Nexford University

Our headquarters:
1140 3rd St NE
Washington, DC 20002
US

Mailing address:
PO BOX 96503 #42426
Washington, DC 20090-6503
USA

www.nexford.org
info@nexford.org
Tel: +1 202-280-2049
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#### College of Business and Innovation

Overview of Business and Institutional Outcomes

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Associate of Applied Science in Business

- Program Description
- Nexford AAS in Business Outcomes
  - Institutional Level Outcomes for AAS in Business
    - Digital Fluency
    - Critical and Creative Thinking
    - Information-Driven Decision-Making
    - Communication & Collaboration
    - Civic Responsibility
    - Adaptive Lifelong Learning
    - Cultural and Emotional Intelligence
    - Customer-Centric Thinking
  - General Education Program Outcomes (AAS in Business)
    - Communications
    - Scientific and Quantitative Reasoning
    - Critical Thinking
    - Math Fluency
    - Sustainability
  - Core Business Program Outcomes (AAS in Business)
    - Leadership and Teamwork
    - Technology for Business
    - Corporate Sustainability
    - Multinational Culture
    - Innovation and Change
    - Information-Driven Decision Making
    - Business Operations & Structure
    - Business Foundations and Career Success
    - International Business
    - Human Resource Management
    - Management
    - Marketing
    - Finance
    - Accounting
    - Program Structure

#### Bachelor of Business Administration (BBA) Degree

Program Description

Nexford BBA Outcomes

Institutional Level Outcomes (BBA)

- Digital Fluency
- Critical and Creative Thinking
- Information-Driven Decision-Making
- Communication & Collaboration
- Civic Responsibility
- Adaptive Lifelong Learning
- Cultural and Emotional Intelligence
- Customer-Centric Thinking

General Education Program Outcomes (BBA)

- Communications
- Scientific and Quantitative Reasoning
- Critical Thinking
- Math Fluency
- Sustainability

Core Business Program Outcomes (BBA)

- Leadership and Teamwork
- Technology for Business
- Corporate Sustainability
- Multinational Culture
- Innovation and Change
- Information-Driven Decision Making
- Business Operations & Structure
- Business Foundations and Career Success
- International Business
- Human Resource Management
- Management
- Marketing
- Finance
- Accounting

Specialized Business Outcomes (BBA)

- 360° Marketing
- Digital Transformation
Dear NXU learner,

Welcome to Nexford University (NXU). You are about to embark on an exciting and unique educational journey that will equip you with the skills you need to succeed in the global workplace. We trust that you will find NXU a stimulating and rewarding learning environment, and that you will benefit from the unparalleled levels of learner support we provide.

At NXU, we approach education differently. Let me tell you why.

Education changes lives. Growing up in Africa and working in Asia, the US and Europe, I saw this first hand. I also saw how a lack of education negatively affects so many people’s lives. In fact, lack of education is at the root of most of the world’s challenges. Despite the enormity of this problem, it has yet to be addressed effectively; the majority of young people do not have access to an affordable high quality higher education.

On my entrepreneurial journey, which I began at age 18, I experienced another failing of our current higher education model: the large gap that exists between the skills of college graduates and the needs of employers. I have personally struggled to find qualified talent to work in my startup companies, and am dismayed by the statistics I’ve seen on unemployed college graduates worldwide.

All this led me to conclude that the existing higher educational model, with its expensive out-of-date degrees, its cumbersome bureaucracy, and regulations that have barely changed in 100 years, no longer fits the needs of today’s learners and tomorrow’s job seekers. So I set out to create an alternative – one that I am convinced has the potential to positively impact the lives of millions of people across the world.

In thinking about how to design a more effective approach to higher education, I spent many months speaking with learners from all walks of life, from high school learners on remote islands in the Philippines, to Egyptian college graduates trying to support their families, to Uber drivers in America’s midwest balancing jobs and college studies. My team and I surveyed thousands of learners to understand their needs, and we spoke with employers to understand theirs as well.

NXU was built on the findings of this research. Our goal, is to provide you with high-quality, affordable education that prepares you for the workplace. Our academic standards are rigorous – we are licensed and governed by the Higher Education Licensure Commission in Washington DC – and our team of faculty, advisors, technologists, designers, and other staff is world-class. We have brought together academic experts from leading universities in the US, including Ivy League universities and elsewhere, who are as equally committed as I am to offering the unprecedented levels of learner support that I believe sets Nexford apart.

At NXU, all learners have access to the support they need almost 24 hours a day, seven days a week. I would be very pleased to speak with you myself; in fact, I will be making time each week to speak with Nexford learners. Feel free to set up a meeting with me.

NXU is committed to continuously improving the academic programs and services we provide. We will regularly seek your feedback on how we can improve. My leadership team and I plan to visit three or more countries every year so that we can speak with learners directly and hear their feedback face to face. We will also publish an annual report on learner satisfaction as part of our commitment to operating with transparency.

Through NXU, we’ve built an excellent educational platform to help you realize your goals. Now it’s up to you to commit to your own success and to overcome any obstacles that may stand in your way.

I am incredibly proud of what we’ve achieved at NXU. I hope you share my pride in being part of our community, and the most affordable high-quality American university in the world. Follow us on social media, wear our yellow and black university colors, and never give up on your dreams.

I wish you the best success.

Fadl Al Tarzi,
CEO and President
1.B.1 Board of Directors

Nexford University (NXU) is governed by a Board of Directors consisting of educators and industry leaders. The Board meets quarterly and oversees the strategic planning process, approves new initiatives, monitors finances, and supports and evaluates university leadership.

The NXU Board meets quarterly with the following schedule of topics:

a. Board meeting 1 (February): Academic Programs, Budgets, Senior Leadership Hires
b. Board meeting 2 (May): Academic Programs, Budgets, Senior Leadership Hires, Regulatory Progress, Accreditation Progress
c. Board meeting 3 (August): Learner Feedback, Budgets, Marketing Activities
d. Board meeting 4 (November): Budgets, Partnerships, Marketing Activities, Academic Progress

Board of Director members:

a. Fadl Al Tarzi, Chief Executive Officer (CEO) and President, Nexford University
b. Dr Phillip Long, Chief Innovation Officer, University of Texas
c. Dr Sherif Kamel, Dean of Business School, The American University in Cairo
d. Lou Pugliese, former CEO, Blackboard, former Managing Director, Technology Innovation Action Lab, ASU
e. Dr Peter Stokes, Managing Director, Huron Consulting Group
1.B.2 Executive Council

The CEO/President and senior Nexford University (NXU) leadership comprise the members of the Executive Council. This forum is responsible for the strategic planning, budget development, review of Business Intelligence (BI), collective oversight of daily operations, review and recommendations of major curricular changes, creation and reform of academic and operational policies, and preparation and presentation of quarterly reports to Nexford's Board of Directors.

Executive Council reports on strategic planning, budgets, curriculum deliberations, and other matters of importance in university operations.
1.B Executive Council (continued)

Nexford Senior Leadership Team:

a. Fadi Al Tarzi, CEO and President
b. Sheila D Fournier-Bonilla, PhD, Chief Academic Officer (CAO)
c. Francis Ali, Director of Finance (DF)
d. Robin Johnston, EdD, Director of Academic Innovation (DAI)
   EdD, Interim Director of Learning Design (DLD)
e. Paul Coleman, Chief Technology Officer (CTO)
f. Victoria Rusnac, Director of Marketing (DM)
1.B.3 Administrators

Nexford University’s academic administrators are committed to delivering excellence in all aspects of the institution. Along with their passion for education, they all bring many years of experience in the design and delivery of higher education in local and global settings.

Executive Team

a. Joe Cappa, Director of Academic Projects
b. Glenn Magid, Director of Learner Success
c. Lori Ellingford, Director of Course Development
d. Marquetta Bivens, Registrar & Admissions Manager
1.B.4 Faculty

Faculty are responsible for providing subject matter expertise to support program development and to support and assess learner learning. Faculty are responsible for mentoring, coaching and advising learners for academic success. Faculty are responsible for remaining fully engaged with learners providing them with individualized and substantive feedback. Faculty are responsible for staying current in the scholarship and practice of their field(s) of study. Faculty are expected to serve on various NXU committees, and provide input to course design and revision(s) to the Program Director. Final decisions on these matters are made by the CAO.

Full-time faculty at Nexford University:

- Dr. Debbie Wilson, Faculty Chair, DM Colorado Technical University (2015)
- Dr. Joan Ilagan, Assistant Professor, DBA Colegio De San Juan de Letran, Philippines (2018)
- Lileth Gonzales, Assistant Professor, MS De La Salle University, Manila Philippines (2014)
- Cornelis Coetzee, Associate Professor, MS Tshwane University of Technology (2013)
- Joanna Shore, Associate Professor, DBA Argosy University (2004)
- Emmanuel Dotong, Teaching Assistant, DBA Colegio de San Juan de Letran (2020)
- Nicolene De Wet-du Toit, Teaching Assistant, BA Potchefstroom University (1989)
- Creselda Jane Ebba, Teaching Assistant, MBA University of the Cordilleras (2020)
1.C.1 Global Advisory Board

Nexford University’s (NXU) Academic Advisory Board (AAB) comprises international educators and leaders from major employers who provide guidance on academic program offerings with a focus on their relevance and applicability to developing job-ready learners. The Advisory Board meets twice per year with Program Directors as co-chairs. Advisory board members provide insight and advice into emerging trends that may significantly impactNXU learners, academic programs, and curricula. Additionally, the Board reviews proposals for new programs, courses, and academic initiatives and offers collective insight and advice.

Current GAB members include:

a. **Dr Curtis Bonk**, Professor of Instructional Systems Technology, Indiana University
b. **Dr Jay A. Halfond**, Professor of the Practice of Continuing Education and Distance Education, Boston University
c. **Dr Frances Tsakonas**, Chief Executive Officer, International Institute for Education Advancement (a division of RITE Education Associates)
d. **Dr Valerie Gamble**, Education and Performance Enhancement Lead, Pfizer
To enable greater social and economic mobility across the world by providing learners access to high-quality, affordable, dynamic online education that prepares them for the global workplace.

Nexford University (NXU) is born different. We believe the world needs a new approach to higher education. Our next-generation learning experience will positively impact the lives of millions worldwide.

It is Nexford’s goal to become the largest and most affordable online American university in the world – positively impacting the lives of millions across the globe.

We aim to provide our learners with:

a. The information and skills they need to develop and achieve their career goals
b. An online, global education that prepares them for the workplace regardless of their physical location
c. An educational model based on mastery of relevant workplace competencies – from general education to professional and technical subjects
d. Communication, critical thinking, and problem-solving skills to build a foundation of lifelong learning
e. A global community that bolsters their success through the innovative use of collaborative technology
f. An education experience that maximizes their opportunities for success, offering flexibility, learner support, and affordability
g. Ongoing lifelong education and credentials that are regularly updated based on evolving global workplace needs.
The Nexford University (NXU) community is involved in learner success, each stakeholder at NXU is responsible for ensuring the appropriate resources and support are available to maximize the potential for learning.

To set the foundation for building global online connections within the NXU community, all new learners are required to set up personal profiles, including directory information, as part of their initial registration. Directory information includes information about learners’ academic plans, course enrollments, career interests, and home countries. The university makes learner directory information available to all members of the Nexford community to assist learners in forming connections — on the basis of shared interests, similar courses of study, or common backgrounds — with current and former learners. Learners can restrict access to their directory information, or to specific portions of it, by adjusting their privacy settings. The University also facilitates opportunities for peer-to-peer connections, for example, by hosting online ‘forum’ spaces for learners in the same academic programs to meet one another, and by hosting group advising sessions with Success Advisors.

In the future, Nexford plans to partner with collaborative workspaces, internet cafes, and non-profit organizations in its individual learning markets to make live events such as speaker series, study groups, learner clubs, and networking opportunities available to Nexford learners and alumni.

Nexford University - Hours of Operation

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Friday</td>
<td>9:00am - 5:00pm</td>
</tr>
<tr>
<td>Saturday &amp; Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

The Nexford University Administrative Office is closed for most major United States holidays. All times are based on Eastern Standard time.

Success Advising and Faculty Availability

<table>
<thead>
<tr>
<th>Success Advising</th>
<th>Nexford Success Advisors are available 24/7, seven days a week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Nexford Faculty are available throughout the day with coverage of 17 hours a day, 7 days a week. They are also available during weekly virtual office hours (specified in the course) or by appointment.</td>
</tr>
</tbody>
</table>

Nexford is also a recognized member of the Certified Management Institute (CMI). CMI is an accredited professional institution for management. The organization encourages management development, carries out research, produces a wide variety of publications on management interests, and publishes an official members’ magazine. Nexford University’s MBA program is recognized by CMI, which means the program’s outcomes are fully aligned to CMI’s outcomes that focus on demonstrating that managers have applied their leadership and change management skills to achieve significant business impact. Nexford is also member of the AACSB International Business Alliance Network, which is a global nonprofit association that connects educators, students and businesses to achieve a common goal: to create the next generation of great leaders. AACSB provides quality assurance, business education intelligence, and learning and development services to over 1,700 member organizations and more than 840 accredited business schools worldwide.
1.1 Operating Systems

Learners receive a free Microsoft Office license to use during their time at Nexford. Most projects and assessments can be completed using a Microsoft or a Google application. A note about Windows operating systems: Microsoft periodically ends support for its older operating systems. Our minimum computer system requirement in the chart below reflects these changes.

1.1.2 Web Browsers

Web browsers listed in the chart below have been tested and validated for use with our website. Other web browsers not listed may not work as well and will be unsupported and tested by Nexford.

1.1.3 System Requirements

<table>
<thead>
<tr>
<th>All computers</th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor (Computers Only)</td>
<td>15” display True color 1024 x 768 resolution</td>
<td>17” display True color 1920 x 1080 resolution</td>
</tr>
<tr>
<td>Camera</td>
<td>1 Megapixels</td>
<td>2 Megapixels or higher</td>
</tr>
<tr>
<td>Internet connection</td>
<td>2mbps internet connection</td>
<td>5mbps broadband (cable or DSL)</td>
</tr>
<tr>
<td>Email capabilities</td>
<td>Email address (required)</td>
<td>Email address (required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Window Computers</th>
<th>Minimum</th>
<th>Recommended</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating system</td>
<td>Windows 8.1</td>
<td>Windows 10</td>
<td></td>
</tr>
<tr>
<td>Web browser (only one needed)</td>
<td>Microsoft Edge Mozilla Firefox latest version Google Chrome latest version</td>
<td>Microsoft Edge Mozilla Firefox latest version Google Chrome latest version</td>
<td></td>
</tr>
</tbody>
</table>
## 1.1.3 System Requirements (continued)

### Mac Computers

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating system</td>
<td>Mac OS X 10.12 Sierra</td>
<td>Mac OS 10.15 Catalina</td>
</tr>
<tr>
<td>Web browser</td>
<td>Safari latest version</td>
<td>Safari latest version</td>
</tr>
<tr>
<td>(only one needed)</td>
<td>Mozilla Firefox latest version</td>
<td>Mozilla Firefox latest version</td>
</tr>
<tr>
<td></td>
<td>Google Chrome latest version</td>
<td>Google Chrome latest version</td>
</tr>
</tbody>
</table>

### Tablets

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System</td>
<td>iOS 11.0</td>
<td>iOS 12.x (latest version)</td>
</tr>
<tr>
<td></td>
<td>Android 8.1</td>
<td>Android 9.x (latest version)</td>
</tr>
<tr>
<td>Web browser</td>
<td>Safari latest version</td>
<td>Safari latest version</td>
</tr>
<tr>
<td>(only one needed)</td>
<td>Mozilla Firefox latest version</td>
<td>Mozilla Firefox latest version</td>
</tr>
<tr>
<td></td>
<td>Google Chrome latest version</td>
<td>Google Chrome latest version</td>
</tr>
</tbody>
</table>

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### Download the Free Adobe Reader Plug-in

In order to view PDF documents, your computer must have the free Adobe Acrobat Reader installed with the latest version available for your operating system.

Use the **Get Adobe Reader** link to download the plug-in, then follow the installation instructions available on the download page.
2. A

Academic Calendar

Learners complete their enrollment at Nexford University (NXU) upon admission, after making their first tuition payment. The academic calendar is based on an approximately eight-week (54 day) course duration.

### Nexford University Calendar
#### Academic Year 2020

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Start</th>
<th>Term End</th>
<th>University Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>January 1, 2020</td>
<td>February 23, 2020</td>
<td>New Year’s Day (Observed Wednesday January 1st, 2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Martin Luther King, Jr. (Observed Monday January 20th, 2020)</td>
</tr>
<tr>
<td>February</td>
<td>February 1st, 2020</td>
<td>March 25th, 2020</td>
<td>Washington’s Birthday (President’s Day) (Observed Monday February 17th, 2020)</td>
</tr>
<tr>
<td>March</td>
<td>March 1st, 2020</td>
<td>April 23rd, 2020</td>
<td>Good Friday (Observed Monday April 10th, 2020)</td>
</tr>
<tr>
<td>April</td>
<td>April 1st, 2020</td>
<td>May 24th, 2020</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>June 1st, 2020</td>
<td>July 24th, 2020</td>
<td>Independence Day (holiday) (Observed Friday July 3rd, 2020)</td>
</tr>
<tr>
<td>July</td>
<td>July 1st, 2020</td>
<td>August 24th, 2020</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>August 1st, 2020</td>
<td>September 23rd, 2020</td>
<td>Labor Day (Observed Monday September 7th, 2020)</td>
</tr>
</tbody>
</table>
# Nexford University Calendar
## Academic Year 2020

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Start</th>
<th>Term End</th>
<th>University Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>September 1, 2020</td>
<td>October 24th, 2020</td>
<td>Columbus Day (Observed Monday October 12th, 2020)</td>
</tr>
<tr>
<td>October</td>
<td>October 1st, 2020</td>
<td>November 23rd, 2020</td>
<td>Veterans Day (Observed Wednesday November 11th, 2020)</td>
</tr>
<tr>
<td>November</td>
<td>November 1st, 2020</td>
<td>December 23rd, 2020</td>
<td>Thanksgiving Day (Observed Thursday November 26th, 2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Day after Thanksgiving (Observed Friday November 27th, 2020)</td>
</tr>
<tr>
<td>December</td>
<td>December 1st, 2020</td>
<td>January 23rd, 2021</td>
<td>Christmas Eve (Observed Thursday December 24th, 2020)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Christmas Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Observed Friday December 25th, 2020)</td>
</tr>
</tbody>
</table>
2.A Academic Calendar

2.A.1 University Holidays

Nexford University observes various holidays. During holidays, all Nexford online systems remain open and available. Learners are welcome to utilize these systems to continue working on assessments, and to submit questions to course faculty and advisors.

2.A.2 Catalog Year

Nexford University’s catalog year begins on January 1 and ends on December 31. Nexford enrolls learners on the first day of each month. Learners are subject to the program requirements of the catalog year in which they are admitted to the university or, if the onset of their studies is delayed, the catalog year in which they begin their studies. Learners who elect to change their academic program are subject to the program requirements of the catalog year in which they officially make this change. Learners who take a leave of absence from their academic program are subject to the program requirements associated with the catalog year in which they resume their studies.

2.A.3 Course Enrollment Timeline

Courses open for enrollment at 12:01am EDT on the first of the month prior to the start of the course and close at 12:01am EDT, 72 hours prior to the start of a new set of courses.

Courses start at 12:01am on the first month following enrollment.

For example, for a course that begins on March 1, learners may enroll any time during the month of February up until 12:01am EDT on February 26 (which is 72 hours prior to end of the month).

Modules open and learner may begin submitting assignments and completing assessments as soon as the course begins at the start of the month.

Learners have until approximately eight weeks (54 calendar days) after the course begins to complete work.

Two additional weeks are available for learners who request and qualify for an Incomplete (see Figure 1).

It is important to note that learners with an Incomplete cannot enroll in any new courses until their Incomplete requirements have been met and a final grade has been issued. However, they will be able to start any course in which they have pre-enrolled during the month prior. This circumstance may occasionally give rise to an allowable exception to the university’s maximum course load requirement.

This exception allows for learners to enroll in only one course more than the permitted loan under temporary overload status while they complete the course for which they have been granted an Incomplete.

All learners may add or drop courses anytime during a course enrollment month, up to 72 hours prior to the start date of the following month. This is subject to the requirements of their academic programs and academic policies noted elsewhere in this catalog. However, once courses start, learners will not be able to add new courses to their schedule, though they will still be able to drop them.

The next opportunity to start a new course is the first of the following month.
2.A.3 Course Enrollment Timeline (continued)

**Figure 1**

<table>
<thead>
<tr>
<th>Course Enrollment Period</th>
<th>Month X</th>
<th>Month X+1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>12:01am</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Course Enrollment Opens** (12:01am EDT)
- **Course Add/Drop Period**
- **72 Hours prior to Course Start/Course Enrollment Closes**
- **No Course Enrollment**
- **Course Starts** (12:01am EDT)

<table>
<thead>
<tr>
<th>Month X+2</th>
<th>Month X+3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

- **Course Closes** (Midnight, Day 54) for most learners
- **Course Closes** (Midnight, Day 70) for most learners with incomplete

*Once courses start, learners can still drop course but they can no longer add new courses to their schedule*
2.A.4 Nexford Learning Environment Access Date

The Nexford Learning Environment (NexLE) Access Date is the date on which

a. A learner’s access to the university’s online learning environment (the Nexford Learning Environment) initiates

b. In the case of degree-seeking learners, this is also the date when their 1:1 advising relationship with a specific Success Advisor (SA) begins

c. A learner’s access to other support begins.

For Newly Enrolling Learners (NEL), the university requires an on-boarding/orientation (OB/O) period of three days. Learners are provided access to the Nexford Learning Environment 10 days prior to their chosen enrollment start date and must log in no later than six days prior to their enrollment start date. This enables learners with enough time to successfully complete NXU Orientation prior to their academic coursework.
2.A Academic Calendar

2.A.5 University Enrollment Timeline

Learners who are accepted for admission to Nexford University have 30 days from issuance of their acceptance letter to complete their enrollment. This enrollment step is complete when the learner makes his or her first tuition payment. Learners who complete their university enrollment any time from the 1st to the 19th of the month (X) will be eligible to start their initial course on the first of the following month (X+1). New learners may access the Nexford Learning Environment 10 days and no less than 6 days prior to their chosen monthly term start date, in order to be able to participate in New Learner Orientation.

2.B Academic Progression

2.B.1 Academic Year

Nexford University’s (NXU) Catalog Year and Academic Year run concurrently. The Academic Year begins on January 1 and ends on December 31. Nexford enrolls learners on the first day of each month.

2.B.2 Add/Drop

Anytime during course enrollment month, up to 72 hours before the start time/date of courses, learners may drop and add courses. This is subject to the requirements of their academic programs and academic policies noted elsewhere in this catalog. For example, the restriction on maximum allowable course loads states that once courses start, learners can still drop courses but they can no longer add new courses to their schedule until the next course registration start date becomes available.

Newly enrolled learners who haven’t done any work in their course can, up until day 10, be administratively deferred to a future course start. Failing that, learners can only:

- Take a leave of absence – in which event they stop their course and resume it at the same place when they return to study
- Withdraw from their course. They can do that up to day 38 (degree learners) or 45 (non-degree learners). After the withdraw deadline, they could still take a LOA, but they could no longer withdraw/start fresh; when they returned, they’d have to complete their course where they left off.

2.B.3 Change of Program

Learners who elect to change their academic program must contact their Success Advisors (SA) to request the change and discuss the potential implications of the change on academic progress and goal-setting. Learners who elect to change their academic program are subject to the program requirements of the catalog year in which they officially make this change.

2.B.4 Course Load

All Nexford BBA learners are required to complete a series of four foundational courses at the start of their program, as are all MBA learners with with no prior business education background. Each of these courses must be completed one at a time and in order. Learners may not concurrently enroll in two or more foundation courses, or concurrently enroll in a foundation course and any other courses. In order to progress from one foundation course to the next one in the sequence, BBA learners must earn a minimum of a C (70%) grade; MBA learners must earn a minimum of a B (80%) grade.

After learners complete the foundation course sequence, for the remainder of their programs, they may enroll in a maximum of three courses at any given time — and an exceptional maximum of four courses at an advanced stage in their programs — under the following conditions:
2.B.4 Course Load (continued)

1. In order for learners to enroll in two courses concurrently, they must be maintaining a cumulative Grade Point Average (GPA) of 2.5 at an undergraduate level and 3.0 at a graduate level.

2. In order for learners to enroll in three courses concurrently, they must maintain a cumulative GPA of 3.0.

3. In order for learners to enroll in four courses concurrently, they must maintain a cumulative GPA of 3.5. BBA learners may only pursue this option after they have completed 12 terms of study; AAS in Business and MBA learners after they have successfully completed three terms (excluding the four-course business foundations requirement for MBA learners who are provisionally admitted to the program). To do so, they must first discuss their plans with a Success Advisor (SA). With the assistance of the SA they must then submit a request for approval of a four course load to the Program Director and Chief Academic Officer. Their request will be decided within 24 hours. They will be notified of the decision by email.

4. The aforementioned stipulations apply in reverse:
   a. If the GPA of learners enrolled in four courses falls below a 3.5, they may only enroll in a maximum of three courses concurrently until their GPA rises to 3.5 or above. If it falls below a 3.0, they may only enroll in a maximum two courses. If it falls below a 2.5, they may only enroll in one course.
   b. If the GPA of learners enrolled in three courses falls below 3.0, they may only enroll in a maximum two courses concurrently until their GPA rises to 3.0 or above.
   c. If the GPA of learners enrolled in either two or three courses falls below 2.5, they may only enroll in one course until their GPA rises to 2.5 or above.

5. Learners may not concurrently enroll in two courses if one of them is a prerequisite of the other.

Learners in Nexford’s AAS in Business program, like learners in the BBA program, are required to take Nexford’s Roadmap to Success course as the first course in their program. This course must be taken singly. Learners who complete this course with a passing grade of C or above may progress to subsequent coursework. Such learners are then subject to the same maximum course load restrictions as those which apply to learners in the BBA program who have completed the foundational course sequence.

Learners in Nexford undergraduate or graduate certificate programs must also take their first course — which differs for different programs — singly. Learners who complete this course with a passing grade of C or above may progress to subsequent coursework. Such learners are then subject to the same maximum course load restrictions as those which apply to learners in the BBA program who have completed the foundational course sequence. See each program’s learning path for additional details on Guided and Accelerated Learning Paths.

2.B.5 Course Participation and Inactivity

All Nexford courses start on the first day of the month. Learners in any Nexford degree programs must show evidence of course participation by the 10th day of the course (= the 10th day of the month); learners in non-degree programs by the 24th day of the course. If they do not engage in the course (for example, by logging in to the course’s course page on the Nexford Learning Environment, completing an assignment, or taking an assessment) within this time frame, they will be dismissed from the course.

- Learners in degree programs will, additionally, be placed on Administrative Leave of Absence (ALOA) for the remainder of the month. (While on ALOA, a learner’s clock tuition is suspended as is their access to the Nexford online learning environment, NexLE) If the learner does not re-engage with the university by the end of the month, either by re-enrolling in coursework set to begin the following month, or by informing the university of their intention to continue on a self-LOA the following month, then they will be placed on a second ALOA the following month. If they do not re-engage with the university by that month, they will be dismissed from their program.
2.B Academic Progression

2.B.6 Drop or Withdrawal from Course or Program

There are two types of withdrawals from courses and programs: learner-initiated withdrawals (self) and university-initiated withdrawals (administrative). Learner-initiated withdrawals occur when learners notify Nexford of their intent to cease taking a particular course or to stop out of their programs altogether. Administrative withdrawals occur when the university takes action to remove a learner from a particular course or from their program.

Learners who (self-)withdraw from a course or program are said to be either:

- “Dismissed” from course or program. This applies specifically to withdrawals on account of a learner’s failure to meet minimum academic standards; failure to meet the university’s course or program participation requirement; or failure to make required tuition payments
- “Administratively Withdrawn” from course. This applies to withdrawals for reasons other than the ones noted above.

Learners who wish to self-withdraw from either a course or their program must speak with a Success Advisor and follow the administrative steps the advisor outlines.

2.B.7 Financial Aid

Nexford University does not receive Federal Financial Aid but does provide learners with tuition advice. This includes advice on securing corporate, institutional, and community scholarships; on using web and social media platforms to raise and manage their tuition funds; and on other means of financial support. Advisors are also sensitive to the importance, for many learners in our international markets, of the role that family and local support plays, as well as of extended community networks, on their path to success.

Nexford University intends to support the creation of scholarships for learners who are academically prepared for college but who lack the financial means to attend. College affordability is core to Nexford’s mission. Nexford is committed to providing a high-quality education that provides learners with the workplace skills they will need in order to succeed in the global workplace. Many deserving learners lack the financial means of pursuing a higher education. Scholarships may cover up to the cost of tuition and fees depending on the type of scholarship and will be offered to both new degree and non-degree seeking applicants. Eligibility rules apply, visit Nexford.org/scholarships for more information, and review the Scholarship Terms & Conditions.

2.B.8 Foundation Courses

All Nexford MBA learners with no prior business education background are required to complete a series of four foundation courses at the start of their programs.
2.B.8 Foundation Courses (continued)

The first of these courses must be completed singly. The remainder may be completed concurrently, subject to the maximum course load restrictions outlined in section 2.B.4 of this catalog. Learners are required to complete all four courses with a minimum B-grade (80%) in each before they may begin the first course of the standard MBA program (BUS 6100).

2.B.9 Learner Support

See section Support Services for Learners in this University Catalog.

2.B.10 Leave of Absence

At times, learners may need to interrupt their studies. This can happen for a number of reasons such as financial, academic, or personal ones. Learners who interrupt their studies with the intention of resuming them at a future time may do so by requesting a Leave of Absence (LOA). To do so learners must discuss the circumstances of their planned leave, their current academic program standing, as well as their plans for returning, with a Success Advisor (SA). In more extreme cases, learners may decide to withdraw from their academic program (and from the university) with no intention of returning. In such cases, the learner must do speak with a Success Advisor and follow the administrative steps the advisor outlines for them.

The University’s Leave of Absence policy applies to learners in all Nexford academic programs. Instead of a maximum allowable Leave of Absence (LOA) period, learners are permitted to draw on a personal LOA ‘bank’: eight months for BBA learners; four months learners in all other programs. A learner’s LOA ‘bank’ is the maximum allowable time over the course of their entire academic program that they may spend on Leave(s) of Absence, subject to the following restrictions:

a. Learners can take as many separate LOAs over the course of their programs as they wish, as long as the total number of months taken does not exceed their total ‘bank’

b. Individual leaves are only accounted in month-long units. For instance, a BBA learner with an eight-month allowance could take a one-month LOA in year one, a three-month LOA in year two, a two-month LOA later in year two, and so on. But at no time could they take a 2.5-month LOA; no partial monthly calculations are accounted. (If a learner begins their LOA before the 15th day of the month (e.g., on April 12), the one full month (April) is deducted from their LOA ‘bank’; if they begin their LOA after the 15th day of the month (e.g., on April 20), then their LOA ‘bank’ will not start deducting until the next month (May).)

c. The remitted tuition payments of learners on LOA freeze during the period of their LOA, and their tuition balance is credited towards future study

d. Learners’ access to the Nexford Learning Environment is blocked during the period of their LOA

The leave of absence process is as follows:

a. learners discuss the reasons for their LOA, and their plans while on leave, with a Success Advisor (SA)

b. SAs inform learners how many months they have remaining in their LOA ‘bank’

c. learners inform SAs
   1. The date on which they wish to begin their LOA
   2. The date of on which they plan to resume their studies
2.B.10 Leave of Absence (continued)

Learners on LOA may optionally cut their leave short and resume their studies earlier than they had originally planned. To do so, they must discuss their early return plan with a Success Advisor and request a specific change of return date. The SA will then take the necessary steps to reactivate the learner’s access to the Nexford Learning Environment, to enroll the learner in their course(s), and to unfreeze the learner’s tuition funds on the agreed upon date.

To apprise learners of the approach of their planned return date, learners on LOA are sent email reminders 25, 15, 10, and five days in advance of that date, including instructions on how to re-access the Nexford Learning Environment (NexLE). Learners returning from a leave are expected to log on to NexLE on the day of their planned return.

Learners who do not respond to the aforementioned university outreach by the end of the month just prior to the one in which they were to resume their studies will be placed on a one-month Administrative LOA (ALOA), extending the LOA they are currently on. If they do not re-engage with the university by the end of their ALOA month, they will be placed on a second ALOA month, and will also be placed on Administrative Probation. Learners who persist in not re-engaging through a second month of ALOA will be dismissed from their program at the end of that month. Learners receive official letters from the university Registrar apprising them of all the above-noted status changes, as well regular communications from Success Advisors seeking to re-engage them.

Learners dismissed from the university receive prorated refunds of any unspent tuition payments.

Note:
1. the Administrative Leave of Absence sequence described above also applies in the following cases:
   a. Learners who fail to meet the university’s course participation requirement are dismissed from course and placed on Administrative Leave of Absence, etc.
   b. Learners who return from a Leave of Absence and fail to pay tuition by the fifth day of their course(s) are administratively withdrawn from their course(s) and placed on Administrative Leave of Absence, etc.
2. Administrative Leave of Absence months are deducted from a learner’s LOA ‘bank’. If a learner’s LOA ‘bank’ is exhausted at the end of a first month of ALOA, they will be dismissed from the university at the end of that month. Learners who are dismissed from their program, will be eligible to reapply to the university after a period of two (2) months from the date of being dismissed.

2.B.11 Satisfactory Academic Performance

Nexford University closely monitors the academic performance of every learner in order to support them in mastering the competencies they need to successfully complete their courses and to progress in their academic programs. For learners in undergraduate programs, the university defines successful academic performance — at both the course and program levels — as performance that earns a minimum C-grade; for learners in graduate programs, a minimum B-grade

Nexford’s Satisfactory Academic Progress (SAP) policy is as follows:
2.B  Academic Progression

2.B.11 Satisfactory Academic Performance (continued)

To be in good academic standing, learners in an

• undergraduate program (Associate's, Bachelor's), must
  • complete all courses with a grade of C or better
  • maintain term grade point averages (GPA) of 2.0 or better
  • maintain a cumulative GPA of 2.0 or better

• graduate program (Master's), must
  • complete all but a maximum of 2 courses with a grade of B or better
  • maintain term grade point averages (GPA) of 3.0 or better
  • maintain a cumulative GPA of 3.0 or better

Nexford utilizes the following grade point system, in alignment with our competency/skills model:

A = 4.0 = high level of mastery
B = 3.0 = mastery
C = 2.0 = approaching mastery
F = 0.0 = non-mastery

Course grades are assigned on the basis of numeric grades calculated in Nexford's Learning Management System, NexLE:

89.5–100 = A = 4.0 (89.5 and above rounds to 90)
79.5–89.4 = B = 3.0 (79.5 and above rounds to 80)
69.5–79.4 = C = 2.0 (69.5 and above rounds to 70)
≤ 69.4        = F = 0.0
2.B Academic Progression

Learners who do not meet the minimum academic standard – as defined for their program – are subject to academic discipline as follows:

• If a learner’s term GPA falls below the minimum required level, they are placed on Scholastic warning. If their term GPA the following term is below the required level, they are placed on Academic Probation. If their term GPA the following term is below the required level, they will be placed on a Required Leave of Absence (LOA) from the university (for a period not to exceed 3 months, as determined by the University Registrar). During a required LOA, learners are expected to work on whatever the circumstances were that led to their underperformance so that they can prepare to succeed when they return to study. Success Advisors provide learners with guidance on making the most effective use of their time while on leave. When learners return to study, they must meet the university’s minimum academic standards. If they earn two successive term GPAs that fall below the minimum, they are liable to be dismissed from the university. Learners dismissed from the university are eligible to reapply after two months.

• Learners who are provisionally admitted to the Master’s program, and required to complete the university’s four-course foundations sequence before they may begin the standard program, must complete all four courses with a minimum grade of B. If they receive a C- or an F-grade in a foundations course, they must repeat the course. A second non-qualifying grade in the same course will result in dismissal from the university. Learners dismissed from the university are eligible to reapply after two months.

• Learners in all programs are entitled to retake any course regardless of the grade they earned on the first taking. (In such cases, both grades appear on the transcript, but only the higher of the two factors in the calculation of their term and cumulative grade point averages.) Learners in the graduate program who earn C-grades in three distinct courses (including ones they elected to retake for which their grade did not improve) are dismissed from the university and are eligible to reapply after two months.

• Learners in all programs who receive an F-grade in a course are placed directly on Academic Probation. If they earn an F in a required course, they must repeat the course. In such cases, the grade they earned on the second taking is the standing grade, and factors into their GPA calculation. The original F appears together with the new grade on the transcript but is not factored into their GPA calculation. Learners who fail the same course a second time are dismissed from the university and are eligible to re-apply after two months.

2.B.11 Satisfactory Academic Performance (continued)
Nexford University’s (NXU) admission policy facilitates Nexford’s mission of providing an affordable and rigorous competency-based education to qualified learners, preparing them to succeed academically and move on to rewarding jobs and careers.

Nexford evaluates all applicants fairly and documents evaluation results in learner files. Applicants to Nexford’s degree programs (Associate of Applied Science, Bachelor of Business Administration, and Master of Business Administration) are considered individually for admission on the basis of all the information they provide, such as evidence of prior schooling and of English language proficiency. Nexford is committed to ensuring equal access to its educational programs to all qualifying learners, and does not discriminate on the basis of national origin, race, color, religious beliefs, sex (including pregnancy, childbirth, related medical conditions, and breastfeeding), citizenship status, genetic information, gender identity, family duties, age, disability, veteran status, marital status, or sexual orientation, personal appearance, political affiliation, credit information, tobacco use, or status as unemployed. We believe that the diversity of our learner body only enhances the learning experience we provide, and that learners play a crucial role in shaping the university and its global identity.

All documents that degree-seeking learners send with their applications are reviewed against admission requirements. In certain instances, Nexford may accept supporting documentation from credible third-party sources if applicants are, for reasons deemed to be legitimate, not able to provide Nexford with all the documentation they are required to submit. To submit an application to Nexford, applicants must have a functioning email account because the submission of all application materials, and all application-related correspondence is managed online. All application materials submitted to Nexford are the permanent property of the university, and are not returned to learners.

Within four working days from submitting their application, together with all required documentation and an application fee, degree-seeking applicants, if accepted for admission to the university, are informed of their acceptance. Nexford’s offer of admission stands for 30 days. If applicants do not accept the university’s offer of admission, by making initial tuition and fees payments within 30 days, the offer will be rescinded. If learners wish to seek admission again, they will need to re-apply. Depending on the length of time since the original application, a re-applying learner may not need to complete a new application. They will simply need to reactivate their filed application and, as necessary, provide updated information/documentation, as needed (Please see the Learner Records Management section). Learners will also need to pay the application fee. If the university’s application requirements have changed, a re-applying applicant may need to meet any new application requirements. It is important to note that false or misleading application materials render applicants ineligible for admission to the university.

Nexford accepts applications at any time. Depending on when in the month learners complete their enrollment, their individual course-start timeline may vary. It is at the sole discretion of Nexford University whether to admit a learner to the university. Nexford bases its decisions on a review of the application and all supporting materials provided by applicants against university standards. Decisions are made on a rolling basis as applications are received by the university. Applicants are notified of their admissions status. In the event an applicant is rejected, he or she will be notified of the reasons why, of the steps he or she will need to take in order to be considered for re-application, and of any restrictions the university might impose on his or her time frame to re-application (not to exceed two months from the date of initial application).

**Admission Requirements**

Admission Requirements for Degree Programs (Undergraduate and Graduate) and Non-Degree Programs (Single Courses and Certificates).
## 2.C Admissions

### University Enrollment Date

- Proof of high school or college graduation: valid copy of official diploma and/or transcript

### Undergraduate Degree Programs

- (AAS in Business, BBA)

### Graduate Degree Program

- (MBA)

### Single Courses and Certificates

- Undergraduate vs. Graduate

<table>
<thead>
<tr>
<th>University Enrollment Date</th>
<th>Undergraduate Degree Programs (AAS in Business, BBA)</th>
<th>Graduate Degree Program (MBA)</th>
<th>Single Courses and Certificates Undergraduate vs. Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proof of high school or college graduation: valid copy of official diploma and/or transcript</td>
<td>✓</td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Documentation of entire educational history: names, locations, and dates of high school enrollment and type of diploma earned, and comparable information for any colleges and/or universities attended</td>
<td>✓</td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>Proof of English language proficiency in the past 2 years (e.g. TOEFL, IELTS, PTE Academic Test) or EF Standard English Test (EF SET)</td>
<td>✓</td>
<td>✓</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>

Submission of a completed application does not guarantee admission to Nexford University. The university’s admissions decisions are final.

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1. Applicants who are not able to provide these documents must submit an explanation in writing together with any supporting materials that might assist the university in certifying their graduate status. Documents not in English must be accompanied by verified translations. (Note: false or misleading application materials render applicants ineligible for admission to the university.)

2. Required of applicants who graduated from high schools in which English was not the primary language of instruction and who are not able to provide alternative proof of English language proficiency.
2.C Admissions

2.C.1 Admission Requirements for Undergraduate Degree Programs

Nexford University’s undergraduate degree program applicants (Associate of Applied Science, Bachelor of Business Administration) must submit:

- Official transcripts showing completion of high school diploma or GED (General Educational Development or equivalent certificate (e.g. HiSET, TASC, etc.))
- Submit official diploma and/or transcript for all prior college academic work completed. Documents not written in English must be accompanied by official translations, such as those provided by a validated institutional official or embassy.

**Note:** Unofficial transcripts may be reviewed for admission; however, if admitted, a provisional admission will be required to have all official transcripts on within 60 days. Official transcripts are needed for continuing enrollment.

- Applicants must also provide evidence of English language proficiency (one of the following):
  - Demonstrate proficiency in English language by achieving at least a minimum passing score on an approved English qualification exam within the past two years, by submitting an official score report during the admission process. (see Minimum Score Required for English Proficiency section)
  - EFSET certificate ([a free online exam](https://www.efset.org/point-of-view/))

**Note:** Admission Officer may request alternative supporting materials that might assist the university in certifying the applicant's English proficiency status. All outcomes based on the supporting materials provided, will remain within the learners record according to the university records retention policy. Any documents received by Nexford University will not be returned to the applicant/learner and cannot be re-issued to the applicant/learner or to another institution.

In addition, a readiness tool, called the Diagnostic Assessment and Achievement of College Skills (DAACS) assessment, is provided to learners at no charge to ensure they can make informed decisions about applying to Nexford. The university strongly recommends that all prospective applicants evaluate their readiness to engage in rigorous online study by taking this assessment.

**Full admission:**

This will be granted if you have submitted all required documentation, the documents have been reviewed and accepted by our admissions department, and your application meets our admissions criteria.

**OR**

**Provisional admission:**

If your application is incomplete/incorrect/unreadable, you may only be provisionally admitted. You will be able to begin learning under the status of Accepted Evaluation Pending (AEP), but you will need to provide all necessary documentation within 60 days in order to be granted full admission. Once enrolled, you can still complete courses under the Accepted Evaluation Pending status. If you do not submit all my remaining application materials to Nexford University by the day-60 deadline, then:

- Learner will be administratively dismissed
- If the learner submits missing application materials less than two months from the date of being administratively dismissed, then the learner can be switch to full or provisional admissions (depending on the learner degree program) and resume their degree program.
2.C Admission Requirements for Undergraduate Degree Program (continued)

- If the learner submits missing application materials greater than two-months from the date of being administratively dismissed, then the learner will have to reapply through the Office of Admissions and must submit missing application materials at the time of readmission into Nexford University.

- The course(s) you complete will revert from degree- to non-degree status. As such, if you meet the minimum academic requirements for successfully completing the course, you will not receive university credit for it, instead, you will receive a certification of completion. And if you decide to apply for enrollment in a degree in a degree program in the future, and is accepted into the program, then the course completed under AEP status will be evaluated for possible credit towards your degree at that time.

Note: If Nexford determines that an applicant has submitted false or misleading application materials, it will render that applicant ineligible for admission to the university.

2.C.2 Admission Requirements for Graduate Degree Programs

Nexford University applicants for Master of Business Administration degree must submit:

- An official transcript verifying receipt of a bachelor’s degree from a recognized, accredited institution in a business-related field, or equivalent for international institutions. Documents not written in English must be accompanied by official translations, such as those provided by a validated institutional official or embassy.

  Note: Unofficial transcripts may be reviewed for admission; however, if admitted, a provisional admission will be required to have all official transcripts on within 60 days. Official transcripts are needed for continuing enrollment.

- Applicants must also provide evidence of English language proficiency (one of the following):
  - Demonstrate proficiency in English language by achieving at least a minimum passing score on an approved English qualification exam within the past two years, by submitting an official score report during the admission process. (see Minimum Score Required for English Proficiency section)
  - EFSET certificate (a free online exam)

Note: Admission Officer may request alternative supporting materials that might assist the university in certifying the applicant’s English proficiency status. All outcomes based on the supporting materials provided, will remain within the learners record according to the university records retention policy. Any documents received by Nexford University will not be returned to the applicant/learner and cannot be re-issued to the applicant/learner or to another institution.

To ensure that applicants are fully qualified to enroll in Nexford’s rigorous MBA program, the university may, at its discretion, ask applicants to certify that the undergraduate degree meets the university’s qualification standard. In such instances, prospective applicants may be referred to an external agency in the field of international credit evaluation. In addition, a readiness tool, called the Diagnostic Assessment and Achievement of College Skills (DAACS) assessment, is provided to learners at no charge to ensure they can make informed decisions about applying to Nexford. The university strongly recommends that all prospective applicants evaluate their readiness to engage in rigorous online study by taking this assessment.
2.C  Admissions

2.C.2 Admission Requirements for Graduate Degree Programs (continued)

Applicants are encouraged to submit a resume and work experience as part of their application. This information will assist the university in personalizing their learning path.

If a Nexford University MBA program applicant completes a Bachelor’s degree from a non-related business discipline or business-related field may upon admission to Nexford’s MBA program be required to complete four introductory business foundations courses:

1. BUS 5010 – Culture in a Global Business Environment
2. BUS 5020 – Global Marketing Practices
3. BUS 5030 – Applied Economics and Statistics
4. BUS 5040 – International Legal Environment of Business

These courses are designed to provide learners with a foundation in essential business concepts. These courses also act as a bridge for learners to gain a better understanding of the rigor needed for graduate courses. The topic areas chosen for these courses align with key business principles learners will need once they enter the MBA. These are not formally part of Nexford’s MBA program, but their successful completion is a prerequisite (for learners meeting these conditions) to embarking on the first designated course in that program. To start the first MBA course, a learner must receive at least a B in all four foundation courses. These courses will be included on his or her transcript, together with the units and grades earned. However, the units and grades for these courses will not be factored in the total unit and GPA calculations for his or her MBA program.

Full admission:

This will be granted if you have submitted all required documentation, the documents have been reviewed and accepted by our admissions department, and your application meets our admissions criteria.

OR

Provisional admission:

We need proof that you completed a Bachelor’s degree at an accredited institution in a business–related field. If your degree is in a different field, you will be provisionally accepted into the MBA program until you have successfully completed Nexford University business foundation courses or Peregrine prior learning business assessments (also known as Academic Leveling Courses). If your application is incomplete/incorrect/unreadable, you may only be provisionally admitted. You will be able to begin learning under the status of Accepted Evaluation Pending (AEP), but you will need to provide all necessary documentation within 60 days in order to be granted full or provisional admission. Once enrolled, you can still complete courses under the Accepted Evaluation Pending status. If you do not submit all my remaining application materials to Nexford University by the day-60 deadline, then:
2.C Admission Requirements for Graduate Degree Programs (continued)

- Learner will be administratively dismissed
- If the learner submits missing application materials less than two months from the date of being administratively dismissed, then the learner can be switch to full or provisional admissions (depending on the learner degree program) and resume their studies
- If the learner submits missing application materials greater than two-months from the date of being administratively dismissed, then the learner will have to reapply through the Office of Admissions and must submit missing application materials at the time of re-applying to Nexford University
- The course(s) you complete will revert from degree- to non-degree status. As such, if you meet the minimum academic requirements for successfully completing the course, you will not receive university credit for it, instead, you will receive a certification of completion. And if you decide to apply for enrollment in a degree program in the future, and is accepted into the program, then the course completed under AEP status will be evaluated for possible credit towards your degree at that time.

Note: If Nexford determines that an applicant has submitted false or misleading application materials, it will render that applicant ineligible for admission to the university.

2.C.3 Admission Requirements for Non-Degree Programs (Single Courses and Certificates)

Nexford offers several non-degree credit-bearing certificates at the undergraduate and graduate levels. The completion of these short programs results in the awarding of a certificate that both counts toward the educational requirement of a Nexford degree (for learners who go on to complete one) and independently provides valuable, demonstrable competencies for sharing with employers. In addition to conferring valuable credentials, credit-bearing certificate programs give learners the flexibility to explore Nexford’s academic programs without committing to a full degree program.

Nexford’s undergraduate credit-bearing certificates provide non-degree-seeking learners at the undergraduate level with the opportunity to gain specialized knowledge that can help them progress toward specific career goals. Each credit-bearing certificate consists of four related courses (the equivalent of 12 credit hours) that learners follow in a Guided Learning Path.

Nexford’s graduate credit-bearing certificates provide non-degree-seeking learners at the graduate level with the opportunity to gain specialized knowledge that can help them progress toward specific career goals. Each graduate credit-bearing certificate consists of five related courses (the equivalent of 15 credit hours) that learners follow in a Guided Learning Path.

The admission requirements for an undergraduate-level credit-bearing certificate program is the same as those described for Undergraduate Degree Programs. The admission requirements for a graduate-level credit-bearing certificate program are the same as those described for Graduate Degree Programs. For learners who wish to take individual credit-bearing course(s) at the undergraduate- or graduate-level, the same admission requirements apply. Learners may also register for non-credit bearing academic content, in support of their professional development, which may not have the same admission requirements.

Learners in Nexford non-degree credit-bearing certificate programs who wish to transfer into one of Nexford’s full degree programs mid-stream or after completing their certificate program can do so by simply updating their learner status in the Nexford Learning Environment and making tuition payments as appropriate. They do not need to re-apply to the university. For learners who wish to transfer to degree programs, the credits earned in their non-degree credit-bearing programs remain valid and transferable for a certain period as summarized on the table below.
### 2.C.3 Admission Requirements for Non-Degree Programs (Single Courses and Certificates) (continued)

**Validity of Credits Earned in Certificate Programs**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Business</td>
<td>Four years</td>
</tr>
<tr>
<td>HRM</td>
<td>Four years</td>
</tr>
<tr>
<td>Technology</td>
<td>Three years</td>
</tr>
<tr>
<td>Marketing</td>
<td>Three years</td>
</tr>
<tr>
<td>Finance &amp; Accounting</td>
<td>Four years</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Three years</td>
</tr>
<tr>
<td>Product Management</td>
<td>Three years</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>Three years</td>
</tr>
<tr>
<td>General Education (GenEd)</td>
<td>Four years</td>
</tr>
</tbody>
</table>

The variance in these figures is due to the relative rate of change in different fields. Learners who complete non-degree programs outside the course-validity ranges specified above are liable to no longer to be current in their areas of study and will need to retake certain coursework if they wished to pursue degree programs with the same area focus.

### 2.C.4 English Language Proficiency Requirement

To be considered for admission as English Language Proficient to Nexford University degree programs, applicants must complete one (1) of the following:

1. Provide Nexford with:
   a. (AAS in Business and BBA applicants) a valid diploma or transcript from a high school (or of their General Educational Development (GED) or equivalent certificate (e.g. HiSET, TASC, etc) in the US or its territories
   b. (MBA applicants) a valid diploma or transcript from a college or university in the US or its territories
2.C Admissions

2.C.4 English Language Proficiency Requirement (continued)

2. Demonstrate proficiency in English language by achieving at least a minimum passing score on an approved English qualification exam within the past two years, by submitting an official score report during the admission process. (see Minimum Score Required for English Proficiency section)

a. EFSET certificate (a free online exam)

Note: Admission Officers may request alternative supporting materials that might assist the university in certifying the applicant’s English proficiency status. All outcomes based on the supporting materials provided, will remain within the learners record according to the university records retention policy.

Minimum Score Required for English Proficiency

<table>
<thead>
<tr>
<th>English Proficiency Qualification</th>
<th>Minimum Score Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of English as a Foreign Language (TOEFL) Paper-based Test (PBT)</td>
<td>Undergraduate Degree: 500</td>
</tr>
<tr>
<td>EF SET</td>
<td>Undergraduate Degree: 45</td>
</tr>
<tr>
<td>TOEFL Internet-based Test (iBT)</td>
<td>Undergraduate Degree: 61</td>
</tr>
<tr>
<td>International English Language Testing System (IELTS)</td>
<td>Undergraduate Degree: 5.0</td>
</tr>
<tr>
<td>Pearson Test of English (PTE) Academic Test</td>
<td>Undergraduate Degree: Pre-1</td>
</tr>
<tr>
<td>ACT COMPASS</td>
<td>Undergraduate Degree: Level 3</td>
</tr>
<tr>
<td>Exams identified within the Common European Framework of Reference (CEFR)</td>
<td>Undergraduate Degree: B-2</td>
</tr>
</tbody>
</table>

Applicants who are not able to demonstrate English language proficiency in one of the ways the university mandates (additional information may be requested to determine if applicants meets this requirement) or the applicants will not be admitted until they obtain a passing score or meet the minimum requirements mentioned above.
2.C  Admissions

2.C.5 Transfer Credit Policy

Nexford University does not accept transfer credits. Additionally, the acceptance of credit(s) earned at Nexford University is at the discretion of the receiving institution.

Credits earned at Nexford University are not considered transfer credits. Also, because the University publishes that all courses, certificates, and degree programs are credit-bearing the same admissions requirements applies to all learners and all content must be delivered in the same way, which does not require any evaluation or "transfer."

2.C.6 Deferral of Admission and Change of Start Date

Personal circumstances sometimes require learners to defer their admission. Newly admitted learners may routinely defer for up to six months. To do so, they simply need to inform the university of their intention to defer and of their planned start date. If by the end of the six-month deferral period, an admitted learner has not confirmed an enrollment start date, his or her admission will be rescinded. If a learner wishes to enroll after that time, he or she will need to re-apply.

2.C.7 Provisional Admission

Nexford recognizes that in some cases applicants who do not meet the admission requirements bring a wide variety of educational and professional experiences to the university that taken together may predict their success. Full admissions will be granted, the applicant has submitted all required documentation, the documents have been reviewed and accepted by our admissions department, and the applicant application meets our admissions criteria. Additionally, applicants whose files lack one or more of the following documents for review by admissions:

- Official transcripts showing completion of high school diploma or GED (General Educational Development or equivalent certificate (e.g. HiSET, TASC, etc.))
- Official diploma and/or transcript for all prior college academic work complete. Documents not written in English must be accompanied by official translations, such as those provided by a validated institutional official or embassy.
  - Graduate programs: Official transcript of your completed Bachelor’s degree at an accredited institution in a business-related field.
    
    **Note:** If your degree is in a different field, you will be provisionally accepted into the MBA program until you have successfully completed Nexford University business foundation courses (see the Foundations Courses section) or Peregrine prior learning business assessments (also known as Academic Leveling Courses). This step is designed to ensure that you have the necessary business foundations knowledge necessary to succeed in our rigorous MBA program.

- Evidence of English language proficiency (one of the following):
  - Certificate of English proficiency recognized by NXU that was issued within the past 2 years, affirming that you earned at least the minimum qualifying score (see Minimum Score Required for English Proficiency section)
  - EF SET certificate ([a free online exam](https://www.ef.com))

Note: Unofficial transcripts may be reviewed for admission; however, if admitted, a provisional admission with an Accepted Evaluation Pending (AEP) status will require the applicant to submit any missing admissions materials within 60 days. Official transcripts are needed for continuing enrollment.

This will allow applicants to register for one Nexford University course in the degree program of their choosing, subject to the following restrictions:
2.C  Admissions

2.C.7  Provisional Admission

- The course must be in a degree program (AAS, BBA, or MBA) for which the applicants are qualified.

- Before the start of the course, you must complete Nexford University’s Orientation for new learners with a passing grade, else you will need to retake Nexford University Orientation the following month, and accordingly delay the start of your program until the first of the month after Orientation.

- In order to apply your completed course towards your intended degree program, the applicant must:
  - Submit all remaining application materials to Nexford University within 60 days of their temporary enrollment to Nexford University.
  - Meet the University’s minimum academic requirements for successfully completing the course.

If the learner does not submit all the remaining application materials to Nexford University by the 60-day deadline, then:

- Learner will be administratively dismissed.

- If the learner submits missing application materials less than two months from the date of being administratively dismissed, then the learner can be switch to full or provisional admissions (depending on the learner degree program) and resume their degree program.

- If the learner submits missing application materials greater than two-months from the date of being administratively dismissed, then the learner will have to reapply through the Office of Admissions and must submit missing application materials at the time of readmissions to Nexford University.

- The course the learner completed will revert from degree- to non-degree status. As such, if the learner meets the minimum academic requirements for successfully completing the course, the learner will not receive university credit for it, instead, you will receive a certification of completion. And if the learner decides to apply for enrollment in a Nexford University degree program in the future, and are accepted into the program, then the course completed under AEP status will be evaluated for possible credit towards your degree at that time.

- If the learner do not pass the course, the learner can still submit any remaining application materials to Nexford University and if, upon evaluation, you are admitted to the University, you will need to retake the course, per the University’s satisfactory academic progress policy.

Note: Statements made, and documents supplied by Nexford applicants and learners must be complete and accurate. The university will not tolerate any misrepresentation by a learners or applicant of past or current academic programs, degrees, or professional accomplishments. If unexplained discrepancies appear between statements or documents provided to Nexford and information obtained otherwise, except in the case of misspellings and other such inadvertent errors, applicants may be denied for admission and enrolled learners may be dismissed.

2.C.8  Reconsideration for Admission and Readmission

Applicants who were denied admission are notified of the reason(s) why, of the steps they will need to take to re-apply, and of when they will be eligible to re-apply (not to exceed two months from their initial application).

Applicants who wish to appeal the university’s admission decision (on the basis of new information), may submit a written appeal to Nexford’s University Review Committee (urc@nexford.org). The committee’s decision in such cases is final.

Learners dismissed from the university on academic grounds (such as failing to meet the university’s academic progress or performance standards), violations of the university’s learner code of conduct, or violations of other university policies will ordinarily qualify for readmission after a specified period of separation (ordinarily
2.C.8 Reconsideration for Admission and Readmission (continued)

not to exceed two months, though certain violations could result in a longer or even permanent dismissal from the university). Learners are informed of the reason(s) for dismissal, of any steps they will need to take to be readmitted, and of the timeframe for readmission. Learners who wish to appeal a dismissal decision by the university (on the basis of material new information), may submit a written appeal to Nexford’s University Review Committee (urc@nexford.org). The Committee’s decision in such cases is final.

Note: All learners who submits missing application materials greater than two-months from the date of being administratively dismissed, then the learner will have to reapply through the Office of Admissions and must submit missing application materials at the time of readmission to Nexford University.

Under Nexford’s Accepted Evaluation Pending (AEP) category, learners are given 60 days from the moment they enroll into the university to submit all pending documentation, else, they are administratively dismissed from their course. In certain circumstances, learners who fail to submit their missing admissions materials within 60 days, exceptions can be applied if the learner submits the appropriate verification and/or supporting documentation. If approved by the Admissions Manager, this will allow the learner 30 days extension to submit their missing admissions materials. If the university does not receive the learner’s missing admissions materials within the extended 30 days, they are administratively dismissed from their program. Applicants who wish to appeal the university’s admission decision (on the basis of new information), may submit a written appeal to Nexford’s University Review Committee (urc@nexford.org). The committee’s decision in such cases is final.

Note: Learners who are administratively dismissed from their program can resume their program upon receiving their missing admissions materials less than two months from the date of being administratively dismissed, then the learner can be switch to full or provisional admissions (depending on your degree program).

Learners who have been administratively dismissed from their program greater than two months, will be required to reapply through admissions and provide their missing admission materials. If the learner fails to provide their missing admission materials at the time of readmissions, then learner application will be denied.

2.C.9 Readiness Self-Assessment Recommendation

Nexford University (NXU) is committed to ensuring that prospective learners make educational decisions in their own best interests. The university encourages seek admission to Nexford. To assist prospective applicants in considering whether a Nexford education is right for them, learners are invited to:

1. Speak with one of Nexford’s Success Advisors
2. Take an online self-assessment that Nexford provides (at no additional cost) — the Diagnostic Assessment and Achievement of College Skills (DAACS) during their application submission process. DAACS helps applicants to self-assess important areas of their content knowledge, their aptitude for pursuing an education in an online environment, and their English language communication skills — strength in each of which is essential to learner success in Nexford’s academic programs.

Non-Academic Policies:

Nonacademic policies as published in the university catalog and are the currently applicable policies. The University reserves the right to make changes at any time without prior notice. To review each policy, please see the “Rights (Other) and Conduct & Learner Code of Conduct” sections.

Exceptions to Academic Policy:

In certain circumstances, Nexford University will review and evaluate learner requests on a case by case basis, and a decision will be rendered by the Chief Academic Officer or the University Registrar.
The university’s learner performance measures meet established standards of accuracy, fairness, timeliness and consistency. No more than five days after a learner successfully completes the capstone project for a course, the grade for the course will be posted to the academic record. The academic record includes information pertaining to learners’ permanent academic records, such as their course enrollment history as well as the grades and credits they have earned in all completed coursework.

Nexford University’s (NXU) grading system is tailored to the course-based competency learning we provide. Nexford defines competency as the ability to perform a real-world job or role to well-established standards. A successful Nexford learner possesses the knowledge, skills, and abilities – in short, the competence – she or he is expected to be successful on the first day of employment. Nexford Learning Designers and assessment experts merge employment data with educational rubrics in designing competency standards. Learners’ progress toward mastering these standards is measured through a combination of formative and summative assessments.

Every Nexford course includes several opportunities for formative assessment through online exercises that are automatically scored, giving learners real-time feedback. The purpose of these assessments is to provide learners, as well as faculty and advisors, with information to support their learning. Formative assessments help to scaffold learning, encouraging (though not requiring) learners to demonstrate mastery of course sub-units or -modules before proceeding to the next ones. Learners may take each formative assessment up to two times (different versions of the assessment will be administered on each taking). Course modules can also have summative assessments, with the purpose of measuring learners’ learning at the end of a module. Learners may take each summative assessment up to two times where different versions of the assessment will be administered on each taking.

In addition, every Nexford course includes a course-final summative assessment; a human-guided and evaluated capstone project whose purpose is to provide learners and faculty (and, potentially, employers as well) with detailed information about learners’ relative success at mastering that course’s course-based competencies. Summative assessments are assigned letter grades calculated on the basis of a university-wide scoring rubric (with slight variance from course to course, depending on the specific criteria under assessment). For example:

**Sample Scoring Rubric**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Not Evident (0)</th>
<th>Needs Improvement (1)</th>
<th>Proficient (2)</th>
<th>Exemplary (3)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td></td>
<td></td>
<td>×</td>
<td></td>
<td>Feedback on criterion 1</td>
</tr>
<tr>
<td>Criterion 2</td>
<td></td>
<td></td>
<td>×</td>
<td></td>
<td>Feedback on criterion 2</td>
</tr>
<tr>
<td>Criterion 3</td>
<td></td>
<td></td>
<td></td>
<td>×</td>
<td>Feedback on criterion 3</td>
</tr>
<tr>
<td>Criterion 4</td>
<td></td>
<td></td>
<td>×</td>
<td></td>
<td>Feedback on criterion 4</td>
</tr>
<tr>
<td>Final grade on project: B+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other feedback on project</td>
</tr>
</tbody>
</table>
2.D. Grades

2.D.1 Course Design and Assessments

The NXU learning design model promotes scaffolding, or building durable intellectual structure, through the introduction of new competencies, reinforcement of prior knowledge learned through integration of competencies, metacognitive reflection, and real world applications. Each course contains six modules, culminating in an authentic summative assessment evaluated by expert faculty.

Nexford programs and associated courses immerse learners in real-world learning contexts. Every course is built around a fictional workplace with a specific set of challenges. From the outset, learners are situated in these workplace environments and guided through personal learning paths towards mastering a number of applicable competencies. These competency assessments require learners to draw on all the skills and knowledge they have acquired throughout the course. For example, learners will create business plans, develop digital marketing campaigns, or do investor presentations through various types of formative and summative assessments. This way, the context-based learning featured in NXU programs is highly engaging and relevant, reinforcing learner’s retention of content knowledge and their successful acquisition of transferable workplace skills.

NXU courses and academic programs focus on different kinds of workplace contexts (for example, startups, non-governmental organizations, nonprofits, or transnational corporations), on developing different skills (marketing, sales, strategy, and so on), and on different scenarios. NXU’s context-based, scenario-driven approach to teaching and reinforcing competencies and skills acquisition, in combination with the rigorous assessment strategy it deploys and the frequent feedback learners receive, clarify to learners how every step of their education ties to their job and career goals. It is also a guarantee, that upon completion of their programs, learners can immediately step into the workplace and feel confident about their abilities to perform.

2.D.1.a Course-completion timeline

Learners are welcome to move as quickly as they’d like through each course. On Nexford’s “Flexible Start Model”, learners can begin working on a course module as soon as they have completed the previous module. To ensure that they have enough time to complete all the modules in each course, plus the final project, it’s important that learners not move too slowly through them, and that they have time to pace themselves. For that reason, NXU sets deadlines by which each module must be completed. Each course runs for 54 days. Deadlines are set as follows:

<table>
<thead>
<tr>
<th>Degree Learners</th>
<th>Non-Degree Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 = day 10</td>
<td>Module 1 = day 10</td>
</tr>
<tr>
<td>Module 2 = day 17</td>
<td>Module 2 = day 17</td>
</tr>
<tr>
<td>Module 3 = day 24</td>
<td>Module 3 = day 24*</td>
</tr>
<tr>
<td>Module 4 = day 31</td>
<td>Module 4 = day 31</td>
</tr>
<tr>
<td>Module 5 = day 38</td>
<td>Module 5 = day 38*</td>
</tr>
<tr>
<td>Module 6 = day 45*</td>
<td>Module 6 = day 45</td>
</tr>
<tr>
<td>Final Project = day 45/54</td>
<td>Final Project = day 45/54</td>
</tr>
</tbody>
</table>

For learners in degree programs, the sixth module in each course is an optional one. Learners who elect to complete the assignment for this module will receive detailed feedback on it from their professor, but the grade for the module will not count towards their final grade for the course.

Learners in non-degree programs are only required to complete the Modules 3 and 5, and the course final project. Learners who elect to complete the assignments for other modules will receive detailed feedback on them from their professor, but the grades for those modules will not count towards their final grade for the course.
2.D Grades

2.D.2 Grade Change and Appeals

Learners who feel that an assessment score, an evaluation, or feedback they received about work of theirs is in error, are encouraged to address any questions or concerns directly with course faculty and/or with a Success Advisor. If they wish to take further action, they are entitled to submit a formal grievance with the University Review Committee (URC). The Committee will report its findings and a recommendation to the Chief Academic Officer (CAO) for review. It is at the sole discretion of the CAO whether to accept the Committee’s findings and recommendation. Learners are notified of the outcome of a grievance review no more than five business days after they initiate one. The CAO’s decision is final. No further appeals are considered.

2.D.2.a Late Work Exceptions

Ordinarily, module deadlines are firm and “Late Work Exceptions” are not allowed. However, extensions may sometimes be granted under exceptional circumstances. Any requests to extend a module deadline must be made to course professors in advance of the module deadline, and it is entirely at the discretion of professors whether or not to grant them. If granted, the new submission deadline will typically be set 2 days prior to the deadline for the next module.

2.D.2.b Assignment Resubmission

Learners may re-submit certain assignments (never the final project) only in certain specified circumstances:

**Degree Learners**

1. First course only:

Requests will be automatically granted for any assignment in Modules 1-5, provided the learner’s initial submission was complete. Exceptions will not be granted in the case of blank or partial initial submissions, nor in the case of submissions of a different assignment

2. All other courses (second course through last course in program):

Requests will be automatically granted for milestone assignments only (Modules 3 and 5), provided the learner’s initial submission was complete. Exceptions will not be granted in the case of blank or partial initial submissions, nor in the case of submissions of a different assignment

**Non-Degree Learners**

1. Requests will be automatically granted for milestone assignments only (Modules 3 and 5), provided the learner’s initial submission was complete. Exceptions will not be granted in the case of blank or partial initial submissions, nor in the case of submissions addressed to the wrong assignment

**All learners**

1. Learners can only resubmit an assignment if the grade they received on their initial submission was C or lower

2. The following additional conditions apply:

   a. learners may only resubmit an assignment once, regardless of the grade earned on the resubmission.

   b. the deadline for re-submitting an assignment is 5 days from the date on which a professor sends a learner the grade/feedback for the initial submission

   c. whichever earned grade is higher (the one for the initial submission or for the re-submission) stands and is calculated in a learner’s final grade for the course
2.D Grades

2.D.3 Grading Scale: Grade Point Average (GPA)
Nexford University calculates Grade Point Averages (GPAs) on a four-point scale, such that grades of

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Nexford does not grant D grades. Nexford transcripts note final course grades as well as term and cumulative GPAs. For more details see section 2.B.10 (Satisfactory Academic Performance).

2.D.4 Incomplete Grades
Nexford courses are designed to take approximately eight weeks (54 days) to complete. If learners believe they will not be able meet the deadline for completing their course, they may request an Incomplete from the course Professor. An Incomplete will provide them an additional two weeks to finish the course – yielding a total course completion time of 10 weeks (70 days).

To be eligible to receive an Incomplete, learners in degree programs must:
- Have completed the first four modules of the course
- Have a minimum running grade of C (70%) in the course
- Submit their request during the module 5 ‘window’ (day 32-38). Requests are subject to faculty review/approval

To be eligible to receive an Incomplete, learners in non-degree programs must:
- Have completed the third module of the course
- Have a minimum running grade of C (70%) in the course
- Submit their request during the module 5 ‘window’ (day 32-38). Requests are not subject to faculty review/approval; they are automatically granted

Learners who receive an Incomplete (annotated on their transcript with a temporary "I" grade) and fail to complete the course by the end of the incomplete period will fail the course (their I-grade reverting to an F-grade).

Learners with a pending Incomplete may not enroll in additional course(s) until their Incomplete is resolved.
2. D.5 Repeating a Course

Learners in all Nexford degree and non-degree programs — including learners enrolled in single courses — can repeat any course one time, for a maximum of two takings combined. Regardless of the grade learners earn in a course (F, C, B, or A) they may repeat the course. In the case of courses that serve as core requirements in certificate or degree programs, if a learner fails the course upon first taking it, they will have to repeat the course in order to complete their program. Learners are advised to do so at the first opportunity but may — with certain exceptions (for which see below) — delay doing so if they prefer. The grades for both takings of a repeated course appear on learner transcripts; the higher of the two grades factors into learners’ grade point average (GPA).

The following additional program-specific stipulations apply:

a. BBA — learners are required to complete the program-initial Roadmap to Success course with a minimum C. Learners who fail to do so must repeat the course. If they fail to achieve a minimum C, they will be dismissed from the university, and will be eligible to re-apply after two months.

b. MBA — learners who did not complete a Bachelor’s degree in business, who are admitted to the MBA program, are admitted provisionally, contingent on their successful completion of four prerequisite foundation courses. Learners who fail a foundations course must repeat the course. If they fail to pass the course (by receiving a minimum C) on the second taking, they will be dismissed from the university, and will be eligible to re-apply after two months.

c. Undergraduate and Graduate Certificates, AAS in Business, BBA, MBA

1. Learners who fail a required core course must repeat the course. If they fail to pass the course (by receiving a minimum C) on the second taking, they will be dismissed from the university, and will be eligible to re-apply after two months.

2. Learners who fail a non-required course (such as, an elective) may repeat the course, but are not required to do so. If they elect to repeat the course and fail it again, they will be placed on academic probation, but may continue to enroll in courses.

d. Single Course — Learners who enroll in a single course (not as part of a certificate or degree program) and fail the course may repeat it, but are not required to do so. If they elect to repeat the course and fail it again, they will be placed on academic probation, but may continue to enroll in a different course. If they fail a second course once, they may repeat it. If they fail that course a second time, they will be dismissed from the university, and will be eligible to re-apply after two months.
2.E Degree Requirements and Graduation

To be eligible to receive a certificate or an undergraduate or graduate degree from Nexford University (NXU), learners must achieve the following:

a. Intermediate Certificate: passing grades in four courses in certificate sequence (12 credits total)
b. Advanced Certificate: passing grades in five courses in certificate sequence (15 credits total)
c. Associate of Applied Science in Business: passing grades in 20 courses (60 credits total)
d. Bachelor of Business Administration: passing grades in 40 courses (120 credits total)
e. Master of Business Administration: passing grades in 12 courses (36 credits total) or – for learners who take a specialization in lieu of electives – 13 courses (39 credits total)

2.E.2 Degree Conferral Process

When learners complete all the requirements for a certificate or an Associate’s, Bachelor’s or Master’s degree, they are eligible for degree conferral. The steps to conferral include:

a. Final Program Review: Success Advisors (SAs) review learners’ entire academic record to determine whether they have successfully completed all of the requirements of their programs
b. Registrar Validation: SAs send records they have verified as complete to the Registrar for final validation
c. Completion Interview: SAs meet with learners, individually, to talk about their work in the program, their career objectives, and about Nexford resources that will be available to them following conferral
d. Conferral: Upon completion of steps a to c, learners receive official Notice of Completion and Degree Conferral
e. Diploma: After Notice of Completion and Degree Conferral is delivered, learners receive, via email, copies of their official diploma and transcript.

2.F Learner Code of Conduct

All Nexford University (NXU) learners must follow the Learner Code of Conduct, in addition to policy and conduct discussed in other official university publications. Because Nexford is incorporated in the state of Delaware and licensed in the District of Columbia, in the US, learners must also comply with any Delaware state laws and DC laws to which the university may be subject¹, and with any laws in their home jurisdictions. Nexford community members who observe any breach of these expectations should report it to the Chief Academic Officer. Nexford University holds learners responsible for the following:

¹For Delaware, see the State of Delaware Division of Corporations; for the District of Columbia, see the Office of the State Superintendent of Education, Education and the Higher Education Licensure Commission.
2.F.2 Disciplinary Actions

All violations of the university’s Learner Code of Conduct that are brought to the attention of university officers (Nexford faculty and staff) are investigated by the University Review Committee (URC). Cases deemed to be insufficiently severe to warrant escalation typically result in the issuance of a warning to the violator. Learners who receive a warning from the URC are required to discuss the circumstances of their warning with a Success Advisor (SA) who will work with them to devise an appropriate plan of action moving forward.

In cases of repeat violations, or of violations that the URC deems sufficiently severe to warrant escalating action, the URC reports findings and a recommended sanction to the Chief Academic Officer (CAO), who decides the final disposition of each case. It is at the CAO’s sole discretion whether to accept the URC’s findings and recommended sanction or to impose an alternative sanction. The following sanctions, in ascending order of stringency, may be applied in cases of alleged Code of Conduct violations:

a. None – findings are insufficient to establish a violation
b. Warning – findings are sufficient to establish a violation; warning issued by URC
c. Probation – findings are sufficiently concerning to warrant escalating action; probation notification issued to learner by the URC Chair; noted in learner record; status expires at the end of six months pending confirmation by CAO; notation is removed from record
d. Required Withdrawal – findings are sufficiently concerning to warrant term-limited separation of learner from the university (withdrawal period not to exceed one year from date of issuance of sanction); notification is issued to learner by the URC Chair, and includes explicit guidance on what the learner will be expected to do and/or demonstrate in order to re-enroll at the conclusion of the required withdrawal period; noted in learner record; learner’s academic program is suspended following planning discussion(s) with Success Advisor. 30 days prior to the conclusion of the required withdrawal period, learner will be notified of the pending cessation of this period, and instructed on steps required for re-enrollment. These include:

1. Sending an email to the University Review Committee, at urc@nexford.org, that addresses the reasons for the required withdrawal and the circumstances that led to it, including how the learner intends to avoid possible similar Code violation(s) in the future, why the learner feels prepared to resume his or her studies at Nexford, and anything else that may have been stipulated in the URC Chair’s letter to learner at point of withdrawal.

2. Meeting with a Success Advisor to discuss academic plans moving forward. Within 48 hours of completing these steps, petitioner will receive an email letter from the URC with notification of re-enrollment status. If the URC deems that a withdrawn learner has not complied with the re-enrollment conditions that were specified by the Program Director at point of withdrawal, it may, exceptionally, extend the withdrawal period of that learner (extended withdrawal period not to exceed one year from date of issuance of renewed sanction). Learners who are approved by the URC to re-enroll may do so as of the effective end date of the required withdrawal period, and must do so within three months of that date. Failure to do so in that time frame will result in permanent withdrawal from the university. In such cases, learners would be eligible to re-apply to the university after a period of two months.

e. Permanent Withdrawal – findings are sufficiently concerning to warrant permanent separation of the learner from the university; notification is issued to the learner by the CAO; noted in the learner’s record; and the learner’s academic program is terminated following timely exit discussion(s) with Success Advisor.

Ordinarily, repeat violations result in escalating sanctions. For instance, learners who commit the same violation for which they previously received a warning, are ordinarily placed on probation. At the CAO’s discretion, repeat violators may be placed on continuing status instead (such as Continued Warning in the example noted above), or, if circumstances warrant, elevated to an even higher status (Required or Permanent Withdrawal as in the example noted above).
2.F.2 Disciplinary Actions (continued)

Learners have the right to appeal any sanctions the university issues. To do so, they must work with a Success Advisor to assemble an appeal petition, which includes a personal statement and any supporting documentation the appellant wishes to provide. Appeals should be sent to the URC (urc@nexford.org) for review. The URC will then report findings and a recommendation to the CAO. "It is at the CAO’s sole discretion whether to accept the URC’s findings and recommendation or to take an alternative action. The following actions, in ascending order of stringency, may be applied in cases of appeals:

a. Remove — learner’s appeal succeeds; sanction is voided
b. Reduce — learner’s appeal warrants reconsideration of sanction originally imposed; lesser sanction is substituted (effective retroactively as of the original sanction date)
c. Continue — learner’s appeal does not succeed; original sanction stays in effect.

Under no circumstances may the CAO, in response to an appeal brought forward by a learner, impose a more stringent sanction than the one that was originally imposed. The CAO’s decision on appeal is final. Learners may only lodge one appeal for the reduction or dismissal of a given sanction. Under no circumstances are further appeals permitted.

2.F.3 Academic Honesty

Nexford University holds learners to the highest standards of academic integrity. The university expects them to submit work that is only theirs, to respect the intellectual property of other persons (both in and outside the university), and to refrain from collaborating with other learners on course assessments unless they are expressly permitted by course faculty to do so. Learners found to be in violation of Nexford’s academic standards, whether by committing acts of plagiarism, cheating, or inappropriate collaboration — as defined below — may be liable to disciplinary action, up to and including dismissal from the university or the revocation/non-awarding of their certificate or degree. Alleged violations of the academic honesty standard are reviewed by the University Review Committee (URC). Learners are notified in writing of any such reviews, and given the opportunity to respond to allegations. When permitted to continue in their programs, learners are instructed on any steps they need to take to align their practices with Nexford’s honesty standards.

Possible violations include, but are not limited to:

Plagiarism: paraphrasing or direct quoting from the published or unpublished work of another author (including another learner) without properly citing both author and source. Another author’s work can take many forms (electronic, print, pictures, text, and so on). Plagiarism is a twofold violation in that it constitutes both a theft of another person’s intellectual property as well as an implicit denial of the obligation to do one’s own work, the only basis on which the university is able to assess learners’ learning outcomes. Examples include:

a. Copy-and-pasting passages from Wikipedia into a paper without quotation marks or a proper citation, noting the source of the quoted materials
b. Submitting an essay made up mostly of lengthy quotations or paraphrased material, properly cited (even though properly cited, all the ideas and writing are someone else’s, or very closely adapted from someone else’s; learners are required to produce their own original work).

Cheating: appropriating another person’s work as one’s own, and submitting it under one’s own name, or using prohibited aids to enhance one’s performance. Examples include:

a. Stealing another learner’s paper and submitting it oneself
b. Paying someone else (another learner, a writing service) to write one’s paper or complete one’s assignments
2.F.3 Academic Honesty (continued)

c. Googling for answers to questions on an exam that one is expected to complete unaided.

Inappropriate Collaboration: any work undertaken jointly by two or more learners that results in multiple submissions of material that is the same or substantially the same. Examples include:

a. Writing a paper with a classmate and submitting a paper that closely resembles (in its structure, phrasing, and so on) to his or her paper

b. Copying another learner’s work with their permission (and then submitting it) or permitting them to copy (and submit) work of yours.

It can sometimes seem unclear where the line between proper and improper work is drawn. And learners can sometimes cross the line accidentally with no intent to deceive. Yet, the university takes even accidental transgressions very seriously. Nexford expects learners to familiarize themselves with the fundamentals of honest academic practice, and to seek guidance from course faculty and/or Success Advisors any time they are uncertain whether their own work is in compliance with the university’s academic honesty policy.

To assist learners in this process, the mandatory Learner Orientation offers important advice — including information about additional resources they may consult — on how to observe and comply with honesty standards at all times.

2.F.4 Computers, Mobile Devices, and Email

Learners are expected to regularly check the email address they provided during initial enrollment to the university for official university communications and, as necessary, respond to them in a timely manner. If learners elect to set up forwarding from their official university email account to another account, with the intention of sending emails from that account to a Nexford email account, they should beware of the potential risks in doing so (dropped messages, mail delivered to their own or to the university’s spam folders, among others). Learners are responsible for managing any such risks; the university holds them entirely responsible for any consequences that might arise through inattention to these important communications (for example, non-receipt of course materials, non-successful submission of academic work, non-payment of scheduled fees, among others). For this reason, Nexford strongly advises that learners do not set up email forwarding.

2.F.4 Drugs and Alcohol

Though Nexford University is a fully online institution, we are committed to maintaining a drug and alcohol free environment. Nexford prohibits learners from interacting with faculty, staff, other Nexford community members, or — in their capacity as learners — any external parties while under the influence of illegal substances or alcohol.

Nexford is in full compliance with the requirements of the Drug-Free Workplace Act of 1988 whereby all learners and employees are notified that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance by university learners or employees, on or off university premises, while conducting university business, is prohibited. Violation of this policy will result in disciplinary action, up to and including dismissal, and may have further legal consequences.

2.F.5 Fraud

The integrity of a Nexford degree hinges on the assurance that learners represent themselves truthfully at all times, vouching that the work they submit is their own, that any information they provide the university is accurate and up to date, and that in any dealings with others, these accurately and faithfully represent the university and its learner experiences. Any attempt to deceive, or to induce fraudulent representation by others is liable to be met with disciplinary action up to and including dismissal from the university.
2.F.6 Intellectual Property

Nexford University respects and abides by all legally enforced intellectual property rights. Nexford provides online access to all course reading materials to learners at no additional charge.

The university requires all community members to comply with all state and federal laws, including copyright laws, that pertain to intellectual property. To read about copyright laws and about Nexford’s guidelines for the use of copyrighted materials, please refer to the US Copyright Office website. Unauthorized distribution of copyrighted material, including unlawful peer-to-peer file sharing, is a violation of university policy. Violations of this policy may be met with disciplinary action, and possibly, with civil and/or criminal penalties as well.

2.F.7 Learner Identity Verification

Any documents learners are required to submit (from application/admissions through the completion of their programs) must be accurate and authentic originals and/or notarized copies of originals. To ensure the validity of the degrees and certificates that Nexford awards, the university takes necessary measures to verify the identity of learners any time they interact with Nexford course enrollment and other online administrative and learning technologies. Nexford employs a variety of methods to verify learner identity, principally, secure login/authentication.

Learners are responsible for providing complete and accurate identity information. Violations of this policy may be met with disciplinary action, up to and including dismissal from the university. Learners are also responsible for securing their online credentials (usernames, passwords, pin numbers, and others). Any concerns about online identity security should be reported to the IT Help Desk.

2.F.8 Nexford University Network Acceptable Use

All computer accounts issued by Nexford University are the sole property of the university. All account holders are responsible for the appropriate use of their accounts. Learners are expected to safeguard the integrity of their accounts by keeping their passwords secret and changing them on a regular basis, and by reporting any suspicious activity on their accounts to the university’s IT Help Desk. Any trespassing of learners’ personal accounts by other learners — unless expressly authorized by an officer of the university — is a violation of the university’s Code of Conduct. Depending on the circumstances of the violation (whether, for instance, the trespassers act alone, or account holders solicit trespass), both the trespassers and the account holders may be liable for disciplinary action, up to and including dismissal from the university.

Nexford University prohibits the use of learner accounts for any illegal purposes, including sending threatening, obscene or harassing messages; disrupting other network users’ services or equipment, such as by distributing unsolicited advertising, propagating computer viruses, or using the network to enter other network-accessible computers without express authorization; selling services over the network without express authorization; selling access to the network, or excessive personal business. Other prohibitions include, but are not limited to, tampering with the university’s computer or communications hardware and software, altering the IP addresses of any Nexford device, intercepting or attempting to intercept emails or file transfers intended for another party, sending or attempting to send emails from another learner’s account (or, aliased, appearing to do so), and attempting to hack into university systems or the accounts of other users.

2.F.9 Online Etiquette

Learners are expected to observe proper online etiquette at all times. This includes, but is not limited to, posting, to any public forums or to any individuals, only content that is relevant and appropriate. Nexford University holds
2.F.9 Online Etiquette (continued)

all of its community members to a high ethical standard of conduct. In the course of their studies, learners are liable to encounter others — peers, faculty, or staff — whose views differ from theirs. Such encounters deepen learners' educational experience, providing them with opportunities to broaden their understanding of the world, deepen their grasp of specific issues, and sharpen their critical skills. Nexford encourages debate and the free and open exchange of ideas. However, the university takes very seriously every learner's right to pursue their education in a spirit of respect, support, and open inquiry, free from any concerns about intimidation.

To promote a safe, healthy, and productive learning environment for all learners, Nexford encourages learners to keep an open mind when reading the ideas and opinions of others, and to consider who their audience is when posting ideas and opinions of their own. The university reserves the right to delete any comments posted in public forums (course message boards, for instance) that it deems disruptive to the learning environment. Learners who persist in violating the university's online etiquette standards may be subject to disciplinary action (up to and including dismissal from the university).

2.F.10 Respectful Treatment of Others

Nexford University expects all of its community members to treat each other with respect at all times, refraining from any behavior that may be deemed offensive, discriminatory, threatening, bullying, embarrassing, or otherwise harassing of others. This expectation applies equally to learners' interactions in the 'classroom' and outside of class, for instance, with success advisors or members of the university's administrative staff. Disrespectful behavior, deemed severe enough to warrant the university's intervention, may be met, initially, with a warning. Persistent or repeated instances of disrespectful behavior will not be tolerated by the university — in particular if such behavior harms another member of the community — and could be met with stricter sanctions, up to and including dismissal from the university.

2.G Learner Account, Tuition, and Fees

2.G

Nexford University’s (NXU) tuition rates are adjusted to our different local learning markets to ensure that a Nexford education is affordable to learners in each market. Tuition is assessed on a subscription — fee for time, not per course — basis. Payment period information for the US is summarized on the tables below. Because learners can work at a guided or accelerated pace, paying on a subscription basis, the total cost of a Nexford education differs for different learners. The most cost effective way of completing a Nexford certificate or degree program is to progress as rapidly through it as one is able (without sacrificing any learning outcomes).

Learners in all Nexford academic programs take only one course for the first term of enrollment (with one exception, noted below). After successfully completing this course, learners are eligible to take two or three courses per term, contingent upon their achievement of certain grade point averages. Exceptionally, learners may take four courses per term after a number of terms of successful academic performance: 12 in the case of BBA learners; three in the case of AAS in Business and MBA learners — excluding the 4-course business foundations requirement that MBA learners who are provisionally admitted to the program must successfully complete in order to be officially admitted to the program.

Nexford encourages learners to progress swiftly, but cautions them to be mindful of the challenges of academic work. Taking several courses at once may work well for some learners, yet may present considerable academic and/or time-management challenges for others. The best enrollment strategy for any learner is the one that balances his or her financial concerns with a number of highly personal academic and time-management considerations. It is also dynamic — evolving over time as learners become more accustomed to Nexford’s coursework and with pursuing their programs online, while their life circumstances evolve. Success Advisors (SAs) assist learners in setting and adjusting their best learning strategies at every stage of their educational careers.
2.G.1 Tuition

In the US, tuition is as follows:

a. Undergraduate Degrees (BBA and AAS in Business) = $120/month
b. Graduate Degree (MBA) = $162/month

Total tuition cost projections, based on the number of years to program completion are:

**US Tuition Based on Projected Years to Program Completion**

<table>
<thead>
<tr>
<th></th>
<th>1 year</th>
<th>1.5 years</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Degrees (BBA &amp; AAS in Business)</td>
<td>$1,440</td>
<td>$2,160</td>
<td>$2,880</td>
<td>$4,320</td>
<td>$5,760</td>
<td>$7,200</td>
</tr>
<tr>
<td>Graduate Degree (MBA)</td>
<td>$1,944</td>
<td>$2,916</td>
<td>$3,888</td>
<td>$5,832</td>
<td>$7,776</td>
<td>$9,720</td>
</tr>
</tbody>
</table>

**NXU Pricing**

This table illustrates the monthly tuition payable based on country of residence. It lists the cost of each program per month: for an MBA, BBA, AAS, Advanced courses and certificates and Intermediate courses & certificate.

<table>
<thead>
<tr>
<th>Monthly tuition ($)</th>
<th>MBA/Advanced Certificate and Courses</th>
<th>BBA/AAS/Intermediate Certificate and Courses</th>
<th>Number of countries</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region A</td>
<td>$220</td>
<td>$120</td>
<td>17</td>
<td>Top countries: USA, Canada, China</td>
</tr>
<tr>
<td>Region B</td>
<td>$200</td>
<td>$100</td>
<td>19</td>
<td>Top countries: Russian Federation, Finland, Iceland</td>
</tr>
<tr>
<td>Region C</td>
<td>$180</td>
<td>$90</td>
<td>42</td>
<td>Top countries: Egypt, Philippines, Thailand, Indonesia</td>
</tr>
<tr>
<td>Region D</td>
<td>$160</td>
<td>$80</td>
<td>133</td>
<td>Top countries: Nigeria, Ghana, Venezuela</td>
</tr>
<tr>
<td>Region E</td>
<td>$100</td>
<td>$50</td>
<td>2</td>
<td>Top countries: Palestine, Yemen</td>
</tr>
<tr>
<td>All other countries</td>
<td>$160</td>
<td>$80</td>
<td></td>
<td>The default pricing on nxford.org when the location of the visitor is unknown.</td>
</tr>
</tbody>
</table>
2.G.1 Tuition (continued)

Tuition rates vary in the different countries in which the university operates, consistent with local economic factors. To see a listing of the tuition rates for all Nexford academic programs in your home country, go to the Tuition and Fees section of Nexford’s website.

Nexford University does not receive Federal financial assistance but does provide learners with tuition advice. This includes advice on securing corporate, institutional, and community scholarships; on using web and social media platforms to raise and manage their tuition funds; and on other means of financial support. Advisors are also sensitive to the importance, for many learners in our international markets, of the role that family and local support plays, as well as of extended community networks, on their path to success.

2.G.1.A Tuition Payments

Payment Periods

Standard:

Learners enrolled in individual courses, certificate, or degree programs are required to pay a minimum amount in advance, aligned to Nexford’s tuition fee schedule.

Payment Problems

If a learner’s payment is not received on time, Nexford will notify the learner via his/her registered email address. If any outstanding balances are not successfully paid, by credit card or through some alternative means within fifteen days, he or she will be provisionally withdrawn from Nexford.

2.G.1.B University Fees

Nexford University is committed to providing learners with a low-cost education and a simple and transparent fee structure. There are no hidden fees (such as assessment fees). Applicants to all Nexford academic programs pay a non-refundable Application Fee, and all Nexford learners make scheduled tuition payments. The only additional fees that enrolled learners may incur would be for certain optional services (as described in the Service Fees Subsection, below).

Application Fee

Applicants to any Nexford academic program (non-degree: individual course(s), undergraduate- or graduate-level certificate; degree: Associate of Applied Science, Bachelor of Business Administration, or Master of Business Administration) must submit an application fee with their application. This fee covers all costs associated with the review and processing of their applications and supporting documentation.

If an applicant’s initial application is rejected, he or she will be notified, in writing, of the reasons for rejection, of the steps he or she will need to take to re-apply, and of when he or she would be eligible to re-apply. The eligibility time frame for re-applying may vary depending on the reason for initial rejection, but would not exceed two months from the submission date of the initial application. If a candidate decides to re-apply, he or she will not need to fill out a new application. However, he or she will need to submit supporting documentation as well as another application fee for the new application. The initial application fee will not carry over to the new application.
2.G Learner Account, Tuition, and Fees

2.G.1.C Service Fees

Nexford levies fees for certain optional services on request. These fees (in US dollars) apply to all learners in Nexford academic programs:

<table>
<thead>
<tr>
<th>Request*</th>
<th>Fee</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Diploma</td>
<td>$80</td>
<td>Free online version available on Nexford Learning Environment</td>
</tr>
<tr>
<td>Printed Transcripts</td>
<td>$25/transcript</td>
<td>Free online version available on Nexford Learning Environment</td>
</tr>
<tr>
<td>Notarized Documents</td>
<td>$100/document</td>
<td></td>
</tr>
</tbody>
</table>

Diploma Fee

Nexford University issues electronic diplomas to graduates. For an $80 fee, learners may request a printed copy of their diploma.

Transcript Fee

Learners can download copies of their transcript from the Nexford Learning Environment for free. They may also request, any time, that an official printed transcript be sent to themselves or to employers or other recipients for a $25 fee.

Notarized Documents Fee

Notarized documents will be sent to learners or their designees for a fee of $100/document.

2.G.1.D University Refund Policy

Nexford University charges tuition on a subscription basis. Learners pay for a period of access to the academic programs/courses in which they enroll. Tuition is not structured on a per-credit hour or per-course basis, nor is it assessed according to the number of courses in which a learner enrolls. Nexford’s subscription model is a flat-fee model that allows learners to enroll in multiple courses without incurring per-course costs. Learners who follow accelerated learning paths and complete their academic programs faster than their peers incur a lower total cost for their programs because they pay for fewer subscription periods.

Non-refundable Fees

Application Fee – all US applicants to Nexford degree or non-degree programs must pay a non-refundable Application fee. They submit this fee together with their application.

Tuition Refund Policy

Except in cases of refund policies of applicable US states that are more beneficial to learners, the tuition refund policy herein described applies to all legal residents of the US and to US active duty military personnel wherever they may be stationed.
2. G. 1. D University Refund Policy (continued)

Newly admitted learners are required to remit a lump sum tuition payment for the entire period of their first subscription term. (Continuing learners are also required to make subscription term tuition payments in advance of each subscription term.) Tuition is due once applicants are admitted to the university.

Nexford does not refund tuition for any completed subscription terms. Learners who withdraw from a subscription term prior to engaging in the course(s) in which they enrolled, will receive a 100% tuition refund for that subscription term. Learners who withdraw from a subscription term having completed a portion of that term are eligible for a refund based on their last date of academic activity.

Prorated refunds are calculated on the basis of a learner’s last date of academic activity, i.e., the last date within that subscription term that they:

1. Had a documented academic communication with a program director or course faculty member
2. Attended a course-based webinar, call, study group, or online chat
3. Engaged with a University learning or support resource
4. Submitted an assignment on the Nexford Learning Environment (NexLE)
5. Posted to a message board in a Nexford learning community
6. Notified Nexford of their intent to withdraw from the university

Please note the following exception to Nexford’s policy on tuition fee refunds: completing a course in less time than the standard 8-week timeframe is not grounds for requesting a refund of tuition.

Learners are eligible for a tuition refund for a given subscription term if they submit their refund request within the same term; requests for refunds of tuition remitted in prior terms will not be granted.

Determining Withdrawal Dates

There are two types of withdrawal dates: those associated with a learner-initiated withdrawal (official) and those associated with an administrative dismissal (unofficial). Learner-initiated withdrawal occurs when a learner notifies Nexford of his or her intent to withdraw. Administrative dismissal occurs when Nexford determines that a learner is, on such grounds as lack of academic activity, failure to enroll in coursework at the beginning of a new term, or failure to pay tuition, no longer eligible to be enrolled in the University.

Calculating the Refund

Learners who withdraw from all courses during a term are eligible for a refund of tuition paid for that term (two monthly payments) based on the week of last academic activity:

<table>
<thead>
<tr>
<th>Withdrawal Date (Term Week)</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>100%</td>
</tr>
<tr>
<td>Two</td>
<td>80%</td>
</tr>
<tr>
<td>Three</td>
<td>60%</td>
</tr>
<tr>
<td>Four</td>
<td>40%</td>
</tr>
<tr>
<td>Five</td>
<td>20%</td>
</tr>
</tbody>
</table>
2.G.1.D University Refund Policy (continued)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Six</td>
<td>0%</td>
</tr>
<tr>
<td>Seven</td>
<td>0%</td>
</tr>
<tr>
<td>Eight</td>
<td>0%</td>
</tr>
</tbody>
</table>

Cancellation

Students who wish to withdraw can submit the request to the admissions@nexford.org. Cancellation is effective at the time that the written notice of cancellation is received at this email address. The university shall refund tuition to the learner or associated sponsor by following the university’s policy on refunds. Learners who cancel their enrollment within five days after signing an enrollment agreement are eligible to receive 100% of any tuition paid. Learners who cancel more than five calendar days after signing their enrollment agreement, but prior to beginning their first term, are entitled to a refund of all tuition paid. Learners are not entitled to a refund of the one-time $20 application fee. Nexford University does not charge a one-time registration or library services fee.

Refunds

In order to obtain tuition refunds, learners must request them in writing. If Nexford determines that a learner is eligible for a tuition refund, it will calculate and process the refund within 30 days. Refunds can only be paid through credit card or bank transfer. Learners whose requests for a tuition refund are approved must provide the university with appropriate account information in order for it to be processed.
2.G.1.D University Refund Policy (continued)

Sample Refund Calculation

Learners are eligible for a tuition refund based on the date of their last academic activity. In all cases, learners are eligible to receive a refund for tuition paid in advance for future terms. For example:

If a graduate student from the United States (who paid two $220 monthly payments for the term) withdraws from all courses during the fifth week of the term, he or she would be eligible to receive a 20% refund of the term’s tuition: $88.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition paid (two months of tuition @ $220 per month)</td>
<td>$440</td>
</tr>
<tr>
<td>Tuition refund percentage (withdrawal term week five)</td>
<td>20%</td>
</tr>
<tr>
<td>Tuition Refund:</td>
<td>$88</td>
</tr>
</tbody>
</table>

If an undergraduate student from the United States (paying $120 per month), withdraws from all courses during the second week of the term, he or she would be eligible to receive an 80% refund of the term’s tuition. Assuming that the student pays monthly and therefore had not yet paid the next month’s tuition fee, they would receive a $72 refund.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition owed for term (two months of tuition @ $120 per month)</td>
<td>$440</td>
</tr>
<tr>
<td>Tuition refund percentage (withdrawal term week two)</td>
<td>80%</td>
</tr>
<tr>
<td>Term refund amount</td>
<td>$192</td>
</tr>
<tr>
<td>Minus term tuition not paid (second monthly payment)</td>
<td>$120</td>
</tr>
<tr>
<td>Tuition Refund:</td>
<td>$72</td>
</tr>
</tbody>
</table>

Tuition Appeal

If, for failing to meet the stipulations noted in this policy, a learner’s request for a tuition refund is denied he or she may appeal for reconsideration. To appeal for reconsideration, learners must submit a written explanation of the circumstances they feel warrant an exception to the university’s refund policy as stated herein. Exceptional circumstances might include incapacitating illness or injury. To be eligible for reconsideration, appeals must include documentation that establishes the veracity of the exceptional circumstances claimed. The university does not consider disciplinary action due to violations of Nexford’s Learner Code of Conduct valid grounds for appealing the rejection of a tuition refund request; reconsideration will not be granted on the basis of such appeals. Appeals should be sent in writing.
2.H.1 Learner Record Management Policy

Nexford University (NXU) requires that learner academic and course records be retained for specific periods of time and are accessed and maintained only by the appropriate authorities at the institution. These academic records must be managed according to the guidelines outlined in this policy.

This policy establishes guidelines that set forth the minimum length of time that records should be retained as well as the authority to access and maintain said learner records. This will allow the university to:

• Meet its business and legal needs
• Ensure privacy of learner records and personally identifiable information
• Optimize the use of space and minimize the cost of academic records retention
• Ensure that outdated or useless records are deleted/destroyed.

Record retention periods for selected academic records may be increased for various reasons including government regulation, judicial or administrative orders, contracts, pending or threatened litigation, or audit requirements. Such changes in the records retention schedule supersede the requirements listed in this schedule and will be so noted on the appropriate document. When needed, the specified learner records administrator, or designee, provides advice as to what non-current records of enduring value should be transferred to the University archives.

Purpose

The purpose of this policy is to allow the university to make sensible decisions about what information to keep and what information to discard, and to establish procedures for the access, maintenance, retention, preservation, and disposal of academic records.

Academic Record

An academic record is anything containing academic or course related information regardless of format (paper, digital, photographic, recordings, and so on). Typical academic records include transcripts, admission documents, waivers, and other items found in learner files, as well as instructor grade books, final exams, and more. Records will be retained, archived, and/or destroyed based on the retention periods defined in this policy.

Retention Schedules

A descriptive schedule that provides a guideline for the minimum length of time that selected records should be retained before they are deleted and/or destroyed or placed in archival preservation.
2.H.1 Learner Record Management Policy (continued)

Retention Period
This is the minimum required length of time for maintaining records. Records may be held longer than the retention period, but should not be disposed of prior to that date.

Records Destruction
The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with this policy.

Litigation Hold
A communication issued as the result of current or anticipated litigation, audit, and government investigation or other similar matter that suspends the normal process regarding the retention and disposition of university records.

Roles and Responsibilities
All employees, faculty members, or staff members of the university are responsible for being aware of, and adhering to, the provisions outlined within this policy.

Privacy and Access to Learner Records
As members of our academic community who adhere to the highest levels of academic integrity and protection of learner privacy, all employees and faculty members share the responsibility in ensuring any portion of learner records are not accessed except as covered under §99.31 of FERPA, the Family Educational Rights and Privacy Act. More information on FERPA can be found here.

With some exceptions, learners must give consent before the university may disclose personally identifiable information. These exceptions are specified by policies held by each US state or the appropriate international education authority, and in keeping with the regulations at §99.31 of FERPA. The university’s confidentiality regulations specified here refer directly to FERPA. Learners have the right to know the policies used by the state regarding the collection, storage, disclosure to third parties, and destruction of personally identifiable information. Learners may obtain this information from their State Department of Education or the appropriate international education authority.

Nexford University complies with the European Union’s General Data Protection Regulation (GDPR). The GDPR applies to all organizations processing the personal data of data subjects residing in the Union, regardless of the organization’s location, where activities between data subjects and the organization relate to offering goods or services irrespective of whether payment is required. Learners have the right to obtain confirmation as to whether or not personal data concerning them is being processed, where, and for what purpose free of charge and in an electronic format. Learners also have the right to request to have personal data erased to include data no longer relevant to the original purposes of processing, not to include data listed below for the purpose of maintaining an adequate learner academic history. More information about the 2018 Reform of EU Data Protection Rules can be found here.

Procedures
Records for which there is a retention requirement in the retention schedule are recommended to be deleted/destroyed when they have reached the conclusion of their retention period. Academic records not specifically identified in this document should be retained a minimum of five years if there is a legitimate business reason to do so, and deleted/destroyed if there is not.

Academic records should be deleted/destroyed in ways commensurate with their confidentiality and with methods which do not permit recovery, reconstruction or future use of confidential information. For example, paper records should be cross-shredded and not placed in recycle bins, electronic or machine readable records should undergo multiple overwrites, physical destruction, or degaussing. Emails should be handled as any other record in terms of retention and disposal.
### 2.H.1 Learner Record Management Policy (continued)

#### Academic Record Retention/Archive Schedule

**Admission records for applicants who do not enroll**

**Retention Period:** six months after initial application term

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance Letters/Admission Letters/Decision Letters</td>
<td>Notices of admission, denial, or waitlist</td>
</tr>
<tr>
<td>Application for admission or readmission</td>
<td>Admission applications such as undergraduate, graduate, international, or non-degree/special admittance</td>
</tr>
<tr>
<td>Learner submitted transcript or diploma</td>
<td>Learner document certifying completion of high school program</td>
</tr>
<tr>
<td>Credit by examination or Prior Learning Assessments</td>
<td>Reports/scores on AP, CLEP, and so on</td>
</tr>
<tr>
<td>Entrance examination reports/test scores</td>
<td>Standardized test scores, such as DAACS, TOEFL</td>
</tr>
<tr>
<td>Military documents</td>
<td>Including Certificate of Eligibility, DD214, and so on</td>
</tr>
<tr>
<td>Admission recommendations</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td></td>
</tr>
<tr>
<td>Transcript – high school</td>
<td></td>
</tr>
<tr>
<td>Transcript – other colleges</td>
<td></td>
</tr>
<tr>
<td>Waivers of rights of access</td>
<td>Waiving right of access to admission recommendations</td>
</tr>
<tr>
<td>Waiver requests</td>
<td>Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee</td>
</tr>
</tbody>
</table>
### 2.H.1 Learner Record Management Policy (continued)

#### Academic Record Retention/Archive Schedule

**Admission records for applicants who do not enroll**  
Retention Period: four years after initial application term

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner admission status reports</td>
<td>Admission status prior to enrollment</td>
</tr>
<tr>
<td>Learner orientation documents</td>
<td>Learner communications during orientation</td>
</tr>
<tr>
<td>Success Advisor notes</td>
<td>Notes and communications between learner and NXU Success Advisor</td>
</tr>
</tbody>
</table>

**Learner Academic Records**  
Retention Period: five years from receipt

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Advising Records</td>
<td>Including, but not limited to, electronic and non-electronic documents, forms and records</td>
</tr>
<tr>
<td>Acceptance Letters/Admission Letters/Decision Letters</td>
<td>Notices of admission, denial, or waitlist</td>
</tr>
<tr>
<td>Add/Drop Course Withdrawal</td>
<td></td>
</tr>
<tr>
<td>Application for admission or readmission</td>
<td>Admission applications such as undergraduate, graduate, or non-degree/special admittance</td>
</tr>
<tr>
<td>Enrollment Verifications</td>
<td>Verifications of enrollment, graduation, GPA, and other related academics</td>
</tr>
<tr>
<td>Verifications of enrollment, graduation, GPA, and other related academics</td>
<td>Standardized test scores, such as DAACS, TOEFL</td>
</tr>
<tr>
<td>Degree Audit records</td>
<td>Degree audits in support of graduation clearing</td>
</tr>
<tr>
<td>Grade Change Forms</td>
<td>Non-electronic record of authorization to change grade</td>
</tr>
</tbody>
</table>
### 2.H.1 Learner Record Management Policy (continued)

#### Academic Record Retention/Archive Schedule

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Dispute Documents</td>
<td>Learner final grade disputes</td>
</tr>
<tr>
<td>Leave of Absence Forms</td>
<td></td>
</tr>
<tr>
<td>Military documents</td>
<td>Including Certificate of Eligibility, DD214, and so on</td>
</tr>
<tr>
<td>Personal Data Information Forms</td>
<td>Non-electronic change of address and other demographic data (excluding name changes)</td>
</tr>
<tr>
<td>Petitions to Graduate</td>
<td>Degree application, record of degree name, and so on</td>
</tr>
<tr>
<td>Registration/Enrollment Records</td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td></td>
</tr>
<tr>
<td>Received Diplomas or Transcripts</td>
<td></td>
</tr>
<tr>
<td>Scholastic Standing Documentation</td>
<td>Notice of academic scholastic standing related to academic nonperformance/deficiency (except academic dismissal, which is permanent)</td>
</tr>
<tr>
<td>Learner Inquiries Relating to Academic Records</td>
<td></td>
</tr>
<tr>
<td>Transcript Request Forms</td>
<td>Official transcript requests by learner</td>
</tr>
<tr>
<td>Transfer Credit Evaluations</td>
<td></td>
</tr>
<tr>
<td>Waiver requests</td>
<td>Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee</td>
</tr>
<tr>
<td>Withdrawal from the university Forms</td>
<td></td>
</tr>
</tbody>
</table>
### 2.H.1 Learner Record Management Policy (continued)

#### Academic Record Retention/Archive Schedule

<table>
<thead>
<tr>
<th>Course Records</th>
<th>Retention Period: one year after course completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Type</td>
<td>Description</td>
</tr>
<tr>
<td>Final Summative Assessments</td>
<td>Final course assessments demonstrating competency mastery</td>
</tr>
<tr>
<td>Graded Coursework</td>
<td>All graded assignments and discussions within the learning management system</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Records</th>
<th>Retention Period: two years after course completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Type</td>
<td>Description</td>
</tr>
<tr>
<td>Faculty grade book</td>
<td>Record of learners in course and work completed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Academic Records</th>
<th>Retention Period: 10 years after graduation or non-attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Type</td>
<td>Description</td>
</tr>
<tr>
<td>Data Change Logs</td>
<td>Electronic log of changes to enrollment and other data, including date/time stamp information and use that changed data if that data is maintained separately in the system</td>
</tr>
<tr>
<td>Email data/information</td>
<td>Emails and other electronic communications that authorize academic/enrollment actions and/or provide directory/non-directory information about a learner</td>
</tr>
<tr>
<td>Enrollment Data</td>
<td>Electronic record of enrollment in classes, including records of drop, add and enrollment change activity</td>
</tr>
</tbody>
</table>
2.H.1 Learner Record Management Policy (continued)

Academic Record Retention/Archive Schedule

<table>
<thead>
<tr>
<th>Learner Academic Records</th>
<th>Retention Period: 50 years after graduation or non-attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Type</td>
<td>Description</td>
</tr>
<tr>
<td>Learner Demographic Information</td>
<td>Electronic learner data including learner characteristics,</td>
</tr>
<tr>
<td></td>
<td>date of birth, former names, address information, ID and</td>
</tr>
<tr>
<td></td>
<td>ethnic information, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Academic Records</th>
<th>Retention Period: permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record Type</td>
<td>Description</td>
</tr>
<tr>
<td>Academic Dismissal</td>
<td>Notice of academic action related to academic</td>
</tr>
<tr>
<td></td>
<td>non-performance/deficiency</td>
</tr>
<tr>
<td>Academic Integrity Code Violations (with</td>
<td>Documentation of violation and Disciplinary Action, including</td>
</tr>
<tr>
<td>sanctions)</td>
<td>plagiarism</td>
</tr>
<tr>
<td>Approvals for:</td>
<td></td>
</tr>
<tr>
<td>Course Audit</td>
<td>Authorization for various enrollment options</td>
</tr>
<tr>
<td>Course Repeat</td>
<td></td>
</tr>
<tr>
<td>Credit/no Credit</td>
<td>Authorization for various enrollment options</td>
</tr>
<tr>
<td>Exceptions</td>
<td>Exceptions to academic rules</td>
</tr>
<tr>
<td>Overrides</td>
<td>Exceptions to academic rules</td>
</tr>
<tr>
<td>Petitions to Amend</td>
<td>Exceptions to academic rules</td>
</tr>
<tr>
<td>Waivers</td>
<td>Approvals to meet program requirements with administrative</td>
</tr>
<tr>
<td></td>
<td>action</td>
</tr>
</tbody>
</table>
## 2.H.1 Learner Record Management Policy (continued)

### Academic Record Retention/Archive Schedule

**Learner Academic Records**  
**Retention Period:** permanent

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalogs</td>
<td>Published annually, record of courses, degrees, and programs of study offered</td>
</tr>
<tr>
<td>Class Lists/Rosters</td>
<td>Record of class rosters for each term</td>
</tr>
<tr>
<td>Commencement programs</td>
<td>Published annually or biannually, record of courses, degrees, and programs of study offered</td>
</tr>
<tr>
<td>Credit by examination or Prior Learning Assessment</td>
<td>Reports/scores on AP, CLEP, and so on</td>
</tr>
<tr>
<td>Degree statistics</td>
<td>Record of degrees granted by institution per graduation term and/or annually</td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Enrollment Statistics</td>
<td>Per term report of enrolled learners, eg. by class, by course, totals, headcount, and FTE</td>
</tr>
<tr>
<td>FERPA:</td>
<td>(Unless terminated by learner)</td>
</tr>
<tr>
<td>Requests for formal hearings</td>
<td>Learner-initiated request for formal hearing regarding amendment of education record</td>
</tr>
<tr>
<td>Authorization to disclose non-directory information</td>
<td>Necessary for compliance with record keeping requirements in FERPA</td>
</tr>
<tr>
<td>Authorization to prevent or resume directory information</td>
<td>Learner request to opt-out of directory information disclosure</td>
</tr>
<tr>
<td>Statements on content of records regarding hearing panel decision</td>
<td>Documentation when learner request for amendment of a record is not granted</td>
</tr>
</tbody>
</table>
### 2.H.1 Learner Record Management Policy (continued)

#### Academic Record Retention/Archive Schedule

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written decision of hearing panels</td>
<td>Decisions resulting from hearings regarding amendment of education records</td>
</tr>
<tr>
<td>Grade Data</td>
<td>Electronic record of submitted grades and grade changes, including date/time stamp and user data</td>
</tr>
<tr>
<td>Grade distribution and other grade statistics</td>
<td>Report of grades, given, including summary grade point statistics by class</td>
</tr>
<tr>
<td>Grade submission sheets</td>
<td>Original record of grades submitted at end of term</td>
</tr>
<tr>
<td>Graduation lists</td>
<td>Lists of graduates for graduating class</td>
</tr>
<tr>
<td>Narrative Evaluations and Competency Assessments</td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity reporting</td>
<td>Report of learner enrollment, graduation, and other metrics by race and ethnic origin</td>
</tr>
<tr>
<td>Transcripts – high school</td>
<td>Including request for final transcript letters</td>
</tr>
<tr>
<td>Transcripts – other colleges</td>
<td>Including college courses in progress documents and request for final transcript letters</td>
</tr>
<tr>
<td>Final Projects/Theses</td>
<td></td>
</tr>
</tbody>
</table>
2.H.2 Statement of Learner Rights

Nexford University is committed to academia and education, and to promoting the interests of the communities we serve. It is our goal to ensure that all learners have an equal opportunity to fulfill their potential in programs that meet the highest standards of academic excellence. As an academic community, we cherish the following principles, and consider them essential to the very idea of a university. Specifically, we ensure that all members of our community:

a. Have the right to personal and intellectual freedom

b. Have the right to be treated with dignity and respect

c. Have the right enjoy equal rights in, and protection by, the university.

As part of their contract with the university, we hold learners responsible for understanding and observing university policy as it applies to them, individually. In addition, we expect them to fully comply with the legal and ethical standards of the university, as well as with the laws, rules, and regulations of the District of Columbia and of any other jurisdictions which these may be subject to.

Learners have the right to pursue their academic work free from undue interference; to seek redress for any grievances; to voice their concerns and their ideas, and to receive a proper hearing of them; to confront any prejudicial behavior in the online learning space; to be themselves, authentic and proud; to enjoy the respect of others; to be treated fairly and equitably; and to receive thoughtful guidance when they need it.

2.H.3 Transcripts

Learners may request printed copies of their official Nexford University course transcript or competency transcript at any time for a $25 fee by contacting the Registrar(registrar@nexford.org) or by calling the Nexford main number. Unofficial learner transcripts are also available and may be downloaded for printing free of charge. Note: Official transcripts cannot be processed or released if there are outstanding financial obligations to the university. This does not apply to unofficial transcripts.

As mentioned previously, Nexford University calculates GPAs on a 4-point scale, with grades of A (= 4.0), B (=3.0), C (=2.0), and F (=1.0). Nexford does not grant D grades. Nexford transcripts note final course grades as well as term- and cumulative grade point average (GPA) calculations.
2.1 Rights (Other) and Conduct

2.1.1 Academic Complaints

Learners have the right to seek help or resolution if they feel they have been somehow academically underserved by the university. This may include the filing of a formal complaint. Before taking this step, learners are encouraged to discuss any concerns they may have with a Success Advisor. If their issue is not resolved, and they wish to file a complaint, they may do so by sending an email to the University Review Committee at urc@nexford.org. This email should thoroughly describe the nature of the complaint and include, as appropriate, any supporting documentation.

The University Review Committee (URC) administers the university’s appeals policy, including reviewing all academic complaints and appeals. When complaints are brought to the URC, the Committee will investigate them and report both its findings and a recommendation to the Chief Academic Officer (CAO). It is at the discretion of the CAO whether to accept the Committee’s recommendation. Every effort is made to resolve complaints and appeals in a timely manner; complainants/appellants are apprised of the URC’s progress throughout. While a review process is pending, complainants/appellants should speak with a Success Advisor (SA) about how best to proceed. Depending on the nature of the complaint, continued participation in coursework may or may not be appropriate; SAs will work with learners to determine the appropriate course of action.

CAO decisions are final. For issues that cannot be resolved directly with Nexford, learners may file a complaint with the District of Columbia Office of the State Superintendent of Education, Higher Education Licensure Commission, following the instructions on its website, Office of the State Superintendent of Education.

2.1.2 Americans with Disabilities Act (ADA) and Online Access Support

Nexford University ensures that individuals with documented disabilities have equal access to all our resources, online tools, and academic programs. For additional information, please contact a Success Advisor.

2.1.3 Graduate Access

Graduates of Nexford University have continuous access to the Nexford Learning Environment and their academic records for 12 months after their graduation date. All notifications to alumni are sent via the email address learners provide during their initial enrollment. Nexford graduates are strongly encouraged to remain connected to the university and to participate in alumni networking events to promote their careers and to benefit from Nexford alumni services.

2.1.4 Nondiscrimination/Equal Opportunity

Nexford University is committed to the principle of equal opportunity for all. Nexford prohibits any discrimination, on the basis of national origin, race, color, religious beliefs, sex (including pregnancy, childbirth, related medical conditions, and breastfeeding), citizenship status, genetic information, gender identity, family duties, age, disability, veteran status, marital status, sexual orientation, personal appearance, political affiliation, credit information, tobacco use, or status as unemployed, in its educational and employment programs, policies, practices, and procedures. Discrimination is defined as treating members of a protected class less favorably because of their membership in that class, or employing a policy or practice that has a disproportionately adverse impact on the members of a protected class. The university complies with all federal and state non-discrimination, equal opportunity and affirmative action laws, orders and regulations, including Title IX of the Civil Rights Act. This nondiscrimination policy applies to admissions, employment, access to and treatment in university programs and activities.
2. Rights (Other) and Conduct

2.1  Non-Retaliation

Learners have the right to bring any grievances they may have to the attention of university officials, including the filing of formal complaints, free from any fear that they may experience unfair treatment in response.

Moreover, the US Department of Education’s Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: “No person in the US shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Nexford University is committed to upholding the law and ensuring that its non-retaliation policy applies equally to all members of the Nexford community (learners, faculty, and staff) and tolerates no discrimination on the basis of sex.

The university takes all learner grievances very seriously and will make every effort to thoroughly investigate them and to act on them with fairness and impartiality.

If a learner feels as though he or she has been unfairly treated after bringing a grievance forward, he or she should notify the University Review Committee at urc@nexford.org by sending an email thoroughly describing the nature of the concern and that includes, as appropriate, any supporting documentation.

The University Review Committee (URC) will investigate the concern and report both its findings and a recommendation to the Chief Academic Officer (CAO). It is at the discretion of the CAO whether to accept the Committee’s recommendation. Every effort is made to investigate grievances in a timely manner; complainants are apprised of the URC’s progress throughout. While a review process is pending, complainants should speak with a Success Advisor (SA) about how best to proceed. Depending on the nature of the grievance, continued participation in coursework may or may not be appropriate; SAs will work with learners to determine the appropriate course of action.

Decisions of the CAO are final. If a complainant wishes to pursue a grievance further, he or she may file a complaint with the District of Columbia Office of the State Superintendent of Education, Higher Education Licensure Commission, following the instructions on its website.

2.1.6 Sexual Misconduct and Harassment

Nexford University is committed to providing its learners and staff with an environment in which they can learn and work free from concerns about the possibility of mistreatment, preferential treatment, conflicts of interest, undue influence, favoritism, or any other types of harassing behavior.

It is the policy of the university, furthermore, that no faculty, advisors or administrative staff have consensual romantic or sexual relationships with any Nexford learner during the period of that learner’s enrollment in the university. The sole exception to this rule are prior ongoing relationships, which Nexford staff are expected to disclose to the university.

Sexual harassment by any member of the Nexford community is a violation of university policy and will not be tolerated. Sexual harassment is defined as unwelcome sexual advances or overtures; or explicit or implicit requests for sexual favors (through any means of communication — in person or electronically). Sexual harassment can be perpetrated against persons of any sexual orientation, and between persons of the same orientation. It can also be perpetrated between peers in the university (for example, two learners) or between persons with different statuses (for example, a professor and a learner). The university will not tolerate any forms of harassment, regardless of any power differentials between perpetrators and victims. All forms of harassment are equally unacceptable and any harassment claims will be thoroughly investigated and acted upon.

Members of the university community are encouraged to report any instances of sexual misconduct or harassment to their Human Resources Business Partner, who is trained to handle such matters sensitively and in accordance with applicable laws and university regulations.
2.J Support and Resources for Learners

At Nexford University (NXU), advising is key to learners’ success. Learners pursuing a certificate or degree program benefit from a combination of technological and personal support. Nexford’s learning technologies assist learners with their academic planning, helping them determine which academic programs and pathways best align with their post-graduate job and career ambitions; track their academic progress; provide them with immediate and substantive feedback on course assessments; connect them with Nexford’s advising staff in the event performance or progress issues arise; and provide them with strategies for overcoming academic difficulties.

Technology is only part of NXU’s learner success approach. Learners are also supported by a network of advisors and mentors — Nexford faculty and staff — who provide them with a wide range of hands-on assistance. Nexford understands the challenges that any education presents, whether traditional or online. The goal of Nexford advising is to remove obstacles from learners’ paths, addressing questions and concerns of theirs quickly; helping them maximize their online learning experience; providing them with personalized and ongoing guidance; making them aware, at all times, of all their options; and giving them the tools they need to make confident and well-informed decisions. Nexford advisors take a highly personalized approach to advising. They do not simply wait for learners to contact them. Instead, they actively track learners’ progress and reach out and intervene as appropriate. And they do not simply work with learners in distress. They work to enhance the experience of all Nexford learners, helping them to get the most out of their Nexford education, and to most effectively link their learning to their post-graduation goals.

2.J.1.a Success Advisors

Success Advisors (SAs) are available to Nexford learners 24 hours a day, seven days a week, through email, chat, and video conferencing services.

The primary role of SAs is to assist enrolled learners with such advising issues as goal setting, time management, study skills, building plans of study, navigating Nexford’s online resources, and developing broader support networks in and outside the university. SAs also provide a layer of personal support, checking in with learners who may be experiencing personal difficulties and, in general, taking a holistic approach to advising them.

SAs have access to data analytics pertaining to learner progress, which enable them to assist learners with academic difficulties such as: unsatisfactory academic progress or under-engagement in coursework. In addition to serving as a resource to whom learners can proactively reach out, SAs also monitor a learner’s academic progress and, in coordination with course faculty, devise appropriate outreach/intervention plans.

Every Nexford learner is matched to an individual advisor upon their enrollment in Nexford and continues working with that advisor until they have successfully completed their first two courses. After this formal 1:1 relationship ends, learners are welcome to connect with any member of the Success Advising team on an as-available basis. Learners do this by sending an email to success@nexford.edu.

In fact, this option is available to learners even during their first two courses (e.g., if their personal advisor is off-shift and the learner has a concern that needs to be addressed quickly). This approach benefits learners by widening their advising network and sharpening their skills at support seeking.

Success Advisors are expected to proactively check in with every Nexford learner at least twice a month (more often with learners who present concerns). They are also expected to monitor learner academic progress and engagement on a weekly basis.
2. J Support and Resources for Learners

2.J.1.b Career Advisors

Career advising is a key component of Nexford’s learner success approach. Nexford’s career advising merges technological and traditional approaches. Nexford utilizes web-based big-data analytics on both global and local employment trends to understand future areas of employment growth. Nexford feeds this information into our curricular design and provides it to learners for their academic planning purposes. Nexford’s proprietary virtual career advisor (Cary) — currently in development with an expected launch date of December 2020 — will help learners to learn about career options in their local and global markets, and about the skills/competencies they will need in order to pursue them. In addition, Cary will assist learners with identifying appropriate learning pathways through Nexford.

Cary will be available to learners throughout their enrollment at Nexford, giving them real-time guidance on employer needs and job/career options, and on appropriate academic planning strategy. In addition to deepening learners’ understanding of how their individual courses and overall academic programs connect to their real-world goals, Cary will also enable learners to pivot quickly and adjust their academic plans if and as their thinking about careers evolve.

Nexford learners have access to a comprehensive career planning portal: Career Transitions. The portal offers a wealth of resources including how to write a resume, interview simulations, how to prepare for an interview, as well as an online job database, which is currently limited to US jobs. The portal also includes a career planner where learners can browse different career paths, understand growth prospects per career, average salary per career and even deep dive into each career to understand typical activities, common tools, and typical career ladders that are associated with each role.

In addition to the aforementioned technologies, starting September 2020 Nexford will offer career advising guidance, assisting learners in completing career goals assessments, and helping them formulate academic plans appropriate to their career goals.

Nexford tracks the employment and career outcomes of all program graduates. These data feed both our curricular design and our learner success approaches and assist learners in their own strategic planning. Nexford’s insights team tracks longitudinal employment outcomes by sending brief employment surveys to alumni at regular monthly intervals. To encourage participation respondents are eligible to receive tuition credit to be used towards any future course enrollment at Nexford.

2.J.1.c Writing Coaches

Nexford University integrates writing support into its curriculum: learners have the benefit of working with a Writing Coach, who assists them with their assignments and helps them develop their written communication skills. The Writing Coach also works with course faculty and Success Advisors, as appropriate, to devise support interventions for specific learners.

2.J.1.d Course Advisors

Assistant Professors provide learners with course-based advising, answering questions about course materials. They also assist learners in planning their capstone projects, providing them with timely and substantive feedback. Associate Professors evaluate capstone projects, assessing the level of learners’ overall learning in each course, and assisting learners whose work does not meet passing standards to close any learning gaps. Teaching Assistants also provide additional grading and advising support in certain courses.
2.2 J.1.a Disability Resource Advisor

Nexford University provides equal access to learners with documented disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008. Nexford prohibits unlawful discrimination on the basis of disability, and takes action to prevent such discrimination by providing reasonable accommodations to learners with documented disabilities. Nexford does not actively solicit disability information from prospective or enrolled learners. The university understands that the decision to disclose a disability is a highly personal one, and respects the right of learners not to disclose. Nonetheless, we strongly encourage learners with documented disabilities to consider discussing any concerns with Nexford’s Disability Resource Services so that they can learn about their options and, should they so decide, to submit any necessary documentation. The university provides qualifying learners with the accommodations they are entitled to. Disability Resource Services assists qualifying learners in securing reasonable accommodations to meet their needs. The Director of Learner Success administers these services.

2.2 J.1 Evaluation/Enhancement of Advising

Nexford University is committed to ensuring that our advising model and practices are efficient and effective. The university’s approach, outlined above, is a robust one but to be responsive to the needs of learners in different learning markets, over time, it will need to evolve. Nexford takes a highly proactive approach in achieving this goal. The Nexford Learning Environment provides learners real-time feedback on advising interactions. Nexford’s Success Advisors also solicit feedback from learners through more traditional data-gathering means, i.e., satisfaction surveys and focus groups.

This analyzed data significantly contributes to the university’s evolving advisement design, including the ways we recruit, train, and professionally develop Success Advisors. This method ensures all advisors are properly trained to meet and exceed the needs of all learners through a personalized model that also considers the characteristics of the region.

2.2 J.2 Health Emergencies and Care Procedures

Nexford University is an entirely online university. As such, the university does not offer health services to learners, faculty, or other personnel experiencing emergencies. However, as part of the enrollment process, learners are asked if they would like to provide the university with emergency contact information. For learners who do provide this information, the university is committed to utilizing it for specific incidents. Provision of emergency contact information, which is entirely voluntary, authorizes the university to contact a learner’s emergency contact if one or more of the following circumstances takes place:

a. If the learner expresses the intent to harm him- or herself

b. If the learner expresses the intent to harm others

c. If the learner requests that Nexford contact his or her emergency contact for other reasons related to personal health or wellness.

Nexford University maintains a secure database of all current faculty and personnel emergency contacts to notify appointed contacts of any emergency.
2.J.4 Language and Communication Support

Though Nexford University’s language of instruction is English, its learner body will include large numbers of learners for whom English is their non-dominant language and who are liable to be English language learners (ELLs) in regard to academic- and career- specific English. Applicants to Nexford must have a high school diploma or its equivalent to be admitted to Nexford, but learners’ prior educational experiences may vary from country to country, region to region, or school to school. Some learners may be less prepared than others for the rigors of college-level work delivered in English. Regardless of their English language background, all learners will benefit from the English language support that Nexford integrates into its curriculum.

Specific courses in the Nexford catalog are designated as communication-intensive support (CIS) courses. These courses are distinguished by the greater number of assignments they have that emphasize speaking and writing skills, requiring the submission of multiple drafts, in addition to the supplementary support that learners in these courses receive from Nexford’s Writing Coaches (WC).

2.J.5 Learner Orientation

All new enrollees of Nexford University are strongly encouraged to complete NXU Orientation before they begin their first course.

During NXU Orientation, learners:

a. Learn how to navigate the Nexford Learning Environment (NexLE)

b. Learn how Nexford’s courses and programs are structured; about Nexford’s academic policies; and about Nexford’s Learner Code of Conduct

c. Learn about the various types of advising support that are available to them

d. Learn strategies for success in online learning at Nexford

At the end of Orientation, learners are encouraged to attend a live advising session led by a member of the Success Advising team. In addition, or alternatively, learners can meet with their personal Success Advisor one on one.

Learners who complete NXU Orientation and attend a live advising session or meet with their advisor are best prepared to ‘hit the ground running’ when they begin their first course.

2.J.5 Library

Nexford University provides learners and faculty with online library resources and services through the consortium membership and the subscriptions it holds with the Library and Information Resources Network (LIRN). Nexford subscribes to 109 research databases such as ProQuest, Gale, Skillsoft Books, Emerald Publishing and Statista that provide access to online books, as well as to journals, magazines, news sources, case studies, and dissertations on topics ranging from general education to business to information technology and other more. Learners can access LIRN’s online library resources seven days a week, 24 hours a day, via Nexford’s online learning environment, NexLE.

Nexford also subscribes to LIRN’s Librarian Service. Nexford librarians offer webinars and instructional services. They also provide learners with individualized help as needed. Librarians work with Nexford faculty, assisting them in locating appropriate teaching materials for their courses. Nexford Librarians connect with learners and faculty via email, phone, or video conferencing. Librarians typically respond to queries within 24 hours.
2.J  Support and Resources for Learners

2.J.5 Parents

Nexford University provides learners with a number of support systems at every stage of their academic careers, starting with advice on how to choose their academic program. Advisors and advising technologies assist learners with information about the university’s different academic programs and about the Guided Learning Pathways (GLP) — the specific set of courses take to complete their programs — helping learners select the GLP that best meshes with their personal goals, and, as appropriate, helping them craft the GLP into an individualized plan of study: their Personalized Learning Pathway (PLP). Advisors provide learners with the best advice and guidance they can, to ensure that learners make well-informed decisions about their education and future career path. In the end, though, it is up to the learners to make their own decisions. Nexford regards them as fully responsible agents in their education.

Yet, the university also acknowledges the vital role that parents often play in supporting the academic success of learners, in particular, those who may be embarking on a higher education for the first time. To balance the university’s respect for learners’ privacy rights with their right, should they choose, to involve their parents more directly in their Nexford academic experience, all Nexford learners are asked, when they first enroll in the university, whether they would like the university to:

- Grant special login access for their parent(s) to view select information on their Nexford Learning Environment pages (for example, academic program and course enrollment information, grades earned, among other things)
- Send their parents a regular newsletter updating them with information about their academic plans and progress.
- It is entirely at the learner’s discretion whether to elect this option, which is offered to them on an opt-in basis, and those who wish to deselect it may do so at any time.
Nexford University’s (NXU) focus is on delivering a learning experience that maximizes opportunities for learner success, it is essential that NXU provide flexible and affordable programs specifically equipping learners with the competencies necessary for the future of the shifting global workforce. Globally, the number of learners in higher education will double to 262 million by the year 2025, fueled by India, China and Sub-Saharan Africa. To meet this demand would require launching four new universities weekly for the next 15 years. In India, the employability rates of graduates are below 55% while in China less than ten percent of graduates are qualified to work at a multinational (McKinsey Global Institute). US citizens collectively owe over $1.4 trillion in learner loan debt spread among more than 40 million borrowers.

Nexford is aware of the challenges faced by learners in the global environment. NXU conducted primary market research in 2017 that validated the demand for business degrees and particular areas of specialization across emerging markets. Analyses of 30 million online job vacancies through Burning Glass, in addition to surveying employers around the world collectively employing 2.5 million people worldwide, have given NXU an in-depth understanding of global employer needs. A competitive landscape analysis of institutions, conducted in 2011, along with the aforementioned research, has informed the development of the academic model and offerings that will meet the needs of learners and their potential employers, as well as fulfill the university’s mission.

Nexford aims to offer an Associate of Applied Science in Business (AAS) degree, Bachelor of Business Administration (BBA) degree, a Masters of Business Administration (MBA) degree, nine undergraduate and three graduate Certificates programs that meet the market demand for study in the business field. The NXU degree pathways are flexible, focused on workplace skills, and directly align with professional associations and employer needs. Learners can begin their enrollment with a short-term program, the completion of which would result in the awarding of a certificate (undergraduate or graduate) that both counts towards the educational requirement of a Nexford degree and independently provides valuable, demonstrable competencies for employers. Learners enrolled in Certificates only are identified as Non-Degree-Seeking versus learners enrolled in our AAS in Business, BBA, or MBA who are identified as Degree-Seeking.

This approach affords both flexibility and the opportunity for credits earned at the university to be considered for transferring to other institutions should a learner so desire, subject to the requirements and acceptance of other institutions. Alignment with business professional associations (for example, The Society for Human Resource Management) across core business domains, large scale enterprise certifications, and the National Network of Business and Industry Associations’ common employability skills provides a career and educational pathway towards learner qualifications (stackable credentials), that is based on learner and workforce needs, and promotes retention, success, completion, and future growth.

The National Network of Business and Industry Associations is coordinating cross-sector efforts to close the “skills gap.” Members include leaders in the manufacturing, retail, healthcare, energy, construction, hospitality, transportation and information technology sectors. Efforts have focused on supporting stackable credentials, common employability skills that cut across sectors, and hiring based on competency. This initiative is managed by ACT Foundation and Business Roundtable and funded by the Joyce Foundation, ACT Foundation, Lumina Foundation and Walmart.
### 3.A Overview of Business and Institutional Outcomes

#### Institutional Learning Outcomes

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<tr>
<th>Digital Fluency</th>
<th>Critical and Creative Thinking</th>
<th>Information-Driven Decision-Making</th>
<th>Communication and Collaboration</th>
<th>Civic Responsibility</th>
<th>Cultural and Emotional Intelligence</th>
<th>Adaptive Lifelong Learning</th>
<th>Customer-Centric Thinking</th>
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<tbody>
<tr>
<td>Locate and access digital information efficiently and critique its relevance and accuracy using technologies responsibly and securely.</td>
<td>Create connections in a holistic, innovative, and interdisciplinary manner to think unconventionally, question the status quo, and imagine new scenarios.</td>
<td>Apply tools and skills needed to collect, analyze, interpret, and present data effectively in order to make decisions.</td>
<td>Create written and oral messages by tailoring its content and means of delivery to the needs of the target audience.</td>
<td>Use sustainability principles to make a difference in self and the world.</td>
<td>Use cultural and emotional intelligence practices to promote more effective communication and personal relationships.</td>
<td>Create a continuous learning and self-improvement plan in response to the demands of a situation or conditions.</td>
<td>Apply customer-centric knowledge and competencies to meet and exceed the needs and expectations of internal and external stakeholders.</td>
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### 3.A.1 Overview of Business and Institutional Outcomes (continued)

**Core Business Outcomes AAS in Business, BBA, and MBA (Program-Level)**

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<th>Technology for Business</th>
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<tr>
<td>Demonstrate effective team, collaboration, and leadership skills in the workplace.</td>
<td>Integrate technology in the workplace to support teams in achieving organizational goals.</td>
<td>Incorporate sustainability principles within organizational decision making processes.</td>
<td>Use accounting principles to accurately inform timely financial reporting and decision making.</td>
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<tr>
<td>Design culturally sensitive organizational plans in line with an understanding of the unique characteristics of each market.</td>
<td>Integrate innovation within organizational culture to satisfy specific evolving business needs.</td>
<td>Support effective decision making processes by extracting information from data.</td>
<td>Develop a personalized pathway that leverages ongoing academic, business and professional learning experiences to achieve personal success.</td>
<td>Make business decisions that are in-tune with the economic, social, geopolitical and cultural environments within which global businesses operate.</td>
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<th>Business Operations and Structure</th>
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<tr>
<td>Assess the functions of different units within an organization in relation to one another.</td>
<td>Apply creative management and leadership approaches to solve organizational challenges and seize business opportunities.</td>
<td>Align marketing strategies with organizational goals based on an in-depth understanding of internal and external stakeholders.</td>
<td>Use financial analysis to inform decision making throughout an organization.</td>
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3.A College of Business and Innovation

3.A.2 Overview of General Education Outcomes

General Educational Outcomes for AAS in Business and BBA (Program-Level)

Communications
Communicate and comprehend effectively (oral and written).

Critical Thinking
Engage in purposeful reasoning to reach sound conclusions.

Scientific and Quantitative Reasoning
Apply mathematical and scientific principles and methods.

Math Fluency
Apply mathematical principles in various business and professional contexts.

Sustainability
Apply the principles of sustainability in personal and professional scenarios.
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Associate of Applied Science in Business (AAS) Degree
3.B.1 Program Description

Business touches every facet of today’s global society. Business graduates are, therefore, at the frontier. The Nexford University (NXU) Associate of Applied Science in Business (AAS) degree covers practical business skills and serves as a general introduction for new-to-the-workforce graduates. AAS in Business learners begin their guided pathway with the Roadmap for Success course, which promotes a journey of lifelong learning. The curriculum crosses essential business and general education topics – ranging from financial management to intercultural communication. At the intersection of real-world skills and career crafting, this degree is an affordable way for learners to enter the workforce at pace.

The university selected the Associate of Applied Science (AAS) in Business degree for two reasons:

a. The AAS in Business degree is designed to teach real-world skills and competencies for learners who intend to enter the workforce immediately upon graduation

b. The AAS in Business is one of the fastest ways of preparing for a career and is a lower cost pathway towards a degree for learners who need to enter the workforce rapidly.

3.B.2 Nexford AAS in Business Outcomes

Institutional Level Outcomes for AAS in Business

Digital Fluency

Locate and access digital information efficiently and critique its relevance and accuracy using technologies responsibly and securely.

a. Level 1: Utilize credible and relevant information for research and recognize the strategic and ethical importance of the digital environment and tools for research, business, and interdisciplinary contexts.

b. Level 2: Explain the actionable data insights that information analytics provide and the power to transform processes and systems.

Critical and Creative Thinking

Create connections in a holistic, innovative, and interdisciplinary manner to think unconventionally, question the status quo, and imagine new scenarios.

a. Level 1: Demonstrate creative thinking by using imagination freely, dreaming of possibilities, combining ideas or information in new ways, and making connections between ideas that seem unrelated.

b. Level 2: Use problem-solving skills to proactively anticipate, recognize and analyze why a problem exists, determine root causes and pinpoint components of the problem.

Information-Driven Decision-Making

Apply tools and skills needed to collect, analyze, interpret, and present data effectively in order to make decisions.
3.B  Associate of Applied Science in Business (AAS) Degree

a. Level 1: Identify the interrelationships and tools needed to inform decision making processes for distinct audiences.

b. Level 2: Utilize decision making tools to collect sufficient information to make a decision.

Communication & Collaboration

Create written and oral messages by tailoring its content and means of delivery to the needs of the target audience.

a. Level 1: Identify the core message(s) and intended purpose of the communication in verbal, visual, written, and oral formats.

b. Level 2: Select the most appropriate form of communication to address problems with collaboration understanding what drives individual and group decision-making (for example, emotions, values, data, and so on).

Civic Responsibility

Use sustainability principles to make a difference in self and the world.

a. Level 1: Define sustainability principles.

b. Level 2: Explain how natural, economic and social systems interact to foster or prevent sustainability.

Adaptive Lifelong Learning

Create a continuous learning and self-improvement plan in response to the demands of a situation or conditions.

a. Level 1: Identify personal interests and career pathways.

b. Level 2: Use feedback and modify behavior for improvement.

Cultural and Emotional Intelligence

Use cultural and emotional intelligence practices to promote more effective communication and personal relationships.

a. Level 1: Identify one’s own culture, how culture is created and the importance of recognizing the needs of others from multiple worldviews.

b. Level 2: Describe the differences in cultural, legal, political, economic, and social environments and the impact on the individual and others globally.

Customer-Centric Thinking

Apply customer-centric knowledge and competencies to meet and exceed the needs and expectations of internal and external stakeholders.

a. Level 1: Identify the challenges of dealing with customers and the innate unpredictability of human beings.

b. Level 2: Develop different approaches to view situations from the perspective of the internal and external customer.
3.B.3 General Education Program Outcomes (AAS in Business)

**Communications**
Communicate and comprehend effectively (oral and written).

a. Level 1: Recognize and apply key components of effective writing skills and APA.

b. Level 2: Compose written arguments that are coherent, grammatically correct, and for an intended purpose and audience.

**Scientific and Quantitative Reasoning**
Apply mathematical and scientific principles and methods.

a. Level 1: Identify the scientific method to help solve problems; not limited to science.

b. Level 2: Examine how mathematical, scientific, and technological reasoning are integral to communication and use the foundation for further inquiry.

**Critical Thinking**
Engage in purposeful reasoning to reach sound conclusions.

a. Level 1: Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from data, facts, or information given.

b. Level 2: Analyze interconnections, problems and weight evidence to determine accuracy of data and solutions presented.

**Math Fluency**
Apply mathematical principles in various business and professional contexts.

a. Level 1: Describe mathematical concepts, applications, and relations.

b. Level 2: Explain accurate calculations and the meaning of symbolic operations.

**Sustainability**
Apply the principles of sustainability in personal and professional scenarios.

a. Level 1: Explain how to promote sustainability in local, national, and global communities.

b. Level 2: Discuss how sustainability relates to life, value, and actions and are interrelated.

3.B.4 Core Business Program Outcomes (AAS in Business)

**Leadership and Teamwork**
Demonstrate effective team, collaboration, and leadership skills in the workplace.
3.B.4 Core Business Program Outcomes (AAS in Business) (continued)

a. Level 1: Assess individual, team, leadership, and business professional strengths and weaknesses.

b. Level 2: Apply tolerance, respect, and team values towards goal achievement.

Technology for Business
Integrate technology in the workplace to support teams in achieving organizational goals.

a. Level 1: Identify the role of technology, desired outcome from technology, risks, and use (for example, productivity, sales, marketing,) to achieve a business outcome.

b. Level 2: Analyze appropriate technologies that contribute to the successful achievement of business outcomes.

Corporate Sustainability
Incorporate sustainability principles within organizational decision making processes.

a. Level 1: Define ethics, integrity, and corporate social responsibility in the context of business and the impact of business decisions globally.

b. Level 2: Identify ethical dilemmas within a business setting in order to distinguish appropriate ethical courses of action.

Multinational Culture
Design culturally sensitive organizational plans in line with an understanding of the unique characteristics of each market.

a. Level 1: Describe how culture is created.

b. Level 2: Identify the importance of cultural sensitivity in business success.

Innovation and Change
Integrate innovation within organizational culture to satisfy specific evolving business needs.

a. Level 1: Identify drivers, process, and the need for innovation and change including the role individuals and organizations play.

b. Level 2: Determine the distinction between micro-innovation and macro-innovation.

Information-Driven Decision Making
Support effective decision making processes by extracting information from data.

a. Level 1: Explain the importance of data-driven insights to drive informed organizational decision making.

b. Level 2: Identify organizational stakeholder information needs.

Business Operations & Structure
3.B.4 Core Business Program Outcomes (AAS in Business) (continued)

Assess the functions of different units within an organization in relation to one another.

a. Level 1: Describe the functions/processes and current issues in businesses.
   
b. Level 2: Apply major business concepts to real world situations.

Business Foundations and Career Success

Develop a personalized pathway that leverages ongoing academic, business and professional learning experiences to achieve personal success.

a. Level 1: Define a foundation for academic, business, and career success.
   
b. Level 2: Develop a foundational understanding of the core functional areas of business.
   
c. Level 3: Demonstrate an understanding of the importance of leadership and team dynamics to achieve organizational excellence.
   
d. Level 4: Create a lifelong learning and career development plan including key performance indicators (KPIs) and other accountabilities.

International Business

Make business decisions that are in-tune with the economic, social, geo-political and cultural environments within which global businesses operate.

a. Level 1: Identify the foundation of institutions and culture across key economic regions of the world and the challenges and opportunities that globalization presents to business.
   
b. Level 2: Explain how the economic, social, political, legal, technological, and cultural environments have an effect on how global businesses operate, by using country specific case studies as case studies for their emerging role in the context of international commerce.

Human Resource Management

Apply strategic and operational HRM practices to support the needs of global organizations.

a. Level 1: Describe the functional areas in human resource management.
   
b. Level 2: Explain the importance of global human resources and culture in organizations.

Management

Apply creative management and leadership approaches to solve organizational challenges and seize business opportunities.

a. Level 1: Demonstrate an understanding of organizational behavior factors, processes and concepts as they relate to organizational effectiveness and productivity.
3.B.4 Core Business Program Outcomes (AAS in Business) (continued)

b. Level 2: Identify the differences between management and leadership in practice.

**Marketing**
Align marketing strategies with organizational goals based on an in-depth understanding of internal and external stakeholders.

a. Level 1: Describe the role of marketing in the overall business ecosystem along with fundamental components that define a brand and marketing strategy.

b. Level 2: Identify the key roles and responsibilities in creating and executing a marketing strategy, branding process, and campaign calendar.

**Finance**
Use financial analysis to inform decision making throughout an organization.

a. Level 1: Describe traditional finance concepts and tools and techniques used by financial analysts and financial planners.

b. Level 2: Analyze financial and economic data, generate capital market expectations, understand pro forma financial statements and budget forecasts, and integrate results to form valuation opinions.

**Accounting**
Use accounting principles to accurately inform timely financial reporting and decision making.

a. Level 1: Demonstrate an understanding of the major concepts and functions performed by practicing accountants.

b. Level 2: Identify traditional and technology-focused accounting methods employed by organizational decision makers.
3.B.5 Program Structure

General Education Requirements

1. CUL 1100 American Institutions and Culture (3 Credits)
2. CUL 2200 Intercultural Communication (3 Credits)
3. STA 1300 Statistics (3 Credits)
4. ECO 1250 Micro and Macroeconomics* (3 Credits)
5. SCI 1150 Science of Happiness** (3 Credits)
6. ENV 2150 Environmental Science** (3 Credits)
7. NWL 2100 Nutrition and Wellness** (3 Credits)
8. PBS 2250 Problem Solving and Critical Thinking (3 Credits)

General Education Courses Total – 18 credits
3.B.5 Program Structure (continued)

Core Program Requirements

1. BUS 1100 Roadmap to Success (3 Credits)
2. BUS 2125 The World of Business (3 Credits)
3. BUS 2250 Business Career Branding for Success – Introducing your brand* (3 Credits)
4. HRM 2100 Managing Human Resources (3 Credits)
5. BUS 2100 International Business and Culture* (3 Credits)
6. BUS 2151 Business and Culture in China* (3 Credits)
7. BUS 2150 Introduction to Business Law* (3 Credits)
8. MKT 2100 Marketing Fundamentals (3 Credits)
9. ACC 2100 Financial Accounting* (3 Credits)
10. MKT 2150 Digital Marketing Fundamentals* (3 Credits)
11. ACC 2200 Managerial Accounting and Cost Analysis* (3 Credits)
12. FIN 2100 Financial Management* (3 Credits)
13. DTF 2100 Foundations of Digital Transformation (3 Credits)
14. BUS 2200 Leadership, Management, and Teams* (3 Credits)

Core Program Courses Total – 42 credits

Total Degree Program – 60 credits

* Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.
** Learners will choose one of these courses as part of the General Education requirement for the Associates of Applied Science (AAS in Business) degree.
Bachelor of Business Administration (BBA) Degree
3.C Bachelor of Business Administration (BBA) Degree

3.C.1 Program Description

Hyperconnectivity represents a tilt in the lens of the world – and the explosion of global economy has recast what it means to do business. The Nexford University (NXU) Bachelor of Business Administration (BBA) provides a solid footing in the fundamentals of business. It also forms part of our stackable credentials, making it a clear pathway for learners to advance to the NXU Master’s of Business Administration (MBA) degree. The curriculum is a primer for critical, analytical and strategic thinking, and combines general education courses with nine specialization options. These include Business Analytics, Building a Tech Startup, 360° Marketing, Supply Chain & E-commerce, Introduction to AI & the Future of Automation, Product Management, Digital Transformation, Doing Business in Europe, the Middle East & Australia, and Doing Business across Emerging Markets. The most complex business questions today are best answered with global sensitivity and evidence-based insight. This interdisciplinary degree is a direct route to a transnational career.

NXU selected the Bachelor of Business Administration (BBA) degree for three primary reasons:

a. The BBA degree provides a strong foundation in business fundamentals that is applicable to real-world environments

b. The BBA serves as a required pathway that provides learners with the knowledge, skills, and dispositions necessary to progress to our MBA program

c. The BBA is a hands-on, innovative degree. The BBA combines foundational general education courses and a strong focus on a specific specialization of the learner’s choice.

The specializations include:

a. Business Analytics
b. Building a Tech Startup
c. 360° Marketing
d. Supply Chain & E-commerce
e. Introduction to AI & the Future of Automation
f. Product Management
g. Digital Transformation
h. Doing Business in Europe, the Middle East and Australia & Australia
i. Doing Business across Emerging Markets

Learners enrolled in the BBA specializations can also receive an additional credential (certificate) prior to degree completion. The certificate is part of our stackable credential model to reward learners throughout their learning path as a means of learner retention and engagement.
3.C Bachelor of Business Administration (BBA) Degree

3.C.2 Nexford BBA Outcomes

Institutional Level Outcomes (BBA)

Digital Fluency
Locate and access digital information efficiently and critique its relevance and accuracy using technologies responsibly and securely.

a. Level 1: Utilize credible and relevant information for research and recognize the strategic and ethical importance of the digital environment and tools for research, business, and interdisciplinary contexts.

b. Level 2: Explain the actionable data insights that information analytics provide and the power to transform processes and systems.

c. Level 3: Apply commonly used software and productivity tools and technologies as a problem solving and productivity solution for improving processes.

d. Level 4: Analyze the interrelationships of the elements that comprise a modern cybersecurity system including hardware, software, policies, and people.

Critical and Creative Thinking
Create connections in a holistic, innovative, and interdisciplinary manner to think unconventionally, question the status quo, and imagine new scenarios.

a. Level 1: Demonstrate creative thinking by using imagination freely, dreaming of possibilities, combining ideas or information in new ways, and making connections between ideas that seem unrelated.

b. Level 2: Use problem solving skills to proactively anticipate, recognize and analyze why a problem exists, determine root causes and pinpoint components of the problem.

c. Level 3: Apply critical thinking to identify a goal, generate alternatives and plan how to deliver results.

d. Level 4: Analyze interconnected relationships from a strategic thinking approach to synthesize relevant issues and elements into broad coherent frameworks.

Information-Driven Decision-Making
Apply tools and skills needed to collect, analyze, interpret, and present data effectively in order to make decisions.

a. Level 1: Identify the interrelationships and tools needed to inform decision making processes for distinct audiences.

b. Level 2: Utilize decision making tools to collect sufficient information to make a decision.

c. Level 3: Apply data driven decision making approaches to solve problems using the appropriate tools.

d. Level 4: Synthesize findings for various stakeholders in order to improve performance.
3.C.2 Nexford BBA Outcomes (continued)

Communication & Collaboration
Create written and oral messages by tailoring its content and means of delivery to the needs of the target audience.

- Level 1: Identify the core message(s) and intended purpose of the communication in verbal, visual, written, and oral formats.

- Level 2: Select the most appropriate form of communication to address problems with collaboration understanding what drives individual and group decision-making (such as emotions, values, data, and so on).

- Level 3: Tailor the messaging based on target audience groups to achieve the desired purpose.

- Level 4: Demonstrate interpersonal and intercultural communication skills that promote effective information exchange, cooperation, and collaboration.

Civic Responsibility
Use sustainability principles to make a difference in self and the world.

- Level 1: Define sustainability principles.

- Level 2: Explain how natural, economic and social systems interact to foster or prevent sustainability.

- Level 3: Analyze local, national and global sustainability issues using a multidisciplinary approach.

- Level 4: Apply sustainability principles while developing personal and professional values.

Adaptive Lifelong Learning
Create a continuous learning and self-improvement plan in response to the demands of a situation or conditions.

- Level 1: Identify personal interests and career pathways.

- Level 2: Use feedback and modify behavior for improvement.

- Level 3: Apply new knowledge, techniques and skills to volatile, uncertain, complex, and ambiguous (VUCA) circumstances and view these as opportunities to learn.

- Level 4: Translate learning experiences into a personalized pathway for continual learning and success.

Cultural and Emotional Intelligence
Use cultural and emotional intelligence practices to promote more effective communication and personal relationships.

- Level 1: Identify one’s own culture, how culture is created and the importance of recognizing the needs of others from multiple worldviews.
3.C.2 Nexford BBA Outcomes (continued)

b. Level 2: Describe the differences in cultural, legal, political, economic, and social environments and the impact on the individual and others globally.

c. Level 3: Assess the roles of systems, structures, diverse points of view and multicultural factors in global competitive environments.

d. Level 4: Integrate emotional intelligence to construct a multi-perspective analysis of issues.

Customer-Centric Thinking

Apply customer-centric knowledge and competencies to meet and exceed the needs and expectations of internal and external stakeholders.

a. Level 1: Identify the challenges of dealing with customers and the innate unpredictability of human beings.

b. Level 2: Develop different approaches to view situations from the perspective of the internal and external customer.

c. Level 3: Assess individual and customer needs and demands to create alternatives to meet expectations.

d. Level 4: Collaborates and translate feedback into improvements.

General Education Program Outcomes (BBA)

Communications

Communicate and comprehend effectively (oral and written).

a. Level 1: Recognize and apply key components of effective writing skills and APA style.

b. Level 2: Compose written arguments that are coherent, grammatically correct, and for an intended purpose and audience.

c. Level 3: Use language, techniques, and communication strategies appropriate for the intended audience and occasion.

d. Level 4: Present information using various forms of communication using techniques and supporting materials appropriate for the audience.

Scientific and Quantitative Reasoning

Apply mathematical and scientific principles and methods.

a. Level 1: Identify the scientific method to help solve problems; not limited to science.

b. Level 2: Examine how mathematical, scientific, and technological reasoning are integral to communication and use the foundation for further inquiry.

c. Level 3: Apply social science, political science, psychology and economic principles to concepts,
principles or processes.

d. Level 4: Represent mathematical information numerically, symbolically, and visually, using graphs and charts.

Critical Thinking

Engage in purposeful reasoning to reach sound conclusions.

a. Level 1: Discriminate among degrees of credibility, accuracy, and reliability of inferences drawn from data, facts, or information given.

b. Level 2: Analyze interconnections, problems and weight evidence to determine accuracy of data and solutions presented.

c. Level 3: Determine whether certain conclusions or consequences are supported by the information provided.

d. Level 4: Evaluate the strengths and relevance of arguments on a particular question or issue from multiple perspectives.

Math Fluency

Apply mathematical principles in various business and professional contexts.

a. Level 1: Describe mathematical concepts, applications, and relations.

b. Level 2: Explain accurate calculations and the meaning of symbolic operations.

c. Level 3: Apply mathematical concepts to real-world problems.

d. Level 4: Solve mathematical problems in various contexts.

Sustainability

Apply the principles of sustainability in personal and professional scenarios.

a. Level 1: Explain how to promote sustainability in local, national, and global communities.

b. Level 2: Discuss how sustainability relates to life, value, and actions and are interrelated.

c. Level 3: Evaluate sustainability using a multidisciplinary approach and integrate economic, ecological, and social perspectives.

d. Level 4: Apply concepts of sustainability globally by engaging in its challenges and the solutions.

Core Business Program Outcomes (BBA)

Leadership and Teamwork

Demonstrate effective team, collaboration, and leadership skills in the workplace.

a. Level 1: Assess individual, team, leadership, and business professional strengths and weaknesses.
3.C.2 Nexford BBA Outcomes (continued)

b. Level 2: Apply tolerance, respect, and team values towards goal achievement.

c. Level 3: Collaborate successfully with team members to enable innovative outcomes in complex situations.

d. Level 4: Demonstrate how individual and group leadership contributes to attaining organizational goals and outcomes.

Technology for Business

Integrate technology in the workplace to support teams in achieving organizational goals.

a. Level 1: Identify the role of technology, desired outcome from technology, risks, and use (for example, productivity, sales, marketing,) to achieve a business outcome.

b. Level 2: Analyze appropriate technologies that contribute to the successful achievement of business outcomes.

b. Level 3: Apply tools and technologies as a problem solving and productivity solution for improving processes.

d. Level 4: Assess the cyber security implications (confidentiality, integrity, and availability) of a given business mission including legal, political, social, technical, and regulatory requirements and challenges.

Corporate Sustainability

Incorporate sustainability principles within organizational decision making processes.

a. Level 1: Define ethics, integrity, and corporate social responsibility in the context of business and the impact of business decisions globally.

b. Level 2: Identify ethical dilemmas within a business setting in order to distinguish appropriate ethical courses of action.

b. Level 3: Assess the cycle of triple bottom line in a global business environment.

d. Level 4: Evaluate ethical decision-making approaches to solving global business problems.

Multinational Culture

Design culturally sensitive organizational plans in line with an understanding of the unique characteristics of each market.

a. Level 1: Describe how culture is created.

b. Level 2: Identify the importance of cultural sensitivity in business success.

b. Level 3: Assess business impact and multicultural factors in global competitive environments.

d. Level 4: Integrate knowledge to measure the effectiveness of a multicultural strategy.

Innovation and Change

Integrate innovation within organizational culture to satisfy specific evolving business needs.
3.C.2 Nexford BBA Outcomes (continued)

a. Level 1: Identify drivers, process, and the need for innovation and change including the role individuals and organizations play.

b. Level 2: Determine the distinction between micro-innovation and macro-innovation.

c. Level 3: Apply innovation tools to understand the processes and sources of innovation and productivity.

d. Level 4: Develop new ideas working cooperatively to produce an innovative solution(s) and measure impact/feasibility.

Information-Driven Decision Making

Support effective decision making processes by extracting information from data; and demonstrate an understanding of the role of information in decision making and differentiate between data and information in order to effectively use tools and skills needed to collect, analyze, interpret, and present data to make business decisions.

a. Level 1: Explain the importance of data-driven insights to drive informed organizational decision making.

b. Level 2: Identify organizational stakeholder information needs.

c. Level 3: Apply data driven decision making approaches to solve business problems using the appropriate tools.

d. Level 4: Synthesize findings for presentation to various stakeholders in order to inform organizational decision making.

Business Operations & Structure

Assess the functions of different units within an organization in relation to one another.

a. Level 1: Describe the functions/processes and current issues in businesses.

b. Level 2: Apply major business concepts to real world situations.

c. Level 3: Interpret connections between business processes and other disciplines.

d. Level 4: Demonstrate knowledge of business concepts and functions in an integrated manner.

Business Foundations and Career Success

Develop a personalized pathway that leverages ongoing academic, business and professional learning experiences to achieve personal success.

a. Level 1: Define a foundation for academic, business, and career success.

b. Level 2: Develop a foundational understanding of the core functional areas of business.

c. Level 3: Demonstrate an understanding of the importance of leadership and team dynamics to achieve organizational excellence.
3.C.2 Nexford BBA Outcomes (continued)

d. Level 4: Create a lifelong learning and career development plan including key performance indicators (KPIs) and other accountabilities.

International Business

Make business decisions that are in tune with the economic, social, geo-political and cultural environments within which global businesses operate.

a. Level 1: Identify the foundation of institutions and culture across key economic regions of the world and the challenges and opportunities that globalization presents to business.

b. Level 2: Explain how the economic, social, political, legal, technological, and cultural environments have an effect on how global businesses operate, by using country specific case studies as case studies for their emerging role in the context of international commerce.

c. Level 3: Assess the implications for business of regional and global economic integration including competitive strategy, global markets, and various modes of entry.

d. Level 4: Propose an international market entry strategy based on a host nation’s political, economic, and cultural environments.

Human Resource Management

Apply strategic and operational human resource management practices to support the needs of global organizations.

a. Level 1: Describe the functional areas in human resource management.

b. Level 2: Explain the importance of global human resources and culture in organizations.

c. Level 3: Evaluate strategies that integrate human resource planning with the organization’s strategic initiatives to achieve business outcomes.

d. Level 4: Develop a global HR plan that aligns with an organization’s strategy.

Management

Apply creative management and leadership approaches to solve organizational challenges and seize business opportunities.

a. Level 1: Demonstrate an understanding of organizational behavior factors, processes and concepts as they relate to organizational effectiveness and productivity.

b. Level 2: Identify the differences between management and leadership in practice.

c. Level 3: Recognize the forces involved in organizational culture, teamwork and change management in order to make informed management decisions.

  d. Level 4: Apply change management strategies to enhance business performance.

Marketing
3.C.2 Nexford BBA Outcomes (continued)

Align marketing strategies with organizational goals based on an in-depth understanding of internal and external stakeholders.

a. Level 1: Describe the role of marketing in the overall business ecosystem along with fundamental components that define a brand and marketing strategy.

b. Level 2: Identify the key roles and responsibilities in creating and executing a marketing strategy, branding process, and campaign calendar.

c. Level 3: Apply approaches for defining brand, products and services in order to enhance the overall success and reputation of a business.

d. Level 4: Create a marketing plan for various channels that meets defined business outcomes.

Finance

Use financial analysis to inform decision making throughout an organization.

a. Level 1: Describe traditional finance concepts and tools and techniques used by financial analysts and financial planners.

b. Level 2: Analyze financial and economic data, generate capital market expectations, build pro forma financial statements and budget forecasts, and integrate results to form valuation opinions.

c. Level 3: Evaluate the role of technology in integrating finance across the organization and assisting with effective financial decision making.

d. Level 4: Integrate traditional and behavioral finance, build and manage client portfolios, and optimize returns on invested capital.

Accounting

Use accounting principles to accurately inform timely financial reporting and decision making.

a. Level 1: Demonstrate an understanding of the major concepts and functions performed by practicing accountants.

b. Level 2: Identify traditional and technology-focused accounting methods employed by organizational decision makers.

c. Level 3: Analyze financial and accounting transactions and integrate results to form valuation opinions.

d. Level 4: Integrate financial and accounting practices and evaluate the quality of financial statements and disclosures.

Specialized Business Outcomes (BBA)

360° Marketing
3.C.2 Nexford BBA Outcomes (continued)

a. Level 1: Demonstrate an understanding of the most important digital trends and technologies and their impact on business outcomes.

b. Level 2: Demonstrate an understanding of the process of creating a digital strategy, managing online reputation, and driving sales and loyalty in an omnichannel world.

c. Level 3: Develop an integrated marketing plan for the most relevant digital marketing channels, and apply those channels through campaign creation.

d. Level 4: Apply digital analytics strategies to marketing challenges in order to inform business recommendations.

Digital Transformation

a. Level 1: Describe various modern digital strategy roles and the interrelationships of the roles within various organizational structures.

b. Level 2: Analyze how digital and technology trends are impacting the future of work and business.

c. Level 3: Apply a best-fit cloud computing architectural option and hosting model to a designated vertical industry.

d. Level 4: Develop a roadmap for digital transformation for a designated vertical industry.

Building a Tech Startup

a. Level 1: Demonstrate an understanding of entrepreneurship and the entrepreneurial process in order to transform an idea into a viable business opportunity.

b. Level 2: Apply an understanding of techniques and approaches used in building a Minimum Viable Product (MVP).

c. Level 3: Explore various funding options and identify the most suitable for a business based on its characteristics.

d. Level 4: Apply entrepreneurial tools and approaches to create a business plan for a new venture.

Product Management

a. Level 1: Define the value that a product manager brings to organizations: product maturity level, company size, and company maturity.

b. Level 2: Evaluate the impact that skilled project managers have in relation to sales marketing, developers, designers and other co-workers.

c. Level 3: Apply appropriate and effective communication techniques for managing cross-disciplinary teams to business scenarios.
3.C.2 Nexford BBA Outcomes (continued)

d. Level 4: Integrate product management concepts across business units that enable more productive and accurate workflows.

Business Analytics

a. Level 1: Describe the role that technology, big data, and analytic insights play to support business decision-making.

b. Level 2: Identify the need to balance explicit and tacit information, data integrity, and automation to generate analytic insights.

c. Level 3: Apply various analytic modeling and visualization techniques in order to inform business decision-making.

d. Level 4: Produce analytics insights and visualizations that enable business decision-making.

Supply Chain and E-Commerce

a. Level 1: Describe the importance of the advanced digital transformation tools affecting supply chain management and e-commerce management.

b. Level 2: Examine effective managerial approaches to the integrated supply chain process and the triple bottom line.

c. Level 3: Evaluate the implications of operational decisions that support the global long-term sustainability of the organization.

d. Level 4: Create an integrated 21st century supply chain strategy that aligns with global and e-commerce strategy.

Intro to AI and the Future of Automation

a. Level 1: Apply AI techniques to devise a solution for a technical challenge.

b. Level 2: Utilize data mining, data analysis, and data application to inform organizational decision making.

c. Level 3: Evaluate the application space of Robotic Process Automation (RPA) and smart workflow to combine Robotics and IoT value propositions.

d. Level 4: Appraise how the legal, policy, and regulatory landscape impact organizational data classification, risks, access control and other cybersecurity requirements.

Doing Business in Europe, the Middle East & Australia

a. Level 1: Describe the business environment within Europe, the Middle East, and Australia including their traditions, systems, and societies.

b. Level 2: Analyze current conditions in Europe, Middle East, and Australia and evaluate present and future opportunities and risks for international business activities.

c. Level 3: Apply knowledge of the complexities of contrasting cultures to navigate complex business challenges across national borders.
3.C.2 Nexford BBA Outcomes (continued)

d. Level 4: Create a business case for an international business or a venture through partnerships originating in Eastern/Western Europe, Middle East, or Australia.

Doing Business Across Emerging Markets

a. Level 1: Describe the business environment within multiple countries including their traditions, systems, and society.

b. Level 2: Analyze current conditions in multiple countries and evaluate present and future opportunities and risks for international business activities.

c. Level 3: Apply knowledge of the complexities of contrasting cultures to navigate complex business challenges across national borders.

d. Level 4: Create a business case for an international business or a venture through partnerships originating in the local country.

Capstone Course Outcomes

BBA Capstone Course – BUS 4250 Strategy and Organizational Planning

1. Examine the process of strategic analysis, strategic planning, implementation, and evaluation.

2. Identify the different types of strategic planning tools and techniques.

3. Delineate the steps in the strategic planning process and the rationale for developing a strategic plan.

4. Identify internal and external environmental factors key to effective strategy formulation, and the constraints that impact strategy execution.

5. Analyze the organizational tools and techniques used for strategy and planning.

6. Apply strategic management tools from an organizational perspective to solve a complex business challenge or opportunity.

3.C.3 Program Structure

General Education Requirements

1. CUL 1100 American Institutions and Culture (3 Credits)

2. CUL 2200 Intercultural Communication (3 Credits)

3. CUL 2300 Cultural Aesthetic Understanding (3 Credits)

4. COM 1200 Professional Communication (3 Credits)

5. STA 1300 Statistics (3 Credits)

6. ECO 1250 Micro and Macroeconomics* (3 Credits)
3.C Bachelor of Business Administration (BBA) Degree

3.C.3 Program Structure (continued)

7. SCI 1150 Science of Happiness (3 Credits)
8. ENV 2150 Environmental Science (3 Credits)
9. NWL 2100 Nutrition and Wellness (3 Credits)
10. PBS 2250 Problem Solving and Critical Thinking (3 Credits)

General Education Courses Total – 30 credits

Core Program Requirements

1. BUS 1100 Roadmap to Success (3 Credits)
2. BUS 2125 The World of Business (3 Credits)
3. BUS 2250 Business Career Branding for Success – Introducing your brand* (3 Credits)
4. BUS 2100 International Business and Culture (3 Credits)
5. BUS 2151 Business and Culture in China* (3 Credits)
6. MKT 2100 Marketing Fundamentals (3 Credits)
7. BUS 2150 Introduction to Business Law* (3 Credits)
8. BUS 2200 Leadership, Management, and Teams (3 Credits)
9. HRM 2100 Managing Human Resources (3 Credits)
10. HRM 3150 Total Rewards (3 Credits)
11. HRM 2200 Staffing and Development (3 Credits)
12. HRM 4250 Strategic Human Resources* (3 Credits)
13. ACC 2100 Financial Accounting* (3 Credits)
14. ACC 2200 Managerial Accounting and Cost Analysis* (3 Credits)
15. MKT 2150 Digital Marketing Fundamentals (3 Credits)
16. DTF 2100 Foundations of Digital Transformation (3 Credits)
17. MKT 2200 Content Marketing and Social Media* (3 Credits)
18. ACC 3250 Auditing and Assurance Services* (3 Credits)
19. ENT 2100 Introduction to Entrepreneurship (3 Credits)
20. FIN 2100 Financial Management* (3 Credits)
21. FIN 3150 Corporate Finance and Investment Analysis* (3 Credits)
22. FIN 3200 Corporate Tax Strategies* (3 Credits)
Elective Requirements

Learners who do not choose a specialization will choose four courses from the elective course options listed below.

1. BUS 2152 Business and Culture in Sub-Saharan Africa (3 Credits)
2. BUS 2153 Business and Culture in India (3 Credits)
3. BUS 2154 Business and Culture in Brazil (3 Credits)
4. BUS 2155 Business and Culture in Latin America (3 Credits)
5. BUS 2156 Business and Culture in Southeast Asia (3 Credits)
6. BUS 2157 Business and Culture in the Middle East (3 Credits)
7. BUS 2158 Business and Culture in Eastern Europe (3 Credits)
8. BUS 2159 Business and Culture in Western Europe (3 Credits)
9. BUS 2160 Business and Culture in Australia (3 Credits)
10. DCE 3150 Digitizing Customer Experiences (3 Credits)
11. DPM 3200 Digitizing Product Management (3 Credits)
12. DCM 3250 Digitizing Supply Chain Management (3 Credits)
13. DDF 3300 Digitizing Finance (3 Credits)
14. DCC 3050 Cloud Computing (3 Credits)
15. MKT 3250 Branding and Creative Direction (3 Credits)
16. MKT 3251 Marketing Strategy and Planning (3 Credits)
17. MKT 3252 Marketing Channels, Tactics and Management (3 Credits)
18. MKT 3253 Digital Advertising and Search Engine Optimization (3 Credits)
19. MKT 4100 Digital Marketing Analytics (3 Credits)
20. ENT 2100 Introduction to Entrepreneurship (3 Credits)
3.C Bachelor of Business Administration (BBA) Degree

3.C.3 Program Structure (continued)

21. ENT 2150 Product and Marketing Skills for Founders (3 Credits)
22. ENT 3200 Technical Skills for Non-Technical Founders (3 Credits)
23. ENT 4250 Founders, Financing, and Legal (3 Credits)
24. PRD 2100 Introduction to Agile Product Management (3 Credits)
25. PRD 2150 Software Skills for Digital Product Managers (3 Credits)
26. PRD 3200 Product Design Skills for Product Managers (3 Credits)
27. PRD 4250 Communication Skills for Product Managers (3 Credits)
28. BAN 2100 Data Analytics (3 Credits)
29. BAN 4150 Data Analysis and Visualization (3 Credits)
30. BAN 3200 Machine Learning and Predictive Analytics (3 Credits)
31. AIA 2100 Introduction to AI (3 Credits)
32. AIA 3200 Foundations of Robotics & IoT (3 Credits)

**Elective Courses Total – 12 credits**
3. C.3 Program Structure (continued)

Specialization Requirements

Learners who choose a specialization will follow the sequence as designated for each specialization.

Building a Tech Startup

1. ENT 2100 Introduction to Entrepreneurship (3 Credits)
2. ENT 2150 Product and Marketing Skills for Founders (3 Credits)
3. ENT 3200 Technical Skills for Non-Technical Founders (3 Credits)
4. ENT 4250 Founders, Financing, and Legal (3 Credits)

Specialization Courses Total – 12 credits

Supply Chain & E-Commerce

1. SCM 2100 Introduction to Supply Chain Management (3 Credits)
2. SCM 3250 Impact of E-Commerce on the Supply Chain (3 Credits)
3. SCM 3200 Transportation and Reverse Logistics Management (3 Credits)
4. SCM 4250 Integrated Supply Chain Management and Sustainable Operations* (3 Credits)

Specialization Courses Total – 12 credits

Intro AI & the future of Automation

1. AIA 2100 Introduction to AI (3 Credits)
2. BAN 3200 Machine Learning and Predictive Analytics (3 Credits)
3. AIA 3200 Foundations of Robotics and IoT (3 Credits)
4. AIA 3250 Fundamentals of Cybersecurity (3 Credits)

Specialization Courses Total – 12 credits
3.C Bachelor of Business Administration (BBA) Degree

3.C.3 Program Structure (continued)

Business Analytics

1. BAN 2100 Data Analytics (3 Credits)
2. BAN 3200 Machine Learning and Predictive Analytics (3 Credits)
3. BAN 4150 Data Analysis and Visualization (3 Credits)
4. BAN Elective (learners choose a related elective) (3 Credits)

Specialization Courses Total – 12 credits

360’ Marketing (learners will choose four out of five courses)

1. MKT 3250 Branding and Creative Direction (3 Credits)
2. MKT 3251 Marketing Strategy and Planning (3 Credits)
3. MKT 3252 Marketing Channels, Tactics and Management (3 Credits)
4. MKT 3253 Digital Advertising and Search Engine Optimization (3 Credits)
5. MKT 4100 Digital Marketing Analytics* (3 Credits)

Specialization Courses Total – 12 credits

Product Management

1. PRD 2100 Introduction to Agile Product Management (3 Credits)
2. PRD 4250 Communication Skills for Product Managers (3 Credits)
3. PRD 3200 Product Design Skills for Product Managers (3 Credits)
4. PRD 2150 Software Skills for Digital Product Managers (3 Credits)

Specialization Courses Total – 12 credits
3.C  Bachelor of Business Administration (BBA) Degree

3.C.3 Program Structure (continued)

Digital Transformation (learners will choose four out of five courses)

1. DCE 3150 Digitizing Customer Experiences* (3 Credits)
2. DPM 3200 Digitizing Product Management* (3 Credits)
3. DCM 3250 Digitizing Supply Chain Management* (3 Credits)
4. DDF 3300 Digitizing Finance* (3 Credits)
5. DCC 3050 Cloud Computing* (3 Credits)

Specialization Courses Total – 12 credits

Doing Business in Europe, Middle East & Australia

1. BUS 2159 Business and Culture in Western Europe (3 Credits)
2. BUS 2158 Business and Culture in Eastern Europe (3 Credits)
3. BUS 2157 Business and Culture in the Middle East (3 Credits)
4. BUS 2160 Business and Culture in Australia (3 Credits)

Specialization Courses Total – 12 credits

Doing Business Across Emerging Markets

1. BUS 2153 Business and Culture in India (3 Credits)
2. BUS 2152 Business and Culture in Sub-Saharan Africa (3 Credits)
3. BUS 2156 Business and Culture in Southeast Asia (3 Credits)

Specialization Courses Total – 12 credits

Total Degree Program – 120 credits

* Denotes courses that have prerequisite(s). Refer to the course descriptions for further details
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3.D Master of Business Administration (MBA) Degree

3.D.1 MBA Program Description

The juggernaut of globalization has shaped the contours of business. World-scale social, political and economic issues require progressive critical thinking. Nexford University’s (NXU) Master’s of Business Administration (MBA) degree is an advanced take on the major business disciplines and big-picture themes of tomorrow. It is also an evolution of the NXU Bachelor of Business Administration (BBA) degree, which forms part of our stackable credentials. The curriculum, designed for experienced learners, emphasizes leading people, processes, strategies, and sustainability in developed and emerging economies – relevant skills for career progression. The MBA covers a selection of five specializations: Sustainability, Doing Business Across the World, Enabling E-Commerce, Advanced AI & the Future of Automation, and Managing Hyperconnectivity. Organizations have entered an unprecedented era of transformation: this degree is a rigorous response to the emerging needs of a highly skilled, future-focused workforce.

NXU selected the Master's of Business Administration (MBA) degree for three primary reasons:

a. The MBA is a natural progression for those wishing to pursue advanced competencies through continuing their education upon completion of their BBA

b. The MBA equips learners with the advanced competencies they will need when pivoting from one career to another as a result of a lateral shift or due to evolving market dynamics such as automation and other advancements in technology

c. The MBA prepares learners for forward growth (career progression) and increased responsibilities in leadership and business ownership roles to effectively manage people, processes, strategies and sustainability in developed and emerging economies.

MBA learners at NXU have the opportunity to gain specialized knowledge through five program specializations:

a. Sustainability
b. Doing Business Across the World
c. Enabling E-Commerce
d. Advanced AI & the Future of Automation
e. Managing Hyperconnectivity

3.D.2 Nexford MBA Outcomes

Institutional Level Outcomes (MBA)

Digital Fluency

Locate and access digital information efficiently and critique its relevance and accuracy using technologies responsibly and securely.

Level 5: Evaluate the benefits and functions of integrating technology and data-driven decision making in improving performance.
3.D Master of Business Administration (MBA) Degree

3.D.2 Nexford MBA Outcomes (continued)

Critical and Creative Thinking
Create connections in a holistic, innovative, and interdisciplinary manner to think unconventionally, question the status quo, and imagine new scenarios.
Level 5: Develop an integrated plan for improving performance through appropriate interventions using systems thinking and process improvement tools.

Information-Driven Decision-Making
Apply tools and skills needed to collect, analyze, interpret, and present data effectively in order to make decisions.
Level 5: Present findings to various stakeholders in order to improve performance.

Communication & Collaboration
Create written and oral messages by tailoring its content and means of delivery to the needs of the target audience.
Level 5: Present messages in multiple communication modalities and contexts.

Civic Responsibility
Use sustainability principles to make a difference in self and the world.
Level 5: Create a plan to address sustainability challenges facing the national, local, and global environments while considering social responsibility, legal and ethical principles, and governance.

Adaptive Lifelong Learning
Create a continuous learning and self-improvement plan in response to the demands of a situation or conditions.
Level 5: Develop an integrative professional and personal growth plan with a perspective to adapt and shift priorities in response to the demands of a situation or conditions.

Cultural and Emotional Intelligence
Use cultural and emotional intelligence practices to promote more effective communication and personal relationships.
Level 5: Evaluate the interdependencies and interconnections of world societies and the impact on one’s own cultural paradigm.

Customer-Centric Thinking
Apply customer-centric knowledge and competencies to meet and exceed the needs and expectations of internal and external stakeholders.
Level 5: Evaluate readiness for creativity in order to develop innovative solutions that align responsibilities and
3.D.2 Nexford MBA Outcomes (continued)

interests to promote collaboration.

Core Business Program Outcomes (MBA)

Leadership and Teamwork
Demonstrate effective team, collaboration, and leadership skills in the workplace.
Level 5: Evaluate the role of leadership in organizational culture, organizational change, teams, and conflict resolution.

Technology for Business
Integrate technology in the workplace to support teams in achieving organizational goals.
Level 5: Develop business strategies that integrate the modern cybersecurity model and appropriate technologies to improve organizational performance.

Corporate Sustainability
Incorporate sustainability principles within organizational decision making processes.
Level 5: Formulate sustainable decision-making approaches to solving global business problems.

Multinational Culture
Design culturally sensitive organizational plans in line with an understanding of the unique characteristics of each market.
Level 5: Create business strategies that incorporate awareness of cultural diversity related to today’s global marketplace.

Innovation and Change
Integrate innovation within organizational culture to satisfy specific evolving business needs.
Level 5: Develop leadership and strategic management strategies to facilitate and leverage the internal change necessary to accomplish organizational goals.

Information-Driven Decision Making
Support effective decision making processes by extracting information from data; demonstrate an understanding of the role of information in decision making and differentiate between data and information in order to effectively use tools and skills needed to collect, analyze, interpret, and present data to make business decisions.
Level 5: Present findings to various stakeholders in order to inform organizational decision making.

Business Operations & Structure
Assess the functions of different units within an organization in relation to one another.
Level 5: Develop an integrated business strategy that supports senior leadership.

**Business Foundations and Career Success**

Develop a personalized pathway that leverages ongoing academic, business and professional learning experiences to achieve personal success.

Level 5: Create an integrative professional and personal leadership growth plan including key performance indicators (KPIs) and other accountabilities.

**International Business**

Make business decisions that are in tune with the economic, social, geopolitical and cultural environments within which global businesses operate.

Level 5: Create business cases for international businesses or ventures.

**Human Resource Management**

Apply strategic and operational HRM practices to support the needs of global organizations.

Level 5: Develop organizational development strategies aimed at promoting organizational effectiveness.

**Management**

Apply creative management and leadership approaches to solve organizational challenges and seize business opportunities.

Level 5: Formulate management strategies that creatively solve organizational challenges and seize opportunities in a changing environment.

**Marketing**

Align marketing strategies with organizational goals based on an in-depth understanding of internal and external stakeholders.

Level 5: Formulate marketing strategies that align with organizational goals, expectations, and policies related to ethics, leadership, and sustainability.

**Finance**

Use financial analysis to inform decision making throughout an organization.

Level 5: Formulate business decisions using financial and modeling tools.

**Accounting**

Use accounting principles to accurately inform timely financial reporting and decision making.

Level 5: Evaluate corporate financial statements integrating accounting concepts and principles in order to make
3.D.2 Nexford MBA Outcomes (continued)

strategic business decisions.

Specialized Business Outcomes (MBA)

Doing Business across the World

a. Level 5: Analyze the business environment within multiple countries including their traditions, systems, and society.

b. Level 5: Evaluate current conditions and complexities in multiple countries for to navigate complex business challenges and opportunities across borders.

c. Level 5: Formulate sustainable practices for the global environment that are informed by current issues in diversity and cultural awareness.

d. Level 5: Create a business case for an international business or a venture through partnerships originating in the local country.

Sustainability

a. Level 5: Design a renewable energy strategy which aligns with corporate social responsibility policies informed by United Nations SDG Goals UN SDG Goal # 7, UN SDG Goal #13.

b. Level 5: Develop an business plan for food and agribusiness practices by using quantitative and analytical techniques to assess emerging food and agribusiness challenges and technologies.

c. Level 5: Construct a practical approach to addressing future health and wellness programs by recognizing ethnic and cultural differences, challenges of current and future technology initiatives, and healthcare occupational shortages.

Enabling E-Commerce

a. Level 5: Assess the technological infrastructure required to facilitate e-commerce on national and global scales.


c. Level 5: Develop a roadmap for digital transformation across various verticals.

Advanced AI and the Future of Automation

a. Level 5: Apply statistical modeling and optimization techniques (using R, Python, SQL) for various business problems.

b. Level 5: Create a business case that measure the cost reduction and revenue uptake resulting from robotics and automation, and the five core technologies.

c. Level 5: Develop a roadmap for artificial intelligence and robotic automation implementation across the
3.D.2 Nexford MBA Outcomes (continued)

value chain phases of different verticals.

Managing Hyperconnectivity

a. Level 5: Assess the cyber security implications (confidentiality, integrity, and availability) of a given business mission including legal, political, social, technical, and regulatory requirements and challenges.

b. Level 5: Evaluate IoT operating systems architectures, standards, and ecosystem.

c. Level 5: Create a structure to minimize technical and product risk, integrating the Agile and Lean frameworks.

Capstone Course Outcomes

MBA learners can choose one of the following capstone course options:

BUS 6140 Capstone - Entrepreneurial Focus

1. Examine the concepts of entrepreneurship, new venture creation, and innovation.
2. Apply entrepreneurial thinking and management as it relates to a for-profit and non-profit entity.
3. Analyze the process of conceptualizing, developing, and managing an entrepreneurial venture.
4. Synthesize the different functions and areas of management in the context of new venture development.
5. Create a plan for the development of a new venture from conceptualization to realization, incorporating the entrepreneurial process.
6. Evaluate the success of the phases of a new venture by integrating entrepreneurial practices.

BUS 6141 - Capstone - Intrapreneurial Focus

1. Examine the concepts of intrapreneurship, new venture creation, and innovation.
2. Apply the principles of intrapreneurship as it relates to a for-profit and non-profit entity.
3. Analyze the process of conceptualizing, developing, and managing an Intrapreneurial venture and the connection to the strategic goals of the organization.
4. Synthesize the different functions and areas of management within the organization in consideration of an Intrapreneurial initiative.
5. Develop an initiative that achieves the Intrapreneurial goals of the organization through the lens of the intrapreneurial process.
6. Evaluate the success of an organizational initiative from conceptualization to realization incorporating intrapreneurial practices.
### 3.D Master of Business Administration (MBA) Degree

#### 3.D.3 Program Structure

**Foundation Courses**

These courses are designed to provide learners with a foundation in essential business concepts. These courses also act as a bridge for learners to gain a better understanding of the rigor needed for graduate courses. All MBA learners without a previous degree in business-related fields are required to fulfill the requirements found in the following Foundation Courses.

**Foundation Course Requirements**

- a. BUS 5010 Culture in a Global Business Environment (3 Credits)
- b. BUS 5020 Global Marketing Practices (3 Credits)
- c. BUS 5030 Applied Economics and Statistics (3 Credits)
- d. BUS 5040 International Legal Environment of Business (3 Credits)

**Foundation Courses Total – 12 credits**

#### 3.D.3 Program Structure (continued)

**Core Program Requirements**

- a. BUS 6100 Global Business (3 Credits)
- b. BUS 6070 Leadership and Organizational Development (3 Credits)
- c. MKT 6080 Technology & Operations Management (3 Credits)
- d. OPM 6090 Technology & Operations Management (3 Credits)
- e. ACC 6050 Accounting and Financial Reporting (3 Credits)
- f. BUS 6110 Organizational Strategy (3 Credits)
- g. BUS 6120 Introduction to Intrapreneurship and Innovation (3 Credits)
- h. FIN 6060 Financial Decision Making (3 Credits)
- i. BUS 6130 Corporate Sustainability (3 Credits)
- j. BUS 6140 Business Capstone – Entrepreneurial Focus Capstone** (3 Credits)
- k. BUS 6141 Business Capstone – Intrapreneurial Focus Capstone** (3 Credits)

**Core Courses Total – 30 credits**
Elective Requirements

Learners who do not choose a specialization will choose two courses from the elective course options listed below.

a. DBW 6350 Doing Business in China (3 Credits)
b. DBW 6300 Doing business in India (3 Credits)
c. DBW 6450 Doing business in Sub-Saharan Africa (3 Credits)
d. GBL 6850 The Art of Communication (3 Credits)
e. MHY 6750 Cybersecurity Leadership (3 Credits)
f. AIA 6600 Artificial Intelligence (3 Credits)
g. AIA 6650 Robotics and Automation (3 Credits)
h. MHY 6700 Internet of Things (3 Credits)
i. AIA 6550 Data Sciences for Decision Making (3 Credits)
j. SUS 6160 Food & Agribusiness (3 Credits)
k. SUS 6170 Renewable Energy (3 Credits)
l. SUS 6180 Managing Healthcare (3 Credits)
m. ECM 6400 Enabling E-Commerce and Digital Strategy (3 Credits)
n. ECM 6450 Policy and Regulatory Enablement of E-Commerce (3 Credits)
o. ECM 6500 Operations Digital Transformation (3 Credits)
p. MHY 6800 Product Management with Agile and Lean (3 Credits)

Elective Courses Total – 6 credits
Specialization Requirements

Learners who choose a specialization will follow the sequence as designated for each specialization.

Sustainability

1. SUS 6160 Food & Agribusiness (3 Credits)
2. SUS 6170 Renewable Energy (3 Credits)
3. SUS 6180 Managing Healthcare (3 Credits)

Specialization Courses Total – 9 credits

Doing Business Across the World

1. DBW 6300 Doing business in India (3 Credits)
2. DBW 6350 Doing Business in China (3 Credits)
3. DBW 6450 Doing business in Sub-Saharan Africa (3 Credits)

Specialization Courses Total – 9 credits

Enabling E-Commerce

1. ECM 6400 Enabling E-Commerce and Digital Strategy (3 Credits)
2. ECM 6450 Policy and Regulatory Enablement of E-Commerce (3 Credits)
3. ECM 6500 Operations Digital Transformation (3 Credits)

Specialization Courses Total – 9 credits
3.D  Master of Business Administration (MBA) Degree

3.D.3 Program Structure (continued)

Advanced AI & the future of Automation

1. AIA 6600 Artificial Intelligence (3 Credits)
2. AIA 6550 Data Sciences for Decision Making (3 Credits)
3. AIA 6650 Robotics and Automation (3 Credits)

Specialization Courses Total – 9 credits

Managing Hyperconnectivity

1. MHY 6700 Internet of Things (3 Credits)
2. MHY 6750 Cybersecurity Leadership (3 Credits)
3. MHY 6800 Product Management with Agile and Lean (3 Credits)

Specialization Courses Total – 9 credits

Total Degree Program (without a specialization) – 36 credits

Total Degree Program (with a specialization) – 39 credits

Total Degree Program (with foundation courses) – 48 credits

* Denotes courses that have prerequisite(s). Refer to the course descriptions for further details
** Learners will choose one of the Capstone options BUS 6140 or BUS 6141
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<td>122 / 152</td>
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</table>
3.E.1 Intermediate Certificates

An intermediate certificate provides non-degree-seeking learners the opportunity to gain specialized knowledge that can help them progress toward specific career goals. Each certificate is a set of four courses (12 credit hours) that learners follow in a guided learning path. Nine certificates are offered at the intermediate level:

- a. Business Analytics
- b. Building a Tech Startup
- c. 360’ Marketing
- d. Supply Chain & E-commerce
- e. Introduction to AI & the Future of Automation
- f. Product Management
- g. Digital Transformation
- h. Doing Business in Europe, Middle East & Australia
- i. Doing Business Across Emerging Markets

Intermediate Certificate Requirements

Learners who choose an intermediate certificate will follow the admissions requirements for the undergraduate degree.

3.E.2 Advanced Certificates

An advanced certificate provides non-degree-seeking learners the opportunity to gain specialized knowledge that can help them progress toward specific career goals. Each advanced certificate is a set of five courses (15 credit hours) that learners follow in a guided learning path. Three certificates are offered at the advanced level:

- a. Global Issues
- b. Global Business
- c. Artificial Intelligence & Robotics Certificate Description

Graduate Certificate Requirements

Learners who choose an advanced certificate will follow the admissions requirements for the graduate degree.
360° Marketing – Intermediate Certificate
(Learners will choose four out of five courses)

Organizations that differentiate themselves in a competitive landscape and prize their customers’ needs generate marketing-led growth. 360° Marketing provides a comprehensive overview of the business of marketing in a digital-first world. The curriculum covers Branding and Creative Direction, Marketing Strategy and Planning, Marketing Channels, Tactics and Management, Digital Advertising and Search Engine Optimization, and Digital Marketing Analytics. The Undergraduate Certificate offers practical insight into enriching the customer experience with effective digital marketing communication strategies.

Certificate Outcomes

a. Level 1: Describe the role of marketing in the overall business ecosystem along with fundamental components that define a brand and marketing strategy.
b. Level 2: Identify the key roles and responsibilities in creating and executing a marketing strategy, branding process, and campaign calendar.
c. Level 3: Apply approaches for defining brand, products and services in order to enhance the overall success and reputation of a business.
d. Level 4: Create a marketing plan for various channels that meets defined business outcomes.

Certificate Courses

1. MKT 3250 Branding and Creative Direction (3 Credits)
2. MKT 3251 Marketing Strategy and Planning (3 Credits)
3. MKT 3252 Marketing Channels, Tactics and Management (3 Credits)
4. MKT 3253 Digital Advertising and Search Engine Optimization (3 Credits)
5. MKT 4100 Digital Marketing Analytics* (3 Credits)

Total – 12 credits

AI & the Future of Automation – Intermediate Certificate

Automation will trigger substantial business and economic gains worldwide, but realizing its full potential requires people and technology to work in harmony. AI and the Future of Automation is a primer for the field of artificial intelligence. The curriculum covers an Introduction to AI, Machine Learning and Predictive Analytics, Foundations of Robotics and IoT, and Fundamentals of Cybersecurity. This Intermediate Certificate offers a grounding in a fast-moving domain shaped by emerging shifts in technology.

Certificate Outcomes

a. Level 1: Apply AI techniques to devise a solution for a technical challenge.
b. Level 2: Utilize data mining, data analysis, and data application to inform organizational decision making.
c. Level 3: Evaluate the application space of Robotic Process Automation (RPA) and smart workflow to
3. F (continued)

combine Robotics and IoT value propositions.

d. Level 4: Appraise how the legal, policy, and regulatory landscape impact organizational data classification, risks, access control and other cybersecurity requirements.

Certificate Courses

1. AIA 2100 Introduction to AI (3 Credits)
2. BAN 3200 Machine Learning and Predictive Analytics (3 Credits)
3. AIA 3200 Foundations of Robotics and IoT (3 Credits)
4. AIA 3250 Fundamentals of Cybersecurity (3 Credits)

Certificate Outcomes

a. Level 1: Demonstrate an understanding of entrepreneurship and the entrepreneurial process in order to transform an idea into a viable business opportunity.

b. Level 2: Apply an understanding of techniques and approaches used in building a Minimum Viable Product (MVP).

c. Level 3: Explore various funding options and identify the most suitable for a business based on its characteristics.

d. Level 4: Apply entrepreneurial tools and approaches to create a business plan for a new venture.

Certificate Courses

1. ENT 2100 Introduction to Entrepreneurship (3 Credits)
2. ENT 2150 Product and Marketing Skills for Founders (3 Credits)
3. ENT 3200 Technical Skills for Non-Technical Founders (3 Credits)
4. ENT 4250 Founders, Financing, and Legal (3 Credits)

Total – 12 credits
Business Analytics – Intermediate Certificate

Embracing analytics requires more than a data-driven culture. Business Analytics offers a foundational grounding in the application of data and analysis in today’s global business markets. The curriculum explores Statistics, Data Analytics, Machine Learning and Predictive Analytics, and Data Analysis and Visualization. This Intermediate Certificate provides insight into the opportunities from advances in data collection, machine learning and computational power.

Certificate Outcomes

a. Level 1: Describe the role that technology, big data, and analytic insights play to support business decision-making.

b. Level 2: Identify the need to balance explicit and tacit information, data integrity, and automation to generate analytic insights.

c. Level 3: Apply various analytic modeling and visualization techniques in order to inform business decision-making.

d. Level 4: Produce analytics insights and visualizations that enable business decision-making.

Certificate Courses

1. STA 1300 Statistics (Required General Education Course)
2. BAN 2100 Data Analytics (3 Credits)
3. BAN 3200 Machine Learning and Predictive Analytics (3 Credits)
4. BAN 4150 Data Analysis and Visualization (3 Credits)
5. BAN Elective (learners choose a related elective) (3 Credits)

Total – 12 credits

Digital Transformation – Intermediate Certificate

(Learners will choose three out of five specialization courses)

The pressure is mounting for organizations to harness digital technology. Digital Transformation provides a solid foundation in the tools needed to seize on opportunities and address emerging threats in the digital era. The curriculum offering includes Digitizing Customer Experiences, Digitizing Product Management, Digitizing Supply Chain Management, Digitizing Finance and Cloud Computing. With the proliferation of digital technologies, this Undergraduate Certificate explores the scope for innovation in a digital-first world.

Certificate Outcomes

1. Interpret principles of measuring, monitoring, and developing a digital strategy based on a continuous and perennially improving analysis of information related threats, vulnerabilities, and risks (both positive and negative)
2. Measure the cost reduction and revenue uptake result due to digital transformation across the supply chain management functions
3. Apply different methods for flexible and dynamic research approaches for customer journey design
4. Evaluate the suitability of each digital financial service across emerging markets
3. Develop a product portfolio business strategy including go-to-market direction and implementation performance management.
6. Assemble a detailed technology economic model for proposed cloud computing architectural options.

### Certificate Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DTF 2100</td>
<td>Digital Transformation Fundamentals (Required Core Course)</td>
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<tr>
<td>DCE 3150</td>
<td>Digitizing Customer Experiences*</td>
<td>3</td>
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<tr>
<td>DPM 3200</td>
<td>Digitizing Product Management*</td>
<td>3</td>
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<tr>
<td>DCM 3250</td>
<td>Digitizing Supply Chain Management*</td>
<td>3</td>
</tr>
<tr>
<td>DDF 3300</td>
<td>Digitizing Finance*</td>
<td>3</td>
</tr>
<tr>
<td>DCC 3050</td>
<td>Cloud Computing*</td>
<td>3</td>
</tr>
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**Total – 12 credits**

### Doing Business Across Emerging Markets – Intermediate Certificate

(Learners will choose three out of five specialization courses)

Emerging markets include regions that are fueling global consumption. Doing Business Across Emerging Markets reflects the challenges and opportunities facing businesses across key growth markets. The curriculum focuses on Business and Culture in China, Business and Culture in Sub-Saharan Africa, Business and Culture in India, Business and Culture in Brazil, Business and Culture in Latin America, and Business and Culture in Southeast Asia. Economic growth is powered by economic development: this Undergraduate Certificate examines the business impact of both.

### Certificate Outcomes

a. Level 1: Describe the business environment within multiple countries including their traditions, systems, and society.

b. Level 2: Analyze current conditions in multiple countries and evaluate present and future opportunities and risks for international business activities.

c. Level 3: Apply knowledge of the complexities of contrasting cultures to navigate complex business challenges across national borders.

d. Level 4: Create a business case for an international business or a venture through partnerships originating in the local country.

### Certificate Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 2151</td>
<td>Business and Culture in China (Required Core Course)</td>
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<tr>
<td>BUS 2152</td>
<td>Business and Culture in Sub-Saharan Africa</td>
<td>3</td>
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<td>BUS 2153</td>
<td>Business and Culture in India</td>
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<tr>
<td>BUS 2154</td>
<td>Business and Culture in Brazil</td>
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3.F (continued)

5. BUS 2155 Business and Culture in Latin America (3 Credits)

6. BUS 2156 Business and Culture in Southeast Asia (3 Credits)

Total – 12 credits

Doing Business in Europe, the Middle East & Australia – Intermediate Certificate

Europe alone contains incredible economic, political and climatic diversity – some of the world’s wealthiest countries are grouped with some of the poorest. The list of nations comprising the Middle East and Australia are idiosyncratic – and often in sharp polarization. Doing Business in Europe, the Middle East and Australia explores the specific regional drivers of economic growth. The curriculum blends Business and Culture in the Middle East, Business and Culture in Eastern Europe, Business and Culture in Western Europe, and Business and Culture in Australia. Against a global economic backdrop, this I Intermediate Certificate provides insight into the cultural nuances shaping activities in these regions – as well as the opportunities they present.

Certificate Outcomes

a. Level 1: Describe the business environment within Europe, the Middle East, and Australia including their traditions, systems, and societies.

b. Level 2: Analyze current conditions in Europe, Middle East, and Australia and evaluate present and future opportunities and risks for international business activities.

c. Level 3: Apply knowledge of the complexities of contrasting cultures to navigate complex business challenges across national borders.

d. Level 4: Create a business case for an international business or a venture through partnerships originating in Eastern/Western Europe, Middle East, or Australia.

Certificate Courses

1. BUS 2159 Business and Culture in Western Europe (3 Credits)

2. BUS 2158 Business and Culture in Eastern Europe (3 Credits)

3. BUS 2157 Business and Culture in the Middle East (3 Credits)

4. BUS 2160 Business and Culture in Australia (3 Credits)

Total – 12 credits
Product Management – Intermediate Certificate

Championing new products throughout the product lifecycle – from inception to launch – requires diverse competencies. Product Management reflects the emerging needs of professionals grappling with a rapidly changing landscape. The curriculum covers an Introduction to Agile Product Management, Software Skills for Digital Product Managers, Product Design Skills for Product Managers and Communication Skills for Product Managers. This Intermediate Certificate provides a solid grounding in optimizing product teams and portfolios.

Certificate Outcomes

a. Level 1: Define the value that a product manager brings to organizations: product maturity level, company size, and company maturity.

b. Level 2: Evaluate the impact that skilled project managers have in relation to sales marketing, developers, designers and other co-workers.

c. Level 3: Apply appropriate and effective communication techniques for managing cross-disciplinary teams to business scenarios.

d. Level 4: Integrate product management concepts across business units that enable more productive and accurate workflows.

Certificate Courses

1. PRD 2100 Introduction to Agile Product Management (3 Credits)
2. PRD 4250 Communication Skills for Product Managers (3 Credits)
3. PRD 3200 Product Design Skills for Product Managers (3 Credits)
4. PRD 2150 Software Skills for Digital Product Managers (3 Credits)

Total – 12 credits

Supply Chain & E-Commerce – Intermediate Certificate

Advanced technological innovations have coalesced into new supply chain offerings, crowning disruptive tech titans with a competitive advantage. Supply Chain & E-Commerce takes a lens to each link of the entire value chain. The curriculum explores an Introduction to Supply Chain Management, Impact of E-Commerce on the Supply Chain, Transportation and Reverse Logistics Management, and Integrated Supply Chain Management and Sustainable Operations. This Intermediate Certificate examines the planning and management forces shaping supply-chain success.

Certificate Outcomes

a. Level 1: Describe the importance of the advanced digital transformation tools affecting supply chain management and e-commerce management.

b. Level 2: Examine effective managerial approaches to the integrated supply chain process and the triple bottom line.

c. Level 3: Evaluate the implications of operational decisions that support the global long-term sustainability of the organization.

d. Level 4: Create an integrated 21st century supply chain strategy that aligns with global and e-commerce strategy.
**Certificate Courses**

1. SCM 2100 Introduction to Supply Chain Management (3 Credits)
2. SCM 3250 The impact of E-Commerce on the Supply Chain (3 Credits)
3. SCM 3200 Transportation and Reverse Logistics Management (3 Credits)
4. SCM 4250 Integrated Supply Chain Management and Sustainable Operations* (3 Credits)

**Total – 12 credits**

**Artificial Intelligence & Robotics – Advanced Certificate**

Organizations today have deep troves of data at their disposal. Yet executives require a combination of analytical rigor and business acumen to strengthen both short-term performance and long-term health. Artificial Intelligence & Robotics is rooted in the application of essential future-of-work business skills. The curriculum blends Artificial Intelligence, Robotics and Automation, the Internet of Things, Cybersecurity Leadership and Data Sciences for Decision Making. This graduate certificate is a response to the demands of tomorrow’s hyperconnected world: computer science, soft skills and sharp thinking.

**Certificate Outcomes**

a. Level 5: Develop a roadmap for artificial intelligence and robotic automation implementation across the value chain phases of different verticals.

b. Level 5: Cognitive agents technologies to build virtual workforce.

c. Level 5: Evaluate IoT operating systems architectures, standards, and ecosystem.

d. Level 5: Assess the cybersecurity implications (confidentiality, integrity, and availability) of a given business mission including legal, political, social, technical, and regulatory requirements and challenges.

e. Level 5: Apply statistical modeling and optimization techniques (using R, Python, SQL) for various business problems.

**Certificate Courses**

1. MHY 6750 Cybersecurity Leadership (3 Credits)
2. AIA 6600 Artificial Intelligence (3 Credits)
3. AIA 6650 Robotics and Automation (3 Credits)
4. MHY 6700 Internet of Things (3 Credits)

**Total – 15 credits**
Global Business – Advanced Certificate


Certificate Outcomes

a. Level 5: Analyze the current business and economic landscape within India, China, and Sub-Saharan Africa including the environmental differences that impact business, industry, and workforce.

b. Level 5: Assess business opportunities within India, China, and Sub-Saharan Africa inclusive of local regulation, available resources, infrastructure, and culture.

c. Level 5: Create a proposal to identify, manage, and plan for mitigating business risks unique to India, China, and Sub-Saharan Africa.

d. Level 5: Evaluate present and future opportunities and risks of doing business internationally in multiple regions and in emerging markets.

e. Level 5: Embed writing literacy through collaboration across stakeholders (internal, shareholder, B2B, and B2C) to implement leadership, negotiation, cultural, and operational communications.

Certificate Courses

1. GBL 6850 The Art of Communication (3 Credits)
2. BUS 6100 Global Business (3 Credits)
3. DBW 6350 Doing Business in China (3 Credits)
4. DBW 6300 Doing business in India (3 Credits)
5. DBW 6450 Doing business in Sub-Saharan Africa (3 Credits)

Total – 15 credits

Global Issues – Advanced Certificate

Companies, communities and countries have the potential to break new ground with sustainable business models. Global Issues addresses some of the world’s most pressing challenges. The curriculum fuses Corporate Sustainability, Food and Agribusiness, Renewable Energy, Managing Healthcare and Policy and Regulatory Enablement of E-Commerce. Today’s organizations must serve tomorrow’s generations: this Graduate Certificate places a thriving planet and society at the center of long-term business success.

Certificate Outcomes

a. Level 5: Formulate sustainable practices for the global environment that are informed by current issues in diversity and cultural awareness.

b. Level 5: Assess the technological infrastructure required to facilitate e-commerce on national and global scales.

c. Level 5: Design a renewable energy strategy which aligns with corporate social responsibility policies
3.F (continued)

informed by United Nations SDG Goals UN SDG Goal # 7, UN SDG Goal #13.

d. Level 5: Develop a business plan for food and agribusiness practices by using quantitative and analytical techniques to assess emerging food and agribusiness challenges and technologies.

e. Level 5: Construct a practical approach to addressing future health and wellness programs by recognizing ethnic and cultural differences, challenges of current and future technology initiatives, and healthcare occupational shortages.

Certificate Courses

1. SUS 6160 Renewable Energy (3 Credits)
2. BUS 6130 Corporate Sustainability (3 Credits)
3. SUS 6170 Food & Agribusiness (3 Credits)
4. SUS 6180 Managing Healthcare (3 Credits)
5. ECM 6450 Policy and Regulatory Enablement of E-Commerce (3 Credits)

Total – 15 credits
CUL 1100 American Institutions and Culture

American Institutions and Culture focuses on the US as an intricate subject of study, providing a foundation for examining and interpreting the unique economic and cultural impact of the US across the world. This course examines the US throughout its history and currently on the world stage, provides learners with a practical literacy of the features of American institutions and businesses along with a cultural framework for a fundamental understanding of this nation, and prepares learners for the skills to work within an American business environment.

SCI 1150 Science of Happiness

Science of Happiness offers evidence-based approaches to living a more meaningful, successful, and happy life by applying practical strategies to improve every domain of life, including home, work, and community. Despite the enormous hardships that many people face around the world, this course explores how to manage cognitive biases and the impact a positive mindset can have on personal, biological, relational, cultural and global aspects of life. Learners implement strategies which foster a positive behavior change.

COM 1200 Professional Communication

Professional Communication places an emphasis on communication styles and approaches in today’s workplace to include digital, verbal and nonverbal communication. The course focuses on the evaluation of case analysis and discussion and on practical business and professional communication skills, including writing, speaking, and listening. Emphasis is on clarity, organization, format, appropriate language, and consideration of audience, for both written and oral communication. Learners engage in self-assessment of communicative competence and learn strategies for enhancing their skills. This course explores how technology and other tools are integrated into communications within a professional setting, and learners will be able to identify appropriate and inappropriate professional communications.

ECO 1250 Micro and Macroeconomics

Microeconomics and Macroeconomics gives learners a foundation in basic economic concepts essential to understanding consumer, business, and public policy decision making. Microeconomics areas of study include the market forces of supply and demand, competition, business organization, and consumer behavior. Macroeconomics areas of study include measuring the strength of a nation’s economy, international trade, and the appropriate level of government interaction with the economy. This course addresses the knowledge necessary for successful functioning in today’s challenging economic times. Economic growth, development, and sustainability is needed at a global level. Micro and Macro economic principles impact emerging and developing markets in different ways than they do for developed countries. This course addresses the knowledge necessary to function successfully as a professional in today’s challenging economic times. A key focus of the UN SDGs for 2030 is Sustainable Economic Development.

STA 1300 Statistics

Statistics emphasizes the analysis of data collection and statistics through the use of current technology. This course introduces learners to statistical terms, distributions, displaying and interpreting of data collected (probability, validity and reliability), effect size, measures of central tendency (mean, median and mode) and determining statistical significance. Learners analyze hypothesis testing and apply statistical techniques.

NWL 2100 Nutrition and Wellness

Nutrition and Wellness focuses on highlighting strategies for a healthy lifestyle. Two changes have led to a significant increase in preventable diseases: a global increase in the consumption of heavily processed food, and cultural shifts in many parts of the world where people are moving away from preparing food at home. Learners are equipped with practical skills to be healthier consumers of food, and consider the importance of a wellness lifestyle with an emphasis on self-responsibility, physical fitness, stress management, and environmental sensitivity. A key focus of UN SDGs for 2030 is Sustainable Economic Development.
SCI 2150 Environmental Science

Environmental Science engages learners in examining how health and food is significantly impacted by the physical environment. Learners explore various topics within environmental science to include global warming, pollution, waste, and recycling. Learners examine how humans in increasingly industrialized countries, and the earth itself, are impacted by environmental pollutants and contaminants. This course reviews major environmental policies and their impact on the health of communities and the preservation of the earth or lack thereof. Learners discuss the scientific evidence of emerging environmental issues and the focus of the UN SDGs for 2030 is Sustainable Economic Development.

CUL 2200 Intercultural Communication

Intercultural Communication exposes learners to the principles of intercultural communication to advance their efforts to understand and attribute meaning to communicative behaviors among different cultures and social groups. Learners study communication and culture, intercultural messages, the role of context in intercultural communication, the impact of culture on one’s identity, and communication style. Learners master the practical skills necessary to improve one’s intercultural communication competence in an international world.

PBS 2250 Problem Solving & Critical Thinking

Problem Solving and Critical Thinking considers how most successful professionals of the 21st century will be able to assess an environment, analyze a situation, design alternative solutions, and assist organizations in creatively overcoming challenges and reaching strategic goals. This course focuses on the development of reasoning and problem solving skills by using the scientific method to analyze case studies and controversial topics. Learners consider cultural differences in reasoning, inductive and deductive logic, and how to use positive inquiry and synthesis to solve individual and organizational problems. Emphasis is placed on successful models and proven methods that are transferable within the work environment.

CUL 2300 Cultural Aesthetic Understanding

Cultural Aesthetic Understanding focuses on concepts and theories involved in intercultural, interdisciplinary study of artistic influence and expression. Learners examine interactions among an assortment of modes of creative expression, role of style in daily life, performative representation of cultural identity and difference, and interaction of diverse artistic traditions.

BUS 1100 Roadmap to Success

Roadmap to success is the foundational course for the Business Foundations and Career Success Core. This course prepares learners for success in the degree program and promotes a journey towards lifelong learning. Learners develop skills for communication, studying, digital fluency, academic writing, and self-discovery. At the end of the course, learners have established a baseline of their personal, business, and academic competencies and develop an action plan for business and career success.

BUS 2125 The World of Business

The World of Business introduces the domain of business and key elements of the functional areas within the context that an organization operates. Learners examine a variety of functional areas and types of business in order to understand their interconnectedness. Additional topics include the business cycle, global business practices, and impact on productivity.
BUS 2200 Leadership, Management, and Teams

Leadership, Management, and Teams focuses on how to create a personal and shared vision and communicate effectively with teams as a leader, manager, and team member. Topics include how to set effective goals and expectations, understanding cultures, the difference between management and leadership, conflict, team membership and leadership, and the global workplace.

BUS 2250 Personal Branding & Business Impact

*Prerequisite- BUS 1100 Roadmap to Success

The Personal Branding & Business Impact course engages learners in developing and strengthening the business and personal component of one's own career brand. The learner takes the role of a personal CEO and uses business tools to analyze competitive strengths and weaknesses, create a competency profile, document high-demand marketable and transferable skills, craft a resume, and develop a lifelong learning and career development plan that will be revisited throughout the degree program. This course is divided into two parts: Part one is completed when the learner first enrolls to establish a competitive benchmark pre-assessment and initial lifelong learning and career development action plan to be revisited throughout the program during specific course milestones, and Part two concludes in a capstone post-assessment that enables the learner to re-evaluate competitive strengths and weaknesses, finalize the lifelong learning and career development action plan, and create a personal brand and business plan for the individual career path. This course is continually available to learners to revisit and review throughout their studies at NXU from enrollment to graduation.

BUS 2100 International Business and Culture

International Business and Culture is the foundational course for International Business. As the speed of globalization increases, organizations need to be increasingly focused on an integrated global business and culture. This course focuses on international business and the interconnectedness of a global culture. Learners examine how an organization operating in the global environment needs to understand and appreciate how to best leverage both global and local cultures for responsible and successful business practices. Topics from the perspective of a global firm are related to management, leadership, the economy, financial reporting and regulatory compliance.

BUS 2150 Introduction to Business Law

*Prerequisite-BUS 2100 International Business and Culture

Introduction to Business Law engages learners in understanding how laws, rules, regulations, and ethical standards pervade every area of business. This course provides an overview of US law while considering that nearly all business concerns are global in nature in today's ever-changing political and economic business environment. This course encourages learners to approach legal scenarios with an eye on international application. Learners apply several key legal concepts to situations based on real-world legal conundrums and cases. Topics include, but are not limited to: contract law, business organization setup, employment law and intellectual property law. Learners thoroughly review and research legal concepts and apply knowledge to specific sets of legal issues found in the assigned professional scenarios.

BUS 2151 Business and Culture in China

Business and Culture in China examines the position of China within the global economy and how it is leapfrogging development in some areas. This course covers China's history, civic culture, and public, private, and for-profit sectors, providing learners with the unique and complex components of China's past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners acquire a practical literacy which prepares them to engage in business within and among Chinese employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity in China.
3. Managing Human Resources

HRM 2100 Managing Human Resources
Managing Human Resources is the foundational course for Human Resource Management. This course provides an in-depth survey of concepts, skills, and practices in human resource management. Learners are introduced to innovative approaches in human capital management at the local, national, and global levels.

HRM 3150 Total Rewards
Total Rewards examines the development and administration of compensation and benefit practices, as well as challenges faced in managing total rewards in the multigenerational, competitive global economy. Learners analyze the strategic components of pay structures and reward systems, and the impact on employees and the organization.

HRM 2200 Staffing and Development
Staffing and Development encompasses the activities involved in building and maintaining a workforce that meets the needs of the organization. The focus is on managing talent during recruitment, selection, retention, and development. Learners develop a plan to identify individual and organizational needs within the appropriate regulatory framework.

HRM 4250 Strategic Human Resources
Prerequisite-HRM 2100 Managing Human Resources
Strategic Human Resources prepares learners to apply the strategic management process from the Human Resource (HR) perspective. Learners examine how to manage talent effectively in the dynamic regulatory and competitive environment. The course emphasizes integrating human resource management concepts related to the formulation and implementation of HR strategy and practices to support the overall global business strategy.

BUS 4200 Applied Leadership and Management
Prerequisite-BUS 2200 Leadership, Management and Teams
Leadership and Management is the foundational course in Management. This course is designed to provide practical applications for leadership and management challenges and opportunities in the ever changing environment of global business. Learners examine leadership and management from both a personal and an organizational perspective and apply principles and techniques in order to adapt to the environment in both roles.

BUS 2300 Organizational Relationships
Organizational Relationships examines the interrelationships between business, government and society. Learners gain an understanding of how each of these entities contributes to the overall success of the organization, and if one of these areas is not in sync with the other two, the organization may not achieve its goals. Learners examine the interconnectedness of these three areas through topics of corporate social responsibility, business ethics, the regulatory climate, globalization, and the environment. A key focus of this course is connections between the developed and emerging markets. Learners examine how these markets rely on each other from multiple perspectives, including economics, culture, trade, human capital, and so on.

PRO 3200 Project Management
Prerequisite-STA 1300 Statistics
Project Management highlights a key tool for any organization, which is the ability to manage multiple projects simultaneously to positive results. This course examines from an organizational perspective the tasks associated with project management. The focus is on the four components of the project life-cycle in an international business setting: organizing, planning, monitoring and controlling. Learners identify and apply relevant project management tools and methods designed to execute projects in an effective manner that maximizes efficiency and minimizes cost.
BUS 4250 Strategy and Organizational Planning

Prerequisite: BUS 2200 Leadership, Management, and Teams and BUS 4200 Applied Leadership and Management

Strategy and Organizational Planning examines how organizations set strategy and planning as key drivers of organizational success. In any domestic or international setting, the functions of strategy and planning are valuable resources in maintaining or expanding the competitive position. This course encourages learners to take a long-term view of the roles of strategy and planning whose concepts form the foundation for the practice of strategic management. Key topics covered include strategy analysis, strategic planning, and strategy implementation and evaluation. Both strategy and planning are boundaryless functions, thus allowing learners to examine these topics from the perspective of organizations operating in emerging markets.

DTF 2100 Digital Transformation Fundamentals

Digital Transformation Fundamentals is the foundational course for the Digital Transformation and Innovation specialization. This course provides a survey of three types of capability transformations that enable digital transformation: people, tool, and process. At the people capability level, digital transformation requires the organization to hire and retain customer-centric and service-oriented talent; this talent search demands more collaboration and knowledge sharing while breaking down the silos between business and technology. At the tool capability level, a horizontal digital enabling layer is required to be developed, covering big data analytics, artificial intelligence, robotics, IoT, wearables, augmented and artificial reality, and modular manufacturing. Vertical business applications require digitization by the horizontal digital enablers in vertical business applications such as supply chain management, customer experience, finance and administration, and more. At the process capability level, digital transformation requires the business processes to be automated via the horizontal digital enablers.

MKT 2100 Marketing Fundamentals

Marketing Fundamentals is the foundational course for the Marketing specialization and is an introduction to the role of marketing in advancing the success of a product, service, experience or organization. Learners explore the evolution of marketing to include a review of the key marketing principles relevant in today’s workplace, an overview of the evolution from the traditional to digital marketing platform, and the differentiation between marketing a product or service versus marketing an experience. Learners examine functions and trends that are critical to staying competitive in the marketplace. This course introduces the functions of an organization for creating, communicating, and delivering value to customers. Designed to meet customers’ needs and organizational goals, these functions include marketing and behavioral science research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

MKT 2150 Digital Marketing Fundamentals

Digital Marketing Fundamentals provides an understanding of the digital marketing landscape, key trends impacting the industry, the changed customer journey, and the role each channel can play in that journey. The course also examines the advantages and subsequent challenges of this expanding marketing venue. Learners explore the tools that currently exist and the potential for future applications of the digital platform for marketing purpose. The course will further explore the digital platform as a tool for businesses in general in order to increase its levels of efficiency, effectiveness, and competitive position in the market space. Learners define and develop a digital strategy to help a business achieve its goals.

MKT 2200 Content Marketing and Social Media

Prerequisite: MKT 2150 Digital Marketing Fundamentals

Content Marketing and Social Media emphasizes the importance of content and how different content types can be used to support brand and business goals. Learners identify not only the content type, but the literal content as well, in conjunction with a focus on the most appropriate demographic(s) for various content. Additionally, learners develop a content strategy and create engaging content for the right audience and channel.
FIN 2100 Financial Management

*Prerequisite-ACC 2100 Financial Accounting and ACC 2200 Managerial Accounting and Cost Analysis*

Financial Management focuses on the foundations of finance concepts required to be capable of managing day to day financial operations and to solve complex financial matters. Learners examine the elements of financial statements of an entity and impact of changes in one element on the other. Additionally, learners plan and control cash flows and make decisions in the microeconomic and macroeconomic environment.

FIN 3150 Corporate Finance and Investment Analysis

*Prerequisite-FIN 2100 Financial Management*

Corporate Finance and Investment Analysis focuses on financial skills and analytical methods for corporate finance managers and investment analysts. Topics include corporate financial analysis, acquisition and allocation of capital, and financial statement reporting, as well as an exposure to investing in major asset classes, measures of risk and return, and methods for valuing equity and debt.

FIN 3200 Corporate Tax Strategies

*Prerequisite-FIN 3150 Corporate Finance and Investment Analysis*

Corporate Tax Strategies focuses on strategies for corporations to legally minimize their tax liabilities. Learners learn analyze financial transactions, calculate realized gains and losses, and determine whether to recognize gains and losses now or in the future.

ACC 2100 Financial Accounting

*Prerequisite-STA 1300 Statistics and ECO 1250 Micro and Macro Economics*

Financial Accounting focuses on the foundations of financial accounting concepts and methods used to generate, analyze, and interpret financial statements. Learners perform journal entries and record-keeping of transactions with an understanding of how these accounts are measured and reported in major financial statements.

ACC 2200 Managerial Accounting and Cost Analysis

*Prerequisite-ACC 2100 Financial Accounting*

Managerial Accounting and Cost Analysis focuses on the techniques managers use to identify and manage production costs for labor, material, and overhead. Learners engage multiple methods for budgeting and cost reporting, and calculate and interpret variances between budgets and actual results.

ACC 3250 Auditing and Assurance Services

*Prerequisite-ACC 2100 Financial Accounting and ACC 2200 Managerial Accounting and Cost Analysis*

Auditing and Assurance Services focuses on how to plan and conduct an audit of a company’s financial statements and examines the importance of assurance services to users of financial statements. Learners apply techniques to identify and analyze evidence, identify fraud, and determine and publish an opinion report of the auditor’s findings.
MKT 3250 Branding and Creative Direction

The Branding and Creative Direction course examines the process of defining the vision and personality of an original brand or a re-brand, and how to develop guidelines to ensure the brand values are calibrated across all marketing and communication channels. Emphasis is placed on the communication and execution of the brand promise to attract and retain customers. Learners master communication competencies and skills that can be used when interacting with stakeholders and team members to develop effective creative direction for brand creation and campaigns. Learners critically evaluate brand perceptions that have been defined by brand strategy and supported by marketing and communications.

MKT 3251 Marketing Strategy and Planning

Marketing Strategy and Planning provides learners with the opportunity to develop and master competencies required to execute marketing strategy. Learners perfect skills for planning and implementing a marketing strategy, including evaluating current brand positioning in the marketplace, identifying target audiences, setting objectives and key performance indicators (KPIs), and defining evaluation metrics to determine effectiveness. Key elements of strategic planning are examined, including pricing, brand positioning, and setting up the framework of a strategic marketing plan.

MKT 3252 Marketing Channels, Tactics and Management

The Marketing Channels, Tactics, and Management course examines the contemporary range of marketing channels, common tactics unique to various channels, and how to plan an integrated approach to reach consumers at critical points. This course provides an overview of marketing channels with more focus on digital channels covered throughout the 360° Marketing Certificate and Specialization. To deliver on the core components of any brand’s success, customers and stakeholders must feel assured that the brand exists, be clear on its offering, and see clear value in relation to themselves. Based on rapid changes in technology along with the way we distribute, consume and share media, understanding channel differentiators and designing an integrated marketing approach are essential for business goal attainment in today’s competitive landscape.

MKT 3253 Digital Advertising and Search Engine Optimization

Digital Advertising and Search Engine Optimization provides an understanding of the different performance marketing channels and how they can help a business grow traffic quickly and sustainably. Learners set up campaigns and develop strategies to optimize for performance.

MKT 4100 Digital Marketing Analytics

Prerequisite-MKT 2150 Digital Marketing Fundamentals and MKT 3252 Marketing, Channels, Tactics, and Management

Digital Marketing Analytics provides emphasizes the importance of data and analytics in today’s business environment. Learners measure digital marketing activity performance, set up dashboards using tools such as Google Analytics, and report on the results of data analysis.

ENT 2100 Introduction to Entrepreneurship

Introduction to Entrepreneurship introduces learners to the concept of entrepreneurship by exploring the Lean Startup movement to help frame what a startup is and how learners can approach new markets and businesses from a product perspective. Learners evaluate a business idea, assess its viability in a broader market, and create a simple prototype to test the idea with customers.
3.G

Product and Marketing Skills for Founders

Product and Marketing Skills for Founders introduces learners to foundational product and marketing skills that are relevant to building and launching a tech startup. This course builds on concepts of Lean Startup to enable learners to refine their business ideas by gathering reliable customer feedback. Learners are introduced to fundamental concepts in product design.

Technical Skills for Non-Technical Founders

Technical Skills for Non-Technical Founders examines the technical foundation of digital product development and design. Learners are exposed to the various technical components of a product and develop a framework for vetting technical business partners.

Founders, Financing, and Legal

Founders, Financing, and Legal prepares learners for the business and legal realities of launching and growing a startup. Learners evaluate the importance of a co-founder, explore the process and need for pitching and raising investor funds, analyze the value of various legal structures, and examine how equity and compensation are unique to startups.

Introduction to Agile Product Management

Introduction to Agile Product Management focuses on the techniques product managers use to guide a team through the agile management process. Learners examine the role the product manager plays in an organization and how to apply agile concepts to balance build time, cost, quality, and team morale.

Software Skills for Digital Product Managers

Software Skills for Digital Product Managers focuses on the software skills that a product manager needs in a digital organization context. Topics include high level programming and technical design concepts as well as terms that developers would expect managers to know when interacting with them.

Product Design Skills for Product Managers

Product Design Skills for Product Managers focuses on how to build a product that looks great and delights customers. Learners examine concepts that user interface and user experience designers would expect a product manager to have some familiarity with. Learners consider marketing from the perspective of understanding what the user wants.

Communication Skills for Product Managers

Communication Skills for Product Managers focuses on the soft skills a product manager needs to effectively communicate with different teams and management. The focus is on how the product manager plays the role of mediator between different organizations with different priorities.

Data Analytics

Data Analytics is the first course in the Business Analytics specialization. Advances in data collection, machine learning, and computational power have fueled institutional progress. The volume of available data has grown exponentially, and algorithms have continued to advance along with greater computational power and storage. As organizations become more inundated with data, having systems and processes in place to better understand and interpret data is highly important. This course focuses on how organizations can identify, evaluate and use data effectively. As consumers become increasingly savvy with their use of data, organizations need to change their responses. The use of data for all types of business from a large organization to a small retail shop will continue to become more sophisticated. This course provides an understanding of the data analysis process. Learners examine how technology has improved the ability to collect, analyze and interpret data, and they investigate data analysis tools and technologies to improve the decision making process.
3.G Machine Learning and Predictive Analytics

Machine Learning and Predictive Analytics helps learners understand how in today’s global business markets organizations have the opportunity to reach a wider consumer base for their products, and as this consumer base expands, the need for a more sophisticated approach to data mining, analysis, and application is increasingly evident. This course focuses on the use of predictive analytics and the use of machine learning to find patterns in data sets; the organizations that can better understand the data they collect along with being able to make predictive calculations from that data will gain competitive advantages in their respective markets. In this course learners examine the tools and techniques of predictive analytics and machine learning, including regression analysis, decision trees, and rule models. Learners gain a better understanding of how to predict outcomes from available data. Learners explore and examine data, apply predictive tools and techniques to predict outcomes from the data, and interpret the results for improved decision making.

BAN 4150 Data Analysis and Visualization

Data Analysis and Visualization helps learners understand how organizations collect, mine, analyze, and interpret data, and how it is important for organizations to understand their stakeholders and customize their data accordingly. At all levels of the organization, especially at the senior level, data must meet the needs of various stakeholders. In this course learners gain an understanding of how to use data analysis and visualization tools and techniques. Learners also acquire the fundamental skills for data analysis and visualization by examining and applying various tools and techniques including MS-Excel, Tableau, and Python to develop dashboards. Learners examine data, apply analysis and visualization tools, and leverage advanced techniques to display outcomes and interpret the results for improved decision making.

AIA 2100 Introduction to AI

Introduction to AI highlights the goal of artificial intelligence, which is to create software that can perform reasoning tasks and solve problems in complex environments the way humans do. This course begins with an overview of the evolution of AI tracing its history from the work of Alan Turing to the current state of the art software. Learners examine a range of AI techniques and their applications in business contexts, including knowledge representation, both basic and heuristic search, probabilistic modeling with Bayesian networks, and natural language processing techniques. Class discussions and readings address the philosophical and ethical implications of developing and deploying AI systems in a range of contexts. In the culminating course project, learners identify a problem or task that AI could effectively address, select and evaluate specific AI techniques, and identify and evaluate potential ethical questions surrounding the solution.

AIA 3200 Foundations of Robotics and IoT

Foundations of Robotics and IoT engages learners in understanding how the interconnectivity of devices via the Internet is harnessed to improve robotic manufacturing processes. This course provides an overview of IoT architecture. Within the context of IoT ecosystems, learners explore software product design with cyber models, application modeling, IoT value modeling, and hardware product design with sensors, embedded systems, and connected sensors. Topics also include an overview of the network fabric in IoT, operational technology (OT), information technology (IT) and fog networks, IoT product cloud, and IoT platforms. This course provides an overview of intelligent process automation (IPA) and five major technologies supporting robotic process automation (RPA): smart workflow, machine learning, advanced analytics, natural-Language generation, and cognitive agents.

AIA 3250 Fundamentals of Cybersecurity

Information is the lifeblood for organizations of all types. Therefore everyone needs to have a fundamental understanding of the interdisciplinary field of cybersecurity. This course provides this fundamental knowledge by taking the learner through the evolution of the discipline from information security to cybersecurity. Learners evaluate several important laws, which have significant impact on cybersecurity strategy. Learners also investigate
multiple cybersecurity technologies, processes, and procedures and learn how to analyze threats, vulnerabilities, and risks in these environments, and develop appropriate mitigation strategies by applying a mission-focused and risk-optimized approach. This survey course introduces learners to the three primary sources of threats (technology, policy, and people, both internal and external) and the three classes of tools (technology, policy, and people) used to develop an organizational cybersecurity strategy. This course and exercises are designed to emphasize, encourage and enhance the critical thinking abilities of learners. Although the course is not designed to prepare learners for this test, the material covered in this course includes most of the knowledge tested in the CompTIA Security+ exam. Learners will apply their learning by performing systematic case studies of actual organizations.

SCM 2100 Introduction to Supply Chain Management

Introduction to Supply Chain Management is the first course in the Supply-Chain specialization. Learners examine how, as the world becomes more automated along with an increased use of sophisticated technologies, the traditional supply chain is set to evolve. The digital transformation of the supply chain will have an impact on supply agility as well as on the dimensions of costs, capital and service offerings. The ability to be adaptable, flexible, and integrated with technology are defining concepts for future supply chains. As supply moves forward, digital transformation will impact key supply function including: the physical flow of goods, warehouse automation, and smart logistics planning. Organizations such as Amazon, Wal-Mart, and Alibaba have complex supply chains that incorporate advanced technologies such as AI and robotics. Each of these organizations has revolutionized and re-shaped the approach to both logistics and supply chain management. A supply chain risk management strategy must now include considerations for non-traditional risks such as cyber attacks, biological attacks, and political attacks. In this course learners are provided with an overview of the field of supply chain management including the logistics management functions and the interrelationships among the different organizational functions. Learners examine effective supply chain strategies and logistics functions from a global perspective.

SCM 3250 Impact of E-Commerce on the Supply Chain

Impact of E-Commerce on the Supply Chain helps learners understand how E-commerce, a reality for almost all organizations, has given rise to the need for evolution in supply chain management. The increased use of, and sophistication in, technology has driven consumers to demand goods and services in an almost instantaneous manner. The idea of waiting weeks to receive goods or the concept of services taking days to complete has been replaced by consumers demanding goods and services delivered as fast as they can perform the Internet search. This change in consumer behavior has made the supply chain a top priority for organizations. A real-time, highly visible, and highly accurate approach to key supply chain functions as they relate to ecommerce is needed. In this course, learners examine the principles and practices of ecommerce as they relate to the supply chain initiatives at the regional and global level, including an omni-channel approach as an effective way for organizations to manage the supply chain, and the role that ecommerce data has played in the evolution of supply chain management.

SCM 3200 Transportation and Reverse Logistics Management

In moving goods and services within and across the supply chain, organizations need to adapt and respond in a timely and strategic manner. A key concern as the transportation industry evolves is the shortage of skilled labor balanced against the need for increased automation. Organizations will need to make strategic decisions regarding resource allocation. This course provides an overview of the transportation industry from a global perspective. Learners examine ways to apply global transportation strategies across the supply chain. This course also highlights best practices in reverse logistics, moving goods back through the supply chain.
SCM 4250 Integrated Supply Chain Management and Sustainable Operations

*Prerequisite - SCM 2100 Introduction to Supply Chain Management

Integrated Supply Chain Management and Sustainable Operations explores different approaches needed by organizations as they evolve in the 21st century. A key aspect in creating sustainable operations is minimizing the use of natural resources. Two key components of an integrated supply chain are value creation and the reduction of waste across the entire chain. The supply chain is a complex network of independent functions within the organization that rely on each other. Integrating these functions requires a multifaceted approach addressing strategic, operational and technological capacities. As technology becomes more sophisticated, one way to increase the value of the entire supply chain is through the use of artificial intelligence. The first part of this course examines the principles, practices, and applications of integrated supply chain management. Achieving sustainable operations requires a concerted effort from organizations to shift their thinking to a triple bottom line approach: people, profit, planet. The Triple Bottom line approach requires organizations to examine ways to reduce waste by compartmentalizing the different aspects of growth with a focus on sustainability. The second half of this course examines the principles, practices, and applications of sustainable operations as they relate to UN SDG #12. Learners examine the wider framework of building sustainable operations by incorporating an integrated supply chain.

DCE 3150 Digitizing Customer Experiences

Digitizing Customer Experiences provides a solid foundation for understanding the building blocks of developing a digital customer facing organization. This course details the three major functional units of customer facing organizations (marketing, sales, and customer care) and addresses the three major capabilities for driving customer journey transformation (people, process, and tool). Learners examine the capabilities’ underlying components including advanced analytics, unified communication and collaboration tools, digitization of business processes in sales and marketing, customer retention, and big data analytics for advanced customer segmentation and targeting in marketing. Learners examine success factors in addressing customer expectations resulting from digital transformation. Success factors include designing and digitizing the customer journey, increasing speed and agility in insight generation, achieving customer adoption of digital customer journey, and developing agility in delivery journey transformation.

DPM 3200 Digitizing Product Management

Digitizing Product Management engages learners in understanding product management in the era of digital transformation. Learners examine six areas related to the product manager of the future. Customer experience includes developing a customer-centric product by analyzing the customer journey. Business acumen is the ability to develop business strategy, product portfolio prioritization, go to market strategy, and tracking of key performance indicators for market launch implementation. Customer experience entails market orientation and deep understanding of market trends, partner ecosystems, and competitive strategies. Technical skills include deeply understanding technology trends, analyzing technology architectural options, and driving transformational change inside the organization. Soft skills encompass collaboration with diverse teams across several horizontal functions within the enterprise as well as out in the larger partner ecosystems. Innovation culture includes hiring and retaining talent that drives the product management digital transformation.

DCM 3250 Digitizing Supply Chain Management

Digitizing Supply Chain Management provides a foundation for understanding the digital transformation impact on supply chain management evolution whereby agility is driven at three dimensions: cost, capital, and service offering. Learners examine five functional areas of digital transformation. Digital transformation in planning includes the use of predictive analytics, automation of knowledge work, and advanced profit optimization. Digital transformation in physical flow is warehouse automation, robotics and autonomous vehicles, smart logistics planning algorithms, and 3D printing. Digital transformation in performance management includes automated root cause analysis and digital performance management. Digital transformation in order management entails reliable online order management and real-time replanning. Digital transformation in collaboration covers supply chain cloud.
3.G

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DFD 3300 Digitizing Finance

Digitizing Finance examines and quantifies the social and economic impact of digitizing financial services in emerging markets. Learners analyze financial services delivered over digital infrastructure. Learners examine three building blocks for capturing the benefits of digital finance: building a robust and broad digital infrastructure, ensuring dynamic and sustainable financial services markets, and offering digital financial services that people prefer over traditional methods. Learners perform analyses of digital finance on the financial services value chain. Learners identify and evaluate future horizons for digital financial services including new credit-scoring models, peer-to-peer lending platforms, enablement of micro-payments, and development of ecommerce.

DCC 3050 Cloud Computing

Cloud Computing provides a foundation for understanding cloud computing as a digital horizontal enabling technology. Learners assess cloud computing value chain implications across various verticals and examine three architectural options: infrastructure, platforms, and services. Learners analyze tradeoffs of cloud computing offered by various businesses such as telecommunication companies and technology providers. Learners analyze the implication of cyber security on public, private, and hybrid cloud computing hosting models.

BUS 2157 Business and Culture in the Middle East

Business and Culture in the Middle East examines the position of the Middle East within the global economy. This course covers the Middle East's history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region's past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Middle Eastern employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in the Middle East including the Gulf Cooperation Council, Levant and Egypt.

BUS 2158 Business and Culture in Eastern Europe

Business and Culture in Eastern Europe examines the position of Eastern Europe (including Russia) within the global economy. This course covers Eastern Europe’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Eastern European employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in Eastern Europe.

BUS 2159 Business and Culture in Western Europe

Business and Culture in Western Europe examines the position of Western Europe within the global economy, with a particular focus on the UK, France and Germany. This course covers Western Europe’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Western European employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in Western Europe.
BUS 2160 Business and Culture in Australia

Business and Culture in Australia examines the position of Australia within the global economy. This course covers Australia’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Australian employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in Australia.

BUS 2152 Business and Culture in Sub-Saharan Africa

Business and Culture in Sub-Saharan Africa examines the position of sub-Saharan Africa within the global economy and how it is leapfrogging development in certain areas. This course covers sub-Saharan Africa’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners acquire a practical literacy which prepares them to engage in business within and among African employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist across Sub-Saharan Africa with a focus on Nigeria, Ghana, Angola and Ethiopia.

BUS 2153 Business and Culture in India

Business and Culture in India examines how a culturally rich India continues to evolve on the world stage as an economic power. This course examines how these two aspects intersect at every point, from the very history of the region’s birth to the current state and looking forward to the future. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Indian employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in India.

BUS 2154 Business and Culture in Brazil

Business and Culture in Brazil examines the position of Brazil within the global economy. This course covers Brazil’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Brazilian employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in Brazil.

BUS 2155 Business and Culture in Latin America

Business and Culture in Latin America examines the position of Latin America within the global economy, with a focus on Mexico, Argentina and Columbia. This course covers Latin America’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Latin American employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in Latin America.
BUS 2156 Business and Culture in Southeast Asia

Business and Culture in Southeast Asia examines the position of Southeast Asia within the global economy, with a particular focus on the three largest economies: Indonesia, Thailand, and the Philippines. This course covers Southeast Asia’s history, civic culture, and public, private, and for-profit sectors providing learners with the unique and complex components of the region’s past, present, and potential on the world economic stage. Through the lens of various stakeholders — those internal and external to business enterprises and those who engage in market-based and non-market-based transactions to influence business — learners will acquire a practical literacy which prepares them to engage in business within and among Southeast Asian employers, employees, and business partners. Learners gain an understanding of the specific drivers of economic growth and opportunity that exist in Southeast Asia.

BUS 5010 Culture in a Global Business Environment

In the Culture in a Global Business Environment course, learners examine the unique differences among global cultures and apply business principles across economic borders. As the speed of globalization continues to intensify, organizations need leaders who can adapt and apply practices across a wide spectrum of strategic options. Learners apply the different types of cultural dimensions (for example, Hofstede’s Five Dimensions of Culture) for firms operating in the international markets. Additionally, learners analyze the differences between nationalism, globalization, and glocalization.

BUS 5020 Global Marketing Practices

In the global environment it is important for organizations to have a well executed marketing strategy that includes consideration for the global consumer. It is also important for organizations to consider new channels for marketing across cultural boundaries. In Global Marketing Practices learners examine the ways organizations can apply marketing practices to identify and execute on consumer, industry, and organizational needs. In this course learners examine the global marketplace to include the current marketing strategies and practices. Learners apply the skills needed to create and execute a marketing plan based on the global strategy of the organization. Learners implement leadership and strategic, cultural, and operational strategies as part of an operational marketing plan.

BUS 5030 Applied Economics and Statistics

As the vast amount of data available to organizations increases there is growing need to be able to analyze and evaluate patterns of behavior, trends, and strategic options. In increasingly complex business markets, the effective evaluation of economic performance makes the difference in maintaining or increasing the overall competitive position of the firm. Applied Economics and Statistics extends statistical and economic principles from the undergraduate level to the graduate level. This course helps learners build a solid background in quantitative, analytical and problem-solving skills necessary to move through the MBA program.

BUS 5040 International Legal Environment of Business

In the global environment, it is of critical importance that organizations understand and follow the legal requirements for business. International Legal Environment of Business provides an in-depth analysis of various legal issues encountered while conducting business in an international arena. Learners examine the impact an ever-changing global economy has on effectuating sound business decisions. A key concept is national sovereignty and how domestically applicable laws of developing and developed countries, international conventions, and treaties affect international business. Other topics include the effects of culture on business style, international trade considerations, and management of multinational corporations. Learners examine the importance of balancing cultural, political and ethical issues with legal/regulatory constraints as they pertain to doing business in the global economy. Concepts are delivered through authentic case studies and legal analyses of international scenarios.
3. G

University Course Descriptions

1. Welcome
2. Policies
3. Intermediate and Advanced programs

3.G

ACC 6050 Accounting and Financial Reporting

Accounting and Financial Reporting engages learners in applying the principles of corporate finance and accounting to business decision making. Course topics include financial statements and other reports, the basics of financial forecasting and budgeting, accounting analytics, and the communications and vocabulary related to financial statements. Learners reconcile financial transactions and accounting records, and examine the implications of international differences in accounting frameworks and financial reporting requirements.

FIN 6060 Financial Decision Making

Financial Decision Making prepares learners to apply financial data to make financing, investment, and business decisions that create value for the firm and align with internal financial priorities. Learners evaluate the firm's capital needs by applying their corporate finance and decision-making skills to financial statement analysis, capital budgeting, operational and investment options, and the use of fintech and emerging financial services. Learners build advanced financial models and apply them to corporate finance situations and financial risk management. This course prepares learners to apply key technologies to inform financial decision making.

BUS 6070 Leadership and Organizational Development

Leadership and Organizational Development examines individual and group interaction and helps learners gain a deeper understanding of how human behavior drives organizational behavior and development. Drawing from neuroscience and cognitive science perspectives, learners transition from manager to leader through the lens of managing self, others, teams, and relationships. Learners examine principles of motivation, communication, leadership, organizational development and change relevant to contemporary issues.

MKT 6080 Marketing Strategy

Marketing Strategy focuses on the advanced marketing and leadership skills required in today's fast-paced technology driven global economy. Learners prepare for roles within the field of marketing, and gain a solid understanding of the role of marketing, both in traditional and digital platforms, in defining and maintaining a brand and in meeting business objectives. Learners examine how technology and transformational approaches are critical to developing future-forward marketing strategies. Topics include leadership, strategic partnerships, and negotiating skills that are key contributors to successful business growth and company culture.

OPM 6090 Technology & Operations Management

Technology and Operations Management provides a comprehensive overview of technology utilization to drive a competitive advantage for company operations. Learners explore various technology solutions for business process automation, including value proposition analysis across organization functions. Learners also analyse how technology can be leveraged to improve product development during the four lifecycle phases. The course provides a detailed overview of the impact of technology on various operating models such as manufacturing, supply chain management, customer facing, product development, and support functions (for example, HR and finance).

BUS 6100 Global Business

Global Business provides learners with an expansive understanding of international markets and how to manage cross-border transactions in order to effectively operate and compete in global, local, and emerging markets. The course focuses on the complexities, strategies, risk, and rewards that arise due to liquid borders, technology, cross-cultural and political issues, international organizations (WTO, IMF, World Bank), nongovernmental organizations (NGOs), trade agreements, foreign direct investment (FDI) in emerging markets, currency risk, challenges and sustainability. Learners develop a market entry strategy analysis for a business operating in the global, glocal, or local environment.
BUS 6110 Organizational Strategy

Strategy examines how the success of any organization is based in part on how effectively strategy is incorporated into the overall mission and vision of the organization. In Organizational Strategy, learners develop an understanding of how adaptability and flexibility are two key aspects of a successful strategy. In many cases the organization creates, adapts, and remains flexible with its strategy based on the environment in which the organization operates. Learners examine applied principles and frameworks of a successful strategy along with the tools needed to understand how to formulate the appropriate strategy. Learners apply these principles and tools across various industries and markets with the goal of creating a strategy which sustains and/or increases the competitive position of the firm. Strategy places importance on scanning the environment and keeping the strategy flexible and adaptable. This course focuses on the domestic and international strategic approaches needed to solve business challenges, integrating all of the tools related to strategy formulation. Learners perform an external scanning and risk analysis as part of strategy formulation.

BUS 6120 Introduction to Intrapreneurship and Innovation

Introduction to Intrapreneurship and Innovation provides a framework for how employees with an entrepreneurial mindset can navigate the complex and challenging environments within existing organizations to bring about a meaningful, practical, and effective change. This course focuses on the need for an innovative mindset and explores the concept of intrapreneurship and how it can take place from within an organization. Learners identify and navigate radical and incremental innovation. This course provides a roadmap for how individuals can plan, present, and execute innovative and entrepreneurial approaches. Learners explore how supporting this kind of entrepreneurial culture within the workplace environment can help attract and retain employees who are entrepreneurial-minded but not yet ready or able to start or join a new venture, or who desire to drive innovation within existing firms or institutions.

BUS 6130 Corporate Sustainability

Before the year 2000, environmental management for a business was typically driven by the need to respond to restrictions imposed by environmental regulation. However, at the dawn of the new millennium, leading businesses began to change their concept of environmental management to look beyond simply meeting governmental dictates. These organizations began to evolve and utilize environmental strategy to create new ways of growing their business by bringing sustainability to the core of their business strategy. This seismic shift in perspective was accompanied by a bottom line emphasis that, in some cases, turned sustainability efforts into profit centers.

Sustainability increasingly is not hidden within the silo of environmental, health, and safety departments, but has become much more seamlessly integrated into the operations of corporate functional disciplines. Today, to effectively work in senior management, executives need to be knowledgeable not only about their specific business functions, but also, how their business will be impacted by governmental regulations and policies, corporate sustainability initiatives, green marketing regulations, industry guidelines or best practices, new sustainable technologies, energy planning, environmental performance metrics, and required reporting on the environmental impact of their business unit.

BUS 6140 Business Capstone – Entrepreneurial Focus

Business Capstone – Entrepreneurial Focus concentrates on the many dimensions of the entrepreneurial spirit in alignment with new venture creation and growth on the international stage. The principles and concepts apply to entrepreneurship in corporate for-profit and nonprofit settings. This course focuses on content and process questions as well as formulation and implementation issues related to conceptualizing, developing, and managing successful new ventures both nationally and internationally. Learners will apply and synthesize concepts and techniques from functional areas of strategic management, finance, accounting, managerial economics, marketing, operations management, and organizational behavior in the context of new venture development.
BUS 6141 Business Capstone – Intrapreneurial Focus

Business Capstone – Intrapreneurial Focus examines ways in which innovative corporations cultivate entrepreneurial-minded individuals to become actively engaged in creating new business opportunities within the firm. Learners explore the principles and concepts applied by intrapreneurial individuals in for-profit and non-profit entities. Learners investigate content and process questions as well as formulation and implementation issues related to conceptualizing, developing, and managing successful new ventures, both nationally and internationally. Learners will apply and synthesize concepts and techniques from functional areas of strategic management, finance, accounting, managerial economics, marketing, operations management, and organizational behavior in the context of creating an entrepreneurial venture within an organization.

SUS 6160 Food and Agribusiness

Food and Agribusiness explores how the next wave of innovation in the food and agribusiness industry represents the biggest transformation since the industrial revolution. Through case analyses and practical agribusiness scenarios, learners examine global challenges faced within the food and agriculture industries and develop a sound understanding of what it takes to manage an agricultural business. Learners investigate how insurance and financing, supply chain management, global food trade, and innovative technologies such as machine learning, sensing, and customer behavioural understanding can improve the efficiencies and cost-effectiveness of food and agribusiness industries (FAEs). Catalyzing the growth of food and agribusiness enterprises (FAEs) can enhance the achievement of the United Nations Sustainable Development Goals (SDGs) 2030 UN SDG Goals 2030. FAEs will have a positive role in accelerating growth, alleviating poverty, and creating jobs and wealth. The food and agribusiness value chain is one of the largest and most important industry sectors in the world. This course explores emerging issues (geo-political, technological, economic factors) with emphasis on their potential impact on FAEs. Learners broaden their knowledge and understanding of the global challenges being faced within the food and agriculture industries and develop and apply solutions to address current industry challenges.

SUS 6170 Renewable Energy

The Renewable Energy course provides learners with a foundational understanding of the applications of renewable energy practices. This course focuses on key business skills and competencies needed to determine successful economic, technical, and societal applications of renewable energy practices. Learners examine basic energy principles, terminologies, policies, and applications for domestic and international markets. Learners apply industry wide and/or industry sector renewable energy practices, and execute relevant management practices, principles, and perspectives related to sustainability and corporate social responsibility. These practices include corporate and executive management, operations management, entrepreneurship, venture capital and finance activities, infrastructure investment, management consulting, and other business related, technical specializations. This course links to two United Nations Sustainable Development Goals UN SDG Goal # 7, UN SDG Goal #13 and the Renewable Energy Competency Model (US Department of Labor, 2017).
Managing Healthcare is designed to help learners develop competencies for identifying and evaluating emerging markets within the healthcare industry. In this introduction to organizations in healthcare, learners will examine the wide-ranging complexities encountered by management and critique current thinking in management and leadership. Through case analyses and practical healthcare scenarios, learners analyze the global challenges faced within the healthcare industry and develop a sound understanding of what it takes to manage a global health business. Learners gain a solid foundation in understanding and aligning the national health agenda with personal and organizational pledges to population-based wellness. Relationship management with physicians, other providers (such as physician assistants, APN, RNP), nurses, senior leadership, and other stakeholders is key in building effective networks for achieving common goals. In this course, learners examine applied principles and assessments for developing best practices that enhance individual and team development, self-awareness, innovation, and ethics and professionalism in healthcare settings. Learners will examine the healthcare industry from the perspective of UN SDG Goal #3. Learners will draw upon practices and applications to consider the principles underpinning health services. Learners will gain an overview of global health systems in order to compare and contrast contemporary thinking and practice (including the role of leapfrogging in emerging markets).

ECM 6400 Enabling E-Commerce and Digital Strategy

Enabling E-Commerce and Digital Strategy explores ecommerce business classifications in Business to Business (B2B), Business to Consumer (B2C), Business to Government (B2G), and Consumer to Consumer (C2C) analyzing their value proposition to businesses. Learners analyze the primary ecommerce components and applications of the B2B, B2G, and B2C ecommerce infrastructure and markets including business and product models.

ECM 6450 Policy and Regulatory Enablement of E-Commerce

Policy and Regulatory Enablement of E-Commerce serves as a foundation for understanding the various policy and regulatory initiatives that are required to be executed to enable ecommerce. Learners explore barriers that need to be overcome by promoting collaboration among various organizations across the business, civil societies, and government to improve the accessibility of the Internet. The course provides a comprehensive overview of best practices to enable ecommerce. Learners examine the importance of Ecommerce reliable data as an essential component of policy development and technological investments. Learners also examine the utilization of various trade agreements to support the penetration of ecommerce in emerging markets. The course highlights various global initiatives by governments to integrate regional ecommerce.

ECM 6500 Operations Digital Transformation

Operations Digital Transformation provides a holistic overview of the capabilities required to adopt digital transformation depending on the industry vertical. Learners explore the operating model of various industry verticals with core functions specific to each industry vertical and with non-core functions such as service and product management, marketing, sales, customer care, finance and accounting, human resources, and strategy. Learners examine required capabilities: people capability, process capability, and tools capability. Digital transformation people capability includes digital talent acquisition and analytics, agile methodology and collaboration models endorsement, cultural transformation, and employee digital journey. Digital transformation process capability includes five core technologies of intelligent process automation (IPA). Digital transformation tool capability includes horizontal technology enablers such as big data analytics, artificial intelligence, Internet of Things, and blockchain.
3. Doing Business in India

DBW 6300 Doing Business in India

Doing Business in India provides learners with an overview of the current and emerging business landscape within the region, including the largest and fastest growing industries, workforce, regulation, and public and private investment. Learners develop skills for analyzing business opportunities within India and design strategies for starting, sustaining, or growing a business within the region. Learners become fluent in concepts of business, modern history, and culture within the region in order to navigate complex interactions for a variety of business opportunities.

DBW 6350 Doing Business in China

Doing Business in China provides learners with an overview of the current and emerging business landscape within the region, including the largest and fastest growing industries, workforce, regulation, and public and private investment. Learners develop skills for analyzing business opportunities within China and design strategies for starting, sustaining, or growing a business within the region. Learners become fluent in concepts of business, modern history, and culture within the region in order to navigate complex interactions for a variety of business opportunities.

DBW 6450 Doing Business in Sub-Saharan Africa

Doing Business in Sub-Saharan Africa provides learners with an overview of the current and emerging business landscape within the region including the largest and fastest growing industries, workforce, regulation, and public and private investment. Learners develop skills for analyzing business opportunities within Sub-Saharan Africa and design strategies for starting, sustaining, or growing a business within the region. Learners become fluent in concepts of business, modern history, and culture within the region in order to navigate complex interactions for a variety of business opportunities.

GBL 6850 The Art of Communication

What is the number one job skill American and global employees are lacking, according to LinkedIn CEO, Jeff Weiner? Communications. The Art of Communication is designed to strengthen and promote a leadership-driven communications model that extends from an audience-centered communications approach. How do leaders persuade shareholders? How do leaders negotiate with clients and business partners across cultures? How are the psychology and cognitive principles of negotiation influenced by audience awareness? This course introduces learners to a foundation in rhetorical awareness that will transfer through a variety of contexts, including corporate communications, public speaking, negotiation, and a range of executive leadership scenarios. Coursework includes genre analysis, professional writing, presentation design and delivery, and negotiation workshops. Learners interested in developing leadership communications skills in both public and private sectors should attend.

AIA 6550 Data Sciences for Decision Making

Data Sciences for Decision Making provides a foundation for learners to apply advanced analytics skills to complex data analysis and modes. Learners build an understanding of design, data analytics tools, and advanced analytics translators to communicate complex data-related requirements between data engineers, business, and IT stakeholders. Learners examine four major areas. First, there are momentum gains in the data and analytics revolution. Advances in data collection, machine learning, and computational power have fueled progress due to an exponential growth in the volume of data, continual advances in algorithms, and greater computational power and storage. Second, there are five elements of successful data analytics transformation: cases/sources of value, data ecosystems, modeling insights, workflow integration, and adoption. Third, the mapping value in data ecosystems includes data generation and collection, data aggregation, and data analysis. Fourth, models of distribution are fueled by big data analytics as business models are enabled by orthogonal data, hyper scale, real-time matching, radical personalization, massive data integration capabilities, data-driven discovery, and enhanced decision making.
AIA 6600 Artificial Intelligence

Artificial Intelligence (AI) considers the business applications of machine learning (ML), and how AI supports the discovery of meaningful patterns in data and adds insights into predicting performance as well as increasing productivity. Learners explore advanced concepts in machine learning, including details of decision tree algorithms, the QUEST algorithm and how it handles nominal variables, ordinal and continuous variables, and missing data. They also explore the C5.0 algorithm and review some of its key features, such as global pruning and winnowing, and dive into advanced topics that apply to all decision trees, such as boosting and bagging. The course covers four major topics. First, machine learning and neural networks. Second, value creation across the value chain phases (project, produce, promote, and provide) and various industry verticals (retail, electric utilities, manufacturing, healthcare, and education). Third, elements of successful artificial intelligence transformation (use cases/sources of value, data ecosystem, techniques and tools, workflow integration, and open culture and organization). Fourth, artificial intelligence cases across retail, electric utilities, manufacturing, healthcare, and education.

AIA 6650 Robotics and Automation

Robotics and Automation engages learners in examining the Intelligent Process Automation (IPA) five core technologies. First, robotic process automation (RPA) is a software automation tool that automates routine tasks such as data extraction and cleaning through existing user interfaces. Second, smart workflow is a process-management software tool that integrates tasks performed by groups of humans and machines. Third, machine learning/advanced analytics includes algorithms that identify patterns in structured data, such as daily performance data, through supervised and unsupervised learning. Fourth, natural-language generation (NLG) is a software engine that creates seamless interactions between humans and technology by following rules to translate observations from data into prose. Fifth, cognitive agents are technologies that combine machine learning and natural-language generation to build a completely virtual workforce (or agent) that is capable of executing tasks, communicating, learning from data sets, and even making decisions based on emotion detection.

MHY 6700 Internet of Things

Internet of Things (IoT) engages learners in examining IoT operating systems architectures, standards, and ecosystems. Learners delve into industrial automation value proposition for IoT, device management, cybersecurity analysis, best-practices in IoT ecosystem design, and monetizing IoT under different commercial models and across the value chain.

MHY 6750 Cybersecurity Leadership

In Cybersecurity Leadership, learners explore how our hyperconnected world, comprised of a myriad of networks – both machine and human – has brought us to the precipice of a fundamental revolution and redefinition of the human experience and our socio-political and military world order. Crime, news, and even warfare is digital today. All organizations are digital organizations, and all workers are digital workers. In this course, learners examine cyber security goals (confidentiality, integrity, and availability), cybersecurity tools (people, policy, and technology), cybersecurity strategies, and how cybersecurity leadership underpins every aspect of cybersecurity strategy. Learners explore how modern executive leadership and cybersecurity leadership have become synonymous.

MHY 6800 Product Management with Agile and Lean

Product Management with Agile and Lean explores the techniques that product managers apply to minimize execution risk for a team. Learners examine two main types of execution risk: technical risk, which is the risk that the product fails because the team utilizes bad software management practices, and product risk, which is the risk that the product fails because it is not what the customers or market want. Learners apply the Agile framework to minimize technical execution risk and the Lean framework to minimize product risk.