

University Catalog
2024



Home

Nexford University

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Our headquarters:

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Washington, DC 20002
US

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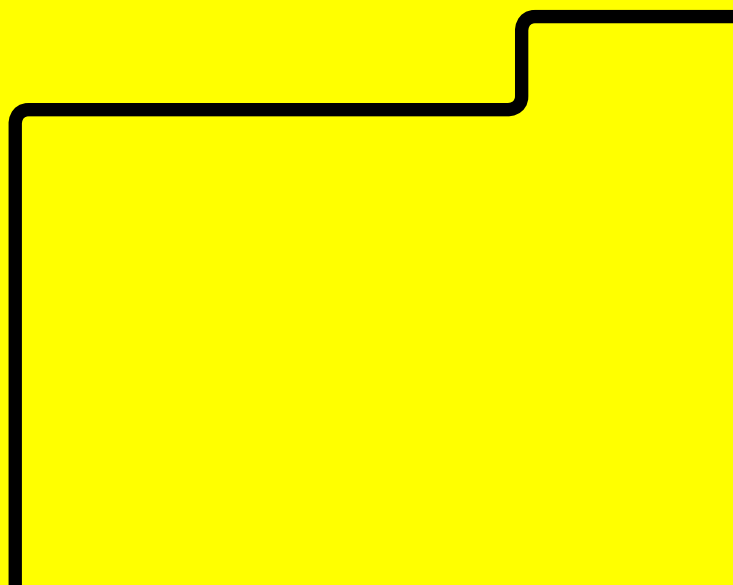
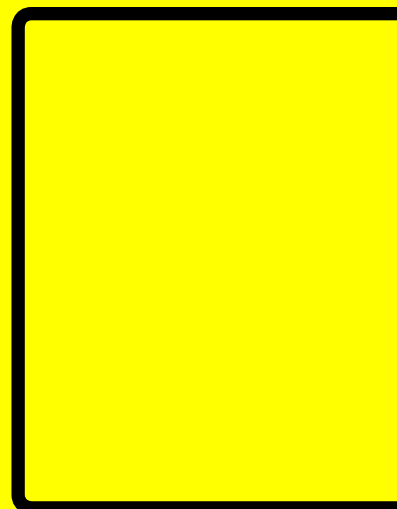
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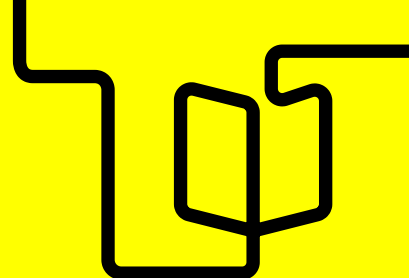
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1.
Welcome

2.
Policies

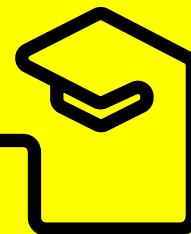
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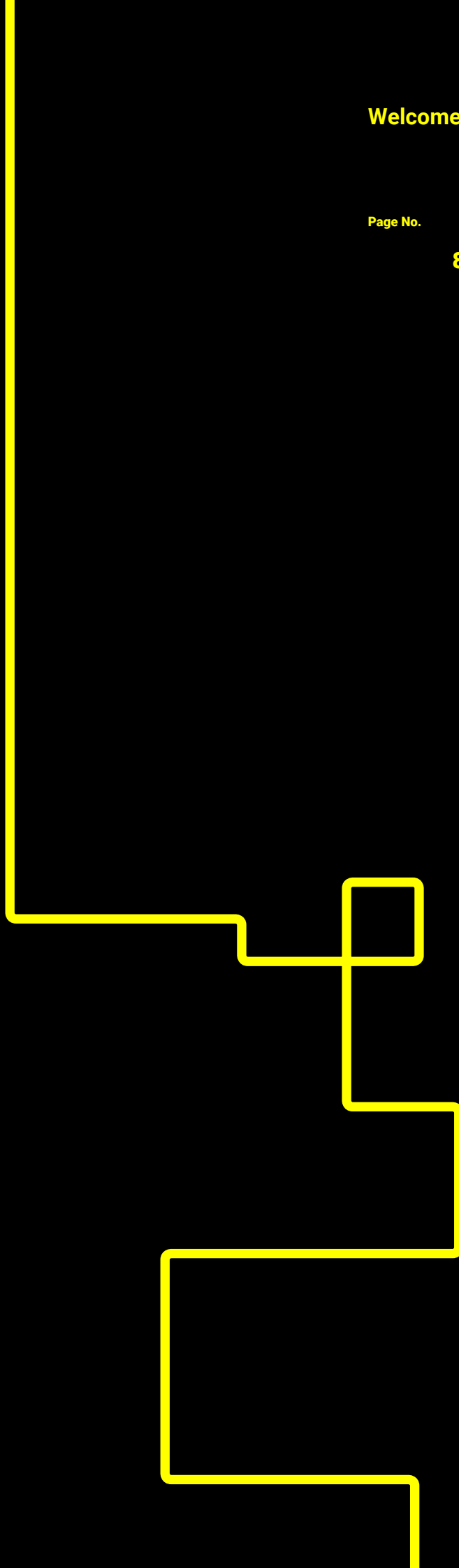


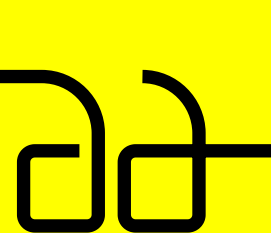
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Welcome

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1.A Message from the President/ CEO

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 firsthand. 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. If you would like 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 one of the most affordable high-quality American universities 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 Executive Team

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.

Board of Director members:

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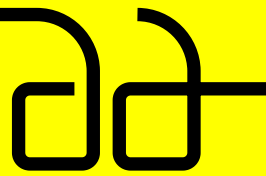
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- a. **Fadl Al Tarzi**, Chief Executive Officer (CEO) and President, Nexford University
- b. **Driek Desmet**, Chairperson, ParkBee, former Senior Partner, McKinsey & Company
- c. **Dr Sherif Kamel**, Dean of Business School, The American University in Cairo
- d. **Lou Pugliese**, former CEO, Blackboard, former Managing Director, Technology Innovation Action Lab, ASU
- e. **Dr. Obiageli Ezekwesili**, Chairperson, Fix Politics



1.B Executive Leadership Team

1.B.2 Executive Leadership Team

The CEO/President and senior Nexford University (NXU) leadership comprise the members of the Executive Leadership Team. 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 Leadership Team reports on strategic planning, budgets, curriculum deliberations, and other matters of importance in university operations





1.B
Executive
Leadership
Team

1.B.2 Executive Leadership Team (continued)

Nexford Leadership Team:

a



- a. **Fadi Al Tarzi**, CEO and President
- b. **Cathy Plunkett, EdD**, Chief Academic Officer (CAO)
- c. **Zahra Safavian**, Chief Product Officer (CPO)
- d. **Meghan Rogers**, Chief Growth Officer (CGO)
- e. **Omar Mughal**, Chief Financial Officer (CFO)

b



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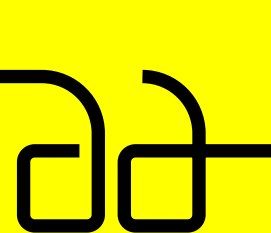


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1.B Executive Leadership Team

1.B.3 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.

Associate Faculty

Allison, Kyle, *Area of Focus: Business, Marketing, E-commerce*; DBA in Global Business and Leadership, California Intercontinental University (2018), MBA in Management, Amberton University (2012), B.A in Communication Studies, University of North Texas (2007)

Brown, JeFreda, *Area of Focus: Accounting, Entrepreneurship, Finance*; DBA in Finance and Entrepreneurship, Walden University (2020), MBA, University of Phoenix (2011), B.S. in Mathematics, Mississippi State University (2001)

Bucciarelli, Nicholas, *Area of Focus: Data Science, Product Management, Artificial Intelligence, Robotics*; MBA in Information Systems Management, Rochester Institute of Technology, (2004), M.S. in Software Engineering, Rochester Institute of Technology, (2004), B.A. in History and English, Saint John Fisher College (1979)

Byrne, Aisling, *Area of Focus: Business, Business Communications, Human Resources, Leadership*; M.S. in Business, Leadership and Management, Western Governors University (2016), B.S. in Human Resources Management, Western Governors University (2015)

Courts, Bari, *Area of Focus: Global Business, Finance, Business Sustainability*; PhD in Organization and Management, Capella University (2005), MBA in Management, University of Cincinnati (1991), M.A. in Health Care Administration, University of Arizona Global Campus (2019), M.S in Global Business Blockchain, University of the Cumberlands (2021), B.A. in Mathematics, Kenyon College, (1989)

Dunbar, Damian, *Area of Focus: Accounting, Business, Finance, Leadership*; DBA in Leadership, Walden University (2019), MBA in Human Resources, Colorado Technical University (2008), BBA, Baker College (2006)

Ebba, Creselda Jane, *Area of Focus: Business, Human Resources, Marketing*; MBA, University of the Cordilleras (2016), B.S. in Business Administration, University of the Cordilleras (2013)

Fant, Christopher, *Area of Focus: Business, Economics*; MBA, Gardner-Webb University (2003), B.S. in Business Management, Clemson University (2001)

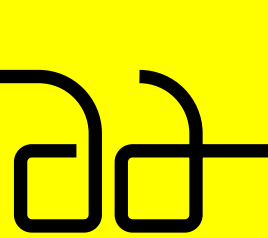
Fero, Howard, *Area of Focus: Organization Strategy*; PhD in Organizational Behavior, Claremont Graduate University (2005), M.S. in Industrial and Organizational Psychology, Baruch College (1999), B.A. in Psychology, Hofstra University (1995)

Guiellmo Gonzales, Hector, *Area of Focus: Business, Human Resources, Innovation*; Master Executive in Human Resources, IAE Business School (2007), MBA, Catholic University of Cordoba (2009), Bachelor Degree in Business, Instituto Universitario Aeronautico (2002)

Hayes, Erica, *Area of Focus: Business, Management*; PhD in Business Administration, Columbia Southern University (2023), M.S. in Business Management, Cardinal Stritch University (2006) B.A. in Journalism and Mass Communication, University of Wisconsin (2003)

Hess, Carolyn, *Area of Focus: Environmental Science, General Education*; M.S. in Biology, University of Texas at Arlington (2008), B.S. in Sociology, SUNY College at Buffalo (1993)

Holguin, Emilsen, *Area of Focus: Business, Leadership*; DBA in Leadership, Walden University (2016), MBA, Excelsior College (2010), B.S in Psychology, Excelsior College (2007)



Hernandez, Felix, *Area of Focus: Artificial Intelligence, Cybersecurity, Information Technology*; Doctorate of Information Technology in Information Assurance and Cybersecurity, Capella University (Degree Conferred 2022), Master of Science in Information Management for Executives, Syracuse University (Degree Conferred in 2018), Bachelor of Science in Business Management, Information Systems, New York Institute of Technology

McCoy, Mark, *Area of Focus: Business, E-Commerce, Communication, Management, Marketing*; M.S. in Project Management, MBA, Keller Graduate School of Management (2015), B.S. in Project Management, ITT Technical Institute of Business and Technology (2013)

McGivern, Michael, *Area of Focus: Business, Leadership, Business Sustainability, Organization Strategy*; PhD in Organizational Development, Walden University (1997), M.S. in Manufacturing Management, Rensselaer Polytechnic Institute (1983), B.S. in Industrial Engineering, Central Connecticut State University (1978)

Moussa, Joseph, *Area of Focus: Accounting, Finance*; MBA in Accounting, Touro University Worldwide (2013), B.S. in Business Administration, California State University, (2007)

Onatolu, Adebowale, *Area of Focus: Entrepreneurship, Business, Marketing*; DBA, University of Phoenix (2009), M.S. in Marketing Communications, Roosevelt University (1981), B.A. in Business and Management, Northern Illinois University (1979)

Paschal, Evelyn, *Area of Focus: Business, Management*; PhD in Applied Management and Decision Sciences, Walden University (2009), MBA, Baldwin-Wallace University (1992), B.S. in Management, Clarkson University (1990)

Reed, Bill, *Area of Focus: Business, Global Business, Leadership, Management*; PhD in Management Performance and Leadership, The Union Institute and University (2001), M.S. in Management, Thomas Edison State College (1997), B.S. in Applied Science and Technology, Thomas Edison State College (1994)

Schwartz, Jessica, *Area of Focus: Cybersecurity, Data Analytics, Blockchain*; Doctorate of Business Administration in Management Information Systems, Northcentral University (Degree Conferred 2014), Master of Science in Information Systems, DeVry Keller Graduate School (Degree Conferred 2008), Master of Science in Business Administration in Information Systems Management, DeVry Keller Graduate School (Degree Conferred 2008), Bachelor of Science in Technical Management, DeVry Keller Graduate School (Degree Conferred 2006)

Session, Cornelius, *Area of Focus: Business, Marketing, Organization Strategy*; DBA in Strategy and Innovation, Walden University (2020), M.S. in Management, Colorado Technical University (2009), M.A. in Media Studies, Communications, Audio/Video Production, Graphic Design and Web Design, New School University (2001), B.A. in Journalism and Mass Media, Rutgers University (1997)

Siemson, Aimellia, *Area of Focus: International Business, Legal*; JD, University of the District of Columbia (2012), M.A. in International Relations, California State University Fresno (2006), B.A. in Political Science and Economics, California State University Fresno (2005)

Simms, Michael, *Area of Focus: Organization Strategy*; PhD in Political Science, Howard University (2000), MBA and DM, University of Maryland University College (2010 and 2017), MPA, University of Baltimore (1993), B.A. in Economics, University of Maryland College Park (1979)

Sumner, Traci, *Area of Focus: American Government, History*; M.A. in History, California State University Stanislaus (2003), B.A. in History, California State University Stanislaus (1999)

Thapaliya, Rajan, *Area of Focus: Data Science*; PhD in Data Science, Northcentral University (2022), M.S. in Data Science, Northcentral University (2019), B.S. in Health Science, Southern New Hampshire University (2018)

Vanderpal, Geoffrey, *Area of Focus: Business, Finance, Management, Organization Strategy*; DBA in Finance, Nova Southeastern University (2006), MBA, Webster University (1997), B.S. in Business Administration, Columbia College (1995)

Wade, Keith, *Area of Focus: Business, Business Sustainability, Finance*; DBA in Management, Argosy University (2015), PhD in Business Administration and Finance (ABD), Northcentral University (2008), MBA, University of Detroit-Mercy (2001), B.A. in Management, Oakland University (1994)



Teaching Faculty

Saiyed, Maaz, *Area of Focus: Digital Marketing, Business, Management, Communication, E-Commerce*; PhD, Gujarat Technological University (Degree Conferred 2024), Master of Philosophy in Business Management, Gujarat Technological University (Degree Conferred 2019), MBA in Marketing Management, Gujarat Technological University (Degree Conferred 2015), Bachelor of Pharmacy, Gujarat Technological University (Degree Conferred 2013)

Rodriguez, Michael, *Area of Focus: Business, Entrepreneurship, Global Business, Management, Marketing*; DBA, Lyceum of the Philippines University-Batangas (Degree Conferred 2017), MBA, Lyceum of the Philippines University-Batangas (Degree Conferred 2014), B.S. in Commerce, University of Batangas (Degree Conferred 2011)

Wanjiku, Raphael, *Area of Focus: Artificial Intelligence, Cybersecurity, Data Science, E-Commerce*; M.S. in Software Engineering, Jomo Kenyatta University of Agriculture and Technology (2017), B.S. in Computer Science, Africa Nazarene University (2012)

Teaching Assistants

Alcones, Sheenalyn, Masters degree in Linguistics, Philippine Normal University (2013), Masters degree in Literacy, University of Stavanger (2016), Bachelor of Arts and Bachelor of Secondary Education in Literature, Philippine Normal University (2011)

Okoro, Queeneth, Master of Commerce, University of South Africa (2020), Bachelor of Commerce, University of South Africa (2011)



1.C Other Councils and Advisory Boards

1.C.1 Global Advisory Board

Nexford University's (NXU) Global Advisory Board (GAB) 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 impact NXU 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



b



- a. **Phillip Ice, Ed.D.**, Product Manager - Analytics, Anthology Inc
- b. **Temi Dalley**, Chief Human Resources Officer, Sterling Bank, Plc
- c. **Bror Saxberg**, Founder, LearningForge LLC
- d. **Uday Broca**, Senior Partner, Global Search, Shortlist
- e. **Marco Nowinski**, Managing Director and Business Owner, SIMPLICIT LTD

c



d



e





1.D
Nexford
University
Mission
Statement

1.D

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.

1.E
Nexford
University
Values

1.E



Bold

We embrace uncertainty, welcome the unknown, question status quo, pave our own way to achieve our mission.



Passionate

We go to extra lengths in the interest of learner success.



Accountable

We say what we do, and do what we say and we own our mistakes - recognizing those mistakes pave our path to success.



Transparent

We communicate candidly and respectfully, we share and receive feedback and suggestions, and we don't withhold information from each other.



Outcome Driven

We measure our individual success by our collective success and recognize our job isn't done until learners are better off than they were when they came to us.



1.F Nexford Institutional Goals

1.F

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

We aim to provide our learners with:

- The information and skills they need to develop and achieve their career goals
- An online, global education that prepares them for the workplace regardless of their physical location
- An educational model based on mastery of relevant workplace competencies – from general education to professional and technical subjects
- Communication, critical thinking, and problem-solving skills to build a foundation of lifelong learning
- A global community that bolsters their success through the innovative use of collaborative technology
- An education experience that maximizes their opportunities for success, offering flexibility, learner support, and affordability
- Ongoing lifelong education and credentials that are regularly updated based on evolving global workplace needs.

1.G Our Nexford Community

1.G

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.

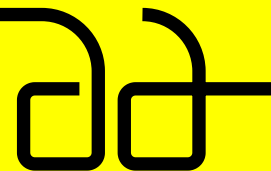
To set the foundation for building global online connections within the NXU community, all new learners are required to set up personal profiles, including directory information, as part of their initial registration. Directory information includes information about learners' academic plans, course enrollments, 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

Monday - Friday	9:00am - 5:00pm
Saturday & Sunday	Closed

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

Success Advising	Nexford Success Advisors are available 24/7, seven days a week.
Faculty	Nexford Faculty respond within 24 hours and are available for virtual office hours and one-on-one sessions by appointment.

1.H Licensure and Accreditation

1.H



Distance Education Accrediting Commission (DEAC)

Nexford University is accredited by the **Distance Education Accrediting Commission (DEAC)**. The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and is recognized by the Council for Higher Education Accreditation (CHEA).



Higher Education Licensure Commission (HELC)

Nexford University is **licensed** in the District of Columbia by the **Higher Education Licensure Commission (HELC)** of the Office of the State Superintendent of Education (OSSE). Nexford serves learners from around the world and in other states within the US where the university is either exempted, approved, or licensed.

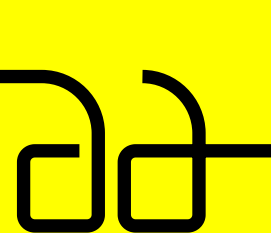
Currently, the university is not authorized to offer its programs (and therefore does not enroll students) in the following states: Alabama, Alaska, Arkansas, California, Delaware, Georgia, Illinois, Indiana, Iowa, Kansas, Maryland, Michigan, Minnesota, Montana, New Mexico, New York, North Dakota, Oregon, Utah, Wisconsin, and Wyoming.

Nexford University is not regulated in Texas under Chapter 132 of the Texas Education Code.



Chartered Management Institute (CMI)

Nexford is also a recognized member of the Chartered 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.



1.1 System Requirements and Required Software

1.1.1 Operating Systems

Learners receive a 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

All computers	Minimum	Recommended
Monitor (Computers Only)	15" display True color 1024 x 768 resolution	17" display True color 1920 x 1080 resolution
Camera	1 Megapixels	2 Megapixels or higher
Internet connection	2mbps internet connection	5mbps broadband (cable or DSL)
Email capabilities	Email address (required)	Email address (required)
Window Computers	Minimum	Recommended
Operating system	Windows 10	Windows 11
Web browser (only one needed)	Microsoft Edge Google Chrome latest version	Microsoft Edge Google Chrome latest version



1.I System Requirements and Required Software

1.I.3 System Requirements (continued)

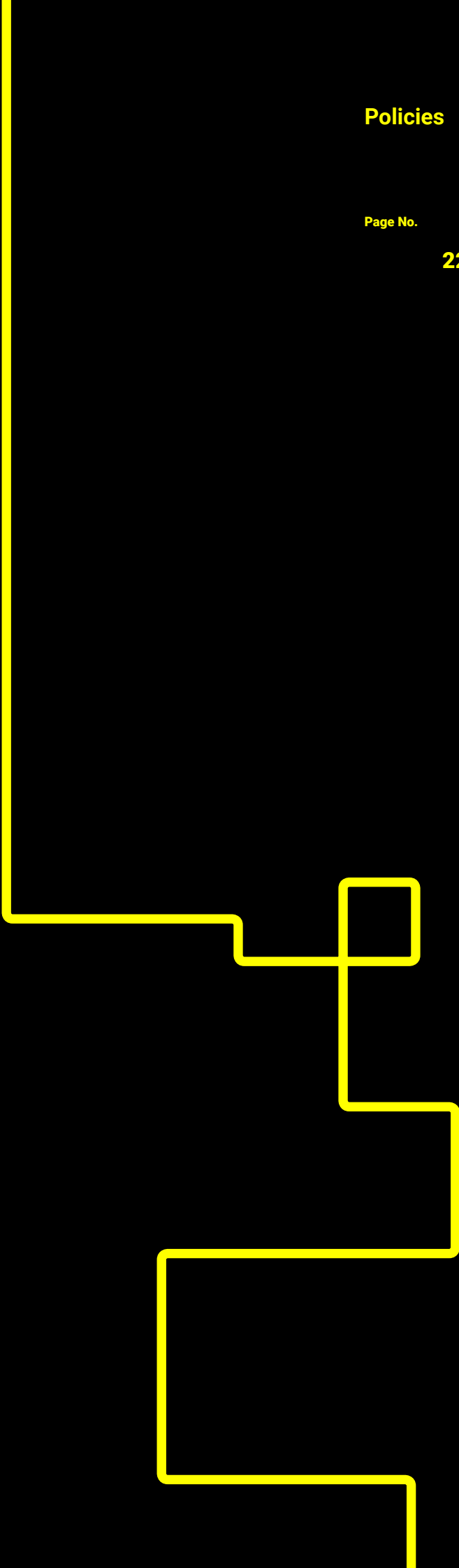
Mac Computers	Minimum	Recommended
Operating system	MacOS 11 Big Sur	MacOS 12 Monterey
Web browser (only one needed)	Microsoft Edge latest version Google Chrome latest version	Microsoft Edge latest version Google Chrome latest version
Tablets	Minimum	Recommended
Operating System	iOS 14 Android 11	iOS 15 Android 12
Web browser (only one needed)	Google Chrome latest version	Google Chrome latest version

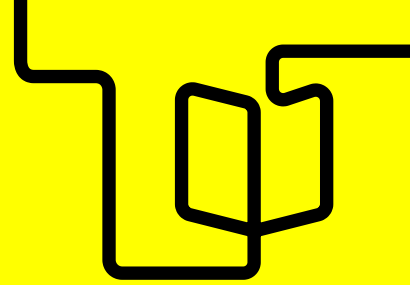


Download the Adobe Reader Plug-in

In order to view PDF documents, your computer must have the 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.

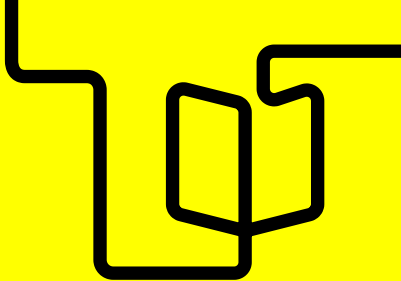


**2.A**
Academic
Calendar**2.A**

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 (51 day) course duration.

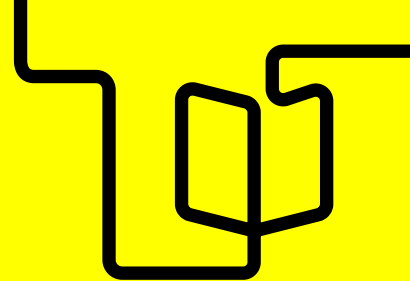
**Nexford University Calendar
Academic Year 2024**

Term	Term Start	Term End	University Holiday
January	January 1st, 2024	February 29th, 2024	New Year's Day (Observed Monday January 1st, 2024) Martin Luther King, Jr. (Observed Monday January 15th, 2024)
February	February 1st, 2024	March 31st, 2024	President's Day (Observed Monday February 19th, 2024)
March	March 1st, 2023	April 29th, 2024	Good Friday (Observed Friday March 29th, 2024)
April	April 1st, 2024	May 24th, 2024	
May	May 1st, 2024	June 30th, 2024	Memorial Day (Observed Monday May 27th, 2024)
June	June 1st, 2024	July 30th, 2024	Juneteenth (Observed Wednesday, June 19th, 2024) Independence Day (Observed Thursday July 4th, 2024)
July	July 1st, 2024	August 29th, 2024	



Nexford University Calendar
Academic Year 2024

Term	Term Start	Term End	University Holiday
August	August 1st, 2024	September 29th, 2024	Labor Day (Observed Monday September 2nd, 2024)
September	September 1, 2024	October 30th, 2024	Columbus Day (Observed Monday October 14th, 2024)
October	October 1st, 2024	November 29th, 2024	Veterans Day (Observed Monday November 11th, 2024)
November	November 1st, 2024	December 30th, 2024	Thanksgiving Day (Observed Thursday November 28th, 2024) Day after Thanksgiving (Observed Friday November 29th, 2024)
December	December 1st, 2024	January 29th, 2025	Christmas Eve (Observed Tuesday December 24th, 2024) Christmas Day (Observed Wednesday December 25th, 2024)



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 are open for enrollment until day five of the term. Starting with day six, learners will be enrolled into the next term.

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

Modules open and learners 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 (51 days) after the course begins to complete work.

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

It is important to note that learners with a course extension cannot enroll in new courses until their 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.

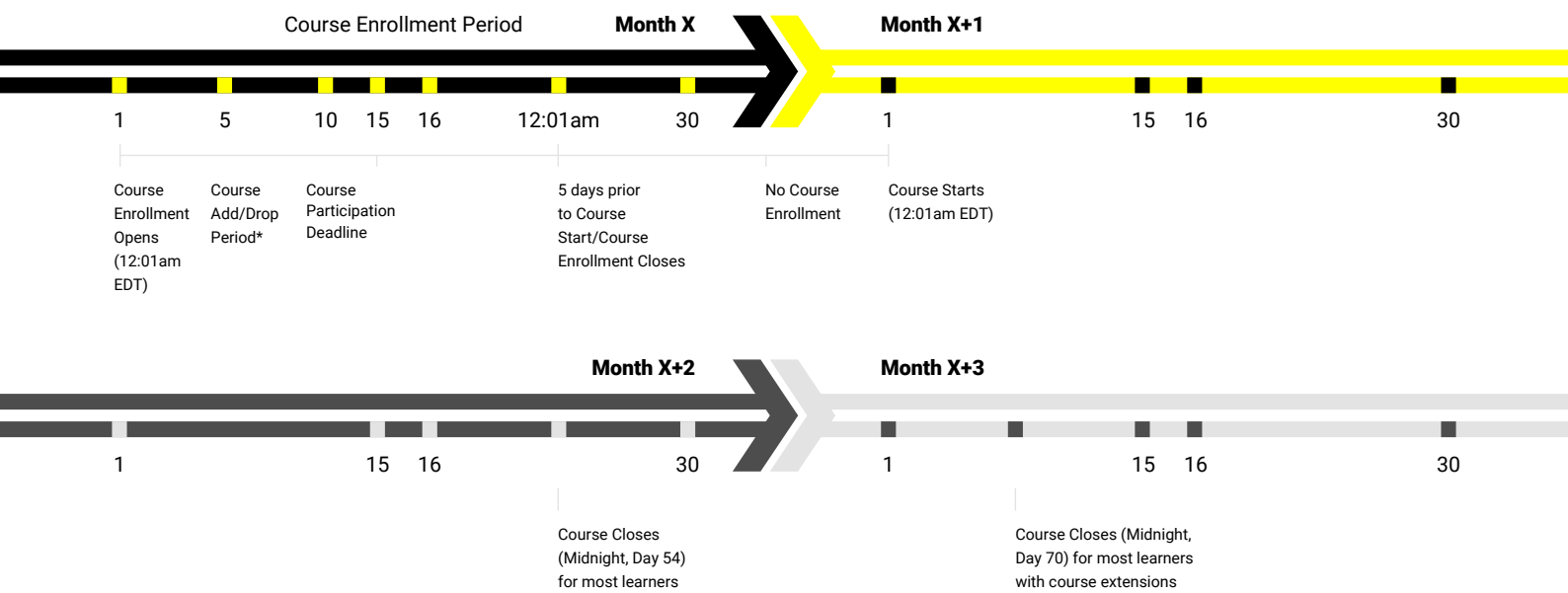
The next opportunity to start a new course is the first of the following month.



2.A Academic Calendar

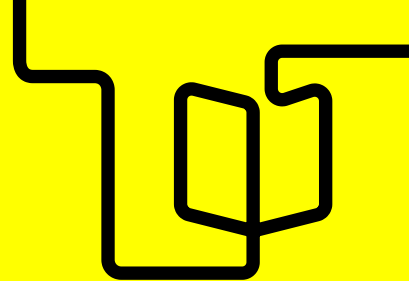
2.A.3 Course Enrollment Timeline (continued)

Figure .1



*Once courses start, learners can still drop or add a course to their schedule





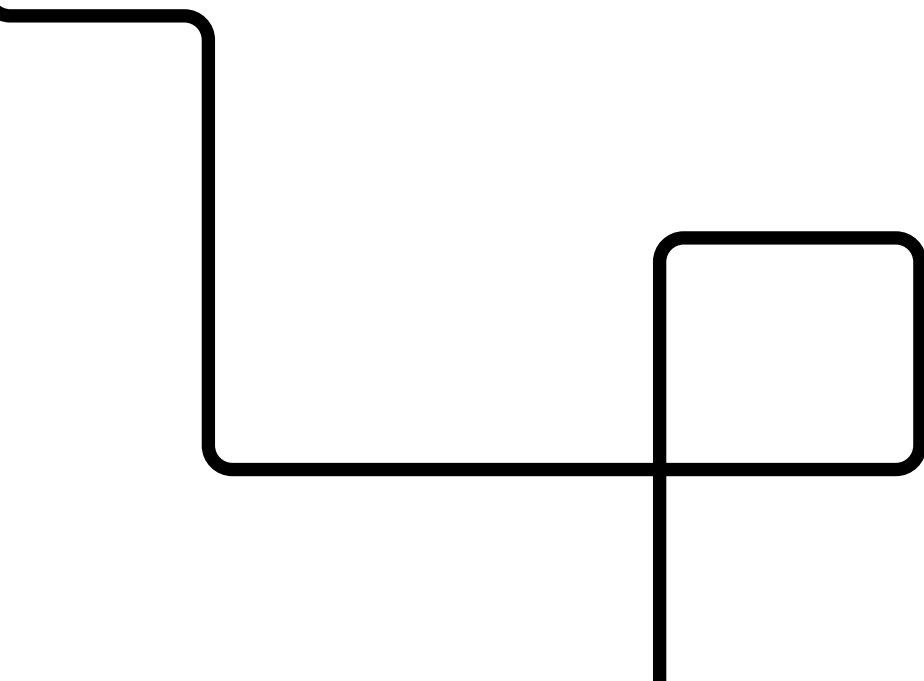
2.A Academic Calendar

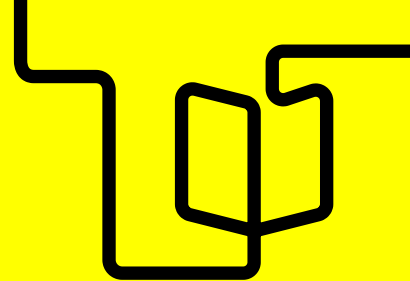
2.A.4 University Enrollment Timeline

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. New learners may access Canvas 10 days and no less than 4 days prior to their chosen monthly term start date, in order to be able to participate in the required New Learner Orientation.

2.A.5 Canvas Access Date

Once learners have signed their enrollment agreement, learners will gain access to Canvas.





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

Learners may drop or add a course anytime during the first 5 days of the term. This is subject to the requirements of their academic programs and academic policies noted elsewhere in this catalog.

- Day 1-Day 5: Learners can drop or add a course
- Day 6 -Day 38: Learners can withdraw from the course and will receive a W on their transcript.
- Day 39 onwards: Learners will receive the grade earned in the course.

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.

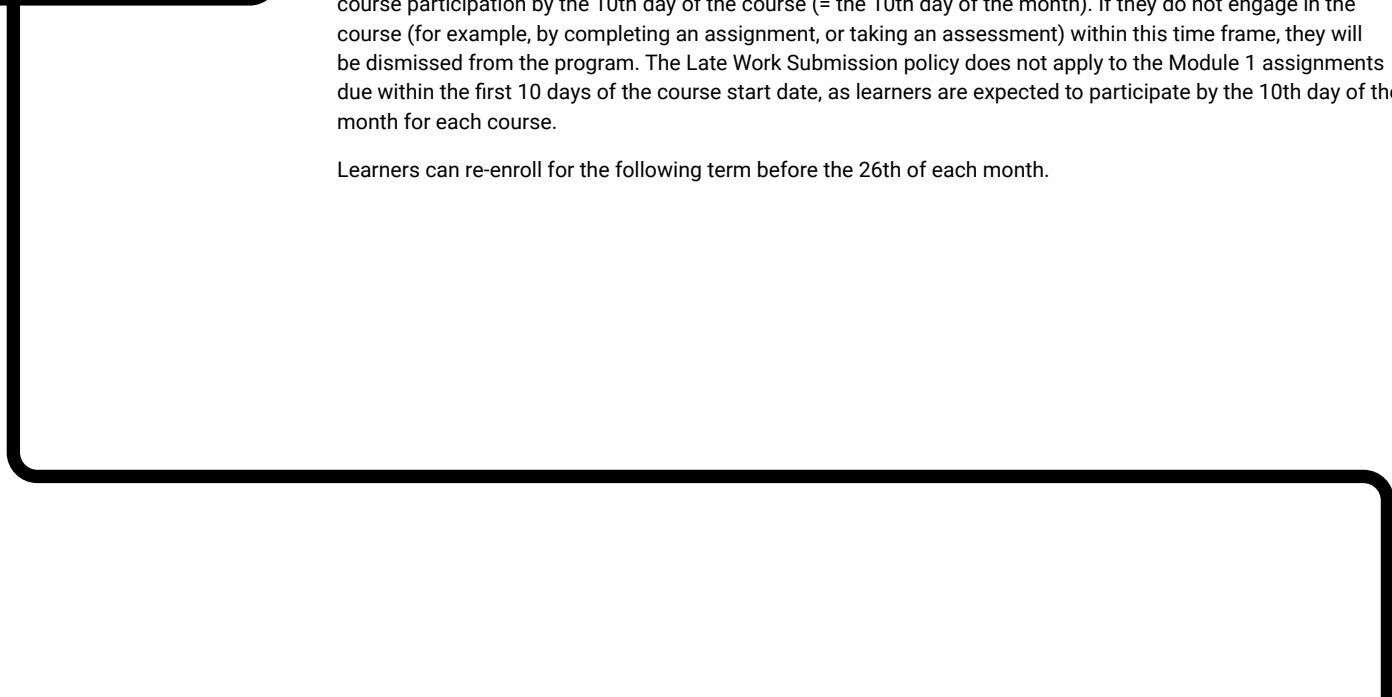
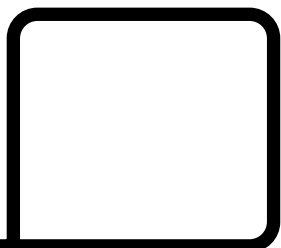
2.B.4 Course Load

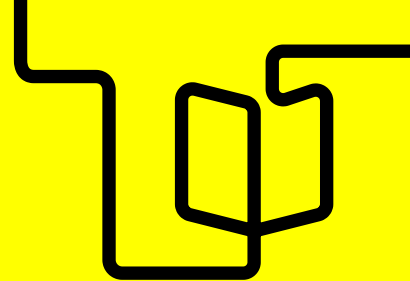
Learners start their program by taking one course in the first term. After this, they may enroll in a maximum of two courses a month. Learners may not concurrently enroll in two courses if one is a prerequisite to the other.

2.B.5 Course Participation and Inactivity

All Nexford courses start on the first day of the month. Learners in Nexford programs must show evidence of course participation by the 10th day of the course (= the 10th day of the month). If they do not engage in the course (for example, by completing an assignment, or taking an assessment) within this time frame, they will be dismissed from the program. The Late Work Submission policy does not apply to the Module 1 assignments due within the first 10 days of the course start date, as learners are expected to participate by the 10th day of the month for each course.

Learners can re-enroll for the following term before the 26th of each month.





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 opt 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 “Withdraw” from course or program. Learners whom the university withdraws 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.
- An administratively withdrawn course is recorded as a W on the transcript.
- Learners can drop a course from Day 1 to Day 5, and it will not show up on the transcript.

Learners who wish to self-withdraw from either a course or their program should send an email to success@nexford.org to make that request.

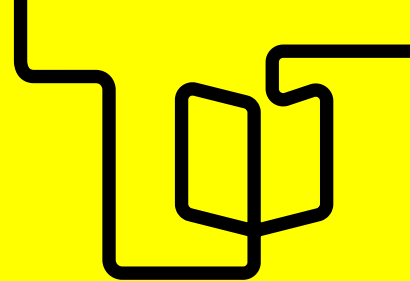
2.B.7 Financial Aid

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. Nexford Application Specialists 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.

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. However, many deserving learners lack the financial means of pursuing a higher education. To support learners who are academically prepared for college but who lack the financial means to attend, Nexford University created the Nexford Financial Need Scholarship.

The Nexford Financial Need Scholarship was developed to benefit learners who meet a set of criteria to determine their financial need. The criteria includes, among other items, the employment level and number of financially dependent family members the applicant has. There are limited scholarships available each term. Each application is evaluated by the Scholarship Committee, after detailed information is provided by the applicant. The scholarship decision is final, with no appeal process.

There is a limited quantity of scholarship slots available — discuss with a Nexford Application Specialist or contact help@nexford.org to learn more.



2.B Academic Progression

2.B.8 Learner Support

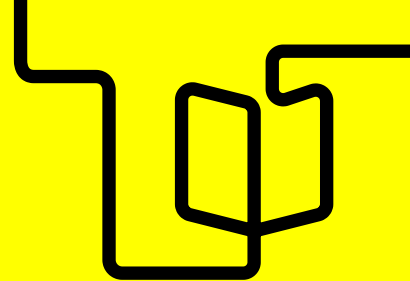
See section [Support Services for Learners](#) in this University Catalog.

2.B.9 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 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 degree programs; however, learners in single courses or in certificate programs are not eligible for taking an LOA. 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 degree 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 Canvas is blocked during the period of their LOA



2.B Academic Progression

2.B.10 Leave of Absence (continued)

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

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 Canvas, 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 Canvas. Learners returning from a leave are expected to log in to Canvas on the day of their planned return.

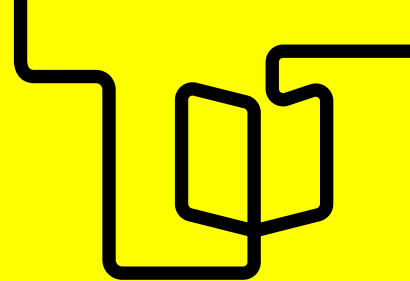
Learners who do not respond to the aforementioned university outreach by the end of the month just prior to the one in which they were to resume their studies will be dismissed from the University.

2.B.11 Satisfactory Academic Progress

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 requires that learners progress through their academic program according to the following measures:

1. the learner's cumulative grade point average (CGPA)
2. rate of progression (PACE) or the number of credits earned in relation to those attempted



2.B Academic Progression

2.B.11 Satisfactory Academic Progress (continued)

SAP CALCULATION

CGPA

The cumulative grade point average (CGPA) is calculated using an average of grades earned.

Repeated Classes – only the highest grade will count in the CGPA calculation.

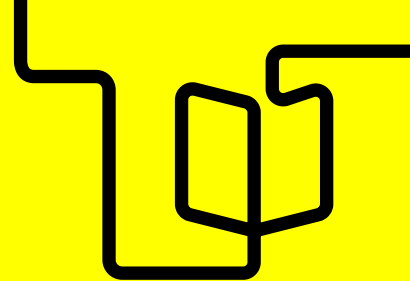
PACE

All course attempts are calculated toward rate of completion including failed and withdrawn courses. Courses that are dropped are not calculated into the Pace requirements.

Learners who fall below minimum thresholds are subject to an escalating series of academic sanctions, beginning with academic warning and culminating in dismissal from Nexford University.

- The first time a learner does not meet SAP for CGPA or Pace, they will be placed on Warning. If they do not meet SAP in the next term, they will move to Probation and if they do not meet SAP in the next term they will be dismissed from the University.
- Learners in all programs who receive a failing grade in a course are required to repeat the course. * In such cases, the grade earned is the one counted in the CGPA calculation. The original failing grade appears together with the new grade on the transcript but is not factored into their GPA calculation.
- Learners who have not met SAP due to failing a course three times may take an equivalent course at an approved institution that would allow for that course to be transferred into Nexford University to replace the failed course. Upon approval of that transfer credit, learners may re-enroll into the program at NXU.
- Learners who have been dismissed from the university due to not meeting academic requirements may reapply when those requirements are met.
- Learners who no longer meet academic requirements will be permanently dismissed from the program. However, learners may be considered for enrollment into a different program.

*If a learner failed an elective course and chooses to take a different elective course, both grades will be included in the CGPA calculation.

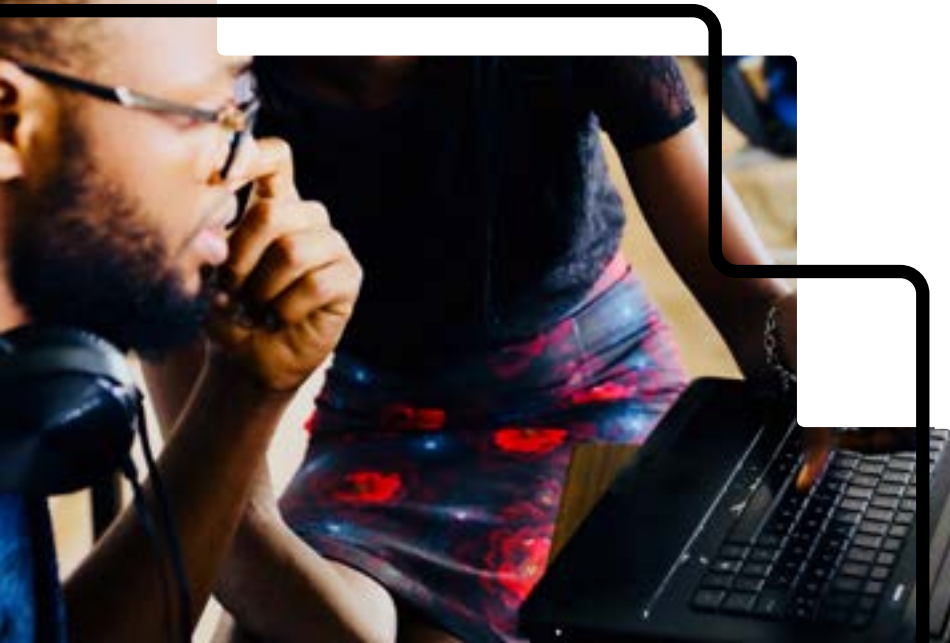


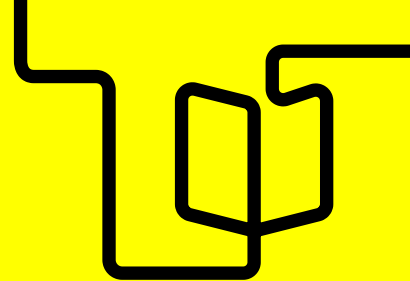
2.B Academic Progression

2.B.11 Satisfactory Academic Progress (continued)

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 academic performance falls below the minimum required to meet SAP, they are placed on Academic warning. If their academic performance the following term remains below the required SAP, they are placed on Academic Probation. If the learner fails to meet the SAP requirements after Academic Probation, they will be dismissed from the university. Learners dismissed from the university are eligible to reapply after one month.
- Learners who are required to complete foundation courses must earn a grade minimum of C. If they receive an F grade in a foundations course, they must repeat the course.
- Learners in all programs who receive a failing grade in a course must repeat the course. In such cases, the highest grade they earned is the standing grade, and factors into their GPA calculation. The original failing grade appears together with the new grade on the transcript but is not factored into their GPA calculation.
- The failing course would be in the PACE calculation of SAP.





2.C Admissions

2.C

Nexford University's (NXU) admission policy supports 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.

All applicants to Nexford's degree programs are considered for admission on the basis of the information they provide. Nexford is committed to ensuring equal access to its educational programs for all qualifying learners and does not discriminate.

All documents that degree-seeking learners submit with their applications are reviewed against admission requirements. To apply, Nexford applicants must have a functioning email account because 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.

Applicants are informed in writing of admissions decisions, made after required documentation has been reviewed and the application fee paid, typically within four business days. Nexford's offer of admission remains active for 30 days and becomes null if not accepted by the learner. Learners who signed their enrollment agreement and made their initial tuition payment have accepted NXU's offer of enrollment.

Submission of a completed application does not confirm admission to Nexford University. The university's admissions decisions are final. In the event an applicant is rejected, they will be notified of the reasons why and informed of the steps, if any, that they will need to take to be considered for admission.

All applicants are required to submit the following:

- Government-issued identification
- Passport-style photo or "selfie"
- Evidence of English language proficiency (one of the following):
 - Demonstrate proficiency in the 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)
 - Proof that the learner graduated from an English-speaking Institution

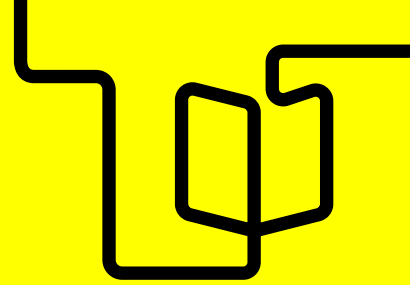
Note: Admission Officers may seek supplementary evidence of English proficiency, such as an email confirmation from the applicant's previous school or a statement on the institution's website confirming English as the language of instruction.

2.C.1 Admission Requirements for Undergraduate Degree Programs

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

- Self-certification of high school completion or its equivalent (e.g., GED or national exam certificate).

Note: An official transcript or verification may be required after an internal review of student records to validate self-certification data.



2.C Admissions

2.C.2 Admission Requirements for Graduate Degree Programs

Nexford University applicants for graduate degree programs must submit the following:

- An official transcript verifying receipt of a bachelor's degree from an accredited institution listed by the U.S. Department of Education or at an international institution of higher education that is approved by the appropriate national ministry of education or recognized country equivalent.
- Documents not written in English must be accompanied by official translations, such as those provided by a validated institutional official or embassy. If a translated copy of the documents is not available upon application, The Office of Admissions will have the document translated before a decision is made.

Specific Program Admissions Requirements

All learners wishing to enroll into the **Master of Business Administration (MBA)** program must have:

- Bachelor's degree in business or related field
- or
- Bachelor's degree and complete the FND5100 Business Fundamentals Course with a minimum of a C or better

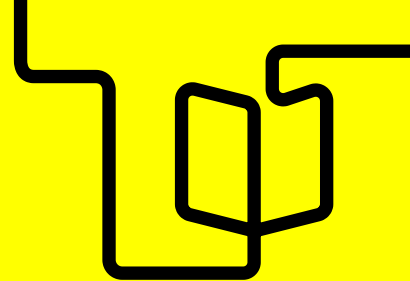
All learners wishing to enroll into the **Master of Science in Data Analytics (MSDA)** program must have:

- Bachelor's degree in business administration or related field with a course in basic Statistics
- or
- Bachelor's degree in business administration without a course in basic Statistics and Complete STA1300 with a minimum of a C or better
- or
- Bachelor's degree with no basic Statistics course: Complete FND5100 Business Fundamentals and STA1300 Statistics with a minimum of a C or better
- or
- Bachelor's degree with a basic Statistics course: Complete FND5100 Business Fundamentals with a minimum of a C or better

All learners wishing to enroll into the **Master of Science in Digital Transformation (MSDT)** program must have:

- Bachelor's degree in IT, business, or related field
- or
- Bachelor's degree and complete FDT5001 Foundations of Digital Transformation with a minimum of a C or better

NOTE: The first month's administrative fee for admissions foundation courses is non-refundable.



2.C Admissions

All learners wishing to enroll into the **Master of Science in Entrepreneurship (MSE)** must have:

- Bachelor's degree from an accredited university

2.C.3b Admissions Decisions

Learners will be notified in writing of admissions decisions, either full admission or provisional admission.

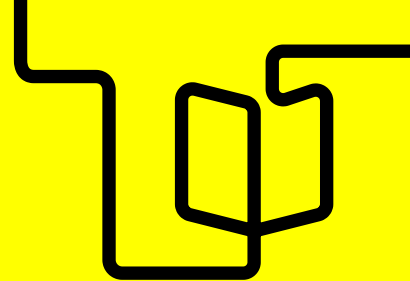
Full admission:

Full admission is granted after the Office of Admissions has reviewed the application and supporting documents and determined that it meets the admissions criteria

Provisional admission:

If the application has met the admission criteria but supporting admission documents are unofficial or incomplete, learners receive a notice of provisional admission. A learner can begin learning and complete courses under the status of Accepted Evaluation Pending (AEP) but must provide all necessary documentation within 60 days from the enrollment start date to be fully matriculated. While on AEP, learners are not permitted to take more than one course concurrently. If the remaining admissions documentation is not submitted to Nexford University within the 60-day deadline, then:

- Learner will be placed on suspension, which will run for two (2) months from the date of suspension. Suspended learners will:
 - not be allowed to enroll in future courses
 - not receive tuition invoices within the two-month timeframe not be refunded their initial administrative fee if enrolled in a Foundations course
- If pending admission documents are submitted while on suspension, learners will be reinstated within twenty-four (24) hours, allowing them to enroll in future courses.
- Learners will be dismissed after the two-month suspension if appropriate documentation is not received.
- Learners may request to be readmitted to the university upon submission of pending admission documents after dismissal, once the readmission process is completed, learners complete the readmission process and may resume their studies on the first day of the next month.



2.C Admissions

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

Nexford offers several credit-bearing certificates and single courses 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, certificate programs give learners the flexibility to explore Nexford's academic programs without committing to a full degree program.

The admission requirements for an undergraduate-level credit-bearing certificate program is the same as those described for undergraduate degree program. The admission requirements for a graduate-level credit-bearing certificate program are the same as those described for graduate degree program.

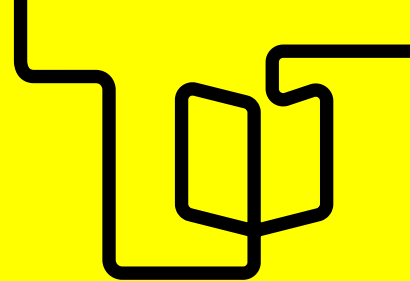
For learners who wish to transfer to degree programs, the credits earned in their certificate programs can be transferred into an applicable degree program.

Non-degree-seeking learners are permitted to enroll in a maximum of two individual courses. Learners must meet the admission requirements for their second-course enrollment. Upon successful completion of the second course, learners are required to declare a program of study, as enrollment in a third course is not permitted.

2.C.4 English Language Proficiency Requirement

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

1. Provide Nexford with:
 - a. **Undergraduate 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) where the language of instruction was English.
 - b. **Graduate applicants:** a valid diploma or transcript from an accredited college or university in the US or its territories or international equivalent where the language of instruction was English.
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).
3. Proof that the learner graduated from an English-speaking Institution.



2.C Admissions

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

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

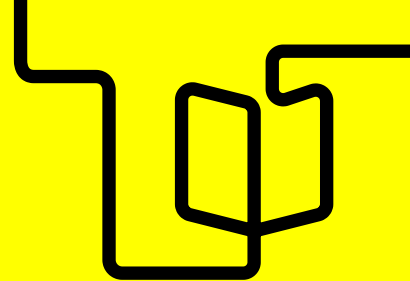
Minimum Score Required for English Proficiency

English Proficiency Qualification	Minimum Score Required	
	Undergraduate Degree	Graduate Degree
Test of English as a Foreign Language (TOEFL) Paper-based Test (PBT)	57	60
TOEFL Internet-based Test (iBT)	61	71
International English Language Testing System (IELTS)	6.0	6.5
Pearson Test of English (PTE) Academic Test	44	50
Eiken English Proficiency Exam	Pre-1	Pre-1
Duolingo English Test	95	100
Exams identified within the Common European Framework of Reference (CEFR)	B-2	B-2

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) will not be admitted until they obtain a passing score or meet the minimum requirements mentioned above.

2.C.5 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 two 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 two-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 Admissions

2.C.6 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. 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) may reapply for admission to the university. Violations of the university's learner code of conduct will ordinarily qualify for readmission after a specified period of time unless the learner is permanently dismissed 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.

All learners who fail to submit pending admission documents within the 60-day deadline beginning from their enrollment start date are placed on a two-month suspension. If admission documents are still outstanding after suspension, they are administratively dismissed from their program. Learners are required to reapply by sending a request in writing to the Office of Admissions (admissions@nexford.org) and must submit pending admission documents at the time of readmission to Nexford University.

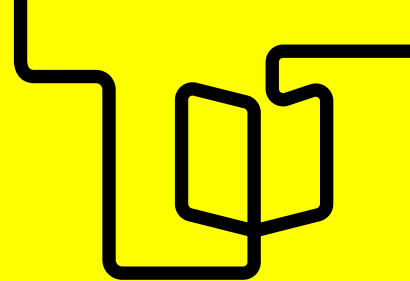
Under Nexford's Accepted Evaluation Pending (AEP) category, learners are given 60 days from their enrollment start date to submit all pending admission documentation, else, they are placed on suspension and will later be administratively dismissed from their program. In certain circumstances, learners who fail to submit their pending admission documents within the 60-day deadline, exceptions can be applied if the learner submits the appropriate verification and/or supporting documentation. If approved by the Manager of Admissions and Registrar, this will allow the learner a 30-day extension to submit their pending admission documents. If the university does not receive the learner's pending admission documents within the extended 30 days, they are placed on a two-month suspension to allow learners time to submit their documents. Learners are administratively dismissed from their program if admission documents are still outstanding after being suspended. Learners 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 who are administratively dismissed can resume their program upon providing their pending admission documents and will be required to reapply by sending a request in writing to the Office of Admissions (admissions@nexford.org) and providing their pending admission documents. If the learner fails to provide their missing admission documents at the time of readmission, the learner application will be denied.

2.C.7 Readiness Self-Assessment Recommendation

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

- Speak with one of Nexford Application Specialists
- Attend Nexford's Virtual Tour



2.C Admissions

Non-Academic Policies:

Non-academic policies are as published in the university catalog. 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.

2.C.8 Transfer Credits

Effective August 1, 2022, Nexford University implemented the following Transfer Credit Policy.

Nexford University's Registrar's Office reviews official transcripts for transfer credit eligibility. During the application process, learners wishing to seek transfer credit must have official transcripts sent from the issuing institution directly to Nexford University at registrar@nexford.org; transfer credit posted on another institution's transcript will not be accepted. Acceptance of transfer credits is determined by Nexford University.

Courses must have been awarded from a regionally or nationally accredited institution recognized by the Council for Higher Education Accreditation (CHEA) or the Department of Education (DOE/DAPIP) or at an international institution of higher education that is approved by the appropriate national ministry of education or recognized country equivalent.

Additional sources of external transfer credit include the following:

- American Council on Education (ACE)
- Sophia
- StraighterLine

NXU transfers courses on a course-by-course basis; courses must be at the collegiate level (developmental or remedial coursework is not accepted), at least 75% equivalent content, and comparable in duration. Grades for awarded external transfer credits are not factored into the learner's NXU grade point average (GPA); awarded transfer credit will appear on the NXU transcript as "T". Additionally, NXU does not award transfer credit for work or life experience at this time. Transfer Credits may only be awarded prior to the learner enrolling into the course.

The following criteria apply to transfer credit:

Undergraduate Transfer Credit:

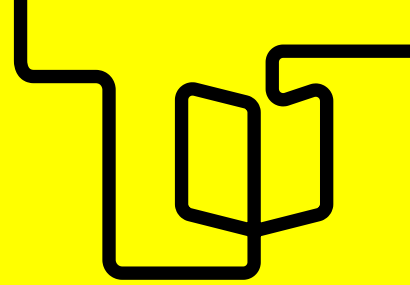
Undergraduate courses accepted for transfer credit require a grade of "C" or higher. Business courses must have been completed within the last ten (10) years. Learners may transfer a maximum of 75% of the credits required for an undergraduate degree program with a combination of transfer credit and experiential or equivalent credit. A total of 24 semester credits of General Education credits may be transferred into the AAS program and 30 semester credits of General Education credits may be transferred into the BBA program. General Education courses may be transferred into the following categories: Written and Oral Communication, Quantitative Principles, Natural and Physical Science, Social and Behavioral Science, and Humanities and Fine Arts. Capstone courses must be completed through NXU.

Graduate Transfer Credit:

Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the last ten (10) years. Learners will be allowed to transfer a maximum of 50% of the credits required for a master's degree with a combination of transfer credit and experiential or equivalent credit. Capstone courses must be completed through NXU.

Block transfer Credit:

This policy outlines flexible pathways for learners to transfer among institutions within and from outside the US to enable their educational advancement. Block transfer credits are subject to other NXU transfer policy guidelines such as currency, residency, and transfer credit verification. Learners eligible for a block transfer can maximize college credit transfer towards the Bachelor of Business Administration degree, while others may require a course-by-course evaluation. Learners who were deemed eligible for block transfer upon enrollment, but then decide to switch programs or plans of study, will undergo a reevaluation of eligibility for block transfer in the new degree program.



2.C Admissions

United States

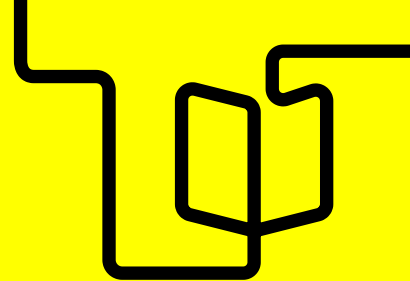
If a student holds an Associate of Arts (AA), Associate of Science (AS), or Associate of Applied Science (AAS) business or business-related degree from an institution accredited by a CHEA recognized US accrediting organization, then learners may satisfy up to 60 semester hours toward the completion of NXU's Bachelor of Business Administration degree under a customized learning path.

- Maximum transfer up to 60 credits toward BBA degree
- Minimum 2.0 cumulative Grade Point Average
- AA, AS, or AAS business or business-related degree
- Complete remaining NXU 60 credit residency requirements online
- Customize BBA learning path

International

If a student holds a three-year baccalaureate business or business-related degree from an international institution of higher education that is approved by the appropriate national ministry of education or recognized country equivalent, then learners may satisfy up to 90 semester hours toward the completion of NXU's Bachelor of Business Administration degree under a customized learning path.

- Maximum transfer up to 90 credits toward BBA degree
- Minimum 2.0 cumulative Grade Point Average
- Three-year Bachelor's degree in business or business-related degree
- Complete remaining NXU 30 credit residency requirements online
- Customize BBA learning path



2.C Admissions

Credit for Prior Learning

Learners enrolled in an NXU undergraduate degree program may be eligible for credit through prior learning. A maximum of 25% of the program may be fulfilled through prior learning credit with a total of 75% of the credits required for a degree program are eligible for transfer credit through a combination of standard transfer credit and prior learning.

Awarded Credit for Prior Learning (CPL) credit will appear on the NXU transcript as "CPL". Prior learning credits may only be awarded prior to the learner enrolling into the course.

Acceptable sources of Credit for Prior Learning include the following:

- AP Exams
- College-Level Examination Program (CLEP)
- DSST/DANTES Exams
- Certifications from industry associations and training academies
- International Baccalaureate (IB)

Internal Transfer Credits:

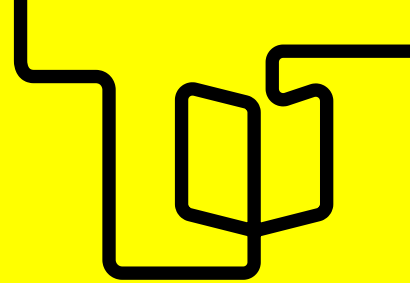
Learners may transfer courses from one Nexford program to another if they contain shared courses. If there are multiple attempts in a course, only the attempt with the highest grade will be transferred into the other program. Credits transferring into undergraduate programs must be a "C" grade or higher; credits transferring into graduate programs must be a "B" grade or higher. The course grade will be included in the learner's SAP calculation. Typically, due to the short duration of the certificate programs, only internal transfers may be awarded.

Transfer Your Credits:

Learners who wish to transfer their NXU credits to another institution may request their NXU official transcript to be sent directly from NXU to the receiving institution by emailing registrar@nexford.org. Please note, it is the decision of the receiving institution to determine which credits will be accepted.

Transfer Credit Appeals:

NXU reserves the right to deny credit for courses that are not compatible with those offered at NXU. Learners who disagree with the application of transfer credit may appeal to the NXU Registrar's Office within 30 days by emailing registrar@nexford.org.



2.D Grades

2.D

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.

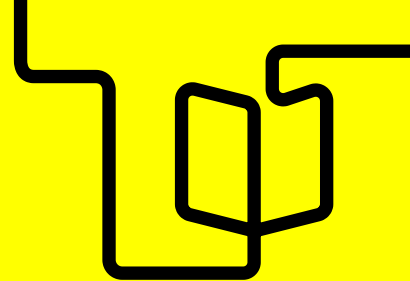
Nexford University's (NXU) grading system is tailored to the course-based competency learning we provide. Nexford defines competency as the ability to perform a real-world job or role to well-established standards. A successful Nexford learner possesses the knowledge, skills, and abilities — in short, 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 based on a university-wide scoring rubric (with slight variance from course to course, depending on the specific criteria under assessment). For example:

Sample Scoring Rubric

	Not Evident (0)	Needs Improvement (1)	Proficient (2)	Exemplary (3)	Comments
Criterion 1			×		Feedback on criterion 1
Criterion 2			×		Feedback on criterion 2
Criterion 3				×	Feedback on criterion 3
Criterion 4			×		Feedback on criterion 4
Final grade on project: B+					Other feedback on project



2.D Grades

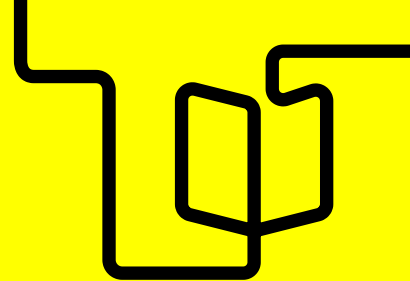
2.D.1 Course Design and Assessments

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. Upon completion of their programs, learners can immediately step into the workplace and feel confident about their abilities to perform.





2.D Grades

2.D.1.a Expected Time Per Course Credit

Nexford University follows the U.S. Department of Education's definition of the academic credit hour calculation; 1 semester credit hour is equivalent to 45 hours of time over the course of the semester. This means that a learner can expect to spend 45 total hours of time on 1 credit, and 135 total hours over the course of the term for a typical 3 credit course. Learners are encouraged to progress through each course at a reasonable pace while adhering to the assignment deadlines, course end dates, and time-spent expectations. Each course lasts for 51 days, and deadlines are set as follows:

All Learners
Module 1 = day 10
Module 2 = day 17
Module 3 = day 24
Module 4 = day 31
Module 5 = day 38
Module 6 = day 45
Final Project = day 51

2.D.1.b Proctored Assessments

Proctored Assessment Protocol

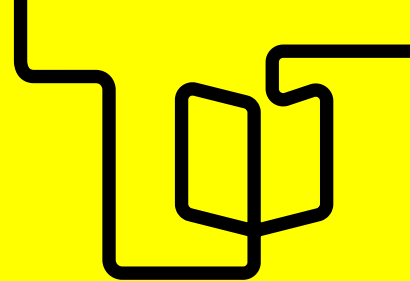
Nexford University requires the completion of proctored assignments at the beginning, middle, and end of each degree program offered. The purpose of the proctored assessment is to verify that the person who is taking the assessment is the same person who enrolled into the program. To promote academic integrity and to facilitate a secured testing environment, Nexford University (NXU) has established guidelines and procedures by which learners enrolled in online courses may take proctored assessments. Additionally, NXU has partnered with Rosalyn, a third-party proctoring service provider, to monitor the learners' completion of the proctored assessments in a secure environment integrated within the learning management system, Canvas.

In the Associate of Applied Science in Business program:

- BUS2125 The World of Business (beginning of the program)
- BUS2200 Leadership, Management, and Teams (middle of the program)
- CUL2200 Principles of Management (end of the program)

In the Bachelor of Business program:

- BUS2125 The World of Business (beginning of the program)
- BUS2200 Principles of Management (middle of the program)
- CUL2200 Intercultural Communication (middle of the program)
- BUS4250 Strategy and Organizational Planning (capstone course, end of the program)



2.D Grades

In the Master of Business Administration program:

- BUS6070 Leadership and Organizational Development (beginning of the program)
- BUS6110 Organizational Strategy (middle of the program)
- BUS6140 Business Administration Capstone (capstone course, end of the program)

In the Master of Science in Digital Transformation program:

- MHY6700 Internet of Things (beginning of program)
- MHY6750 Cybersecurity Leadership (middle of the program)
- ECM6800 Digital Transformation Capstone (capstone course, end of the program)

In the Master of Science in Business Analytics program:

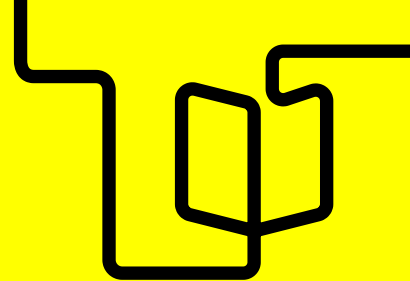
- BAN6010 Business Analytics (beginning of program)
- BUS6410 The Law & Ethics of Information Technology (middle of the program)
- BAN6800 Business Analytics Capstone (capstone course, end of the program)

In the Master of Science in Entrepreneurship program:

- PRD6100 Executing a Vision: Product Design & Development for Entrepreneurs (beginning of program)
- FIN6300 Funding for Startup Founders (middle of the program)
- ENT6800 Entrepreneurship Capstone (capstone course, end of the program)

Learner Responsibility

1. Check the syllabus to determine proctored assessment
2. To access, click on the Rosalyn link within the course to download the software
3. Upon completion of the download, the learner accepts the Privacy Policy and End User Agreement; tests the computer camera and microphone; confirm system requirements
4. Once the learner is ready to start assessment, they launch the application directly in Canvas
5. The learner completes a series of prompts regarding use of the system, then shows their government-sponsored ID on camera
6. Once the assessment has started, the browser is locked down and AI proctor begins to watch for gestures, movements, and gaze that may suggest violations as reading prohibited materials off-camera, while the locked browser prohibits use of all other computer applications.
7. If the AI-based system flags events, human proctors are notified and review events occurring during the test session in real-time
8. Learners receive real-time alerts to prevent minor attempts from becoming serious violations
9. All learners MUST complete each proctored assessment.
10. If the University is unable to verify learners identify through the proctored assessment process or learners do not complete the proctored assessment, they will be issued a failing grade for the course. Additionally, learners could be subject to disciplinary measures up to and including dismissal from the University.



2.D Grades

2.D.2 Final Course Grade Appeal Process

The purpose of the grade appeal process is to recognize faculty authority in the grading process while protecting students from possibly erroneous, prejudiced, arbitrary, or capricious academic evaluation. All attempts to resolve final course grade disputes must originate between the learner and the faculty. If a learner believes that a final course grade does not accurately reflect their coursework, they must first contact the faculty for possible resolution. If the learner and the faculty are unable to resolve the learner's concern, the learner may pursue a formal final course grade appeal process. This includes:

1. Pursuing a formal final course grade appeal after all attempts to resolve the learner's concern with faculty have been unsuccessful.
2. Filing a formal final course grade by submitting the Final Course Appeal form, within 5 days of the course end date, and all relevant documentation to the University Review Committee (URC) after all avenues with working with faculty have been exhausted.
3. The URC will review the learner's request and supporting documentation and will respond to the learner within 5 business days.
4. If the learner is not satisfied with the URC's outcome, the learner may follow the Grievance Policy outlined in the catalog within 3 days of received the response from the URC.

2.D.2.a Late Work Submission

Learners have the opportunity to submit past-due assessments beyond the module assignment due date*, except for Module 1 as learners are expected to participate in the course by the 10th day to avoid being withdrawn from the course (as indicated in Course Participation and Inactivity policy). All other module assignments, including the final project, submitted past the due date will receive an automatic 5% deduction for every day it is late up to 5 days; the submission will be closed after 5 days from the module assignment due date with no exception.

Late Work Deduction

Within 1 day late

Grade assigned by the faculty minus an extra 5% deduction for one day late

Within 2 days late

Grade assigned by the faculty minus an extra 10% deduction for two days late

Within 3 days late

Grade assigned by the faculty minus an extra 15% deduction for three days late

Within 4 days late

Grade assigned by the faculty minus an extra 20% deduction for four days late

Within 5 days late

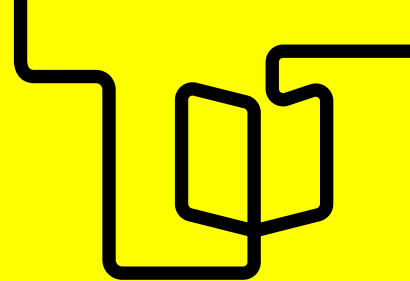
Grade assigned by the faculty minus an extra 25% deduction for five days late

More than 5 days late

Grade of zero on the assignment as late work is not accepted beyond five days past the due date

* Due dates are specified on the Course Syllabus and assignments must be submitted by 11:59 PM EST by the due date. Anything beyond the due date is subject to the Late Work Submission policy.

The late work submission policy does not apply to the Master of Science in Entrepreneurship (MSE) seminar courses.



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

Undergraduate Grading Scale

A	4.0 90-100%
B	3.0 80-89%
C	2.0 70-79%
F	0.0 < 70%
W	Withdrawn

Graduate Grading Scale

A	4.0 90-100%
B	3.0 80-89%
F	0.0 < 70%
W	Withdrawn

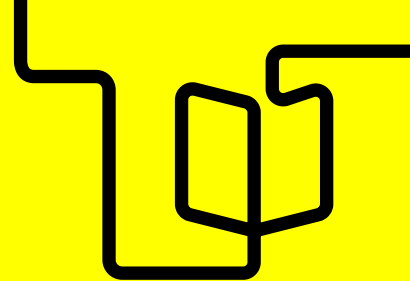
Nexford does not grant D grades. Nexford transcripts note final course grades as well as term and cumulative GPAs. For more details see section 2.B.10 (Satisfactory Academic Progress).

2.D.4 Course Extension

Nexford University recognizes that learners may encounter circumstances that make it difficult to complete the course work within the specified timeframes; however, not all situations warrant an assignment or course extension. Learners are expected to: adhere to the assignment deadlines, recognize that late deductions may apply to assignments submitted past the due date, complete the course within the scheduled time frame, and understand that not all requests for extensions are approved. For example, reasons such as work, travel, and balancing time do not qualify for an extension. Additionally, all requests for extensions due to extenuating circumstances must be supported by proper documentation.

1. Assignment Extension

- Assignment Extensions are not approved for Module 1 as learners are expected to adhere to the Course Participation and Inactivity Policy which requires learners to participate in the course by Day 10.
- Learners must submit their Assignment Extension Request Form no later than 24 hours within the assignment due date



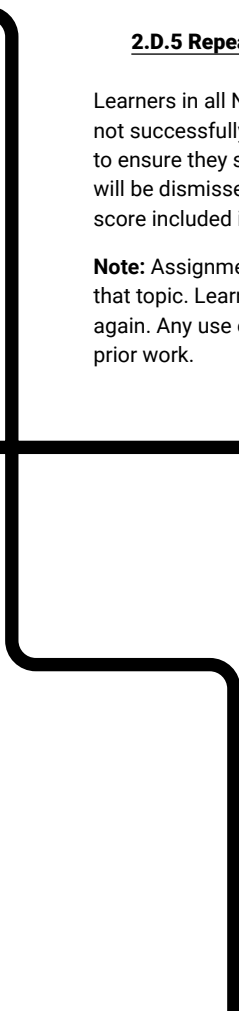
2.D Grades

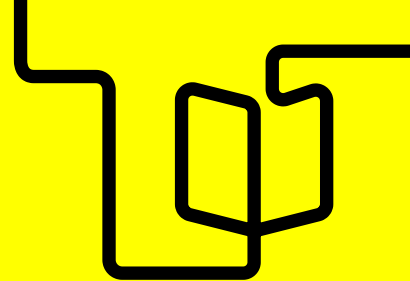
- c. Learners must provide proper documentation of an extenuating circumstance (medical certificate of hospitalization or doctor's note, death in the immediate family, or other extreme circumstance supported by documentation; reasons such as work, travel, balancing time do not qualify for an extension.)
2. Course Extension: Nexford courses are designed to be completed within approximately eight weeks (51 days). If learners believe they will not be able meet the deadline for completing the course due to extenuating circumstances, they may request an extension by submitting a Course Extension Request Form. A course extension will provide learners up to an additional two weeks to finish the course – yielding a total course completion time of 10 weeks (70 days). If learners believe they will not be able meet the deadline for completing the course due to extenuating circumstances, they may request an extension by submitting an Course Extension Request Form. To be eligible to receive a course extension, learners must:
 - a. Have completed the first three modules of the course;
 - b. Be passing the course;
 - c. Submit their request during the module 5 'window' (day 32-38) and no later than the last day of the course; requests submitted after the course end date will not be accepted;
 - d. Provide proper documentation of an extenuating circumstance (medical certificate of hospitalization or doctor's note, death in the immediate family, or other extreme circumstance supported by documentation; reasons such as work, travel, balancing time do not qualify for an extension.)

2.D.5 Repeating a Course

Learners in all Nexford programs must repeat any course they have not successfully completed. If a learner does not successfully complete a course twice or is withdrawn from a course twice, they will be placed on a SAP plan to ensure they successfully complete the course. If the learner fails to pass the course on the third attempt, they will be dismissed from the University. All course attempts will be listed on the learner record with only the highest score included in their CGPA, however all attempts are included in the pace calculation for SAP.

Note: Assignments submitted for the repeated courses are expected to reflect new approaches and insights into that topic. Learners may not merely copy and paste substantial sections from one assignment to be submitted again. Any use of prior work is at the discretion of the instructor, and prior approval is required before submitting prior work.





2.E Graduation

2.E.1 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. Undergraduate Certificate: passing grades in four courses in certificate sequence (12 credits total)
- b. Graduate 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)
- f. Master of Science in Digital Transformation: passing grades in 12 courses (36 credits total)
- g. Master of Science in Business Analytics: passing grades in 12 courses (36 credits total)
- h. Master of Science in Entrepreneurship: passing grades in 16 courses (40 credits total)

Passing grades for AAS, BBA and Undergraduate Certificates is a minimum of a C in each course. Passing grades for MSDA, MSDT, MSE and Graduate Certificates is a minimum of a B in each course.

2.E.2 Degree Conferral Process

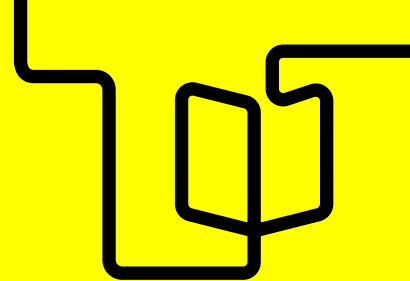
When learners complete all the requirements for a certificate or an Associate's, Bachelor's or Master's degree, they

- 2.E.2.a. Final Program Review: Registrar's Office review learners' entire academic record to determine successful completion of program requirements.
- 2.E.2.b. Registrar Validation: Registrar's Office coordinates with the Learner Success team should there be any inconsistencies in a learner's academic history.
- 2.E.2.c. Conferral: Upon completion of steps a and b, learners receive official notice of completion and degree conferral.
- 2.E.2.d. Credential Issuance: After notice of completion and degree conferral is delivered, learners receive an electronic copy of their transcript.

2.F Learner Code of Conduct

2.F.1 Learner Code of Conduct

Nexford University in an effort to promote an atmosphere conducive to intellectual fulfillment, commits itself, the administration, faculty, and learners to the maintenance of the highest possible standards of academic integrity. Learners are required to conduct themselves with the same standards of behavior as are expected in the workplace and in the community at large. All members of the Nexford community have the responsibility and obligation to adhere to and uphold the standards of learner code of conduct outlined below:



2.F Learner Code of Conduct

2.F.2 Academic Honesty

Nexford University holds all learners, current and alumni, 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), to ensure ethical use of AI tools, 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. Alumni found to have violated academic honesty standards will be liable to disciplinary action, including barring reenrollment to NXU, a permanent hold of transcripts, or revocation of their degree from Nexford University. Escalated violations of the academic honesty standards may be reviewed by the University Review Committee (URC). Learners are notified in writing of such reviews and allowed to respond to allegations. If 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:

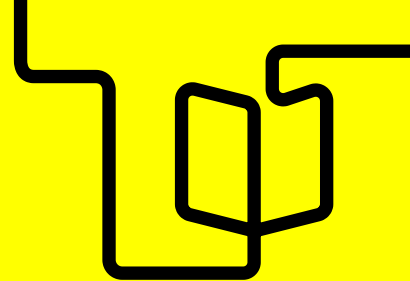
- Plagiarism is defined as representing words, ideas, or other works of another individual or entity as your own without giving proper credit to the original author or source.
- Cheating is defined as using or attempting to use unauthorized materials, information, study aids, or computer-related information.
- Self-Plagiarism is defined as submitting previously submitted course work that may or may not have received academic credit, without prior approval of faculty.
- Poor scholastic achievement focuses on students not properly citing sources or following published citation criteria.
- Colluding with another learner or learners, either in person or online, who are enrolled in or have completed a course, to share an assignment or project and/or to make revisions to the same graded assignment or project to deliberately disguise similarities.
- Providing unauthorized help to another learner or learners by sharing coursework privately or publicly by uploading it to an online forum.
- Using over 25% of AI-generated content. Learners must include citation for their AI-generated content used.

It can sometimes seem unclear where the line between proper and improper work is drawn. And learners can sometimes cross the line unintentionally with no intent to deceive. Yet, the university takes even unintentional 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 Learner Orientation offers important advice — including information about additional resources they may consult — on how to observe and comply with honesty standards.

2.F.3 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 Learner Code of Conduct

2.F.4 Drugs and Alcohol

Though Nexford University is a fully online institution, we are committed to maintaining maintaining an environment with no drugs and alcohol. 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.

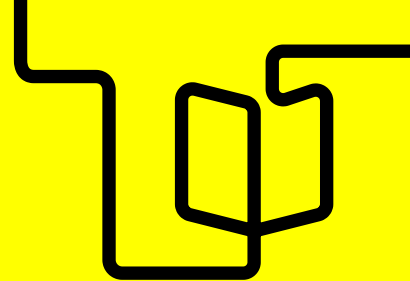
2.F.6 Intellectual Property

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

Nexford University offers online courses, which fall under the U.S. Department of Education's definition of distance education, and this policy applies to all courses that are subject to the federal requirements for distance education, beginning with the application for admission and continuing through a student's graduation, transfer, or withdrawal from the university.

"The Higher Education Opportunity Act (HEOA) (Public Law 110-315), Federal Requirement 34 CFR §602.17(g), <https://www.govinfo.gov/content/pkg/CFR-2011-title34-vol3/pdf/CFR-2011-title34-vol3-sec602-17.pdf> requires institutions that offer distance education or correspondence education to have processes in place through which the institution establishes that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the course or program and receives the academic credit. The agency meets this requirement if it:



2.F Learner Code of Conduct

2.F.7 Learner Identity Verification (cont.)

(1) Requires institutions to verify the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as:

- (i.) A secure login and pass code;
- (ii) Proctored examinations; and
- (iii) New or other technologies and practices that are effective in verifying student identity;

and (2) Makes clear in writing that institutions must use processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.”

Secure Login and Password

During the application for admission process, student identity is vetted in accordance with standard practices. Learners are required to upload a valid copy of a government issued identification, as well as a passport-style photo, to the web-based application, which are then verified by Nexford University. Documents including, but not limited to, identification and prior transcripts, must be accurate and authentic originals and/or notarized copies of the originals. Any document learners are required to submit are uploaded directly into Nexford University's database (GENESIS). Upon user verification, the learner is issued a university unique login and complex password which provides access to the learning management system.

24x7 Password Reset Tool

Network user account credentials are managed by authorized administrators at Nexford University. Learners also have the ability to reset their Nexford credentials using the Office 365 password reset tool.

Two-Factor Authentication

Effective September 1, 2022 Two-Factor Authentication will become effective for all learners.

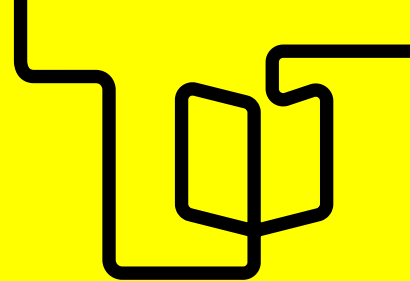
Nexford University has initiated the use of a two-factor authentication system to increase privacy and enhance security for learners accessing its systems. The University uses two-factor authentication to verify the identity of the learner who accesses the Canvas Learning Management System (LMS) through the use of two independent means of evidence. The purpose of two-factor authentication is to protect the learner identity and ensure that the learner who enrolled into the academic program is the same person accessing the LMS.

Learning Management Course and User Data

Course registrations, including adds and drops, are populated in the learning management system automatically by the student information system each term; ensuring that only those with valid Nexford University user accounts may access the system and that users may only access courses for which they are enrolled.

Remote Proctoring Degree Program

Nexford University has established remote proctoring degree programs. The remote proctoring occurs within the degree programs at regular intervals. The remote proctoring application confirms the learner's identity through ID verification at the beginning of the assessment. External devices, applications, and communication apps are locked from connecting to the learner's computer for items other than the learning management system. During the assessment, the remote proctoring system continuously verifies the learner through the AI-enabled webcam video stream. The AI watches for gesture, gaze, and movement patterns that may suggest violations such as reading prohibited materials off-camera, while locking down browser options for on screen violations. If the AI-based system flags events, human proctors are notified and review events occurring during the test session in real-time. Learners receive real-time alerts to prevent minor attempts from becoming serious violations, in which the human proctor would notify the University for review and disciplinary actions to be addressed by the University Review Committee (URC). These actions could include but are not limited to: resubmission of their government issued identification, a zero grade, an option to retake their assignment/test, and/or dismissal from the University.



2.F Learner Code of Conduct

2.F.7 Learner Identity Verification (cont.)

Faculty

Nexford University Faculty hold academic responsibility for ensuring that students comply with the policy. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to engage in courses that use assignments and evaluations that support academic integrity. Changes in student behavior such as sudden shifts in academic performance or changes in writing style or language used in discussion groups or email may indicate academic integrity problems. As best practices suggest, faculty should routinely ask students to share in appropriate ways important ideas learned from texts and references, require research projects and paper assignments to be submitted in steps, and/or use Turnitin.com.

2.F.8 Nexford University Network Acceptable Use

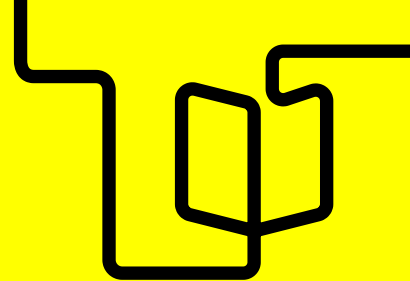
All computer accounts issued by Nexford University are the sole property of the university. All account holders are responsible for the appropriate use of their accounts. Learners are expected to safeguard the integrity of their accounts by keeping their passwords secret and changing them on a regular 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 always expected to observe proper online etiquette. 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 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 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, away from any concerns about intimidation.

2.F.10 Respectful Treatment of Others

Nexford University always expects all of its community members to treat each other with respect, 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.F Learner Code of Conduct

2.F.11 Disciplinary Actions

Enforcement of the Code of Conduct is the responsibility of all faculty and staff. Evidence of violation of the Code of Conduct may result in disciplinary action including, but limited to:

- Failing grade on an assignment
- Failing grade in a course
- Written warning
- Dismissal from the University

Repeated offenses or egregious violations of the Code of Conduct should be referred to the University Review Committee (URC).

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 learner 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 Chief Academic Officer (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 learner has the right to follow the complaint process if they disagree with the result of the appeal (2.I Complaints).

2.G Learner Account, Tuition, and Fees

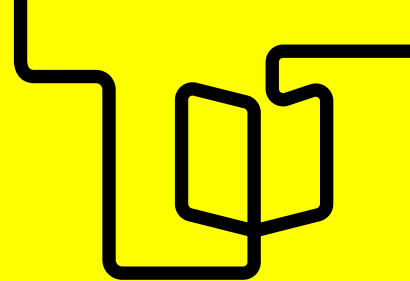
2.G

Nexford University (NXU) determines tuition rates based on geographic region to ensure affordability for students worldwide. Tuition is a fixed cost at the start of each program, and students sign an Enrollment Agreement that includes the monthly tuition rate and the total maximum tuition amount. It's important to note that these rates are specific to each enrollment agreement and are not guaranteed for re-enrollment under a new agreement. Additionally, payments made under a prior agreement do not apply to the maximum total tuition in a new agreement. However, previously completed courses may transfer into the new program enrollment.

For the AAS program, it will take 24 months to pay the total amount, and you will be able to continue learning for 12 more months without paying any additional tuition. For the BBA program, it will take 48 months to pay the total amount, and you will be able to keep learning for 24 more months without paying any additional tuition. For graduate programs, it will take 18 months to pay the total amount, and you will be able to continue learning for 9 more months without paying any additional tuition.

Maximum Tuition by Program

Region	AAS	BBA	MBA & MSDT	MSDA	MSE
Group 1	\$8160	\$16,320	\$7020	\$7740	\$7740
Group 2	\$6720	\$13,440	\$5760	\$6480	\$6480
Group 3	\$4440	\$8880	\$5400	\$5490	\$4680
Group 4	\$3840	\$7680	\$4950	\$5040	\$4320



2.G

Learner Account, Tuition, and Fees

2.G.1 Tuition

NXU Pricing

Learners pay a monthly fee based on the program list in the table below. Learners may take a standard learning path, which is one or two courses per term, or an accelerated path, which is three courses per term; the total cost of the program may differ for learners based on the path they choose.

Learners in all Nexford academic programs take only one course for the first term of enrollment. 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. 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. Success Advisors (SAs) assist learners in setting and adjusting their best learning strategies at every stage of their educational careers.

Region	AAS/BBA	MBA	MSDT	MSDA	MSE	Undergraduate Courses* & Certificates	Graduate Courses* & Certificates
Group 1	\$340	\$390	\$390	\$430	\$430	\$310	\$360
Group 2	\$280	\$320	\$320	\$360	\$380	\$250	\$320
Group 3	\$185	\$300	\$300	\$305	\$260	\$155	\$220
Group 4	\$160	\$275	\$275	\$280	\$240	\$120	\$215

*Undergraduate and Graduate single courses are charged per course, - not monthly.

Tuition rates vary in the different countries in which the university operates, consistent with local economic factors. Top countries for each group are below:

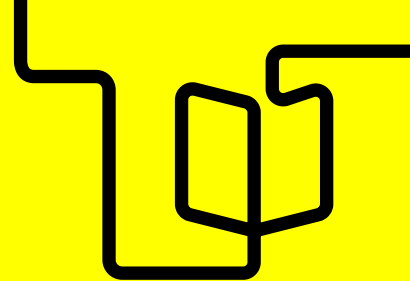
Group 1 – USA, Canada and China

Group 2 – Finland and Iceland

Group 3 – Kenya, Egypt, Philippines, Thailand, and Indonesia

Group 4 – Nigeria and Ghana

To see a list of all of the countries in each group, go to the [Tuition and Fees Section](#) of the Nexford website.



2.G Learner Account, Tuition, and Fees

2.G.1.A Tuition Payments

Learners can access their financial information through myNXU.

Payment Periods

Learners receive an invoice generated on the 20th of every month for their succeeding month(s) of active enrollment with instructions for submitting payment. If a learner fails to meet a tuition payment deadline, which is the end of every month, then the learner's access to the Nexford Learning Management System is suspended and may result in dismissal from the University. Failing to meet tuition payment deadlines may constitute a breach of the terms of this agreement and may result in Nexford University revoking any scholarships or other forms of tuition assistance that may have been extended to learners. Dismissal from the University will result in a termination of this contract, and a new Enrollment Agreement must be signed to re-enroll at the University. It is important to note that the monthly tuition rate and the maximum total tuition specified in this contract are applicable only to this Enrollment Agreement and are not guaranteed in the event of re-enrollment under a new agreement.

Payment Problems

If a learner's payment is not received on time, Nexford will notify the learner via his/her registered email address that they will be placed on Financial Suspension when any ongoing courses are concluded. While on Financial Suspension, learners will stop incurring tuition charges and will not be able to enroll into any courses. Learners remain on Financial Suspension for up to two months. If at any point the outstanding balances are paid, they will be enrolled into the upcoming term. If the outstanding balances have not been paid after two months, the learner will be dismissed from the program.

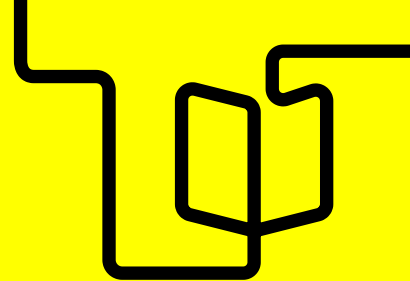
2.G.1.B University Fees

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, Master of Science in Digital Transformation, Master of Science in Business Analytics, Master of Science in Entrepreneurship or Master of Business Administration) may be required to pay an application fee (\$25) 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. 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 Diploma and Transcript Fees

Nexford levies fees for certain optional services on request. Please note that official transcripts will not be released if the learner has any outstanding financial obligations to the university. If a learner wants to request their academic records, they must send an email to registrar@nexford.org. These fees (in US dollars) apply to all learners in Nexford academic programs and are non-refundable:

Fees for Certificate Programs

Nexford University issues a copy of the electronic transcript upon graduation. Below are the fees for the additional transcripts and copies of certificates:

- Electronic certificate \$25.00
- Printed certificate an official copy \$50.00
- Printed copy of transcript student or official copy \$50.00

Notarized and Authenticated Documents Fee

Notarized documents will be sent to learners or their designees for a fee of \$100/document. If authentication is required, it is an additional \$50.

Transfer Credit Review Fee

A transfer credit review will be conducted for a fee of \$50/review.

Fees for Degree Programs

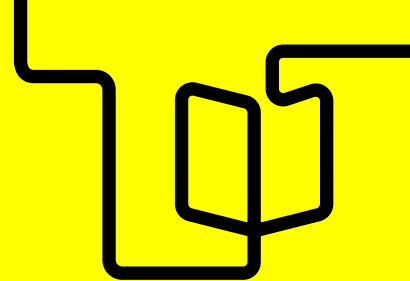
Nexford University issues an electronic copy of the transcript upon graduation. Below are the fees for additional transcripts and diplomas:

- Printed degree diploma an official copy \$110.00
- Printed degree transcript student or official copy \$80.00
- Electronic degree diploma \$60.00
- Electronic degree transcript Official copy sent to an institution \$35.00
- Electronic transcript student copy \$25.00
- Diploma bundle (1 printed diploma, 1 electronic diploma, unlimited electronic copies of transcript) \$150.00
- Diploma and transcript bundle (1 printed diploma, 1 electronic diploma, 1 printed transcript - student copy, unlimited electronic copies of transcript) \$200.00

NOTE: Learner copies of transcripts are considered unofficial. Some institutions may require an official copy.

2.G.1.D University Refund Policy

Nexford University's refund policy ensures learners a fair and equitable refund benefit while complying with the requirements of the Higher Education Licensure Commission (HELC). The university charges tuition monthly and sends an email with the invoice to learners. This covers instructional access, regardless of the number of courses or credit hours taken in a term.



2.G Learner Account, Tuition, and Fees

2.G.1.D University Refund Policy (cont.)

While courses are offered in 8-week terms, learners can complete their course(s) at an accelerated pace and begin new courses at the next available start date (the first of every month). Learners select an option to pay monthly, pay for two months, or pay for six months. Learners who complete their academic programs at an accelerated pace may incur a lower total cost for their programs — as they may pay for fewer monthly payment periods across their program.

Non-refundable Fees

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

Cancellations

Newly admitted learners are required to submit their first monthly tuition payment after signing their enrollment agreement to finalize their enrollment into Nexford University. Learners have five (5) calendar days after signing the enrollment agreement to cancel enrollment in writing at success@nexford.org and receive a full refund of all monies paid to Nexford University. Once the cancellation request has been received and processed, a notification will be sent to the billings team to complete a refund. The refund will be made to the learner within 30 days of the learner's notice of cancellation.

Withdrawals

Learners who wish to withdraw from the University must submit their request in writing to success@nexford.org.

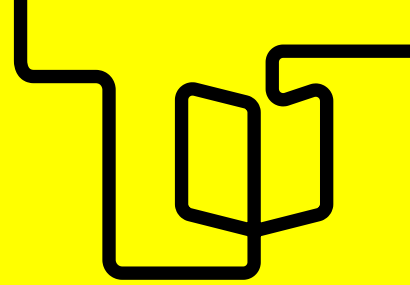
Please note the following exception to Nexford's policy on tuition refunds: completing a course in less time than the standard 8-week timeframe is not grounds for requesting a refund of tuition.

Learner refunds will be based on the weekly refund chart. Once the withdrawal request has been received and processed, a notification will be sent to the billings team to determine if the learner is eligible for a refund, and they will contact the learner to provide the university with appropriate account information in order for the refund to be processed. The refund will be made to the learner within 30 days of the learner's notice of withdrawal. Refunds are processed in the learner's local currency.

Calculating the Refund

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

Withdrawal Date (Term Week)	Refund Amount
1st week	80%
2nd week	60%
3rd week	40%



2.G Learner Account, Tuition, and Fees

2.G.1.D University Refund Policy

Withdrawal Date (Term Week)	Refund Amount
4th week	20%
5th week +	0%

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.

Tier 1

In all cases, learners are eligible to receive a refund for tuition paid in advance for future terms.

Example 1:

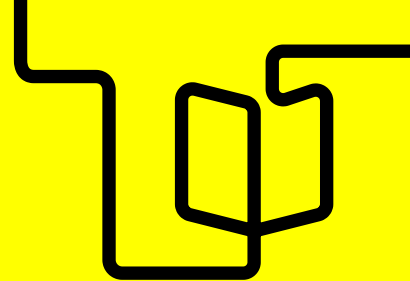
If an MBA learner from the United States withdraws from the university during the fourth week of the term, he or she would be eligible to receive a 20% tuition refund.

Tuition paid for the term (two months of tuition @ \$390 per month)	\$780
Tuition refund percentage (withdrawal term week four)	20%
Tuition refund:	\$156

Example 2:

If a BBA learner from the United States withdraws from the university during the second week of the term, he or she would be eligible to receive a 60% tuition refund.

Tuition paid for term (two months of tuition @ \$340 per month)	\$680
Tuition refund percentage (withdrawal term week two)	60%
Tuition refund	\$408



2.G Learner Account, Tuition, and Fees

2.G.1.D University Refund Policy

Tier 2

Example 1:

If an MSDT learner from Finland withdraws from the university during the fourth week of the term, he or she would be eligible to receive a 20% tuition refund.

Tuition paid for term (two months of tuition @ \$320 per month)	\$640
Tuition refund percentage (withdrawal term week four)	20%
Tuition refund	\$128

Example 2:

If a BBA learner from Finland withdraws from the university during the second week of the term, he or she would be eligible to receive a 60% tuition refund.

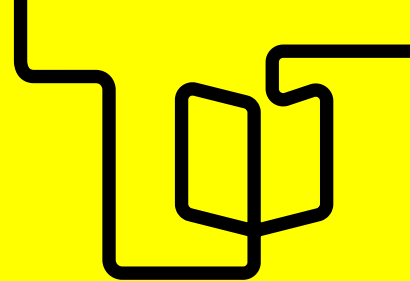
Tuition paid for term (two months of tuition @ \$280 per month)	\$560
Tuition refund percentage (withdrawal term week two)	60%
Tuition refund	\$336

Tier 3

Example 1:

If an MBA learner from Egypt withdraws from the university during the fourth week of the term, he or she would be eligible to receive a 20% tuition refund.

Tuition paid for the term (two months of tuition @ \$300 per month)	\$600
Tuition refund percentage (withdrawal term week four)	20%
Tuition refund	\$120



2.G
Learner Account,
Tuition, and
Fees

2.G.1.D University Refund Policy

Example 2:

If a BBA learner from Egypt withdraws from the university during the second week of the term, he or she would be eligible to receive a 60% tuition refund.

Tuition paid for term (two months of tuition @ \$185 per month)	\$370
Tuition refund percentage (withdrawal term week two)	60%
Tuition refund	\$222

Tier 4

Example 1:

If an MBA learner from Nigeria withdraws from the university during the fourth week of the term, he or she would be eligible to receive a 20% tuition refund.

Tuition paid for the term (two months of tuition @ \$275 per month)	\$550
Tuition refund percentage (withdrawal term week four)	20%
Tuition refund	\$110

Example 2:

If a BBA learner from Nigeria withdraws from the university during the second week of the term, he or she would be eligible to receive a 60% tuition refund.

Tuition paid for term (two months of tuition @ \$160 per month)	\$320
Tuition refund percentage (withdrawal term week two)	60%
Tuition refund	\$192



2.G

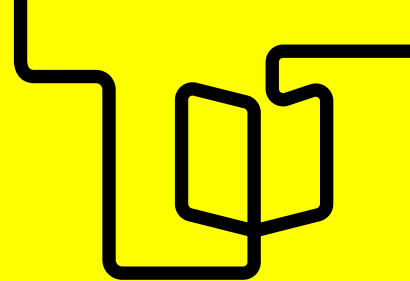
Learner Account, Tuition, and Fees

2.G.1.D University Refund Policy

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 to billings@nexford.org.





2.H Rights, Record, and Learner Privacy

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

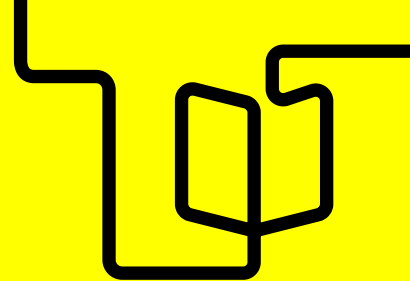
The purpose of this policy is to allow the university to make sensible decisions about what information to keep and what information to discard, and to establish procedures for the access, maintenance, retention, preservation, and disposal of academic records.

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 Rights, Record, and Learner Privacy

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

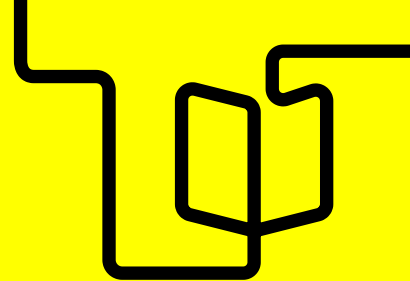
All employees, faculty members, or staff members of the university are responsible for being aware of, and adhering to, the provisions outlined within this policy.

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 in an electronic format at no extra cost. 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](#).



2.H Rights, Record, and Learner Privacy

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 away 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.I Rights (Other) and Conduct

2.I.1 Complaint/Grievance Procedure

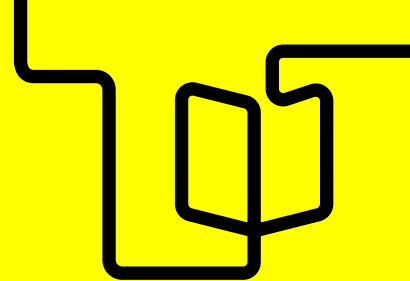
The purpose of the Learner Complaint Policy is to provide a process for learners to seek resolution of a dispute or complaint. Most issues can be resolved through discussion with faculty or a Success Advisor. Learners have the right to seek help or resolution if they feel that they have been unfairly treated based upon the policy and procedures of the University and were unable to resolve the situation. Learners must submit their complaint to the University Review Committee (URC) at urc@nexford.org, and should include the following information:

- Thoroughly describe the complaint
- Identify steps taken to resolve the issue
- Provide any additional supporting documentation

When complaints are received, by the URC, the Committee will investigate the complaint and render a decision to the learner within 5 business days of receiving the complaint.

Grievance Policy

In the unlikely event that the learner's complaint was not resolved to their satisfaction, the learner should submit a grievance to the Chief Academic Officer (CAO) at grievance@nexford.org. The grievance should include all documentation and attempts to resolve the situation including the URC decision. The CAO will investigate the grievance and communicate with the appropriate learners and employees to address the problem as warranted. Resolution of the grievance will occur once the final response or outcome is determined. The learner who filed the grievance will be notified of the decision of the CAO.



2.1 Rights (Other) and Conduct

2.1.1 Complaints

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 or by telephone at 202-727-6436.

Pursuant to DC Official Code §38-1306(c)(4) complaints may be filed with the Higher Education Licensure Commission (HELC, Commission) against postsecondary educational institutions operating in the District of Columbia. Consumers who have experienced a violation of the HELC statute or regulations should complete this form and submit all supporting documents. This form must be signed and dated by the individual making the complaint and should be mailed:

Office of the State Superintendent of Education
Higher Education Licensure Commission
1050 First Street, NE, Fifth Floor
Washington, D.C. 20002

Complaints are made available to the institution/alleged violator so that they may file a response to the allegations. The HELC cannot respond to anonymous complaints. Investigation and resolution of complaints take varying amounts of time. Upon completion of an investigation, the complainant will receive notice of any proposed actions.

Learners may also contact the Distance Education Accrediting Commission (DEAC) to file a complaint. The student may also contact the DEAC at 1101 17th Street NW, Suite 808 Washington, D.C. 20036 and at <https://www.deac.org/>. Telephone: 202-234-5100

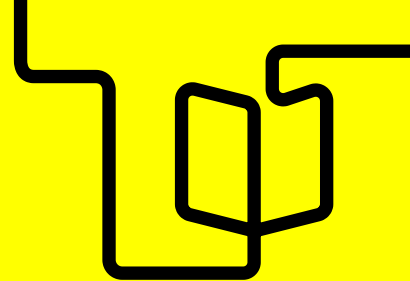
DEAC's Online Complaint System enables individuals to file a complaint directly using the DEAC website. The complaint form is found at <https://www.deac.org/Student-Center/Complaint-Process.aspx> Written complaints will also be accepted by mail or other form of effective delivery to DEAC, provided they include (1) the complainant's name and contact information (2) the basis of any allegation of noncompliance with DEAC standards and procedures; (3) all relevant names and dates and a brief description of the actions forming the basis of the complaint; (4) copies of any available documents or materials that support the allegations; and (5) a release authorizing DEAC to forward a copy of the complaint, including identification of the complainant(s) to the institution.

2.1.2 Graduate Access

Graduates of degree programs from the university can have continuous access to Canvas, their academic records, and the full suite of LinkedIn Learning content for only a \$10 monthly fee 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.

2.1.3 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



2.1 Rights (Other) and Conduct

affirmative action laws, orders and regulations, including Title IX of the Civil Rights Act. This non-discrimination policy applies to admissions, employment, access to and treatment in university programs and activities.

2.1.4 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, avoidance of 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](#).

2.1.5 Sexual Misconduct and Harassment

Nexford University is committed to providing its learners and staff with an environment in which they can learn and work without 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 is 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

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 Success Advisors in the event performance or progress issues arise; and provide them with strategies for overcoming academic difficulties.

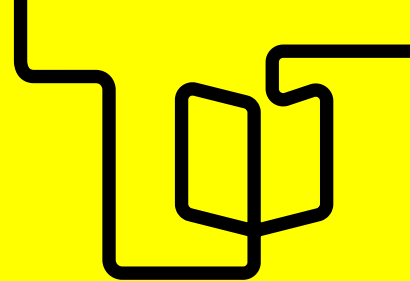
Technology is only part of NXU's learner success approach. Learners are also supported by a network of advisors and mentors — Nexford faculty and staff — who provide them with a wide range of hands-on assistance. Nexford understands the challenges that any education presents, whether traditional or online. 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 Success 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 link their learning most effectively 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.

Nexford University has a dedicated group of Success Advisors to guide learners from Orientation through the successful completion of the first three courses in their program. After this period, learners will be supported by the rest of the Success Advising team who will provide support through graduation.

Learners are encouraged to reach out to the advising team by emailing success@nexford.org, booking an advising session or reaching out through the advising team's official WhatsApp number: 12026601426.



2.J Support and Resources for Learners

2.J.1.b Career Advisors

Career support services are a cornerstone of Nexford's learner success strategy, blending technological and traditional methods to aid career development. Our offerings are tailored to aspiring global business leaders and include a variety of resources to help learners achieve their professional goals:

Virtual Job Simulations: Learners gain hands-on experience and enhance their resumes with virtual work experiences at leading companies.

Supplemental Career Advancement Courses: Learners can access many on-demand courses to boost their skills and knowledge, including certifications and career coaching services such as:

Career Readiness Certifications: Validate their expertise with industry-recognized certifications.

AI-Powered Coaching: Receive personalized guidance and feedback on their career paths and job search strategies.

Job Search Planner: Develop a structured job search plan to increase their chances of landing the right opportunity.

Job Board: Explore a wide array of job opportunities that match their skills and experience.

Additionally, Nexford offers various career planning advising sessions, providing resources like resume writing guidance, interview simulations, preparation tips, and online job search strategies. These sessions include:

Resume Review: Learners receive professional feedback to enhance their resumes.

Mock Interviews: Learners prepare for interviews with realistic practice sessions.

Job Search Strategy Planning: Learners create an effective job search strategy tailored to their career goals.

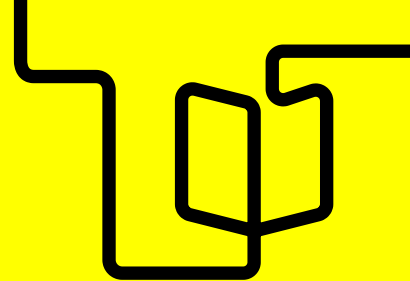
Career Advancement Planning: Learners develop a plan to advance in their careers and achieve long-term objectives.

2.J.1.c Writing Lab

Nexford University integrates writing support into its curriculum: learners have the benefit of accessing the Writing Lab (WL) located on their Canvas Dashboard 24x7. The WL offers learners access to various resources to assist with written communication skills.

2.J.1.d Faculty Advising

Faculty 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. Faculty 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.



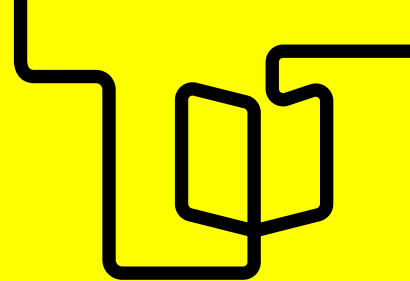
2.J Support and Resources for Learners

2.J.1.e 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.J.f 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'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.J Support and Resources for Learners

2.J.2 Learner Orientation

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

During NXU Orientation, learners:

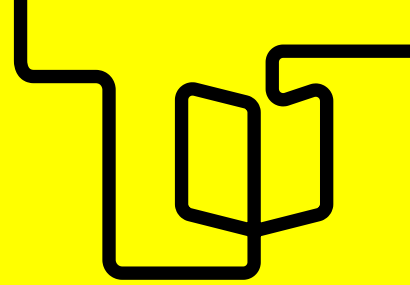
- a. Learn how to navigate Canvas
- b. Learn how Nexford's courses and programs are structured; about Nexford's academic policies; and about Nexford's Learner Code of Conduct
- c. Learn about the various types of advising support that are available to them
- d. Learn strategies for success in online learning at Nexford
- e. Learners will receive their NXU University Kit during orientation.

At the end of Orientation, learners are encouraged to attend a live advising session led by a member of the Success Advising team. Current learners and alumni are invited to attend these sessions to share their learner experience and answer any questions from new learners. In addition, or alternatively, learners can meet with a 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.3 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 and Gale, 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 more. Learners can access LIRN's online library resources seven days a week, 24 hours a day, via Nexford's online learning environment, Canvas.

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.



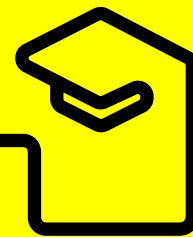
2.J Support and Resources for Learners

2.J.4 Parents

Nexford University Learner Success Advisors provide support to learners throughout their academic journey and treat them as responsible agents in their education. The university acknowledges that parents may play a vital role in supporting learners in their pursuit of higher education. In order to protect learners' privacy, Nexford follows the Family Educational Rights and Privacy Act (FERPA). If learners would like to share their educational records with their parents, they must complete the FERPA consent form. The FERPA consent form allows the Office of the Registrar to release the learner's educational records to specified third parties including parents.

Learners should send an email to registrar@nexford.org indicating that they would like to allow the release of their educational records. The Registrar will send the FERPA release form to learners to sign via electronic signature. This form will go back to the Registrar's office and will be uploaded into the learner record.





3.A College of Business and Innovation

3.A

Mission Statement: To provide a transformative educational experience that equips aspiring leaders with the competencies to succeed in a dynamic global workforce.

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 offers an Associate of Applied Science in Business (AAS) degree, a Bachelor of Business Administration (BBA) degree, a Masters of Science in Digital Technology (MSDT) degree, a Master of Science in Data Analytics degree (MSDA), a Master of Science in Entrepreneurship degree (MSE), and a Masters of Business Administration (MBA) degree, eight 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.

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 Associations² 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.

²The 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
College of
Business and
Innovation

3.A.2 Overview of General Education Outcomes

Learners complete a set number of credits of General Education which provide them with well-rounded knowledge in writing, math, science, and the social sciences. These courses provide core skills and the abilities needed for students to be successful in their chosen profession. Introducing this broad range of perspectives creates the ability to look at problems from different angles and help present possible solutions, as well as how to communicate effectively and solve problems.

**Written and Oral
Communication**

Communicate and
comprehend effectively
(oral and written).

**Scientific and
Quantitative
Reasoning**

Apply mathematical and
scientific principles and
methods.

**Natural and
Physical Science**

Explore how physical and
natural systems work and
are sustained.

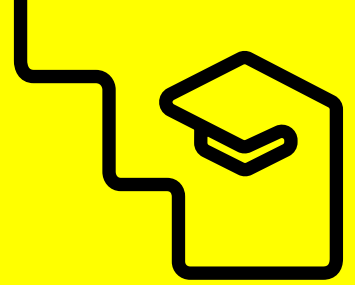
**Social and
Behavioral
Sciences**

Gain an understanding of
society and culture as well
as individual and social
interaction processes.

**Humanities and
Fine Arts**

Understand, analyze
and explore the human
condition.





1.
Welcome

2.
Policies

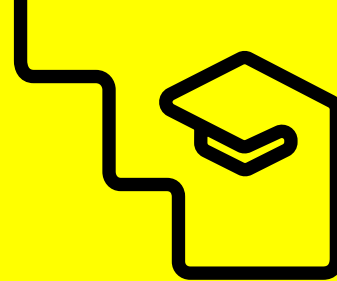
3.
Undergraduate and
Graduate certificates

Page No.

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Associate of Applied Science in Business
(AAS) Degree





3.B 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 crosscuts 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.
1. **Demonstrate** knowledge of foundational business principles, practices, related to each functional area of business (accounting, finance, marketing, management).
 2. **Interact** professionally using oral, written, and non-verbal techniques, to include the use of technology and digital tools when gathering and presenting information and data.
 3. **Define** individual values, knowledge, skills, and abilities to identify personal, educational, and professional growth opportunities.
 4. **Identify** the role of technology to achieve a business outcome.
 5. **Apply** quantitative principles using digital technologies, tools and data needed to inform decisions for improving processes and business outcomes.
 6. **Interpret** the ethical, legal, and cultural implications across key economic regions of the world and the challenges and opportunities that impact business decisions globally.
 7. **Identify** the factors impacting leadership, organizational culture, teamwork, innovation, and change management to make informed management decisions.
 8. **Demonstrate** the knowledge, skills and attitudes required of all disciplines through general education in fundamental academic disciplines: written and oral communication, quantitative principles, natural and physical science, social and behavioral sciences and humanities and fine arts.



3.B Associate of Applied Science in Business (AAS) Degree

3.B.5 Program Structure

General Education Requirements

Written and Oral Communications

CUL 2200	Intercultural Communication	3 credits
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Quantitative Principles

STA 1300	Statistics	3 credits
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QRS 2150	Introduction to Spreadsheets and Modeling	3 credits
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Natural and Physical Science

NWL 2100	Nutrition and Wellness	3 credits
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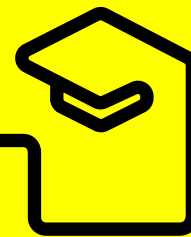
Humanities and Fine Arts

CUL 1100	American Institutions and Culture	3 credits
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Social and Behavioral Sciences

SCI 1150	Science of Happiness	3 credits
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*Learners choose 1 of 2 courses



**3.B Associate of Applied Science in Business
(AAS) Degree**

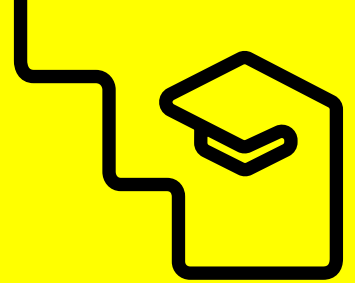
3.B.5 Program Structure (continued)

Core Program Requirements

1. BUS 1100 Roadmap to Success (3 Credits)
2. BUS 2125 The World of Business (3 Credits)
3. MKT 2100 Marketing Fundamentals (3 Credits)
4. BUS 2150 Introduction to Business Law (3 Credits)
5. BUS 2200 Principles of Management (3 Credits)
6. ACC 2100 Financial Accounting (3 Credits)
7. ACC 2200 Managerial Accounting and Cost Analysis (3 Credits)
8. BAN 2100 Data Analytics (3 Credits)
9. AIA 2100 Introduction to AI (3 Credits)
10. ECO2100 Principles of Macroeconomics (3 Credits)
11. ECO2150 Principles of Microeconomics (3 Credits)
12. HRM 2100 Managing People Resources (3 Credits)
13. BUS 2250 Business Career Branding for Success (3 Credits)
14. BUS 2100 International Business and Culture (3 Credits)

Core Program Courses Total – 42 credits

Total Degree Program – 60 credits



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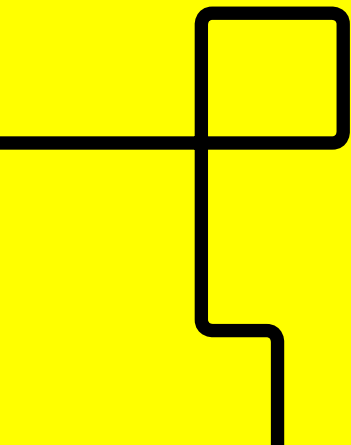
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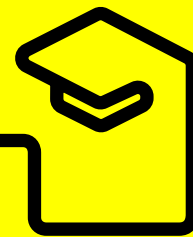
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Bachelor of Business
Administration
(BBA) Degree





3.C Bachelor of Business Administration (BBA) Degree

3.C.1 Program Description

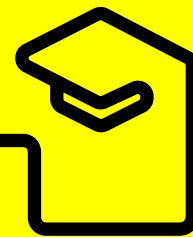
Hyper connectivity represents a tilt in the lens of the world – and the explosion of global economy has recast what it means to do business. The Nexford University (NXU) Bachelor of Business Administration (BBA) provides a solid footing in the fundamentals of business. It also forms part of our stackable credentials, making it a clear pathway for learners to advance to the NXU Masters of Business Administration (MBA) degree. The curriculum is a primer for critical, analytical, and strategic thinking, and combines general education courses with four specialization options. These include Business Analytics, Entrepreneurship, Digital Marketing, and Artificial Intelligence. 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:

- The BBA degree provides a strong foundation in business fundamentals that is applicable to real-world environments
- The BBA serves as a required pathway that provides learners with the knowledge, skills, and dispositions necessary to progress to our MBA program
- 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:

- Business Analytics
- Entrepreneurship
- Digital Marketing
- Artificial Intelligence

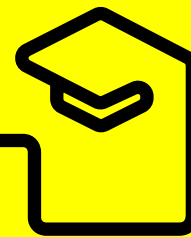


3.C Bachelor of Business Administration (BBA) Degree

1. **BUSINESS KNOWLEDGE:** Demonstrate a comprehensive understanding of the fundamental concepts, principles, and frameworks of business. **COMMUNICATION:** Demonstrate effective communication through well-structured written documents and articulate presentations in diverse professional contexts.
2. **CAREER & LIFE-LONG LEARNING:** Discover individual values, knowledge, skills, and abilities to identify personal, educational, and professional growth opportunities.
3. **LEADERSHIP:** Assess how the roles of leadership, management, teams, and structure contribute to organizational performance.
4. **TECHNOLOGY:** Apply quantitative principles using digital technologies, tools and data to support actionable insights.
5. **LEGAL & ETHICAL:** Interpret ethical, legal, and cultural standards in global business.
6. **QUANTITATIVE:** Apply quantitative reasoning skills to analyze complex problems, interpret data, and make informed decisions across various disciplines and professional contexts.
7. **GEN ED:** Demonstrate the knowledge, skills and attitudes required of all disciplines through general education in fundamental academic disciplines: written and oral communication, quantitative principles, natural and physical science, social and behavioral sciences and humanities and fine arts.

BUS 4250 Strategy and Organizational Planning-Capstone Course Outcomes

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



3.C Bachelor of Business Administration
(BBA) Degree

Written and Oral Communications

COM 1200	Professional Communication	3 credits
CUL 2200	Intercultural Communication	3 credits

Quantitative Principles

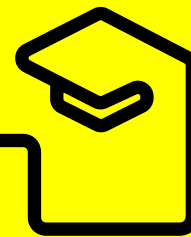
STA 1300	Statistics	3 credits
QRS 2150	Introduction to Spreadsheets and Modeling	3 credits

Natural and Physical Science

SCI 2150	Environmental Science	3 credits
NWL 2100	Nutrition and Wellness	3 credits

Social and Behavioral Sciences

PBS 2250	Problem Solving and Critical Thinking	3 credits
SCI 1150	Science of Happiness	3 credits



**3.C Bachelor of Business Administration
(BBA) Degree**

Humanities and Fine Arts

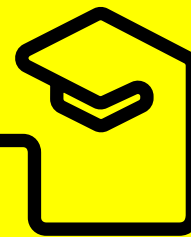
CUL 1100	American Institutions and Culture	3 credits
CUL 2300	Cultural Aesthetic Understanding	3 credits

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. QRS2150 Introduction to Spreadsheets and Modeling (3 Credits)
7. SCI 1150 Science of Happiness (3 Credits)
8. SCI 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 Total - 30 credits



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3.C Bachelor of Business Administration (BBA) Degree

Core Program Requirements

1. BUS 1100 Roadmap to Success (3 Credits)
2. BUS 2125 The World of Business (3 Credits)
3. MKT 2100 Marketing Fundamentals (3 Credits)
4. BUS 2150 Introduction to Business Law (3 Credits)
5. BUS 2200 Principles of Management (3 Credits)
6. ACC 2100 Financial Accounting (3 Credits)
7. ACC 2200 Managerial Accounting and Cost Analysis (3 Credits)
8. BAN 2100 Data Analytics (3 Credits)
9. AIA 2100 Introduction to AI (3 Credits)
10. ECO2100 Principles of Macroeconomics (3 Credits)
11. ECO2150 Principles of Microeconomics (3 Credits)
12. HRM 2100 Managing People Resources (3 Credits)
13. BUS 2250 Business Career Branding for Success (3 Credits)
14. BUS 4200* Applied Leadership (3 Credits)
15. BUS 2100 International Business and Culture (3 Credits)

Program Core Total - 45 credits



**3.C Bachelor of Business Administration
(BBA) Degree**

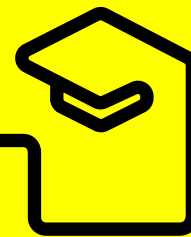
Business Electives

Learners Choose 10 of the following:

1. HRM 3150 Compensation and Benefits (3 Credits)
2. HRM 4250* Strategic People Operations (3 Credits)
3. MKT 2150 Digital Marketing Fundamentals (3 Credits)
4. DTF 2100 Fundamentals of Digital Transformation (3 Credits)
5. MKT 2200* Content Marketing and Social Media (3 Credits)
6. ACC 3250 Auditing and Assurance Services (3 Credits)
7. ENT 2100 Introduction to Entrepreneurship (3 Credits)
8. FIN 2100 Fundamentals of Financial Management (3 Credits)
9. FIN 3150 Corporate Finance and Investment Analysis (3 Credits)
10. FIN 3200* Corporate Tax Strategies (3 Credits)
11. PRO 3200 Project Management (3 Credits)
12. HRM 2200 Staffing and Development (3 Credits)
13. BUS 2300 Organizational Relationships (3 Credits)
14. MKT 3251 Marketing Strategy and Planning (3 Credits)

* Course requires a pre-requisite

Business Electives Total - 30 credits



3.C Bachelor of Business Administration (BBA) Degree

3.C.3 Program Structure (continued)

Specialization Requirements

Learners take four courses in the specialization area. They may complete one specialization or choose from any of the courses offered. Learners who choose a specialization will follow the sequence as designated for each specialization.

Entrepreneurship

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)

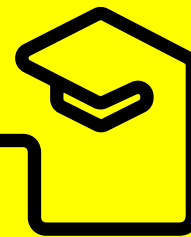
Specialization Courses Total – 12 credits

Artificial Intelligence

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)

* Learners will need to take an additional specialization course as this is part of the core.

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. AIA 2100 Introduction to AI (3 Credits)*

* Learners will need to take two additional specialization courses.

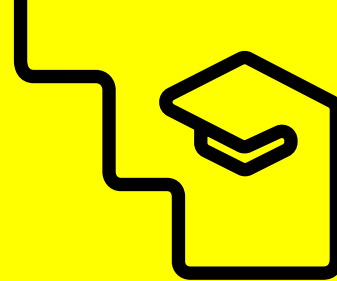
Specialization Courses Total – 12 credits

Digital Marketing

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

* Learners will need to take one additional specialization course.

Specialization Courses Total – 12 credits



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3.C Bachelor of Business Administration (BBA) Degree

Learners may earn two additional specializations based on the courses they take in the Business Electives Section.

People Operations Specialization

1. HRM 2100 Managing Human Resources Core/Required
2. HRM 3150 Total Rewards Core Elective
3. HRM 4250 Strategic Human Resources Core Elective
4. HRM 2200 Staffing and Development Core Elective

Financial Specialization

1. ACC 2100 Financial Accounting Core/Required
2. ACC 2200 Managerial Accounting and Cost Analysis Core/Required
3. FIN 2100 Fundamentals of Financial Management Core Elective
4. FIN 3150 Corporate Finance and Investment Analysis Core Elective

Total Degree Program – 120 credits

DUAL Credits - Learners who are in good academic standing with a minimum of a 3.2 GPA may choose 4 of the following graduate courses rather than the specialization courses.

GBL6850 Art of Communication

MKT6080 Marketing Strategy

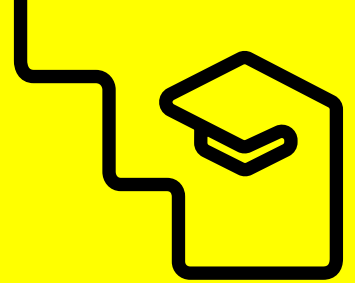
ACC6050 Acct. & Fin Reporting

BUS6130 Corporate Sustainability

AIA6550 Data Sciences for Decision-Making

AIA6650 Robotics and Automation

AIA6600 Artificial Intelligence



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Master of Business Administration
(MBA) Degree





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) Masters 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 six specializations: Sustainability, International Business, Enabling E-Commerce, Artificial Intelligence, FinTech & Blockchain, and Cybersecurity. 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 Masters 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 six program specializations:

- a. Sustainability
- b. International Business
- c. Enabling E-Commerce
- d. Artificial Intelligence
- e. Cybersecurity
- f. FinTech & Blockchain



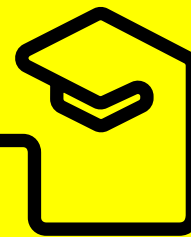
3.D Master of Business Administration (MBA) Degree

MBA Program Outcomes

1. **Evaluate** information across business functions for informed data-driven decision-making.
2. **Develop** leadership communication channels necessary to facilitate collaboration required to accomplish goals.
3. **Assess** personal and professional resources and learning opportunities for staying current in industry best practices.
4. **Determine** the use of technology to enhance organizational and individual performance, competitive advantage, and operational efficiency within the global marketplace.
5. **Design** an integrated business strategy that supports the operations of the organization.
6. **Implement** ethical management techniques to support working in culturally diverse situations.
7. **Recommend** effective management strategies to achieve sustained organizational performance.
8. **Examine** areas of specialization to determine knowledge and skills needed to advance career.

BUS6140 Business Administration Capstone Course Outcomes

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



**3.D Master of Business Administration
(MBA) Degree**

IACBE Intended Student Learning Outcomes

1. Evaluate information across business functions for informed data-driven decision-making.
2. Synthesize key frameworks to solve business problems.
3. Recommend strategies to achieve sustained organizational performance in a globalized economy.
4. Articulate a compelling vision to effectively convey ideas to various stakeholders.

3.D.3 Program Structure

Core Program Requirements

- a. BUS 6100 Global Business (3 Credits)
- b. BUS 6070 Leadership and Organizational Development (3 Credits)
- c. MKT 6080 Marketing Strategy (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 6140 Business Administration Capstone (3 Credits)

Core Courses Total – 27 credits



**3.D Master of Business Administration
(MBA) Degree**

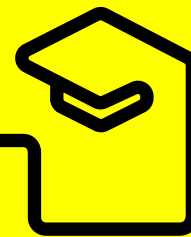
3.D.3 Program Structure

Elective Requirements

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

- a. BUS 6130 Corporate Sustainability (3 Credits)
- b. DBW 6350 Doing Business in China (3 Credits)
- c. DBW 6300 Doing business in India (3 Credits)
- d. DBW 6450 Doing business in Sub-Saharan Africa (3 Credits)
- e. GBL 6850 The Art of Communication (3 Credits)
- f. MHY 6750 Cybersecurity Leadership (3 Credits)
- g. AIA 6600 Artificial Intelligence (3 Credits)
- h. AIA 6650 Robotics and Automation (3 Credits)
- i. MHY 6700 Internet of Things (3 Credits)
- j. AIA 6550 Data Sciences for Decision Making (3 Credits)
- k. SUS 6160 Food & Agribusiness (3 Credits)
- l. SUS 6170 Renewable Energy (3 Credits)
- m. SUS 6180 Managing Healthcare (3 Credits)
- n. ECM 6400 Enabling E-Commerce and Digital Strategy (3 Credits)
- o. ECM 6450 Policy and Regulatory Enablement of E-Commerce (3 Credits)
- p. FNT 6100 Financial Planning and Analysis (3 Credits)
- q. FNT 6150 Block Chain for Finance (3 Credits)
- r. FNT 6200 Machine Learning Technology for Finance (3 Credits)

Elective Courses Total – 9 credits



**3.D Master of Business Administration
(MBA) Degree**

3.D.3 Program Structure (continued)

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

International Business

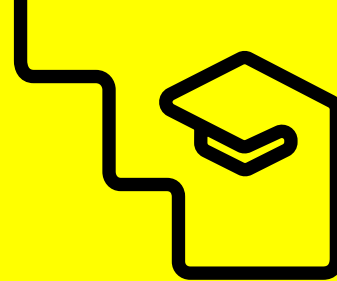
1. DBW 6300 Doing business in India (3 Credits)
2. DBW 6350 Doing Business in China (3 Credits)
3. DBW 6450 Doing business in Sub-Saharan Africa (3 Credits)

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)

Artificial Intelligence

1. AIA 6600 Artificial Intelligence (3 Credits)
2. AIA 6550 Data Sciences for Decision Making (3 Credits)
3. MHY 6750 Cybersecurity Leadership (3 Credits)

Specialization Courses Total – 9 credits

Cybersecurity

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

FinTech & Blockchain

1. FNT 6100 Financial Planning and Analysis (3 Credits)
2. FNT 6150 Block Chain for Finance (3 Credits)
3. FNT 6200 Machine Learning Technology for Finance (3 Credits)

Specialization Courses Total – 9 credits

Total Degree Program (without a specialization) – 36 credits

Total Degree Program (with a specialization) - 36 credits



Master of Science in Data Analytics
(MSDA)





3.E Master of Science in Data Analytics (MSDA)

3.E.1 MSDA Program Description

The Master of Science in Data Analytics (MSDA) program provides learners with the skills to leverage data to drive business strategy and value. The program combines data mining, programmatic data analysis, statistical modeling, and data visualization courses with a solid foundation of soft skills and business education to transform learners into data-driven decision-makers and leaders.

NXU selected the Master of Science in Data Analytics (MSDA) degree for two primary reasons:

- a. It aligns with the university's primary focus on programs that merge business and technology.
- b. It provides both technical and business skills that are in high demand across all industry sectors.

MSDA Program Outcomes

1. Select appropriate data analytics tools to collect and analyze data.
2. Design and implement a data repository for architecting data integration solutions.
3. Create and maintain predictive models using machine learning to address future business needs.
4. Formulate conclusions derived from data to make data-driven decisions.
5. Communicate and present data insights and information visually and verbally.
6. Distinguish modern social, legal, and ethical issues arising from the use of emerging technologies.
7. Apply critical thinking skills through the interpretation of the data analysis process.
8. Assess personal and professional resources and learning opportunities for staying current in industry best practices.



**3.E Master of Science in Data Analytics
(MSDA)**

3.E.2 Program Structure

Core Program Requirements

- a. BAN6010 Business Analytics
- b. GBL6850 The Art of Communication
- c. BAN6420 Programming in R & Python
- d. BAN6430 Data Modeling & Mining
- e. ACC6050 Accounting and Financial Reporting
- f. BUS6410 The Law & Ethics of Information Technology
- g. BUS6030 Statistics for Business Analytics
- h. AIA6550 Data Sciences for Decision Making
- i. BAN6450 Information Visualization & Communication
- j. BUS6130 Corporate Sustainability
- k. BAN6440 Applied Machine Learning for Business Analytics
- l. BAN6800 Data Analytics Capstone

Program Courses Total – 36 credits

3.E.3 Capstone Course Description

BAN6800 Data Analytics Capstone

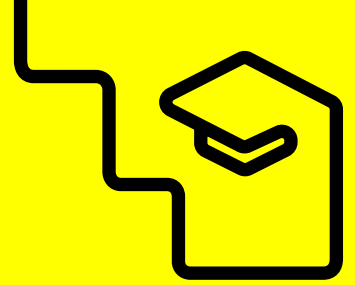
*Prerequisite - All core MSDA courses.

The Data Analytics Capstone allows the learner to apply what they learned about making data-driven decisions to a real business challenge faced by global technology companies alike. At the end of this Capstone, learners will be able to ask the right questions about the data and know how to use data effectively to address business challenges of their own. They will understand how cutting-edge businesses use data to optimize marketing, maximize revenue, make operations efficient, and make hiring and management decisions. Designed with companies in mind to provide invaluable experience in evaluating and creating data-driven decisions, the Data Analytics Capstone Project provides the chance to devise a plan of action for optimizing data itself to provide key insights and analysis, and to describe the interaction between key financial and non-financial indicators. Once learners complete their analysis, they'll be better prepared to make data-driven business decisions.



BAN6800 Data Analytics Capstone Outcomes:

1. Explain the importance of making data-driven decisions in the context of modern businesses and how it impacts various aspects of a company, such as marketing, revenue, operations, and hiring.
2. Apply the concepts of business analytics to a real-world business challenge, using appropriate data analysis techniques and tools to address the issue.
3. Examine the data collected during the Business Analytics Capstone Project and identify patterns, trends, and relationships between different variables.
4. Investigate the interaction between financial and non-financial indicators and their impact on the overall business performance.
5. Develop a comprehensive plan of action for optimizing data usage in a company, integrating the insights gained from the analysis and addressing the identified business challenge.
6. Assess the effectiveness of the data analytics plan in addressing the business challenges and progress towards desired outcomes.
7. Research organizations and resources that are crucial in the advancement of business analytics and leverage this information both within the class and in the workplace.



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Master of Science in Digital Transformation
(MSDT) Degree





**3.F Master of Science in Digital Transformation
(MSDT) Degree**

3.F.1 MSDT Program Description

Organizations need leaders to transform, innovate, and shape the digital future. So many businesses have not yet integrated technology within their DNA or use it to increase the organization's competitive advantage. Leading digital transformation requires a tech savvy mindset, the ability to manage change and VUCA* in order to innovate. This degree will equip you to become a leader in transforming an organization to harness technology for innovation and sustainability in a rapidly evolving digital economy.

*VUCA stands for volatility, uncertainty, complexity, and ambiguity. It describes the situation of constant, unpredictable change that is now the norm in certain industries and areas of the business world.

NXU selected the Master of Science in Digital Transformation (MSDT) degree for two primary reasons:

- a. There is such a huge growth in the digital transformation market.
- b. There is a trend in Artificial Intelligence tools and technology.

MSDT Program Outcomes:

1. Develop leadership **communication** channels necessary to facilitate collaboration required to accomplish goals.
2. Apply **critical thinking skills** through the exploration of leveraging technology for innovation.
3. Analyze digital business trends that affect and **global business**.
4. Create a **strategy** for scalability using horizontal-enabling technology.
5. Propose plans that use technology for the **management** of people, tools, and business process to drive digital transformation.
6. Develop innovative **tech-centric solutions** to business problems through a systems analysis approach to stay ahead of emerging trends.
7. Distinguish modern **social, legal, and ethical** issues arising from the use of emerging technologies.
8. Assess personal and professional resources and **learning opportunities** for staying current in industry best practices.



**3.F Master of Science in Digital Transformation
(MSDT) Degree**

3.F.2 Program Structure

Core Program Requirements

- a. MHY 6700 Internet of Things
- b. MHY 6800 Product Management with Agile and Lean
- c. GBL 6850 Art of Communication
- d. OPM 6090 Technology and Operations Management
- e. AIA 6600 Artificial Intelligence
- f. MHY 6750 Cybersecurity Leadership (3 Credits)
- g. BUS 6120 Introduction to Intrapreneurship & Innovation
- h. AIA 6650 Robotics & Automation
- i. AIA 6550 Data Sciences for Decision-Making
- j. ECM 6400 Enabling E-Commerce & Digital Strategy
- k. BUS 6130 Corporate Sustainability
- l. ECM 6800 Digital Transformation Capstone

Program Courses Total – 36 credits

3.F.3 Capstone Course Description

ECM6800 Digital Transformation Capstone

*Prerequisite - All core MSDT courses.

Digital Transformation focuses on the digital transformation journey for an organization. The concepts in the transformation process apply to any organization that seeks to take advantage of digital technologies in improving business process efficiencies and customer satisfaction. This course focuses on the strategies and evaluation mechanisms in digital change, addressing; the valuation of the transformation journey, management, integration, and emerging technologies. Learners will apply the concepts in evaluating digital transformation change value in various verticals, including healthcare, finance, and marketing, as they seek new digital and efficient ways of doing business.



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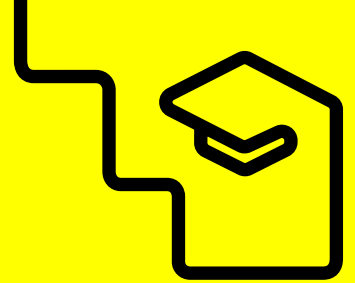
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3.F Master of Science in Digital Transformation
(MSDT) Degree

ECM 6800 Digital Transformation Capstone outcomes

1. Asses Digital transformation required capabilities in multiple verticals such as healthcare, retail, education, transportation, telecommunications, manufacturing, financial services and government.
2. Evaluate digital transformation on the basis of communication frameworks mitigating risks, digitally literature human capital and the impact of adoption, and the overall impact of the digital transformation on the business.
3. Measure the value proposition including cost reduction and and revenue uptake resulting from digital transformation across various verticals.
4. Examine the utilization of intelligent process automation to drive process automation in the digital world.
5. Develop a strategy to structure horizontal enabling technology foundations with emerging digital topics such as cybersecurity, big data analytics, artificial intelligence and machine learning, IoT, and Blockchain while analyzing the ethical considerations of using these technologies.
6. Develop a roadmap for digital transformation across various verticals including assessing the roadmap in the adoption of digital transformation and ensuring that the roadmap is relevant to industry best practices through reliable sources to support roadmap development.



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Master of Science in Entrepreneurship
(MSE)





**3.G Master of Science in Entrepreneurship
(MSE) Degree**

3.G.1 MSE Program Description

The Master of Science in Entrepreneurship (MSE) program focuses on equipping individuals with crucial business and entrepreneurial competencies required for conceiving, strategizing, initiating, and maintaining a new enterprise or innovation. This comprehensive program is tailored to guide aspiring entrepreneurs through the complete startup journey, starting from validating and developing concepts to securing funding for their new venture and establishing a viable business. Beyond imparting skills for building a new business from scratch, the program is also suitable for established business professionals seeking to enhance their innovation capabilities within their current organization.

NXU selected the Master of Science in Entrepreneurship (MSE) degree for two primary reasons:

- a. Prospective learners in Nexford's markets indicate entrepreneurship as the top career goal. This program addresses that demand.
- b. There has been a continuous upward trend in entrepreneurial activity worldwide, making entrepreneurial skills valuable for giving budding entrepreneurs an edge in this highly competitive field. This program is in keeping with Nexford's approach of creating programs aligned with the future of work.

MSE Program Outcomes

1. Develop leadership communication skills necessary to facilitate collaboration required to accomplish goals.
2. Formulate a competitive marketing strategy.
3. Explore strategies and models for launching and operating businesses.
4. Examine market dynamics to identify an innovative and competitive product.
5. Assess financing strategies and sources of venture capital.
6. Compile legal documents required for developing and maintaining a business using the NVCA templates.
7. Apply critical thinking skills to create strategic plans for launching a new venture.
8. Assess personal and professional resources and learning opportunities for staying current in industry best practices.



**3.G Master of Science in Entrepreneurship
(MSE) Degree**

3.G.2 Program Structure

Core Program Requirements

- a. ENT6100 From Idea to Pitch
- b. ENT6000 Entrepreneurial Mindset Seminar*
- c. PRD6100 Executing a Vision: Product Design & Development for Entrepreneurs
- d. ENT6300 Startup Strategy and Development
- e. ENT6400 Legal Topics for Founders: Navigating the Corporate Landscape
- f. FIN6300 Funding for Startup Founders
- g. PRD6080 Achieving Product-Market Fit
- h. MKT6450 Mastering Personal Marketing & Sales Skills*/**
- i. MKT6400 Product Go-to-Market
- j. ACC6050 Accounting and Financial Reporting
- k. GBL6850 The Art of Communication
- l. ENT6001 Essential Power Skills for Leaders & Entrepreneurs*/**
- m. HRM6150 Building and Scaling an Organization
- n. MKT6080 Marketing Strategy
- o. OPL6500 Conflict Management & Negotiation Seminar*/**
- p. ENT6800 Entrepreneurship Capstone**

Program Courses Total – 40 credits

** Denotes courses that have prerequisite(s). Refer to the course descriptions for further details

* A four-week, one-credit seminar course represents approximately 10 hours of work per week. The time is spent on several types of collaborative learning, including synchronous and asynchronous work. The synchronous sessions are a mix of large-group and small-group breakout sessions facilitated by the course instructor. Sessions include simulations, role plays, and inquiry-based conversations. The Synchronous work includes scripted feedback, personal and shared reflections, and individual assignments.

The late work submission policy does not apply to the Master of Science in Entrepreneurship (MSE) seminar courses.



**3.G Master of Science in Entrepreneurship
(MSE) Degree**

3.F.3 Capstone Course Description

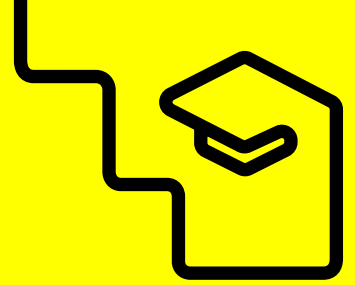
ENT6800 Entrepreneurship Capstone

*Prerequisite - All core MSE courses.

The Entrepreneurship Capstone is a comprehensive course allowing students the opportunity to apply what they have learned throughout the Entrepreneurship program to create a comprehensive business plan and investor pitch deck for their validated business idea. During this course, students will enhance their business research skills. As part of their final project, students will present their business idea. Students will be evaluated on their business plan, investor pitch, and presentation and will receive feedback on any needed adjustments. By the end of the course, students will have a strong pitch deck that they can use to pursue funding for a real business, and the presentation skills to properly present their business idea to potential investors or financial institutions.

ENT6800 Entrepreneurship Capstone Outcomes

1. Identify the component requirements of a business plan.
2. Formulate a comprehensive business plan for a validated business idea utilizing the strategies and tools learned throughout the program.
3. Develop an investor pitch deck that effectively communicates the value proposition, market opportunity, business model, and financial projections of their business idea.
4. Demonstrate effective communication in a pitch to present and explain the business plan.
5. Assess feedback from faculty and peers on the strengths and weaknesses of the business plan and pitch presentation and make necessary revisions to enhance potential for success.



1.
Welcome

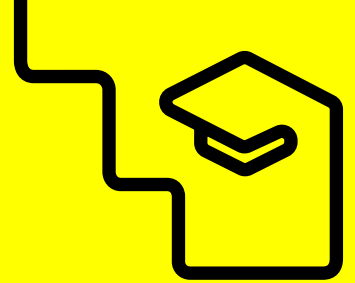
2.
Policies

3.
Undergraduate and
Graduate certificates

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3.H Undergraduate and Graduate Certificates

3.H.1 Undergraduate Certificates

An undergraduate 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. Four certificates are offered at the undergraduate level:

- a. Business Analytics
- b. Entrepreneurship
- c. Brand, Strategy & Digital Marketing
- d. Artificial Intelligence Fundamentals & Automation

Undergraduate Certificate Requirements

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

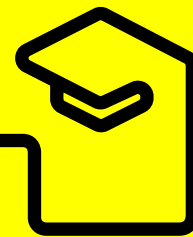
3.H.2 Graduate Certificates

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

- a. Advanced Artificial Intelligence and Robotics
- b. Financial Analysis

Graduate Certificate Requirements

Learners who choose a graduate certificate will follow the admissions requirements for the graduate degree.



3.I University Certificate Descriptions, Outcomes, and Sequencing

3.I

Brand, Strategy & Digital Marketing – Undergraduate 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. Brand, Strategy & Digital 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 Intermediate Certificate offers practical insight into enriching the customer experience with effective digital marketing communication strategies.

Certificate Outcome

Apply digital approaches for defining brand, products and services in order to enhance the overall success and reputation of a business

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

Artificial Intelligence Fundamentals & Automation – Undergraduate Certificate

Automation will trigger substantial business and economic gains worldwide, but realizing its full potential requires people and technology to work in harmony. Artificial Intelligence Fundamentals & 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.

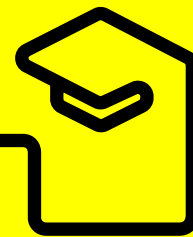
Certificate Outcome

Apply AI and data analysis techniques to inform solutions.

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)

Total – 12 credits



3.I University Certificate Descriptions, Outcomes, and Sequencing

3.I (continued)

Entrepreneurship – Undergraduate Certificate

In the tech startup world, technology can rule supreme. True innovation demands a different model. Entrepreneurship is an introduction to the keystone skills that are required to launch a tech-focused venture. The curriculum covers an Introduction to Entrepreneurship, Product and Marketing Skills for Founders, Technical Skills for Non-Technical Founders, Financing and Legal Skills for Founders. This Intermediate Certificate offers a fundamental foundation for entrepreneurial pursuits.

Certificate Outcome

Examine entrepreneurship and the entrepreneurial process in order to transform an idea into a viable business opportunity.

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 – Undergraduate Certificate

(Complete four courses in total or 12 credit hours to meet the certificate requirements)

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.

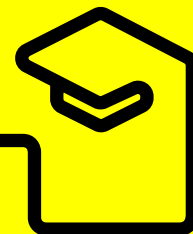
Certificate Outcome

Apply various data modeling and visualization techniques in order to inform 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



3.I University Certificate Descriptions, Outcomes, and Sequencing

3.I (continued)

Advanced Artificial Intelligence & Robotics – Graduate 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. Advanced 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 Advanced Certificate is a response to the demands of tomorrow's hyperconnected world: computer science, soft skills and sharp thinking.

Certificate Outcome

Develop a business strategy that integrates industry 4.0 technologies and security measures.

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)
5. AIA 6550 Data Sciences for Decision Making (3 Credits)

Total – 15 credits



3.I University Certificate Descriptions, Outcomes, and Sequencing

3.I (continued)

Financial Analysis - Graduate Certificate

The Financial Analysis certificate is designed to equip learners with the knowledge and skills needed to create sophisticated and adaptable financial models using the latest technology. This program offers a comprehensive learning experience that bridges the gap between financial analysis and technological innovation, enabling participants to construct dynamic models that accurately reflect complex business scenarios and drive informed decision-making.

Certificate Outcomes

Develop dynamic financial models through the strategic integration on of technology, advanced tools, and specialized software to produce data-driven decisions.

Certificate Courses

1. FIN6060 Financial Decision Making (3 Credits)
2. FNT6100 Financial Planning and Analysis (3 Credits)
3. FNT6150 Block Chain for Finance (3 Credits)
4. FNT6200 Machine Learning Technology for Finance (3 Credits)

Total – 12 credits

3.J University Course Descriptions for BBA General Education Required Courses

3.J University Course Descriptions for BBA General Education Required Courses

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.

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.

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.



3.J
University
Course
Descriptions
for BBA General
Education
Required
Courses

3.J University Course Descriptions for BBA General Education Required Courses (continued)

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.

QRS 2150 Introduction to Spreadsheets and Modeling

This course equips you with the foundational skills to do just that. Master the art of spreadsheets and unlock the power of data analysis and modeling. In today's data-driven world, organizing, analyzing, and visualizing information is crucial for success across various fields. This course empowers you to make informed decisions, improve efficiency and productivity, and solve problems by developing spreadsheets, data analysis, modeling, and visualization skills.

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.

PBS 2250 Problem Solving & Critical Thinking

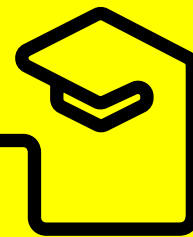
Problem Solving and Critical Thinking considers how most successful professionals of the 21st century will be able to assess an environment, analyze a situation, design alternative solutions, and assist organizations in creatively overcoming challenges and reaching strategic goals. This course focuses 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.

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.

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



3.J University Course Descriptions for BBA General Education Required Courses

3.J University Course Descriptions for BBA General Education Required Courses (continued)

discuss the scientific evidence of emerging environmental issues and the 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.

3.K University Course Descriptions

3.K University Course Descriptions

ACC 2100 Financial Accounting

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

Managerial Accounting and Cost Analysis focuses on the technique's 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

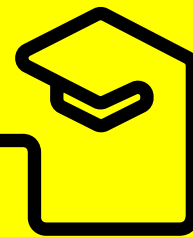
ACC 3250 Auditing and Assurance Services

*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.

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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

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

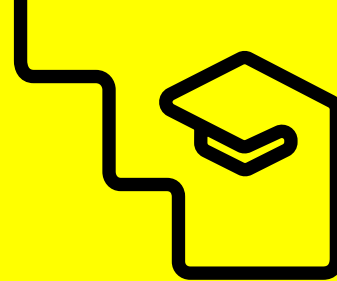
Foundations of Robotics and IoT engages learners in understanding how the interconnectivity of devices via the Internet is harnessed to improve robotic manufacturing processes. This course provides an overview of IoT architecture. Within the context of IoT ecosystems, learners explore software product 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.

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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

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. Fourth, artificial intelligence use cases across retail, electric utilities, manufacturing, healthcare, and education.

AIA 6650 Robotics and Automation

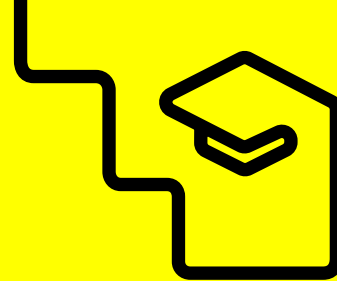
Robotics and Automation engages learners in examining the Intelligent Process Automation (IPA) five core technologies. These are the following: robotic process automation (RPA), smart workflow, machine learning/advanced analytics, natural-language generation (NLG) and cognitive agents. You'll learn the inner workings of each of these five technologies during the course. RPA is a software automation tool that automates routine tasks. Smart workflow is a process-management software tool that integrates tasks performed by groups of humans and machines. Machine learning/advanced analytics includes algorithms that identify patterns in structured data, such as daily performance data. Natural-language generation (NLG) is a software engine that creates seamless interactions between humans and technology. Cognitive agents are technologies that combine machine learning and natural-language generation to build a completely virtual workforce.

BAN 2100 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.

BAN 3200 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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

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.

BAN 6010 Business Analytics

This course is designed to provide students with a comprehensive understanding of the fundamental concepts, techniques, and tools used in the field of business analytics. Learners will learn how to analyze data, make informed decisions, and effectively communicate their findings to stakeholders. This course will cover various analytical methods, including descriptive, diagnostic, predictive, and prescriptive analytics, as well as the role of data visualization in enhancing business insights.

BAN 6420 Programming in R & Python

This course in Python and R is designed to connect foundational coding knowledge to its practical application in a data analytics project framework. Each module builds Python and R programming knowledge using selected open educational resources reinforced with explanatory videos and demonstrations. Through authentic assessments, students will get hands-on practice using Python and R for data manipulation, data visualization, and statistical modeling as they solve data challenges. Learners will progressively build programming competencies, demonstrate assimilation through knowledge checks, and extend their foundational understanding of Python and R into a practice that resembles how R and Python are used in the workplace.

BAN 6430 Data Modeling and Mining

This course provides an opportunity to learn about data mining methods and applications. In this course, students will learn basic concepts and tools for data mining, including data sources, data cleaning tools, methods, mainstream algorithms for data mining, statistical modeling, and popular tools for mining structured data and unstructured data. Students will also learn how data mining can be effectively used in various application areas and industries to drive decisions and actions. The students will complete multiple competency-based assignments to demonstrate their abilities in data modeling and mining by using the tools introduced in this course

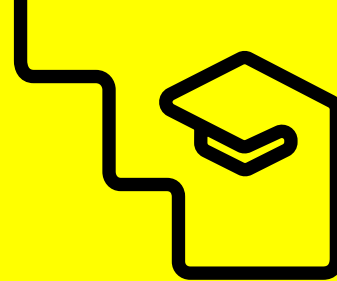
BAN 6440 Applied Machine Learning for Business Analytics

This course is designed to provide learners with a deep understanding of the core principles, techniques, and applications of machine learning in the context of data-driven analytics. The course focuses on

equipping students with the knowledge and skills required to develop, implement, and evaluate machine learning models that can be used to solve complex real-world problems in various industries, such as finance, healthcare, marketing, and supply chain management. Learners will explore a range of machine learning algorithms, including supervised and unsupervised learning techniques, reinforcement learning, and deep learning frameworks. They will also learn how to preprocess and analyze data, select appropriate features, and optimize model performance using evaluation metrics and validation strategies. Additionally, the course will cover ethical considerations and best practices in developing and deploying machine learning models.

BAN 6450 Information Visualization & Communication

Analyzing and presenting data visually has become one of the most important skills for professionals who work with data. This course demonstrates how to design effective interactive visualizations of complex data for data



3.K University Course Descriptions

3.K University Course Descriptions (continued)

discovery, analysis, and presentation. Learners utilize the information visualization and communication knowledge and techniques presented in this course to create visuals from the information. This course develops a holistic set of skills to ideate, design, implement, and evaluate sophisticated data visualization projects. Concepts including visual encoding, human perception and visualization techniques are introduced so students can develop effective interactive data visualizations for analysis and presentation through the skills and techniques used in data visualization. The course is structured to leverage authentic and realistic data and use case studies and other resources from the workplace to demonstrate the value of information visualization and communication.

BAN 6800 Data Analytics Capstone

The Business Analytics Capstone allows the learner to apply what they learned about making data-driven decisions to a real business challenge faced by global technology companies alike. At the end of this Capstone, learners will be able to ask the right questions about the data and know how to use data effectively to address business challenges of their own. They will understand how cutting-edge businesses use data to optimize marketing, maximize revenue, make operations efficient, and make hiring and management decisions. Designed with companies in mind to provide invaluable experience in evaluating and creating data-driven decisions, the Business Analytics Capstone Project provides the chance to devise a plan of action for optimizing data itself to provide key insights and analysis, and to describe the interaction between key financial and non-financial indicators. Once learners complete their analysis, they'll be better prepared to make data-driven business decisions.

BUS 1100 Roadmap to Success

Roadmap to Success is the foundational course for the Business program. This course prepares learners for success in the degree program and promotes a journey towards lifelong learning. You'll develop skills for communication, academic writing, self-discovery, career development and presentation skills.

BUS 2100 International Business and Culture

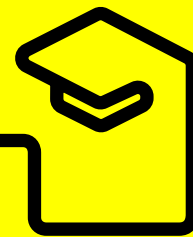
International Business and Culture is the foundational course for International Business. As the speed of globalization increases, organizations need to be increasingly focused on an integrated global business and culture. This course focuses on international business and the interconnectedness of a 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 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 2150 Introduction to Business Law

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.



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University Course Descriptions

3.K University Course Descriptions (continued)

BUS 2151 Business and Culture in China

*Prerequisite-BUS 2100 International Business and Culture

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.

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

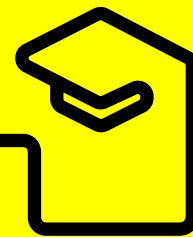
Business and Culture in India examines how a culturally rich India continues to evolve on the world stage as an economic power. This course examines how these two aspects intersect at every point, from the very history of the region's birth to the current state and looking forward to the future. Through 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 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 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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

BUS 2250 Business Career Branding for Success

The Business Career Branding for Success 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 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.

BUS 4200 Applied Leadership and Management

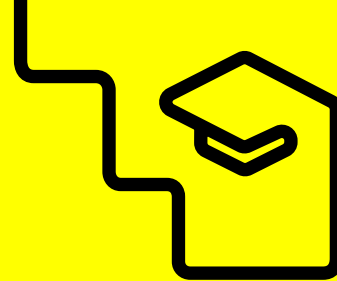
*Prerequisite-BUS 2200 Leadership, Management and Teams

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 4250 Strategy and Organizational Planning

*Prerequisite - All Core Business Courses.

Strategy and Organizational Planning is the Capstone Course in the BBA program and 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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

FND 5100 Business Fundamentals

***This course is a Foundation course for admissions into the MBA program.**

In the Business Fundamentals course, learners will develop their knowledge of business terminology, concepts, and how it fits into the context of the core areas of business (operations, finance, accounting, strategy leadership/management, and marketing). Understanding the fundamentals of business is necessary to develop and sustain a successful organization.

BUS 6030 Statistics for Business Analytics

This course provides students with a comprehensive understanding of statistical principles and their application in the field of business analytics. Through a combination of theoretical concepts and practical exercises, students will develop the skills necessary to collect, analyze, and interpret data, enabling them to make informed decisions in a data-driven business environment. Topics covered include probability theory, descriptive statistics, hypothesis testing, regression analysis, and data visualization. By the end of the course, students will be equipped with the knowledge and tools to utilize statistical techniques effectively, communicate insights to stakeholders, and contribute to data-informed decision-making processes.

BUS 6070 Leadership and Organizational Development

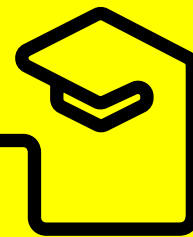
Leadership and Organizational Development examines individual and group interaction and helps learners gain a deeper understanding of how human behavior drives organizational behavior and development. Drawing from neuroscience and cognitive science perspectives, learners' transition from manager to leader 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.

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

Organizational 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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

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 Administration Capstone

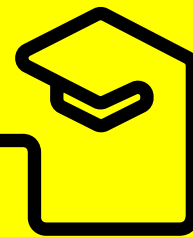
Business Administration Capstone concentrates on the many dimensions of the entrepreneurial spirit in alignment with new venture creation and growth on the international stage. The principles and concepts apply to entrepreneurship in corporate for-profit and nonprofit settings. This course focuses on 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 6410 The Law & Ethics of Information Technology

This course offers a comprehensive understanding of the rapidly evolving field of IT's legal and ethical aspects, exploring the interplay between technology, law, and ethics. Topics covered include intellectual property rights, data privacy, cybersecurity, digital rights management, social media, artificial intelligence, and the societal impacts of emerging technologies. We'll also delve into ethical considerations and legal frameworks guiding IT decision-making. Join us to navigate this dynamic landscape while upholding legal and ethical principles.

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



3.K University Course Descriptions

3.K University Course Descriptions (continued)

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.

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.

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.

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.

DBW 6300 Doing Business in India

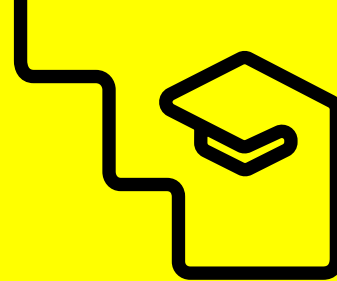
Doing Business in India provides learners with an overview of the current and emerging business landscape within the region, including the largest and fastest growing industries, workforce, regulation, and public and private investment. Learners develop skills for analyzing business opportunities within 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.



3.K University Course Descriptions

3.K University Course Descriptions (continued)

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.

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.

DCM 3250 Digitizing Supply Chain Management

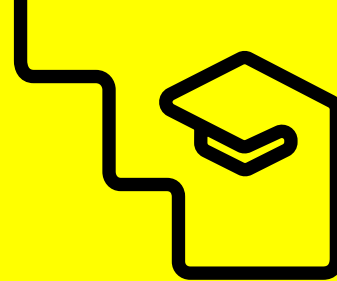
Digitizing Supply Chain Management provides a foundation for understanding the digital transformation impact on supply chain management evolution whereby agility is driven at three dimensions: cost, capital, and service offering. Learners examine five functional areas of digital transformation. Digital 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 planning. Digital transformation in collaboration covers supply chain cloud.

DDF 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.

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



3.K University Course Descriptions

3.K University Course Descriptions (continued)

and retaining talent that drives the product management digital transformation.

DTF 2100 Fundamentals of Digital Transformation (previously Foundations of Digital Transformation)

Digital Transformation Fundamentals is the foundational course for the Digital Transformation 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.

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

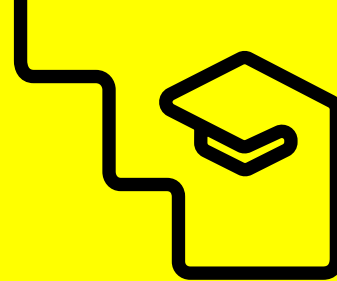
Operations Digital Transformation provides a holistic overview of the capabilities required to adopt digital transformation depending on the industry vertical. Learners explore the operating model of various industry verticals with core functions specific to each industry vertical and with non-core functions 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.

ECM 6800 Digital Transformation Capstone

*Prerequisite- MSDT core courses.

Digital Transformation focuses on the digital transformation journey for an organization. The concepts in the transformation process apply to any organization that seeks to take advantage of digital technologies in improving business process efficiencies and customer satisfaction. This course focuses on the strategies and evaluation mechanisms in digital change, addressing; the valuation of the transformation journey, management, integration, and emerging technologies. Learners will apply the concepts in evaluating digital transformation change value in



3.K University Course Descriptions

3.K University Course Descriptions (continued)

various verticals, including healthcare, finance, and marketing, as they seek new digital and efficient ways of doing business.

ECO 1250 Micro and Macroeconomics

*Prerequisite- STA 1300 Statistics

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.

EMB 1001 The Language of Banking

The Language of Banking provides a solid foundation in the fundamentals and principles of finance and banking. Learners will gain comprehensive knowledge of different banking methods, products, and services. This course covers a range of key topics relevant to the modern-day banking industry, including accounting, credit fundamentals, compliance, digital banking, agile methodologies, and essential soft skills like emotional intelligence, flexibility, problem-solving, and stress management. On completion of this course, learners will have acquired vital knowledge of the banking industry and how it works.

EMP 1001 Career Strategies for Success

Gain skills to strategically search for a job that aligns with your career goals. This course introduces the knowledge and techniques to prepare, plan, and execute a modern job search in a global market. Learn how to develop a personal brand; prepare an effective resume or CV, cover letter, and LinkedIn profile; build a strong professional network; and successfully interview for roles that can help you launch your future career.

ENT 2100 Introduction to Entrepreneurship

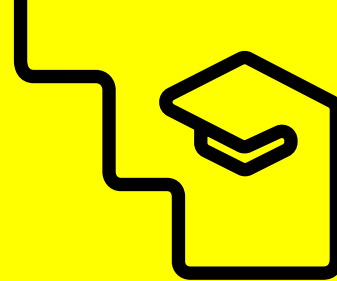
Introduction to Entrepreneurship introduces learners to the concept of entrepreneurship by exploring the Lean Startup movement to help frame what a startup is and how learners can approach new markets and businesses from a product perspective. Learners evaluate a business idea, assess its viability in a broader market, and create a simple prototype to test the idea with customers.

ENT 2150 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.

ENT 3200 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



3.K University Course Descriptions

3.K University Course Descriptions (continued)

ENT 4250 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 cofounder, 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.

ENT 6000 Entrepreneurial Mindset Seminar

This seminar will examine the aspects of an entrepreneurial mindset that founders need to succeed in their start-up businesses. An entrepreneurial mindset is resilient, resourceful, and solutions-oriented. In this seminar course, aspiring entrepreneurs will assess their readiness for the entrepreneurial journey, identify their strengths and weaknesses, and determine what skills and traits they should look for in a co-founding team.

ENT 6001 Essential Power Skills for Leaders & Entrepreneurs

*Prerequisite- ENT6000 Entrepreneurial Mindset Seminar

This seminar aims to provide leaders and entrepreneurs with soft skills essential for excelling in the dynamic and diverse modern business environment. The program focuses on developing communication, leadership, problem-solving, and adaptability competencies. By the end of the course, participants will

have improved their ability to lead their businesses, manage teams effectively, and make informed strategic decisions.

ENT 6100 From Idea to Pitch

This course provides a comprehensive exploration of the entrepreneurial process, from developing a business concept to the launch of a new venture. Learners will begin by delving into the ideation and validation processes, then progress to learning the framework for creating a business plan and the associated pitch. Learners will gain an understanding of the entire entrepreneurial journey, from idea to pitch, and put some of those steps into practice.

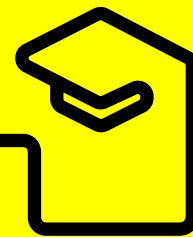
ENT 6300 Startup Strategy and Development

This practical course explores the strategies necessary for startups to succeed. Startups are resource-strapped and must be creative and innovative with their ideas, strategies, and actions to drive their business to succeed. This course covers concepts including monetization, profitability, and key success measures among other startup strategies. Learners will apply concepts from this class to their own startup ideas so they can further their strategy development.

ENT 6400 Legal Topics for Founders: Navigating the Corporate Landscape

This course provides a comprehensive overview of the legal aspects of founding a company. Learners will explore various legal entities and companies, highlighting their differences and implications for the business. The course will delve into corporate/constitutional documents, such as Articles of Association, and provide a clear understanding of their drafting and amendment processes. A significant portion of this course is dedicated to understanding investor rights, terms, and jargon, and the business impact of each of these elements, including Right of First Refusal (ROFR) and Anti-dilution. The course will also offer an in-depth look into the National Venture Capital Association (NVCA) Standards, a set of guidelines most venture capitalists use globally. We will cover topics such as Term Sheets, Subscription/Stock Purchase Agreements, Shareholder agreements, and Simple Agreements for Future Equity (SAFEs). Learners will understand how to build and manage capitalization tables and cover core policies like diversity, Equity, and Inclusion.

ENT 6800 Entrepreneurship Capstone



3.K University Course Descriptions

3.K University Course Descriptions (continued)

*Prerequisite-All core MSE courses.

The Entrepreneurship Capstone is a comprehensive course allowing students the opportunity to apply what they have learned throughout the Entrepreneurship program to create a comprehensive business plan and investor pitch deck for their validated business idea. During this course, students will enhance their business research skills. As part of their final project, students will present their business idea. Students will be evaluated on their business plan, investor pitch, and presentation and will receive feedback on any needed adjustments. By the end of the course, students will have a strong pitch deck that they can use to pursue funding for a real business, and the presentation skills to properly present their business idea to potential investors or financial institutions.

FDT 5001 Foundations of Digital Transformation

Non-credit bearing foundation course for entry into the MSDT program.

Foundations of Digital Transformation is designed to provide learners with a comprehensive understanding of the core concepts, strategies, and technologies that drive digital transformation in today's rapidly evolving business landscape. This course will prepare learners to succeed in their degree programs. Learners will analyze and evaluate the impact of digital technologies on organizational performance, customer engagement, and competitive advantage. Learners will gain the skills and knowledge to lead and manage digital transformation initiatives in various industry sectors.

FIN 2100 Fundamentals of Financial Management

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.

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



3.K University Course Descriptions

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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.

FIN 6300 Funding for Startup Founders

Learn how to secure funding for your startup. This course will teach you how to secure the funding you need to build your startup. You will learn about the various funding options available for your startup, including bootstrapping, microloans, bank debt, crowdfunding, angel investment, and venture capital funding. You will also learn how to formulate a funding strategy, prepare accurate financial projections, and craft and deliver a winning pitch.

Topics that will be covered include:

- Startup funding options
- Formulating a funding strategy
- Financial modeling and business valuation
- Pitching to investors and responding to investor questions
- Use of Funds Plans
- Due diligence process and best practices

FNT 6100 Financial Planning and Analysis

Financial Planning and Analysis is a comprehensive course designed to provide learners with a thorough understanding of the principles, methodologies, and tools essential for effective financial planning and analysis in today's dynamic business environment. The course focuses on the key components of financial planning, including budgeting, forecasting, financial statement analysis, and valuation. Through a combination of lectures, case studies, and exercises, learners will learn how to create strategic financial plans, evaluate investment opportunities, and make data-driven decisions to drive business growth and profitability.

FNT 6150 Block Chain for Finance

This course provides a comprehensive understanding of blockchain technology and its applications in the finance industry. Learners will learn the fundamental concepts of blockchain, distributed ledger technology, and smart contracts. They will also explore the characteristics of decentralized systems and their implications for the financial sector. The course offers an overview of various types of blockchain networks, including public, private, and consortium blockchains, and their use cases in the finance industry.

FNT 6200 Machine Learning Technology for Finance

This course aims to provide learners with a deep understanding of the application of machine learning techniques in the financial industry. The course will cover essential concepts, algorithms, and tools used in machine learning for finance, enabling learners to develop and implement innovative financial models and solutions. Learners will gain practical experience in applying machine learning techniques to real-world financial problems through content, interactive activities, multimedia, and case studies. Key topics that will be covered in this course includes financial data preprocessing and feature engineering, supervised learning algorithms for finance, unsupervised



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learning algorithms for finance, reinforcement learning for algorithmic trading, natural language processing for finance, portfolio optimization and risk management, regulatory compliance and ethical considerations.

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.

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 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 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 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.

HRM 6150 Building and Scaling an Organization

One of the key skills every startup founder needs to know is how to identify, find, and hire the right team to build their business, starting with a co-founder. This course will cover management skills, basic HR skills for founders, key needs for new businesses, and the roles to handle those needs. The course will additionally cover how hiring needs and the organizational chart change as a business matures and scales. Topics include motivating and inspiring employees, leadership development, conflict management, intercultural relations, and change management.

MHY 6700 Internet of Things



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Internet of Things engages learners in examining IoT operating systems architectures, standards, and ecosystems. You'll 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

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. Examine cybersecurity goals, cybersecurity tools, cybersecurity strategies, and how cybersecurity leadership underpins every aspect of cybersecurity strategy.

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. You'll 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. Learn how to apply the Agile framework to minimize technical execution risk and the Lean framework to minimize product risk.

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

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.

MKT 3250 Branding and Creative Direction

The Branding and Creative Direction course examines the process of defining the vision and personality of an



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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 Brand, Strategy & Digital 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.

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.

MKT 6400 Product Go-to-Market

The course covers crucial elements of go-to-market strategy, including identifying market needs and definition the product-market fit for new product offerings. Learners will gain practical insights into product launch strategies,



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product positioning, and sales enablement. The course also delves into defining product priorities, understanding market sizing, performing competitive analysis, and developing effective pricing and packaging strategies. The course ensures learners are well-equipped to navigate the dynamic and competitive landscape of product marketing.

MKT 6450 Mastering Personal Marketing & Sale Skills

*Prerequisite- ENT6000 Entrepreneurial Mindset Seminar

This seminar course delves into the art of personal marketing, understanding how to present your skills and abilities in the most attractive and compelling way. Learners will develop communication skills relevant to selling, including active listening, persuasion, and product knowledge. The course will cover the intricacies of relationship management, and learners will gain insights into objection handling, a critical skill in sales that allows them to address and overcome any potential barriers to a deal. It will identify the importance of persistence, self-motivation, and goal setting in the sales industry, providing you with the tools and strategies to stay motivated and driven, even when faced with rejection or obstacles. Learners will gain a well-rounded understanding and practical skills to market themselves and effectively sell their ideas.

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.

OPL 6500 Conflict Management & Negotiation Seminar

*Prerequisite- ENT6000 Entrepreneurial Mindset Seminar

This seminar course will enhance learners' negotiation skills and build their ability to persuade effectively in both personal and professional contexts. Learners will also learn the art of successfully managing conflict. The course includes class discussions, negotiation assignments, and a practical exercise, allowing learners to identify their own negotiation styles and develop the tools and techniques to manage conflict effectively.

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 analyze 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).

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



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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.

PRD 2100 Introduction to Agile Product Management

Introduction to Agile Product Management focuses on the technique's 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.

PRD 2150 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.

PRD 3200 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.

PRD 4250 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.

PRD 6080 Achieving Product-Market Fit

As a founder, you must evaluate customer problems and identify solutions with the right product-market fit. This course will use a lean and agile product strategy and design approaches and processes to validate your ideas and implement your vision. In this course, you will learn how to refine your ideas, define your target customer to ensure product-market fit and set yourself up for long-term success as a founder.

PRD 6100 Executing a Vision: Product Design & Development for Entrepreneurs

Learn how to bridge the gap between abstract ideas and tangible products. This course is designed to equip learners with the necessary skills to validate ideas, conduct effective user research, and apply design thinking principles. We delve into the creation of personas, story mapping, and prototyping, all crucial elements in the design thinking process. The course also offers an in-depth look into engineering strategies, focusing on decision-making processes such as build vs. buy, and leadership. We explore Agile development and SCRUM practices, providing students with a solid foundation in modern, efficient product development methodologies. The course also covers the business aspects of new product development, ensuring learners are well-versed in the complete product lifecycle. This course is perfect for aspiring product designers, engineers, and entrepreneurs who are eager to turn their innovative ideas into reality.

PRO 3200 Project Management

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



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and minimizes cost.

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.

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.

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 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 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



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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 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 creations 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.

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.

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 behavioral 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 are 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



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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).

SUS 6180 Managing Healthcare

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).



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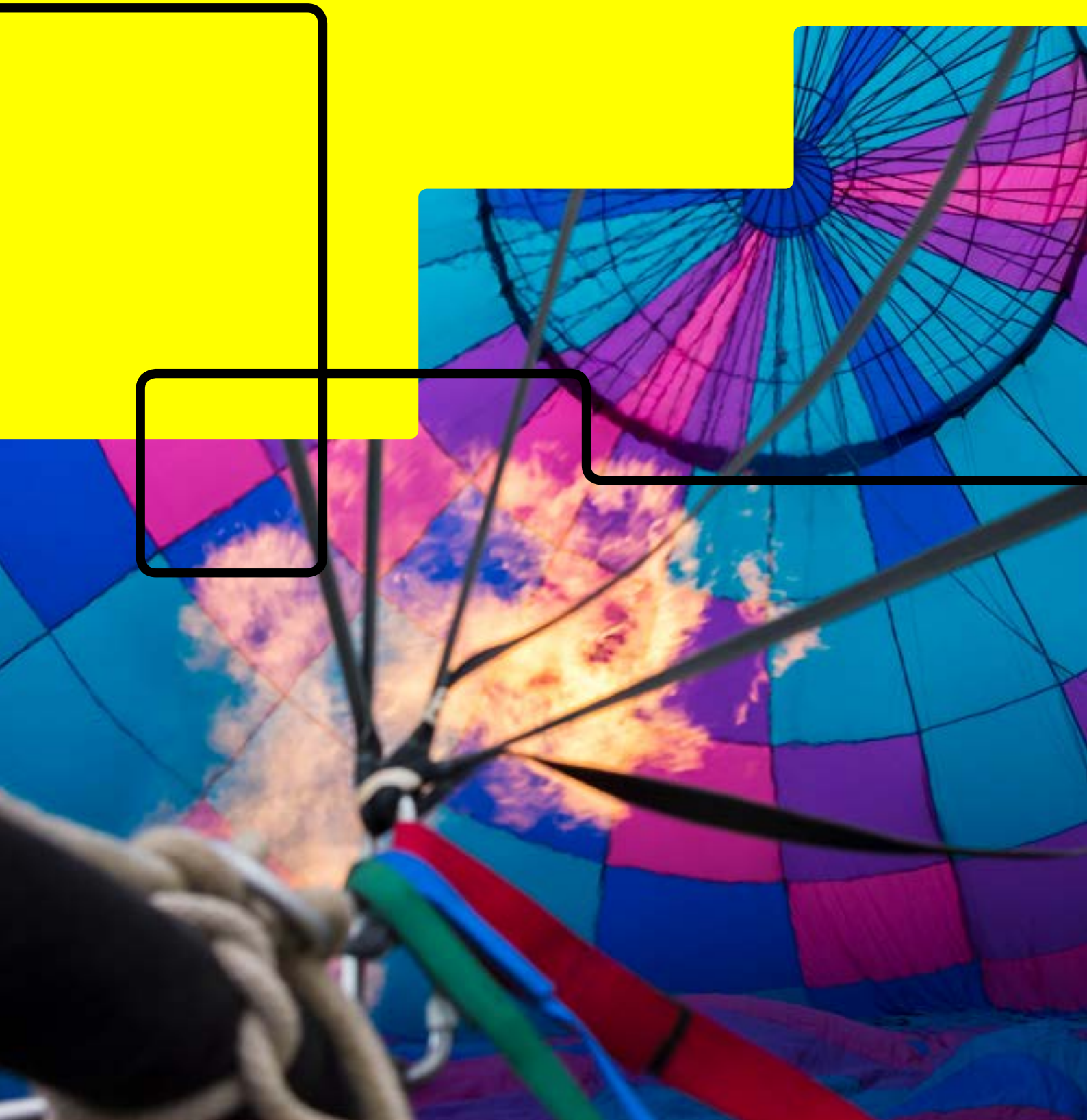
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