SSM
SWISS SCHOOL OF MANAGEMENT

SWISS SCHOOL OF MANAGEMENT

CATALOG

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Swiss School of Management
9535 Forest Lane, Suite 125D
Dallas, TX 75243, USA
Phone Number: +1 469 677 9131

Greetings from the President



Welcome to the Swiss School of Management, where the journey toward a brighter and more prosperous future begins. This catalog represents more than a collection of academic programs and courses; it is your gateway to new opportunities, professional growth, and lifelong learning.

At SSM, we are committed to equipping our students with the knowledge, skills, and perspectives necessary to navigate the complexities of today's global business environment with confidence.

Since our establishment in 1991, the Swiss School of Management has remained committed to providing quality education through a personalized and student-centered approach. We take pride in combining academic excellence, professional experience, and contemporary educational practices while fostering an inclusive learning environment that supports students throughout their academic journey.

A significant milestone in our institutional development was the establishment of Swiss School of Management Dallas, Texas. In March 2026, the Texas Higher Education Coordinating Board granted SSM a Certificate of Authorization to operate in Texas and award bachelor's, master's, and doctoral degrees. SSM Dallas serves as the institution's principal U.S. campus and strengthens our academic presence in North America while connecting our international student community to one of the world's most dynamic business environments.

Today, the Swiss School of Management continues to build on its Swiss heritage and international academic tradition, serving students from diverse backgrounds and professional experiences. Through our online learning opportunities and In-Residence Programs in Rome, Italy, and Brescia, Italy, students benefit from an international academic environment that brings together diverse perspectives, professional experiences, and meaningful opportunities for academic and personal development.

Our educational approach combines the flexibility of online learning with opportunities for in-person academic engagement at our designated In-Residence locations. We believe that international perspectives, practical business knowledge, and meaningful academic relationships are essential to preparing responsible and capable leaders for today's interconnected world.
I warmly invite you to explore the opportunities offered by the Swiss School of Management. Our academic programs, experienced faculty, and commitment to student development are designed to help you achieve your educational and professional ambitions.
We look forward to welcoming you to the Swiss School of Management and accompanying you on your journey toward success.

Dr. Massimiliano Bracalé
Founding President
Swiss School Of Management

School History

The Swiss School of Management is an accredited private institution of higher education founded in Switzerland in July 1991. In 2002, the institution expanded its academic operations to Rome, Italy, marking an important milestone in its international development and establishing a longstanding academic presence in Europe.

Over the years, the Swiss School of Management has served students from diverse countries and professional backgrounds. Its international academic tradition reflects the institution's commitment to business education and to preparing students for the challenges of an increasingly interconnected global business environment.

A significant milestone in the institution's development was the establishment of Swiss School of Management Dallas, Texas. In March 2026, the Texas Higher Education Coordinating Board granted SSM a Certificate of Authorization to operate in Texas and award bachelor's, master's, and doctoral degrees. SSM Dallas serves as the institution's principal U.S. campus and represents an important step in its continued development in North America.

Today, the Swiss School of Management offers academic programs through online learning and designated In-Residence arrangements. Based on the institution's current approved locations, In-Residence academic activities are conducted in Rome and Brescia, Italy.

The Swiss School of Management values the contribution of international perspectives to business education. Its academic approach emphasizes professional knowledge, critical thinking, and an understanding of business practices across different markets and cultures.
Through its history and continued institutional development, the Swiss School of Management remains committed to supporting students' academic progress, professional development, and preparation for leadership in the global business environment.

Dr. Massimiliano Bracalé
Founding President
Swiss School of Management

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.

General Information

1. Institutional Background

The Swiss School of Management (SSM) was established in 1991 in Switzerland. Its original head office was located in Bellinzona, Switzerland.

Since its establishment, SSM has expanded its international presence and educational operations. The institution subsequently relocated its principal headquarters and operations to the United States, with its principal administrative office now located in Dallas, Texas.

The Swiss School of Management's U.S. principal location is:

Swiss School of Management
9535 Forest Lane, Suite 125D
Dallas, TX 75243, USA

Phone: (496) 677-9131

Office Hours: Monday–Friday, 9:00 AM–5:00 PM (Central Time)
Office services are provided online and by appointment.

2. Swiss School of Management Research Center

The Swiss School of Management Research Center supports research and scholarly activities in the fields of business, management, and economics.

Its mission is to promote academic research, contribute to social and economic development, and encourage the advancement of knowledge through fundamental and applied research.

The Research Center supports scholarly activities and research initiatives in accordance with the academic oversight and applicable policies of the Swiss School of Management.

Any doctoral degree program offered by the institution is subject to the institution's approved academic program offerings and applicable accreditation requirements.

3. Academic Delivery and In-Residence Programs

The Swiss School of Management offers its approved academic programs through online and authorized in-residence delivery formats.

Online Education

Students may pursue approved programs through fully online instruction, allowing them to study remotely regardless of their geographical location, subject to applicable authorization requirements.

In-Residence Education

In-residence components provide students with opportunities for face-to-face academic engagement, interaction with faculty, and collaboration with other students in an international learning environment.

The institution currently identifies the following locations for in-residence component delivery:

- **Rome, Italy**
- **Brescia, Italy**

In-residence instruction is offered only at locations and under arrangements authorized by the applicable accreditation and regulatory authorities.

Not all international administrative offices, recruitment locations, or institutional partnerships are instructional campuses or authorized in-residence delivery locations.

All approved academic programs remain subject to their respective program requirements, curriculum, and authorized delivery modalities.

4. Authorized In-Residence Locations

Swiss School of Management – Rome

c/o University of Washington Rome Center
Piazza del Biscione 95
00186 Rome, Italy

Telephone: +39 0640049320
Email: info@ssm.swiss
Website: https://rome.ssm.swiss/

Swiss School of Management – Brescia

Via Alessandro Monti 4,
25125 Brescia, Italy

Telephone: +39 392 708 8272
Email:infobrescia@ssm.swiss
Website: https://brescia.ssm.swiss/

The institution's in-residence activities in Brescia are conducted subject to its currently authorized location and applicable DEAC approval.

Students should contact the institution for information regarding the approved instructional location and applicable program arrangements.

5. International Administrative and Recruitment Activities

The Swiss School of Management maintains international relationships and activities intended to support institutional administration, student recruitment, and international outreach.

These activities may involve independent organizations and local partners operating under separate legal identities and agreements with the institution.

International administrative or recruitment offices do not, by themselves, constitute instructional campuses or authorize the delivery of academic programs.

The Swiss School of Management maintains academic oversight of its approved programs and ensures that international activities are conducted within the scope of applicable institutional approvals, accreditation requirements, and local regulations.

Students are advised to contact the institution's principal office in Dallas, Texas, for verification of program availability, enrollment eligibility, delivery arrangements, and applicable authorization requirements in their country of residence.

I Information on Accreditation, Licensures and listings

The Swiss School of Management maintains institutional accreditation, programmatic accreditation, and applicable state authorization for its academic operations. The institution's accreditation and regulatory status are described below.

1. Institutional Accreditation

Distance Education Accrediting Commission (DEAC)

The Swiss School of Management is institutionally accredited by the Distance Education Accrediting Commission (DEAC), a recognized accrediting agency in the United States.

DEAC granted initial accreditation to the Swiss School of Management on June 21, 2024, following an evaluation of the institution's academic and operational standards.

Institutional accreditation applies to the institution and its approved scope of operations, subject to DEAC requirements and applicable accreditation decisions.
For additional information, visit:
https://www.deac.org/student-center/directory-of-accredited-institutions/

2. Programmatic Accreditation

International Accreditation Council for Business Education (IACBE)

The Swiss School of Management has received programmatic accreditation from the International Accreditation Council for Business Education (IACBE) for business and management programs within the scope of its accreditation.

In March 2020, the IACBE Board of Commissioners announced the reaffirmation of accreditation for the Swiss School of Management's business and management programs following an institutional self-evaluation and independent peer review.

The IACBE accreditation process evaluates areas including:

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

The current status and scope of IACBE accreditation are subject to the IACBE's official accreditation records.

For additional information, visit: https://iacbe.org/accreditation/member-status-information/

3. Quality Certification

EDUQUA

EDUQUA is a Swiss quality certification framework for continuing education institutions. The Swiss School of Management has previously held EDUQUA quality certification.

The current validity and scope of any EDUQUA certification held by the institution are subject to the certificate issued by the certification body.

4. Recognition of Accrediting Organizations

U.S. Department of Education

U.S. Department of Education's Database of Accredited Postsecondary Institutions and Programs (DAPIP) with accreditation by the Distance Education Accrediting Commission (DEAC).

U.S. Department of Education
DAPIP ID: 261551

Official Listing:
https://ope.ed.gov/dapip/#/institution-profile/261551

Council for Higher Education Accreditation (CHEA)

The Council for Higher Education Accreditation (CHEA) is a U.S.-based organization that recognizes accrediting organizations and promotes quality assurance in higher education.

CHEA recognition relates to accrediting organizations. It should not be interpreted as direct institutional accreditation of the Swiss School of Management by CHEA.

Official CHEA Listing:
https://www.chea.org/swiss-school-management

5. State Authorization and Regulatory Status

Texas Higher Education Coordinating Board (THECB)

The Swiss School of Management is authorized to operate in the State of Texas by the Texas Higher Education Coordinating Board (THECB).
The institution received a Certificate of Authorization from THECB in March 2026, authorizing it to grant bachelor's, master's, and doctoral degrees at its Dallas, Texas campus:

Swiss School of Management
9535 Forest Lane, Suite 125D
Dallas, Texas 75243
United States

Texas Higher Education Coordinating Board
1801 Congress Avenue, Suite 12.200
Austin, Texas 78701
Telephone: (512) 427-6101
Website: https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/private-postsecondary-institutionspndg-for-september-2026/

6. Listings

NC SARA

Swiss School of Management complies with the requirements of the State Authorization Reciprocity Agreement (SARA) regarding programs that may lead to professional licensure or certification.

SARA does not alter or supersede state professional licensing requirements. Licensure requirements vary by state and profession, and students are responsible for understanding the requirements in the state or country where they intend to seek employment. Swiss School of Management offers programs in business and management that are not designed to lead directly to professional licensure. At this time, the institution has not made determinations regarding whether its programs meet educational requirements for licensure or certification in any U.S. state or Territory. Students who intend to pursue professional licensure or certification are strongly encouraged to contact the appropriate licensing authority in their state or country to obtain the

most current information regarding eligibility requirements.

https://nc-sara.org/directory/

International Association of Universities

Swiss School of Management is a member of the International Association of Universities.
The International Association of Universities is a membership-led non-governmental organization working in the field of higher education. It comprises more than 650 higher education institutions and organizations in some 130 countries. IAU is an official partner of UNESCO.

The International Association of Universities, created under the auspices of UNESCO in 1950, is a membership-based organization serving the global higher education community through: expertise & trends analysis, publications & portals, advisory services, peer-to-peer learning, events, global advocacy. The Swiss School of Management is a UNESCO approved Institution, through the International Association of Universities.

https://whed.net/results_institutions.php

Texas Workforce Commission (TWC)

The Swiss School of Management is exempt from regulation by the Texas Workforce Commission, Career Schools and Colleges Department, as applicable to its authorized institutional status.

Texas Workforce Commission

101 East 15th Street
Austin, Texas 78778
Telephone: (512) 936-3100

Website: https://www.twc.texas.gov/

7. Other Institutional Memberships and Recognitions

Any additional institutional memberships, certifications, approvals, or recognitions are described separately from institutional accreditation and state authorization.
Their inclusion is subject to verification of the issuing organization's current records and the scope applicable to the Swiss School of Management.

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).

Executive Management

Dr. Massimiliano Bracalé | Founding President,



The President occupies the Chief Executive, Administrative, and Education Officer of the Swiss School of Management. The provides the vision for the institution and ensures continued leadership and direction or the planning and operation of all aspects of the school's programs and services to conform to the Board of Accreditors policies and the Swiss School of Management rules and regulations. Furthermore, it is also the role of the President to develop, maintain and evaluate the school's academic programs and student services, creating a climate that enhances student learning, stimulating creative approaches to teaching and learning, and motivating staff, faculty, and students to optimum achievement.

Developing and maintaining an appropriate administrative organization to ensure effective and efficient management of the Swiss School of Management and its resources is another role of the President. Part of the President's obligation is to maintain and make efficient use of institutional resources, create new resources, and manage the operational affairs of all boards, including being its professional advisor by analyzing implications of proposed actions and making recommendations, handling agendas, minutes, policies, and other relevant records.

The President also delegates to appropriate staff, faculty, and committees' powers and duties listed above as the President deems necessary for the school's administration. The President exercises discretionary authority to ensure the continued efficient operations of the school and decide all other administrative matters not outlined above and for which no specific provision has been made in the law or by any board.

Dr. Serena Magnanti | Vice-President



The Vice President reports directly to the President and is responsible for providing college-wide leadership, supervision, guidance, and direction for all educational programs, faculty and staff, instructional policies and procedures, and the management and supervision of university programs. The Vice President is also responsible for strategic planning and outreach. Part of the Vice President's role is managing all web and media platforms of the Swiss School of Management, ensuring that quality and standards are followed throughout the SSM network.

Dr. Lisa Marchese | Provost



Lisa brings more than two decades of university-level teaching experience, including undergraduate and graduate business education, legal education, and professional development.

Her previous academic leadership includes services as Academic Dean and In-Residence Program Director at Swiss School of Management, together with teaching appointments at prominent American law schools.
Prior to entering academia full-time, Lisa had a distinguished legal career spanning private practice, government service, and international commercial dispute resolution, including senior partnership and trial department leadership positions at major international law firms.
Over her career, she has tried more than 100 cases to verdict in U.S. courts and international tribunals, having also developed deep expertise in high-stakes mediation and arbitration.
Lisa has received repeated recognition from Chambers USA, Best Lawyers in America and other professional organizations.
Lisa holds a Juris Doctor from Georgetown University Law Center and a B.A from the Catholic University of America where she graduated summa cum laude and inducted into Phi Beta Kappa. Since 2019, Lisa has dedicated herself full-time to academic leadership, compliance innovation, and global education.

Dr. Vasileios Margaritis | Dean of Research Center
Member of the School Board



Dr. Vasileios Margaritis is an accomplished academic and research methodology expert with a strong background in quantitative and qualitative research methods. With an impressive career that spans across various academic institutions, he has been recognized for his contributions to the field of research and education. Prior to joining SSM, Dr. Margaritis held academic positions at prestigious institutions such as Walden University in the United States and the National and Kapodistrian University of Athens in Greece. His role as the Vice Chair of Walden University's Research Curriculum and Academic Policy Committee highlights his expertise in research methodology and academic leadership. At SSM, Dr. Margaritis plays a pivotal role in teaching research modules and providing guidance to doctoral students. His passion for research is not limited to the classroom; he has also collaborated with national and international organizations, including UNICEF and KMOP, as a research methodology consultant.

Dr. Amer Qatanani| Chancellor
Member of the Management Team



Dr. Amer Qatanani is the Chancellor of the Swiss School of Management in Dallas, Texas, and a highly collaborative executive leader with a proven track record of driving learning excellence across the academic, healthcare, and technology sectors. His background includes nearly 20 years of experience in primary, secondary, and higher education as a teacher, lecturer, academic administrator, and executive leader. Previously, Dr. Qatanani served as Vice Chancellor of Academic Affairs at Methodist College, where he provided strategic leadership for academic operations, curriculum development, accreditation, and institutional effectiveness. He has also held senior leadership positions at Unitek Learning and The College of Health Care Professions, leading online and blended learning initiatives across multiple campuses. Dr. Qatanani serves as an Executive Board Member of the Global Online Learning Development and Extended Network (GOLDEN) and as an Advisory Council Member at Harvard Business Review. He also serves on the Program Review Committee of the Accrediting Commission of Career Schools and Colleges (ACCSC) and as a Distance Education Specialist and Evaluator for the Accrediting Bureau of Health Education Schools (ABHES). In

recognition of his contributions to education, Dr. Qatanani was named one of the Top 100 Leaders in Education by the Global Forum for Education and Learning (GFEL) in 2020.

In-Residence Site Directors

In-Residence Site Directors have multi-faceted responsibilities that encompass human resources, student support, program coordination, extra-curricular development, local student recruitment, and site financial oversight.

Laura Bolling | Site Director (Rome)



Laura Bolling is the In-Residence Director at the Swiss School of Management in Rome, bringing over six years of experience in Human Resources. While she has worked across various HR functions, her true passion lies in recruitment. During her time at Northeast Georgia Health System, she played a key role in recruiting Allied Support staff throughout the COVID-19 pandemic.

Laura holds a BA in English Literature and Gender Studies from Brenau University in Gainesville, GA, where she presented papers at multiple conferences. She later earned an MA in Peace Studies and Conflict Management from the American University of Rome.
A lifelong learner, Laura enjoys reading, writing, practicing yoga, and sharing an aperitivo with friends in her free time.

Flavio Faustini | Site Director (Brescia)



Flavio Faustini is an entrepreneur, engineer, and academic with extensive international experience in technology, innovation, and business management. He is the Founder and CEO of Hero Mechatronics, a company specializing in research and development, industrial automation, robotics, and advanced technological solutions. His professional experience spans multiple industries, including biomedical technologies, nanotechnology, and software engineering.
Since 2021, he has been a lecturer at the Swiss School of Management, teaching subjects including Management Information Systems, Leadership, Communication Skills, and Coding for Business.
He holds a Bachelor of Science in Civil Engineering from the American University in Dubai and has completed executive training in Business Management at Politecnico di Milano. His international background, entrepreneurial experience, and technical expertise allow him to bring a practical, multidisciplinary perspective to business education.
He was later promoted to the In-Residence Program Site Director for the Swiss School of Management Brescia.

Rejin Rajan | Administrative Site Director (Dubai)



As the In-Residence Program Director for the United Arab Emirates, Rejin Rajan has been pivotal in steering the Swiss School of Management (SSM) toward becoming the leading Business School for professionals in the UAE. His leadership and vision have contributed significantly to the success and reputation of the Swiss School of Management.

Rejin is a highly accomplished and certified professional in Supply Chain Management, Trade and Logistics. He has over 15 years of experience including influential roles at globally esteemed corporations like Pepsi, Triburg, Aviva, and Aditya Birla Group, across the Middle East and North Africa region. His passion for a career in Supply Chain led him to an MBA, which he graduated specializing in Operations and Logistics from the Middlesex University in U.K. Additionally he also holds prestigious designations of Certified Trade and Logistics Professional (CTLP) from the Chartered Institute of Logistics and Transport, Certified Supply Chain Professional (CSCP) from Massachusetts Institute of Technology (MIT) and Certified Customs Professional (CCP). With a track record of delivering exceptional results Rejin is committed to furthering the Swiss School of Management's vision of excellence in international education.

Nagwa Sabry, MBA | Administrative Site Director (Cairo)



Nagwa joined the Swiss School of Management in November 2020 as a Finance and Administration Manager, and she was promoted to Cairo In-Residence Program Director in April 2021. Nagwa holds an MBA from the Swiss School of Management 2023, holds Human Resources Managers Diploma from Ain Shams University, and B.Sc. in finance from the Faculty of Commerce, Alexandria University, and a B.Sc. from the Faculty of social work from Alexandria University. Nagwa has more than 15 years of experience in human resources, management, and financial fields.

School Board

The School Board supports the Founding President and adopts strategic policies, priorities and plans to direct the operations of the Institution. It handles specific complaints or grievances supporting the President's final decision.

The School Board develops the institution's basic priorities. Long-term goals and priorities are stated in the Board's Policy, and the School Board reviews and approves the plans to achieve them in the annual budget, as well as the annual review and adjustments of the Strategic Plan. In addition to the "what to do" priorities, the School Board's policy also specifies a set of "what not to do" priorities in areas such as purchasing and employee relations.

TERMS: The founder is elected for a lifetime. All other members are elected for 7 years.

MEETINGS: The School Board meets twice a year, once before the yearly graduation and a second time in mid-April.

Dr. Al Khalafalla | Board Chairman
Professor of Middle Eastern Affairs,
Head of GCC Operations



Dr. Al Khalafalla is a public policy expert with special expertise in the Middle East and Africa. He is the President of American Global Consulting and Chairman of the Board of Directors of the Humpty Dumpty Institute (HDI), an American non-profit organization with close ties to the U.S. Congress. While serving as President of American Global Consulting, he developed extensive ties with business and political leaders across the Middle East and Africa to advance economic development through education and training programs. Prior to leading HDI, he led training and development programs at Virginia Commonwealth University for 10 years. In addition, he held numerous other leadership positions including President of the American Global Institute (AGI), President of the Bahrain American Council and IBN Cultural Center, and Vice Chair of A More Perfect Union at the University of Richmond.

He was recognized as a strong and passionate advocate for international peace. He received a Humanitarian Award from the Governor of Virginia is 2009 for his international humanitarian endeavors. In 2012, he was honored by the U.S. Congress for organizing a series of Congressional Delegations to the Middle East which increased dialogue and engagement. In 2016, Ahfad University awarded him an honorary doctorate for his contribution to higher education, and in 2018, he received the Order of the Niles First Class. Dr. Khalafalla's international initiatives have also been recognized by the University of Louisiana, the Virginia Commonwealth University, the University of Bahrain, and the University of Richmond.

He regularly appears in the media and has delivered keynote addresses at Bahrain's International Symposium, the International Law and Religion Symposium, and to diverse audiences across Asia, Africa, and the Middle East. Dr. Khalafalla's opinion pieces have been published in the Daily Caller, Washington Times, Fox News, the Tribune, and Alayam, among others. He is also frequently called on to comment on Africa and the Middle East on broadcast media, including Alhurra, NBC, and al-Jazeera. He earned a Bachelor of Science degree from the University of Louisiana, an MBA from the University of Maryland System, and a Ph.D. in Public Policy and Administration from Virginia Commonwealth University. Dr. Khalafalla authored or co-authored several articles on immigration, the Middle East, international relations, interfaith dialogue, and religious tolerance. He is married

and has two children. At the Swiss School of Management, he holds the important position of Chairman of the School Board, Senior Advisor, and Head & Dean of GCC Operations.

Dr. Massimiliano Bracalé | Founding President



Massimiliano Bracalè is the founder of the Swiss School of Management and currently serves as President. He received his Bachelor of Business Economics from the Zurich Business School in Switzerland. He also holds an MBA specializing in Marketing from Swiss Business School and earned a second MBA from the University of South Australia with a specialization in International Business. He earned his Doctorate in Business Administration (DBA) from the International American University in LA, USA. He is also Life & Business Coach and an International Coaching Federation member.

Before founding the Swiss School of Management, he gained experience in various business sectors and industries. His first job was at the Zurcher Kantonalbank in Switzerland, working as a VISA accountant and then changing to the Capital Markets and Securities Trading Department (Zurich Stock Exchange). He led Customer Service at Ascom Telematic AG and later became Head of Customer Service in Europe at Bally Management in Switzerland. Dr. Bracale also worked in the Debtor Department at the University Hospital of Zurich. He was also a consultant for of Direct Marketing Consultant at the Swiss Post. He worked as a Marketing Director of the Mobile Solutions AG in Dubendorf, Zurich, before finally founding the Swiss School of Management.

Dr. Bracalè is a member of the Scientific Committee of the Institute of Higher Studies on Women and a Professor of Leadership and Female Entrepreneurship at the Pontifical Athenaeum Regina Apostolorum in Rome. Further, he has been appointed a Member of the Advisory Board of the Chandigarh Business School in Mohali, India. Today Dr. Bracale travels the world throughout the year by participating in conferences and seminars, presenting the new trends in Women Leadership, Entrepreneurship, and Strategic Management in the 21st century. At the Swiss School of Management, he teaches the MBA subjects of International Negotiation Skills, New Venture Creation, Leadership, and Global Management. He has recently introduced “Swiss Coaching” – a life coaching service for all SSM students around the globe and founded the International SSM Rotaract Club. He is also a founding member of the Rotary International Club Rome Cristoforo Colombo member.

Dr. Vasileios Margaritis | Dean of Research Center



Dr. Vasileios Margaritis is an accomplished academic and research methodology expert with a strong background in quantitative and qualitative research methods. With an impressive career that spans across various academic institutions, he has been recognized for his contributions to the field of research and education. Prior to joining SSM, Dr. Margaritis held academic positions at prestigious institutions such as Walden University in the United States and the National and Kapodistrian University of Athens in Greece. His role as the Vice Chair of Walden University's Research Curriculum and Academic Policy Committee highlights his expertise in research methodology and academic leadership. At SSM, Dr. Margaritis plays a pivotal role in teaching research modules and providing guidance to doctoral students. His passion for research is not limited to the classroom; he has also collaborated with national and international organizations, including UNICEF and KMOP, as a research methodology consultant.

Dr. Serena Magnanti | Vice-President



The Vice President reports directly to the President and is responsible for providing college-wide leadership, supervision, guidance, and direction for all educational programs, faculty and staff, instructional policies and procedures, and the management and supervision of university programs. The Vice President is also responsible for strategic planning and outreach. Part of the Vice President's role is managing all web and media platforms of the Swiss School of Management, ensuring that quality and standards are followed throughout the SSM network.

Dr. Trefor Murphy | Board Member
CEO and Founder, Cooper Fitch



Trefor Murphy is the Founder and Chief Executive Officer of one of the Gulf's most successful executive search and HR advisory firms. He started his recruitment career in 2002 in Ireland, after graduating with an engineering degree and spending two decades working with some of the most admired technology companies in the world. In 2016 after a management buy-out of a firm that was established in 1997, Trefor founded Cooper Fitch, with the vision to "redefine recruitment expectations". The firm has a reputation for delivering world-class people solutions to its clients, through our talent acquisition and retention initiatives along with developing insightful market data on compensation trends in the region, and regular updates on the job market data. He is a regular contributor to The Business Breakfast Show on Dubai Eye, CNBC, Bloomberg, Forbes, and Dubai TV. His mission is to become a trusted advisor on the talent and employment market in the GCC. Trefor completed his Doctorate in Business Administration from the Swiss School of Management in 2022, his thesis was based on Cultural Intelligence and Corporate Culture, a study in the Gulf. He moved to Dubai in 2012 where he has been a permanent resident ever since. He sits as an advisor to several tech start-ups as well as human capital advisory board.

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 and Administrative Sites of their convenience:

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

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Street 210, Building 1, Victoria Square
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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

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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 registrar@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	BUSINESS & ENTREPRENEURSHIP PRINCIPLES	Core/Required	4 ECTS (2 Semester Credit Hours)
BEN 201	ENGLISH FOR BUSINESS COMMUNICATION	Elective	4 ECTS (2 Semester Credit Hours)
FIN 220	PRINCIPLES OF FINANCIAL MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 201	PRINCIPLES OF 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)
BIS 210	BUSINESS INFORMATION SYSTEMS	Core/Required	4 ECTS (2 Semester Credit Hours)
ACC 210	ACCOUNTING PRINCIPLES	Core/Required	4 ECTS (2 Semester Credit Hours)
MGT 220	INTERCULTURAL MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
MGT 210	MANAGEMENT DYNAMICS	Core/Required	4 ECTS (2 Semester Credit Hours)
MAT 201	MATHEMATICAL TOOLS FOR BUSINESS	Core/Required	4 ECTS (2 Semester Credit Hours)

ECO 210	BUSINESS ECONOMICS	Core/Required	4 ECTS (2 Semester Credit Hours)
HRM 200	HUMAN RESOURCE MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
LEA 220	LEADERSHIP FUNDAMENTALS	Core/Required	4 ECTS (2 Semester Credit Hours)
INT 220	INTERNSHIP	Core/Required	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
MGT 301	ORGANIZATIONAL BEHAVIOUR	Core/Required	4 ECTS (2 Semester Credit Hours)
BEN 301	INTERMEDIATE ENGLISH FOR BUSINESS COMMUNICATIONS	Core/Required	4 ECTS (2 Semester Credit Hours)
FIN 320	CORPORATE FINANCIAL PLANNING & ANALYSIS	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 310	CONSUMER BEHAVIOUR	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 305	DIGITAL MARKETING	Core/Required	4 ECTS (2 Semester Credit Hours)
ACC 310	MANAGEMENT ACCOUNTING FOR BUSINESS DECISIONS	Core/Required	4 ECTS (2 Semester Credit Hours)

MGT 305	TOTAL QUALITY MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
BIS 310	BUSINESS INTELLIGENCE	Core/Required	4 ECTS (2 Semester Credit Hours)
BIS 315	BUSINESS ANALYTICS & AI	Core/Required	4 ECTS (2 Semester Credit Hours)
FIN 325	BANKING & FINANCIAL TECHNOLOGY (FINTECH)	Core/Required	4 ECTS (2 Semester Credit Hours)
LAW 301	BUSINESS LAW	Core/Required	4 ECTS (2 Semester Credit Hours)
ECO 310	GLOBAL TRADE AND ECONOMIC DEVELOPMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
SMG 320	SALES MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
MGT 310	INNOVATION & DESIGN THINKING	Core/Required	4 ECTS (2 Semester Credit Hours)
INT 310	INTERNSHIP	Core/Required	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
MGT 401	CULTURAL & EMOTIONAL INTELLIGENCE FOR BUSINESS LEADERS	Core/Required	4 ECTS (2 Semester Credit Hours)
BEN 401	ADVANCED ENGLISH FOR BUSINESS COMMUNICATION	Core/Required	4 ECTS (2 Semester Credit Hours)
RES 401	RESEARCH PROPOSAL	Core/Required	4 ECTS (2 Semester Credit Hours)
MKT 401	ADVANCED MARKETING	Core/Required	4 ECTS (2 Semester Credit Hours)
BIS 410	BUSINESS CODING & PROGRAMMING	Core/Required	4 ECTS (2 Semester Credit Hours)
BIS 415	AI FOR BUSINESS OPTIMIZATION	Core/Required	4 ECTS (2 Semester Credit Hours)
FIN 405	VENTURE CAPITAL & PRIVATE EQUITY	Core/Required	4 ECTS (2 Semester Credit Hours)
LSC 401	LOGISTICS & SUPPLY CHAIN MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
BIS 420	BUSINESS TRANSFORMATION IN THE DIGITAL ECONOMY	Core/Required	4 ECTS (2 Semester Credit Hours)
GRD 499	THESIS	Core/Required	8 ECTS (4 Semester Credit Hours)
INT 410	INTERNSHIP	Core/Required	4 ECTS (2 Semester Credit Hours)

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)

DYNAMIC LEADERSHIP FOR THE DIGITAL ERA			
LEA 425	COMPETITIVE STRATEGIES FOR SUSTAINABLE GROWTH	Specialization	4 ECTS (2 Semester Credit Hours)
LEA 430	CORPORATE GOVERNANCE	Specialization	4 ECTS (2 Semester Credit Hours)
LEA 435	DISTRIBUTIVE LEADERSHIP STRATEGIES	Specialization	4 ECTS (2 Semester Credit Hours)
ENTREPRENEURSHIP			
ENT 425	INNOVATION FOR DISRUPTIVE CHANGE	Specialization	4 ECTS (2 Semester Credit Hours)
ENT 430	ENTREPRENEURIAL MARKETING	Specialization	4 ECTS (2 Semester Credit Hours)
ENT 435	BUSINESS MODELLING AND PITCHING	Specialization	4 ECTS (2 Semester Credit Hours)
INVESTMENT & FINANCIAL RISK MANAGEMENT			
FIN 425	FINANCIAL DERIVATIVES	Specialization	4 ECTS (2 Semester Credit Hours)
FIN 430	INVESTMENT AND PORTFOLIO MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
FIN 435	FINANCIAL RISK MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
LUXURY FASHION BUSINESS			
FAB 420	FASHION COLLECTION – PATTERNMAKING AND GARMENT CONSTRUCTION	Specialization	4 ECTS (2 Semester Credit Hours)
FAB 425	FASHION COLLECTION – PRODUCTION TECHNIQUES	Specialization	4 ECTS (2 Semester Credit Hours)
FAB 430	COST CONTROLLING & FINANCIAL PLANNING	Specialization	4 ECTS (2 Semester Credit Hours)
FAB 435	LUXURY FASHION MARKETING AND MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
LUXURY MANAGEMENT			
LUX 425	DIGITAL LUXURY MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
LUX 430	COMPETITIVE STRATEGIES FOR LUXURY INDUSTRY	Specialization	4 ECTS (2 Semester Credit Hours)

LUX 435	BUSINESS MODEL FOR LUXURY INDUSTRY	Specialization	4 ECTS (2 Semester Credit Hours)
MARKETING IN THE DIGITAL AGE			
MKT 425	MARKETING ANALYTICS	Specialization	4 ECTS (2 Semester Credit Hours)
MKT 430	DIGITAL BRAND MANAGEMENT	Specialization	4 ECTS (2 Semester Credit Hours)
MKT 435	STRATEGIC MARKETING	Specialization	4 ECTS (2 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

YEAR 1

MGT220 – Intercultural Management
This course explores the complexities of managing across diverse cultural contexts. Students examine cultural dimensions, communication styles, and management practices from various global perspectives. The course focuses on developing strategies for effective intercultural communication, conflict resolution, and leadership in global environments. Through case studies, class debates, and practical projects, students gain applied skills in coping with cultural nuances, promoting inclusive workplaces, and adapting management approaches to diverse teams. By the end of the course, students will be trained to manage and lead effectively in a global business environment, enhancing their ability to work collaboratively with international colleagues.

BUS200: Business & Entrepreneurship Principles
This course is designed to provide students with the essential skills and knowledge needed to launch, manage, and grow successful ventures. The course covers key aspects of entrepreneurship, including opportunity recognition, business planning, financial management, marketing strategies, and innovation. Students explore real-world case studies and best practices, engage in applied projects, and develop a comprehensive business plan. Emphasis is placed on critical thinking, problem-solving, and adaptability in the face of challenges. This course prepares students to explore innovative ideas and turn them into viable businesses while being cognizant of the possible challenges in the entrepreneurial landscape.

BEN201: English for Business Communication
English for Business Communication is designed for students to develop basic skills in professional communication within a business context. The course focuses on enhancing writing, speaking, and listening skills essential for effective business exchanges. Topics include producing introductory business reports, writing good emails, showing acceptable presentation skills, and preparing meetings requirements. Students engage in practical exercises, role-playing activities, and

discussions to refine their ability to convey ideas clearly and professionally. Emphasis is placed on understanding business terms, cultural distinctions, and appropriate communication strategies to prepare students for early-stage careers in business.

FIN220: Principles of Financial Management
This course explores the core concepts and practices of financial management. Students learn how to analyze financial statements, evaluate investment opportunities, and understand the role of financial markets in corporate decision-making. The course covers essential topics such as financial statement analysis, time value of money, risk and return analysis, and bonds valuation. Students engage in case studies and practical exercises to apply financial theories to real-world scenarios. By the end of the course, students develop the skills necessary to make informed financial decisions that align with the organizational goals.

MKT201: Principles of Marketing
This course explores the fundamentals of modern marketing in a comprehensive manner. This includes several areas such as strategic marketing concepts, market segmentation, targeting, positioning, and the marketing mix known as the 4P's or 8P's in certain cases. Students gain insights into consumer behavior and the buying decision-making processes that are essential for crafting effective marketing strategies. They analyze case studies to understand real-world applications of marketing theories and principles and develop practical skills in market research, competitive analysis, and branding strategies. This course provides students with the essential tools to navigate today's dynamic marketplace and achieve sustainable competitive advantage.

STA210: Managerial Statistics
This course introduces students to statistical methods essential for efficient and effective decision-making in business. While attempting to focus on applying statistical techniques to managerial problems, the course covers data analysis, probability distributions, descriptive statistics, hypothesis testing, correlation analysis, and regression. Students learn to interpret statistical results, make data-driven decisions, and communicate findings effectively. Practical applications include analyzing market trends, evaluating business performance, and optimizing operations. Through real-life projects and hands-on exercises, students develop the skills needed to apply statistical tools in a managerial context, enhancing their ability to solve complex business problems and support strategic planning.

COM210: Communication Skills
This course provides business students with the essential verbal and non-verbal communication tools critical for professional success and development. Students build effective business writing, including email messages, reports, and proposals, and develop skills for attractive presentations and persuasive communication. The course highlights active listening, cross-cultural communication, and interpersonal interactions within a business and digital context. Through practical applications and role-playing, students refine their ability to convey ideas clearly, express themselves properly, negotiate effectively, and engage with their audiences. By the end of the module, students will be proficient in communicating strategically, digitally, and confidently in various business environments.

BIS210: Business Information Systems
This course provides a thorough exploration of the importance of information systems to support and enhance business operations and decision-making. Students learn key concepts such as system analysis, database management, enterprise resource planning (ERP), and business intelligence. The course emphasizes the integration of technology with business processes to improve efficiency, data

management, and strategic planning. Through real-life projects and case studies, students gain applied experience in implementing and managing information systems that drive business success. By the end of the course, students will be able to leverage technology for solving business problems and enhancing organizational performance.

ACC210: Accounting Principles
This course introduces the fundamental principles of accounting for various business entities. Students are anticipated to explore the accounting cycle, from recording transactions to preparing financial statements, and gain a thorough understanding of the basic concepts and principles that underpin financial accounting based on international financial reporting standards (IFRS). Key topics include double-entry bookkeeping, the preparation of balance sheets, income statements, and cash flow statements, as well as the role of accounting in business decision-making. Students gain the skills and knowledge necessary to understand and participate in the accounting processes of any organization, laying a strong foundation for further study or a career in accounting and finance.

MGT210: Management Dynamics
"Management Dynamics" is a course designed to explore the foundations of organizational management and leadership. Students examine key management theories, including organizational behavior, decision-making, and strategic planning. The managerial functions consisting of planning, organizing, leading and controlling are fully explored. Case studies and interactive discussions emphasize the dynamics of managing teams, fostering innovation, and navigating organizational change. By the end of the course, students develop practical skills in leadership, problem-solving, and strategic thinking, preparing them for appropriate managerial roles and real-world business challenges. This course provides a solid foundation for understanding the growing landscape of modern management.

MAT201: Mathematical Tools for Business
This course provides students with the required numerical skills necessary for effective decision-making in the world of business. The course covers key mathematical concepts including algebra, calculus, statistics, and financial mathematics. Students learn to apply these tools to analyze data, solve business problems, and make informed decisions. Topics include modeling financial scenarios, optimizing resource allocation, and interpreting statistical results. Through applied exercises and problem-solving, students develop the ability to use mathematical methods to enhance business operations and drive success. This course equips students with the analytical skills needed for various business contexts.

HRM200: Human Resource Management
This course provides students with a comprehensive overview of key human resource (HR) practices and principles essential for effective organizational management. Students explore recruitment and talent acquisition, professional development, performance appraisal, and compensation plans. The course emphasizes the role of HR in building a synergetic work environment, managing employee relations, and ensuring compliance with labor law. Through case studies, reflective reports, and presentations, students build their own skills in managing talent, resolving workplace issues, and aligning HR strategies with organizational goals and structure. This course presents future HR professionals with the knowledge and tools needed to drive organizational success and enhance workforce performance.

ECO210: Business Economics

This course introduces students to the application of economic principles and theories in the business world. The course covers key topics such as market structures, demand and supply analysis, cost-benefit analysis, and pricing strategies at the micro level. From a macro perspective, students explore various economic factors like inflation, unemployment, and interest rates and their impact on business operations and strategy. Through exercises and quantitative analysis, students learn to apply economic concepts to optimize business performance, make better decisions, and evaluate economic conditions. This course provides students with the required skills needed to explore the economic challenges and opportunities in the business environment.

LEA220: Leadership Fundamentals
Leadership Fundamentals introduces students to the foundational principles of effective leadership. This course covers essential topics including interpersonal communication, group dynamics, managerial decision-making, and ethical leadership. Through case studies, interactive discussions, and real-world scenarios, students develop a foundational understanding of how to inspire and guide team members, manage conflicts, and make strategic decisions. Emphasis is placed on self-awareness and personal growth, providing students with practical skills to lead confidently in diverse environments. This course is great for students who seek to enhance their leadership capabilities and prepare for advanced studies or professional roles in various fields.

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.

YEAR 2

MKT310: Consumer Behavior
Analyzes consumer motivation, buying behavior, market adjustment, product innovation, and This course offers a comprehensive exploration of the strategies and practices that drive successful sales teams. Students learn how to develop and implement effective sales plans, sales budgets and forecasts, recruit, lead, and motivate sales teams, and analyze sales performance to optimize results. The course covers key topics such as sales forecasting, territory management, customer relationship management (CRM), and negotiation techniques. Through case studies and expert interviews, students gain practical insights into the dynamics of sales operations and the skills needed to lead a high-performing sales force in a competitive marketplace.

BEN301: Intermediate English for Business Communication
This course is designed to enhance students' proficiency in English, focusing on communication skills essential for the business environment. The course covers a range of topics, including writing professional emails, analytical reports, and proposals; delivering presentations; participating in meetings; and negotiating in a business context. Students practice clear and effective communication tailored to diverse professional settings, with an emphasis on cultural awareness and appropriate business etiquette. Through interactive exercises, role-playing, and case discussions, students develop the confidence and language skills needed to succeed in international business environments.

MKT305: Digital Marketing

This is a comprehensive course designed to provide students with the skills and knowledge to navigate the fast-moving digital marketing landscape. The course covers essential topics such as search engine optimization (SEO), search engine marketing (SEM), social media marketing, email campaigns, content strategy, mobile marketing and marketing analytics. Students learn to develop, implement, and manage effective digital marketing strategies that drive traffic, increase brand awareness, and maximize conversion rates. Practical exercises, case studies, and real-life examples are integrated throughout the course, providing applied experience with the tools and techniques used by marketing professionals. This course is ideal for marketers, entrepreneurs, and community managers.

BIS315: Business Analytics & AI
It is a dynamic course that combines data-driven decision-making with foundational concepts in artificial intelligence. Students explore key business analytics techniques, including statistical analysis, predictive modeling, and data visualization, to interpret and leverage data for strategic advantage. The course also introduces AI fundamentals, such as machine learning, natural language processing, and AI-driven analytics tools. Through practical exercises and case studies, students gain hands-on experience with both analytics and AI technologies, preparing them to apply these skills in applied business contexts to enhance decision-making and drive innovation.

MGT310: Innovation & Design Thinking
This is a dynamic course that empowers students to develop creative solutions to complex and unique problems. By exploring the principles of design thinking, students learn to empathize with users, define problems, ideate innovative solutions, prototype and test their ideas. The course emphasizes hands-on learning through collaborative real-life projects, where students apply design thinking methodologies to business and market challenges. Students also explore the overlap of innovation, creativity, and business strategy, gaining the skills to drive innovation in any organization. This course is ideal for those looking to foster a culture of innovation and problem-solving in the business world.

FIN325: Banking and Financial Technology (FINTECH)
This course examines the intersection of banking and financial technology (FinTech), focusing on how innovation reshapes financial services. Students explore topics such as digital payments, blockchain, cryptocurrencies, and peer-to-peer lending. The course highlights the role of FinTech in enhancing efficiency, security, and customer experience in the banking sector. Students analyze real-world case studies, assess the impact of regulatory frameworks, and evaluate emerging trends. By the end of the course, students gain a comprehensive understanding of how technology drives change in the financial industry, preparing them to navigate and leverage FinTech advancements.

LAW301: Business Law
This is a comprehensive course that introduces students to the legal principles governing business operations. The course covers key topics such as contracts, agency, sales, commercial paper, property, and business organizations. Students explore the regulatory environment of businesses, including compliance with applicable local, regional, and international laws. Through case studies and practical examples, the course emphasizes the application of legal concepts in real-world business scenarios. This course is essential for understanding the legal risks and responsibilities associated with starting and running a business, making it ideal for aspiring entrepreneurs, managers, and legal professionals.

SMG320: Sales Management

This course offers a comprehensive exploration of the strategies and practices that drive successful sales teams. Students learn how to develop and implement effective sales plans, sales budgets and forecasts, recruit, lead, and motivate sales teams, and analyze sales performance to optimize results. The course covers key topics such as sales forecasting, territory management, customer relationship management (CRM), and negotiation techniques. Through case studies and expert interviews, students gain practical insights into the dynamics of sales operations and the skills needed to lead a high-performing sales force in a competitive marketplace.

MGT305: Total Quality Management

This is a course designed to provide a deep understanding of the principles, practices, and tools used to achieve continuous quality improvement in organizational settings. The course covers essential topics such as quality control, process improvement and restructuring, customer satisfaction, and leadership in quality management. Students learn how to implement TQM methodologies, such as Six Sigma and Lean manufacturing to enhance efficiency, reduce waste, and meet customer expectations. Through case studies, best practices, and applied projects, students develop the skills needed to drive quality initiatives, circles, and foster a culture of continuous improvement within organizations.

ACC310: Management Accounting for Business Decisions

This course offers a comprehensive understanding of the use of management accounting information in strategic business decision-making. The course introduces students to the role of management accounting in planning, controlling, and evaluating business operations to enhance organizational performance. Key topics include cost behavior and cost-volume-profit analysis, budgeting, variance analysis, and performance measurement. The emphasis is placed on the use of management accounting tools and techniques in real-world business scenarios to support decision-making processes. The course also covers contemporary management accounting issues, such as sustainability accounting and the use of advanced technologies in management accounting.

BIS310: Business Intelligence

“Business Intelligence” (BI) is a course designed to equip students with the required skills to analyze, interpret, and use data for strategic decision-making in business. The course covers essential topics such as nature of data, big data, data mining, and statistical modeling, enabling students to transform raw data into actionable insights. Students learn to use business intelligence software, develop dashboards, and create data-driven strategies that enhance organizational performance. Through real-life projects and case studies, students gain practical experience in using BI tools to solve actual business challenges, making them valuable data indicators in various industries.

ECO310: Global Trade & Economic Development

This is an insightful course that explores the dynamics of global trade and its impact on global economic growth. Students examine the concepts of international trade, the role of multinationals, and the effects of trade policies on economic growth and human development. The course covers key topics such as trade agreements, human capital, poverty, population growth and economic development, and balance of trade. Through case studies and best practices, students analyze the challenges and opportunities in global trade, gaining a comprehensive understanding of how economic development is influenced by global market interactions. This course is ideal for business students aiming to develop skills in public policies and economic development.

FIN320: Corporate Financial Planning and Analysis

This course delves into the complex financial decisions that corporations face, focusing on financial planning and analysis. Students explore capital structure optimization, financial forecasts, working capital decisions, and capital budgeting strategies. The course emphasizes the application of financial theory to real-world corporate scenarios, using case studies and financial modeling. Students learn how to evaluate investment opportunities, manage corporate resources, and make strategic financial decisions that enhance shareholder value. By the end of the course, students develop the analytical skills and strategic insight needed to excel in high-level managerial roles.

MGT301: Organizational Behavior
This is a comprehensive course designed to explore the dynamics of human behavior within organizations. It delves into the psychological and sociological aspects of how individuals and groups interact in work environments. Students examine key concepts such as motivation, leadership, team dynamics, communication, decision-making, and organizational culture. The course emphasizes understanding and analyzing behavior to enhance organizational effectiveness and improve workplace conditions. Through case studies, case discussions, real-life projects, and role playing, students gain the skills needed to manage and lead diverse organizational entities, nurturing a positive and productive work culture.

YEAR 3

FIN405: Venture Capital and Private Equity
This course examines the fundamentals of venture capital and private equity, focusing on the investment strategies and financial structures used by investors. Students learn how to evaluate startup opportunities, negotiate deal terms, and manage investment portfolios. The course covers topics such as fundraising, valuation, due diligence, and exit strategies. Through case studies and real-world examples, students gain practical insights into the decision-making processes of venture capitalists and private equity professionals. By the end of the course, students develop the skills needed to succeed in the dynamic world of entrepreneurial finance.

MKT401 – Advanced Marketing
In this course, students engage with leading marketing experts to explore cutting-edge strategies and emerging trends in the field. This course offers a dynamic blend of theory and practical application, focusing on topics such as digital transformation, data analytics, consumer behavior, and sustainability in marketing. Through interactive discussions, articles and publications, and networking opportunities, students gain insights into innovative marketing practices and develop the skills necessary to thrive in a rapidly evolving landscape. Students are prepared to challenge conventional thinking and elevate their marketing expertise as they connect with industry professionals and collaborate on real-life projects.

MGT401 – Cultural & emotional Intelligence for Business Leaders
This course is designed to equip students with the skills to cope and excel in extremely diverse social and workplace environments. Students have the opportunity to grab the principles of cultural awareness and emotional intelligence, focusing on understanding and managing emotions, recognizing cultural differences, and developing empathy. Students will engage in role-playing activities, case studies, and discussions to build competencies in effective communication, managing cross-cultural conflict, and leadership across various cultural contexts. By the end of the course, students become prepared to enhance collaboration, foster inclusive environments, and lead with emotional and cultural sensitivity.

BEN401 – Advanced English for Business Communication

This course is designed to boost students' professionalism in English, focusing on negotiation skills for business communication with industry partners. The course covers a range of topics, including writing professional emails and newsletters, reporting and interpreting textual and graphical presentations, writing digital content, developing business materials, and debating controversial business topics. Students practice advanced communication while exhibiting critical thinking skills to enhance their persuasive argument in any sort of business discussions. Through interactive discussions, debating, and topic discussions, students develop the poise and linguistic skills needed to succeed in complex business environments.

RES401 – Research Proposal

This course provides students with the skills and knowledge needed to develop a well-structured and persuasive research proposal. Students will learn to identify research gaps, formulate clear research questions, prepare a story-telling review, and design appropriate methodologies. The course emphasizes critical thinking, literature review, and ethical considerations in research. By the end of the course, students will be able to craft a proposal that outlines their research objectives, significance, and approach. This course is essential for those planning to undertake business research projects or pursue advanced academic work, providing a solid foundation for successful research execution.

BIS410 – Business Coding & Programming

This course introduces students to the fundamentals of coding and programming with a focus on business applications. Students learn to write, debug, and optimize code using languages such as Python and JavaScript. The course covers topics like data manipulation, automation, and developing basic software solutions for business processes. Through hands-on projects, students create custom scripts and tools to analyze data, automate tasks, and solve real-world business problems. By the end of the course, students gain practical coding skills and the ability to leverage programming to enhance business efficiency and decision-making.

BIS415 – AI for Business Optimization

This course explores the application of artificial intelligence (AI) to enhance business processes and decision-making. Students learn how AI technologies, such as machine learning and data analytics, can optimize operations, improve customer experiences, and drive innovation. The course covers topics like predictive modeling, process automation, and AI-driven insights. Students implement AI solutions that solve real-world business challenges through case studies and hands-on projects. By the end of the course, students are equipped to leverage AI tools and techniques to streamline operations, increase efficiency, and create value in a variety of business contexts.

LSC401 – Logistics & Supply Chain Management

This course explores the essential components of effective supply chain operations, focusing on the flow of goods, information, and funds from the initial supply point until the end of consumption. The course covers key topics such as demand forecasting, operations management and control, inventory management, warehousing, transportation, and procurement strategies. Students analyze real-life case studies, learn best practices, and understand the role of technology in optimizing supply chains. By engaging in practical exercises and cases, participants develop the skills needed to enhance operational efficiency, reduce costs, and improve customer satisfaction in today’s dynamic global marketplace.

BIS420 – Business Transformation in the Digital Economy
This is a course that explores how companies can leverage digital technologies to revolutionize their operations, strategies, and customer experiences. Students learn about the key business and technology drivers of digital transformation, including the impact cloud computing, artificial intelligence, big data, and automation have on the sustainable and strategic strategies that companies can undertake. The course covers the challenges and opportunities associated with implementing digital initiatives and provides frameworks for managing change effectively. Through real-life case studies and applied projects, students develop the skills to lead digital transformation efforts, enhance business agility, and create competitive advantages in a rapidly evolving digital landscape. This course is essential for students who have substantial business knowledge.

Specializations

BBA in Dynamic Leadership for the Digital Era

LEA 425: Competitive Strategies for Sustainable Growth
This course provides students with strategic frameworks and tools for achieving long-term growth in a competitive market. Students learn how to analyze industry dynamics, identify opportunities for sustainable competitive advantage, and develop strategies that align with the organizational mission, vision, and goals. The course covers topics such as market positioning, innovation, resource allocation, and corporate social responsibility. Students examine case studies of companies successfully navigating challenges to maintain growth while minimizing environmental and social challenges. By the end of the course, students acquire the needed skills to draft competitive strategies that ensure long-term sustainability and profitability.

LEA 430: Corporate Governance
This course explores the principles, practices, and frameworks of corporate governance in modern organizations. Students examine the roles and responsibilities of boards of directors, executives, and stakeholders in ensuring ethical, transparent, and accountable business practices and operations. Key topics include governance structures, board composition, risk management, corporate social responsibility (CSR), regulatory compliance, and the relationship between shareholders and management. Through case studies and discussions, students analyze applied examples of governance challenges and successes. By the end of the course, students acquire the knowledge to evaluate corporate governance and recommend best practices.

LEA 435: Distributive Leadership Strategies
This course revolves around the principles and practices of distributive leadership, focusing on how leadership responsibilities can be shared across an organization. Students explore strategies for fostering collaboration, empowering teams, and promoting collective decision-making at all levels. Main topics include leadership models, building leadership capacity, creating a culture of shared responsibility, and leveraging diversity and inclusion to drive innovation. Through case studies and practical applications, students learn how to design and implement distributive leadership models that enhance organizational effectiveness. By the end of the course, students acquire the needed skills for collaborative, inclusive, and strategic leadership.

BBA in Entrepreneurship

ENT 425: Innovation for Disruptive Change
This course examines the principles and practices of driving innovation in the face of disruptive change. Students explore strategies for identifying market shifts, leveraging emerging technologies, and challenging conventional business models. The course emphasizes creativity, adaptability, and risk management to create transformative solutions. Through case studies and hands-on projects, students learn to anticipate disruptions, develop innovative strategies, and implement change effectively. Topics include fostering a culture of innovation, design thinking, and strategic foresight. By the end of the course, students are prepared to lead innovation efforts and position organizations for success in dynamic, competitive environments.

ENT 430: Entrepreneurial Marketing
This course explores innovative strategies and practices that align marketing with the dynamic needs of startups and entrepreneurial ventures. It examines how entrepreneurs identify market

opportunities, develop customer-focused solutions, and leverage limited resources for maximum impact. The course emphasizes creating value through storytelling, branding, digital tools, and guerrilla marketing techniques. Students explore case studies of successful entrepreneurial marketing campaigns and engage in hands-on projects to design, implement, and evaluate marketing strategies. By focusing on adaptability and creativity, the course prepares students to tackle real-world challenges, fostering a proactive approach to building market presence and driving business growth in competitive environments.

ENT 435: Business Modelling and Pitching
This course provides students with the essential skills to develop robust business models and effectively communicate their ideas to potential investors. Students learn to design and analyze business models using tools like the Business Model Canvas, assessing market needs, revenue streams, and operational structures. The course emphasizes the development of persuasive pitch decks, where students practice structuring clear, compelling presentations to attract funding and partnerships. By the end of the course, students demonstrate their ability to craft a viable business plan and deliver an impactful pitch to diverse audiences.

BBA Investment & Financial Risk Management

FIN 425 - Financial Derivatives:
This course explores the principles and applications of financial derivatives, focusing on instruments such as options, futures, forwards, and swaps. Students learn how to value and trade derivatives, as well as how to use them for hedging, speculation, and risk management. The course covers the pricing models, market strategies, and regulatory frameworks that govern derivatives markets. Students develop the skills to analyze complex financial scenarios and make informed decisions using derivatives through case studies and applied problems. By the end of the course, students gain a deep understanding of how derivatives function in modern financial markets.

FIN 430: Investment and Portfolio Management
This course focuses on the principles and practices of investment and portfolio management. Students learn how to evaluate various asset classes, construct diversified portfolios, and apply risk management techniques. The course covers topics such as asset allocation, portfolio optimization, performance measurement, and the use of financial instruments like stocks, bonds, and risk-less assets. Students develop the skills to analyze market trends, make informed investment decisions, and manage portfolios effectively through live lectures and hands-on exercises. By the end of the course, students are prepared to pursue careers in investment management and financial analysis.

FIN 435 Financial Risk Management:
This course explores the strategies and tools used to identify, assess, and manage financial risk. Students learn how to evaluate various types of risk, including market, credit, operational, and liquidity risk. The course covers risk measurement techniques, such as Value at Risk (VaR) and stress testing, as well as the use of financial derivatives for hedging. Through case studies and practical exercises, students develop the skills to design and implement risk management frameworks that protect the firm's value. By the end of the course, students are equipped to make informed decisions in complex financial environments.

BBA in Luxury Fashion Business

FAB 420: Fashion Collection – Patternmaking and Garment Construction
This course introduces students to the essential techniques of patternmaking and garment construction. Students learn how to draft, alter, and finalize patterns for a variety of clothing designs. The course covers body measurements, fabric selection, and garment fitting, ensuring students can create well-constructed and tailored pieces. Through hands-on practice, students develop skills in cutting, stitching, and finishing garments with precision. By the end of the course, students are able to design and construct custom garments from concept to completion, applying professional methods and craftsmanship to achieve high-quality results.

FAB 425: Fashion Collection – Production Techniques
This course provides an in-depth understanding of the techniques used in fashion production, from initial design to final garment creation. Students learn how to interpret fashion sketches, create technical drawings, and execute production processes such as cutting, stitching, and finishing. The course emphasizes quality control, fabric selection, and mass production methods. Through hands-on projects, students apply industrial sewing techniques and use production machinery to construct garments. By the end of the course, students are equipped with the skills to manage production workflows and ensure high-quality fashion outputs in both small-scale and large-scale environments.

FAB 430: Fashion Collection – Fashion Illustration
This course introduces students to the art of fashion illustration, teaching them how to visually communicate fashion designs. Students learn various techniques for sketching the human figure, drawing garments, and rendering fabrics with attention to texture, color, and movement. The course emphasizes proportion, detail, and style, helping students develop their unique artistic expression. Using traditional and digital tools, students create dynamic illustrations that capture the essence of fashion design concepts. By the end of the course, students are able to produce professional-quality fashion illustrations that effectively represent their creative ideas and design vision.

FAB 435: Luxury Fashion Marketing and Management
This course explores the unique dynamics of marketing and managing luxury fashion brands. Students examine strategies that distinguish luxury fashion from mass-market brands, including brand positioning, consumer behavior, and digital marketing trends. The course covers topics such as customer relationship management, global retailing, and the impact of sustainability on luxury fashion. Through case studies and projects, students gain insights into creating value, driving engagement, and maintaining brand prestige in the luxury market. By the end of the course, students develop the skills to effectively market and manage luxury brands in an increasingly competitive and globalized industry.

BBA in Luxury Management

LUX 425: Digital Luxury Management
This course explores the impact of digital transformation on luxury management while focusing on how luxury brands can adapt to new technologies. Students identify the challenges and opportunities luxury brands are facing in creating an online presence, managing digital marketing strategies, and engaging with a tech-savvy, global consumer base. Key topics include e-commerce, digital marketing, storytelling, and personalized customer experiences. Through case studies and

industry insights, students gain the skills needed to effectively manage and innovate within the digital luxury market. By the end of the course, students acquire the skills to build and maintain luxury brands in a digital world.

LUX 430: Competitive Strategies for Luxury Industry
This course introduces students to the art of fashion illustration, teaching them how to visually communicate fashion designs. Students learn various techniques for sketching the human figure, drawing garments, and rendering fabrics with attention to texture, color, and movement. The course emphasizes proportion, detail, and style, helping students develop their unique artistic expression. Using traditional and digital tools, students create dynamic illustrations that capture the essence of fashion design concepts. By the end of the course, students are able to produce professional-quality fashion illustrations that effectively represent their creative ideas and design vision.

LUX 435: Business Model for Luxury Industry:
This course explores the unique business models that drive success and sustainable growth in the luxury industry. Students examine the key components of luxury business models, including brand positioning, product exclusivity, pricing strategies, and distribution channels. The course covers the balance between tradition and innovation, focusing on how luxury brands maintain exclusivity while embracing digital transformation. Topics include direct-to-consumer strategies, collaborations, global expansion, and sustainability. Through case studies and practical applications, students gain insights into creating and managing sustainable business models that ensure long-term growth and profitability in the luxury market.

BBA in Marketing in the Digital Age

MKT425: Marketing Analytics
This course provides a comprehensive introduction to the tools and techniques used in marketing analytics to inform marketing decisions. Students learn how to collect, analyze, and interpret data from various marketing channels, including digital, website, social media, mobile marketing, and traditional campaigns. Key topics include customer segmentation, predictive analytics, A/B testing, and ROI measurement. Students also explore data analysis and reporting techniques to communicate insights effectively to decision makers. By the end of the course, students gain the skills to leverage data for optimizing marketing tactics and strategies, improving customer targeting, and maximizing marketing performance.

MKT430: Digital Brand Management
This course provides a comprehensive coverage of digital branding in the new marketing landscape. Students learn key concepts such as brand identity, consumer-based brand equity, positioning maps, and consumer engagement in physical and digital environments. The course focuses on how to develop, manage, and enhance a brand's presence across various digital platforms, including social media, websites, and mobile apps. Students also learn to analyze digital brand performance, monitor online sentiment, and develop strategies for brand growth and loyalty. Through real-life case studies and hands-on projects, students gain practical experience in managing and evolving digital brands for long-term success.

MKT435 – Strategic Marketing:
This course focuses on developing marketing strategies in physical and digital environments to achieve long-term marketing goals and objectives. Students learn how to analyze market opportunities, assess consumer needs, create effective positioning strategies, and formulate

successful marketing mix programs. Key topics include competitive analysis, market segmentation, brand management, and the role of innovation in marketing. Students explore various strategic frameworks and models, applying them to real-world marketing cases. By the end of the course, students gain the skills needed to design and execute comprehensive marketing plans that align with corporate objectives, drive growth, and enhance brand value in competitive markets.

Master of Business Administration (MBA/EMBA)

Graduate Level Requirements:
Bachelor's degree or equivalent (180 ECTS)

English Requirements:
Applicants for the master's degree program, are exempted from an English Exam provided they completed their schooling years and/or bachelor's degree 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: 60
- Internet Based Test (iBT) – minimum score: 71
- International English Language Test (IELTS) – minimum score: 6.5
- Pearson Test of English Academic Score Report – minimum score: 50
- Duolingo English Test – minimum score: 100
- 4-skill Michigan English Test (MET) – minimum score: 55
- 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 Alessandro Monti 4, 25121 Brescia, Italia

CAIRO:
Street 210, Building 1, Victoria Square, Maadi, 11728, Egypt

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

UAE:
Office 214-216
Al Nasr Plaza, Oppo Oud Metha Bus Station

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

Introduction
The Swiss School of Management's one-year, fully accredited Master of Business Administration Degree Program is designed to equip students with the tools and analytical framework required for a successful career. The interactive community of faculty and students in an international setting provides students with globally relevant materials on today's ever-changing economy.

The Swiss School of Management's Master of Business Administration Degree is fully accredited by the IACBE. IACBE is accredited by the Council for Higher Education Accreditation (CHEA). The Department of Veteran Affairs also recognizes the Master of Business Administration 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 Ministry of Education & Research in Lazio, Italy, also recognizes the Swiss School of Management.

Throughout the MBA program, students will be immersed in the modules of Leadership, Business, Entrepreneurship, and Management Philosophies modules that can be applied to any management role across varied industries. This business school gives students hands-on, applicable experience leading groups and classroom discussions which is essential in providing an interactive, dynamic, and effective program to students.

The program features international lectures, optional corporate visits, visiting speakers, seminars, webinars, and workshops to help boost and enhance student learning. One of the Swiss School of Management's goals is to start growing students' networks immediately when their program starts.

Intended Learning Outcomes ISLO's:

ISLO#1: Evaluate local and global business environments and their impact on organizational strategies.

ISLO #2: Formulate strategic business solutions for local and global operations while maintaining ethical behavior and being socially responsible and responsive to environmental issues.

ISLO #3: Propose business decisions based on data-driven information technologies and business intelligence.

ISLO #4: Design effective business strategies by applying advanced management frameworks to real-world local and international market challenges.

ISLO #5: Develop innovative solutions that help businesses achieve sustainable growth while being socially responsible towards all stakeholders.

Specifications:

Each module mentioned in the list below fulfills the following criteria:

- Minimum of 25 to 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 2-4 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 to 5 ECTS.

Graduate Module Offerings

MODULE NUMBER	MODULE TITLE	MODULE TYPE	MODULE CREDIT
GLB 555	GLOBALIZATION	Core/Required	4 ECTS (2 Semester Credit Hours)
LSP 555	LEADERSHIP 360 DEGREES	Core/Required	5 ECTS (2.5 Semester Credit Hours)
AFM 555	ACCOUNTING & FINANCIAL MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
LAW 555	INTERNATIONAL LAW & ETHICS	Core/Required	4 ECTS (2 Semester Credit Hours)
GMF 555	GLOBAL MACROECONOMICS & INTERNATIONAL FINANCE	Core/Required	4 ECTS (2 Semester Credit Hours)
MDG 555	MANAGEMENT IN THE DIGITAL ECONOMY	Core/Required	4 ECTS (2 Semester Credit Hours)
THS 555	FINAL THESIS & RESEARCH METHODOLOGIES	Capstone	5 ECTS (2.5 Semester Credit Hours)

NGS 555	NEGOTIATING GLOBALLY	Core/Required	4 ECTS (2 Semester Credit Hours)
OBM 555	HRM & ORGANIZATIONAL BEHAVIOR	Core/Required	4 ECTS (2 Semester Credit Hours)
CPS 555	COMPETITIVE STRATEGY	Core/Required	4 ECTS (2 Semester Credit Hours)
INM 555	INVESTMENT MANAGEMENT	Core/Required	4 ECTS (2 Semester Credit Hours)
SMP 555	STRATEGIC MARKETING & SOCIAL MEDIA PLANNING	Core/Required	4 ECTS (2 Semester Credit Hours)

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

Specializations

GLOBAL MANAGEMENT & LEADERSHIP			
GML 590	MANAGING AND LEADING IN DIFFERENT COUNTRIES	Emphasis	5 ECTS (2.5 Semester Credit Hours)
GML 591	INDIVIDUAL AND ORGANIZATIONAL LEADERSHIP SKILLS	Emphasis	5 ECTS (2.5 Semester Credit Hours)
GML 592	MANAGING BUSINESS ETHICS	Emphasis	5 ECTS (2.5 Semester Credit Hours)
FINANCE			
FIN 590	INVESTING & PRIVATE EQUITY	Emphasis	5 ECTS (2.5 Semester Credit Hours)
FIN 591	MERGERS & ACQUISITIONS	Emphasis	5 ECTS (2.5 Semester Credit Hours)
FIN 592	ENTREPRENEURIAL FINANCIAL MANAGEMENT	Emphasis	5 ECTS (2.5 Semester Credit Hours)
LUXURY MANAGEMENT			
LMG 590	FUNDAMENTALS OF LUXURY BUSINESS MANAGEMENT	Emphasis	5 ECTS (2.5 Semester Credit Hours)
LMG 592	INTERNATIONAL LUXURY BRANDING	Emphasis	5 ECTS (2.5 Semester Credit Hours)
LMG 593	RETAIL AND DISTRIBUTION MANAGEMENT	Emphasis	5 ECTS (2.5 Semester Credit Hours)
MARKETING			
MKT 590	MARKETING RESEARCH	Emphasis	5 ECTS (2.5 Semester Credit Hours)
MKT 591	NEW MEDIA MARKETING	Emphasis	5 ECTS (2.5 Semester Credit Hours)
MKT 592	INTERNATIONAL LUXURY BRANDING	Emphasis	5 ECTS (2.5 Semester Credit Hours)

Graduate Level Module Descriptions

GLB555: Globalization
This course provides a comprehensive examination of globalization and its impact on societies, economies, cultures, and politics worldwide. In this course, we will analyze the evolution of globalization, the interconnection of global markets, the role of international organizations, and the challenges and opportunities posed by this phenomenon. Students are encouraged to critically engage with the subject matter, participate in constructive and thought-provoking discussions and reflect intelligently on the multifaceted nature of globalization.

LSP555 Leadership 360 Degrees
The objective of this course is to help students acquire and develop skills in relation to effective leadership within organizations. Students will understand and compare different approaches, theories and methodologies about leadership and will practice leadership behaviors through class exercises and assignments. Furthermore, students will go through the process of the "Personal Success Profile" where students' personal professional development plans will be completed.

AFM555 Accounting & Financial Management Accounting:
This course is designed to help students explain the purpose and content of financial statements. Participants develop an accounting analytical approach that is essential for decision-making. The main focus is on the preparation and interpretation of financial statements for the purpose of evaluating the financial performance of companies. Through applied cases and examples the course will expose students to a variety of tools and techniques used in analyzing publicly-listed firms, evaluating capital budgeting decisions, managing, working capital, and determining the various funding strategies to cover working capital needs.

LAW555 International Law & Ethics
This course provides an overview of the legal and ethical considerations in international business operations. It explores the legal frameworks of international trade, foreign investment, intellectual property, and dispute resolution, alongside the ethical challenges faced in cross-border business activities. The course aims to foster a deep understanding of how laws, regulations, and ethics interact and shape the conduct and decision-making in the global business environment.

GMF555 Global Macroeconomics & International Finance
This course explores the interrelationships of economic systems on a global scale. Participants investigate macroeconomic theories and concepts such as national income, nominal and real growth, inflation, unemployment, and monetary policies in a global context. The course examines the impact of global events, international trade forces, and financial markets on major leading economic indicators and public policy. The major topics include foreign exchange rate mechanisms, balance of payments, financial technology, and the dynamics of international financial markets. Case studies, real-world projects and presentations are the main indicators of meeting the required knowledge and learning outcomes expected from participants at the end of the course.

MDG555 Management in the Digital Economy

We are in the Technological Cambrian, a unique period of digital diffusion, comparable in terms of typology and importance to the Geological Cambrian where life has exploded in today's variety and diversity. Recognizing the uniqueness of this period is the first step, riding its ebbs and flow it is the next one. This course examines the transformative impact of digital technology on business strategies and managerial practices. Students will analyze the challenges that arise from digital economy, learn to leverage digital tools and platforms for competitive advantage, and explore key concepts including digital business models, e-commerce, digital marketing and data dynamics.

NGS555 Negotiating Globally
Negotiating Globally is an advanced course designed for students interested in international business, diplomacy, and global affairs. This course aims to develop the skills necessary to effectively negotiate in a multicultural and international environment. Emphasis is placed on understanding negotiation strategies, cultural nuances, communication styles, legal and ethical issues, and then the impact of global trends in the negotiation process.

Students will learn how to navigate national cultures when negotiating deals, resolving disputes, and making decisions in teams 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-planning document. It also shows how to execute the plan, and how the cultural environment affects negotiators' interests, priorities, and strategies.

OBM555 HRM & Organizational Behavior
This course focuses on the strategic and operational aspects of Human Resource Management (HRM) and the study of Organizational Behavior within diverse business environments. Students will examine the human elements of business including motivation, team dynamics, leadership, and group behavior as well as the functional HRM processes such as recruitment, selection, training and development, compensation, and performance management, with a focus on employee retention and job satisfaction.

CPS555 Competitive Strategy
This course examines the theory and practice of competitive strategy formulation and implementation within various business environments at national and international level. Students will learn how to critically analyze industry conditions, firm capabilities, and competitive dynamics to develop strategies that achieve sustainable competitive advantage.

INM555 Investment & Wealth Management
This course provides a comprehensive knowledge of investment principles and portfolio management strategies required to gain an edge in the financial world. Participants explore fundamental investment concepts such as risk-return trade-offs, asset allocation, sector and industry selection, and diversification strategies. Advanced topics include security analysis, portfolio optimization using financial modeling techniques, and the application of modern portfolio theory. Through practical applications and trading simulations, the learners develop skills in investment assessment, portfolio development, and financial risk management. Participants have to demonstrate competency in analyzing money and capital markets, make informed investment decisions, create effective portfolios, and run active investment strategies.

SMP555 Strategic Marketing & Social Media Planning

This course presents a managerial framework that helps participants identify and evaluate strategic alternatives, plans, tactics, and programs required for the development and implementation of innovative marketing initiatives in the digital sphere. The major topics include thorough marketing environmental and market demand analyses, customer behavior, segmentation, targeting, positioning, product and branding strategies, new and dynamic pricing models, omni channels, and integrated marketing communications. Participants in this course explore the importance of marketing research and analytics needed to identify marketing challenges and opportunities so that effective marketing decisions are made. The ultimate goal is to show high competencies in drafting a strategic marketing plan using both conventional and digitally developed tools needed to achieve a sustainable competitive advantage.

THS555 Final Thesis
The last part of the MBA program is concerned with your Business Plan thesis. That is a written thesis of approximately 12,000 words which provides details of individual research into an agreed management argument. Your thesis will need to contain an abstract which is an executive summary as well as more detailed information relating to the study undertaken. The thesis will enable you to undertake an inquiry in an area of your choice. It will require you to identify an appropriate management issue, undertake adequate background research, apply theoretical knowledge in a practical situation, and propose realistic solutions to the problems identified.

Specializations

MBA in Global Management & Leadership

GML590/HRM 590 Managing and Leading in Different Countries
Capturing the rising influence of culture and the seismic changes throughout many regions of the world, this module, over the years, is now covering more than 60 countries and every major region in the world. It continues to break new ground. The 21st century will be crunch time for Western managers in terms of meeting fierce and unrelenting competition (especially from Asia) and in attempting to gain a share of the mammoth markets that rapidly changing demographics will create in India, China, Pakistan, Indonesia, Bangladesh, Nigeria and Brazil (in 2050 their total population will be four and a half billion). One of the goals of this module is to keep pace with these emerging and changing markets.

GML 591/Individual & Organizational Leadership Skills
In today's globalized business world, successful leaders need a global mindset. This module takes the complexity out of leadership and is based on one of the most respected leadership books written which illustrates, through inspiring stories, what research continues to reveal and how leaders understand that leadership is a relationship. Discussions range from the toughest organizational challenges leaders face today to changes in how people work and what people want from their work. Our goal is to create distinctive managers with a unique leadership-oriented career opportunity.

GML 592/NPM 592 Managing Business Ethics
This module is designed to equip students with a pragmatic approach. They need to identify and solve ethical dilemmas, understand their own and others' ethical behavior, and promote ethical behavior in their organization. We prepare students for a range of roles in the business world across

business functions. We assess how a business is doing, and how it should affect our individual and social lives and ask what role business and its values (could) play in our society as a whole. This module presents the concept of Corporate Social Responsibility, and explores its relevance to ethical business activity, as well as considering the moral obligations of businesses to the environment and to people in other countries.

MBA in Luxury Management

LM 590 Fundamentals of Luxury Business Management
This module is designed to provide students with a deep understanding of luxury culture in a global and dynamic perspective and to give them all the necessary skills and know-hows to successfully manage luxury companies. A solid strategic approach coupled with a creative out-of-the-box attitude are key for business leaders and luxury experts. Main topics will include not only the study of the customer and of the key players of the industry, but also the fundamentals in operating in this very special sector.

LM 592/MKT 592 International Luxury Branding
This module will specifically analyze brand power as the main challenge for the luxury industry. Through case histories, best practices, and business models, we will focus on the marketing issues related to branding in an industry where this has a very strong impact on the strategic and business decisions. Consumer attitudes, product knowledge, brand image and many other relevant topics will be faced in order to develop a superior knowledge of the world of international luxury.

LM 593 Retail and Distribution Management
This program will focus on issues related to International Distribution defining all the tools that are necessary to enter, expand, understand, and succeed in the glamorous world of luxury retail. Retail experience and management will be examined in all the different aspects of quality and service support, including Customer Relationship Management, key to a successful customer experience and sales optimization. A special attention will be dedicated to digital business as in the last years, also the internet has become an important channel of distribution in the luxury arena.

MBA in Finance

FIN 590 Investing & Private Equity
This module offers an introduction to understanding and managing investment portfolios. It examines investment valuation, invest or objectives, risk and return, sources of information, security analysis, and portfolio theory with a focus on Equity investments. This module will also expose the student to the difference between public investing and Private Equity.

Specifically, students should understand the essentials of portfolio theory, differentiate between the major types of equity investments, understand how the stock market works and know how to purchase securities, understand the determinants of risk and return, and understand the difference between different sectors of Private Equity and raising equity by the end of the module.

FIN 591 Mergers and Acquisitions
This module focuses on the primary valuation methodologies currently used on Wall Street: comparable companies' analysis, precedent transactions analysis, discounted cash flow analysis, and leveraged buyout analysis. The goal of the module is to cover key aspects of the M&A business process including corporate strategy, target selection/screening, deal negotiation/valuation, and due diligence. We will focus our study on current M&A best practices including the key tools,

techniques and trends embraced by the modern dealmaker. The module will seek to apply basic finance principles and analytical techniques to actual problems likely to be encountered by senior management of major corporations or those who are the advisors to such management in the context of an M&A transaction. At the end of the module, the student will have gained an appreciation for the role M&A plays on today's corporate landscape, as well as forming an opinion as to whether an M&A transaction "makes sense" for the firm.

FIN 592/ENT 592 Entrepreneurial Financial Management
In this module, students are taught the financial aspects of entrepreneurship. These include drafting of the business plan and its essential sections – financial, operational, markets. Additionally, students learn methods to build and manage entrepreneurial ventures. Specific topics include new venture creation, business development, finance for startups, and Marketing, Management and HR specific to new ventures. Other financial-related areas are also studied, including the operating agreement, forms of organization, venture capital, other financing sources and valuation. Students form and develop a new business idea, a business plan and operating agreement.

MBA in Marketing

MKT 590 Marketing Research
In this module, students explore the role of marketing research in the overall marketing effort, the research process and the most common approaches & techniques used. Marketing research is critical to helping marketers make decisions. Students explore the information needs of marketers, develop the research process, and discuss sampling techniques and data collection methods of primary data. Particular emphasis is placed on explorative research: the first key step into marketing research. Students will analyze company cases to evaluate if, when and how to use marketing research tools and they will work to complete a marketing research project. The module is aimed at allowing students to grasp the relevance and contribution of marketing research within the overall marketing and management decision making processes.

MKT 591 New Media Marketing
This module discusses and analyzes how digital media technology has changed the way people and organizations communicate and offers perspectives on how these new technologies can be used to communicate an idea or to "sell" a product. During the module, we will analyze some of the most important and common new media, describing their nature, the reason why they exist and the kinds of messages they communicate. We will critically evaluate various forms of new media and determine their uses, benefits, and drawbacks to understand the importance of clear and "perfect" knowledge about the idea or product, including its identity. We will also analyze different types of public and learn how to communicate with them depending on the message or product, distinguishing between new media rules, conventions, ethics and "best practices", as well as planning a new media strategy to communicate with the target public.

MKT 592/LM 592 International Luxury Branding
This module will specifically analyze brand power as the main challenge for the luxury industry. Through case histories, best practices, and business models, we will focus on the marketing issues related to branding in an industry where this has a very strong impact on the strategic and business decisions. Consumer attitudes, product knowledge, brand image and many other relevant topics will be faced in order to develop a superior knowledge of the world of international luxury.

Executive Master of Business Administration

The SSM Executive MBA University Degree Program is designed to equip students with the capabilities required for a successful career management level and beyond.

The Executive Master of Business Administration Program is designed for students who have already established their careers and are looking to expand their skills to further their careers or to develop their management competencies to become a better leader in their professions. The EMBA program differs from our MBA in the thesis requirement. The thesis for the EMBA must be focused on the application which means the topic of the research must be based on applied research. Students enrolled in the MBA program may write their thesis projects based on either applied or theoretical topics and research. Both EMBA and MBA graduates may be eligible to apply for doctoral studies with the Swiss School of Management.

The module offerings of the Master of Business Administration (MBA) and the Executive Master of Business Administration (EMBA) programs are identical.

Doctor of Business Administration

Graduate Level Requirements:
Master's degree or equivalent (60 ECTS Postgraduate Studies)

English Requirements:
Applicants for the DBA program are exempted from an English Exam provided they completed their schooling years and/or bachelor's or master's degree 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: 60
- Internet Based Test (iBT) – minimum score: 71
- International English Language Test (IELTS) – minimum score: 6.5
- Pearson Test of English Academic Score Report – minimum score: 50
- Duolingo English Test – minimum score: 100
- 4-skill Michigan English Test (MET) – minimum score: 55
- 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 Alessandro Monti 4, 25121 Brescia, Italia

CAIRO:
Street 210, Building 1, Victoria Square, Maadi, 11728, Egypt

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

UAE:
Office 214-216
Al Nasr Plaza, Oppo Oud Metha Bus Station

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

Introduction
DBA studies are amongst the most challenging and rewarding levels of higher education. The Swiss School of Management has developed an outstanding doctoral program. This program has unique features which add significant value to graduates beyond the rewarding Doctor Degree.

Multiple academic collaborations contribute to the exceptional quality of our program, starting with the involvement of highly renowned and recognized academics as directors of studies. Our doctoral candidates are supported on an individual basis by both SSM professors and visiting professors from a wide variety of international universities.

Today, academia is no longer bound by borders. Therefore, the knowledge and expertise of experienced academics influence the structure and content of our DBA, from which candidates can select the option that accommodates their necessity.

The Doctor of Business Administration will be awarded by the Swiss School of Management. The result is based on delivering studies of the highest quality. Swiss School of Management is committed to the value of the studies resulting in degrees, which expresses the outstanding skills of those being awarded. This allows them to develop a top career in industries, administration, and academia.

The Swiss School of Management offers a Doctor of Business Administration (DBA) program based on blended and online learning principles. Due to the integrated learning aspects, there are no admissions deadlines. Individuals have flexibility in how they complete their courses.

Each DBA candidate receives support from a dedicated supervisor and a mentor and access to digital libraries and live (digital) events. Joining the DBA program at SSM gets you access to our International Expert Group. The following paragraphs explain why you should start your DBA with SSM in detail.

Universities around the globe have extended doctoral studies to these professional doctorates for many good reasons. Industries are very interested in such graduates, and the results of their job applications demonstrate this—as DBA Degree skills and capabilities go beyond any master's graduate. At the same time, these doctoral graduates are practice oriented. Consequently, they are the first-choice candidates for top-management positions.

The Doctor of Business Administration addresses business, economy, and management research. The dissertation can be oriented by the student's personal interest and based on their personal work environment. At the end of these studies, students are awarded the title of "Doctor of Business Administration (DBA)."

Before the Degree awarding, the DBA dissertation must be written and defended in a live defense known as the 'viva voce.' The dissertation argument is about applied sciences. It consists of 50,000 words, which fulfills independent research criteria on a superior level and consequentially demonstrates the internationally acknowledged standards of doctoral studies. The type and style of this research are source-oriented on applied sciences, in which a solid theoretical understanding must be evident.

The variety of topics is extensive, and candidates can make their own choice upon approval of the Academic Board. The only request is that the selected research relates to management, business, and/or economy. Theory and empirically consistent research, which the dissertation delivers, are expected to be on a superior level. An individual director of studies will support their student during the development and writing of the dissertation. Students will find personal support, but they are expected to work individually, according to the individual nature of such studies on this high level. Therefore, strict limitations on the extent and length of such support are applied.

DBA Intended Learning Outcomes ISLO's:
ISLO 1: Students must contribute to the body of knowledge in a specific discipline.

ISLO 2: Students must show their capacity to analyze existing theories and draw data-supported conclusions.

ISLO 3: Students must be able to integrate divergent or contradictory perspectives or ideas fully.

ISLO 4: Students must be able to present and defend a thesis in applied research to be evaluated by a jury.

ISLO 5: Students must demonstrate advanced knowledge and competence in a field of study of practical relevance.

Doctoral Module Offerings:

MODULE NUMBER	MODULE TITLE	MODULE TYPE	MODULE CREDIT
REM 710	INTRODUCTION TO ACADEMIC RESEARCH	Core/Required	10 ECTS (5 Semester Credit Hours)
RQT 725	QUANTITATIVE METHODS & TECHNIQUES	Core/Required	10 ECTS (5 Semester Credit Hours)
RQL 725	QUALITATIVE METHODS & TECHNIQUES	Core/Required	10 ECTS (5 Semester Credit Hours)
RTL 730	GUIDE TO DOCTORAL DISSERTATION WRITING	Core/Required	10 ECTS (5 Semester Credit Hours)

RPR 750	ADVANCED EXPERIMENTAL RESEARCH DESIGN	Core/Required	10 ECTS (5 Semester Credit Hours)
RSM 770	SEMINAR- THE FUNDAMENTALS OF APA CITATION	Core/Required	3 ECTS (1.5 Semester Credit Hours)
RSM 780	SEMINAR- HOW TO PUBLISH SCHOLARLY WORK	Core/Required	3 ECTS (1.5 Semester Credit Hours)
RSM 790	SEMINAR - COLLABORATION: THE FUTURE OF RESEARCH	Core/Required	3 ECTS (1.5 Semester Credit Hours)
RTH 800	RESEARCH PROPOSAL: PART I: SUBMISSION 1-3	Core/Required	10 ECTS (5 Semester Credit Hours)
RSM 740	DOCTORATE DEGREE HOLDERS: A CLOSER LOOK AT THEIR ACADEMIC JOURNEY	Core/Required	3 ECTS (1.5 Semester Credit Hours)
RTH 810	DISSERTATION WRITING PART II: SUBMISSION CHAPTER 4-6	Core/Required	20 ECTS (10 Semester Credit Hours)
RTH 820	VIVA VOCE DEFENSE	Core/Required	10 ECTS (5 Semester Credit Hours)
RIC 820	INTERNATIONAL CONFERENCE PARTICIPATION	Core/Required	4 ECTS (2 Semester Credit Hours)
RIC 830	INTERNATIONAL CONFERENCE PARTICIPATION	Core/Required	4 ECTS (2 Semester Credit Hours)
RIC 860	INTERNATIONAL CONFERENCE: ACADEMIC COLLOQUIUM	Core/Required	10 ECTS (5 Semester Credit Hours)

Doctorate Level Module Description:

REM 710 Introduction to Academic Research

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 guide you to the research process. From the formulation of the topic to critically directing and reviewing relevant literature, designing the research project and choosing appropriate methodologies, collecting and analyzing the data and writing the actual research.

Module Learning Objectives:

- Identify and differentiate various types of academic research.
- Be able to use tools to structure the literature review via article search, review, and APA referencing.
- Understand key methodologies used in modern research and their challenges.
- Have a good knowledge of various methods of sampling, data collection, and hypothesis testing.
- Be familiar with the ethical considerations in research including the concept of plagiarism.

RQT 725 Quantitative Methods & Techniques

Numbers play an important role in research. Statistical skills are critical to understanding a lot of what goes on in society. The students will be exposed to the different statistical programs used in academic research. The students will be introduced to statistics to be used in more intuitive ways. Students will be familiar with statistical concepts which they can easily recognize leading to the exploration of more advanced statistical use. In the end, the lectures will cover important topics in survey design, sampling techniques, validity and reliability and statistical data treatment.

Module Learning Objectives

- Ability to design a survey (sample, questionnaire)
- Understand basic descriptive statistics.
- Understand the concepts used in inferential statistics.
- Understand which statistical tests and techniques can be used in a variety of settings.
- Be able to perform, interpret and report statistical tests.

RQL 725 Qualitative Methods & Techniques

The core part of this module is on different qualitative research methods such as action research, ethnographic research, case study, grounded theory, interviews (Focus), participant observation, document analysis, focus group discussion etc. All these techniques will be examined to discuss various approaches to come up with the best technique to gather data and choose the tool to best evaluate research results. All techniques will discuss the various approaches of that technique, along with strengths and weaknesses, and examples.

Module Learning Objectives

- Master the fundamentals of qualitative research.
- Identify the differences between qualitative & quantitative research.
- Compare and contrast the various methods and techniques of qualitative research.
- Apply the various methods and techniques of qualitative research.
- Develop the various skills needed for carrying out qualitative research, formulating questions, listening, summarizing, analyzing qualitative data, and effectively writing academic work.

RTL 730 Guide to Doctoral Dissertation Writing

The challenge of transforming professional experience into academic writing has always been a concern for doctoral students. The academic community is faced with how to make academic writing more appealing to the public. This module will be delivered as a seminar/workshop, where students will be trained to write academically utilizing story telling techniques. While still strictly

adhering to the universally accepted dissertation writing and following the standards of the Swiss School of Management, students will upgrade their writing skills.

Module Learning Objectives
At the end of this module, candidates should be able to:

- Formulate research topic, problem definition and objectives in clear statements.
- Carry out a critical review of literature with sound APA referencing and citations.
- Select the appropriate research methodology(ies) and make a scientific justification for the selected methods
- Discuss the nature of fieldwork work to be conducted to guarantee a reliable and valid data collection.
- Identify the type of data analysis to be used in light of the chosen methodology(ies) and empirical evidence to be collected.

RPR 750 Advanced Experimental Research Design
One of the major advances in academic research are the emergence of different research techniques and tools. To academically determine the cause-and-effect relationship and investigate the interaction between dependent and independent variables, students need to fully understand how to choose their research area, determine their respondents/population, prepare research questions, and most importantly decide on what tools to use to ensure the validity of their research results. The objective of this module is to expose the students to experimental research, quasi experimental, correlation and other experimental advance research approaches. On top of this, students will be introduced to STATA, R, SPSS and other tools to measure research results in the social sciences.

Module Learning Objectives
At the end of the module, the student will achieve the following:

- Master the principles of experimental research design.
- Apply the fundamentals of experimentation.
- Conduct statistical and econometric tests using the different tools for academic research.
- Run the process of collecting and analyzing data gathered using experimental research.

RTH 820 Viva Voce Defense
When the research director (DBA dissertation supervisor) approves candidate's final study, the research director needs to send to Research Center Dean's Office the dissertation for review, quality, and academic integrity check to confirm that all the minimum quality standards of the DBA are met, with the use of specific rubrics and checklists. After the Research Center's initial approval, Research Center's Dean Office will schedule the Viva Voce (oral defense). The Viva Voce panel, three (3) faculty in total; the Head and two (2) Members, will be appointed by the Research Center. If the panelists recommend revisions, modifications or other changes to be done in the DBA document, the students will have a reasonable amount of time to complete these (approximately one month after the Viva Voce); the revised document will be sent to the research director to check that the revisions were made, and then the revised dissertation will be sent to the Research Center for final approval. After this, the Research Center will send all the needed documents (panelists' evaluations included) to the Registrar for degree conferral.

Academic Policies

Credit/Clock Hours

- SSM adopts the European Credit Transfer and accumulation system (ECTS).
- An ECTS =1 means that this almost represents 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 hours).
- 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 the US credit hour system as the number of credits apportioned 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 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 of the transcript is sent to the Transfer Committee composed 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.

Master's Program

Applicants aiming to join the MBA program and who have already started a master'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 of the transcript is sent to the Transfer Committee composed of the Executive Dean and Director of International Affairs and Registrar.
- The Executive Dean 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 master's modules.
- The 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 50% credits to transferring students of the MBA program requirements at SSM; thus, students need to accomplish at least 50% of their module requirements at SSM so that they earn SSM's master'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 the student's parents or to the person financially responsible for the student's education.

Doctoral Grading Policy

High Pass (90-100)
Above-average graduate-level performance. Deals with new or complex material when periodic consultation is given. Demonstrates conceptual and accurate understanding and application of theoretical knowledge and skills. Uses information from relevant disciplines and evidence-based sources when developing a database or making decisions but does not always achieve synthesis and true integration. Follow suggestions about opportunities that will enhance learning.

Pass (80-89)
Meets requirements as derived from module objectives. Demonstrates adequate understanding and application of theoretical knowledge and skill.

Low Pass (70-79)
A marginal performance in the required exercises demonstrating a minimal passing level of attainment.

Fail (Less than 70)
Does not meet requirements as derived from module objectives. No credit is given for the module.

Grading System HP=High Pass; P=Pass; LP=Low Pass; F= Fail

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

    - Alternate versions of Windows 10, such as Windows 10 (32-bit), Windows RT, and Windows 10 S, are NOT supported.
- **Browser**:
    - Google Chrome (v70.0 & above), Mozilla Firefox (v65.0 & above) and Edge (Chromium) (v79.0 & above)
    - *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:**
    - 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)
    - **The Swiss School of Management does not support Mobile Phone or Tablet devices other than Surface 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:
    - External Keyboard (USB or Bluetooth) required. Bluetooth keyboards must be paired before launching the exam.
- Hard Drive: Minimum 1GB available space.
- Browser:
    - Google Chrome (v70.0 & above), Mozilla Firefox (v65.0 & above) and Edge (Chromium) (v79.0 & above)
    - 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:
    - 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:
    - macOS 10.13 High Sierra
    - macOS 10.14 Mojave
    - macOS 10.15 Catalina

    - The server version of Mac OS X is not supported
- **Hard drive**: 1GB of available space or highest recommended for the operating system
- **Browser**:
    - Google Chrome (v70.0 & above), Apple Safari (v12.0 & above), Mozilla Firefox (v65.0 & above), and Microsoft Edge (Chromium) (v79.0 & above)
    - *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 (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)
- **The Swiss School of Management does not support iPad or iPhone devices**

Privacy & Confidentiality

The Swiss School of Management will only use your personal data on a lawful basis to fulfill a legitimate interest of the Swiss School of Management. The Swiss School of Management may use information collected from your visit to this website to:

- Manage and improve the user experience and preferences associated with this website and Swiss School of Management communications;
- 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 of Management;
- Fulfill your online requests for goods or services;
- Conduct online research, education, training, or surveys;
- Identify anomalies in web traffic in order to help protect personal and Swiss School of Management institutional information; and
- Exercise the Swiss School of Management's legal rights, defend against legal claims, or respond to subpoenas, court orders, or other legal processes.

The collection and use of personal information for any other purpose than described herein requires supplemental and more specific notification or consent. Please see the 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**

Master of Business Administration and Executive Master of Business Administration

Application Fee	**€ 60 – due immediately, non-refundable**
First Installment	**€ 4,740 – due after Provisional Acceptance**
Second Installment	**€ 3,500 – due after three months**
Third Installment	**€ 3,500 – due after six months**
Fourth Installment	**€ 3,500 – due after nine months**
Total Tuition and Fees:	**€ 15,300**

Doctor of Business Administration

Application Fee	**€ 60 – due immediately, non-refundable**
First Installment	**€ 10,000 – before starting the program**
Second Installment	**€ 10,000 – at the beginning of the second academic year**
Third Installment	**€ 9,940 – on the second half of the second academic year**
Total Tuition Fees:	**€ 30,000**

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 installment payment (except application fee) is fully and immediately refundable in case of rejection of the entry visa from the Embassy (case for hybrid students).

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 the 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

Master of Business Administration/Executive Master of Business Administration

Week after paying the tuition enrollment fee	Percentage refunded from the tuition enrollment fee	1st Installment €4740 REFUND AMOUNT	2nd Installment €3500 REFUND AMOUNT	3rd Installment €3500 REFUND AMOUNT
1st week	80%	€3792	€2800	€2800
2nd week	60%	€2844	€2100	€2100
3rd week	40%	€1896	€1400	€1400
4th week	20%	€948	€700	€700
5th week	0	0	0	0

Doctor of Business Administration

Week after paying the tuition enrollment fee	Percentage refunded from the tuition enrollment fee	1st Installment €10,000 REFUND AMOUNT	2nd Installment €10,000 REFUND AMOUNT	3rd Installment €9940 REFUND AMOUNT
1st week	80%	€8000	€8000	€7952
2nd week	60%	€6000	€6000	€5964
3rd week	40%	€4000	€4000	€3976
4th week	20%	€2000	€2000	€1988
5th week	0	0	0	0

Disclaimer: Disclaimer: Students are responsible for all bank charges and transfer fees. For students who choose to leave the country and continue their studies online, the above refund policy may not apply unless the student provides evidence that they need to return to their home country due to extenuating circumstances and thus obliged to discontinue classes. For students who receive a study visa through the Swiss School of Management, in the case of withdrawal from the program, students must report their withdrawal to the local authorities (immigration department, home office, etc.) which will then cancel their student visa.

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.

Tuition Payment Procedure

By registering for courses at the Swiss School of Management (SSM), students acknowledge and agree to a legally binding financial obligation to pay all tuition and fees, including any non-refundable charges. The following procedure applies to the centers in Geneva, Rome, Madrid, and Malta.

If a student's account is placed in collection status and they are unable to settle the outstanding balance in full, they are encouraged to contact the accounting Department as soon as possible to discuss potential solutions. For any financial inquiries or assistance, please reach out to the account Department at accounting@ssm.swiss.

To ensure a smooth academic journey at the Swiss School of Management (SSM), students are required to adhere to the following tuition payment guidelines:

1. Payment Terms & Deadlines

- Tuition fees must be paid in accordance with the agreed payment or installment plan outlined in the student's provisional letter of acceptance or invoice.
- The Enrollment Fee (or full tuition, if applicable) must be paid before the official start date of the program.
- Subsequent installment payments must be made by the due dates specified in the student's provisional letter of acceptance or invoice.
- All tuition fee payments must be completed by the conclusion of the corresponding academic year and before the date of graduation.

2. Accepted Payment Methods

Tuition payments can be made via:

- Bank transfer (the payer must cover all transfer fees)
- Online payment through Paypal (with an additional 6% commission)
- Credit card using Stripe (with an additional 6% commission)

VERY IMPORTANT: *All payments must include the student's full name and invoice number as a reference to ensure proper allocation.*

3. Late Payment Policy

Failure to meet the payment deadlines will result in the following actions:

- A late payment fee of Euros/CHF 50 will be applied for any overdue installment for each initiated working week (Mo-Fr).
- Students with unpaid tuition may be denied access to classes, learning materials, examinations, and academic records (including transcripts and diplomas).
- Continued failure to meet financial obligations may result in an immediate suspension from the program until the outstanding balance is cleared.

4. Consequences of Non-Payment

- Students who do not make payments within 30 days of the due date may be placed on academic hold, preventing them from participating in coursework or exams.
- If tuition remains unpaid beyond 60 days, the student may be officially withdrawn from the program and will be liable for the full tuition fee.
- To be re-enrolled, the student must pay an additional re-enrollment fee of €400/CHF 400. However, the final decision on re-enrollment rests with SSM.
- Any outstanding balance will be referred to a collections agency and/or legal action

may be taken to recover unpaid tuition fees.

- For students holding a study permit (visa or residence permit), SSM is obligated to immediately report their status to the local immigration office if they are no longer enrolled at SSM.
- Withdrawn students due to non-payment are not entitled to request academic transcripts or any official documentation attesting their studies at SSM. However, students who have paid at least one installment are eligible to receive an academic transcript reflecting their studies up to the period covered by their tuition payments.

5. Refund & Withdrawal Policy

- All students are subject to the refund policy outlined in our Official Refund Policy. Refund requests cannot be made beyond the timeframes specified in the official policy: https://ssm.swiss/refund-policy/. Additionally, students forfeit their right to claim a refund of their enrollment fee (the first installment of their tuition each year) if they use their student visa to enter the country or renew their student status in the respective country they are studying in as outlined in the official policy.
- Withdrawal from the program does not exempt a student from financial obligations, and any outstanding tuition must still be paid.

If students have any concerns about tuition payments or financial difficulties, they must immediately contact the SSM finance office at accounting@ssm.swiss to discuss possible payment arrangements. Students acknowledge their understanding and acceptance of these terms by proceeding with enrollment.

Institutional Resources

ProQuest One Business Library

Upon enrollment at the Swiss School of Management, students are provided access to ProQuest One Business, a comprehensive academic research database supporting business and management education, coursework, research, and professional development.

ProQuest One Business provides students with access to a broad collection of scholarly and business-related resources, including academic journals, business publications, industry reports, company information, market research, case studies, and other research materials. These resources support students in completing assignments, conducting research, developing projects, and preparing theses and other academic work.

The database offers resources across a wide range of business and management disciplines, including management, leadership, marketing, finance, accounting, economics, entrepreneurship, human resource management, international business, and organizational studies.

Through the ProQuest platform, students can search, access, and utilize academic and business information from a centralized digital research environment. The database supports both foundational academic research and the exploration of current business developments, industry trends, and real-world organizational practices.

Access to ProQuest One Business provides students with valuable research resources that complement their coursework and strengthen their ability to evaluate information, conduct evidence-based research, and apply academic knowledge to practical business and management challenges.

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.