Swiss School of Management Student BBA Handbook
Catalog 2024/2025

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Greetings from the President

Welcome to the Swiss School of Management, where the voyage to a brighter and more prosperous future awaits you. This catalog transcends a mere list of programs and modules; it serves as your gateway to a myriad of opportunities. Opting for SSM means embarking on an educational odyssey that furnishes you with the skills and insights essential to navigating the complexities of the globalized business world with confidence.

At the Swiss School of Management, we take pride in seamlessly integrating educational excellence, professional acumen, and contemporary standards, all while fostering an environment of personalized attention and inclusivity. Our unwavering commitment to delivering quality education is matched only by our resolve to ensure its practical relevance in today's ever-evolving professional sphere.

Since our establishment in 1991, the Swiss School of Management has stood out by prioritizing tailored education over a one-size-fits-all approach. With our esteemed faculty providing personalized guidance from enrollment to graduation, we consistently produce tangible success stories that underscore the effectiveness of our approach.

With a diverse student body and faculty, the Swiss School of Management epitomizes a truly global educational institution. Nestled in the heart of Europe, amidst the picturesque and affluent city of Zurich, we offer a unique setting for learning within an international melting pot. Our In-Residence Programs in Rome, Brescia/Milano, Barcelona, Dubai, Cairo, and Bahrain provide unparalleled opportunities for travel, exchange, and study abroad—all under the same academic roof.

In an era where global perspectives are paramount, SSM empowers its students with the insights and skills necessary to thrive in an interconnected world. Our hybrid delivery approach allows you to attend classes in person, in real-time via our online platform, or through podcasts—ensuring that you never miss a class, even while traveling for leisure or business.

I warmly invite you to experience the distinctive essence of the Swiss School of Management firsthand. Our rigorous curriculum, renowned faculty, and cutting-edge facilities converge to chart the course for your journey to a triumphant future. Join us as we embark together on the path to success.

Dr. Massimiliano Bracalé
Founding President

School History

The Swiss School of Management (SSM) is an accredited private institute of higher education founded in the last century in Switzerland. While the head office is still in Switzerland, in 2002, the school moved operations to Rome, Italy. With the move to Italy, the Swiss School of Management students benefited from EU policy which grants students the ability to travel and work without a visa in 27 member countries of the European Union. The success of the Swiss School of Management, Rome In-Residence program demonstrated the benefits of bringing the Swiss School of Management programs to locations that better suit students and was the first of its six locations around the globe. To facilitate recruitment and allow Swiss School of Management tutors and staff to follow our international student body closely, the school has opened more program sites: Dubai (UAE), Bahrain (GCC), Cairo (Egypt), Brescia (Italy), and Barcelona (Spain). All programs and workshops offered through the Swiss School of Management are offered to be taken 100% online. Barcelona, Brescia, and Rome sites also offer a hybrid model.

The beauty of being in different countries is having a closer relationship with our international student body and providing our students with a global community that will prepare them for the globalized business world. Our programs are offered online with some sites offering the programs in a hybrid model allowing students to participate in person. Students can participate in our programs administered by the Swiss School of Management and are followed by local tutors and staff members. Our In-Residence Program sites are official examination centers where candidates can defend their final thesis, dissertations, and projects. They are also the locations of networking events, community-building initiatives, and academic events. An international network aims to give students a chance to travel the world, get exposed to new cultures & customs, and continue their studies under the same academic roof with more learning opportunities and exposure.

Mission, Vision, and Values

Mission
The Swiss School of Management aims to equip students with quality education by offering innovative tools within a participative and inclusive learning environment. We provide leadership, mentorship, and coaching programs that cultivate professional and personal growth. The Swiss School of Management, with its Swiss heritage and international reach, is uniquely positioned to provide a diverse and inclusive education, embracing both physical and distance learning modalities. We prepare students to become highly skilled and competent leaders in the global economy.

Vision
The Swiss School of Management is committed to providing excellence in international education. Our teaching methods are founded on the values of Swiss culture and promote professionalism, critical thinking, and a business-oriented mindset. We strive to be distinguished by our innovative teaching approach, quality academic programs, and specialized modules that foster transformative learning experiences. The Swiss School of Management is a place for those eager to pursue knowledge, strive for excellence, and create positive impacts on themselves and their fellow citizens.

Values
At the Swiss School of Management, we hold ourselves to the highest standards of excellence, driven by a deep commitment to our students and their success. Our core values are:

- **Intellectual Excellence:** True learning requires rigor and dedication. Our professors bring real-life experiences to the classroom and challenge students to think critically and creatively, showing an uncompromising commitment to those we serve.

- **Knowledge for Impact:** We are committed to providing our students with practical, applicable knowledge that prepares them to make a real difference.

- **Diversity and Inclusion:** We embrace the richness of diverse cultures, ideas, and perspectives, creating a learning environment that is welcoming, respectful, and inclusive.

- **Ethics and Integrity:** We recognize the importance of ethical awareness and conduct and strive to instill these values in our students as they prepare to become leaders in their fields.

- **Leadership and Development:** True leadership is not just about achieving success but also about inspiring others to do the same. We are dedicated to nurturing our students to become inspirational, dynamic leaders who can positively impact the world.

- **Collaboration and Support:** We foster a culture of cooperation, mutual support, and genuine interest in each other's success. We believe that working together can achieve more than we ever could alone.

Commitment to Academic Excellence

As a higher learning institution, we are committed to upholding and implementing the ideals of excellence in everything we do. All the men and women behind the Swiss School of Management believes education to be a transformative force that changes lives, inspires innovation and creates better communities. We are committed to ensuring our students get the highest quality education possible, rooted in scholarship, research, and academic rigor.

To continue our commitment to academic excellence, we strive to foster a culture of inquiry and intellectual curiosity, encouraging students and faculty alike to explore new ideas and pursue knowledge. We create a challenging and supportive environment to empower our students to be the best version of themselves. We foster a diverse and inclusive environment that values and respects different perspectives and experiences and provides a safe dialogue and debate space.

These values are embedded in our mission and vision, which we strive to live up to. By embodying, practicing, and upholding these values, we are making a positive contribution to the world in meaningful ways.

Dr. Elizabeth Soliday-Naui
SSM Barcelona In-Residence Program Site Director
Swiss School of Management

General Information

Swiss School of Management was established in 1981 in Switzerland where our head office is located at the following address:

Via Pellandni 4, 6500 Bellinzona, Switzerland
Office Hours: 9:00 to 17:00 CET (via Appointment Only)
Contact Number: +41 041 520 68 26

To facilitate recruitment and allow foreign students to be closely monitored by tutors and Swiss School of Management Staff Members and to benefit students from EU policy granting them the ability to travel and work without visa in the 27 member-countries among the European Union, it has moved its main campus to Rome, Italy. Furthermore, the institution has opened more learning sites around the world; Dubai (UAE), Bahrain (GCC), Cairo (Egypt), Brescia (Italy) and Barcelona (Spain).

Swiss School of Management Research Center

The Swiss School of Management Research Center is a leading institution dedicated to research education in business and management. Its mission is to support social development through innovative research and accessible doctoral programs. At the SSM Research Center, we focus on fundamental and applied research in the broad scientific fields of business, management and economics. We are driven by the mission to support social and economic development by doing research and deliver doctoral programs via blended and distance learning principles, making the highest academic degree accessible for people from all regions and cultures of the world.

In-Residence Programs

The Swiss School of Management's In-Residence Programs (BBA, MBA, and EMBA) offer a unique opportunity for individuals to immerse themselves in a focused and intensive learning environment in different places worldwide. In-Residence programs allow students to study in the location that best suits each student and gives access to the resources and expertise of the Swiss School of Management. The Swiss School of Management In-Residence programs offer a supportive international community of peers and mentors that will spark interest and growth in students' academic and professional pursuits. All our programs are available fully online; however, our In-Residence programs in Brescia, Barcelona, and Rome, offer hybrid studies (51% online and 49% in person).

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Swiss School of Management Barcelona

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Swiss School of Management Dubai
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Sharjah Book Authority
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P.O. Box 73111

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Swiss School of Management GCC & Sudan
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Information on Accreditation and Licensure

The Swiss School of Management programs are fully accredited by International Accreditation Council for Business Education (IACBE). IACBE is accredited by the Council for Higher Education Accreditation (CHEA). The Department of Veterans Affairs in the United States of America has also given recognition to all the Swiss School of Management programs. The Swiss Quality Certification label EduQua (recognized by the Swiss Federal Government) for Institutions of higher and continuous education has also awarded their Quality Certification to the Swiss School of Management. And because of the outstanding programs offered by the institution, the Swiss

School of Management has been acknowledged from the Italian Ministry of Education & Research in Lazio, Italy. Swiss School of Management is also a proud and active member of the International Association of Universities, a membership-led non-governmental organization.

Accreditation
International Accreditation Council for Business Education (IACBE)

The Swiss School of Management programs are fully accredited by the IACBE. The official memo issued by IACBE shown below attests to this accreditation:

Lenexa, Kansas, USA (March 2020) – The Board of Commissioners of the International Accreditation Council for Business Education (IACBE) is pleased to announce that, at its virtual meeting on March 30-31, 2020, the **Swiss School of Management** was granted Reaffirmation of Accreditation of their Business and Management programs.

The Swiss School of Management has undertaken a rigorous self-evaluation, has undergone a comprehensive, independent peer review, and has demonstrated compliance with the following Accreditation Principles of the IACBE:

1. Outcome Assessment
2. Strategic Planning
3. Curriculum
4. Faculty
5. Scholarly and Professional Activities
6. Resources
7. Internal and External Relationships
8. International Business Education
9. Educational Innovation

In addition, the Swiss School of Management has demonstrated a commitment to continuous improvement, excellence in Business Education, and advancing academic quality in its Business Programs and Operations.

About the IACBE – The International Accreditation Council for Business Education (IACBE) was founded in 1997. IACBE is accredited by the Council for Higher Education Accreditation (CHEA). The IACBE is the leader in mission-driven and outcome-based programmatic business and management education accreditation for student-centered colleges, universities, and other higher education institutions worldwide. The IACBE has hundreds of member institutions and campuses worldwide and has accredited over 1,500 business and business-related programs in the United States, Europe, Asia, the Middle East, Central America, and South America. The world headquarters of the IACBE is located at 11374 Strang Line Road in Lenexa, Kansas, 66215, USA. For more information, please visit the IACBE's website at https://iacbe.org.

EDUQUA

Since the first day of operations over two decades ago, the **Swiss School of Management** has been certified by EduQua, a Swiss quality label for further education institutions. The first Swiss quality label geared towards adult continuing education, EduQua comprises over 1000 schools, institutions, and academies in all of Switzerland. EduQua is an accreditation body recognized and supported by the Swiss Confederate Government; it is the first quality certification for public and private educational institutions in Switzerland. EduQua is the premier quality assurance accreditation scheme for continuing education (general education, further education, or professional education).

Control group and publishers:
- SBBK Swiss Conference of VETO Offices
- SECO State Secretariat for Economic Affairs
- SVEB Swiss Federation for Adult Learning
- VSAA Association of the Swiss Employment Centers

The Swiss Conference of Cantonal Ministers of Education (EDK) endorses EduQua as an officially recognized quality assurance scheme. EDK highly recommends the institution of higher education accredited by EduQua. In more and more cantons, certification is a requirement for public funding. The State Secretariat for Economic Affairs (SECO) also endorses EduQua.

https://ssm.swiss/wp-content/uploads/2020/01/EduQua-Certificate-2022.pdf

State Licensure and Other Recognition
Council for Higher Education Accreditation (CHEA)
The Council for Higher Education Accreditation (CHEA), located in the United States of America, is an organization of degree-granting colleges and universities. It identifies its purpose as providing national advocacy for self-regulation of academic quality through accreditation to certify the quality of higher education accrediting organizations, including regional, faith-based, private, career, and programmatic accrediting organizations. CHEA is based in Washington, DC, and is a member of the International Network for Quality Assurance Agencies (INQAAHE). Swiss School of Management programs are accredited by the IACBE. IACEB is accredited by the Council for Higher Education Accreditation.

Approved by the Ministry of Education
The Swiss School of Management is an approved, hence recognized institution by the Ministry of Education in Italy through a Memorandum of Understanding duly signed by both entities initiating a fruitful collaboration between the institutions. Among many other points, both agree on the following principles for an academic program:
- A program must enhance young people's chances of entering the job market and promote the development of soft skills throughout their educational paths.
- Programs are designed and supported to create educational integrated academic pathways.
- Academic institutions of Higher Education must foster close collaboration with students on their way to completing their secondary school studies.
- Academic institutions must develop training modules to enhance soft skills in the students' orientation and promote the spread of good practices throughout the chosen educational path.
- The institutions will activate educational internships by mutual consent, based on the demands of the academic institutions of the Region Lazio, which are interested in a highly professional qualification of teachers in terms of didactics and European identity.
- The institutions will meet the educational needs of the staff of the academic institutions of Region Lazio by mutual consent through the organization of training and advanced training modules, giving value to skills acquired through work experiences that should fulfill the demands for updating and deepening knowledge of disciplinary, didactic, and professional requirements.
- The institutions will promote and endorse the active participation of School Heads and Teachers of the Region Lazio in highly qualifying training modules with the common aim of providing adequate competencies and specializations to professionals working in the Adult Learning Sector.

https://www.usrlazio.it/index.php?cerca=Swiss+School+of+Management&s=1063

Academic Calendar

The Academic Year runs from the 1st week of September to July 31st each year, with final thesis and dissertation presentations in July and August. Before the start of each program, students will receive an Academic Calendar outlining the beginning of each module and all official holidays and academic breaks. The Swiss School of Management follows the Swiss holiday outline.

The Swiss School of Management has monthly intakes for each program. With this open enrollment, students may start their programs at the beginning of any month within the academic year (1st of September to 31st of July).

Code of Ethics

Swiss School of Management is committed to maintaining the highest ethical standards and to upholding the public's trust. We recognize that our behavior affects not only our own individual reputation but also that of our school. Accordingly, this Code of Ethics forms the ethical principles that will guide all members of the school community in all decisions and activities. These principles are:

Respect

We will nurture a climate of care, concern, fairness, and civility toward others while recognizing and embracing each individual's dignity, freedom, and diversity even in the face of disagreement.

Honesty and Integrity

We will act and communicate truthfully and candidly. We will uphold the school's values and make decisions based on the greater good, conducting ourselves free of personal conflicts or appearances of impropriety and self-dealing.

Communication

We will openly share information with stakeholders regarding the processes used in developing policies and making decisions for the school.

Stewardship

We will use school resources in a wise and prudent manner to achieve our educational mission and strategic objectives. We will not use school resources for personal benefit or gain.

Excellence

We will conduct all school affairs diligently, exercising due professional care and striving to meet the high expectations we have set for ourselves as well as the expectations of those we serve.

Responsibility and Accountability

We will be trustworthy and answerable for our conduct, decisions and obligations and will comply with all applicable laws, regulations, policies, and procedures. We recognize our obligation to report unethical conduct to appropriate authorities.

Andragogic Principles

In 1980, Malcolm Shepherd Knowles (1913 – 1997) made four assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption.

The Swiss School of Management's motto, "We Create Leaders," has inspired us to introduce a sixth principle that applies to our educational programs for students. Each of these principles plays a vital role in shaping the educational experience at SSM:

Self-Concept: SSM students possess a mature and secure self-concept, empowering them to actively participate in directing their own learning. Recognizing their status as self-directed adults, we believe it is essential to involve students in shaping the content and processes of their education. To ensure continuous improvement, we highly value student feedback. As such, we request students to provide their input through questionnaires during and at the conclusion of each module, covering various aspects such as module quality, learning content, instructors, and module organization.

Past Learning Experience: SSM students bring valuable professional experiences to their learning journey. Acknowledging the wealth of knowledge they already possess, our focus at SSM is to build upon their existing foundations.

Readiness to Learn: SSM students have reached a point where they recognize the value of education and are committed to approaching learning with seriousness and focus. To facilitate readiness to learn, we employ innovative tools and approaches. For example, our flexible learning options allow students to complete their educational programs either online, offline, or through a blended approach that combines both.

Practical Reasons to Learn: SSM students are motivated by practical, problem-centered approaches to learning, which aligns with our educational philosophy. Many students choose to continue their education at SSM for practical reasons and to explore new fields. Consequently, our learning contents are centered around issues relevant to students' professional work or personal expectations. Rather than emphasizing rote memorization, our focus is on developing problem-solving skills.

Driven by Internal Motivation: At SSM, students are not solely influenced by external factors but are driven by internal motivations as well. In recognition of the diverse interests and aspirations of our student body, we provide opportunities for specialization across various fields, enabling students to pursue their individual passions.

The Application of Leadership Skills: Upon completion of their studies, SSM students possess a range of essential leadership skills. These skills include effective communication, team motivation, delegation of responsibilities, attentive listening, and adaptability to navigate the dynamic nature of the workplace. Employers actively seek these attributes when considering candidates for leadership roles. By adhering to these principles, we strive to create a transformative educational experience that prepares our students to become exceptional leaders in their respective fields.

Student Code of Conduct

Students come to the Swiss School of Management not only to acquire knowledge, techniques, and competence but also to share the "Swiss School of Management Spirit," a manifestation of a philosophy that has demonstrated its inherent value since its establishment. The demands of an international context require students to be tolerant and adaptable to different cultures. This international exposure leads to a student's professional development and personal growth. The Swiss School of Management highlights the performance of competent, open-minded, and adaptable individuals.

The Swiss School of Management will challenge students to reinforce individual values indispensable to their professional success. These values include:
- rigor, manner, and cleanliness;
- punctuality, assiduity;
- motivation, dynamism; and
- team spirit.

Lifestyle

This section introduces the human elements of the "Swiss School of Management Spirit," the first visible signs of Swiss Education.

For a visitor to the Swiss School of Management sites (including parents and potential future employers), the initial favorable impression derives from two fundamental elements, which are also inherent in proficiently operated organizations:
1. Immaculateness and Systematization
2. Exemplary Conduct, Immaculateness, and Systematization

Site Expectations

When arriving in Switzerland, cleanliness and orderliness are the primary encounters. The absence of litter or refuse on the streets contributes to a pristine and pleasant environment. The Swiss School of Management has the same principles and expectations for office and classroom space. Everything finds its designated place, with no jackets, chairs, or coffee cups prohibited in classrooms. Swiss School of Management sites must be treated with respect and maintained to the Swiss School of Management standards by all staff members, faculty, and students. Do not shout or make unnecessary noise outside – our neighbors will appreciate it. Students must not sit on the ledge or do any other activity that can be perceived as dangerous or disrespectful of the space.

Online Classroom Space

The same standards of cleanliness and professionalism should be seen when attending classes online. Cameras must remain on for the entirety of the lesson. Smoking while in an online session is strictly forbidden. Maintaining a professional backdrop in a well-lit and clean environment is imperative and a strict school requirement. Students who attend classes online must have a professional background and must be in a non-distracting environment to best facilitate the learning of the student and classmates at the Swiss School of Management. Distractions in the background must be kept to a minimum. Students should not attend lectures in a bus, car, or other distracting environment. Students must have their cameras on during the entire module of the lecture. Students who do not hold this standard will be removed from the session and marked absent.

Professional Behavior

Visitors, the esteemed staff, and faculty members hold professional conduct in high regard. Consequently, it is incumbent upon all participants to diligently cultivate a demeanor characterized by warm and respectful interactions with visitors, professors, and staff members.

Professional behavior among Swiss School of Management students encompasses a set of conduct standards that reflect the values and expectations of a scholarly and professional environment. It entails demonstrating a high level of maturity, responsibility, and integrity in various aspects of academic life. The following components can define student professional standards:

1. **Respectful and Courteous Communication**: Students are expected to communicate with professors, staff, and fellow students respectfully and politely. This includes using appropriate language, listening attentively, and expressing opinions constructively and conservatively.
2. **Punctuality and Attendance**: Adhering to class schedules, arriving on time, and attending all classes and academic activities are crucial aspects of professional behavior. Students should prioritize their commitments and demonstrate reliability by being present and engaged in their academic pursuits.
3. **Responsibility and Accountability**: Responsibility for one's actions, assignments, and commitments are vital to professional behavior. Students should meet deadlines, fulfill their obligations, and be accountable for their academic performance.
4. **Collaboration and Teamwork**: Engaging in collaborative projects and group work is expected in school settings. Students should actively participate, contribute ideas, listen to others, and work collaboratively towards shared goals, demonstrating teamwork skills and mutual respect.
5. **Professional Appearance**: Students are expected to present themselves in a neat, appropriate, and professional manner is generally expected. This includes adhering to any specified guidelines regarding attire for presentations, meetings, or professional events.
6. **Open-mindedness and Inclusivity**: Professional behavior involves embracing diversity, being open to different perspectives, and treating others with inclusivity and fairness. Students should foster an environment of respect, recognizing and valuing the contributions of individuals from various backgrounds and cultures. This is especially important in the international context the Swiss School of Management provides.

By embodying these principles of professional behavior, university students can cultivate a positive academic environment, build strong relationships, and develop the necessary skills and attributes for their future careers.

Social and Cultural Activities

Individual or group initiatives to organize activities are welcome. Provisions are made for participants to organize and obtain approval from the In-Residence Program Site director for special activities. Students are also encouraged to join the Swiss School of Management Rotaract Club.

Behavior Outside the School

The reputation of the Swiss School of Management is also communicated by the behavior and attitude of students outside the school. Students are expected to behave well outside of the institution's grounds. Remarks or complaints about students' behavior may interrupt studies. Refer to Prohibited Conduct in the section below for a complete definition of forbidden behavior.

Classrooms

On-site premises are, in priority, reserved for scheduled modules. Access to a classroom space must be requested by students ahead of time. Students are asked to refrain from eating or drinking in the classrooms.

To ensure the optimal conditions for everyone to use school equipment, participants are asked to refrain from modifying the configurations and parameters of the computer. Students are required to install and update virus protections. Students must respect internet etiquette.

Key principles of Internet etiquette include:
1. **Respect and courtesy:** Treat others online with the same respect and courtesy you expect in face-to-face interactions. Use polite language, avoid offensive or discriminatory remarks, and be considerate of others' feelings and opinions.
2. **Clear and concise communication**: Be mindful of the tone and clarity of your messages. Use proper grammar and punctuation, avoid excessive capital letters (which can be interpreted as shouting), and aim for concise and understandable communication.
3. **Privacy and confidentiality:** Respect the privacy and confidentiality of others by not sharing personal information without permission. Be cautious with sensitive or private information about yourself as well.
4. **Mindful sharing:** Before sharing content or information, consider its accuracy, relevance, and potential impact. Give credit to the original source and respect copyright laws when sharing content created by others.
5. **Constructive criticism:** When providing feedback or engaging in discussions, be productive and avoid personal attacks. Focus on the ideas rather than attacking the individual expressing them.
6. **Mindful posting:** Think before you post or comment. Avoid posting inflammatory, offensive, or disrespectful content. Be aware that what you post can have long-lasting consequences and can be seen by a wide audience.
7. **Handling conflicts:** If disagreements arise, remain calm and try to resolve conflicts respectfully and diplomatically. Avoid engaging in heated arguments or resorting to insults or offensive language.
8. **Online safety and security:** Protect your personal information, use strong passwords, and be cautious when interacting with strangers online. Be vigilant against scams, phishing attempts, and malware.

The Swiss School of Management reserves the right to charge a student for any subsequent repair work resulting from the misuse of equipment.

Paper and Rubbish

Paper or rubbish on the ground at learning sites should be picked up and discarded in a nearby garbage bin. The Swiss School of Management has a recycling policy, and students are asked to co-operate in the drive to recycle.

Damages

In the event of damage caused by the student, parent/guardian, or any individual associated with the student's enrollment at the Swiss School of Management the following provisions will apply:
1. **Liability**: The student, parent/guardian, or responsible party shall be liable for any intentional or negligent damage caused to school property, including but not limited to buildings, equipment, materials, and facilities.
2. **Reporting of Damage:** Any damage must be promptly reported to the school administration, providing detailed information about the nature and extent of the damage.

3. **Repair or Replacement Costs:** The responsible party shall be responsible for covering all costs associated with repairing or replacing damaged property. The school administration will provide an itemized assessment of the expenses incurred.
4. **Damage Assessment:** The school administration reserves the right to assess and determine the extent of the damage and the appropriate repair or replacement measures. The responsible party shall cooperate fully with the school administration in the assessment process.
5. **Payment of Damages:** The responsible party shall reimburse the school within a reasonable timeframe for the costs incurred. Failure to make payment within the specified timeframe may result in additional charges or legal action as deemed necessary by the school administration.
6. **Withholding of Records:** In the case of outstanding payments for damage caused, the school administration reserves the right to withhold access to student records, transcripts, diplomas, or any other official documentation until the payment obligation is fulfilled.

By enrolling with the Swiss School of Management student is consenting to the damage policy above.

Security and Safety
General Statement: Our in-residence locations are committed to providing a safe and secure environment for all students, staff, and visitors. This security and safety policy outlines the measures, guidelines, and procedures in place to ensure the well-being of everyone involved in our school community.

Physical Security Measures
- Access Control: Access to the school premises is monitored and restricted to authorized individuals through the use of secure entry points and controlled entry systems.
- Surveillance: Video surveillance systems may be deployed in strategic areas to enhance security and monitor critical areas of the school.
- Security Personnel: Trained security personnel may be present on-site to ensure the safety and well-being of the school community.

Online Safety: Students, staff, and faculty must follow internet etiquette to keep themselves and their colleagues safe.

Reporting and Communication: Reporting Incidents: Students, staff, and parents/guardians are encouraged to report any security concerns, safety hazards, or suspicious activities to designated school authorities promptly.

Policy Review and Updates:
This security and safety policy will be periodically reviewed in each learning site and updated as needed to align with changing circumstances, emerging risks, and relevant regulations. By implementing this security and safety policy, we aim to maintain a secure and conducive learning environment that prioritizes the well-being and safety of our school community.

Illness and Accidents
Maintaining good health is crucial for students pursuing our programs. However, in the unfortunate event of accidents or illness occurring outside of school, it is essential to inform the school administration promptly. We value open communication and appreciate being informed about any health-related issues.

Please note that if medical treatment, medical certificates, or absences are related to the days just before or after vacation periods, public holidays, or extended weekends, we kindly request that you inform us in advance. This helps us effectively plan and address any potential scheduling challenges.

If you cannot attend school in person due to health reasons, we have good news! You can attend classes online, ensuring that you can continue your education and stay connected with your studies while prioritizing your well-being. By working together and following these guidelines, we can effectively support your health needs while ensuring that your education remains uninterrupted.

Measures Against Addiction (drugs, alcohol, medication abuse)
To fulfill the duty of the Swiss School of Management to safeguard the well-being of its students, a stringent policy shall be implemented concerning the use of drugs. It is strictly prohibited for students, during their enrollment at the Swiss School of Management, to consume, possess, or engage in the distribution of any such substances, whether within the school premises or elsewhere, including during the internship period.

Students found to be in violation of these rules will face immediate expulsion from the school and may be subjected to legal consequences. This policy is in place to maintain a safe and conducive learning environment for all participants.

Regarding medical substances, students are required to exercise caution and adhere to a doctor's prescription when taking medications prescribed by a medical professional. Any misuse or abuse of prescribed medications will be dealt with accordingly.

Additionally, the consumption of alcohol within the school is strictly forbidden. The school management closely monitors any indications of excessive alcohol consumption. Should such signs be observed, appropriate action will be taken by the school management, which may include dismissal from the program.

By implementing these measures, the Swiss School of Management aims to prioritize the health and well-being of its students and ensure a focused and productive learning environment.
Please be aware that this is a formal statement, and it is advisable to review and tailor it according to your institution's specific policies and legal requirements. Consulting with legal professionals is recommended to ensure compliance with local laws and regulations compliance.

Smoking on Campus
The Swiss School of Management is a non-smoking environment. Smoking Is forbidden in all in-residence locations for participants, faculty, and staff. Designated areas are clearly signposted for those adults who consistently choose to ignore the health warnings associated with smoking. There is no smoking on camera.

Attitude And Behavior Assessment at SSM
Staff and faculty members observe participation throughout the academic career of students to assess their professional attitude and help them develop in this critical area. Together with the Program Directors, they will evaluate students within the categories:
- Outstanding
- Satisfactory
- Positive
- Unsatisfactory in the domains of:
- Rigor, manners, cleanliness
- Motivation, dynamism

- Punctuality, assiduity
- Team spirit

The elements that make up a positive assessment at the Swiss School of Management come from the student's compliance with the spirit of the Charter, as well as from individual dynamism, participation in the school community life, and involvement. Repeated lack of punctuality and in-class phone use indicate that the participant needs to make constructive progress in attitude and behavior.

A committee of academic and support staff pays attention to the student's attitude and behavior as an ongoing procedure, and eventually, they meet to discuss their findings regarding each participant. A decision is made as to the category in which the student may be placed, after which the student will be informed of their assessment at the Swiss School of Management and will be given constructive advice and assistance where necessary improvement strategies are required.

Disciplinary Sanctions and Rules

The Management and staff of the Swiss School of Management will verbally warn participants, when necessary, at any time. Depending on the seriousness of the offense, written warnings will be issued to the students who breach general school policies and procedures. If a student receives a Final Warning Letter and subsequently breaches the Swiss School of Management Policies and Procedures or commits a serious offense, then they can be dismissed immediately. (Check Warning Letter below)

Warning Letters

Misconduct offenses lead to issuing a warning letter and may (in some extreme cases) result in the student being suspended from lectures and dismissed from the school.

Copies of warning letters will be sent to the student's parents, sponsor, or guardian. In disciplinary severe circumstances, a final warning letter will be issued if a student has already received one warning letter at any point in their time at the Swiss School of Management. This will inform the student that any subsequent break of the Swiss School of Management policies will lead to dismissal. No participant may hold an official post in the Swiss School of Management after receiving a warning letter in that term.

Misconduct

Examples of Misconduct Offences include:
- Non-excused absence from academic or non-academic duties
- Possession of alcohol in classrooms
- Damage to the Swiss School of Management property
- Any other offense serious enough that under the ensuing conditions, the management of the Swiss School of Management classifies it as misconduct

In case of a suspected severe breach of disciplinary rules (the Swiss School of Management misconduct), students may be placed on an interim suspension by the school's Director while an investigation occurs. This will involve non-attendance of classes. A copy of all written warnings will be sent to the student's parents, sponsor, or guardian.

Gross Misconduct

All cases involving gross misconduct could result in the student being suspended from lectures and dismissed from the school, if found guilty.

Prohibited Conduct Academic Misconduct
- **Cheating:** Cheating includes using unauthorized sources of information and

providing or receiving unauthorized assistance on any form of academic work or engaging in any behavior expressly prohibited by the instructor in the module syllabus or class presentation.

- **Plagiarism:** Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another and representing them as one's own without proper acknowledgment and is related only to work submitted for credit. Disciplinary action will not be taken for academic work in draft form.
- **Unauthorized possession or disposition of Academic Materials**: Unauthorized possession or nature of academic materials includes the unauthorized selling or purchasing of examinations, class notes, term papers, or other academic work; stealing another student's work; and using information from or possessing exams that an instructor did not authorize for release to students.
- **Falsification:** Falsification encompasses any verbal or written untruth in one's academic work.
- **Facilitation of any act of Academic Misconduct:** Facilitation of any act of academic misconduct includes knowingly assisting another to commit an act of academic misconduct. *The use of a ghostwriter is_absolutely_prohibited.*

Discriminatory Harassment

Threats, intimidation, coercion, bodily harm, or other unwelcome behavior through any method of communication directed at an individual or individuals on the basis of sex, gender identity, gender expression, veteran status, genetic information, race, creed, color, national origin or ancestry, sexuality, age, religion, pregnancy, or disability that's so severe, persistent, or pervasive such that it has the purpose or effect of unreasonably interfering with a person's academic or work performance or a person's ability to participate in or benefit from the school's programs, services, opportunities, or activities when viewed through both an objective and subjective standard.

Abusive Behavior

- Threatening or inflicting bodily harm upon any person or animal or acting in a manner that creates a risk of bodily harm to any person, including oneself, or an animal.
- Threats, intimidation, coercion, or other unwelcome behavior, through any method of communication directed at an individual or individuals that is so severe, persistent, or pervasive such that it has the purpose or effect of unreasonably interfering with a person's academic or work performance, or a person's ability to participate in or benefit from the school's programs, services, opportunities, or activities, when viewed through both an objective and subjective standard.
- Any form of abusive behavior (as listed above) specific to current or former intimate partners.
- Hazing, which includes any action that endangers the mental, physical, or emotional health or safety of a student.

Disruptive Behavior

- Engaging in behavior that disrupts or interferes with teaching, classroom, or other educational interactions, residential communities, research, administration, governmental functions, or disciplinary proceedings.
- Engaging in behavior that disrupts or obstructs the right of free speech or expression of any person on campus.
- Leading, inciting, or participating in any on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the school, freedom of movement or safe passage and/or infringes on the rights of other members of the school community.
- Behavior that is considered lewd by a reasonable person including (but not limited to) voyeurism, public urination/defecation, and public exposure of intimate body parts.

False Information
- Knowingly furnishing false information to any school official, instructor, office or organization, or on any applications.
- Intentionally initiating or causing to be initiated any false report.
- Use or possession of false identification public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or student organization, or participating in, condoning, encouraging, requiring, or allowing an opportunity for hazing. A hazing violation may occur even when the victim expressed or implied consent.

Misuse of Alcohol
- Use or possession of alcohol as prohibited by law or School policy.
- Manufacturing or distribution of alcohol as prohibited by law or School policy.
- Operating any vehicle while under the influence of alcohol or while impaired by the use of any intoxicating substance.
- Excessive use of alcohol resulting in a state of intoxication that endangers oneself or others.

Misuse of Drugs
- Use or possession of illegal drugs (under federal or state law) including but not limited to marijuana, methamphetamine, cocaine, opiates, LSD, mushrooms, heroin, designer drugs such as Ecstasy and GHB, or other controlled substances or any substance used for an intoxicating effect.
- Use or possession of prescription drugs other than by the person prescribed or for use other than the prescribed purpose and/or dosage.
- Manufacturing or distribution of illegal or prescription drugs.
- Possession or use of drug paraphernalia including but not limited to equipment, products, and materials used to cultivate, manufacture, distribute, or use marijuana or other illegal drugs.
- Operating any vehicle under the influence of drugs or while impaired by the use of any intoxicating substance.
- Use of drugs results in a state that endangers oneself or others.

Non-Compliance
- Failure to comply with the verbal or written directions of any School officials acting in the performance of their duties and in the scope of their employment, including failure to identify oneself to these persons when requested.
- Failure to comply with the verbal or written directions of any law enforcement officers acting in the performance of their duties and in the scope of their employment, including resisting or obstructing law enforcement officers or failing to identify oneself when requested.
- Violating the terms of any interim measure, no contact order, or exclusionary order imposed by the school.

Sexual Misconduct
Any actual or attempted non-consensual behavior of a sexual nature including (but not limited to):
- Intentional and unwelcome touching, kissing, or coercing, forcing, or attempting to coerce or force another to touch a person's intimate parts.
- Taking, sharing, or posting videos or photographs/images of a sexual nature without consent.
- Deliberate observation of others for sexual purposes without their consent

- Exposing one's genitals in non-consensual circumstances.
- Viewing, placing, or posting pornography in public venues; possessing, distributing, or viewing illegal pornography.
- Sexual harassment at the Swiss School of Management that creates an intimidating, offensive, or hostile environment for another.
- Any act of sexual misconduct in violation of state or federal law or school policy.

Stalking

Engaging in a course of conduct directed at a specific person or persons that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Theft

Theft, attempted theft, or other unauthorized possession of School property or the property of others.

Unauthorized Use

- Unauthorized use, entry, or occupation of another person's property or of School facilities, property, or vehicles.
- Any unauthorized possession, duplication, or use of School keys or access devices.
- Unauthorized removal or misuse of any School document, record, data, nonpublic information, identification, educational material, or property (including forgery or alteration).

Violation of Law or School Policy

Evidence of a violation of any federal or state law, or local ordinance, or School policy.

Violation of School Rules, Contracts, or Agreements

- Violation of any rules, contracts, or agreements governing residence in or use of School owned or controlled property, or at athletic or other authorized special events.
- Violations of any rules, contracts, or agreements governing recognized student organizations.

Weapons

Illegal use or possession of firearms or other weapons such as blades larger than pocketknives; ammunition and explosives; dangerous chemicals, substances, or materials; bombs or incendiary devices; or simulated weapons; or any weapon prohibited by law or School policy. Use of any such item, even if legally possessed, in a manner that harms or threatens others is prohibited.

In the case of suspected gross misconduct, the Director or the Dean will convene a Disciplinary Board meeting, and the student will be placed on interim suspension until the meeting has convened. The disciplinary board will be composed of members of The Swiss School of Management.

The disciplinary board will make a recommendation to be reviewed and implemented by the In-Residence Program Director. Should a student be found guilty of gross misconduct, then she/he will be expelled. If, however, the offense is one of misconduct, the student will be issued a warning letter.

The school holds the right to immediately call the police in case of gross misconduct and dangerous behaviors towards The Swiss School of Management staff, management, guests or students.

General Rules and Regulations (Non-Discrimination Policy)

The Swiss School of Management is committed to providing equal access to education to all, regardless of race, color, gender, religion, national and ethnic origin, or age.

The Swiss School of Management reserves the right to impose probation on any participant whose conduct is unsatisfactory. The school further reserves the right, subject to procedures outlined in this document, to require a participant to withdraw at any time.

Admission of a student that is based upon inaccurate or false statements or documents is null and void upon discovery of the fraud, and academic credit previously earned by the participant is voided. Upon suspension or dismissal from the school, there will be no refund of tuition and fees. In the event that fees are not fully paid, the balance will immediately become due.

Admission of a participant to the Swiss School of Management for any academic year does not imply that such participant will be re-enrolled in any succeeding academic year.

The Swiss School of Management makes every effort to assure completeness and accuracy in the marketing process (catalog, ads, homepage, etc.). Inevitably, due to the changing nature of listings and policies, possible errors, misprints, or omissions may occur for which the school shall not be held liable.

The provision of this handbook should not be considered as an irrevocable contract between the student and the Swiss School of Management. The Swiss School of Management reserves the right to change any provision or requirement, including fees, contained in this handbook at any time with or without notice.

Complaint/Grievance Policy

The Swiss School of Management is aware that there may be times when students, staff, or faculty members need to file an official complaint about unjust treatment, harassment at the Swiss School of Management, and/or health and safety concerns in the workplace. This grievance procedure policy was created to clearly outline the process for these instances to ensure that all of our students, staff members, faculty members, shareholders, or board members are heard and treated equally.

Purpose

The purpose of this grievance procedure policy is to (a) explain the scope and definition of grievances, (b) outline the process for reporting and closing a grievance, (c) define the institutions' confidentiality measures, and (d) describe the disciplinary action steps for policy violations.

Scope

This policy is applicable to all Swiss School of Management students, staff, faculty. A grievance can be filed against any Swiss School of Management student, staff member, faculty member, shareholder, or board member. The Swiss School of Management defines a "grievance" as a formal work or study related complaint, issue, and/or objection made by any Swiss School of Management Affiliate.

Grievance Procedure

Before filing an official grievance complaint, the Swiss School of Management asks that all employees review the policy that directly impacts their complaint. This can be found in the student/faculty handbook. The code of conduct is applicable to all Swiss School affiliates.

The Swiss School of Management encourages all staff, faculty, and students to resolve minor disputes with the help of the center director or student affairs officer. If the informal complaint is not fairly and constructively resolved within 30 days, students, staff members, or students, or any other Swiss School of Management affiliates may file a formal grievance.

Formal Grievances must be sent directly to the Vice President (Dr. Serena Magnanti) at the following email address: serena.magnanti@ssm.swiss

The email must include the following subject line: COMPLAINT/GRIEVANCE
Swiss School of Management Affiliates can file grievances when:

- they have been victims of harassment within the Swiss School of Management.
- their health and safety have been compromised.
- they have witnessed poor supervisor and/or management behavior.
- guidelines outlined in the Student/Faculty handbook are violated.
- there is a dispute between co-workers, students, faculty and/or management.

The Swiss School of Management also recognizes that every case is diffe\rent, and this list is subject to change, depending on the definition filed in the Grievance Complaint.

Filing a Grievance

Once the complaint has been submitted students, staff members, or students, or any other Swiss School of Management affiliates have the right to attend meetings regarding decisions, and depending on the severity of the complaint, may refuse to attend classes or work.

When a grievance is filed against another student, staff members, or students, or any other Swiss School of Management affiliates, the accused also reserves the right to:

- view and request a copy of the official grievance complaint.
- formally respond to the complaint after consultation.
- attend all formal meetings with a union representative or witness.
- appeal the final decision.

Institution Responsibilities

It is the Swiss School of Management's responsibility to:

- Accept and thoroughly investigate all Grievance Complaint Forms.
- Ensure that the grievance is resolved within 90 days, depending on the severity of each case.
- Treat all parties fairly throughout the grievance process.
- Adhere to the no-retaliation policy when students, staff members, or students, or any other Swiss School of Management affiliates file a complaint against management.
- Organize mediation meetings with the appropriate parties.
- Practice a high level of confidentiality throughout the grievance process.
- Accept and investigate all appeals.
- Ensure that the final decision is implemented.
- Maintain accurate and comprehensive records of each grievance.

Confidentiality

The Swiss School of Management students, staff members, or students, or any other Swiss School of Management affiliates, including senior management are required to sign a Confidentiality Agreement that limits them from discussing the grievance before and after it has been resolved. All parties are prohibited from discussing the matter with any other Swiss School of Management students, staff members, or students, or any other Swiss School of Management affiliates.

Filing a Complaint with the IACBE:

Third-party constituents, being students or any other stakeholders who need to reach a higher appeal for filing an IACBE standard grievance can do that following the IACBE procedure for Third-Party Complaints. The process is as follows:

Third-party complaints must be written and must be sent to the IACBE either through email (iacbe@iacbe.org) or by regular mail.

Third-party complaints must:

1) Identify the specific accreditation principle or policy with which it is alleged that the academic business unit or an accredited program is not in compliance.
2) Specify the relationship of the complainant to the institution against which the complaint has been filed.
3) Fully identify and describe the situation surrounding the instance of alleged noncompliance.
4) Provide complete and appropriate documentation pertaining to the instance of alleged noncompliance.

Programs of Study
Bachelor of Business Administration (3-4 years, 180 ECTS)
Students must have earned a High School diploma or equivalent or demonstrate the ability to succeed in undergraduate-level study.

English Language Requirements:
Applicants for the bachelor's degree program are exempted from an English exam provided they completed their last schooling year (Baccalaureate or any of its equivalence listed in the entry criteria) at a recognized school where the medium of teaching is English.

In case this condition is unmet, then, the applicant needs to sit for one of the listed English exams:
- Test of English as a Foreign Language (TOEFL PBT) – minimum score: 57
- Internet Based Test (iBT) – minimum score: 61
- International English Language Test (IELTS) – minimum score: 6.0
- Pearson Test of English Academic Score Report – minimum score: 44
- Duolingo English Test – minimum score: 95
- 4-skill Michigan English Test (MET) – minimum score: 53
- Michigan Examination for the Certificate of Competency in English (ECCE) – minimum score: 650/LP
- Michigan Examination for the Certificate of Proficiency in English (ECPE) – minimum score: 650/LP

Student Verification Policy
Upon applying to join The Swiss School of Management for any program level students, need to submit the following documents:
- Copy of personal identification (ID or passport)
- Scanned Educational Transcripts
- 1 recent photo: passport size
- Prior to any exam or oral presentation, students show the passport page including their personal information and photo close to the cameras for verification.
- Students are supposed to enable and open their cameras during class live lectures, project presentations and exams until the activity ends.

Official Academic Transcripts
After the student has been enrolled, it is required that the student have their official academic transcripts sent from their previous school directly to the Swiss School of Management In-Residence Program site of their convenience:

BARCELONA:
Talent Garden, Carrer de Ramon Turro,
169, A, 08005 Barcelona, Spain

BRESCIA:
Via dei Musei, 46 - 25121
Brescia, Italy

CAIRO:
Consoleya, 5 El-Fadl, Bab Al Louq,
Abdeen, Cairo Governorate 11513, Egypt

GCC:
Suite 2303, Floor 23, Almoayyed Tower,
Al Seef District, Kingdom of Bahrain.

ROME:
Swiss School of Management c/o University of Washington
Piazza del Biscione, 95 00186, Roma, RM Italy

UAE:
Office 214
Al Nasr Plaza, Oppo Oud Metha Bus Station

BBA Program NOTE: Students who must complete a foundational year of study must enroll in general education modules through study.com to be eligible for enrollment into the 3-year BBA program.

Module Number	Module Title
Quantitative Principles – 6 credits (via study.com)	
BUSINESS 110 (Obligatory)	Business Math
MATH 107 (Obligatory)	Quantitative Literacy
Natural & Physical Science – 6 credits (via study.com)	
MATH 101 (Obligatory)	College Algebra
BIOLOGY 101	Introduction to Biology
NUTRITION 101	Science of Nutrition
HEALTH 101	Principles of Health
Social and Behavioral Sciences – 6 credits (via study.com)	
HOSPITALITY 101 (Obligatory)	Introduction to Hospitality
HOSPITALITY 105	Introduction to Tourism & Travel Industry
POLITICAL SCIENCE 101	Introduction to Political Science
PSYCHOLOGY 101	Introduction to Psychology
SOCIOLOGY 101	Introduction to Sociology
Humanities & Fine Arts – 6 credits (via study.com)	
PHILOSOPHY 103 (Obligatory)	Ethics - Theory & Practice
GEOGRAPHY 101	Human and Cultural Geography
HISTORY 101	Western Civilization I
Oral & Written Communication – 6 credits (via study.com)	
ENGLISH 101 (Obligatory)	English Literature
SPANISH 101 (Obligatory)	Beginning Spanish
Language – 4 ECTS (offered by SSM)	
ITEA210	Italian Language & Culture
CHE210	Chinese Language & Culture

Students who must complete a foundation year will be informed by their Site Director before enrollment. For more information on students require a foundation year, please consult the Registrar by emailing logan.pacey@ssm.swiss.

Documents presented in any language except English, Italian, German, Spanish, and French require translation from a legal sworn translator.

Introduction
The Bachelor of Business Administration (BBA) is designed to give a broad knowledge of the functional areas of a company and their interconnection while also allowing specialization in a specific field. BBA programs expose students to various subjects and allow students to specialize in particular academic areas. The degree also develops the student's practical managerial

communication skills. The program incorporates training and practical experience through case studies, presentations, internships, industrial visits, and interaction with experts.

The Bachelor of Business Administration (BBA) is a full-time, 180 ECTS program divided into three years: sophomore, junior, and senior. Students who did not complete their freshman year in their Secondary studies may be required to complete a freshman level module before they continue to this program. The Swiss School of Management offers the Freshman year through our collaboration with study.com. Classes are lectured by qualified faculty with an International Curriculum. Students also participate in internships, company visits, excursions, forums, symposia, guest speaker presentations/webinars, e-conferences, and much more.

The program culminates with the submission and defense of a thesis on a business-related subject of the student's choosing. Students who complete the program are awarded the Bachelor of Business Administration degree from the Swiss School of Management.

The Swiss School of Management utilizes an innovative approach to team-based online learning as the Swiss School of Management strongly believes that this approach reflects today's progressive workplace. The Swiss School of Management's Bachelor of Business Administration program will open the door to international career opportunities by preparing students for global business.

Intended Student Learning Outcomes (ISLO's)
ISLO 1: Model analytical decision making and problem-solving skills in management business contexts
ISLO 2: Employ financially sustainable capital budgeting strategies
ISLO 3: Manage production and delivery of goods and services
ISLO 4: Identify emerging trends in management and leadership practice
ISLO 5: Practice data-informed decision-making in business contexts
ISLO 6: Project positive teamwork traits while interacting with others in business situations.

Quality Assurance
The Swiss School of Management's Bachelor of Business Administration Degree is fully accredited by the IACBE. IACBE is accredited by the Council for Higher Education Accreditation (CHEA). The Department of Veterans Affairs also recognizes our BBA Degree in the USA. The Swiss School of Management is a quality-certified school by EduQua, the Swiss Quality Certification label (recognized by the Swiss Federal Government) for institutions of higher and continuous education. The Swiss School of Management is also recognized by the Ministry of Education & Research in Lazio, Italy.

Specifications:
Each module mentioned in the list below fulfills the following criteria:
- Minimum of 30 lecture-based class hours, homework and individual and group assignments, and project work
- Final exams consist either of a case study or a project presentation with a minimum duration of 2-3 hours in preparation and presentation.
- The final grade for each module depends upon the professor's evaluation; however, attendance and participation play an important role in the final grade as outlined in the syllabus, which is made available to students before the start of class on Google Classroom.
- Each module grants 4 ECTS or 2 US Credits.

Hybrid Modality
The program is available in person or online through our hybrid study method. Every class session is live streamed online and recorded onto our online platform, allowing our students to have all the tools they need to be successful in their program.

Year 1 in Bachelor of Business Administration (BBA):
One year (60 ECTS or 30 US Credits) part of a three-year program

Introduction
The first year of the Bachelor of Business Administration degree explores in-depth and complex contexts of how businesses' goals ensure they gain and maintain a competitive advantage. This is equivalent to the sophomore year of the three-year Bachelor Administration Program level. The Program awards 60 ECTS or 30 US Credits.

The three-year program begins with the fundamentals of business administration, which positions students for advanced options later in the program. The Swiss School of Management's undergraduate curriculum is designed to give students the maximum degree of choice and flexibility while also providing insights into all management's major fields and functions. Students will take business modules from many different disciplines and will have the opportunity to concentrate on one or several significant areas in the third year of study.

The first year allows students to gain experience in these disciplines before they choose their concentrations. Within this period, different modules provide the program with an educational environment where students can:
- Build an up-to-date knowledge base and develop skills that will prepare them in the field of Business Administration and the related markets at all operational levels.
- Acquire professional skills and competencies through a balance between practical and lecture-based learning environments.
- A guided learning environment, based on a sound acquisition of technical skills and training to guide participants to acquire a work ethic that is typical of the Swiss culture.

Furthermore, the practical learning-based approach offers opportunities to acquire lifelong skills such as teamwork, leadership, interpersonal communication, and time management.

Year 2 Bachelor of Business Administration (BBA):
One year (60 ECTS or 30 US Credits) Part of a three-year program

Introduction
In the second year of the three-year program, students expand on the fundamentals they learned during the first year of study. Students will take a critical and practical approach to the core concepts of business administration and management. This is when students begin to move past foundational knowledge and dive deep into the concepts covered in the first year. At the end of the academic year, second-year students will have the opportunity to apply their knowledge in real-life situations through the required internships, which facilitates students to have a skillset beyond just theory but sought-after real-life practical skills in the job market today. This is equivalent to the Junior year of the three-year Bachelor Administration Program level. The Program awards 60 ECTS or 30 US Credits.

This program provides more advanced knowledge, understanding, and skills that will enable students to:
- Develop an understanding of the professional world through case studies and field research.

- Build an up-to-date knowledge base of management skills applicable to Business Administration within a context of understanding the broader industrial and economic interests.

Year 3 Bachelor of Business Administration (BBA):
One year (60 ECTS or 30 US Credits) Part of a three-year program

Introduction
The objective of the program's final year leading to the Bachelor of Business Administration Degree is to provide the student with a solid and well-rounded education in business and business administration. A primary core curriculum offers an accounting, management, marketing, and economics foundation. This core is augmented by specialized modules to meet individual goals and career objectives. Special emphasis is given to personality development to become a competent manager or entrepreneur. It concludes with submitting a thesis paper presenting the research results and analysis of a business problem. The basic philosophy of this program is to train the student to become a mature, conscientious, and responsible individual who is sincere in their desire for education. The final year of the program advances participants in Business Administration from a basic understanding to a specialized foundation by providing opportunities for students to:
- Construct and elaborate creative thinking skills such as reflective, critical, and realistic thinking.
- Develop a strong sense of entrepreneurship, business ownership, and financial acumen that prepares students to perform in a competitive economic environment.
- Experience a proper personal development path intended ultimately to help situate, plan, and set realistic career goals for achieving a fulfilling personal and professional pathway.
- Students have the prerogative of choosing their specialization (major) in their third year of study.

Undergraduate Offerings

First Year – Bachelor of Business Administration (60 ECTS or 30 US Credits)
Prerequisites

Must be a confirmed and actively enrolled student in the Swiss School of Management through the Bachelor of Business Administration and must have paid the enrollment fee or the first installment of the tuition fee.

MODULE NUMBER	MODULE TITLE	MODULE TYPE	CREDIT HOURS
BUS 200	INTRODUCTION TO BUSINESS	Core/Required	4 ECTS (2 Semester Credit Hours)
BEN 201	BUSINESS ENGLISH	Elective	4 ECTS (2 Semester Credit Hours)
FIN 210	INTRODUCTION TO FINANCE	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 210	INTRODUCTION TO MARKETING	Core/Required	4 ECTS (2 Semester Credit Hours)
STA 210	MANAGERIAL STATISTICS	Core/Required	4 ECTS (2 Semester Credit Hours)
COM 210	COMMUNICATION SKILLS	Core/Required	4 ECTS (2 Semester Credit Hours)
MIS 210	MANAGEMENT INFORMATION SYSTEMS	Core/Required	4 ECTS (2 Semester Credit Hours)
ACC 210	MANAGING ACCOUNTING COSTING AND BUDGETING	Core/Required	4 ECTS (2 Semester Credit Hours)
MGT 210	MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
MAT 210	MATHEMATICAL TOOLS FOR BUSINESS	Core/Required	4 ECTS (2 Semester Credit Hours)
ECO 210	ECONOMICS	Core/Required	4 ECTS (2 Semester Credit Hours)
COR 210	COMMERCIAL CORRESPONDECE	Core/Required	2 ECTS (1 Semester Credit Hours)

TQM 210	TOTAL QUALITY MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
SMG 220	SALES MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
ITEA 210	ITALIAN LANGUAGE & CULTURE	Elective	4 ECTS (2 Semester Credit Hours)
CHE 210	CHINESE LANGUAGE & CULTURE	Elective	4 ECTS (2 Semester Credit Hours)
LAW 220	BUSINESS LAW	Core/Required	4 ECTS (2 Semester Credit Hours)
LEA 220	LEADERSHIP MOTIVATION & GROUP DYNAMICS	Core/Required	4 ECTS (2 Semester Credit Hours)
INT 220	INTERNSHIP	Capstone	4 ECTS (2 Semester Credit Hours)

NB All modules offered by the Swiss School of Management are delivered in 30 contact hours plus 60 hours of self-directed learning, research, and homework.

The Swiss School of Management reserves the right to change the programs and subjects at any time to keep up with the current changes in technologies and market needs.

Second Year – Bachelor of Business Administration (60 ECTS)
Prerequisites
Students must have completed the first year of the Bachelor of Business Administration program (60 ECTS) or equivalent.

MODULE NUMBER	MODULE TITLE	MODULE TYPE	CREDIT HOURS
ACC 310	ADVANCED ACCOUNTING	Core/Required	4 ECTS (2 Semester Credit Hours)
FIN 300	VENTURE CAPITAL AND PRIVATE EQUITY	Core/Required	4 ECTS (2 Semester Credit Hours)
MIS 300	MANAGEMENT INFORMATION SYSTEMS: DECISION SCIENCE I	Core/Required	4 ECTS (2 Semester Credit Hours)
HRM 300	HUMAN RESOURCE MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)

MKT 300	PRINCIPLES OF MARKETING	Core/Required	4 ECTS (2 Semester Credit Hours)
MBK 300	MONEY AND BANKING BUSINESS	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 310	CONSUMER BEHAVIOR	Core/Required	4 ECTS (2 Semester Credit Hours)
ECO 300	INTERNATIONAL ECONOMICS	Core/Required	4 ECTS (2 Semester Credit Hours)
MIS301	MANAGEMENT INFORMATION SYSTEMS: DECISION SCIENCE II	Core/Required	4 ECTS (2 Semester Credit Hours)
FIN 310	PRINCIPLES OF FINANCE	Core/Required	4 ECTS (2 Semester Credit Hours)
MGT 310	INTERCULTURAL MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
LEA 310	LEADERSHIP AND CHANGE MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
FOL 300	FOREIGN LANGUAGE 3	Core/Required	4 ECTS (2 Semester Credit Hours)
INT 310	INTERNSHIP	Capstone	4 ECTS (2 Semester Credit Hours)

Duration of the Programs
The programs' duration typically extends for one year (40 Academic Weeks) of study.

NB. All modules offered by the Swiss School of Management are delivered in 30 contact hours plus 60 hours of self-directed learning, research, and homework.

The Swiss School of Management reserves the right to change the programs and subjects at any time to keep up with the current changes in technologies and market needs.

Third Year – Bachelor of Business Administration (60 ECTS or 30 US Credits)
Prerequisites
Students must have completed the first and second year of the Bachelor of Business Administration program (120 ECTS or 60 US Credits) or equivalent.

Program Requirements
60 ECTS includes writing and presenting a thesis project and internship.

Duration of the Programs

The programs' duration typically extends for one year (40 Academic weeks) of study.

MODULE NUMBER	MODULE TITLE	MODULE TYPE	CREDIT HOURS
FIN 410	INTERNATIONAL FINANCE	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 430	STRATEGIC MARKETING	Core/Required	4 ECTS (2 Semester Credit Hours)
ICT 410	INFORMATION SYSTEMS	Core/Required	4 ECTS (2 Semester Credit Hours)
FOL 400	FOREIGN LANGUAGE	Elective	4 ECTS (2 Semester Credit Hours)
FIN 420	FINANCIAL PLANNING & BUDGETING	Core/Required	4 ECTS (2 Semester Credit Hours)
MGT 410	ORGANIZATIONAL BEHAVIOR	Core/Required	4 ECTS (2 Semester Credit Hours)
LEA 450	STRATEGIC LEADERSHIP AND CHANGE	Core/Required	4 ECTS (2 Semester Credit Hours)
GLB 410	BUSINESS IN A WORLD ECONOMY	Core/Required	4 ECTS (2 Semester Credit Hours)
ICT 410	INFORMATION SYSTEMS	Core/Required	4 ECTS (2 Semester Credit Hours)
INT 410	INTERNSHIP	Core/Required	4 ECTS (2 Semester Credit Hours)
GRD 499	THESIS	Capstone	4 ECTS (2 Semester Credit Hours)
	International Week		

Core Modules Not Mentioned

- Business English offered in all bachelor's degree years.
- Leadership 360 is also mandatory in all bachelor's degree years.
- Business Law is only offered during the first bachelor's year.
- Moot Court is integrated in the first bachelor's year but can be taken in the second bachelor's year.

- Research Methodologies are required, but P or NP (see grading scale under academic policies).

NB. All modules offered by the Swiss School of Management are delivered in 30 contact hours plus 60 hours of self-directed learning, research, and homework.

The Swiss School of Management reserves the right to change the programs and subjects at any time to keep up with the current changes in technologies and market needs.

Specializations (Majors)

GLOBAL MANAGEMENT (3 out 4)			
MGT 420	NEGOTIATION SKILLS	Specialization	4 ECTS (2 Semester Credit Hours)
MGT 430	COMPETITIVE STRATEGY	Specialization	4 ECTS (2 Semester Credit Hours)
MKT 450	CASES IN MARKETING	Specialization	4 ECTS (2 Semester Credit Hours)
FIN 450	CASES IN FINANCE	Specialization	4 ECTS (2 Semester Credit Hours)
INTERNATIONAL MARKETING MANAGEMENT (3 out 4)			
MKT 310	CONSUMER BEHAVIOR	Specialization	4 ECTS (2 Semester Credit Hours)
LMG 410	LOGISTICS MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
MKT 425	NEW PRODUCT DEVELOPMENT	Specialization	4 ECTS (2 Semester Credit Hours)
MKT 435	SERVICES MARKETING	Specialization	4 ECTS (2 Semester Credit Hours)
ENTREPRENEURSHIP (3 out 4)			
MGT 435	FAMILY BUSINESS MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
MGT 440	CASES IN ENTREPRENEURSHIP	Specialization	4 ECTS (2 Semester Credit Hours)
MGT 445	ADVANCED CASES IN ENTREPRENEURSHIP	Specialization	4 ECTS (2 Semester Credit Hours)
FIN 460	MERGERS AND ACQUISITIONS	Specialization	4 ECTS (2 Semester Credit Hours)
FINANCE			
FIN 420	CONTEMPORARY CORPORATE FINANCE	Specialization	6 ECTS (3 Semester Credit Hours)
MGT 415	STRATEGIC MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
FIN 425	COST CONTROLLING & FINANCIAL PLANNING	Specialization	6 ECTS (3 Semester Credit Hours)

The Swiss School of Management reserves the right to change the programs and subjects at any time to keep up with the current changes in technologies and market needs.

NB. All modules offered by the Swiss School of Management are delivered in 30 contact hours plus 60 hours of self-directed learning, research, and homework. The Independent Research project/Thesis will be given more preparation time.

Undergraduate Module Descriptions

BUS200: Introduction to Business
This module is designed as a survey module that will expose you to business terminology, concepts, and current business issues. The intent is to develop a viable business vocabulary, foster critical and analytical thinking, and refine your business decision-making skills.

Module Learning Objectives:
- Identify the major business functions and their interdependence.
- Recognize the main managerial functions and skills.
- Recall the major types of managerial decisions and the process of making them.
- Identify the basic accounting and financial statements and their importance for company growth and survival.
- Identify the main input/output of simple operational processes applied to production and services.

BEN201: Business English
This program is designed for non-native English speakers. It aims to improve their oral, written, and listening comprehension language skills while making them more effective communicators in a business environment. In addition, the individual and group activities focus on continuously increasing their use of appropriate vocabulary and grammatical structures while learning how to negotiate and make effective presentations.

Module Learning Objectives:
- Express themselves with a general and technical vocabulary commonly used in Business and when describing market trends, as well as competently use formal and informal conversation skills.
- Prepare effective and organized written and oral presentations, appropriate to the target.
- Recognize and practice good pronunciation, understood by a native English speaker.
- Comprehend, evaluate and explain situations related to business in English.
- Confidently propose a topic or make an argument, sustain it and debate it.

FIN210: Introduction to Finance
This module aims to help students acquire skills in the main principles of Finance and its application to the Business world. In particular, students will learn the impact of Finance in Business, the basic Capital Investment Decisions, and the Management of Working Capital. Finally, students will learn some techniques for Financing a Business.

Module Learning Objectives:
- Understand the main Finance Appraisal Techniques.
- Become familiar with the Management of the Working Capital Elements.
- Learn about the Sources and Techniques of Financing Small/Large Business.

MKT220: Introduction to Marketing
This module introduces students to the concepts and skills needed to create and critique effective marketing. Marketers in all organizations require an understanding of the many facets of marketing, beyond simply advertising or communications.

Module Learning Objectives:

- Appreciate the role of marketing as an organization-wide philosophy and understand that marketing begins and ends with the customer.
- Critically analyze, discuss, evaluate and integrate the literature on marketing theories to create a coherent and theoretically rigorous argument.
- Critically evaluate and reflect upon specific marketing decisions and marketing strategies through the use of applied questions and case study analysis.
- Critically examining problem areas, developing feasible marketing investment decision options, developing key recommendations, and communicating this strategic thinking to others through the use of quantitative and qualitative methods.

STA210: Managerial Statistics
This module aims to help students acquire skills in the elaboration, representation, and interpretation of business data with the support of statistical and mathematical tools. In particular, students will learn how to process and present in MS Excel some essential data. Finally, students will learn how to apply descriptive statistical measures to businesses.

Module Learning Objectives:
- Understand the importance of using statistical and mathematical tools in business.
- Learn how to organize and visualize business data with the support of MS Excel.
- Become familiar with the use of numeric descriptive measures.

COM210: Communication Skills
The module will be divided into 16 Chapters, Assignments, and Final Written Exam. It will take students through oral and written business communication skills, critical thinking and analytical reasoning, ethical decision-making, teamwork, and professionalism.

Student participation in class, including homework, Assignment, and Final exam, represent the tools for evaluating the students (see Table 1). These practices will comprise critical thinking, theory, case study, and actuality.

Students will be motivated to perform interactive activities and participate actively by brainstorming, presenting, attending, and asking questions. Enhancing presentation and writing skills will be an integrated task.

Module Learning Objectives:
- Students will achieve writing techniques geared to developing writing skills plus interactive documents for analysis and engaging activities.
- Presentation skills featuring contemporary including best practices to prepare students for the realities of workplace communication and technology.
- Critical thinking questions and activities in every chapter to stimulate and develop skills.
- Ethics Checks in addition to guidance and tools provided through discussion questions and ethical dilemma scenarios.

MIS210: Management Information Systems
Computers are everywhere. Software is eating the world. The introduction of the iPhone started the Digital Era, a period of explosive digital diffusion. During the Covid19 pandemic, digital has been helping us not only to survive, but to maintain and even foster personal relations as well as to work and manage businesses remotely.

Module Learning Objectives:
- Acquire a general knowledge of Computer History and future Evolution.
- Understand Computer logic and architectures.
- Grasp the principles of SW development, the different kind of SW and Mobile Applications.

- Comprehend the basics of the major Operating Systems (Windows, Mac OS, Linux).
- Install and use an additional OS on their laptop.

ACC210: Managing Accounting Costing & Budgeting
The objective of this module is to help students to acquire skills in the main principles of accounting and its application to the business world. In particular students will learn the principal financial statements, the main accounting principles and concepts, the financial reporting and budgeting processes. Finally, students will learn some fundamentals of cost accounting and performances measurement.

Module Learning Objectives:
- Understand the main principles of accounting.
- Learn about the budgeting and reporting processes.
- Become familiar with the financial figures and how to interpret them.
- Analyze the company performances.

MGT210: Management
Management is the process of achieving organizational goals by engaging in the four functions of planning, organizing, leading, and controlling. Management entails reaching important goals and involves knowing how to perform the major functions of management. The module aims at introducing the major functions of management and providing an overview on activities within organizations.

Module Learning Objectives:
- Understand the history of management.
- Comprehend various philosophies of management.
- Analyze the role of internal and external environment in managing an organization.
- Describe the decision-making process and role of authority in organization.
- Apply management skills to address business challenges.

MAT210: Mathematical Tools for Business
This module aims to prepare the students to meet the demands of today's business world with the proven, practical dual approach to using MS Excel. In particular, students will learn the traditional methods of calculating. Finally, the students will learn the essential functions of MS Excel in applying the Math concepts.

Module Learning Objectives:
- Understand the main mathematical tools applied to business.
- Become familiar with the use of MS Excel.
- Create formulas and master the functions of MS Excel while developing high level math skills.

COR210: Commercial Correspondence
The module will be divided into 16 Chapters, an assignment, and a final written exam. It will take students through oral and written business communication skills, critical thinking and analytical reasoning, ethical decision-making, teamwork, and professionalism. Student participation in class, including homework, assignment, and final exam represents the tools for evaluating the students (see Table 1). These practices will comprise critical thinking, theory, case study, and actuality. Students will be motivated to perform interactive activities and participate actively by brainstorming, presenting, attending, and asking questions. Enhancing presentation and writing skills will be an integrated task.

Module Learning Objectives:
- Expert writing techniques geared to developing writing skills plus interactive documents for analysis and engaging activities.
- Presentation skills featuring contemporary including best practices to prepare students for the realities of workplace communication and technology.
- Critical thinking questions and activities in every chapter to stimulate and develop skills.
- Ethics Checks in addition to guidance and tools provided through discussion questions and ethical dilemma scenarios.
- Teamwork skills with emphasis on professionalism and etiquette in the workplace in order to meet employer expectations.

ECO210: Economics

This module will introduce you to the economic principles and policies affecting the economy while also introducing you to ethical principles, how they relate to economic principles, and how they may affect policies and the economy. Concerning economic principles, we will examine both microeconomics (the study of individual decision-making by consumers and businesses) and macroeconomics (the study of social-level problems that most often are reported in the evening news, e.g., economic growth, inflation, unemployment, government spending, and taxes, money and interest rates and international exchange and trade). Concerning ethical principles, we will briefly examine ethical principles in general but focus on the applications of ethical principles in economic contexts. This module aims to introduce you to the terms and concepts of economics and ethics that will allow you to understand and critically analyze the economy's condition, the various economic policies proposed to help the economy, and the role ethics play in shaping financial performance and policies.

Module Learning Objectives:
- Demonstrate an understanding of the methods and principles of microeconomic theory, including tradeoffs, opportunity costs, and marginal decision making.
- Explain how markets work and how market prices are determined using principles of supply and demand.
- Assess the impact of market failure such as externalities, and public goods and evaluate possible public policy remedies.
- Analyze financial markets and investments, including the stock market, and their relation to the economy.
- Evaluate key economic indicators (including GDP, unemployment, inflation) and their use in evaluating macroeconomic conditions.

TQM210: Total Quality Management

The module will take students through focus, statistical methods, controlling, and measuring quality to obtain a holistic view of total quality management. The scope is to understand quality assessment and how to monitor quality clearly. A final examination will complement presentations in creating the final grade. Students will be motivated to participate actively by presenting, attending, and asking questions.

Module Learning Objectives:
- To understand what is meant by "total quality management" and what are the processes for measuring and evaluating quality.
- To be able to present ideas around managing for performance excellence and quality.
- To be able to present and understand the statistics behind quality management.
- To be able to present and distinguish measuring, controlling, and evaluating quality.

SMG220: Sales Management
The module will be divided into ten Chapters, an assignment, and a final written exam. It will take students through personal selling, objectives, and strategies of personal selling, including communication skills, building trust, planning, customer service, adding value etc. The scope is to obtain a clear and direct understanding of sales process and how to optimize sales by meeting the client's needs.

Module Learning Objectives:
- To understand what is meant by "personal selling" and its importance.
- To understand what the job and the responsibility are of a salesperson.
- To be able to present and distinguish sales processes and their importance.
- To be able to present ideas about sales performance.
- To be able to present ideas about the extent to which one can control sales performance.

ITEA210: Italian Language & Culture
In communicating with Italians, language learners have to meet linguistic challenges such as understanding the information presented to them in terminology meant for native speakers, making sense of it, speak or acting accordingly. We aim at promoting the ability of learners to manage under such demanding circumstances by simulating this process in class, with the support of the teacher and the aid of the group (theorists call this an action-oriented approach). At the same time and along the way, we point out, try to make sense of, explain and clarify, practice all the major structures of the language in their cultural context in order to ensure accuracy of communication.

Module Learning Objectives:
By the end of the module, participants will be able to use their Italian language and culture skills to:
- Understanding Italian spoken by native speakers in a variety of natural language settings.
- Practice listening to, reading, speaking, and writing Italian.
- Practice pronunciation skills by recording and listening to their own voice and comparing it to the voices of native speakers.
- Begin to develop their ability to communicate effectively and express themselves with confidence in Italian.
- Have the opportunity to enhance their awareness of, and appreciation for, the diversity of the Spanish-speaking world.
- Gain cultural knowledge about various Italian-speaking countries.
- Have a sense of control over, and responsibility for, their learning process.
- Have the opportunity to develop a sense of class membership, using the Internet to communicate with the instructor and other classmates.

CHE210: Chinese Language & Culture
This is an entry-level Chinese class for beginners who are interested in Chinese culture and language. It is useful to know about the language when coming to China for travel or business. Participants will not only be exposed to authentic language contexts, but also to situations where their abilities to use the Chinese language to do creative dialogues. All the learning materials chosen reflect the value system, traditions, daily life, social development, and business-oriented conversations of the current Chinese society.

Module Learning Objectives:
By the end of the module, participants will be able to use their Chinese language and culture skills to:

- Use their Chinese language skills to conduct conversations on daily life.
- Speak to Chinese speakers in simple conversations on the following topics like introducing yourself.
- Demonstrate a basic knowledge of how to further their Chinese language study by themselves in their future development in China.
- Engage in simple conversations on the following topics like expressing interest in something.
- Engage in simple conversations on the following topics like buying products.

LAW220: Business Law

Business Law, Commercial Law, and European Law are legal fields that have gained in importance in recent decades and have increased due to the globalization of economies and the related development of international commerce. We can affirm that Business laws establish the rules that all businesses should follow. This module will introduce students to business law's basic concepts and problems of Business Law and the International legal system. The module will cover the main topics in this field. Such as the basic principles and sources of EU Law, International Law, and the legal order; the Four Freedoms; the settlement of disputes. Competition Law, Unlawful agreements and concerted practices, Abuse of a dominant position and price policy, Torts, contracts, and Negotiable instruments, the Lifecycle of a Business agreement, and the new EU GDPR principles.

Module Learning Objectives:
- Introduction to European Law, International Law, and the Legal order; Community Law and Policy. Assignment
- The four Freedoms: Free Movement of Goods. Case study/assignment
- The four freedoms: Free movement of persons, services, capital. The rule of reason. Case study/Assignment
- The Dispute Settlement: Case study/assignment
- Competition Law: Agreements distorting, preventing, or restricting competition; case study/assignment.

LEA220: Leadership, Motivation, & Group Dynamics

"This module is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the module is on the practice of leadership. The module will examine topics such as: understanding leadership; recognizing leadership traits; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; establishing a constructive climate; listening to out-group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance."

Module Learning Objectives:
- Students will assess potential leadership philosophy, traits, skills, behaviors, and develop a leadership portfolio.
- Students will exercise an understanding of the fundamental ways leadership is practiced in on-going organizations.
- Students will evaluate fundamental leadership practices relevant to contemporary organizations.
- Students will enhance their writing skills by comparing different leadership approaches.

INT220: Internship

You must bring proof of at least two months of Internship experience in a local (or virtual-remote) business. In alternative to an internship, would a Study-Abroad experience also be accepted. For the latter option, you must produce a certificate of attendance or academic transcripts from the host institution.

ACC310: Advanced Accounting

This module aims to help students further develop their skills in some important accounting topics. In particular, students will learn the principles of financial reporting of accounting information, how to allocate overheads, and how to use accounting for control purposes. Finally, students will learn some techniques for measuring business performance.

Module Learning Objectives:
- Understand the main principles of financial reporting.
- Become familiar with the main techniques of overheads allocation (e.g. ABC).
- Learn about how measuring the performance of a business unit.

FIN300: Venture Capital & Private Equity

In this module students learn how investment banks, VC, and private equity firms operate. Venture capital, private equity, debt and equity financing, financial derivatives, capital structure, investment research, and investing, among other financial topics, are studied and discussed. We cover the functioning of financial markets, analysis of risk and return, analytic tools, valuation of financial assets: stocks, bonds, options; investigative and research techniques, such as reading 10K's, and other public filings for opportunity; valuation methodologies; and qualitative investigative techniques such as talking to company managements.

Module Learning Objectives:
- Develop operational knowledge of stocks, bonds, and derivatives.
- Know the workings of VC and private equity.
- Develop precise, useful mathematical and editorial analyses for a range of business proposals.
- Develop valuation techniques for a range of capital allocation decisions.
- Hone social skills required in client driven firm in a highly competitive industry.

MIS300: Managing Information Systems: Decision Science I

"Good management implies good business decisions. Good business decisions are paramount to excel running business processes. In any situation exists an optimal path to follow in order to achieve the strategic goals and the disciplines of Artificial Intelligence and Operations Research can help finding this optimal path among an infinite number of options. Those disciplines when applied to business decisions are typically known as Decision Science and the tools used in this field are called Business analytics (BA). Business analytics (BA) are the practice of iterative, methodical exploration of an organization's data via the processing and storage power of modern Information Systems. BA are used by companies committed to data-driven, bottom-up decision-making. BA enables organizations to gain insights that inform business decisions and can be used to automate and optimize business processes. Data-driven companies treat their data as a corporate asset and leverage it for a competitive advantage. Successful business analytics depends on data quality, skilled analysts who understand the technologies and the business, and an organizational commitment to data-driven decision-making.

The module will cover both an overview of the mathematical basics that are behind BA and their possible application limitations as well as the BA major applications in different Vertical Markets,

with a special focus on Retail. A critical implication of BA application is Change Management, and a part of the module will be dedicated to this topic."

Module Learning Objectives:
- Acquire the basics of Business Intelligence and Business Analytics
- Understand the difference between a traditional top-down approach and a data-driven bottom- up approach.
- Describe the difference among the various analytical approaches.
- Understand the application of Decision Science to Business Processes.
- Understand the importance of Change Management in Business.

HRM300: Human Resource Management
This module explores the management of human resources from an overview perspective. Topics covered are payroll, compensation and benefits, staffing, training and development, performance appraisals, organizational management, policy, and maintaining effective employee relationships. Students will be exposed to the dynamics of how the human resource department and the company strategically work together to balance employee morale and return on investment. Thought-provoking questions will initiate a well-rounded learning experience of HRM and its business operations.

Module Learning Objectives:
- Demonstrating knowledge about the environment of Human Resource Management.
- Understanding jobs and labor market.
- Differentiating training, development, and performance.
- Developing compensation upon merit.
- Dealing with Employee Relations.

MKT300: Principles of Marketing
Students acquire the knowledge and skills required to develop, implement, and control successful marketing strategies. Topics include the art of case analysis; consumer behavior; marketing research and competitive analysis; marketing segmentation and position; market entry and pricing; retail selling, private labels, and channels of distribution; marketing communications; Internet marketing; corporate social responsibility and nonprofit marketing; sales management; and international marketing.

Module Learning Objectives:
- Analyze a case following standard case analysis procedures.
- Develop a marketing strategy using an understanding of customer behavior.
- Interpret marketing research to make improved marketing decisions.
- Select appropriate market segmentation techniques to determine the appropriate market for a specific product.
- Analyze a competitive market and recommend an appropriate market entry strategy for a product or service, along with appropriate pricing recommendations.

MBK300: Money & Banking, Business
This module explores the functions, operations, and efficacy of the global financial system, highlighting the significant changes that have occurred in recent decades. Globalization and innovation have transformed the challenges facing both private institutions and public regulators. Moreover, the Great Financial Crisis forced a wide-ranging debate on the value of financial intermediation in the modern world and the need to overhaul the global system of public oversight. We translate the jargon of money and banking into plain language; explain the basic principles behind key financial instruments such as repos, futures, swaps, CLOs and other

alphabet-soup derivatives; shine a light on "shadow" banking; outline the thinking behind the current financial reform program (Basel III); reveal how central banks operate monetary policy and why they sometimes pursue different approaches in tackling 21st century challenges.

Module Learning Objectives:
- Recognize the forces that lead to financial crises and how they might be resolved.
- Critically appraise policy initiatives undertaken since the Great Financial Crisis.
- Track the historical evolution of traditional and "shadow" banking.
- Comprehend key financial instruments and interpret asset prices and yields.
- Pursue more advanced financial studies.

MKT310: Consumer Behavior

Analyzes consumer motivation, buying behavior, market adjustment, product innovation, and adaptation; consumer market measurement, including a survey of economic and behavioral science theories of consumer market behavior, producer and intermediary reactions. Consumer decision-making is evaluated as psychological drives, and sociological concepts used by producers, channel intermediaries, and consumers; it considers methods and techniques for measuring consumer behavior and analyzing consumer markets.

Module Learning Objectives:
- Describe models for consumer decision processes and main theories in communications.
- Analyze behavior, decision processes and communication units from a consumer perspective.
- Understand influence processes with the help of alternative perspectives, including citizens (not only consumers), all life and "resources" in the environments.
- Discuss and critically analyze consumer behavior and marketing communications in a finite world - in theory and practice.

ECO300: International Economics,

This module aims to help the students acquire skills in macroeconomics theory linked to business management across all fields. In particular, the students will learn the practical use of macroeconomics and how it affects the decision-making process—the main macroeconomic variables affecting business decisions and the potential strategies to adopt. Finally, the students will learn basic methodologies to present their analysis and draw their main conclusions.

Module Learning Objectives:
- Understand the importance of Macroeconomics for Decision Making.
- Become familiar with the main Macroeconomics Variables and their applications.
- Create strategies to mitigate or to take advantage from the variation of these variables.

MIS301: Managing Information Systems: Decision Science II

Good management implies good business decisions. Good business decisions are paramount to excel in running business processes. In any situation exists an optimal path to follow to achieve the strategic goals, and the disciplines of Artificial Intelligence and Operations Research can help find this optimal path among infinite number of options. When applied to business decisions, those disciplines are typically known as Decision Science, and the tools used in this field are called Business analytics (BA). Business analytics (BA) is the practice of iterative, methodical exploration of an organization's data via the processing and storage power of modern Information Systems. BA is used by companies committed to data-driven, bottom-up decision-making.

BA enables organizations to gain insights that inform business decisions and can be used to automate and optimize business processes. Data-driven companies treat their data as a corporate asset and leverage it for a competitive advantage. Successful business analytics depends on data quality, skilled analysts understanding the technologies and the business, and an organizational commitment to data-driven decision-making. The module will cover both an overview of the mathematical basics that are behind BA and their possible application limitations, as well as the BA's significant applications in different Vertical Markets, with a particular focus on Retail. A critical implication of the BA application is Change Management, and a part of the module will be dedicated to this topic.

Module Learning Objectives:
- Acquire the basics of Business Intelligence and Business Analytics.
- Understand the difference between a traditional top-down approach and a data-driven bottom- up approach.
- Describe the difference among the various analytical approaches.
- Understand the application of Decision Science to Business Processes.
- Understand the importance of Change Management in Business.

FIN310: Principles of Finance
The module aims to develop in students an understanding of the basic principles of finance. It builds on the introduction to finance provided in Foundations of Business. The module has a quantitative slant and is designed to give a theoretical introduction to financial markets and company finance policies. It is a prerequisite for finance honors modules. The module looks at the way assets are valued in financial markets. It considers interest rates and the pricing of fixed-income bonds; stock market prices and returns; stock market risk and the influence of risk on the pricing of shares; and the characteristics and pricing of financial futures and options. The module also covers some aspects of company finance theory. These include business investment decisions, sources of finance, the cost of capital, the financial structure decision, and the dividend decision.

Module Learning Objectives:
- Describe the main financial assets and how they may be valued.
- Describe the key aspects of company finance theory.
- Discuss critically the contribution of finance theory to financial practice.

MGT310: Intercultural Management
The module will also support the development of students' skills in the areas of cultural sensitivity and ability to create more sophisticated conceptions of cross-cultural encounters. It will move the students from the traditional dualistic 'black or white' way of thinking further towards a more relativist one 'with all shades of grey in between'. The module focuses on the impact of cultural background on individuals, organizations, and management; on the dimensions which discriminate national cultures, and on cross-cultural interactions. The objective of the module is to help students to construct their own coherent, individual perspective of the substance and increase their cultural awareness.

Module Learning Objectives:
- Increased understanding and insights to culture and cultural frameworks will improve your cross- cultural competencies for situations such as working/studying abroad.
- Understanding working/interacting with foreigners.
- Participating in international meetings.
- Participating in multicultural management groups.
- Managing MNCs and/or their foreign affiliates and dealing with diversity in one's own immediate work environment, home or abroad.

LEA310: Leadership & Change Management

This module is aimed at unveiling the rationales of bringing change in the organizational settings and examines the role of strategic leadership in the management of organizations. It delves into the details of nature and processes of the organizational change with a focus on technological, administrative, and process innovation. This module helps students to explore contemporary techniques and procedures used to understand, initiate, plan, implement and communicate change. Lectures, case studies, class exercises and projects will provide students a way forward to critically evaluate the process of change management and strategic leadership in organizations.

Module Learning Objectives:
- Understand the role of change and leadership for an individual, team and an organization.
- Analytically carry out environmental scanning for business by evaluating the micro and macro environment of an organization.
- Understand and evaluate the factors responsible for change management.
- Explore and understand conceptual, theoretical, and practical perspectives on change management.
- Discuss and evaluate the different models of change management.

FOL300: Foreign Language 3

This module is aimed at unveiling the rationales of bringing change in the organizational settings and examines the role of strategic leadership in the management of organizations. It delves into the details of nature and processes of the organizational change with a focus on technological, administrative, and process innovation. This module helps students to explore contemporary techniques and procedures used to understand, initiate, plan, implement and communicate change. Lectures, case studies, class exercises and projects will provide students a way forward to critically evaluate the process of change management and strategic leadership in organizations.

FOL300: Foreign Language 3

In the second year of your Bachelor's Studies, you will learn another new language and culture. Congratulations, you should have attended at least one of the foreseen Foreign Languages of the Swiss School of Management Bachelor Program by now. Here are another 5 good reasons to learn a foreign language:

1. Foreign language study will completely improve your traveling experience.
2. As immigration increases, we must prepare for American society's changes.
3. One is at a distinct advantage in the global market if one is as bilingual as possible.
4. Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, and science.
5. Foreign language study is simply part of an elementary liberal education: to "educate" is to lead out, out of confinement, narrowness, and darkness. The school will communicate before starting the new academic year in which foreign language will be chosen for this module.

Module Learning Objectives:

By the end of the module, participants will be able to use their foreign language skills to:
- Conduct conversations with international business partners more appropriately.
- Analyze meanings and symbols from a host language to overcome any possibility of misunderstanding.
- Assess contracts that might include some jargon or foreign terms that might be difficult to translate.
- Articulate properly for showing interest or intention to purchase some goods and services.

FIN410: International Finance

This module mainly focuses on international financial management, viewed primarily from the perspective of managers doing business overseas, including managing foreign exchange exposure, foreign direct investment decisions, and multinational capital budgeting. Other topics covered include trends in international banking, the balance of payments, the determination of exchange rates, and the LDC debt crisis. Such issues as financing international trade and country risk analysis for investment decisions will also be covered.

Module Learning Objectives:
- Gain basic knowledge on how international financial markets work.
- Understand the behaviors of exchange rates and why currency values fluctuate.
- Explore methods to manage risk in the global markets.
- Understand the different dynamics of an indebtedness process in a country and its risks, including debt crises.
- Understand the processes and techniques used to make international investment decisions.

MKT430: Strategic Marketing

The philosophy underlying this module is that marketing-oriented companies put customers first, are geared for long-term success, and that this orientation must be championed by top management and infused throughout the organization. In addition to this overall culture, strategic marketing requires knowledge, skills, and competencies in various techniques, such as strategic analysis and planning, implementation via several integrated and synergistic marketing functions and activities, and marketing control aided by multiple marketing metrics and digital developments. This module aims to provide students with a firm grasp of the strategic elements of establishing a long-term customer orientation and the operational techniques required of marketing managers to implement a strategic marketing orientation successfully.

Module Learning Objectives:
- Demonstrate a strategic, global, and ethically informed understanding of the marketing management process, taking account of established and emerging practices in digital marketing.
- Show critical awareness of the analytical processes used to evaluate market opportunities and propose appropriate marketing strategies to achieve competitive advantage in a variety of global and dynamic market contexts.
- Understand the activities and organizational structures, including networking and partnerships, required to implement, monitor, and measure the performance of marketing strategies.
- Use evidence-based and data mining techniques to creatively segment and target markets as well as position products/ services against market needs and competitive offerings.
- Develop integrated marketing strategies as well as evaluate and propose appropriate activities and organizational structures to implement and control the chosen strategy effectively.

ICT410: Information Systems

Permanent innovation, disruptive technological, social, and economic changes are critical characteristics of the "New" Economy, drastically impacting on any part of our business and personal life. Information Technology (IT) is at the center of the Digital Transformation of companies for the optimization, redesign, or reinvention of their business in response or, better, in anticipation of the disruptive impact of emerging technologies and new business models. All managers are directly or indirectly concerned with IT. Either because they work in the IT

department or are involved in defining, purchasing, deploying, and using IT infrastructures, software, and applications.

Module Learning Objectives:
- Objective of the module is to provide students with the basic knowledge and tools to understand IT in the Digital Economy and take conscious and educated decisions of its deployment to improve the competitive position of the company they work for or to foster the creation of disrupting startups.
- Students will acquire a basic understanding of the Digital Economy.
- Students will acquire a basic understanding Major Trending Technologies: Data Warehouse, Data Lake, Data Fusion, Data Management, Data Governance, Data Management & Data Visualization, Data Presentation & Presentation Techniques (Microsoft Power BI Desktop version), Data Evaluation, Dashboard and Reporting, KPI, Artificial Intelligence.
- Students will acquire a basic understanding of the "Classical" IT Disciplines: Data Driven, Business Analysis, IT Governance, Enterprise Systems; Information Security.
- Students will acquire a basic understanding of the exploitation of emerging technologies in IT Management: Mobile, Cloud and Fog (IAAS, PaaS, SaaS, EDGE), Open Source, Digital Transformation, Agile Development, and Innovation (Hackatons).

FOL400: Foreign Language

For the third year in a row, you will be facing a new challenge by getting to approach a new language among the following: German, Italian, Russian, Chinese, Hindi, or Spanish.

Module Learning Objectives:
By the end of the module, participants will be able to use their foreign language skills to:
- Conduct conversations with international business partners more appropriately.
- Analyze meanings and symbols from a host language to overcome any possibility of misunderstanding.
- Assess contracts that might include some jargon or foreign terms that might be difficult to translate.
- Articulate properly for showing interest or intention to purchase some goods and services.

FIN420: Financial Planning & Budgeting

This module explores how current economic conditions impact household finances before showing you how to manage yours more effectively. You will find out whether you have bad financial habits and how to address them; discover a simple four-stage model for making sound financial decisions; examine the two components of household budgeting – income and expenditure – and how to manage them; and look at a key area of household spending – insurance.

Module Learning Objectives:
- By the end of this module, you should be able to understand the accounting cycle.
- By the end of this module, you should be able to compile financial statements from various asset, liability, equity, revenue, and expense accounts.
- By the end of this module, you should be able to complete a cost-volume-profit analysis at an introductory level.
- By the end of this module, you should be able to use various financial ratios to determine the financial wellness of an entity.
- By the end of this module, you should be able to prepare and use budgets and analyze budget variances.

MGT410: Organizational Behavior

This case and experience-based module focuses on behavioral aspects and the interactions between the firm and its employees. It strives to trace a path that is informed by various science-based disciplines (most notably social psychology) and is directly relevant to the practice of management in the firms of today and tomorrow.

Module Learning Objectives:
- Have a well-grounded understanding of modern perspectives on executive leadership.
- Have a serious understanding of the interplay between workplace motivation and the organizational control systems that attempt to shape and influence motivation.
- Have a solid comprehension of the challenges of making teams effective.
- Be conversant in the basics of behavioral decision-making and understand how it differs from traditional "economic man" model of decision-making.

LEA450: Strategic Leadership & Change

This module aims to unveil the rationales for bringing change in organizational settings and examines the role of strategic leadership in managing organizations. It delves into the details of the nature and processes of organizational change, focusing on technological, administrative, and process innovation. This module helps students to explore contemporary techniques and procedures used to understand, initiate, plan, implement, and communicate change. Lectures, case studies, class exercises, and projects will provide students with a way to critically evaluate change management and strategic leadership in organizations.

Module Learning Objectives:
- Understand the strategic importance of change management and leadership for an individual, team, and an organization.
- Analytically carry out environmental scanning for business by evaluating the micro and macro environment of an organization.
- Understand and evaluate the factors responsible for change management.
- Explore and understand conceptual, theoretical, and practical perspectives on change management.
- Discuss and evaluate the different models of change management.

GLB410: Business in a World Economy

This module offers an overview of various aspects of the global economy within the field of economic geography and its linkages to related issues of resources, development, international business, and trade. It investigates the phenomenon of globalization and seeks to provide an understanding of today's increasingly interdependent world. Geographers are interested in examining the difference location makes to how economic activity is organized as globalization makes small differences among places increasingly important. This module recognizes that the economy cannot be treated separately from other social studies domains, so topics such as political, economic theories and models, historical context, consumption trends, the role of telecommunications, and others will be discussed.

Module Learning Objectives:
- Explain the impact of global business environment on international business operations.
- Comprehend and analyze key issues of international business strategy and operations.
- Evaluate basic theories and concepts of international business and apply them to the real business world.
- Develop the ability to identify the opportunities and challenges associated with doing business in foreign countries and to deal with them effectively.

INT410: Internship

You must bring proof of at least two months of internship experience in a (or virtual/remote) business. An alternative to an internship would be a Study-Abroad experience which will also be accepted. For the latter option, you must produce a certificate of attendance or academic transcripts from the host institution.

GRD499: Thesis:

Professional and academic research are vital necessities for modern leaders to forge ahead. Research is the process of asking the right and relevant questions and of gathering and analyzing the necessary data in a systematic and methodologically sound manner. An important aspect of sound professional and academic research is to embed the research within the body of existing knowledge (applied research) and to add to it (generating new knowledge). This module will introduce the students to the basics of academic research, a prerequisite before they start writing their thesis. The students will be trained to identify excellent research ideas, write, and analyze data that leads to a relevant and timely contribution.

Module Learning Objectives:
- Identify different ways to frame a research problem.
- Learn how to identify relevant and reliable sources.
- Explain different research methodologies.
- Define tools to write a scholarly work.
- Distinguish the difference between qualitative and quantitative research.

Specializations

BBA in Global Management

MGT420: Negotiation Skills

Students will learn to navigate national cultures when negotiating deals, resolving disputes, and making team decisions. Rather than offering country-specific protocol and customs, Negotiating Globally provides a general framework to help negotiators anticipate and manage cultural differences, incorporating the lessons of the latest research with a new emphasis on executing a negotiation strategy and negotiating conflict in multicultural teams. We explain how to develop a negotiation planning document and show how to implement the plan, how the cultural environment affects negotiators' interests, priorities, and strategies, how to distinguish good deals from poor ones and good negotiators from poor ones as well as how resolving disputes is different from making deals, as well as emphasizing on how negotiation strategy can be used in multicultural teams.

MGT430: Competitive Strategy

The module intends to demonstrate that decisions affecting the firm's expansion are neither obvious nor entirely determined by the technological or economic forces generally associated with globalization. The module focuses on the concepts of Porter as well as SWOT analysis. Comparisons are drawn between the differences in the fundamental economic, financial, and political factors affecting the firm's international expansion from purely domestic factors.

The module studies that the internationalization of the firm is a sequential decision-making process operating at the country, industry, corporate, business, and subsidiary levels of analysis. This module introduces students to the subject of strategy and helps them understand more thoroughly the overall impact of internal and external influences on the firm. The primary purpose of the module is to provide the student with broad insights into the practice of strategic management and its real significance in contemporary multi-national corporations.

MKT450: Cases in Marketing

This module guides you through various Marketing case studies of real businesses using the Harvard Business School Case method.

FIN450: Cases in Finance

This module guides you through various Finance case studies of real businesses using the Harvard Business School Case method.

BBA in International Marketing Management

MKT410: Consumer Behavior

This module introduces the theory of consumer behavior and relates it to the practice of marketing. It will present relevant material drawn from psychology, anthropology, and social and behavioral sciences within the framework of the consumer decision process and its main influencing factors.

LMG410: Logistic Management

You'll learn from the ground up how a business is run from the ground up, getting principles you can later apply to your own business projects. Modulework focuses on ownership philosophies, business regulation, and structures that can be used to create well-managed businesses. Special topics include employment hierarchies and management structures.

MKT425: New Product Development

Innovation and new product development are critical to the success of organizations and nations alike. Being first to market with innovative goods or services is essential in increasingly dynamic environments. The interplay between creative, market, and technical requirements is a highly complex process, whether the innovation is new to the world or an incremental development of existing products. Specific outcomes of this module are:

- develop familiarity with models of innovation and the marketing and technology interface.
- understand the importance of new product development to firm performance.
- learn methods of generating, evaluating, and testing product ideas.
- identify relevant components and plan a product launch.
- learn methods of evaluating and monitoring the success of a launch.

MKT435: Services Marketing

Theoretical foundations and practical application of marketing of services examined. Topics include the nature of services, marketing framework and the marketing mix for services, service encounter, human factor, and service quality. This module focuses on the key elements (culture, communications, strategy, operations, people, and technology) that marketers must integrate to establish and sustain service excellence and provide customer value. While the module examines broad issues in managing service businesses and the service component of manufacturing firms, a core theme is how customer value is created. Topics include the nature of service products, consumer behavior in service settings, service quality and satisfaction, developing service strategies, managing customer service, service cape strategies, service recovery, and service technologies.

BBA in Entrepreneurship

MGT435: Family Business Management

Family-owned enterprises face particular challenges. The Family Enterprise Challenge is designed to help you address the universal issues as they apply to your own business and family. It combines rigorous learning with practical workshops.

MGT440: Cases in Entrepreneurship

This module leads you through different Marketing case studies of real companies using the Harvard Business School Case method.

MGT440: Advanced Cases in Entrepreneurship

This module guides you through various Marketing case studies of real businesses using the Harvard Business School Case method.

MGT445: Mergers & Acquisitions

The module's primary objective is to develop a comprehensive understanding of mergers and acquisitions (M&A) from the corporate executive's perspective. This module will cover all significant elements of the acquisition process, including corporate strategy, valuation, due diligence, financing decisions, transaction structures, restructuring options, takeover defense, and integration. It will also use cases and real-world applications to develop the skills necessary to prepare and evaluate the rationale for a proposed transaction.

BBA in Finance

FIN420: Contemporary Corporate Finance

This module aims to help students develop their skills in some important aspects of Corporate Finance. In particular, students will learn about the structure of the Financial Marketplace, how to evaluate Bonds and Common Stocks, and the techniques of capital structure and intermediate-term financing.

MGT415: Strategic Management

This module introduces students to the subject of strategy and helps them better understand the overall impact of internal and external influences on the firm. The essential purpose of the module is to provide the student with broad insights into the practice of strategic management and its real significance in contemporary multinational corporations.

FIN425: Cost Controlling & Financial Planning

This module aims to help students acquire skills in correctly using Cost Accounting to support corporate decisions. In particular, students will learn how to work with Cost Configurations, allocate Costs, develop Profitability Analysis, calculate process/ product costs, and the Activity-Based Costing methodology. Finally, students will learn some fundamentals of Planning / Budgeting together with principles of Variance Analysis.

Academic Policies

Credit/Clock Hours
- SSM adopts the European Credit Transfer and accumulation system (ECTS).
- An ECTS =1 means that this almost represent about 7.5 hours of class or academic engagement time for the whole term/module.
- Thus, a-4-ECTS module is equivalent to 30 hours of class time (equivalent to 2 US semester credit hour).
- Accordingly, a divisor of two is used to convert ECTS into a semester credit hour.
- The ECTS system also captures the time students need to prepare for their work assignments, projects, and exams.
- Thus, students are approximately expected to spend a double amount relative to class attendance doing their independent studies (preparation time).
- This means that a-4-ECTS module is a total of 30 hours of class attendance and another 60 hours for student independent studies; thus, 90 hours in total.
- 4 ECTS per module have been proven to be reasonable in terms of accomplishing the module-level outcomes at SSM, and they are usually used by students as per the below details:

The ECTS system is quite similar to US credit hour system as the number of credits apportions for the all in-class and independent student work studies for a particular module. When it comes to the conversion ratio, every 2 ECTS are equivalent to 1 US credit hour per semester.

Student work includes direct or indirect faculty instruction.

Academic engagement may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the module, conducting laboratory work, and completing an externship or internship.

Preparation is typically homework, such as reading and study time, and completing assignments and projects.

Therefore, a 4-ECTS credit-hour module at SSM, which is equivalent to 2 US credit hours, would require 90 hours of work per module (30 hours of academic engagement and 60 hours of preparation).

Instructors must to document the student work in the curriculum materials and syllabi, including a reasonable approximation of the time required for the student to complete the assignments. Evaluation of a student's work must be identified as a grading criterion and weighted appropriately in the determination of a final grade for a module.

Satisfactory Academic Progress Policy
Students' progress is submitted monthly through the monthly submission of module grades from faculty to the In-Residence Program Director. Faculty submit comments of the students' overall quality of their work and progress. Bachelor's degree students must maintain at least a 2.0 CGPA to be considered to be in good academic standing and master's degree students must maintain a 3.0 CGPA to be in good academic standing. Doctoral degree students must maintain a 3.0 CGPA ("P") for all modules and remain in regular consultations with their research director.

At the culmination of each module, faculty submit their final grades and evaluations to the In-Residence Director. Official grades are posted by the Registrar.

Recipients of merit-based scholarships and partial scholarships must maintain satisfactory academic progress towards the completion of their degree program. Satisfactory academic progress for scholarship recipients in degree programs is determined using students' academic history (grades earned) at the school, by means of Cumulative Grade Point Average (qualitative), program length (quantitative), and pace (quantitative) components. **SSM evaluates academic progress at the end of each module (5 weeks).**

Students must successfully complete the designated pace percentage (earned credits/attempted credits) according to their degree program. For discount purposes, all attempted credits resulting in either an academic grade or administrative transcript notation will be included in the SAP calculation. Incomplete modules, module withdrawals, module repetitions and non-credit remedial modules (with appropriate credit equivalency evaluation) are also included in this calculation.

Transfer credits are counted as both attempted and earned credits in the calculation for determining satisfactory academic progress. For students who change specializations or change between degree programs, a cumulative academic history is still considered, and assessments will be performed based on the primary program of study.

This policy will be used to evaluate all students uniformly, regardless of their degree level. To graduate, a minimum cumulative grade point average is required in all modules that are applicable to the degree program 2.0 for a BBA, 3.0 for an MBA, and 3.0 (P) for DBA.

Students at the Swiss School of Management have a personal responsibility to recognize when they are experiencing academic and professional challenges that may impact their studies or progress and request assistance from tutors or staff. Lecturers provide regular feedback to students on their academic performance; however, if any student feels that they need additional support or guidance, he/she should contact their lecturer to request further assistance.

Academic Probation: students receive this warning if they are unable to maintain the established minimum cumulative grade point average (CGPA) for their program or are at risk of not completing the minimum ECTS for the academic year. Students remain on Academic Probation until they return to good standing within three successive terms.

Academic Suspension: students are suspended from their program when they fail to return to good standing with a maximum of three successive terms after being placed on Academic Probation. Students on Academic Suspension must meet with an In-Residence Program Site Director of Executive Dean to discuss whether they can be re-admitted to their program.

Academic Withdrawal: students who are not permitted to re-enroll in their program are withdrawn from the Swiss School of Management. Students may appeal this dismissal.

Academic Term: Monthly
The Swiss School of Management requires students to maintain Satisfactory Academic Progress as follows:

- **Undergraduate Students**: Maintain a 2.0 CGPA ('C' average) on a 4.0 scale at the end of each academic term. Students must successfully complete the BBA degree program within a maximum of 5-6 years (3-4 years minimum). Students must complete their degree program within the maximum program length. Students must progress through their program at a pace that ensures they will complete their degree within the

maximum timeframe allowed. This typically means completing a minimum of 40 ECTS per academic year. Students who fail to meet these requirements are placed on Academic Probation, which allows them to continue to the next academic term, but they must return to good standing within a maximum of three successive terms (3 months).

- **Master's Degree Students:** Maintain a 3.0 CGPA ('B' average) on a 4.0 scale at the end of each academic term. Students must successfully complete the MBA/EMBA degree program within a maximum of 2 years (1 year minimum). Students must complete their degree program within the maximum program length. Students must progress through their program at a pace that ensures they will complete their degree within the maximum timeframe allowed. This typically means completing a minimum of 32 ECTS per academic year. Students who fail to meet these requirements are placed on Academic Probation, which allows them to continue to the next academic term, but they must return to good standing within a maximum of three successive terms (3 months).

- **Doctoral Degree Students:** Maintain a 3.0 CGPA ('P' average) on a 4.0 scale at the end of each academic term. Students must successfully complete the DBA degree program within a maximum of 3 years (2 years minimum). Students must complete their degree program within the maximum program length. Students must progress through their program at a pace that ensures they will complete their degree within the maximum timeframe allowed. This typically means completing a minimum of 40 ECTS per academic year. Students who fail to meet these requirements are placed on Academic Probation, which allows them to continue to the next academic term, but they must return to good standing within a maximum of three successive terms (3 months).

Review Process
The Swiss School of Management reviews satisfactory academic progress at the end of every monthly term. The Registrar notifies students that they were placed on Academic Probation for failing to meet the above requirements. Students who are unable to return to good standing within three successive terms will be placed on Academic Suspension. Suspended students may not begin a subsequent term in their academic program. These students must meet with the In-Residence Program Site Director or Executive Dean who determines whether students can retake their modules in a subsequent academic term. Should students not be allowed to re-enroll into their program, they are dismissed from the program and can appeal their academic withdrawal.

Academic Suspension Appeal Procedure
1. **Grounds for Appeal:**
   Before beginning the appeal process, students must ensure they have valid grounds for the appeal. Valid grounds may include medical or personal emergencies, documented extenuating circumstances, or evidence of procedural irregularities during the evaluation process.

1. **Contact the In-Residence Program Director**
   Students must initiate the appeal process by contacting the In-Residence Program Director within five business days of receiving the suspension notice. This contact must be made by email and must include the grounds for the appeal.

2. **Submission of Documentation:**
   When submitting an appeal, students must include the following documentation:
   - A written statement outlining the grounds for the appeal, including any supporting evidence or documentation.

- Any relevant medical or legal documentation that supports the student's claims.
- Academic records, if necessary, to demonstrate previous satisfactory progress.

3. **Appeal Review Process:**
   The In-Residence Program Director will review the appeal within ten business days of the acknowledgment. The In-Residence Director will assess the documentation provided and may request additional information if needed.

4. **Final Resolution and Notification:**
   The student will be informed of the director's decision within five business days of the review process. The notification will be sent via email and will include a detailed explanation of the decision, outlining whether the appeal was accepted or denied.

5. **Escalation Process:**
   If the student is dissatisfied with the decision, they may appeal further to the Office of the Dean within five business days of receiving the decision. The Dean's decision will be final and communicated to the student.

   Note: It is crucial for students to adhere to all deadlines during the appeal process. Failure to comply with the outlined timelines may result in the dismissal of the appeal. Appeals based on frivolous grounds will not be entertained.

   Please note that the information provided in this guide is subject to the specific policies and procedures of your educational institution. It is advisable to consult the official catalog before filing an appeal.

Assessment, Tests and Formal Examination Regulations

At examination points, examination dates will be posted at least **one week** before the examination takes place.

A student may be allowed to take an examination at other than the scheduled time only if he/she is incapacitated due to illness or accident, which is certified or due to death in the immediate family or internship interview. An examination which is missed for reasons other than the above will result in a zero grade.

A student who believes that his/her circumstances merit taking the exam at a different time but does not fall into the above categories must present supporting documentation and must request a supplementary examination from the Program Director, whose decision will be final. This will be a different examination and there will be a fee for a supplementary examination.

No student will be permitted to continue with the program if she/he has **THREE** failed subjects ("F" grade) on her/his transcript.

Resits and Retakes

Students whose academic transcript shows one or two failed subjects may apply to retake the final examination in one or both failed units. After two failing subjects, the student must achieve a grade sufficient for them to pass the subject in order to continue with the module. If a pass mark in a resit final examination cannot give a student sufficient mark to pass the failed subject, then a re-sit examination will not be granted.

Each student should attain a passing mark in the final examination.
An administrative fee of €100 is applicable for the first re-sit and €150 for the second re-sit.

Student Integrity & Honesty

Plagiarism and Cheating

Plagiarism is the act of presenting another's ideas or words as one's own. Cheating includes but is not limited to, the intentional falsification or fabrication of any academic activity, unauthorized copying of another person's work, or aiding and abetting any such acts. These acts are forbidden for any graded work assignment such as quiz, test, examination, case study, project or report and such acts will result in a zero grade for that piece of work. Should the student fail a module due to plagiarism or cheating, a zero grade will be given and a re-sit examination will not be permitted.

Assessment, Tests and Formal Examination Regulations

At examination points, examination dates will be posted at least one week before the examination takes place.

A student may be allowed to take an examination at other than the scheduled time only if he/she is incapacitated due to illness or accident, which is certified or due to death in the immediate family or internship interview. An examination which is missed for reasons other than the above will result in a zero grade.

A student who believes that his/her circumstances merit taking the exam at a different time but does not fall into the above categories must present supporting documentation and must request a supplementary examination from the Program Director, whose decision will be final. This will be a different examination and there will be a fee for a supplementary examination.

Travel plans are not an excusable reason for missing an examination or a class.

Any student arriving at an examination after 30 minutes will not be admitted to the examination and the exam grade will be zero. A participant admitted late will only be given the time until the normal conclusion of the examination to complete. General examination regulations will be posted with the examination timetable, and these must be observed by Participants and faculty without exception. Such regulations will relate to:
- Items allowed in the examination room.
- Items not allowed in the examination room.
- Talking during the examination.
- Finishing the examination.
- Cheating or attempted cheating.
- Question Time.
- Dress Code.

No more than two fails following re-sit examinations are permitted. The Examination Board is the final arbiter in these matters.

Misc Academic Policies

Incomplete Work
Students prevented by illness or other legitimate reasons acceptable to the lecturer from completing requirements of a module before its completion will have the designation of 1 assignment on the grade report sheet. No grade point will be recorded and the cumulative average will not be affected. At this point, a completion date will be stated. If, by the time the Examination Board meets, no new grade has been submitted by the lecturer and no" Deferment of Grade" has been granted by the Examination Board, or if the stated completion date has been passed, a grade of F (fail) will be assigned. The cumulative average will then be recalculated.

Grade Report Sheet
At the end of each program the student is given a Grade Report Sheet. The report will list those modules which contribute to the current program of study and will show for each the final grade.

Academic Records
The student's academic record is confidential and will be sent only to the student and the parent or sponsor of the student unless otherwise instructed by the student, parent or sponsor. Any instruction to the contrary must be made in writing to the registrar by the student, parent or sponsor.

Attendance Policy
Attendance in class is important to success at the Swiss School of Management and students are expected to have a commitment to their studies and a strong work ethic which is displayed through excellent attendance. For this reason, attendance is required at all classes or must communicate explicitly to the professor if the student will be attending through the recorded sessions. Students who are attending through recorded sessions are expected to keep up with group work and maintain communication with their professors. Students are expected to be in class on time. Students will not be allowed in the classroom if they arrive late unless they have discussed it with the professor. This will be recorded as an absence. Each lecturer will stipulate attendance percentage as part of the evaluation.

Absences
Absences will be recorded by each lecturer for each subject and when a student is absent, the lecturer will report the absence on a weekly or daily basis.

In the case of legitimate absences through genuine illness or for internship interviews, the record will be adjusted; **only upon a letter of a doctor or justification**, be handed in within three days.

When a student has over **three excused absences** in any unit, he/she will be required to retake the subject.

The student will be dismissed from the Swiss School of Management if they accumulate unexcused non-attendance of classes of more than 3 consecutive days of classes in any subject.

In the case of the student having an excess of **32 hrs. in an academic year**, the student may be required to withdraw from the program.

Transfer Credit Policy

Credits earned at the Swiss School of Management are transferable at the discretion of the receiving school, college, or school.

Bachelor's Program

Applicants aiming to join the BBA program and who have already started a bachelor's level program in an authorized institution other than SSM are subject to the below transfer policy:

- An official transcript of record showing modules and grades earned must be scanned.
- The admissions department validates the authenticity/legality of the transcript and its issuing institution.
- Once authenticity is proven, a copy the transcript is sent to the Transfer Committee comprised of the Executive Dean and Director of International Affairs and Registrar.
- The Transfer Committee maps the transcript modules with a passing grade against SSM's list of modules for transfer equivalence decisions. Certain modules, even though passed, might not be transferred in case they substantially differ from SSM's bachelor's modules.
- The Transfer Committee then approves transfer of credits of modules that are only passed and strictly denies transferring credits of failed modules based on the Executive Dean's transfer equivalence decision.
- The number of credits to be transferred are modified so that they fit a common practice or norm used for conversion into the European Credit Transfer and Accumulation System (ECTS).
- SSM grants up to 40% credits to transferring students of the BBA program requirements at SSM; thus, students need to accomplish at least 60% of their module requirements at SSM so that they earn SSM's bachelor's degree.

Graduation Requirements

The following criteria are established for the award of all the Swiss School of Management Degrees:

a) Successfully complete each of the requirements of the first, second, and third year of the BBA program (180 ECTS), or MBA program (60 ECTS), or DBA (120 ECTS) program as described in this catalog.
b) Obtain a final Grade Point Average:
   - BBA: 2.00 CGPA
   - MBA: 3.00 CGPA
   - DBA: 3.00 (P) CGPA
c) Discharge all financial obligations to the Swiss School of Management.

Grading Policies:

The following interpretations and numerical equivalents are associated with each letter grade.

Designation	Interpretation/Recognition	Percentage Range	Grade Point Value
A	Excellent	94.5% - 100%	4
A-		89.5% -94.4%	3.67
B+		86.5% - 89.4%	3.33
B	Good	82.5% - 86.4%	3
B-		79.5% - 82.4%	2.67
C+		76.5% - 79.4%	2.33
C	Satisfactory	72.5% - 76.4%	2
C-		69.5% - 72.4%	1.67
D+		64.5% - 69.4%	1.33

D	Poor but passing	59.5% - 64.4%	1
F	Failing	0 % - 59.4%	0
P	Pass with Credit		
NP	No Pass No Credit		
TC	Transfer Credits		
I	Incomplete		
W	Official Withdrawal		

Grade F means failing work. A failed module must be repeated in order for the student to receive credit.

The grade of I (Incomplete) will be assigned in cases where illness, hospitalization, death in the family or other situations of similar gravity temporarily prevent completion of the required module work. A statement of the reasons for the non-completion, the work remaining to be completed and the expected date of completion, signed by the professor and, when possible, by the student, must be submitted to the Registrar (administration staff) before the grade I will be recorded. Incomplete work must be completed by the end of the module immediately following that in which it was assigned. Otherwise, the grade will be administratively converted to an F.

Some modules may be offered by SSM on a pass/not pass basis. In such cases a grade of P (Passing) will be assigned for work corresponding in quality to a grade of C or above, and a grade of NP (Not Passing) will be awarded for a grade of C- or below.

To determine a student's grade point average the following procedure is used: the quality points for each module are calculated by multiplying the numerical value of the grade by the number of credit hours of the module. The total of the quality points earned is divided by the total number of credit hours earned. Thus, a student who has taken 30 hours of work and has earned 90 quality points would have a grade point average of 3.00. In the case of repeated modules, the number of quality points and hours includes only the most recent time the module was taken.

Modules in which grades of I, P, NP or W are assigned are not included in the quality point computation, nor is work completed at other institutions. Grades are reported to students at the end of the program. Upon request from the student, SSM will also report to student's parents or to the person financially responsible for the student's education.

Technology Requirements
- Ability to use email to correspond.
- Ability to access, create, and save documents in MS Word or standard.rtf (rich text format)
- Ability to browse the Web
- A reliable broadband Internet connection, either cable or DSL of at least 3 Mbps download speed (constant) for adequate audio-video quality
- An email address that will accept all emails, including attachments, from the domain name ssm.swiss
- **CPU Processor**: 1.86Ghz Intel Core 2 Duo or faster processor (or equivalent)
- **RAM**: 4GB or the highest recommended for the operating system
- **Hard drive**: 1GB of available space or the highest recommended for the operating system
- **Operating System**:
  - Windows 10 (64-bit)
  - Only genuine, U.S.-English versions of Windows Operating Systems are supported

- o Alternate versions of Windows 10, such as Windows 10 (32-bit), Windows RT, and Windows 10 S, are NOT supported.
- **Browser**:
  - o Google Chrome (v70.0 & above), Mozilla Firefox (v65.0 & above) and Edge (Chromium) (v79.0 & above)
  - o *The Swiss School of Management Recommends using Google Chrome*
- **Screen resolution:** Must be 1024×768 or higher
- **Media:** Web camera, microphone and speakers
- **Account Permission:** Administrator-level account permissions are required
- **Software:**
  - o A word processor that can create files with any of the following extensions:
  - o .doc (MS Word 2003), .docx (MS Word 2007 or higher), or a standard .rtf (rich text format)
  - o Adobe Reader version 9, 11, or DC (free download is available on theInternet)
  - o **The Swiss School of Management does not support Mobile Phone or Tablet devices other thanSurface Pro as detailed below.**

Surface Pro Requirements
- **SurfacePro, SurfaceBooks**, and **Surface Laptops** are supported (Non-ProSurface devices are NOT supported).
- Must be running a supported Operating System (See Windows Requirements).
- Input Device:
  - o External Keyboard (USB or Bluetooth) required. Bluetooth keyboards must be paired before launching the exam.
- Hard Drive: Minimum 1GB available space.
- Browser:
  - o Google Chrome (v70.0 & above), Mozilla Firefox (v65.0 & above) and Edge (Chromium) (v79.0 & above)
  - o The Swiss School of Management Recommends using Google Chrome
- Screen resolution: Must be 1920×1080 or higher
- Media: Web camera, microphone, and speakers
- Account Permission: Administrator level account permissions is required
- Software:
  - o A word processor that can create files with any of the following extensions:
    - ▪ .doc (MS Word 2003), .docx (MS Word 2007 or higher), or a standard
    - ▪ .rtf (rich text format)
    - ▪ Adobe Reader version 9, 11, or DC (free download is available on the Internet)

MAC OS Requirements
- CPU Processor: 1.83 GHz Intel Core Duo or faster processor
- RAM: 4GB or highest recommended for the operating system
- Operating System:
  - o macOS 10.13 HighSierra
  - o macOS 10.14 Mojave
  - o macOS 10.15 Catalina
  - o The server version of Mac OS X is not supported
- **Hard drive**: 1GB of available space or highest recommended for the operating system
- **Browser**:
  - o Google Chrome (v70.0 & above), Apple Safari (v12.0 & above), Mozilla Firefox (v65.0 &above), and Microsoft Edge (Chromium) (v79.0 & above)
  - o *The Swiss School of Managements Recommends using Google Chrome*

- **Screen resolution**: Must be 1024×768 or higher
- **Media**: Web camera, microphone, and speakers
- **Account Permission**: Administrator-level account permissions are required
- **Software**:
  - A word processor that can create files with any of the following extensions: .doc (MSWord 2003), .docx (MS Word 2007 or higher), or a standard .rtf (rich text format)
  - Adobe Reader version 9, 11, or DC (free download is available on the Internet)
- **The Swiss School of Management does not support iPad or iPhone devices**

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- Track how often people gain access to or read the Swiss School of Management e-library content and publications;
- Foster further communications and manage your subscription(s) to Swiss School of Management publications;
- Invite and/or register you (upon request) to events that may be of interest to you;
- Optimize and personalize your online interactions with the Swiss School ofManagement;
- Fulfill your online requests for goods or services;
- Conduct online research, education, training, or surveys;
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The collection and use of personal information for any other purpose than described herein requires supplemental and more specific notification or consent. Please see Swiss School of Management website for specific examples.

The collection and processing of the following personal data takes place for the purpose of processing applications, for registration, as well as to provide support before, during and after the program. Photos of students in class or in events may be used for promotional purposes. Any material where students can be explicitly identified will not be used without consent of the identifiable. User rights: The student has the right to revoke this consent at any time with effect for the future without stating a reason. Furthermore, the data collected can be corrected, erased or its collection restricted as required. On request, detailed information on the scope of the data collection carried out can be demanded from the address below. A data transfer can also be demanded if the signatory wishes to transfer his or her data to a third party. In the event of data protection breaches, a complaint may also be lodged with the supervisory authority. Voluntariness/consequences of non-signing: Consent to data processing is voluntary. The student has the right not to agree to this declaration of consent. As the collection and processing of data is necessary for the aforementioned purposes, the corresponding services subsequently cannot be used in this case. For full information please see visit the links below:
https://www.iubenda.com/privacy-policy/13761172
https://www.iubenda.com/privacy-policy/13761172/cookie-policy

Disclosure or Sharing of Information

The Swiss School of Management may use third party service providers and suppliers to facilitate this website or the services the Swiss School of Management provides. Those providers and suppliers may have access to the information the Swiss School of Management collects in order to fulfill their obligations to the Swiss School of Management. For full details please see our websites below:

https://www.iubenda.com/privacy-policy/13761172
https://www.iubenda.com/privacy-policy/13761172/cookie-policy

Collection Methods

The Swiss School of Management may use various technologies such as cookies, applets, scripts, server logs, custom URL parameters, tracking images, information and correspondence, or web analytics to collect information. Depending on your browser you may be able to disable certain collection methods. This may limit your ability to use some features of the Swiss School of Management webpage (ssm.swiss)

Non- Swiss School of Management Websites

The Swiss School of Management may provide links on the Swiss School of Management website (ssm.swiss) to other non- Swiss School of Management websites. The Swiss School of Management may also partner with third parties to place Swiss School of Management related ads on non- Swiss School of Management websites. The use of non- Swiss School of Management websites is subject to the terms and conditions or privacy statements of the providers of those websites.

Data Protection

The Swiss School of Management strives to protect information through measures described in the websites below:

https://www.iubenda.com/privacy-policy/13761172
https://www.iubenda.com/privacy-policy/13761172/cookie-policy

Additional Rights You May Have Regarding Your Data

Applicable laws may give you additional rights to request access to, or to request the erasure, correction or transfer of, your data. For example, the European Union's General Data Protection Regulation (EU GDPR) provides certain rights to persons who were/are residing in the European Union when data were/are collected. If the EU GDPR applies to your data then you may ask to see your data or request, to the extent allowed by law, to have your data corrected. You may also object to or request restrictions on how your data will be processed. You may ask that your data be forwarded or transferred to another organization. Finally, to the extent allowed by law, you may withdraw consent you have given to certain data processing, without penalty. If you do decide to withdraw consent at a later date, your withdrawal will not affect the legality of the processing of your data up to that point.

Tuition & Fees

Bachelor of Business Administration
Year 1

Application Fee	**€ 60 – due immediately, non-refundable**
First Installment	**€ 3,190 – due immediately after acceptance**
Second Installment	**€ 2,400 – due after two months**
Third Installment	**€ 2,400 – due after four months**
Total Tuition and Fees	**€ 8,050**

Year 2

First Installment	**€ 3,250 – due immediately after acceptance**
Second Installment	**€ 3,000 – due after two months**
Third Installment	**€ 2,800 – due after four months**
Total Tuition and Fees	**€ 9,050**

Year 3

First Installment	**€ 4,000 – due immediately after acceptance**
Second Installment	**€ 3,200 – due after two months**
Third Installment	**€ 3,000 – due after four months**
Total Tuition and Fees	**€ 10,200**

Additional Fees not included in Tuition Fee
Degree Attestation:

Country	Modus	Cost
Bahrain	Apostille	€1,500
Qatar	Legalization	€2,500
Saudi Arabia	Legalization	€2,500
Kuwait	Legalization	€2,500
Oman	Apostille	€1,500
Lebanon	Legalization	€2,500
Jordan	Legalization	€2,500

Sudan	Legalization	€2,500
India	Apostille	€1,500
Pakistan	Legalization	€2,500
Syria	Legalization	€2,500
Egypt	Legalization	€2,500
Yemen	Legalization	€2,500
South Africa	Apostille	€1,500

Graduation Participation:

The graduation ceremony, which is an optional event for all graduating students in September has an additional ticket cost. The cost of the ticket may vary based on the year.

Status	Guests included	Cost
Graduate	0	€250
Enrolled students	0	€100
Extra guests	-	€100

*Prices above are based on the 2023 graduation ceremony. Students will receive a temporary degree at the ceremony. Official degrees will be distributed by the appropriate In-Residence Program Director.

Transcripts and Certificates:

Document Type	Cost
Certificate with QR (1st copy)	Free
A3 Symbolic Certificate	€30
Official Transcript (1st copy)	Free
Certificate with QR code (reprint)	€100
Electronic Transcripts	Free

WES & Degree Verification

Students who would like to have their degree sent to WES or any other degree verification, there is a flat fee of **€100** for each verification.

Rotaract

To become a member in the Swiss School of Management Rotaract Club, there is a one-time fee of **€100** per student.

The Swiss School of Management Rotaract club organizes a variety of projects and activities, depending primarily on the interests of the club members.

However, within the Rotaract program, all clubs undertake three types of activities in varying degrees: professional development, leadership development, and service projects.

Together, these three areas ensure a balanced club program and provide important experience and opportunities for the personal development of each Rotaractor.

Advanced Fees and Deposits

The application fee is due before the application can be processed. It is non-refundable.
The tuition deposit or the prepayment of the tuition fees due upon acceptance, is required before the Swiss School of Management visa letter can be distributed (in the case of non-European residents) and before your place in the school can be held (in the case of all students). This advance deposit will be credited against the final tuition bill. The tuition deposit is non-refundable

in case of cancellation, withdrawal, suspension or dismissal from the school. In case of deferral, it may be applied to the next term's tuition. Any <u>installment payment (except application fee) is fully and</u> immediately refundable in case of rejection of the <u>entry visa from the Embassy (case for hybrid students)</u>.

Refund Policy

The tuition deposit or the prepayment of the tuition fees due upon acceptance, is required before the SSM visa letter can be held (in the case of non-residents) and before your place in the school can be held (in the case of all students). This advance deposit will be credited against the final tuition bill. The tuition deposit is non-refundable in case of cancellation, withdrawal, suspension, or dismissal from the school. In case of deferral, it may be applied to the next term's tuition.

Any prepayment (except application fee) is fully and immediately refundable in case of not getting the entry visa from embassy of the country of study Embassy.

All tuition fees are fully refundable up to 5 days from the start of studies. **If a student uses a student visa to enter the country of study all fees are forfeited.**

The Swiss School of Management models its refund policy after the common practices in the countries Italy, Spain, and Switzerland and is compliant in EU consumer protection regulations (Directive on Consumer Rights (2011/83/EU)).

Application Fee: €60 is non-refundable

Module Materials: Students may acquire at their own decision and cost SSM online class materials used throughout the program. These class materials may include notes, presentations, case studies, and sample assessments exclusive of any external copyrighted textbooks. This is a one-time payment charged to students immediately upon joining their first class. If a student desires to have physical copies of such class materials, they must pay an additional shipping charge which will vary depending on destination point (as quoted by the shipping agent). Once the material has been downloaded by students and/or shipment has been dispatched, then, no refund can be claimed. Students are responsible for purchasing the required materials as outlined on the syllabi.

Tuition Installments: For students who desire to start their classes online from their home country, the following refund policy governs the tuition installments. This refund structure applies to any payment throughout the academic year as per the below sample calculation for year 1. The same policy of refunds is applicable to the payments of years 2 and 3 of the applicable program. Please see examples of our refund policy below:

Refund Examples

Bachelor of Business Administration

Week after paying the tuition enrollment fee	Percentage refunded from the tuition enrollment fee	1st Installment €3190 REFUND AMOUNT	2nd Installment €2400 REFUND AMOUNT	3rd Installment €2400 REFUND AMOUNT
1st week	80%	€2552	€1920	€1920
2nd week	60%	€1914	€1440	€1440
3rd week	40%	€1276	€960	€960

4th week	20%	€638	€480	€480
5th week	0	0	0	0

Additional Comments and Regulations:

If a student commences studies at the Swiss School of Management and consequently decides to withdraw or are dismissed from the program, they must report their withdrawal to the local authorities (immigration department, home office, etc.) which will then cancel their student visa. If a student is dismissed for continuous unexcused non-attendance of classes of more than 3 consecutive days of any subject or is dismissed from the Swiss School of Management for reasons of misconduct or gross misconduct, ALL fees are forfeited.

Withdrawal & Dismissal Policy

A student who wishes to withdraw from the Swiss School of Management for any reason must first meet the Academic Director or approach the management and discuss the matter thoroughly. After that, the participant must write a letter clearly outlining the reasons for the request and schedule a meeting with the School's In-Residence Program Director. The request will be reviewed as quickly as possible, and granted, if reasonable. Requests written to other parties (agent, parents, other participants, etc.) are not accepted.

The student must produce his/her stay permit at the time the request is granted. Final permission will not be granted until the stay permit is received by the administration for forwarding to the police. Having received permission, the participant must then withdraw from the country according to the host countries' official immigration laws and procedures. In the case of rare exceptions, the administration will clearly specify the amount of time permitted for the student to close out all affairs and depart the country as long as it is done in accordance with the host country's immigration laws and procedures. In case of dismissal for reasons of gross misconduct, the period allowed to leave the country may be urgent. This limit may be imposed by local Authorities.

Students are financially responsible for modules for which they are registered after the last day of the drop/add period.

NOTE: Enrollment fees are 100% refundable if requested no later than 5 days before the start of class.

DISCLAIMER: If students use their student status to apply for a student visa, all fees paid to the institution are forfeited once the student uses the visa to enter to immigrate to said country.

Good Financial Standing

Students will be considered to be in good financial standing at the end of each term when all accounts are cleared with the In-Residence Program Director and the Library and with all other services offered by the Swiss School of Management. Students not in good financial standing will not be issued grades or transcripts and may be refused re-enrollment at the school.

Institutional Resources
EBSCO- Library
Upon enrollment at the Swiss School of Management, students are granted access to an EBSCO account, providing them with a valuable resource for their academic pursuits. EBSCO Information Services, a renowned provider of digital databases and information resources, offers a diverse collection of content spanning various disciplines.

With their EBSCO account, students gain access to a comprehensive range of research databases, e-journals, e-books, and other scholarly materials. These resources cover a wide array of subject areas, including scientific, technical, medical, social sciences, humanities, and more. By utilizing EBSCO's online platforms, such as the user-friendly interface of EBSCOhost, students can search for and retrieve full-text articles, abstracts, and citations from a vast selection of academic publications.

The availability of EBSCO's specialized databases further enhances the learning experience for students at the Swiss School of Management. These databases cater to specific industries and professions, such as business, healthcare, engineering, and education. Students can benefit from features like market research reports, industry profiles, case studies, and trade publications, tailored to their respective fields of study.

Moreover, EBSCO's resources extend beyond academic content. Their integrated library systems (ILS) and discovery services assist libraries in managing collections, streamlining workflows, and ensuring a seamless search experience. These services support the Swiss School of Management's library in cataloging, circulation, acquisitions, and other essential library management functions.

By providing students with access to EBSCO, the Swiss School of Management enables them to explore a wealth of reliable and up-to-date information, empowering their research and academic endeavors. EBSCO's databases and platforms serve as valuable tools for students to stay informed, broaden their knowledge, and enhance their learning experience throughout their studies at the Swiss School of Management.

Swiss Coaching
Swiss Coaching is a dedicated life coaching service exclusively available to all students enrolled with the Swiss School of Management. Swiss School of Management students are entitled to one 50-minute session per month. It serves as a valuable resource, providing personalized support and guidance to enhance students' personal development, well-being, and overall success.

Swiss Coaching offers a team of experienced and qualified life coaches who are trained to help students navigate various aspects of their lives. These coaches provide a safe and confidential space for students to explore their goals, aspirations, challenges, and personal growth opportunities.

The coaching process begins with an initial assessment, during which the student and coach establish a collaborative partnership. The coach actively listens to the student's concerns, aspirations, and areas of focus, tailoring the coaching sessions to address their specific needs.

Through a series of one-on-one coaching sessions, students engage in thought-provoking conversations that facilitate self-reflection, goal setting, and action planning. The coach employs effective questioning techniques, active listening, and supportive feedback to help students gain clarity, identify strengths and areas for improvement, and develop strategies for personal growth.

Swiss Coaching covers a wide range of areas relevant to students' lives, including academic performance, time management, stress management, personal relationships, career exploration,

goal setting, and self-confidence. The coaches provide guidance, tools, and resources to empower students in making informed decisions, overcoming obstacles, and achieving their full potential.

As a service integrated within the Swiss School of Management, Swiss Coaching ensures that students have access to valuable support throughout their academic journey. It complements the educational experience by promoting holistic development and fostering a positive mindset, thereby contributing to students' overall well-being and success.

Whether students are seeking assistance in clarifying their career path, managing personal challenges, or improving their study habits, Swiss Coaching is committed to providing a supportive and empowering environment. By offering personalized life coaching services, the Swiss School of Management demonstrates its commitment to the holistic development and success of its students, equipping them with invaluable skills and tools for lifelong personal and professional growth.

Diversity, Inclusion, and Equity Initiatives

The Swiss School of Management is committed to fostering diversity, promoting inclusion, and advancing equity within its educational community. The institution recognizes the value of diverse perspectives, experiences, and backgrounds in enriching the learning environment and preparing students for a globalized world. To ensure an inclusive and equitable educational experience, the Swiss School of Management has implemented various initiatives:

Inclusive Curriculum: The Swiss School of Management promotes an inclusive curriculum that incorporates diverse voices, experiences, and perspectives. The institution strives to ensure that module materials, readings, and case studies reflect a wide range of cultural, ethnic, and gender perspectives, encouraging students to engage with diverse viewpoints.

Training and Workshops: The Swiss School of Management provides training and workshops for faculty, staff, and students to enhance their understanding of diversity, inclusion, and equity in an international professional environment. These sessions cover topics such as unconscious bias, cultural competency, microaggressions, and creating inclusive learning environments.

Recruitment and Retention: The Swiss School of Management actively seeks to attract and retain a diverse student body and faculty. Efforts are made to recruit students and faculty from different backgrounds, cultures, and identities. Scholarships, mentorship programs, and support services are provided to facilitate the success and retention of underrepresented students.

Safe and Inclusive Campus Environment: The school promotes a safe and inclusive campus environment through policies and initiatives that prohibit discrimination, harassment, and bias-based incidents. It fosters a culture of respect, acceptance, and open dialogue, encouraging students and staff to report any concerns and providing support for conflict resolution.

Collaboration with External Organizations: The Swiss School of Management collaborates with external organizations and partners to further its diversity, inclusion, and equity initiatives. This may involve partnerships with community groups, NGOs, or businesses that focus on promoting diversity and equality.

These initiatives from the Swiss School of Management reflect its commitment to creating an inclusive and equitable educational environment. By embracing diversity and fostering a culture of inclusivity, the institution aims to prepare students to thrive in a global society, appreciate different perspectives, and contribute positively to the diverse communities they will engage with throughout their lives.