in the academic community and extend them to the local community;
  - ✓ take into account the needs of the working classes in their choices;
  - ✓ respect differences and encourage the growth of members of the academic community;
  - ✓ to offer society and the Church professionals with well-founded ethical, cultural, technological and scientific training.

1.1.2.6 *Vision of the future*

To have, by 2027, sustainable growth aligned with an innovative experience of comprehensive training and excellence in management.

To achieve this vision for the future, CUB has designed strategic objectives based on the growth prospects and the consolidation of this University as a benchmark for quality in Higher Education, within the local, regional and national scenario, as well as the guidelines of its sponsor.

CUB has established several projects as benchmarks and priorities for its development, as well as their correlation with future goals and actions. This process will involve ongoing and adjustable evaluation based on a set of interrelated internal and external factors.

The projects aim to present the main elements that make up the process of revitalizing the management model of the Catholic University of Brasília and establish the pillars of strategic planning, aiming at the development of the University Project.

1.1.3 **Program Context**

The Master's Program in Governance, Technology, and Innovation (MGTI) at the Catholic University of Brasília (CUB) began in 1998, having previously been called the Master's in Computer Science. Its creation was motivated by the growing volume of research and the experience accumulated in offering specialized courses in Computer Science in previous years. In its first three years, the program attracted approximately 80 applicants annually, primarily Information Technology (IT) managers from the public and private sectors, highlighting the need to expand and reformulate its initial proposal .

This need for reformulation arose from the results of research projects developed by faculty with student participation, which highlighted the growing importance of developing and applying computational intelligence technologies, as well as the recognition of the value of knowledge produced in public and private organizations. This process culminated in 2001 in the creation of a multidisciplinary professional master's degree, the Master's in Knowledge Management and Information Technology.

In a broader context and aligned with CUB's Institutional Development Plan, the institution initiated an internal debate in late 2017 aimed at repositioning its Stricto Sensu graduate programs to achieve greater recognition, competitiveness, and quality, while also ensuring greater sustainability. One of the main conclusions of these discussions was the need to adjust the Program's Pedagogical Project, seeking a new strategic direction. These adjustments involved re-aligning the research lines and changing the program's name to better reflect its new positioning regarding academic and professional issues, connecting with the state of the art and practice in governance, technology, and innovation.

Thus, in 2018, on its 20th anniversary, the Program aligned itself with trends in governance (corporate and public), technological advances applied to Management and Business, and innovations in the public and private sectors. The name was changed to the Professional Master's in Governance, Technology, and Innovation (MGTI), maintaining three research lines: (i) Organizational Knowledge Management: Intelligence and Strategic Management; (ii) Information Technology and Decision Support; and (iii) Governance and Innovation.

The Program continued to focus on the quality of its faculty and encourage its students to produce work that effectively contributes to advances in the field of applied research and solutions for government and the market. Interdisciplinarity is strongly present in the Program, in the profiles of both students and faculty, comprised of professionals from fields such as technology, psychology, economics, law, sociology, and administration , which enriches the development of teaching and research activities.

The positioning of teachers during this period allowed a growing insertion of students in scientific activities with other institutions and public bodies , increasing experimentation and development in both the professional and academic fields . The changes in the lines of research and the review of the pedagogical matrix , with the offering of new disciplines, such as Governance in Public and Private Administration , Management and Governance in Digital Transformation , Strategic and Knowledge Management, Behavior and Organizational Culture and Risk Management, are the result of the connection between scientific theory , academic practice and fields of professional

applicability , which requires the exercise of a practice of integration between researchers with diverse academic and professional histories and experiences .

This led to discussions about the differences and similarities between scientific logic methodologies originating from the humanities and the exact sciences . The disciplines of Competitive Intelligence, Strategic and Knowledge Management , Decision -Making and Decision Support Systems , Data Science , Machine Learning, among others offered by the Program, continually recreate themselves through interaction with disciplines historically linked to computer science , as interactivity contributes to the introduction of changes and innovations (technological or otherwise) in companies and public agencies .

From a governmental perspective, the Federal Public Administration has made progress in governance with the publication of decrees between 2016 and 2024, which highlight the need to prepare a specialized workforce for this segment. These decrees are :

1. Decree No. 8,638 of January 15, 2016

e- -gov) strategies — promoting the provision of digital public services, digital governance, and technology platforms. This decree requires technical capabilities from civil servants to plan, implement, and manage digital services. Services and Information of Brazil

2. Decree No. 8,945 of December 27, 2016

Regulates the Legal Status of public companies and mixed-capital companies — influencing corporate governance and demanding specialized knowledge in the management of these institutions during technological modernization.

3. Decree No. 10,356, of May 20, 2020

Establishes industrial policy for the Information and Communication Technologies (ICT) sector, including professional training through higher education and postgraduate programs. This provision provides a direct legal basis for specialized training in technology.

4. Decree No. 10,534, of October 28, 2020

Establishes the National Innovation Policy within the federal public administration — a regulatory framework to stimulate innovation, governance, and the training of professionals capable of working in this ecosystem.

5. Decree No. 9,319 of March 21, 2018, and subsequent amendments

It creates the National System for Digital Transformation and the Brazilian Strategy for Digital Transformation (E -Digital), and establishes governance bodies such as the Interministerial Committee

for Digital Transformation (CITDigital), whose improvement impacts institutional development, digital planning and demands for trained civil servants.

6. Decree No. 10,782, of August 30, 2021

Amends regulations on the National Digital Transformation System, strengthening institutional rules and digital governance.

7. Decree No. 12,198, of September 24, 2024

Establishes the Federal Digital Government Strategy (2024–2027) and the National Data Infrastructure — providing for the development and training of the teams involved, in partnership with the National School of Public Administration (Enap), enhancing training in digital transformation and data governance.

8. Decree No. 12,303, of 2024 *(via decree portal)*

Made available under Decree No. 12,301, it addresses corporate governance in state-owned companies, requiring a team of managers trained in the interface of governance, innovation, and public compliance.

The events that prompted these decrees, compliance guidelines, and best practices emerge and are established by macro-level movements, originating from society, that generate profound changes in businesses and public and private organizations. Digital technology has emerged as a driving force behind these transformations. In this sense, technologies and innovation shift the tone of management and governance to a new perspective and dictate the future of institutions.

All these changes encompass a new cycle of education and research development, which is already underway in faculty projects and dissertations being developed by students. With this in mind, the Program created the country's first stricto sensu course on management and governance in digital transformation in 2017, and a few years later, it has established itself as a critical issue for study and reflection. Regarding research projects, several topics currently under development stand out. These include smart city governance, public sector governance, foresight, technologies as decision-making support, and the impact of innovation, among others.

MGTI remains committed to the challenges of knowledge creation at the interface with information technologies, across its regional, national, and international vocations. Evolutionary changes in research lines and in some disciplines, such as Governance and Innovation, are the result of the connection between scientific theory, academic practice, and fields of professional application. This requires the practice of integrating researchers with diverse academic and professional

backgrounds and experiences. This entails discussions on the differences and similarities between scientific methodologies and logics originating from the humanities and the exact sciences.

Competitive Intelligence, Strategic and Knowledge Management, Decision-Making Process and Decision Support Systems, Data Science, Machine Learning, IT Governance in Federal Public Administration, Management and Governance in Digital Transformation and other disciplines offered by the Program are continually recreated in interaction with disciplines historically linked to IT, as interactivity contributes to the introduction of changes and innovations (technological or otherwise) in companies and public bodies.

It is in this context that the Catholic University of Brasília offers the Master's in Governance, Technology, and Innovation. This interdisciplinary and professional program focuses on studying Management and Governance in the public and private sectors, considering the roles and contributions that innovation and technology can provide.

2. PROGRAM PROPOSAL

2.1 Program Design

2.1.1 *Program consistency with area documents*

The Master's in Governance, Technology and Innovation (MGTI) comprises several activities essential for the training of its master's students:

- Classes in common mandatory courses, mandatory subject areas, and electives. MGTI offers four mandatory courses that provide a multidisciplinary foundation, with three of these courses linked to each of the three research lines, aiming for in-depth study.

- Final Project Guidelines (Dissertations). Dissertations must be clearly linked to one of the three research lines and aligned with the program's area of concentration, which is Governance and Technology.

- Individual and team studies and research. Students are encouraged to interact and connect with different organizations and contexts, which stimulates the production of scientific papers or technical or technological products.

- Research project activities following the lines established in the Program.

- Holding interdisciplinary seminars.

- Study of special and advanced topics.

- Activities that integrate undergraduate and graduate students.

- Activities that integrate postgraduate students with extension activities and economic and social inclusion.

MGTI's area of concentration focuses on Governance and Technology. The program seeks to qualify graduates in their applied research, emphasizing studies and techniques directly aimed at achieving a high level of professional qualification. MGTI encourages research to be applicable to improving the organizational environment and its ecosystem.

Furthermore, the MGTI and the Catholic University of Brasília (CUB) maintain academic agreements with various foreign institutions. These agreements cover general academic activities, such as joint research projects, visiting professor mobility, publications, student exchanges, etc. Agreements are currently in effect with institutions in Germany (Institute for Lake Research Baden); Canada (University of Alberta and University of Ottawa); France (Universitè Paris 13); Italy (University of Bologna); Taiwan (National University of Chung Hsing); Bolivia (Universidad Privada Boliviana); and the United States (Ambra University).

In addition to the agreements highlighted above, the Catholic University of Brasília has partnerships with several foreign universities, including:

- Università degli Studi Roma Ter.
- Salesian Pontifical University.
- Institute of Higher Studies of Fafe (Portugal).
- Pontifical Catholic University of Argentina.
- University of Querétaro.
- Fernando Pessoa University (Lisbon).
- University of Padova (Italy).

As part of its internationalization initiatives, CUB integrates professors from other countries into its faculty. This practice is a unifying practice because it brings cultural diversity, knowledge, and international experiences, expands the collaboration network outside Brazil, and enhances Católica's reputation abroad. Currently, CUB has 12 international professors from different countries.

CUB holds one of the 21 UNESCO Chairs in Brazil, which promotes international inter-university cooperation and sharing to strengthen institutional capacities through the sharing of knowledge and collaborative work. The Chair focuses on the themes of youth, education, and society. A network of local, national, and international partners who research youth, school violence, social education, human rights, social inclusion, and social networks, the MGTI contributes to the UNESCO Chair by developing scientific research alongside partners and members.

It is worth noting that the MGTI adequately meets all the requirements defined in the CAPES Interdisciplinary Area document. Furthermore, there is alignment between the area of concentration,

research lines, and disciplines that guide professional training. The three research lines are described below.

Line 1: Organizational Knowledge: Intelligence and Strategic Management

It focuses on the challenges faced by organizations in different social, economic, technological, and environmental contexts. It explores the need for skills that enable adaptation to systemic and radical changes with global impact. It involves organizational intelligence to anticipate trends, scenarios, and strategic movements, using tools such as foresight and competitive analysis.

This line of research proposes research solutions to strengthen decision-making and innovation, with an emphasis on creating knowledge networks and strategic relationship management, integrating human values, synergy, and high-performance systems. Its focus areas include intelligence to support strategic decision-making, organizational strategies for innovation and adaptation to change, and management based on systems thinking. The intellectual and scientific output of this line emphasizes overcoming difficulties related to decision-making and the generation of organizational knowledge, given the excess of data and the lack of effective methods for analysis and sharing. The central proposal is to promote organizational intelligence through prospective approaches to anticipate trends and scenarios, providing support for strategic decisions. It also highlights the challenges related to building strategies that favor continuous learning, synergy between actors and organizations, and sustained innovation in collaborative networks. Based on principles such as self-organization and systems thinking, the research contributes to proposing methodologies that improve knowledge management and value creation.

Line 2: Information Technology and Decision Support

It stands out for its interdisciplinary approach, focused on the study and development of solutions that connect organizational management with digital transformation and knowledge management. It explores innovative technologies such as artificial intelligence, image processing, machine learning, and software engineering to meet organizations' growing demands for more efficient and adaptive tools. It recognizes the importance of knowledge workers and seeks to integrate human and technological aspects in projects focused on decision-making and value creation within organizations. Its scope covers topics such as information security, collaborative work, and software quality, always aligned with contemporary innovation and governance needs. Therefore, the focus is on advancing both technology development and organizational practices that promote learning, collaboration, and efficiency. The "Information Technology and Decision Support" research line encompasses different areas that combine theoretical development, practical applications, and knowledge dissemination. In the scientific and academic fields, it explores the use of artificial

intelligence, machine learning, and bibliometrics, involving the analysis of complex data and the identification of emerging trends that can support decision-making. In technological development, this line of production stands out for the creation of platforms and tools that meet organizational demands. Microservices-based solutions were designed for enterprise applications, as well as image and signal processing systems that enhance data analysis and interpretation. Software architectures were developed to support ideation processes in prospective studies, while predictive analytics systems offered new possibilities for identifying risks and opportunities in contracts and financial transactions.

The program invests in the production and dissemination of knowledge on topics such as computational thinking, information security, and digital transformation, promoting the learning of technological concepts and methodologies in educational and corporate environments.

Line 3: Governance and Innovation

Focused on the study and development of strategies, models, and methodologies that improve corporate governance and innovation in public and private organizations. Furthermore, this line of research focuses on public governance, developing models, processes, and products that support the improvement of public policies. Public governance is understood as the set of mechanisms, processes, policies, standards, and practices used to ensure that public authorities perform their functions efficiently, transparently, responsibly, and in a manner that serves the collective interest. Unlike traditional public administration, public governance emphasizes coordination among different actors (government, civil society, the private sector, and academia), inter-institutional collaboration, and the creation of public value. The pillars of public governance are: transparency, accountability, efficiency, effectiveness, social participation, and innovation.

Corporate governance is understood as a set of processes, policies, laws, and practices that regulate the management of organizations, involving various stakeholders, such as shareholders, boards of directors, employees, suppliers, regulators, and society as a whole. In this context, Information Technology (IT) governance is a key structural pillar, given its relevance to digital transformation, strategic decision-making, and risk management. Innovation is considered a strategic driver for promoting organizational sustainability in a dynamic and competitive business environment.

The productions associated with this line of research seek to highlight the importance of applied research in areas such as digital transformation, risk management, adaptation to regulations, digitization/digitalization of processes, and management innovation in the public and private sectors.

This line also promotes strengthening ties between academia, governments, society, and the market, offering solutions to contemporary challenges through scientific research. Thus, "Governance and Innovation" positions itself as an interdisciplinary field focused on building sustainable and effective models, contributing to the advancement of organizations and the development of a more equitable and technological society.

The Professional Master's in Governance, Technology, and Innovation includes four mandatory courses (one for each Research Line and a fourth for general education) that provide support and ensure a multidisciplinary foundation. Students may take at least two elective courses for further study. Students may focus primarily on one research line, incorporating references from other lines, promoting interdisciplinarity. To facilitate this process, students may choose an advisor from one line and a co-advisor from another. The core research line is defined based on the research topic chosen for the final project .

To obtain the title of professional master in Governance, Technology and Innovation, the student must complete credits in subjects on the curriculum, as specified in section 2.2, complete the workload stipulated for Complementary Activities, defend and obtain approval of their final work, presented publicly, by an examining board composed of professors from the Program and a member external to CUB with a doctorate.

With these research areas, MGTI aims to meet the growing demand for professional work in various segments of the Brazilian public and private sectors. The fact that the master's degree is in the professional category allows students to combine their studies with their professional activities, bringing the knowledge acquired to the institutions where they work and generating benefits for society.

2.1.2 Articulation of the Program with institutional policies

The development of this pedagogical proposal aligns with the institutional policies outlined in the CUB 2030 Management Plan, the Institutional Development Plan (IDP), and the Institutional Pedagogical Project (IPP). Specifically, this document adheres to active learning methodologies, seeking to offer the most modern methods applied to distance learning, taking into account the needs of students as well as the specifics of the course content.

Active methodologies, by conceiving education as a way to point the way to autonomy and personal and social self-determination, align with the autonomous and independent development sought by graduate studies. This is essential for developing critical awareness and transforming reality. Thus, student motivation is key to the teaching-learning relationship. The teacher assumes the role of partner, motivator, and catalyst in this process.

Of the total course load, excluding courses dedicated to final project supervision, 25% will be allocated to supervised activities conducted remotely and synchronously, recorded in a Virtual Learning Environment. Supervised activities must be included in all courses in the Program, with a description of the learning assessment being carried out in the respective course syllabi.

The Complementary Activities curricular component corresponds to 60 class hours in the curriculum of the Professional Master's in Governance, Technology, and Innovation . To obtain these hours, students must develop activities specific to each educational level, which include participation in research projects, publication of scientific articles in journals, presentation of papers at national and/or international conferences, publication of papers in the proceedings of national and/or international conferences, and mentoring activities in undergraduate or graduate programs, patent production, and/or management and evaluation of a project external to the Catholic University of Brasília. The details of complementary activities by educational level and their respective credits are provided in the Regulations of the Stricto Sensu Graduate Program in Governance, Technology, and Innovation. Completion of this curricular component is one of the requirements for the dissertation defense.

Finally, it is worth highlighting that all professors of the Postgraduate Program in Governance, Technology and Innovation fully comply with the provisions of the Interdisciplinary Area documents regarding the allocation of workload, obeying the maximum number of supervisions, teaching pairs in each discipline of the Program, participating in interdisciplinary research projects and establishing inter-institutional partnerships.

The Professional Master's in Governance, Technology, and Innovation is also committed to developing autonomous citizens committed to the development of their community. Thus, the Institution's ethical values and core principles, necessary for this development, are embedded in all teaching, research, and outreach practices.

2.1.3 Integration with other levels of education

CUB's management model prioritizes integration across all academic activities. Faculty participation in undergraduate programs creates opportunities for integration, as graduate faculty participation is not limited to undergraduate teaching, but also extends to research opportunities with research initiation grants for students. The program integrates undergraduate programs in Business Administration, Economics, Computer Science, Accounting, and others, enabling faculty participation in research initiation activities and laboratory courses that combine stricto sensu and undergraduate programs.

2.1.4 Program/Course Objectives

The Master's Program in Governance, Technology, and Innovation at the Catholic University of Brasília aims to train and qualify professionals in management and governance, addressing the necessary skills required for Digital Transformation, which refers to the constant integration of technologies and innovation into business processes in public and private organizations. Furthermore, it qualifies the development of scientific research activities focused on innovation. Specifically, the objectives are:

- To train teachers to carry out teaching, research, extension and other professional activities;
- Develop scientific and technological research based on reflection on the professional experiences of students and teachers in the areas of governance, technology and innovation.

Propose methodologies and solutions for governance problems in private administration involving technology and innovation with a view to addressing topics such as: sustainability, compliance, strategic positioning, competitiveness, among others.

2.1.5   Program Graduate Profile

Graduates of the Stricto Sensu Program in Governance, Technology, and Innovation are generally qualified to work in management and governance positions, addressing challenges holistically, a characteristic made possible by the program's interdisciplinary approach. Another important aspect to emphasize is that graduates will be prepared to face the management and governance challenges arising from the digital transformation. Many of our graduates work in large public agencies, such as the Federal Audit Court (TCU), the Federal Audit Court (CGU), Caixa Econômica Federal, Banco do Brasil, security agencies, and others. Historically, due to their strategic positioning, graduates of this program have been key players in the design and development of public policies that have contributed to the evolution of public administration. Graduates from the private sector work as managers or ICT professionals who wish to contribute to their institution's business model and increase value.

MGTI seeks to qualify graduates in their applied research, as the professional master's degree emphasizes studies and techniques directly aimed at achieving a high level of professional qualification. Therefore, from the first day of class, we clarify to students the need for future master's

students to reflect on the applicability of their research to improve the environment or even processes within their organization and ecosystem, in addition to scientific thinking and the academic aspect.

In the public sector, graduates can work in the main public administration bodies state and municipal governments. Graduates of the Program can actively participate in the development, definition, and monitoring of public and social policies that affect Brazilian society in a variety of ways. By applying the knowledge and experience acquired during their Master's program to their workplaces, they contribute decisively to improving the quality of the projects and activities in which they are involved, bringing critical mass and development to the region.

In the private sector, graduates can work in organizations using or developing technologies and innovations to improve governance and management, enhance the institution's strategic positioning, and guide it toward a modern business model. The skills developed will enable graduates to utilize Digital Transformation concepts as a strategic differentiator for the sustainability and growth of the organization in which they work.

At higher education institutions, graduates of the Program can work as professors and researchers, contributing to the expansion of academic education and the development of scientific research. Thus, Program graduates are equipped to pursue prestigious careers in both the public and private sectors, with the distinct advantage of their solid academic background at the Stricto Sensu graduate level.

2.2 Curricular Organization

The MGTI program has a total course load of 480 hours (32 credits), of which 360 hours (24 credits) are dedicated to mandatory courses and 120 hours (8 credits) to elective courses. The program is structured around three research lines: (1) Organizational Knowledge: Intelligence and Strategic Management, (2) Information Technology and Decision Support, and (3) Governance and Innovation. Each line has one mandatory course: Strategic and Knowledge Management is part of Line 1, Data Science is part of Line 2, and Governance in Public and Private Administration is part of Line 3. The mandatory course, Epistemology, addresses general knowledge about the world of scientific research and academic arguments.

Regarding elective courses, the Program offers 15 courses distributed across three Research Lines. Each Line offers up to five courses to students throughout the course.

2.2.1   Curriculum matrix

Mandatory subjects:

1.   Epistemology – 4 credits

2. Governance in Public and Private Administration – 4 credits

3. Data Science – 4 credits

4. Strategic and Knowledge Management – 4 credits

5. Qualification – 4 credits

6. Master's Defense – 4 credits

7. Orientation I, II, III and IV

Elective subjects:

1. Organizational Behavior and Culture – 4 credits

2. Competitive Intelligence – 4 credits

3. Innovation Management – 4 credits

4. Machine Learning – 4 credits

5. Information Architecture – 4 credits

6. Decision-Making Processes and Decision Support Systems – 4 credits

7. Governance and Management in Digital Transformation – 4 credits

8. Modeling Complex Systems in the Context of Governance – 4 credits

9. Risk Management – 4 credits

10. Behavioral Finance and Decision Making – 4 credits

11. Knowledge Economy – 4 credits

12. Open Data and Governance – 4 credits

13. Advanced Topics in Governance, Technology and Innovation I – 4 credits

14. Advanced Topics in Governance, Technology and Innovation II – 4 credits

15. Advanced Topics in Governance, Technology and Innovation III – 4 credits

UNIVERSIDADE CATÓLICA DE BRASÍLIA - UCB
QS 07 LOTE, Nº01, AGUAS CLARAS
BRASÍLIA - DF - BRASIL CEP 71920-540
Reconhecida pela Port. Min. nº 1827 de 28/12/1994, publicada no D.O.U de 30/12/1994, Recred. pela
P.M. nº 624 de 17/05/2012, D.O.U de 18/05/2012. Credenciada pela P.M. Nº 4419, de 30/12/2004.

CURRÍCULO PLENO DO CURSO

Curso: MPH02 - GOVERNANÇA, TECNOLOGIA E INOVAÇÃO   **Currículo:** MPH02P01

Matriz Curricular: GOVERNANÇA, TECNOLOGIA E INOVAÇÃO 01 1º/2019 I MP SERIADO - SPTA

Carga Horária Total: 480	**Créditos Totais:** 32
Carga Horária Disc. Obrigatória: 360	**Créditos Disc. Obrigatória:** 24
Carga Horária Disc. Optativa: 60	**Créditos Disc. Optativa:** 8
Carga Horária Disc. Eletiva: 0	**Créditos Disc. Eletiva:** 0
Carga Horária Ativ. Complementar: 60	**Créditos Ativ. Complementar:** -
Grau: MESTRE(A)	**Data Início:** 14/08/2018
Habilitação: MESTRADO - PROFISSIONAL	**Data Término:**

Aprovação: Curso de Pós-Graduação Stricto Sensu em Governança, Tecnologia e Inovação, Mestrado, criado pela Resolução CONSEPE Nº 121 de 30/08/2018. Alteração da nomeclatura do curso PM 1492, de 27.11.2017, DOU de 28.11.2017. Renovado o Reconhecimento pela Portaria Ministerial nº 656, de 22/05/2017, DOU de 27.07.2017.

TURNOS DISPONÍVEIS: ☐ Matutino ☐ Vespertino ☑ Noturno ☐ Integral

Sem.	Seq.	Cód. Disc.	Disciplinas	Mod.	Pré-Requisito(s) Disciplina(s)	Min. Cr.	Qtd. Créd.	Teor.	Prát./Lab.	Ext.	TDE	Tot.
1º	1	MPNFG002	ORIENTAÇÃO I - MESTRADO	PRE				0	0	0	0	0
1º	2	SPNFG001	EPISTEMOLOGIA	PRE			4	0	0	0	0	60
1º	3	SPH02001	GESTÃO ESTRATÉGICA E DO CONHECIMENTO	PRE			4	60	0	0	0	60
1º	4	SPH02002	CIÊNCIA DE DADOS	PRE			4	60	0	0	0	60
2º	5	MPNFG003	ORIENTAÇÃO II - MESTRADO	PRE				0	0	0	0	0
2º	6	SPH02003	GOVERNANÇA NA ADMINISTRAÇÃO PÚBLICA E PRIVADA	PRE			4	60	0	0	0	60
2º	-	-	DISCIPLINA OPTATIVA				8	0	0	0	0	0
3º	7	MPNFG004	ORIENTAÇÃO III - MESTRADO	PRE				0	0	0	0	0
3º	8	MPNFG008	QUALIFICAÇÃO - MESTRADO	PRE			4	0	0	0	0	60
4º	9	MPNFG005	ORIENTAÇÃO IV - MESTRADO	PRE				0	0	0	0	0
4º	10	MPNFG001	DEFESA - MESTRADO	PRE			4	0	0	0	0	60
						TOTAIS:	32	180	0	0	0	360

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CURRÍCULO PLENO DO CURSO

Curso: MPH02 - GOVERNANÇA, TECNOLOGIA E INOVAÇÃO   **Currículo:** MPH02P01

Matriz Curricular: GOVERNANÇA, TECNOLOGIA E INOVAÇÃO 01 1º/2019 I MP SERIADO - SPTA

DISCIPLINAS OPTATIVAS DO CURRÍCULO

| Sem. | Seq. | Cód. Disc. | Disciplina | Pré-Requisito(s) | | Qtd. Cred. | Carga Horária | | | | |
				Disciplina(s)	Min. Cr.		Teor.	Prát./Lab.	Ext.	TDE	Tot.
	11	MPNFG006	ORIENTAÇÃO V - MESTRADO		0	0	0	0	0	0	0
	12	MPNFG007	ORIENTAÇÃO VI - MESTRADO		0	0	0	0	0	0	0
	13	SPH02004	COMPORTAMENTO E CULTURA ORGANIZACIONAL		0	4	60	0	0	0	60
	14	SPH02005	GESTÃO DA INOVAÇÃO		0	4	60	0	0	0	60
	15	SPH02006	INTELIGÊNCIA COMPETITIVA		0	4	60	0	0	0	60
	16	SPH02007	TÓPICOS AVANÇADOS EM GOVERNANÇA, TECNOLOGIA E INOVAÇÃO I		0	4	60	0	0	0	60
	17	SPH02008	ARQUITETURA DA INFORMAÇÃO		0	4	60	0	0	0	60
	18	SPH02009	MACHINE LEARNING		0	4	60	0	0	0	60
	19	SPH02010	PROCESSO DECISÓRIO E SISTEMAS DE SUPORTE A DECISÃO		0	4	60	0	0	0	60
	20	SPH02011	TÓPICOS AVANÇADOS EM GOVERNANÇA, TECNOLOGIA E INOVAÇÃO II		0	4	60	0	0	0	60
	21	SPH02012	GOVERNANÇA E GESTÃO NA TRANSFORMAÇÃO DIGITAL		0	4	60	0	0	0	60
	22	SPH02013	MODELAGEM DE SISTEMAS COMPLEXOS NO CONTEXTO DA GOVERNANÇA		0	4	60	0	0	0	60
	23	SPH02014	GESTÃO DE RISCOS		0	4	60	0	0	0	60
	24	SPH02015	TÓPICOS AVANÇADOS EM GOVERNANÇA, TECNOLOGIA E INOVAÇÃO III		0	4	60	0	0	0	60
					TOTAIS:	48	720	0	0	0	720

DISCIPLINAS ELETIVAS DO CURRÍCULO

| Sem. | Seq. | Cód. Disc. | Disciplina | Pré-Requisito(s) | | Qtd. Cred. | Carga Horária | | | | |
				Disciplina(s)	Min. Cr.		Teor.	Prát./Lab.	Ext.	TDE	Tot.
			Grand Total		0	0	0	0	0	0	0
					TOTAIS:	0	0	0	0	0	0

* TDE - Trabalho Discente Efetivo - autoinstrucional

2.2.2   *Summary and bibliography*

Course: Master's degree in Governance, Technology and Innovation		
Discipline: Epistemology		
Type: The mandatory	Load Schedule: 60 hours	Credits: 4
Summary: Definition of knowledge. Belief, truth and justification. Sources of knowledge. Perception , reason, memory, testimony. Justification. Inference, certainty, and reliability. Science and demarcation. Confirmation, falsification, paradigm, research programs. Realism and antirealism scientific. Design, method and techniques of search. Procedures of elaboration of project of dissertation and of thesis.		

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Course: Master's degree in Governance, Technology and Innovation		
Discipline: Management Strategic and of Knowledge		
Type: The mandatory	Load Schedule: 60 hours	Credits: 4

Summary: Knowledge in organizations. The knowledge economy. Knowledge creation and transfer. Strategic knowledge management. Knowledge management models and methods. Knowledge management techniques. Organizational knowledge management systems. Research on knowledge management in organizations. Management Strategic. Concepts and definitions. Fundamentals of planning. Strategy. Methodology of planning strategic. Mission, vision, objectives and analysis of environment. Implementation, assessment and control.

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Course: Master's in Governance, Technology and Innovation		
Discipline: Data Science		
Type: Mandatory	Workload: 60 hours	Credits: 4
Syllabus: Introduction to Data Science. Data-Driven Organizations. Data Scientist Archetypes. The Knowledge Discovery Process. Data Acquisition and Preprocessing. Data Visualization and Results. Statistical Models and Their Use in Descriptive Data Analysis. Orange Data Mining Tool . Supervised Learning Models. Unsupervised Learning Models. Regression Models. Classification Models. Decision Trees. Neural Networks. Deep Learning. Cluster Analysis. Association Rules. Basics of Text Mining.		
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Course: Master's degree in Governance, Technology and Innovation		
Discipline: Governance in the Administration Public and Private		
Type: Mandatory	Load Schedule: 60 hours	Credits: 4
Syllabus: Corporate Governance. Basic Aspects of Corporate Governance. Theories Related to Corporate Governance. Principles of Governance. Corporate Governance in Brazil. Public Governance. General Aspects . Theoretical Trends in Governance in Public Management. Governance and Governability. Transparency. Accountability. Governance in the Management Public Brazilian. Fundamentals of Management. Governance of Technology of Information in the Administration Public Federal. THE paper strategic from the YOU us public bodies and private.		

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PALUDO, Augustinho V.; OLIVEIRA, Antonio G. Public organizational governance and strategic planning: for public agencies and entities. Editora Foco, 2021.

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SIMÕES, JJF; SOUZA, AA Overview of the literature on corporate governance: A bibliometric analysis of the theoretical bases and approaches most used in articles. **Journal of Management, Finance and Accounting** , v. 10, n. 3, p. 62-82, 2020.

Course: Master's degree in Governance, Technology and Innovation		
Discipline: Behavior and Culture Organizational		
Type: Optional	Load Schedule: 60 hours	Credits: 4

Summary: It provides theoretical and practical support for understanding human behavior in organizations. It covers the fundamentals and research on organizational behavior, its fields, and levels of investigation (individual, group, and organizational systems). It also defines and applies organizational behavior models. It also explores the relationship between people and technology and the cross-cutting aspects that affect organizational behavior. It emphasizes organizational culture and leadership.

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Course: Master's degree in Governance, Technology and Innovation		
Discipline: Management from the Innovation		
Type: Optional	Load Schedule: 60 hours	Credits: 4
Syllabus: Theoretical foundations of innovation management. Corporate Innovation Environment. Innovation Disruptive. Open innovation. News approaches and tools of innovation. Models of readiness of innovation.		

Bibliography :

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KNAPP, J.; ZERATSKY, J.; KOWITZ, B. **Sprint** : How to Solve Big Problems and Test New Ideas in Just Five Days. New York: Simon and Schuster, 2016.

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TIGER, P. B. **Management from the innovation** : the economy from the technology of Brazil . River of January, RJ: Elsevier, 2006.

Course: Master's degree in Governance, Technology and Innovation		
Discipline: Intelligence Competitive		
Type: Optional	Load Schedule: 60 hours	Credits: 4

Summary : A study of the fundamentals, methods, and practices of Competitive Intelligence, with an emphasis on the collection, analysis, and interpretation of strategic information for business decision-making. The course covers both theory and practical application in corporate contexts, considering ethical, technological, and competitive aspects . Techniques such as market analysis, benchmarking, competitor mapping, and the identification of opportunities and risks will be explored.

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Course: Master's degree in Governance, Technology and Innovation		
Discipline: Topics Advanced in Governance, Technology and Innovation I, II and III		
Type: Optional	Load Schedule: 60 hours	Credits: 4

Syllabus: Syllabus: The TE does not have a pre-defined syllabus, as it aims to provide an opportunity for in-depth studies related to topics that correspond to the disciplines. (optional), from the line of search and to the projects of search of the bodies teacher and student of course.

Bibliography:
THE to be defined for the Teacher.

Course: Master's degree in Governance, Technology and Innovation		
Discipline: Information Architecture		
Type: Optional	Workload: 30h	Credits: 02

Syllabus: Fundamentals of Information Architecture in organizational and digital contexts; Enterprise Architecture and its main frameworks (TOGAF, Zachman , ArchiMate); Modeling of processes, data, and applications; Strategic alignment between business, information, and technology; Information governance and digital transformation; Information Architecture in Information Science; Organization and representation of knowledge; Information mediation and user experience; Brasília School approach; Applications in institutional information systems.

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Course: Master's in Governance, Technology and Innovation		
Discipline: Machine Learning		
Type: Optional	Workload: 60 hours	Credits: 4

Syllabus: Machine learning paradigms. The basic machine learning cycle. Types of databases. Descriptive and statistical data analysis. Data preprocessing techniques: identifying problems and opportunities in data, correcting missing data . Values , feature engineering , variable transformation. Methodologies for preventing overfitting : data division and regularization (Lasso, Ridge). Supervised learning tasks (classification and regression): linear models, logistic regression, elastic net, decision trees, support vector machines, among others. Methods for model selection (hold -out and k- fold) cross validation , nested k- fold cross-validation). Model evaluation methodologies for classification (confusion matrix and its metrics, AUC) and regression (RMSE, MAE, among others). Unsupervised learning tasks (clustering). Classes will be notebook-based, combining theoretical content, examples, and exercises, on a cloud-based platform where students can follow the class while repeating the examples shown on their own computer and can solve proposed exercises, both during the class and afterward. Scripting for the various stages and tasks of data analysis using a cloud computing environment.

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Ludermir , T. b. Artificial Intelligence and Machine Learning: current state and trends. Artificial Intelligence Advanced Studies 35 (101). Jan- Apr . 2021.

Course: Master's degree in Governance, Technology and Innovation		
Discipline: Process decision-making and Systems of Support the Decision		
Type: Optional	Load Schedule: 60 hours	Credits: 4
Summary: Multicriteria Methodology. Construction and analysis of Maps Cognitive. Analysis of sensitivity. Intelligence decision-making. Analysis of Policies Public. Analysis Wrapping of Data. Analysis Multicriteria of Support the Decision. Introduction and contextualization of the Systems Support for Decision. Impacts in the organizations and node environment of application. Fundamentals for development of SSD. Applications of SSD. State-of-the-Art. Tendencies of search.		
Bibliography: LAUDON, K. W.; LAUDON, J. P. **Systems of Information Managerial** . 5th Ed. They are Paulo: Pearson, 2004. TURBAN, AND.; ARONSON, J. AND. **Decision support systems and intelligent systems** . Englewood Cliffs , New Jersey: Prentice Hall, 1998. TURBAN, AND.; RAINER JR, A. K.; POTTER, A. AND. **Administration of Technology from the Information** : Theory and Practice. Rio de Janeiro: Campus, 2003.		

Course: Master's in Governance, Technology and Innovation		
Subject: Governance and Management in Digital Transformation		
Type: Optional	Workload: 60 hours	Credits: 4
Syllabus: Fundamentals of Digital Transformation (DT) Management and Governance: conceptual and practical aspects. Main models and frameworks for DT. Digital Business Models. Enterprise Architecture for Digital. Digital Culture. Dynamic Capabilities and Ambidexterity.		
Bibliography : FROEHLICH, C.; REINHART, LB; NUNES, MP Digital Transformation in a Management Software Company. **Management & Connections Journal** , v. 12, n. 3, p. 75-95, 2023.		

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Course: Master's degree in Governance, Technology and Innovation		
Discipline: Modeling of Systems Complexes node Context from the Governance		
Type: Optional	Load Schedule: 60 hours	Credits: 4

Syllabus: Introduction to Complex Systems - concepts and characteristics. Theoretical review of complex systems. Methods and methodologies applied to complex systems. complexes. Fundamentals of systems modeling. Modeling of systems complexes. Models of simulation. Models in real and complex environments. Governance of Systems Complexes. Practical applications – case studies.

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SAYAMA , Hiroki. **Introduction to the modeling and analysis of complex systems** . Open SUNY Textbooks, 2015.

WILENSKY , Uri; RAND, William. **An introduction to agent-based modeling: modeling natural, social, and engineered complex systems with NetLogo** . Mit Press, 2015.

Course: Master's degree in Governance, Technology and Innovation		
Discipline: Management of Risks		
Type: Optional	Load Schedule: 60 hours	Credits: 4

Summary: Theoretical and practical foundations of risk management, encompassing the identification, analysis, assessment, mitigation, and monitoring of risks in corporate, technological, and financial environments. Classical and contemporary models and frameworks are explored , with an emphasis on the integration of quantitative and qualitative methodologies, and the application of case studies for strategic decision-making in contexts of uncertainty and complexity.

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BRANDÃO, CE; BECKER, JL How to manage artificial intelligence risks, **GV-EXECUTIVO** , v. 21, n. 4, 2022. DOI: https://doi.org/10.12660/gvexec.v21n4.2022.88403 .

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2.2.3 *Activities carried out in the Program*

The MGTI Program maintains institutional relationships with Brazilian and foreign research centers and universities and has extensive accumulated knowledge in research, teaching and extension.

Among the experiences, we highlight:

a) Simultaneous teaching

MGTI is structured with courses taught almost entirely by two professors in a classroom simultaneously. This dynamic fosters in-depth discussions and knowledge development. In addition to this class structure, courses are taught using active methodologies, which makes learning more collaborative.

b) Development of Research Projects

The MGTI also has research groups that propose and develop projects with public and private institutions. The partnership established between other universities and institutions fosters student integration in a knowledge-producing ecosystem that broadens horizons beyond the Catholic University of Brasília. It is worth noting that the research groups are composed of program faculty, undergraduate faculty, master's students, and undergraduate students, as well as alumni and external members. The goal is to promote exchanges between faculty and students and broaden the exchange of academic experiences, always with the goal of reducing regional inequalities. Thus, it is understood that sharing experiences between students and faculty across the North-South axis provides knowledge gains for both parties, while also fostering regional equalization.

c) BIG DATA and Governance Laboratory

MGTI faculty created the Big Data Lab and the Governance Lab. Both initiatives are linked to the Business Administration, Economics, and Accounting programs, where program faculty conduct extracurricular activities with students, including teaching advanced analysis tools (Phyton, WECA) that can significantly aid job market integration. The Governance Lab hosts seminars with external professionals with recognized academic backgrounds in the field.

2.2.4 Final papers, dissertations and theses

The advisory activity is carried out individually starting in the first semester of the course. The advisor assigned to each student will be one of the faculty members of the Professional Master's in Governance, Technology, and Innovation. The student must define the topic and, together with their advisor, structure the final project's classification. The final project must be submitted for review by an examining board established by the Program Coordinator, in the presence of the student's advisor.

The qualification must be presented to the internal examining board by the end of the third semester. The final project defense can only be scheduled after the student has completed all credits (mandatory and optional) and other requirements set forth in the Program regulations.

In addition to the qualification, the student must submit an article containing the main contributions of their work. This article, co-authored with the advisor, must be submitted for publication before the final defense. Scheduling requests must be submitted at least 20 (twenty) days before the intended defense date. This timeframe is necessary to ensure proper completion of all internal defense documentation procedures.

The final work must be presented in writing and publicly before an examining board composed of the criteria defined in the General Regulations for CUB's Stricto Sensu Graduate Programs. For master's programs, the examining board is composed of the supervising professor, who is the chair, an internal member of the program, and an external member with a doctoral degree.

The final paper must be presented in a maximum of 30 minutes. After this time, the panel may ask questions, and the candidate must respond to them in a manner that addresses all concerns.

After the defense, the examining board must meet privately to deliberate on the evaluation results. The final work evaluation report must include one of the following results:

I – approved ;

II – approved with reformulation;

III – failed.

If approved with reformulation, the candidate will have a maximum period of 30 days from the defense to submit the reformulated final paper according to the terms established by the examining board. The same board will evaluate this reformulated version and decide whether to approve or disapprove it. Failure to approve the reformulated final paper will result in the student's dismissal.

The Master's student who obtains the result "Approved" in the defense minutes of his/her dissertation must submit, to the Program Secretariat, one (01) printed copy of the document as a mandatory deposit for circulation/loan between CUB libraries. In addition to the printed copy, the student must also submit one (01) CD containing the digital file of the Dissertation and its respective accessibility/reliability term completed and signed.

The final product that the student must defend will be a dissertation, which may also be presented as a systematic and in-depth literature review. Other permitted content for the dissertation, in addition to the traditional format, consists of the development of technical work of recognized quality and approved by the doctoral committee as a significant contribution to a master's degree. To replace the dissertation, the student may submit two qualified scientific articles, as described in the Program's supplementary rules. Patent development is also a possible format, provided the registration is reviewed by doctors with expertise in the field.

2.3 Evaluation System

2.3.1 Institutional and Program Self-Assessment

CUB courses have been subject to self-evaluation since the 1990s. Throughout this time, the University has been developing improvements to the process and nurturing its relationship with the community to better inform its strategic decisions.

The MGTI self-assessment is structured as a cyclical, participatory, and evidence-based process, aligned with CAPES guidelines and the institutional norms of the Catholic University of Brasília (CUB). The process is led by a multi-segment Self-Assessment Committee (CAA) , which ensures plurality and representation of the various stakeholders involved.

2.3.1.1 Structure and planning

The methodology begins with the formation of the CAA, composed of the Program Coordinator; two faculty representatives, one of whom is the President of the Committee; two student representatives; one technical-administrative representative; one representative of civil society; and one representative of the supporting entity.

The Commission prepares an annual SELF-ASSESSMENT PROJECT, which is validated by the Program Board and the Academic Provost's Office . This project defines guidelines, a timeline, instruments, and engagement strategies.

2.3.1.2 *Stages of the self-assessment cycle*

The cycle consists of seven main stages, interconnected in a continuous and feedback manner:

1. **Review of collection instruments** : before applying the questionnaires and forms, the collection instruments are reviewed technically and methodologically, considering:

   - Compliance with CAPES and institutional PDI guidelines;
   - Update items and language;
   - Inclusion of suggestions from previous cycles;
   - Preliminary validation (pilot testing, if necessary).

   This review guarantees the relevance and effectiveness of the instruments, ensuring the quality of the data to be collected.

2. **Data collection** : application of the revised instruments to target audiences (students, teachers, technical-administrative staff), preferably via online forms (such as Google Forms), in addition to collecting secondary data from documentary and institutional sources.

3. **Situational analysis** : processing and interpretation of collected data, identifying weaknesses, strengths, and proposals for improvement. This stage includes a self-assessment seminar, open to the community, to discuss the results and collectively develop solutions.

4. **Report preparation** : systematization of findings in partial (annual) reports and, at the end of each four-year period, in a consolidated report in accordance with CAPES requirements.

5. **Feedback** : sharing results with different stakeholders (boards, CPA, institutional management, academic community, and society). Results are recorded on the Sucupira Platform and published on institutional channels.

6. **Meta-evaluation** : critical evaluation of the self-evaluation process itself, based on the PDCA methodology (Plan, Do, Check, Act), allowing adjustments and improvements in instruments, methods and strategies for the next cycle.

7. **Application of results** : the evaluation findings are integrated into the strategic planning and academic management of the Program, supporting curricular, administrative and institutional decisions.

2.3.1.3 *Complementary methodological strategies*

- Community awareness: seminars, posters, social media and discussion groups.

- Assessment instruments: online forms specific to each segment (teacher, student, technician).

- Discussion events: annual seminars and discussion groups are held to collectively analyze the results.

- Monitoring: systematic monitoring using the PDCA methodology.

- Documentation: storage and analysis of evidence in an institutional database.

2.3.1.4 *Resources and infrastructure*

The process is made possible by the Program's own human and material resources, including support from the academic secretariat, digital tools, and shared physical spaces.

2.3.1.5 *Dissemination and transparency*

The methodology provides for broad dissemination of the results and actions arising from the self-assessment through:

- From the Program's official page;
- From institutional social networks;
- From meetings with managers and higher authorities;
- From systematic registration on the Sucupira Platform.

2.3.1.6 *Final considerations*

The methodology employed by MGTI is based on a continuous cycle of planning, execution, reflection, and improvement, ensuring its sustainability and effectiveness. The model is flexible and adaptable, respecting the specificities of the Program.

2.3.2 **Assessment of learning**

Student learning is assessed based on their participation in all Program activities: classes, seminars, and stages related to the development of the final product . Participation is mandatory, and the minimum required for approval is 75% (seventy-five percent) completion of the proposed activities.

A good learning process must be accompanied by an adequate assessment process. First, it is important for the teacher to plan their course, incorporating the appropriate pedagogical concept for the teaching modality, including activities, teaching resources, equipment, assessment methods, content layout, and other relevant elements. Next, it is crucial for the teacher to present and discuss the Teaching Plan at the beginning of the school year, presenting the course proposal and content, as well as defining the assessment methods. In the Teaching Plan, the teacher should detail the assessment methods, prioritizing operational principles consistent with the field of Public Policy.

Therefore, the professor may use assessment methods such as: seminar development and presentation, participation and performance in discussion rounds, written exams, presentation and writing of scientific articles, among other activities. Active methodologies are employed and assessed at all stages of the course to promote knowledge construction with the necessary autonomy and skill for stricto sensu students.

It is important to emphasize that the evaluation process is not limited to the student; it is essential that the faculty, the Program, and the Institution are also integrated into it. In this sense, the Governance, Technology, and Innovation Program considers that student evaluation of faculty is essential as a means of providing feedback and reflection on the pedagogical practices adopted and the results achieved. At the end of each academic term, students are invited to complete a comprehensive evaluation questionnaire, which incorporates the various aspects mentioned above, in addition to the student's own self-assessment. Furthermore, the Program is also subject to ongoing institutional evaluations, both through processes defined in the Institutional Pedagogical Project (PPI) and by official bodies established for this purpose (CAPES).

3. SOCIAL BODY

3.1 Student Body

3.1.1 Access methods

Students are admitted to the Stricto Sensu Graduate Program in Governance, Technology, and Innovation through a selection process widely publicized through a public announcement. The selection process takes place twice a year: one at the end of the year for admission the following year and another in June/July for admission the second semester of the same year.

The selection process includes a Specific Knowledge Test, an English Language Test, an interview, and a CV analysis. Once approved, students may take the English Language Test if they have not achieved the required average. This assessment is a mandatory requirement for obtaining the Master's degree. Interviews will be held on a published date and time, which will be widely publicized. Program faculty will serve as panels for the interviews and CV analysis.

3.1.2 Support and attention to students

Students in the Stricto Sensu Program in Governance, Technology, and Innovation rely on the presence of Program Professors for academic guidance. The Coordination and Advisory Team provide pre-arranged appointments to meet specific student needs. The Program Secretariat provides professionals who can assist with administrative matters related to student needs.

3.1.3 Monitoring of graduates

As provided for in the MGTI Strategic Plan, regular monitoring of graduates is carried out through the application of questionnaires in addition to a continuous process of including them in research groups and research projects.

In the last survey instrument, a consultation was carried out with graduates of the program, at the end of 2024, to investigate the impacts of the degree on their professional careers and on the institutions in which they work .

The results of the qualitative and quantitative survey indicate that the master's degree has been a turning point for many graduates, transforming their professional trajectory and the way they face challenges. The degree is seen as a powerful tool for growth and differentiation in the professional environment , contributing to the development of more effective corporate policies.

In terms of impacts on professional careers, the MGTI degree demonstrated the following effects:

- Professional advancement and employment opportunities
  - 35.29% of graduates reported having changed positions after completing their master's degree, indicating career advancement.
  - 17.65% of students got new jobs due to their degree.
- Compensation and recognition
  - A salary increase was recorded by 43.14% of graduates, reinforcing the recognition for the qualification achieved.
- Academic insertions
  - 25.49% of students entered higher education institutions as teachers.
  - 9.80% began their activities in research institutes.

Qualitatively, graduates highlighted several advances and contributions:

- Broadening horizons and market vision: MGTI provided a significantly expanded strategic and market vision, including political, social, and technological perspectives. This enabled graduates to take on roles of greater responsibility and strategic impact, including in international contexts.
- Advances in networking and curriculum: Interaction with qualified faculty resulted in the formation of collaborative networks that fostered professional advancement and job mobility. The degree also qualified graduates for internal promotions and competitive exams at financial institutions and government agencies.
- Standing out in competitions and recognition: MGTI professionals have achieved promotions (e.g. , major at PMDF), strategic positions (e.g. , Caixa Econômica Federal) and academic awards (e.g. , best dissertation by SBAP - Brazilian Society of Public Administration).

- Academic and job market contributions: The course's knowledge was applied to strategic institutional projects, such as the creation of statistical models to prevent customer churn and the implementation of artificial intelligence and risk management platforms at agencies such as Embrapa, Caixa Econômica Federal, and the Brazilian Air Force. The publication of books and chapters based on dissertations also demonstrated the academic reach of the program.
- Professional development and project development: MGTI was decisive for the evolution in management of complex and strategic projects, leading to the achievement of senior management and leadership positions in digital governance, IT and technological innovation in large institutions (e.g. , Banco do Brasil, Caixa Econômica Federal, IBM).
- Regulatory and organizational contributions: Graduates have contributed to improving decision-making processes, organizational governance, and institutional compliance. Examples include implementing IT governance policies and working on audits and internal controls, with specific mention of their influence on Normative Instruction SLTI 4/2008 and the new Bidding and Contracts Law (Law 14.133/2021).

Regarding doctoral programs , many graduates expressed interest in continuing their studies , indicating that this development would open more doors and allow them to deepen the research areas they began in their master's programs. They also highlighted CUB's excellent infrastructure and highly qualified faculty as distinguishing factors that encourage them to continue their academic training. Some even expressed the hope that a doctoral program in Governance, Technology, and Innovation would be offered , stating that they would be the first to apply. Furthermore, they suggested creating an alumni network and a talent pool to foster partnerships and publications, seeking greater postgraduate engagement.

Finally, we bring some highlights from the field for free expression of graduates:

"The master's degree broadened my horizons, allowing me to have a broader and more comprehensive view of the market."

"It helped improve my networking, strengthening important connections, and also made my resume stronger."

"Through the degree I achieved a score in a new public exam."

"The title was important to continue teaching at a higher education institution."

"Implementation of new projects that required improving my knowledge."

"My dissertation is one of the bases of the former Normative Instruction SLTI 4/2008 and the new Bidding and Contracts Law."

"A transformative academic experience"

"The master's degree was edifying, establishing a new relationship with knowledge and research."

"I highly recommend the institution, and if a PhD in GTI becomes available, I will be the first to apply."

"I miss the academic environment, maybe the department can create something to engage alumni."

3.1.4 Student intellectual production

Program students generally publish scientific articles, technical reports, and develop methodologies for the organizations they work with during the course and in subsequent years, based on the results obtained during their time in the Program. In general, the publication timeframe makes it difficult for journals to be published during the Program's duration. Many of these publications are published when students become graduates. Publications and participation in conferences are more significant aspects of the work completed during the program.

3.1.5 Academic record

academic community , for access to academic records, is organized into groups/profiles, identified by a unique access code (RA/ID).

Students have exclusive access to information related to their academic life (academic transcripts, declarations, enrollment renewals, personal data, etc.) through the Student Portal. Physically, student documentation is archived in suspended folders, sorted chronologically by the "Student Academic Record" (RAA) regularly enrolled or still enrolled in the course. Documentation for graduated, withdrawn, or canceled students is stored in numbered envelopes and boxes. Access to this collection is restricted.

Teachers use the Institutional Portal to connect with their classes during the school year. Through the Portal, they can record attendance, post final results , contact their class, and send teaching support materials.

Managers (Directors/Coordinators) access the system and have permissions to consult the Database and can participate in the Enrollment Renewal Process, including/excluding Subjects.

Administrative staff assigned to course coordination or strategic areas of the Institution also have access to tools, depending on their profile, to consult academic or financial data.

3.1.6 *Inclusion and accessibility policies*

The Catholic University of Brasília (CUB) meets the accessibility, inclusion, and retention requirements for students in all political and legal aspects. The accessibility criteria are set forth in Technical Note 385/2013 of the CGLRS/DPR/SERES/MEC of June 1, 2013, which establishes oversight processes and obligations to ensure broad accessibility for the academic community.

Inclusive Education is a right guaranteed by Brazilian law. It represents a set of political and pedagogical processes that ensure the right to learning for all, with the commitment of school communities. This right was established over decades of legislation in Brazil, gaining strength especially after the enactment of the 1988 Federal Constitution, which established the principles of equality and non-discrimination and provided for specialized educational services for people with disabilities.

CUB complies with the requirements set out in the national education policy legislation arising from the following legislation:

- Law of Guidelines and Bases of National Education (LDB) - Law No. 9,394/1996;
- Child and Adolescent Statute (ECA) - Law No. 8,069/1990;
- Brazilian Law for the Inclusion of Persons with Disabilities (LBI) - Law No. 13,146/2015
.

The CUB-Taguatinga Campus is horizontal, with buildings no higher than three stories, accessible by elevators and ramps. Elevators play a crucial role in ensuring accessibility for students with disabilities and reduced mobility.

Supported by national education legislation and policies, CUB's Institutional Policy on Inclusive Education seeks to guarantee access, retention, and learning for students in inclusive education. Through its policy, CUB recognizes education and defines as its objective to provide people with disabilities and neurodevelopmental disorders with an environment conducive to equal opportunity, access, retention, and learning.

The policies adopted by the Institution guide the academic community in recognizing the diverse needs of students, respecting learning styles and paces, with a view to ensuring a quality education for all.

Therefore, CUB adopts the following policies for serving people with disabilities or neurodevelopmental disorders:

- For people with physical disabilities: provide free movement of students in public spaces (elimination of architectural barriers); adapted doors and bathrooms with sufficient space to allow wheelchair access and circulation; grab bars on bathroom walls; accessible furniture for classrooms, bathrooms, auditoriums, and other public spaces; alternative elevators for areas with stairs; among other architectural accessibility measures;

- For the visually impaired: Accessibility Lab, which works with academic content to be worked on/adapted through the use of Assistive Technology and other forms of assistance for the visually impaired, enabling them to acquire tools that facilitate learning. Additionally, there is the implementation of a tactile track, guided elevators, and Braille inscriptions on university signs.

- For people with hearing impairments: From the moment they enroll through to the end of the course, Brazilian Sign Language interpreters provide mediation, especially during exams or review. Flexibility is allowed in grading written exams, emphasizing the semantic content of the Portuguese language, especially in written form (for the use of vocabulary relevant to the course content in which the student is enrolled). Information for teachers is disseminated through the NIOP to clarify the linguistic specificities of deaf students.

- For people with Neurodevelopmental Disorders: encompassing Intellectual Disabilities, Communication Disorders, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Specific Learning Disorder and Motor Disorders, CUB provides services, screenings, referrals, academic actions with coordinators, professors and other sectors of the University, aiming to promote adjustments to the demands of each individual regarding academic learning, through adaptations, workshops and pedagogical performance monitoring programs.

At CUB, most accessibility needs are already guaranteed, both at the headquarters and at the Ceilândia campus, such as the demarcation of preferential parking spaces, of various types (pregnant women, elderly people, disabled people), access ramps for wheelchair users and people with mobility difficulties, adapted restrooms, tactile warning flooring and/or beacon guides, demarcation of spaces reserved for wheelchair users in the auditoriums, installation of emergency alarms in the restrooms, family restrooms, among others that comply with ABNT and NBR/9050.

Furthermore, CUB maintains brigade teams to fully meet existing and future demands, in addition to providing NIOP services to meet methodological and instrumental adaptations that may be necessary due to the care of students, employees or faculty who have some type of disability.

3.2 Faculty

The Master's in Governance, Technology, and Innovation faculty in 2024 will consist of 14 faculty members, including 13 permanent faculty members and one associate faculty member. Most of the permanent faculty members have a 40-hour workweek at the institution. All permanent faculty members have more than 15 hours/week allocated to the program. Thus, the permanent faculty fully meets the Master's program's dedication requirements within the parameters of the Interdisciplinary area.

CUB is firmly committed to maintaining the excellence of its faculty. This action reflects the institution's strategic planning, which is reflected in the MGTI's strategic planning. The rules set forth in the CUB's postgraduate program's institutional bylaws for de-accreditation and accreditation serve as the basis for any changes to the program's faculty. It is essential to adhere to the objective and pragmatic criteria for changes to the permanent faculty, as set forth in institutional regulations.

The faculty profile of this Program is characterized by solid professional experience, primarily in management, combined with academic training in various doctoral programs, characterizing a multidisciplinary approach that results in interdisciplinary initiatives. Furthermore, the work is generated from a robust scientific output. This triad allows these professionals to work at the cutting edge of the research areas involved, identifying relevant problems addressed through research projects contextualized within a given line of research. Based on these projects, coherence is built between supervision, publications, and courses taught. A relevant point is that MGTI's permanent faculty members work across the triad of teaching, research, and outreach, which is a key differentiator of the program.

Based on the experience accumulated over 27 years of MGTI's existence, it has been observed that developing an interdisciplinary teaching profile requires sharing academic experience through research projects and related activities (publications, mentoring, and course offerings). Thus, all new faculty members are encouraged to engage in these interdisciplinary practices, ensuring they meet an essential requirement for working at MGTI: possessing skills for interdisciplinary work.

As an interdisciplinary program, the Master's in Governance, Technology, and Innovation has faculty from the Humanities (psychology, sociology, and geography), Applied Social Sciences (administration, economics, and law), Exact Sciences (mathematics and statistics), Engineering (Electronic Engineering and Electrical Engineering), Humanities (Social Sciences), and Exact and Earth Sciences (Computer Technology, Data Processing Technology, Computer Science, and Computer Engineering). Therefore, the faculty complies with the rules that define it as interdisciplinary, as it is composed of faculty from various major CAPES training areas.

Most of the Master's professors work or have worked in positions involving management, governance and strategic decision-making in Federal Public Administration bodies, private organizations, consultancy and academic management, which contributes significantly to the training of students in an interdisciplinary program.

Professors are organized into three lines of research, acting as principal investigator in one line and dedicating more specific actions to secondary activities in another line or two.

In 2024, the distribution of permanent faculty in the Research Lines will be as follows:

- Research Line 1: Organizational Knowledge: Intelligence and Strategic Management has 4 permanent professors with main allocation.
- Research Line 2: Information Technology and Decision Support has 6 permanent professors with main allocation.
- Research Line 3: Governance and Innovation has 3 permanent professors and 1 collaborating professor.

Thus, the MGTI meets the criterion of balanced distribution of permanent faculty across the three research lines. The master's program's strategic plan anticipates an increase in the number of permanent faculty due to the high demand from incoming students and the number of mentorships provided within the program's scope.

All faculty members in the permanent faculty group supervise master's programs, co-supervise master's programs, participate in research projects, and teach undergraduate and master's programs. Faculty members who work at the undergraduate level also supervise final projects and scientific initiation programs, in addition to teaching undergraduate classes.

Here is the list of teachers:

Teachers (all doctoral degrees)	Permanent (P) Collaborator (C)	Link Lattes
Ana Paula Bernardi da Silva	P	http://lattes.cnpq.br/2644093939475294
Edilson Ferneda	P	http://lattes.cnpq.br/2531761427648020
Eduardo Amadeu Dutra Moresi	P	http://lattes.cnpq.br/1088020888142000
Fabricio Ziviani	P	http://lattes.cnpq.br/1283869098677703
Gilberto Clovis Josemin	W	http://lattes.cnpq.br/0533203029190940
Helga Cristina Hedler	P	http://lattes.cnpq.br/9878306773047270
Hercules Antonio do Prado	P	http://lattes.cnpq.br/1350331210278996
Luiza Beth Nunes Alonso	P	http://lattes.cnpq.br/1184345702105010
Matheus da Silva Paiva	P	http://lattes.cnpq.br/0410342282943655

Paulo Fernando Marschner	P	http://lattes.cnpq.br/1245982332405570
Priscila Caneparo dos Anjos	P	http://lattes.cnpq.br/1213692787728070
Remis Balaniuk	P	http://lattes.cnpq.br/8456124569258786
Rosalvo Ermes Streit	P	http://lattes.cnpq.br/8320780829093601
Thiago Christiano da Silva	P	http://lattes.cnpq.br/6238208958412798

3.3 Program Management

3.3.1 *Program Coordination*

According to the General Regulations for Stricto Sensu Graduate Programs, the Program Coordination's responsibilities include:

I. manage the planning of the program's academic and administrative activities, in accordance with the guidelines of the Academic Provost's Office or the Stricto Sensu Graduate Coordination and execute them together with faculty and administrative staff;

II. prepare the program's annual activity plan and forward it to the respective board;

III. develop, with the collaboration of faculty and students, and with the support of the Stricto Sensu Graduate Coordination, the lines of research approved by the Rector's Board and ratified by CONSEPE, seeking academic excellence, according to the criteria of CUB and Capes/MEC;

IV. ensure the quality of the teaching, learning and research and extension development process;

V. supervise the execution of academic regime orders and student performance records within the scope of the program;

VI. monitor the student's comprehensive academic development;

VII. support external and internal assessments in order to adjust the identified demands;

VIII. prepare an annual budget forecast in conjunction with the Stricto Sensu Postgraduate Coordination and submit it, in August of each year, for approval by the Rector's Board for forwarding the CUB budget;

IX. monitor the budget execution approved for the current year on a quarterly basis, making any necessary adjustments for its sustainability, if applicable;

X. analyze and issue an opinion on the economic and financial situation of the program and propose improvements;

XI. identify and propose agreements or arrangements with public and/or private institutions with a view to strategic institutional partnerships for the development of the program to be approved or not by the Rector's Board;

XII. engage in the process of accreditation, re-accreditation and de-accreditation of teachers and researchers within the scope of the program, so that they are trained and identified with the institutional mission;

XIII. develop a dynamic learning climate within the program, with harmony and integration between teaching, research and extension, in line with the guidelines of the Stricto Sensu Graduate Coordination and the Rector's Board;

XIV. convene and preside over meetings of the Program's board, with the right to vote, including the casting vote;

XV. mediate disciplinary conflicts within the program;

XVI. represent the program within the scope of its attributions;

XVII. monitor teaching and student production, with the aim of achieving the goals proposed for the four-year period;

XVIII. complete and send the information requested by Capes, with the support of the advisor and other Program faculty;

XIX. coordinate the preparation and updating of the Pedagogical Proposal, the Specific Regulations and the Strategic Planning of the program to be approved by the Rector's Board;

XX. approve the composition of the qualification and defense examination boards, including consideration of issues of conflicts of interest in accordance with CAPES/MEC regulations.

3.3.2 Program Board

According to the General Regulations for Stricto Sensu Graduate Programs, the Program's collegiate body is formed by:

I. by the coordinator, who presides over it;

II. by all teachers who are part of the Program's permanent staff, with the participation of collaborating and visiting teachers being permitted when invited;

III. by a representative of the student body and his/her substitute, regularly enrolled and chosen by their peers.

Furthermore, it is added that the Collegiate is responsible for:

I. assist the coordinator in managing academic affairs;

II. forward ethical and disciplinary matters within the scope of the program to the coordinator;

III. compose and actively participate in internal committees;

IV. assist the coordinator in teacher accreditation processes;

V. assist the coordinator in the process of selecting candidates for the program.

§ 1º The decisions of the Program's collegiate body are made by a simple majority of its effective members.

§ 2 The Program's board meets, ordinarily, twice per semester and, extraordinarily, when called by its coordinator or by written request of at least one third of its members.

3.3.3 *Teaching Intellectual Production*

MGTI professors coordinate research, publish scientific articles in renowned journals, produce technical reports, serve as ad-hoc consultants for Research Support Foundations, supervise and co-supervise scientific work, and develop methodologies and reference documents for public and private sector organizations. Their work in the external environment complements the vision and direction of their work. To verify their current teaching output, consult their Lattes CVs.

4. SOCIAL INSERTION

MGTI's social inclusion is manifested through multiple dimensions that demonstrate the program's commitment to social transformation and sustainable development. The program has focused its efforts on monitoring the results, consequences, impacts, and benefits perceived by society as a result of its teaching, research, and outreach activities, fulfilling its social function through significant economic, social, and cultural impacts.

The economic impact of the MGTI is particularly notable because its students are almost always professionals with relevant experience in government agencies or private sector entities with close ties to the public sector. A significant group of students receive scholarships or financial aid from the public organizations with which they are affiliated to fund their master's degree. In return, they are expected to research and develop research focused on the organizations' real-world problems. In this sense, the economic impact is always felt by the public administration body, the sector in which it operates, and, consequently, by society.

Thus, the knowledge acquired at MGTI generates a direct and effective impact on the institutions where our graduates work. Our students are professionals in government agencies, state-owned companies, and autonomous agencies, with some graduates working in the private sector and the education sector. Dissertations developed within MGTI are directly linked to economic and social impact.

In this sense, the program began holding the Governance, Technology, and Innovation in Society Forum biannually. The forum's objective is to promote a space for dialogue and reflection on the impacts of technology and innovation on various sectors of the economy and public and private governance. The event seeks to strengthen the connection between academia and society, establishing a stronger link between students, alumni, and the community, fostering the exchange of experiences and practical knowledge. Furthermore, it aims to share the knowledge generated at MGTI with other programs at the Catholic University of Brasília, showcasing the advances and best practices developed throughout the program.

The forum also aims to inspire new perspectives and innovative solutions that can positively impact society and the digital economy, focusing on relevant topics such as quantum computing and technological governance. The forum aims to present, discuss, analyze, and evaluate the strategic, cultural, and social initiatives of the Master's program in Governance, Technology, and Innovation with executives from the public and private sectors, alumni, civil society, the academic community, and the community surrounding the University. In addition to engaging with society, the forum presents the results of completed and ongoing research. This creates a collaborative space for discussing a research agenda and fostering participants' interest in learning more about the Master's program.

The following participated in the first forum held in 2024: (i) executives from the strategic area of public and private companies invited and partnering with the Catholic University of Brasília; (ii) local community affected by the Catholic University of Brasília; (iii) representatives of social movements and organizations surrounding CUB; (iv) graduates of the master's program; (v) CUB's

academic community; (vi) students from UCB's postgraduate programs; and (vii) faculty from CUB and partner HEIs.

In the social sphere, MGTI has worked cross-disciplinarily with the UN Sustainable Development Goals (SDGs). All students are encouraged to justify their research with a focus on the SDGs. Thus, dissertations promote effective social impact and help improve the population's quality of life and solve global problems. MGTI's core value is contributing to the SDGs, and thus, all of its activities provide space for discussion of the topic's social importance. Improving living conditions within its context has been a recurring topic in the master's program's activities.

Also noteworthy are research and dissertations on relevant social topics that are on the current societal agenda, such as bullying, gender issues, the environment, public safety, education, and data protection. Research conducted within the master's program on these topics has an immediate social impact and is well-received by stakeholders.

5. INFRASTRUCTURE FOR THE PROGRAM

CUB provides undergraduate and graduate programs with adequate infrastructure to serve faculty and students at different levels of higher education. This model of sharing infrastructure between programs, especially between master's and doctoral programs, is a common practice in Brazil, as it facilitates academic integration.

The physical structure shared by MGTI includes:

- Meeting rooms equipped with computers, wireless internet and multimedia resources for presentations and seminars;
- Specific computer room for students;
- Study room for teachers and students, in addition to classrooms previously reserved for academic use;
- Common room with cafeteria, minibar, tables and chairs, for the exclusive use of Program members;
- Teachers' lounge, equipped with computers, copiers, sofas, tables and chairs, as well as a leisure area for teachers.

The Program also has its own infrastructure, which includes:

- Course coordination room, equipped with files, computers, printer and wireless internet access;

- Secretariat for stricto sensu programs, equipped with computers, printers and photocopier for the exclusive use of MGTI;
- Offices for teachers;
- School " space , adapted for virtual interactive activities, available to teachers and students;
- Access to the University's laboratories and IT infrastructure.

In addition to physical resources, MGTI also relies on digital infrastructure, made possible by institutional partnerships, such as CUB's partnership with Microsoft, which offers a variety of services to the institution's students. Using the platform brings greater quality and security to our learning processes. With your Microsoft account, faculty and students have access to a variety of applications, such as Teams, Word, PowerPoint, Excel, OneDrive, and Outlook.

Each faculty member and student receives an institutional email address, allowing for the exchange of information. Meetings and, when convenient, classes are held through D2L's Brightspace Virtual Learning Environment, which also enables academic interaction, allowing for the sharing of study materials, teaching plans, and syllabi, as well as the submission of assignments.

The Library System (SIBI) is a supplementary body subordinate to the Office of the Provost for Administration of the Catholic University of Brasília (CUB). SIBI-CUB aims to provide the university community with information and library services necessary for the development of the University's teaching, research, and outreach programs. The Library System's infrastructure is fully available to MGTI students.

The CUB Electronic Journals Portal provides access to electronic scientific journals published by the Courses and Programs of the Catholic University of Brasília (CUB). The Portal uses the Electronic Journal Publishing System – SEER / Open Journal Systems - OJS, translated, adapted and distributed in Brazil by the Brazilian Institute of Information in Science and Technology (IBICT).

The Program also maintains a website (in Portuguese , Spanish and English), which provides information about its activities, area of concentration, lines of research, faculty CVs, curriculum matrix, notices, selection processes and academic events.

Finally, it's worth noting that the university boasts a comprehensive infrastructure of event spaces, consisting of four auditoriums strategically distributed throughout the campus, with a total capacity of 1,384 people. The offering includes the Católica Theater (786 seats) as the main venue for large events, complemented by the auditoriums in Blocks K (216 seats), M (196 seats), and G (186 seats), which cater to smaller events. All auditoriums adhere to a high-quality technical standard, including a full sound system with a soundboard and amplifiers, a multimedia projector, and a

dedicated laptop. The Católica Theater also features specialized stage lighting, distinguishing it as a venue for more elaborate productions.

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