Windsor University

STUDENT CATALOG

Academic Year: 2026

Main Facility:

1725 I ST, NW #300, Washington DC, 20006, US

Mailing address:

PO BOX 712 H Street NE, Washington DC, Suite No.1286, 20002

WhatsApp & Contact Number

+1 202-925-1224

www.WindsorUniversity.US

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Windsor University is operating under the Higher Education Licensure Commission [HELC]

Windsor University received the post-secondary provisional institutional license from the Higher Education Licensure Commission in August 2021. In October 2022, and 2023 Windsor University received the renewed institution license. Windsor University promises to maintain HELC's operation standards by following the commission's rules & regulations.

Windsor Licensing Page

Licensed By HELC

HELC Full Information

Service Contact: Higher Education Licensure Commission [HELC]
Contact Phone: +1 (202)-727-6436
Contact TTY: 711
Office of the State Superintendent of Education (OSSE) – Higher Education Licensure Commission (HELC)
Address: 1050 1st Street NE, Washington DC, District of Columbia, 20002
Website: https://helc.osse.dc.gov/
E-mail: OSSE.Elcmail@dc.gov

Organizational Membership

Name of the Organization	Organization Function
Moodle Platform	Learning Platform
Internet Archive	Digital Library
Microsoft 365 Membership	Office Suite
Safe Exam Browser	Examination Browser
Microsoft Teams	Webinars Platform
Turnitin	Plagiarism Checker
ProctorU	Proctoring Assessments
Inmotion	Server Hosting

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Message from the President

Dear Windsor University Students,

We have a dream to provide convenient and affordable high-quality online education. Recently, people around the world do not have the time or money to spend on higher education. We promise to provide degree and non-degree programs recognized by the most prestigious accrediting bodies in the United States of America.

We promise to operate with standards that satisfy the Higher Education Licensure Commission (HELC) in Washington DC and other licensing commissions in the United States. Instructions are delivered via the latest technologies and methods, adding to the accessibility of the academic program. In addition, our students worldwide will receive adequate knowledge and experience that develop their tools and techniques. Lastly, we believe the acquired skills will help the graduates meet the ever-changing labor market demands and lead the market.

Chief School Administrator

Amr Abbas

Mission & Goal

Mission

At Windsor University, our purpose is to provide a transformative educational experience through high-quality distance education that meets the needs of our diverse student body and stakeholders. We are dedicated to delivering convenient, accessible, and academic programs that empower students to excel in their chosen fields and make a positive impact in the global labor market.

Goal

Windsor University's **goal** is to globally deliver a quality of online education similar to traditional education to academically qualified students. In addition, Windsor University aims at providing an online learning environment that facilitates the exchange of knowledge and experience between instructors and students.

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The History & Development of Windsor University

Windsor University was established to meet the increasing demands on high-quality online academic education in today's competitive global markets. Utilizing the latest technologies in providing well-designed programs includes the knowledge and skills required today and in the future.

Our programs are on par with the quality of prestigious traditional universities and facilitate the students' helpful learning experience and allow the active exchange of knowledge and highly qualified instructors' support.

Although the University's central concept was conceptualized in 2016, Windsor LLC was established in 2017, and on October 23, 2018, Windsor LLC was established in Washington DC. Finally, in 2019, Windsor LLC obtained the trade name Windsor University.

We started offering free courses through our LMS platform while preparing to apply to the Higher Education Licensure Commission HELC for the Provisional Post-Secondary License, granted in 2021. Finally, on August 5, 2021, Windsor University obtained the License for Post-Secondary Education from the **– Higher Education Licensure Commission (HELC)** of the **Office of the State Superintendent of Education (OSSE).** On October 6, 2022, October 5th, 2023, November 7, 2024, and August 7, 2025 respectively Windsor University received the annual renewed institution license.

Types of Instruction

Students will receive their instruction **online, hybrid, or in-residence** according to the licensed offered program; however, **all sessions** will be recorded for students to be available **asynchronously**.

Notice: Windsor University reserves the right to modify the academic program, modes of delivery, or courses provided as it deems necessary.

Purpose of the Academic Program

Windsor University facilitates a quality learning experience to all social and intellectual levels worldwide by utilizing the latest technology; hence instructions are effectively and efficiently received. As a result, students worldwide will have access to convenient, affordable, and outstanding Master's Degree in Business Administration, Accelerated Master's Degree in Business Administration, Hybrid Master's Degree in Business Administration, AI

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Fundamentals Diploma, Cybersecurity Diploma, Cybersecurity for Business Professionals Diploma, and English as a Second Language.

Student Right-to-Know and Campus Security Act Statement

Windsor University complies with the Student Right-to-Know and Campus Security Act and, while it primarily offers online programs, it has recently licensed a hybrid MBA program at its location and an upcoming ESL program to be licensed. The University is committed to transparency regarding student outcomes. Information about student graduation and completion rates is available upon request through the Office of Student Affairs. In accordance with applicable regulations, Windsor maintains policies to support a safe and secure learning environment. Please contact us if you would like to review available data.

Public Holidays

Holiday Name	Date
New Year's Day	January 1, 2026
Martin Luther King Jr. Day	January 19, 2026
Presidents' Day (Washington's Birthday)	February 16, 2026
Memorial Day	May 25, 2026
Juneteenth National Independence Day	June 19, 2026
Independence Day	July 4, 2026
Labor Day	September 7, 2026
Columbus Day	October 12, 2026
Veterans Day	November 11, 2026
Thanksgiving Day	November 26, 2026
Christmas Day	December 25, 2026

Academic Calendar

MBA intakes

Semester No.	Semester Starts	Semester Ends
1	13-Sep-25	21-Dec-25

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2	17-Jan-26	26-Apr-25
3	16-May-26	23-Aug-26
4	12-Sep-26	20-Dec-26
5	16-Jan-27	25-Apr-27

Notice: Between each semester is a two-week vacation period.

Accelerated MBA Program Intakes

Semester No.	Semester Starts	Semester Ends
1	25-Oct-25	21-Dec-25
2	10-Jan-26	8-Mar-26
3	28-Mar-26	24-May-26
4	13-Jun-26	9- Aug-26
5	29-Aug-26	25-Oct-26

Notice: Between each semester is a two weeks' vacation period.

Notice: Students will be given the option to choose between the MBA program (20 months duration) and the Accelerated MBA program (12 months) with the same courses and credit hours.

Career Diplomas Intakes

Diploma	Start
AI Fundamentals	Oct-23
Cybersecurity	Oct-14

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Cybersecurity for Business Professionals	**Dec-14**

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ESL Intakes

Intake	Level No.	Level Starts	Level Ends
Spring Intake	1	6-Apr-2026	28-Jun-25
Summer Intake	2	13-Jul-26	4-Oct-26
Fall Intake	3	19-Oct-26	10-Jan-27

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System Requirements

All computers	Minimum	Recommended
Display	15″ display True color 1024 x 768 resolution	17″ display True color 1920 x 1080 resolution
Camera	1 Megapixels	2 Megapixels
Internet connection	2mbps	5mbps
Window Computers	**Minimum**	**Recommended**
Operating system	Windows 8.1	Windows 10
Web browser	Microsoft Edge Mozilla Firefox (latest version) Google Chrome (latest version)	Microsoft Edge Mozilla Firefox (latest version) Google Chrome (latest version)
Window Computers	**Minimum**	**Recommended**
Operating system	Mac OS X 10.12 Sierra	Mac OS 10.15 Catalina
Web browser	Safari (latest version) Mozilla Firefox (latest version) Google Chrome (latest version)	Safari (latest version) Mozilla Firefox (latest version) Google Chrome (latest version)
Tablets/ Smartphones	**Minimum**	**Recommended**
Operating System	iOS 11.0 Android 8.1	iOS 12 Android 9
Web browser	Safari (latest version) Mozilla Firefox (latest version) Google Chrome (latest version)	Safari (latest version) Mozilla Firefox (latest version) Google Chrome (latest version)
Adobe Reader Plug-in		

Physical Facilities and Equipment

The physical plant, at 1725 I Street NW, Suite 300, Washington, DC 20006 is fully prepared for the implementation of the hybrid and in-residence programs. All necessary equipment and facilities are in good working order.

- **Workspace:** The location is equipped with ample seating and desks to accommodate the required number of participants comfortably.

- **Teaching Equipment:** A whiteboard with markers, projector screen, and printer are installed and functioning properly for the program's needs.

- **Kitchen Facilities:** The kitchen is fully stocked with all necessary appliances and equipment, ensuring a functional and well-equipped space for staff and participants.

Online Facilities and Services

Learning Management System (LMS)

Students can log into the University's LMS platform to view courses, syllabus, coursework, grades, and other educational stuff and submit assignments. As for Exams, students should access the Platform via *the **Safe Exam Browser*** Application. In addition, links and schedules of the webinars will be available on the LMS platform and updated regularly.

The Platform also provides the ***Turnitin*** feature for students to test their work for similarity before submission. Below is a link to access the Platform: Moodle.WindsorUniversity.US

Notice: Students should download the **Safe Exam Browser** before taking the quizzes or the exams via the LMS Platform. Additionally, students must check the similarity of their submissions using the **Turnitin** plug-in before submitting the documents.

Office Suite

Students should produce their academic content using the compatible and applicable Microsoft Office software. If students cannot purchase a suitable Microsoft Office, they may use the free and open-source office suite called LibreOffice. Students can use this link to download the software: www.libreoffice.org/download. Students should save their work in either Microsoft-compatible format or PDF format. Additionally, Students may use an online office suite such as Office online from Microsoft or Google Apps from Google.

ProctorU

Students will be monitored while conducting their assessments via their cameras by using artificially intelligent software called ProctorU.

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Online Library

As of December 2024, Windsor University provides students and faculty with access to a comprehensive collection of Open Educational Library Resources designed to support academic success. These resources are open-source, freely accessible, and span a wide range of scholarly content across multiple disciplines.

What Our Open Educational Library Resources Offer:

1. A curated collection of free journals, eBooks, and scholarly articles to support coursework and research.
2. Accessible, no-cost learning materials that promote independent study and intellectual engagement.
3. Resources to support academic achievement, ensuring every student has the tools they need to succeed.

These Open Educational Library Resources reflect Windsor University's commitment to accessible, high-quality education. Students are encouraged to explore and take full advantage of the materials available to enrich their academic journey.

Featured Open Educational Resources

MIT OpenCourseWare (OCW)

Windsor University encourages students and faculty to take advantage of MIT OpenCourseWare, a free and open collection of high-quality university-level courses developed by the Massachusetts Institute of Technology. This platform provides access to lecture notes, assignments, exams, and videos from MIT's curriculum across a wide range of disciplines. It is a valuable resource for deepening subject knowledge, enhancing classroom learning, and supporting independent study.

Link: MIT OpenCourseWare | Free Online Course Materials

OER Commons: A Global Library for Teaching and Learning

OER Commons is a freely accessible digital library that offers a wide range of open educational resources. From full college-level courses to individual lessons and teaching

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tools, OER Commons supports flexible, high-quality, and inclusive learning experiences. All content is openly licensed and available for educators and students worldwide to access and adapt.

Link: OER Commons

Project Gutenberg

A digital library offering over 60,000 free eBooks, including classic literature and historical texts—ideal for broadening your knowledge and exploring foundational works.

Link: Free eBooks | Project Gutenberg

Directory of Open Access Journals (DOAJ)

An extensive collection of peer-reviewed scholarly articles across disciplines, perfect for supporting research, assignments, and academic writing.

Link: Directory of Open Access Journals – DOAJ

Internet Archive

A non-profit digital library providing access to millions of free books, movies, software, music, and websites. Students can read, borrow, or download materials to support their studies.

Link: Internet Archive: Digital Library of Free & Borrowable Texts, Movies, Music & Wayback Machine

Internet Archive – American Libraries Collection

Explore digitized books and media from American libraries, offering diverse academic resources that enhance your research and learning experience.

Link: American library directory : Free Download, Borrow, and Streaming : Internet Archive

Notice: Windsor University provides the students with login details for the digital libraries when they are enrolled in the University.

Career Diplomas Offered by the University

- AI Fundamentals (Artificial Intelligence)
- Cybersecurity
- Cybersecurity for Business Professionals

Academic and Career Programs Offered by the University

- Master of Business Administration [MBA]

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- Bachelor of Engineering in Computer Engineering [BENG]
- Accelerated Master of Business Administration
- Hybrid Master of Business Administration
- English as a Second Language

Hours of Operation

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9 am-5 pm	9 am-5 pm	9 am-5 pm	9 am-5 pm	9 am-5 pm	9 am-5 pm	9 am-5 pm

Admission

Admissions Policy

At Windsor University, our admission policy is designed to ensure accessibility and transparency for all prospective learners. We celebrate diversity within our community and strive to provide equal opportunities to all qualified applicants. Our comprehensive evaluation process is fair, meticulous, and conducted online for convenience.

Admission Criteria

Application Process

Prospective students can apply online using an active email account. The application process is straightforward, and applicants will receive notification of their admission status within three working days of submitting the required documentation and application fee.

Open Application Policy

We welcome applications throughout the year, allowing applicants to choose their preferred intake during the application process. Moreover, applicants who wish to change their intake preference can do so without resubmitting the application, provided their information and documentation remain the same.

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Documentation Requirements

Applicants must submit all required documents with their application. The Student Affairs Department will email the applicant if any documents need to be included. False information or documentation may lead to the application's rejection.

Evaluation Process

Each application is meticulously evaluated to ensure fairness and transparency. We consider all submitted documents and assess applicants based on their qualifications and suitability for the program, leaving no stone unturned in our evaluation.

Admission Decision

Applicants who are not accepted will receive clear reasons for the decision and guidance on any further steps they may need to take if they choose to reapply.

Our admission policy reflects our commitment to providing a comprehensive and accessible educational experience while maintaining transparent and considerate evaluation processes.

Admission Requirements

Master's in Business Administration

The following are the admission requirements for this academic program:

- Latest Degree Certificate (at least Bachelor's Degree or its equivalent) and Transcript
- Resume
- Proof of English Proficiency or refer to the English Proficiency Exemption Policy for more information

Career Diplomas

AI Fundamentals

The following are the admission requirements for this diploma:

- **Educational Background**
  - A high school diploma or its equivalent.
- **Professional Experience**

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  - Experience in the IT sector, AI, or technological advancements is preferred. This experience can come from working on relevant projects, internships, or professional roles in technology-focused organizations.
- **Certifications**
  - Any certifications related to computer software, IT sector, or AI are preferred. Relevant certifications might include:
    - CompTIA IT Fundamentals (ITF+)
    - Microsoft Certified: Azure AI Fundamentals
    - Google AI Certification
    - IBM AI Engineering Professional Certificate
- **Soft Skills**
  - Basic problem-solving skills.
  - Ability to follow instructions and work independently.
  - Good communication skills, both written and verbal.
- **Recent Resume**
- Proof of **English Proficiency** or refer to the English Proficiency Exemption Policy for more information

Cybersecurity

The following are the admission requirements for this diploma:

While there are no formal educational or professional prerequisites, participants should possess a foundational understanding of general business processes and basic IT concepts. This knowledge is crucial to ensure they can grasp the content of the diploma, which covers various aspects of cybersecurity in a business context.

- **Foundational Knowledge in Business Processes:**
  - Understanding of basic business operations, such as how businesses function, common business terminology, and general business practices.
  - Familiarity with different business departments (e.g., finance, HR, marketing) and their roles within an organization.
- **Basic IT Concepts:**
  - Basic knowledge of computer systems, including hardware and software components.
  - Understanding of operating systems (e.g., Windows, macOS, Linux).
  - Familiarity with common office software (e.g., Microsoft Office, Google Workspace).
  - Basic understanding of the internet, networking, and common IT terminology.

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- **Soft Skills:**
  - Basic problem-solving skills.
  - Ability to follow instructions and work independently.
  - Good communication skills, both written and verbal.

- **Recent Resume**
- Proof of **English Proficiency** or refer to the English Proficiency Exemption Policy for more information

Cybersecurity for Business professionals

This is a diploma tailored more to a specific audience:

- IT managers
- Business managers and directors
- R&D staff interested in developing cybersecurity tools

The following are the admission requirements for this diploma:

- **Educational Background:**
  - A bachelor's degree or its equivalent in a tech-related field such as Computer Science, Information Technology, Engineering, or a related discipline.
- **Professional Experience:**
  - Experience in IT or a management role within a technology-focused organization.
  - Familiarity with business operations and IT infrastructure
- **Certifications:**
  - Any certifications related to cybersecurity, IT management, or network administration are preferred. Relevant certifications might include:
    - Certified Information Systems Security Professional (CISSP)
    - Certified Information Security Manager (CISM)
    - CompTIA Security+
    - Certified Ethical Hacker (CEH)
- **Soft Skills:**
  - Basic problem-solving skills.
  - Ability to follow instructions and work independently.
  - Good communication skills, both written and verbal.

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- **Recent Resume**
- Proof of **English Proficiency** or refer to the English Proficiency Exemption Policy for more information

English as a Second Language

Admission Requirements and Prerequisites:

- **Governmental ID**
  - Applicants must be at least 18 years of age at the time of enrollment. (Exceptions may be considered in limited cases with appropriate documentation and consent.)
- **English Placement Assessment**
  - All applicants must complete an English placement assessment to determine their current proficiency.
  - Assessments will be conducted using the Duolingo English Test (DET) or another nationally recognized test with established norms (e.g., TOEFL, TWE, TSE).
  - Applicants must demonstrate a basic familiarity with the English or Latin alphabet sufficient to participate in foundational language instruction.
  - Applicants must demonstrate an identified need for English language development in one or more skill areas, including speaking, listening, reading, or writing, relative to their academic or professional goals.
  - The test scores must be measured against stated exit goals (e.g., a specific grade level).
- **Support for Comprehension and Program Requirements**
  - Applicants must meet general admission requirements applicable to Windsor University's career-oriented and academic programs the applicant is enrolling in.
  - Adequate translation and support resources are provided to ensure students understand the application process and program requirements.

More information about some of the documents is listed below:

Degree and Transcript

Applicants should have obtained at least a Bachelor's Degree. Windsor University may request applicants to notarize their Degree from a relevant entity and/or contact the entity from which the applicant graduated.

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Resume

Applicants should submit their most recent resumes noting all relevant experience to the program applied to.

Proof of English Proficiency

Applicants should either:

- Be native English speakers
- Have obtained at least a Bachelor's degree or its equivalent, which was taught in English (providing some kind of documentations and proof for that)
- Have got a minimum score in any of the following English Proficiency exams (no more than two years):

English Proficiency Qualification	Minimum Score Required for Graduate Students
Duolingo English Test	100
Michigan English Test (MET)	55
Michigan Examination for the Certificate of Competency in English (ECCE)	650/LP
Michigan Examination for the Certificate of Proficiency in English (ECPE)	650/LP
Pearson Test of English Academic Score Report	50
Internet Based Test (iBT)	71
English as a Foreign Language (TOEFL PBT)	60
International English Language Test (IELTS)	6.5

Windsor University may request the applicant notarize the supporting documents and/or contact the entity from which the applicant received the proof.

English Proficiency Exemption Policy

Windsor University may provide the academic program in languages other than English, depending on the enrolled students' demand. However, each course's tuition fee will increase by 25% up to 50% since the University will need to provide instructors who can

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communicate with the preferred language. This policy is valid for all courses and extends to one year after the mentioned students' graduation.
Upon submitting proof of English Proficiency, Students will be subjected to regular tuition fees. Also, students must submit proof of English Proficiency before the expiry of this policy to receive their graduation certificate. Students failing to submit such evidence will only obtain a certificate of attendance for the academic program.

Admission Process

Application

Applicants should:

- Complete the online application
- Upload the supporting documents
- Pay the non-refundable application fees via the University's website using this link: https://app.windsoruniversity.us/

This process's deadline is usually 1-2 weeks before the start of the semester.

Verification & Review

Windsor University will verify the submitted documents. Then, the University will process the verified documents and reply to the applicants within 21 days. If the applicant has fulfilled all the admission requirements, the Institute will e-mail them with the Enrollment Agreement. This form should be filled in and sent back within 21 days.
Applicants having difficulties and/or complaints should e-mail the Admission Office at Admission@WindsorUniversity.US.

Enrollment

MBA Program

Windsor University has 3 intakes per year (January, May, and September).
Students should enroll for two core courses in semester 1, two core courses in semester 2, two core courses in semester 3, two core courses + capstone/thesis in semester 4, and one elective course + the capstone/thesis in semester 5.

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Accelerated MBA Program

Windsor University has 5 intakes per year (January, March, June, August, and October). Students should enroll for two core courses in semester 1, two core courses in semester 2, two core courses in semester 3, two core courses + capstone/thesis in semester 4, and one elective course + the capstone/thesis in semester 5.

Career Diplomas:

Windsor University currently offers 3 career diplomas, where the first intake will start in October, then December of the same year. The next intakes will depend on the rate of students.

ESL Program

Windsor University has 3 intakes per year (April, July, and October). The ESL program consists of three sequential levels totaling 648-864 clock hours over 36-48 weeks. Students must complete a placement assessment prior to enrollment to determine the appropriate entry level. Students enroll in Level 1 – Foundation English, followed by Level 2 – Professional English, and Level 3 – Academic & Career Readiness English. Each level (216-288 clock hours) must be successfully completed before progressing to the next level. Program completion requires achievement of the required Duolingo English Test score for graduation. Upon enrollment, students will receive their unique username and password, which they can use to access the University's LMS platform, Digital Library, and other online facilities provided by the Institute. Students are responsible for the privacy of their academic login information. Students facing difficulties logging into any university's online services should inform the technical support staff at Technology@WindsorUniversity.US.

Transfer of Credit

Windsor University's Admission Office reviews official transcripts for transfer credit eligibility. During the admission form process, learners wishing to seek transfer credit must have official transcripts sent from the issuing institution directly to Windsor University at admission@windsoruniversity.us. Acceptance of transfer credits is determined by Windsor University. Transfer Credits can only be granted before the learner's enrolling into the course.

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Graduate Transfer Credit

Graduate courses accepted for transfer credit require a grade of "C" or above. Windsor University may award a maximum of 50% for a graduate degree program. Therefore, Windsor University will apply no more than 15 credits toward the completion of a Master's degree. Capstone courses must be completed through Windsor University.

Transfer Credits Appeals

The University may re-review applications of rejected credits from students who wish to appeal the transfer credit decision by emailing the Admission Office at admission@windsoruniversity.us. Windsor University will only re-review courses once.

Transfer Your Credits

Learners who wish to transfer their credits from Windsor University to another institution may request their official transcript to be sent directly from Windsor University to the receiving institution by emailing the Admission Office at admission@windsoruniversity.us. Please note, it is the decision of the receiving institution to determine which credits will be accepted.

Applicants who are found to have plagiarized or falsified any part of their application will not be granted admission. If any submissions are found to be misleading, the application will be automatically denied. Should any misleading submissions come to light after an applicant has been admitted, this will result in immediate expulsion from Windsor University.

The Type of Conduct Expected of Students and the Type of Conduct that will not be Tolerated

Expected Student Conduct

Windsor University strongly values freedom of expression and actively encourages the sharing of diverse viewpoints within a learning environment where every individual is treated with civility, dignity, and respect.

Students are expected to:

Work in a team and individually

- Collaborate with peers through group efforts such as study groups, research projects, case studies, and other collaborative assignments. These interactions

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not only support learning but also help deepen their understanding of course material. Additionally, students are required to complete individual assignments and research work throughout their learning journey, demonstrating their ability to apply knowledge independently as well as within a team setting.

Uphold Academic Integrity

- Submit original work, properly cite sources
- Follow all guidelines for assessments, assignments, and examinations.

Engage Respectfully

- Treat peers, faculty, and staff with respect in all interactions, including online discussions and communications.
- Encourage a positive, inclusive, and supportive learning environment.

Comply with Institutional Policies

- Adhere to all published academic policies, including course requirements.

Act with Honesty and Responsibility

- Provide accurate information during admission, and communication with the institution.
- Take responsibility for their learning, meeting deadlines, and maintaining academic progress. They also have the right to seek support from the Student Affairs Department and their professors whenever they face challenges or need guidance.

Prohibited Conduct

The following actions are strictly prohibited and may lead to disciplinary actions:

Academic Misconduct

- Plagiarism as defined as representing work of another individual or entity as their own without giving proper citation to the original author or source.

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- Cheating as defined as submitting another student's work or fabricated data
- AI-generated content should not exceed 30% of any student's coursework. This ensures that the academic work accurately reflects the student's own ideas, with AI tools permitted only as a supplementary aid. For structure and grammar adjustments, it is recommended to use Grammarly, as it does not contribute to the overall AI-generated content percentage.

Harassment and Discrimination

- Any form of harassment, intimidation, hate speech, or discrimination based on race, gender, religion, nationality, or other protected categories.

Dishonest or Fraudulent Behavior

- Providing false information, forging documents, or impersonating others.

Disruption of the Learning Environment

- Posting inappropriate or offensive content in forums.
- Behaviors that disrupt academic or administrative operations.

Technology Misuse

- Unauthorized access to systems, sharing login credentials, or violating digital privacy of others.

Enforcement and Consequences

Violations of this policy may result in:

- Warnings
- Academic penalties (e.g., zero on an assignment or retake, course failure or retake)
- Suspension or expulsion
- All students have the right to appeal disciplinary decisions in accordance with institutional policies and procedures.

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Grading Requirements (Regular Assessment and Coursework)

Academic Program MBA

Norm-Referenced Grading System

Grades are assigned based on each student's performance compared to the group's performance on specific evaluations. This system ensures students are not at risk of low grades due to assessment difficulty.

Purpose

To establish grading criteria for core, elective, and thesis courses in the MBA program, ensuring students achieve a minimum cumulative GPA (CGPA) of 3.0 for successful program completion.

Percent Grade	Letter Mark	4.0 Scale
97-100	A+	4.00
93-96	A	3.9
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
Below 70	F	0

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Policy Requirements

Minimum Grade Requirements by Course Type

Minimum Requirements for each Course Type	
Course Type	**Minimum Grade**
CORE/ELECTIVE	3 GPA, B (83%) or higher
THESIS	3 GPA, B (83%) or higher
MBA	3 GPA, B (83%) or higher

- Core Courses:
  - Students must achieve a minimum grade of B (83%) or higher in each core course.
  - Grades below B- (2.67 GPA) will require the student to retake the course to remain in good academic standing.
- Thesis or Capstone Project:
  - Students must achieve a minimum grade of B (83%) or higher on the final thesis or capstone project.
  - Failure to meet this standard will result in a revision request or retake, subject to program policies.

Calculation of Cumulative GPA (CGPA)

- The CGPA is the weighted average of grade points earned across all courses, calculated as: CGPA=Total Grade Points Earned/Total Credit Hours Attempted
- Impact on CGPA: A grade of B in core courses and thesis ensures the student maintains a CGPA of at least 3.0.

Academic Standing and Remediation

- Good Standing: Students must maintain a CGPA of 3.0 or higher throughout the program.
- Probation: Students whose CGPA falls below 3.0 will be placed on academic probation and may be given one semester to improve their standing.

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- Dismissal: Failure to meet CGPA requirements after probation may result in dismissal from the program.

Monitoring and Advising

- Periodic Reviews:
  - Academic advisors will review student GPAs after each term.
- Support Services:
  - Students at risk of falling below the CGPA requirement will be closely monitored by the professor. The professor will provide targeted support to address any underlying issues contributing to the decline in GPA. This support may include additional resources, guidance, and strategies to help the student improve their academic performance and meet the minimum CGPA requirement.

Grade Distribution Clause

- Passing Grades and CGPA Calculation:
  - Students must maintain a CGPA of 3.0 or higher at all times to remain in good academic standing and graduate.
  - While individual grades may vary, students must not accumulate more than one grade below B- (2.67 GPA) across all courses.
- Impact of a Single Low Grade:
  - A grade of C- (1.67 GPA) in any course will be accepted only if the CGPA remains 3.0 or higher by compensating with A or A+ grades in other courses.
  - If a student receives a C- in a course, their academic advisor will review their performance to determine if a retake is necessary to avoid CGPA risk.

Retake Policy

- If the CGPA falls below 3.0 due to a low grade, the student must retake some the course to improve their standing.
- Students are allowed up to two retakes during the program, with only the highest grade counting towards the CGPA.

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Assessment Components for MBA Program

We aim to provide a fair, transparent, and consistent grading structure that aligns with course objectives and academic standards. Below is an overview of our assessment policy designed to evaluate student performance throughout the semester.

Assignment	Description	Possible Points	Notes
Discussions/Presentations/ Projects/ Case Study	Evaluations based on One project or case study, and one presentation (Optional according to course structure).	40	Includes both synchronous and asynchronous activities.
Assignments/ Quizzes/ Midterm Exam	Five assignments or quizzes that assess understanding of course materials, reinforce key concepts, and encourage critical thinking.	40	Quizzes will be timed and randomized to ensure academic integrity.
Final Exam (open book)	One open-book exam covering the full scope of the course material. The exam will assess the student's ability to apply concepts, analyze	20	The exam will be monitored online to prevent academic dishonesty.

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	information, and solve problems effectively.		
Total		100%	

Important Notes on Discussions/Projects/Case Studies/Presentations:

- The student must only have one project or case study and one presentation throughout the course reflecting the course's learning outcomes.
- These components should be completed in groups, with each group assigning one team leader who will serve as the main point of contact and communicate with the professor on behalf of their team.
- Students should have the option to attempt these components individually if needed, due to valid reasons such as time zone conflicts or other constraints.
- If a student is unable to present live due to time zone differences, they should be allowed to submit a recorded presentation instead.
- If a student is at risk of failing any assessment, the professor should reach out to offer support and allow the student to adjust and resubmit their project or case study.
- If the professor wishes to include in-class discussions or activities in the assessment, they should be counted as bonus marks only, and kept lightweight and on a limited scale.

Coursework Duration:

- All assignments and assessments will be available on the platform, Moodle, and will remain open for the duration of the semester, with the students' submitted work graded on a weekly basis. For the Thesis course, the assignments will be open for at least a week so the student can receive constructive feedback that they can adjust before completing their paper.

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- To encourage consistent engagement and timely submission, the following grading policy will apply to courses where coursework remains open throughout the semester:
  - 100% of the coursework grade will be awarded to students who attempt and submit their coursework within three weeks of its open date
  - 90% of the coursework grade will be awarded to students who submit their assignments during the last month before the semester's end.
  - 80% of the coursework grade will be awarded to students who submit their assignments during the final week of the semester
- Since coursework contributes to the total course grade, timely submission is essential to achieving the best possible results.

Assessment Scheduling:

- All the assessments will be distributed at appropriate intervals throughout the semester to ensure ongoing assessment of student progress.
- The final assessment will be scheduled towards the end of the semester, ensuring a comprehensive evaluation of the student's learning.

Resource Access:

- All required coursework materials, including McGraw-Hill resources, will be available through Moodle. Students will be able to access all necessary readings, assignments, and resources to support their coursework and assessments.

Important Notes:

- Consistency and Fairness: The course's grading structure and assessments are designed to ensure fairness and to align with the learning objectives.
- Transparent Evaluation: Students will receive clear guidelines and schedules for each assessment, and will have adequate time to complete coursework and prepare for exams.

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Career Diplomas

AI Fundamentals

The requirements or criteria of assessment for attaining the *AI Fundamentals diploma* successfully will be estimated according to the following throughout the diploma period:

- Projects, case studies, group activities, presentations, hands-on applications, and written essays (80%)
- Hands-on discussions and debates throughout the diploma which will be held on the LMS platform and in the live sessions that reflect the learners' feedback and their grasp of the diploma content (20%)

These assessments constitute 100% of the diploma. The learner is expected to pass the diploma successfully by 70% minimum according to the mentioned assessments which mainly focus on practical activities.

Cybersecurity

The requirements or criteria of assessment for attaining the *Cybersecurity diploma* successfully will be estimated according to the following throughout the diploma period:

- Projects, case studies, group activities, presentations, hands-on applications, and written essays (80%)
- Hands-on discussions and debates throughout the diploma which will be held on the LMS platform and in the live sessions that reflect the learners' feedback and their grasp of the diploma content (20%)

These assessments constitute 100% of the diploma. The learner is expected to pass the diploma successfully by 70% minimum according to the mentioned assessments which mainly focus on practical activities.

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Cybersecurity for Business Professionals

The requirements or criteria of assessment for attaining the *Cybersecurity for Business Professionals diploma* successfully will be estimated according to the following throughout the diploma period:

- Projects, case studies, group activities, presentations, hands-on applications, and written essays (80%)
- Hands-on discussions and debates throughout the diploma which will be held on the LMS platform and in the live sessions that reflect the learners' feedback and their grasp of the diploma content (20%)

These assessments constitute 100% of the diploma. The learner is expected to pass the diploma successfully by 70% minimum according to the mentioned assessments which mainly focus on practical activities.

English as a Second Language

Proficiency-Based, Criterion-Referenced Grading System

Grades are assigned based on each student's demonstrated achievement of defined ESL learning outcomes and proficiency benchmarks aligned with CEFR standards. Student performance is evaluated against objective criteria, ensuring fair and consistent assessment regardless of assessment difficulty.

Grading System and English Proficiency Assessment

The ESL program applies a structured grading and assessment system to support level-based language progression and measure student achievement. All students are required to complete an English proficiency test prior to the start of instruction to determine appropriate ESL placement and establish a baseline proficiency level. Student progress is evaluated through coursework, class participation, skill-based assessments, and instructor evaluation aligned with level-specific learning outcomes. Upon completion of the ESL program, students must pass a standardized test administered by an independent third party using the Duolingo English Test and achieve a minimum score of 100 to successfully complete the program.

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PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she

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		knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Policy Requirements

The ESL program applies structured academic and assessment policies to ensure accurate placement, level-based progression, and verified English proficiency outcomes for all students.

Minimum Score Requirements by Level

Students must meet the defined proficiency standards for each ESL level, as determined by their Duolingo English Test scores and demonstrated achievement of level-specific learning outcomes.

Level	CEFR	Minimum DET Score
Level 1	(CEFR A1–A2)	45–70
Level 2	(CEFR A2–B1+)	70–95
Level 3	(CEFR B1+–C1)	100 (Program Exit Requirement)

The minimum Duolingo English Test score of 100 applies to successful completion of the final ESL level and program exit, not initial placement.

Calculation of Academic Progress

The ESL program does not calculate traditional GPA or letter grades. Student progression and completion are determined based on demonstrated English language proficiency and achievement of minimum English test score and level-specific learning outcomes.

Academic Standing and Remediation

Students who do not meet required ESL proficiency standards are placed on academic review and provided with additional instructional support or remediation before progression is permitted.

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Monitoring and Advising

Student language development is continuously monitored by ESL faculty, and academic advising is provided to support appropriate placement, progression through levels, and successful program completion.

Grade Distribution Clause

Assessment results reflect student proficiency across reading, writing, listening, speaking, and grammar skills in alignment with established ESL learning objectives.

Retake Policy

Students who do not achieve required proficiency benchmarks may be permitted to repeat assessments or instructional levels in accordance with institutional ESL policy.

Assessment Policy

English proficiency assessment includes a mandatory pre-test administered prior to instruction for placement purposes and a standardized test administered upon completion of the final ESL level.

Instructional Activities

Class activities such as listening and speaking practice, reading comprehension exercises, writing assignments, vocabulary development tasks, role-plays, discussions, and interactive language exercises are used as formative assessments to strengthen students' English proficiency.

Coursework Duration

Each ESL level is delivered within a defined instructional period appropriate to the student's demonstrated proficiency level and the program's structured progression model.

Assessment Scheduling

Proficiency assessments are administered at the beginning of the ESL program to determine placement and at the conclusion of the final ESL level to verify program completion.

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Resource Access

ESL students are provided access to instructional materials, digital learning platforms, and academic resources necessary to support language acquisition, assessment, and progression.

Attendance Policy for the Online MBA and Diplomas

General Overview

Windsor University follows a dynamic instructional model that blends the interactivity of live sessions with the flexibility of self-paced recorded content since attendance of the live sessions is not obligatory. Student attendance is monitored and recorded through consistent engagement, including participation in course discussions and timely submission of assignments through the LMS (Moodle). Active involvement is expected throughout each semester. If a student anticipates an extended period of inactivity, they are encouraged to submit a formal Leave of Absence or Request for Extension, depending on the circumstances. Failure to engage in coursework without prior approval may result in withdrawal from the course or program.

The Types of Absences and the Way Absences are Recorded

Because Windsor University operates a fully online MBA program where live session attendance is not mandatory, “absence” is defined as a lack of meaningful engagement with the course content and activities via the LMS (Moodle). The following distinctions apply:

- Excused Absence: If a student is unable to engage in any course-related activity (e.g., discussion posts, assignments, LMS access) for valid reasons (e.g., medical, personal emergency), they must notify the Student Affairs Department and submit documentation. These will be reviewed case by case and may prevent penalties.

- Unexcused Absence: If no documentation or communication is received and a student does not engage for 14 consecutive calendar days, this is considered unexcused and may result in withdrawal from the course or program.

- Partial Participation (used in place of late arrival or early dismissal): Limited or inconsistent engagement, such as logging into the LMS but not submitting

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assignments, participating in discussions, or completing activities, may be tracked and flagged as low activity, especially if it becomes a recurring pattern.

- Live session participation is optional but encouraged. Viewing recorded sessions or participating asynchronously is considered valid engagement.

To align with standard attendance terminology, Windsor University interprets the following in an online context:

- A “full day absence” would be equivalent to no login or activity on the LMS during that day.
- “Late arrival” or “early dismissal” would reflect partial engagement, such as logging in but failing to complete key tasks (e.g., watching content or contributing to discussions).
- A “class absence” is interpreted as failure to participate in an expected weekly activity, such as missing an assignment or not engaging in the forum or course content for the module.

Institution’s Definition of Tardiness

At Windsor University, where live session attendance is not mandatory and flexibility is integral to the learning model, tardiness is defined not by physical absence, but by delays in active academic engagement and untimely submission of coursework.
A student is considered tardy when they:

- Consistently submit assignments past the due date without prior approval or valid documentation.
- Delay participation in course discussions beyond expected timelines that affect collaborative learning.
- Fail to watch recorded sessions or engage in course content within a reasonable period after it is made available.

While there is no traditional attendance requirement, consistent engagement and timely academic activity are essential. Patterns of tardiness may impact academic performance and, if prolonged or combined with inactivity, could result in academic warnings or further administrative actions.

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How Tardiness Affects Attendance

- Attendance is defined by student engagement, and tardiness can negatively impact a student's attendance record if:
- Assignments are submitted late (especially repeatedly or without valid documentation).
- Students delay participation in discussion forums or LMS activities beyond the active schedule.
- Persistent delays can flag them as "inactive" — especially if:
  - They go 14 consecutive days without participating.
  - They consistently fail to meet deadlines or show up in a meaningful academic way.

A student exhibiting this pattern of inactivity will be flagged for follow-up, and continued lack of participation or failure to provide sufficient justification may result in withdrawal from the course or program.

Attendance Policy for the ESL

General Overview

Windsor University offers the English as a Second Language (ESL) program through three instructional models: fully online, hybrid (with a minimum of 50% in-residence instruction), and fully in-residence.

The University is committed to supporting student success through structured learning, consistent engagement, and academic accountability. Student attendance is monitored through active participation in required instructional activities, including classroom attendance (where applicable), participation in discussions, completion of assignments, and engagement through the Learning Management System (Moodle).

Students are expected to maintain continuous and meaningful academic participation throughout each instructional period. If a student anticipates an extended period of inactivity, they are encouraged to submit a formal Leave of Absence or Request for Extension.

Failure to engage in required academic activities without prior approval may result in academic review or withdrawal from the program.

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Instructional Models and Attendance Expectations

A. Fully Online Model

- Students are expected to:
  - Attend the live sessions at a minimum rate of 75% to support the development of speaking, listening, and pronunciation skills.
  - Participate in required online activities
  - View recorded instructional sessions
  - Access course materials regularly
  - Submit assignments on time

B. Hybrid Model (Minimum 50% In-Residence)

- Students must attend the scheduled in-residence sessions at a minimum rate of 90%
- Online sessions must also be attended at a minimum rate of 90%
- Attendance is verified through:
  - Physical presence in required on-campus sessions
  - Documented online participation

C. Fully In-Residence Model

- Students are required to attend the scheduled on-campus classes at a minimum rate of 80%
- Attendance is taken for each instructional session.
- Physical presence and active participation are mandatory.

Types of Absences and Recording of Absences

- **Excused Absence:** An absence may be considered excused if supported by valid documentation and timely communication. Acceptable reasons include:
  - Medical conditions
  - Personal or family emergencies
  - Approved institutional activities
  - Other documented hardships
- Students must notify the Student Affairs Department and submit supporting documentation for review.
- **Unexcused Absence:** An absence is considered unexcused when:
  - No documentation is provided
  - No prior communication is made
  - The student fails to engage in required activities

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- Fourteen (14) consecutive calendar days without academic participation may result in withdrawal.
- **Partial Participation:** Partial participation includes limited or inconsistent engagement, such as:
  - Logging in without completing assignments
  - Attending sporadically
  - Failing to participate in required activities
- Recurring partial participation may be recorded as low activity and reviewed administratively.

Interpretation of Attendance in Different Learning Models

To maintain consistent standards, Windsor University applies the following definitions:

Online and Hybrid Programs

- **Full Absence:** No LMS access or academic activity during a scheduled instructional period
- **Partial Attendance:** Limited engagement without completing required tasks
- **Class Absence:** Failure to participate in daily instructional activities

In-Residence Programs

- **Full Absence:** Failure to attend scheduled class sessions
- **Late Arrival/Early Departure:** Missing a significant portion of scheduled class time
- **Class Absence:** Non-attendance without approval

Definition of Tardiness

Tardiness refers to delayed or inconsistent academic engagement.

- A student is considered tardy when they:
  - Repeatedly submit assignments after deadlines without approval
  - Delay participation in discussions or learning activities
  - Fail to engage with instructional materials in a timely manner
  - Miss portions of in-residence sessions without justification
- Patterns of tardiness may affect academic standing.

Effect of Tardiness on Attendance

- Tardiness may negatively impact attendance records when:
  - Deadlines are consistently missed
  - Participation is delayed

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- In-residence sessions are frequently shortened
- Engagement becomes irregular

- Students demonstrating repeated tardiness may be classified as inactive and subject to academic review.

Extension

Students may request an extension of up to two weeks per semester to their academic assessments after e-mailing the supporting documents and submitting a Request for Extension to the corresponding instructor, the Student Affairs Department, and the Chief Academic Officer for approval.

Leave of Absence

Granting Leave of Absence

Students requesting a leave of absence should e-mail the Student Affairs Department with a formal request including the purpose, supporting documents, and the leave duration. The Student Affairs Department will forward the student's e-mail to the President, the Chief Academic Officer, or both. The university has the final decision on granting or refusing the request according to the supporting documents provided, and the leave duration. An LOA may be granted for one or more of the following reasons:

- **Medical Reasons:** Serious illness, injury, or mental health condition that prevents academic participation.
- **Family Emergencies:** Death, illness, or caregiving responsibilities involving immediate family members.
- **Military Service:** Short-term active duty or required military training.
- **Professional Obligations:** Temporary work reassignment or travel required by an employer that interferes with coursework.
- **Personal Hardship:** Other significant personal challenges that make continued academic progress temporarily impossible.

LOA Conditions and Limitations

- Students must submit a written LOA request, including documentation, to the Students Affairs Department.

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- A Leave of Absence (LOA) may be granted for up to 180 days within a 12-month period. However, in certain circumstances, the university may approve a leave of up to 12 consecutive months.
- The student must intend to return and resume coursework following the leave.
- Failure to return by the end of the approved LOA will result in withdrawal as of the student's last date of attendance.

During an approved LOA, the student is not considered withdrawn, and no tuition or financial penalties are incurred.

Grading Make-up Work due to Absences

Make-Up Work Policy

Windsor University recognizes that students may occasionally miss course activities due to valid, documented reasons. In such cases, students are permitted to request a Request for Extension for missed assignments, exams, or participation-based activities.

Approval Process

Students must notify the professor and the Student Affairs Department as soon as possible and submit appropriate documentation (e.g., medical note, emergency proof) to be considered for an approval for their Request for Extension. The professor, in consultation with the Student Affairs Department and academic leadership, will determine whether the reason qualifies as valid.

Assignment and Grading

Approved make-up work will be the same in scope and rigor to the missed coursework and must be completed within a timeframe specified by the professor and the Student Affairs Department, typically within two weeks of the student's return to class. Grading of make-up work will follow the same standards and criteria as the original assignments. Failure to complete make-up work within the designated extension period may result in a grade of zero for those activities.

Limitations

Make-up work is not guaranteed and will not be granted for unexcused or undocumented

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absences. Students with excessive absences, even with make-up work, may still be subject to academic consequences in accordance with the institution's attendance and grading policies.

Consequences of Unsatisfactory Attendance

Students who demonstrate unsatisfactory attendance—defined as repeated or extended unexcused absences, failure to participate in required online activities (assignments, discussions…), or violation of the institution's attendance standards, may face the following consequences:

- **Warning:** A formal notice may be issued after initial absences or non-participation.
- **Academic Probation:** Continued absences may result in the student being placed on probation, with conditions set for continued enrollment.
- **Withdrawal:** Students who do not attend or engage in any academically related activity for 14 consecutive calendar days without valid documentation may be withdrawn from courses.
- **Dismissal:** Repeated failure to meet attendance requirements or failure to respond to probation terms may result in dismissal from the University.

Policy on Re-admittance

Students who have been withdrawn or dismissed due to unsatisfactory attendance may request re-admittance by submitting a formal re-admittance petition to the Student Affairs Department. The request must include:

- A written explanation of the circumstances that led to the attendance issues
- Supporting documentation (if applicable)
- A plan for ensuring regular attendance upon re-entry

Re-admittance is not guaranteed and will be subject to review by academic leadership. If approved, students may be re-admitted under probationary status and required to meet specific academic and attendance conditions to maintain enrollment.

Conditions for Denial of Re-admittance

- A student will not be readmitted under the following conditions:

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- Failure to provide a compelling explanation or documentation for previous unsatisfactory academic performance
- A history of repeated academic probation or prior dismissals
- Lack of a clear and realistic plan for academic improvement
- Evidence of ongoing personal, professional, or behavioral issues likely to interfere with academic success
- Inability to meet the university's current academic standards, policies, or program requirements
- Failure to meet application deadlines or submit required documentation

The university reserves the right to deny re-admittance if it is determined that the student is unlikely to benefit from continued enrollment or poses a risk to the academic environment.

Transcript and Certificate Request

After the end of each semester, the student can request an official transcript from the University's website online. Students can access their updated transcripts after each semester and file a ticket for any issue or concern they might have to be checked by the student affairs department and solved on time by filling in their university username (ID) and password via the following portal:

https://app.windsoruniversity.us

Attendance

Upon meeting the attendance requirement for a course/program, students may preview and download the certificate of attendance for the said course/program.

Completion

Upon meeting the passing grade for a course/program, students may preview and download the course/program completion certificate.

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Graduation

Academic Program: MBA

Upon graduation, students should pay the non-refundable certificate of completion/attendance fee of $660 (excluding shipping fees) to receive their notarized Graduation Certificate. They need to have met the graduation requirements stated below. Additionally, they should have no pending issues, i.e., they paid their due fees and submitted proof of English Proficiency if applicable. Suppose students request a notarized Official Transcript. In that case, they should pay the non-refundable Official Transcript fees of $100 (excluding shipping and notarization fees). Then, they should confirm their payment by e-mailing the Student Affairs Department (Student.Affairs@WindsorUniversity.US) the online receipt and their request.

Withdrawal

Students withdrawing from the program can still print their certificate of attendance and completion for their respective courses.

Restrictions on the Release of Academic Records and Financial History

Windsor University reserves the right to withhold the release of academic transcripts, academic records, and/or a student's financial history under the following specific circumstances:

Academic Records and Transcripts

The release of academic records or official/unofficial transcripts may be restricted under the following conditions:

Outstanding Financial Obligations

While financial holds primarily affect financial documentation, academic transcripts may also be withheld until the student settles all outstanding tuition, fees, or related charges.

Disciplinary or Academic Holds

Records may be withheld if the student is subject to an unresolved academic misconduct investigation, disciplinary action, or if a sanction (e.g., suspension or dismissal) is still in effect.

Legal Compliance

The university complies with applicable laws and regulations regarding the release of academic records, such as FERPA (or relevant local regulations), and may restrict access when legally required.

Financial History

The release of a student's financial history or billing records may be restricted under the following circumstances:

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Pending Investigations or Audits

If there is an ongoing internal review, compliance check, or audit involving the student's financial account, access to such records may be temporarily withheld.

Legal Restrictions or Court Orders

Access to financial records may also be restricted or disclosed in accordance with applicable laws, including subpoenas, audits, or other legal processes.

Note

Records—both academic and financial—will be released only after all related issues have been fully resolved and confirmed by the appropriate university office.

Contact & Credit Hours

Definition

Three credit hours equals three contact hours per week for fifteen weeks for 45 contact hours.

Core, & Elective Courses

Each course will be taught weekly in a 3-hour webinar throughout the semester (15 weeks). This adds up to 45 contact hours for each course.

Capstone Course

A three-hour online meeting will be held every week between the student and their corresponding advisor throughout the fifth semester. This adds up to 45 contact hours.

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Cost, Delivery Mode, & Credit Hours

Delivery Mode	Cost	Credit Hours
Online	$ 660	3

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Satisfactory Academic Policy (SAP)

Windsor University implements and consistently applies a satisfactory academic progress policy and discloses this policy to students.
Standards for measuring satisfactory academic progress include qualitative and quantitative standards used for the evaluation of student progress.
The institution takes appropriate action if students fail to meet the institution's minimum standards of progress.
Students are informed of their academic progress and standing in the program at regular intervals throughout their enrollment.

Quantitative Standards

Completion Rate

Definition

The percentage of courses that are completed as compared to attempted courses.

Criteria

The student must complete not less than sixty-seven (67%) of the attempted courses. This is done by dividing the sum of the number of credit hours that a candidate has completed by the credit hours attempted.

Time Frame

This must be as follows, the minimum time that the students are allowed within the university to complete the MBA program is 20 months but has an allowed time of 30 months at most. This is usually defined as 150 percent of the metrics set for the standard program duration.

In respect of the accelerated 12-month MBA program, it has an allowed time of 18 months to complete at most. This is usually defined as 150 percent of the metrics set for the standard program duration.

The student can also refer to the Grading Requirements (Regular Assessment and Coursework).

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Qualitative Standards

Academic Performance, Engagement, and Participation

Students must maintain a minimum cumulative GPA of 3 (B) on a 4.0 scale

Feedback and Improvement

Regular Feedback from faculty is a key part of the qualitative standards. Students are expected to use this feedback to improve their performance continually. Success advisors also play a role in providing guidance and support to help students address any academic difficulties they encounter.

Depth of understanding

Instructors make sure that students completely understand the targeted course throughout the engagement.

Critical Thinking, Analysis, Communication Skills, Engagement, and Collaboration

Engagement in courses evaluates the student's extent of analyzing content, which enhances critical attributes that pertain to thinking as well as communication skills.

Mentoring

When the students register, they will be assigned to a faculty mentor who will guide them. Students, in need of educational, occupational, or personal guidance and counseling, are guided by their respective supervisors. This can be the case since some students may be assigned to work under the same supervisor.

Career Guiding Workshops

Windsor University will offer career-guiding workshops that will provide comprehensive and knowledgeable steering tools to boost the students' elements relevant to the business world. These workshops will be accessible to students upon enrollment and will always be available to them after graduating.

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Monitoring and Support

Progress Tracking

Students' performance at Windsor University is managed through data analysis concerning their academic progress. This also enables instructors to identify the students who may be experiencing difficulties in a given course to ensure that they can be offered assistance to ensure that they have a sound SAP status.

Advising and Resources

Open and consistent support of the faculty ensures that the students can consult their instructors and receive assistance on different aspects of their learning process. Advisors help students with the organization of their schedules, with course content, tackling difficulties that students face, and putting them back on track.

Evaluation and Consequences

Evaluation Period

Based on the current policies of the university, SAP is assessed at the end of each semester or academic period.

Academic Warning

Students, who do not meet SAP standards, shall be put on academic warning for the next semester. The academic warning period serves as a probationary period and will last for one semester.

Appeal Process and Clearing Probationary Status

It should be noted that academic suspension is not the same as academic probation.

- Suspension means the student cannot register for courses.
- Probation means the student may continue with limited registration privileges, usually with academic conditions in place.

Students may appeal an academic suspension by submitting an appeal letter to the Office of the Registrar, outlining:

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- The circumstances that contributed to their unsatisfactory performance
- Any new or supporting documentation (e.g., medical, personal, or financial)
- A specific plan of action detailing how they intend to regain good academic standing

Clearing Probationary Status

To be removed from academic probation and return to good standing, a student must:

- Raise their cumulative GPA to at least 3.0 by the end of the probationary period
- Successfully complete at least 67% of credit hours attempted during the probationary term
- Meet the terms of their approved academic improvement plan developed with their advisor

Students who meet these criteria will be reinstated to full academic standing. Students who do not may be suspended and required to submit a formal appeal to continue their studies.

These standards ensure that students at Windsor University are consistently meeting both the qualitative and qualitative measures of academic success, thereby maintaining their eligibility to continue their studies and achieve their educational goals.

Dismissal

Students who frequently violate the University's policies and codes of conduct will be dismissed from the program. Furthermore, students must meet the minimum requirements for all courses respectively while fulfilling the program's graduation conditions. Therefore, students who failed a course or are unable to graduate due to their lack of grades or attendance should re-enroll in the required courses by the next intake to achieve the graduation requirements. However, students who failed only the capstone course may request an extension that will be decided upon case-by-case; proportional tuition fees will be charged.

Students may enroll/re-enroll a total of 2 times. Afterward, they will be dismissed. Dismissed students may be readmitted after three years from the date of dismissal. These students will be under a prohibition period, which will be decided case-by-case.

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Grievances Policy

Policy Brief & Purpose

Windsor University's grievance procedure policy explains how students can constructively voice their complaints. University staff should be well aware of matters that annoy students or hinder their work to resolve the issue promptly. Students should follow the grievance procedure to be heard and avoid conflicts.

The Institute encourages students to communicate their grievances. That way, Windsor University can foster a supportive and pleasant learning environment for students and staff members.

Policy Elements

Grievance Definition

Windsor University defines a grievance as any student complaint, problem, or concern regarding their grades, learning environment, or relationship with students or staff members.

Students can file grievances for any of the following reasons:

- Learning environment harassment
- Health and safety
- Student or staff member's behavior
- Adverse changes in enrollment conditions

This list is not exhaustive. However, students should try to resolve less important issues informally before they resort to a formal grievance.

Students who file grievances can:

- Reach out to their academic advisor or Student Affairs Department
- File a grievance letter to the **Grievance Officer** at Grievance@windsoruniversity.us stating the following:

    - **The Recipient:** The Letter's recipient must be carefully considered to ensure that the grievance is addressed and redressed. The recipient may depend on the nature of the complaint and the person against whom the complaint is being made.

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- **The Actual Issue:** This is the core of the Letter and must be thoroughly detailed out. The complete information helps the recipient to make the correct decisions. Concealing information or misrepresenting facts weakens the purpose of writing the Letter.
- **Supporting Evidence:** This section is essential. This evidence must be in the form of events (in chronological order) with dates or a proper reference. Students having supporting documents to their claim should attach a copy with the filed Letter.
- **Proposed Solution:** The recipients find it better to address letters containing complaints and options seen as a solution by the complainant. This helps the employer with a starting point for the discussion to address the concern.

Students who face allegations have the right to:

- Receive a copy of the allegations against them
- Respond to the allegations
- Refuse to attend formal online meetings on their own

The Institute is obliged to:

- Have a formal grievance procedure in place
- Communicate the procedure
- Investigate all grievances promptly
- Treat all students who file grievances equally
- Preserve confidentiality at any stage of the process
- Resolve all grievances within 45 calendar days after receiving the official complaint
- Respect its non-retaliation policy when students file grievances to the Institute or the Higher Education Licensure Commission (HELC)

Procedures

Students are encouraged to talk to their assigned advisor or the Student Affairs Department to resolve their problems. However, when this is not possible, students should know how to file a grievance:

- Communicate informally with their assigned advisor. The advisor will try to resolve the problem. When students want to complain about their advisor or instructor, they should

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first discuss and resolve it. In that case, they are advised to request an informal meeting. Advisors and instructors should try to resolve any grievance as quickly as possible. When they cannot do so, they should refer to Grievance@windsoruniversity.us and cooperate with all other procedures.

- Suppose the grievance relates to a staff member's behavior that can bring disciplinary action (e.g., sexual harassment or violence). In that case, students should refer directly to Grievance@windsoruniversity.us, then the President.
- Accommodate the procedure outlined below:

The **Grievance Officer** will follow the procedure below:

- Talk with the student to ensure the matter is understood completely
- Provide the respondent(s) immediately with a copy of the grievance
- The respondent(s) is/are given 15 calendar days upon receiving formal notice within which to submit a written response
- Non-participation is not assumed to imply culpability, but the inquiry will proceed in the absence of a reply, leading to a determination being rendered
- Organize mediation procedures (e.g., arranging a formal meeting)
- The Grievance Officer will initiate an investigation or ask the help of an adequate/relevant investigator when needed of the complaint 15 days after the respondent(s) is/are notified of the complaint, with or without a response from the respondent(s).
- All the information gathered in the process of the investigation will be considered confidential and shared only with the involved parties.
- Keep students informed throughout the process
- Communicate the formal decision to all students involved
- After discussing with and receiving approval from the President or the Chief Academic Officer, take actions to ensure the formal decision is adhered to
- The determination will be provided within 45 calendar days after receiving the official complaint, and it will be conveyed to the complainant and the respondent(s). Any

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necessary disciplinary measures against the respondent(s) will be expeditiously implemented.

- Deal with appeals by gathering more information and investigating further
- Keep accurate records

Appealing the Finding

1- Both the grievant and the respondent(s) have the right to appeal the final decision. The appeal must be submitted to Grievance@windsoruniversity.us within 10 calendar days of issuance of the formal finding. The Grievance officer will then communicate the appeal to the **Appeals Committee**, the **Appeal Committee** will consist of unbiased, competent, and objective members.

2- Appeals will only be considered in instances where:
   a. The appealing party has new information that was previously unavailable during the investigative process;
   b. The appealing party has identified procedural irregularities of a magnitude that would change or affect the finding; or,
   c. The appealing party believes the finding and/or disciplinary action to have been inconsistent with the facts of the situation.

3- Subsequently, the Appeals Committee will exercise its judgment to ascertain:

   a. The fairness of the Formal Complaint procedure.
   b. The reasonableness of the decision based on established facts.
   c. The appropriateness of the imposed sanction.

4- The appeal Committee will abstain from initiating a new inquiry and will render its decision within 20 calendar days from receiving the appeal forwarded by the Student Affairs Department. The decision of the Appeals Committee is final.

This procedure may vary according to the nature of a grievance. For example, if a student or staff member is found guilty of racial discrimination, the Institute will begin disciplinary procedures.

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Suppose the Institute's solution was unappealing to the student. In that case, they may forward their grievance letter to the Higher Education Licensure Commission (HELC) via the following contact information:

HELC is the agency of last resort in the grievance process

According to its written grievance policy, complaints that the University's direct negotiation cannot resolve may be forwarded to the Higher Education Licensure Commission [HELC].

HELC Full Information

Service Contact: Higher Education Licensure Commission [HELC]
Contact Phone: (202)-727-6436
Contact TTY: 711
Office of the State Superintendent of Education (OSSE) – Higher Education Licensure Commission (HELC)
Address: 1050 1st Street NE, Washington DC, District of Columbia, 20002
Website: https://helc.osse.dc.gov/
E-mail: OSSE.Elcmail@dc.gov

Student Retention

Notice Program

Windsor University will continuously and closely monitor students' attendance throughout each course and the academic program as a whole. The University will also remind the absentees about the minimum attendance requirements they should meet to pass.
If students were at risk of failing the course or the academic program, or both, an e-mail would be sent to them one day before each webinar as a further reminder. Moreover, the corresponding instructor will be asked to follow up with their students should they be at risk of being omitted from the course.
Lastly, suppose the student's attendance is lacking throughout the academic program or a course. In that case, students will be transferred to their corresponding qualified personnel or technical assistants, whichever they may need.
Currently, student records are automatically handled using Moodle. It’s integrated into the Learning Management System (LMS).

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Motivational Examples

Instructors will present students with video recordings from alumni. Alumni may give comments about certain aspects of the program. Also, they may state their opinion about a specific instructor. Lastly, they may describe how the program improves their careers and how they profit from their knowledge.

Regular Assessment and Coursework

Students will attend frequent examinations and conduct regular assignments for each course, graded and incorporated into their final marks. This procedure will ensure that the students are not falling behind. It is worth mentioning that these exams and assignments will be controlled so as not to be overwhelmed.

Orientation

An orientation session will be held for the new students before every course. The instructor will state details about their course, such as its learning outcomes, outline, the grading system, webinars schedule, etc... Also, students will be presented with statistics collected from previous students that include: completion rate for the course, average mark for the course, highest and lowest mark for the course, etc.

Limited Number of Students per session

Students will be divided into small groups. These groups will attend webinars and online lectures separately, thus ensuring a clear communication line between the instructor and the students and among the students themselves. Also, there will always be instant feedback among the participants.

Peer Tutoring

An instructor might ask alumni if they are willing to provide any assistance. This support can be in the form of an online lecture, notes taken or found by them, or a learning source they used or are still using.

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Thesis Checkpoints

Students will be referred to an instructor who will supervise their thesis writing during their Capstone course. Supervisors will assign checkpoints that their attendees should reach. These deadlines will be used to segment their thesis. Each part will be graded separately, hence ensuring that the students are not lagging or overwhelmed.

Job Placement

Each student will be registered automatically under our Alumni Department once they graduate. In addition, the Alumni Department will have updated Alumni records that include their employment location, salary estimate, and their progress throughout their careers. These records shall be confirmed by contacting the corresponding student's employer and asked to review our graduate and our curriculum as a whole.

Student Services

Orientation

Windsor University will organize several online orientation sessions for the students to facilitate their acclimation into the Institute. These orientations will be recorded and uploaded on the LMS page of each student.

General Orientation

Before the beginning of the academic year, Windsor University will organize an online orientation session during which the Institute's governing and administrative bodies introduce themselves and state their roles. The University will also provide orientation regarding its technology, such as its LMS platform, office suite programs, etc...

Program Orientation

Before the program beginning, the Faculty will organize an online orientation session. During this session, the Faculty will state the program's purpose and learning outcome and present statistics describing the program, such as employment rate, completion rate, etc...
Moreover, the Faculty members will also introduce themselves, stating their Faculty roles

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and courses. The Faculty may display a short video recording of alumni stating their opinion about the program or Faculty members.

Course Orientation

At the beginning of each course's first webinar, the corresponding instructor will organize a short orientation session describing their related course. Then, after each student and the instructor introduce themselves, the instructor will state facts about the course, such as the course outline, learning outcome, evaluation procedure, etc...

The instructor will also present statistics about the course, such as average grade, highest and lowest grade obtained, completion rate, students' satisfaction levels, etc... In addition, the instructor may display a short video recording of alumni stating their opinion about the course or instructor.

Mentoring

Upon enrolling, students will be allocated to a Faculty member who will act as their advisor. Students requiring educational, occupational, or personal guidance and counseling may seek advice from their corresponding supervisors. It is worth mentioning that several students may be allocated to the same supervisor.

Career Guiding Workshops

Windsor University will offer career guiding workshops that will provide comprehensive and knowledgeable steering tools to boost the students' elements relevant to the business world, including:

- Resume Building
- Cover Letter Writing
- Job Hunting Skills
- Interviewing Techniques
- Networking Skills
- Career Route Designing

These workshops will be accessible to students upon enrolling and will always be available to them after graduating.

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Internship Requiring

While Windsor University does not require a formal internship as a condition for graduation in any program, including the MBA, students are encouraged to pursue voluntary, unpaid, and/or paid internship opportunities, typically lasting at least two weeks, to supplement their academic experience and enhance career readiness. These internships are not for academic credit but are supported by the University's faculty mentorship and career development resources.

All degree programs at Windsor University—particularly the MBA—are designed to be academically rigorous and experientially integrated, featuring practicum-based coursework. Through structured assignments such as case studies, applied projects, and real-world simulations, students apply theoretical knowledge in professional contexts under the direct supervision and evaluation of qualified faculty.

Students' Voice

Students are encouraged to fill out the evaluation surveys anonymously. These questionnaires assess several aspects of the Institute, including but not limited to: courses, instructors, management, library, etc...

ADA COMPLIANCE

The Americans with Disabilities Act (ADA) of 1990 states that all individuals have equal accessibility, including online instructional opportunities. In addition, ADA states that all online courses be fully compliant from the start of the study, which can be challenging. Windsor University is obligated to provide the necessary support to all individuals in the Institute by the Americans with Disabilities Act (ADA) of 1990. Disabled applicants and students are advised to contact the **Student Affairs Officer** regarding any issues they face. Windsor University is obligated to provide the necessary support to aid them in their educational program without violating any federal or governmental law. Windsor University will maintain the confidentiality of this process.

The following are standards and techniques that will be taken to ensure the online facilities are compliant with the Americans with Disabilities Act:

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Links

- ☐ All links will be appropriately worded instead of the "Click Here" statement.
- ☐ Text descriptions will be used alongside links.

Text

- ☐ Sans Serif fonts will be used for easy readability.
- ☐ Dark font colors will be used on a light background (i.e., black text on a white background.
- ☐ Extremely bright colors as background colors will be avoided.
- ☐ Overuse of all CAPS, bold or italics, will be avoided.
- ☐ Underlining words will be avoided as the screen reader can mistake it for a navigation link.

Images

- ☐ Images will be clear.
- ☐ Images files will be optimized for efficient loading.
- ☐ The use of animated images will be limited to only those contributing to the course content's learning experience.
- ☐ Animated or blinking images, text, or cursors will be avoided since these can cause seizures for some people.
- ☐ All images will have alt texts/long descriptions attached to them.

Audio

- ☐ Audio quality will be clear.
- ☐ Audio file length will be adequate to meet the activity's goals without being too large to restrict users' ability to download the file on computers with all audio files.
- ☐ A written transcript will be provided with all audio files.
- ☐ Audio file length will be adequate to meet the goals of the activity without adding unnecessary information.
- ☐ Audio player requirements will be compatible with multiple operating systems and require only a standard, free plug-in.

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Video

- Video quality will be clear.
- Video file length will be adequate to meet the activity's goals without too large to restrict users' ability to download the file on computers with all audio files.
- Closed-captioning or text-based scripts will be provided for all videos.
- Video file length will be adequate to meet the goals of the activity without adding unnecessary information.
- Video player requirements will be compatible with multiple operating systems and require only a standard, free plug-in.

Student Records

Safety & Privacy Measures

- Windsor University frequently backup student records.
- This backup will be accessed only by the designated individuals responsible for operating the Institute's servers and managing these records.
- Software engineers will monitor the server's activities and immediately identify the automated alert system that notices suspicious activities.
- Each user (student, instructor, or administrator) will have certain privileges based on the nature of their work
- Information stored or transferred from the student records will be encrypted.
- Student records are purged frequently.

Accessibility Measures

To ensure that the student records are well-protected, the University will assign different access levels (privileges) for each individual within the Institute. This procedure will help preserve the student records' confidentiality and help identify the leakage source as soon as possible.

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Academic/Financial Records

Windsor University updates students' transcripts once the instructors input the students' grades. Students can view and print their transcript; however, they will not edit it since the PDF file will be un-editable. Students requesting other records should access https://app.windsoruniversity.us/ and fill in their unique username and password.

Accessibility for Students

Students can obtain a copy of their academic and financial records by logging into their profile on the University's portal using their unique username and password. This portal contains a summary of their academic and financial records. Students requesting a more comprehensive record should e-mail the Student Affairs Department, stating the desired details to be displayed on the record.
Currently, student records are automatically handled using Moodle. This Student Information System is integrated into the Learning Management System (LMS).

Exception Policy

Windsor University respects, honors, and protects the applicants' privacy, students and staff members, and records. Therefore, Windsor University will not reveal any of its institutional records to any individual or entity unless:

- They are a student/applicant who wishes to view their record.
- They are a staff member (Faculty, Administration, Board, etc.) whose duties depend on these records
- The university has the right to share the necessary information of applicants, students, and staff members to protect them.
- Government entities suspecting illegal activities in the Institute will be provided the needed access to the University's records' after submitting the necessary documents.

Students, applicants, and staff members are responsible for the accuracy of their records. The University has the right to take disciplinary action against any institution that intentionally provides misleading information. Suppose a student, applicant, or staff member suspects that the University has breached their privacy. In that case, they should file a complaint directly to the President President@WindsorUniversity.US to resolve their

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issues. Lastly, students may report to the [Higher Education Licensure Commission (HELC)] using the previously mentioned grievance policy**.** Disciplinary actions will be taken on all privacy breaches for students, applicants, or staff members.

Student Records Retention

Admission Records

Admissions Records for Applicants Who Do Enroll

Series Title	Description	Minimum Retention
Admission Letters	Notices of admission, waitlist, and denials	**3 years after graduation term or of last term of attendance**
Correspondence, relevant		
Degree	Bachelor Degree Certificate	
Transcripts (previous universities)		
Application for admission or readmission	Admission application graduate admittance	**1 year after first term of enrollment**
Passport number		
Statement of Educational Costs	Estimate of total school year costs	
Statement of Financial Responsibility	Evidence of adequate financial resources	
Letters of Recommendation (admissions)	may also include other evaluative records	**Until admitted**

General Records Related to Admission & Admission Process

Series Title	Description	Minimum Retention
Annual Reports	Annual Statistical Reports concerning admissions activities, enrollment statistics, etc.	**Permanent**
Recruitment Materials	May include brochures, catalogues, etc. dealing with admissions, programs, and scholarships	

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Students' Academic Records

Academic Program Records

Certification/Verification Records

Series Title	Description	Minimum Retention
Enrollment verifications	Verification of enrollment, graduation, GPA, and other related academics	Until administrative need is satisfied
Teacher certifications		
Transcript requests (students)	Official transcript requests by student	

Degree & Certification Records

Series Title	Description	Minimum Retention
Application for Degree or Other Credential	Degree application, record of degree name	3 years after graduation term or of last term of attendance
Degree Audit records	Degree audits in support of graduation clearing	
Graduation Lists		Permanent

Grade & Scholarship/Deficiency Records

Miscellaneous Records

Series Title	Description	Minimum Retention
Name change authorizations		Until administrative need is satisfied
Personal data information forms	Change of address, race/ethnicity questionnaires, and other demographic data	
Transfer credit evaluations		3 years after graduation term or of last term of attendance; Permanent if part of academic transcript
State Bar Verification Forms	Form from other states' bar boards used to verify presence or absence of disciplinary actions against students	Permanent

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Registration & Enrollment Records

Series Title	Description	Minimum Retention
Class schedules (students)	Student schedules for each term	Until administrative need is satisfied
Class lists	Record of class rosters for each term	
Course repeat form/approval		
Credit/no credit, audit or pass/no pass approvals	Authorization for various enrollment options	
Enrollment changes	Record of student add/drop/withdraw from class	
Hold or encumbrance authorizations	Registration and transcript holds	
Registration/enrollment records	Initial registration forms, current enrollment records	
Withdraw/cancellation of enrollment records	Record of request to withdraw from all classes	

Institutional Records

Students Records Electronic Data

Series Title	Description	Minimum Retention
Data Change Logs	Electronic log of changes to enrollment and other data, including date/time stamp information and user that changed data if that data is maintained separately in the system	10 years
Enrollment data	Electronic record or enrollment in classes, including records of drop, add, and enrollment change activity	
Student demographic information	Electronic student data including student characteristics, date of birth, former names, address information, photo ID and ethnic information	50 years
Email data/information	Emails and other electronic communication that authorize academic/enrollment actions and/or provide directory/non directory information about a student	Until administrative need is satisfied

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Publications, Statistical Data, & Institutional Reports

Series Title	Description	Minimum Retention
Catalogs	Published annually or bi-annually, record of courses, degrees, and programs of study offered	Permanent
Degree statistics	Record of degrees granted by institution per graduation term and/or annually	
Grade distribution and other grade statistics	Report of grades given, including summary grade point statistics by class	
Race/ethnicity reporting	Report of student enrollment, graduation, and other metrics by race and ethnic origin	
Instructor Evaluations (by students)		Until administrative need is satisfied

Family Educational Rights & Privacy Act (FERPA) Records

Series Title	Description	Minimum Retention
Request for formal hearings	Student initiated request for formal hearing regarding amendment of educational record	Permanent
Requests for and disclosures of personally identifiable information	Necessary for compliance with recordkeeping requirements in FERPA	
Requests for nondisclosure of directory information	Student request to opt-out of directory information disclosure	
Written consent for records disclosure	Student signed (electronic or paper) authorization for disclosure of educational record	
Waivers for rights of access	Covers confidential letters and statements of recommendations related to the student's admission; application for employment; or receipt of an honor or honorary recognition (section 99.12(b)(3))	

Federal Disclosure Record

Series Title	Description	Minimum Retention
College costs, accreditation, textbook information, transfer credit policy	Complies with Higher Education Opportunity Act	3 years from date of required disclosure
Crime statistics/security reports	Complies with Higher Education Opportunity Act	
Graduation/completion, Transfer-out Data	Complies with Higher Education Opportunity Act	
Institutional information (cost of attendance, withdrawal procedures, accreditation, etc.)		

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Federal Student Financial Aid (SFA) Records

SFA Program Records

Series Title and Description	Minimum Retention
Accrediting and licensing agency review, approvals, and reports	3 years from award year
Audit reports and school responses	
Records pertaining to financial responsibility and standards of administrative capability	
Program participation agreement	
Self-evaluation reports	
State agency reports	

SFA Fiscal Records

Series Title and Description	Minimum Retention
Bank statements for accounts containing SFA funds	3 years from award year
Federal work-study payroll records	
Ledgers identifying SFA transactions	
Records of SFA program transactions	
Records of student accounts	
Records supporting data on required reports (SFA program reconciliation reports, audit reports and school responses, Pell Grant statements of accounts, accrediting and licensing agency reports)	

SFA Recipient Records

Series Title and Description	Minimum Retention
Application data submitted to the Dept. of Education or lender by the school on behalf of the student	3 years from award year
Data used to establish student's admission, enrollment status, and period of enrollment	
Date and amount of disbursements	
Documentation of student's eligibility	
Documentation of student's satisfactory academic progress	
Documentation of student's program of study and enrolled courses	
Documentation related to the receipt of aid, such as the amount of the grant, loan, or FWS award, and calculations used to determine amounts	
Documentation of initial or exit loan counseling	
Documentation supporting the school's calculation of its completion/graduation or transfer-out rate	
Documents used to verify applicant's data	
Financial aid history for transfer students	
Reports and forms used for participation in the SFA program	
Student Aid Report (SAR) or Institutional Student Information Record (ISIR)	

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Curriculum Development Process

Windsor University obligates all Faculty members (instructors, professors, etc.) to coordinate with the President and the Chief Academic Officer in the curriculum development process. This dynamic process includes several stages: planning and preparing, designing and developing, implementing, evaluating, revising, and improving.

Planning & Preparing

During this stage, The Faculty identifies/updates the curriculum's objectives and learning outcomes. In addition, faculty members should know the ever-changing labor market's demands and update the curriculum to supply these needs.

Designing & Developing

During this stage, the Faculty identifies/updates the curriculum's content and learning materials. These references should complement the curriculum's objectives and learning outcome. Therefore, faculty members should know the latest learning materials and update the appropriate new content into the curriculum.

Implementing

During this stage, the Faculty identifies/updates the curriculum's online teaching method and mapping. These methods and schedules should facilitate the delivery of the curriculum to the students. Faculty members should know the recent instructing methodologies and implement the relevant techniques into the curriculum.

Evaluating

During this stage, the Faculty identifies the curriculum's strengths, weaknesses, opportunities, and threats. In addition, faculty members should be knowledgeable of the latest methods of evaluating the curriculum.

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Strengths

The Faculty identifies the curriculum's strong points regarding its objectives and learning outcomes, content and learning material, online teaching method, etc... Faculty members should be well-aware of the latest means to emphasize these assets.

Weaknesses

The Faculty identifies the curriculum's weak points regarding its objectives and learning outcomes, content and learning material, online teaching method, etc... Faculty members should be well-aware of the latest means to limit or eliminate these imperfections.

Opportunities

The Faculty identifies the curriculum's opportunities. These are aspects, if reinforced, will evolve and progress the curriculum. Therefore, faculty members should continuously seek to identify new growth opportunities for the curriculum and suggest the correct process and procedure to promote and facilitates these prospects.

Threats

The Faculty identifies the curriculum's threats. These are aspects, if kept unchecked, that may deteriorate or hinder the progress of the curriculum. Therefore, faculty members should continuously identify these threats and suggest adequate processes and procedures to prevent these dangers.

Revising & Improving

After discussing with the President and the Chief Academic Officer, the Faculty apply the approved curriculum changes during this final stage. Faculty members should continuously revise the curriculum and observe its compliance with the labor market's changing demands.

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Tuition & Fees

The following tables summarize the prepaid tuition plan students should follow

Tuition Fee Plan for the MBA Program

-	Dates & Duration					Course Names		Tuition Fees	
Sem #	Sem. Start	Sem. End	Months	Weeks	Payment Deadline	Course 1 (C1)	Course 2 (C2)	C1	C2
Sem 1	13-Sep-25	21-Dec-25	3.5	14	03-Sep-25	Project Management	Human Resources	$660	$660
Sem 2	17-Jan-26	26-Apr-26	3.5	14	07-Jan-26	Economics	Accounting and Finance	$660	$660
Sem 3	16-May-26	23-Aug-26	3.5	14	06-May-26	Marketing and Sales Management	Business Law and Ethics	$660	$660
Sem 4	12-Sep-26	20-Dec-26	3.5	14	02-Sep-26	Logistics and Supply Chain Management	Entrepreneurship	$660	$660
Sem 5	16-Jan-27	25-Apr-27	3.5	14	06-Jan-27	Logistics and Supply Chain Management	Thesis	$660	$660
5 Sems	13-Sep-25	25-Apr-27	20	70		Total Number of Courses	10	Total Tuition	$6600

Fees Type	Fees
Application Fees	$50
Graduation Certificate Fees	$660
Official Transcript Fees	$100
Non-Refundable	

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Tuition Fee Plan for the Accelerated MBA Program

	Dates & Duration					Course Names		Tuition Fees	
Sem #	Sem. Start	Sem. End	Months	Weeks	Payment Deadline	Course 1 (C1)	Course 2 (C2)	C1	C2
Sem 1	25-Oct-25	21-Dec-25	2.4	8	15-Oct-25	Marketing and Sales	Accounting and Finance	$660	$660
Sem 2	10-Jan-26	8-Mar-26	2.4	9	31-Dec-25	Business Law and Ethics	Entrepreneurship	$660	$660
Sem 3	28-Mar-26	24-May-26	2.4	9	18-Mar-26	Project Management	Human Resources	$660	$660
Sem 4	13-Jun-26	9-Aug-26	2.4	9	03-Jun-26	Elective	Economics	$660	$660
Sem 5	29-Aug-26	25-Oct-26	2.4	9	19-Aug-26	Research and Development Management	Thesis	$660	$660
5 Sems	25-Oct-25	25-Oct-26	12	45		Total Number of Courses	10	Total Tuition	$6600

Fees Type	Fees
Application Fees	$50
Graduation Certificate Fees	$500
Official Transcript Fees	$100
Non-Refundable	

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Tuition Fee Plan for the English as a Second Language Program

Level	Level Start	Level End	Weeks	Clock Hours	Course Name	Tuition Fee
Level 1	06-Apr-26	28-Jun-26	12	216	Foundation English	$4,000
Level 2	29-Jun-26	20-Sep-26	12	216	Professional English	$4,000
Level 3	21-Sep-26	13-Dec-26	12	216	Academic & Career Readiness English	$4,000
3 Levels	06-Apr-26	13-Dec-26	36	648	Total Program	$12,000

Additional Fees

Fees Type	Fees
Application Fees	$50
Books & Materials	$900
Other Fees	$500
Non-Refundable	

Regular Tuition Policy

Academic Program: MBA

Students are expected to apply and pay the application fees before Sep 03, 2025. This non-refundable fee of $50 includes the application fees and the admission fees if accepted into the University. The tuition fee for each semester is $1320 since it consists of two courses, each costing $660. The payment deadline for semester one is September 03, 2025. The payment deadline for semesters 2 and 3 is January 07, 2026, and May 06, 2026, respectively. The payment deadline for semesters 4, and 5 is September 02, 2026, and January 06, 2027.

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Students should pay the non-refundable certificate fee, which is $660, to receive their graduation certificate.

Accelerated MBA Program

Students are expected to apply and pay the application fees before Oct 15, 2025. This non-refundable fee of $50 includes the application fees and the admission fees if accepted into the University. The tuition fee for each semester is $1320 since it consists of two courses, each costing $660. The payment deadline for semester one is Oct 15, 2025. The payment deadline for semesters 2 and 3 is December 31, 2025, and March 18, 2026, respectively. The payment deadline for semesters 4, and 5 is June 03, 2025, and August 19, 2025.

Students should pay the non-refundable certificate fee, which is $660, to receive their graduation certificate.

Tuition Fees can be paid using the University's payment portal:
https://app.windsoruniversity.us/

English as a Second Language (ESL)

Students are expected to apply and pay the registration fee before the official start date of their enrolled level. This non-refundable fee of $50 includes the application and admission processing fees if accepted into the program. The tuition fee for each level is $4,000**,** as the ESL program consists of three sequential levels. The payment deadline for Level 1 – Foundation English is prior to the official start date of the level. The payment deadline for Level 2 – Professional English is prior to the start of Level 2. The payment deadline for Level 3 – Academic & Career Readiness English is prior to the start of Level 3. Additional required fees include $900 for books and materials and $500 for other program-related expenses**.**
Tuition fees can be paid using the University's payment portal:
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Career Diplomas

AI Fundamentals

The tuition fee for the AI Fundamentals diploma is $200. Students are expected to pay $20 for the registration fee and $25 for other supplies in the course. The diploma's total is $245.

Cybersecurity

The tuition fee for the Cybersecurity diploma is $50. Students are expected to pay $20 for the registration fee. The diploma's total is $70.

Cybersecurity for Business Professionals

The tuition fee for the Cybersecurity for Business Professionals diploma is $100. Students are expected to pay $20 for the registration fee and $25 for other supplies in the diploma. The diploma's total is $145.

Refund Policy

Flexible Time Schedule Refund Policy

- Used when students complete courses at their own pace.
- Applied on the hybrid program too
- Refunds depend on how much of the **graded work** a student completed:

% of Assignments Completed	% Tuition Refunded	% Institution Keeps
Up to 10%	90%	10%
10% – 25%	75%	25%
25% – 50%	50%	50%
Over 50%	0%	100%

Time-Based Semester Refund Policy

- Used for semesters and/or courses up to 16 weeks long.
- Each course is treated separately for refund calculations.
- If a course hasn't started, 100% of tuition is refunded.
- Refunds based on how many weeks have passed as follows:

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For 7–10 Week Semester and/or Courses

Week of Withdrawal	% Tuition Refunded (minus app./reg. fee)
1st Week	80%
2nd Week	60%
3rd Week	40%
4th Week	20%
5th Week or Later	0%

For 11–16 Week Semester and/or Courses

Week of Withdrawal	% Tuition Refunded (minus app./reg. fee)
1st Week	80%
2nd Week	70%
3rd Week	60%
4th Week	50%
5th Week	40%
6th Week	30%
7th Week	20%
8th Week	10%
9th Week or Later	0%

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Cancellation

Newly admitted students have five (5) calendar days after signing the enrollment agreement to cancel enrollment in writing at admission@windsoruniversity.us and receive a full refund of all monies paid to Windsor University. Once the cancellation request has been received and processed, a notification will be sent to the Finance Department to complete a refund. The refund will be made to the student to the same payment card the student has registered with in the admission form within 30 days of the student's notice of cancellation.

Withdrawals

Students wishing to withdraw from the university should send their withdrawal request to student.affairs@windsoruniversity.us. If a student withdraws before starting their enrolled course(s) for a semester, they will receive a 100% tuition refund for that semester's payments to Windsor University. Students who withdraw after commencing their studies are eligible for a refund based on their withdrawal date. Once the withdrawal request is received and processed, the finance department will be notified to determine the student's eligibility for a refund. The finance department will then contact the student to request the necessary information for processing the refund. Students can expect to receive their refund within 30 days of notifying the university of their withdrawal.

Tuition Refund Appeal Process

In the event that a student's request for a tuition refund is denied due to failure to meet the conditions outlined in this policy, they have the option to initiate an appeal for reconsideration. To request reconsideration, students are required to provide a written explanation of the circumstances they believe warrant an exception to the university's refund policy as detailed herein. These exceptional circumstances may encompass situations such as severe illness or injury. In order for an appeal to be considered for reconsideration, it must include supporting documentation that substantiates the validity of the claimed exceptional circumstances. In case of termination, the student cannot apply for any refund. Appeals should be submitted in written form to student.affairs@windsoruniversity.us

Scholarship Policy

Windsor University does not currently participate in the U.S. Federal Student Aid (Title IV) program. In the meantime, the university offers several scholarships and discounts based on

students' country of occupation, as well as additional scholarships for group enrollments, particularly for government employees and veterans.

Privilege Scholarship

Applicants will receive a scholarship based on their latest country of occupation. This policy is valid as long as the applicant's occupation country did not change outside these categories. Applicants whose country of occupation is any of the following countries will receive a 25% up to 50% scholarship of their academic program's tuition fees:

Low – Income Economies

Afghanistan	Guinea-Bissau	Sierra Leone
Burkina Faso	Haiti	Somalia
Burundi	Korea, Dem. People's Rep.	South Sudan
Central African Republic	Liberia	Sudan
Chad	Madagascar	Syrian Arab Republic
Congo, Dem. Rep	Malawi	Tajikistan
Eritrea	Mali	Togo
Ethiopia	Mozambique	Uganda
Gambia	Niger	Yemen, Rep.
Guinea	Rwanda	

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Lower Middle – Income Economies

Angola	Honduras	Papua New Guinea
Algeria	India	Philippines
Bangladesh	Kenya	São Tomé and Principe
Benin	Kiribati	Senegal
Bhutan	Kyrgyz Republic	Solomon Islands
Bolivia	Lao PDR	Sri Lanka
Cabo Verde	Lesotho	Tanzania
Cambodia	Mauritania	Timor-Leste
Cameroon	Micronesia, Fed. Sts.	Tunisia
Comoros	Moldova	Ukraine
Congo, Rep.	Mongolia	Uzbekistan
Côte d'Ivoire	Morocco	Vanuatu
Djibouti	Myanmar	Vietnam
Egypt, Arab Rep.	Nepal	West Bank and Gaza
El Salvador	Nicaragua	Zambia
Eswatini	Nigeria	Zimbabwe

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Ghana Pakistan

Discount for Groups

Groups willing to enroll in the University will receive additional discounts, depending on the number of students in that group. This discount will be decided on a case-by-case basis and is highly advised for Government Sector Employees and Veterans.

Master in Business Administration Curriculum

The academic program will consist of five semesters. The duration of each semester will be three and a half months (14 weeks). There will be two weeks break between each semester. During each semester, students will take two courses. Supposedly:

Semester 1

This semester will begin on Sep 13, 2025, and students will attend these courses in parallel:

- Project Management (PM)
- Human Resources

Semester 2

This semester will begin on Jan 17, 2026, and students will attend these courses parallel to one another:

- Accounting & Finance
- Economics

Semester 3

This semester will begin on May 16, 2026, and students will attend these courses parallel to one another:

- Marketing and Sales Management

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- Business Law & Ethics

Semester 4

Semester 4 will start on Sep 12, 2026, and students will attend these courses parallel to one another:

- Research & Development Management
- Entrepreneurship

Semester 5

Semester 5 will begin on January 16, 2027, and students will attend the following course parallel to the Capstone/ Thesis. Consequently, semester 5 will include the following:

- Elective Course
- Capstone/ Thesis

Accelerated Master in Business Administration Curriculum

The academic program will consist of five semesters. The duration of each semester will be two months (9 weeks). There will be two weeks break between each semester. During each semester, students will take two courses. Supposedly:

Semester 1

This semester will begin on Oct 25, 2025, and students will attend these courses in parallel:

- Marketing and Sales
- Accounting and Finance

Semester 2

This semester will begin on Jan 10, 2026, and students will attend these courses parallel to one another:

- Business Law and Ethics
- Entrepreneurship

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Semester 3

This semester will begin on Mar 28, 2026, and students will attend these courses parallel to one another:

- Project Management
- Human Resources

Semester 4

Semester 4 will start on Jun 13, 2026, and students will attend these courses parallel to one another:

- Elective
- Economics

Semester 5

Semester 5 will begin on Jan, 2027, and students will attend the following course parallel to the Capstone/ Thesis. Consequently, semester 5 will include the following:

- Research and Development Management
- Capstone/ Thesis

Core Courses

52.0211 Project Management (3 CH)

The Objective of the Course

This course prepares students to be project managers.

Learning Outcomes

Upon completion of the Project Management course, the student will be able to:

- Identify the components and steps of the project initiation, planning, execution, control, monitoring, and closure phases.
- Analyze project feasibility, costs, benefits, and risks to align expectations and support key stakeholders.

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- Develop a project charter and create a plan to manage stakeholder engagement and communication.
- Construct plans to effectively manage project scope, costs, schedules, and delegate tasks.
- Identify strategies to effectively manage procurement, quality, and schedules during the project execution stage.
- Select tools and metrics to efficiently control and monitor project scope, processes, and risk.
- Propose strategies for responding to schedule and process changes, risk exposure, and alterations to scope.
- Facilitate project closure by transferring ownership of deliverables, obtaining feedback from stakeholders, and reviewing

52.1001 Human Resources (3 CH)

The Objective of the Course

Qualify students to know all about the HR management.

Learning Outcome

Students will learn how to use integrated coaching, organizational development, career planning, and counseling skills to design, manage, and evaluate plans that improve an individual's productivity, employability, and job satisfaction, as well as organizational effectiveness, employment, management development, customer service, and quality management.

This course includes psychology, structure behavior, adult education principles, activity counseling, ability testing and evaluation, program design, consulting practice, structure development, and applications to issues. After finishing, students will be able to answer questions such as:

- Role of the human resources department
- Time and change management
- Policies and procedures

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- Recruitment and selection
- Employee relations and communication
- Compensation and benefits for employees
- Staff training and development
- Health, security, and safety in the workplace

About the Exam

The HR Exam includes six sections that are weighted accordingly:

- H.R. Administration (22%)
- Recruitment & Selection (22%)
- Employee Relations & Communication (20%)
- Training & development (15%)
- Compensation & Benefits (14%)
- Health, Safety, & Security (7%)

52.0601 Economics (3 CH)

Course Description

Students will learn about applying economic principles to analyzing business enterprises' organization and operation in this course. By the end of this course, students should have acquired knowledge in financial theory, banking and money systems, the speculation of competition, valuation theory, wage and salary/incentive theory, analysis of markets, and applications of economics and quantitative ways to the study of explicit businesses and business issues.

52.0304 Accounting and Finance (3 CH)

Course Description

This course prepares students to function as accountants, financial managers, or analysts using an integration/combination of accounting and financial fundamentals.

Accounting

Managerial Accounting is the study of accounting that generates management data for economic decision-making. It studies cost-benefit criteria and behavioral implications of

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actions and methods for setting long and short-range goals. It explores the method of manufacturing monetary in operation data for structure workers and managers. Students will learn to use an information system that collects operational and financial data, processes, stores, and reports the data to users for feedback on their performances. Management accounting produces information for managers in a corporation. It sets apart approach, measuring, accumulating, analyzing, preparing, interpreting, and communicating information that helps managers achieve organizational objectives.

Finance

This course introduces students to the concepts and theories of corporate finance that underlie the techniques offered as aids for understanding, evaluating, and resolving financial problems. This course highlights the building blocks of economic management that are of primary concern to managers and all the considerations needed to make financial decisions inside and outside firms. Financial management focuses on ratios, equities, and debts. In addition, it helps portfolio management, distribution of dividends, capital raising, and searching and hedging fluctuations in foreign currency and product cycles.

Financial managers are the folks that can do analysis, support the study, decide what sort of capital is needed to fund the Institute's assets, and increase its worth for all the stakeholders. It also refers to the economic and effective management of cash (funds) in such a fashion to accomplish the organization's objectives. Finally, it is the specialized perform directly related to the highest power.

The performance's significance is not seen within the line and the 'Staff' capability in a corporation's overall. It has been outlined otherwise by totally different specialists within the field. The term usually applies to an institute or institute's monetary strategy. At the same time, personal finance or financial life management refers to an individual's management strategy. It includes the way to raise the capital and allot capital, i.e., capital budgeting. Not only for long-term budgeting but also for allocating the short term have had resources like current liabilities. It also deals with the dividend policies of the shareholders.

52.1401 Marketing and Sales Management (3 CH)

Course Description

The marketing part will prepare students to undertake and manage shopper audiences' methods and move products from producers to shoppers. This includes instruction in purchaser behavior and dynamics, the principle of selling analysis, demand analysis,

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cost-volume, and profit relationships, valuation theory, promoting the campaign and strategic designing, market segments, advertising ways, sales operations, and management, shopper relations, retailing, and applications to specific product and markets. The sales part prepares students to possess the skills to directly upgrade products and services to potential customers and perform freelance sales delegates and managers. This course includes instruction in client science, image projection, speaking, social communications, sales organization and operations, client relations, professional standards, applicable and ethics, and technical skills.

38.0103 Business Law & Ethics (3 CH)

Course Description

Business Ethics

This course stresses the spatial relation of moral values like honesty, trust, respect, and fairness within individual and structure effectiveness. The course explores the concepts of developing ethical reasoning and, therefore, the interaction of ethical judgment victimization 3 Models of Management Ethics. The intent is to demonstrate the breadth of responsibility of the individual manager, organization, and corporation in creating "ethical" selections. The methodology focuses on analyzing case studies, role-playing, and experiential exercises to present the learner differently.

Such topics embrace personal and structured ethics, moral problems within the world arena, business' influence on government and politics, clients and consumer stakeholders, the connection between the natural environment and business, and therefore the relationship between business and workers—including the New Social Contact and changes within the geographic point associated with employee rights.

Additionally, students are inspired to challenge their perceptions of moral values mentioned in the course and examine their actions related to the models' conferred.

Business law

This course will provide the student with foundational info regarding the U.S. system, dispute resolution, and their business impact. The most crucial content areas can embrace general principles of law, the connection of business and, therefore, the U.S. Constitution, state and federal legal systems, the relationship between law and ethics, contracts, sales, torts, agency law, belongings, and business law within the world context. The purpose of this course is to:

- Outline elementary legal language concerning contracts, torts, property, and wills

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- Differentiate between business ethics and legal issues
- Determine and make a case for needed components of torts, needs of contracts, sales contracts, firms, partnerships, agency, creditors' rights, bankruptcy, and industrial paper
- Examine numerous client laws as applied to business and people.

Upon completing the course, students should be able to:

- Describe the U.S. system and, therefore, the legal surroundings of business.
- Describe the connection between ethics and law in business.
- Outline relevant legal terms in business.
- Make a case for basic principles of law that apply to business and business transactions.
- Describe business law within the world context.
- Describe current law, rules, and rules associated with subsiding business disputes.

52.0210 Research and Development Management (3 CH)

Course Description

This course prepares students to manage approaches, programs, and organizations involving basic and applied analysis or specialized technology applications within the public or private sectors. Also, it contains instruction in all sides of business management applied to the leadership and management of scientific, clinical, engineering, and social scientific enterprises; the management of coupled operational, security, and logistical issues; and technical competence in one or more research disciplines.

52.0701 Entrepreneurship (3 CH)

Course Description

This course prepares students to perform development, selling, and management functions related to owning and operating a business. It will also offer students a start in learning concerning what they will own and operate an undefeated business. Students can explore making a company arrange, funding a business, and valuation product and services. Entrepreneurship is an interdisciplinary course designed to teach students how to think and act entrepreneurially. Students find out how to start up and operate a business, hence turning their learning into earning. The course will rely on cross-curricular tutorial skills by integrating inquiry-based learning and business tools to enable students to analyze, create, develop, and pilot small businesses in a safe campus environment.

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Those who manage and operate small businesses can bring their product on to the buyer via the native marketplace or gift venture to potential investors for funding. A strong emphasis on hands-on experiences reinforces concepts and skills. The course includes applications to society, people, and the uses of technology. The condition of this course is in coupling with the connection for Teaching Entrepreneurship.

Elective Courses

52.0203 Logistics and Supply Chain Management (3 CH)

Course Description

This course prepares students to manage the associated coordination of all logistic functions in an enterprise, from gaining and handling through the inner distribution of resources to process units to the treatment and delivery of output. Includes instruction in procuration and buying, internal control, storage and handling, just-in-time producing, supplying coming up with shipping and delivery management, transportation, internal control, budgeting, and resource estimation and allocation.

Evaluation & Percentage

This course consists of 300 points. Therefore, students need a minimum of 210 points to pass this course. The table below describes the evaluation procedure for this course.

52.1501 Real Estate (3 CH)

Learning Outcome

Students will go over numerous subjects within the field, including real estate financing, the transfer of real property, property ownership forms, and more. In addition, upon completing the course, students will acquire knowledge in the following:

- Handling encumbrances in real estate
- Describing and surveying land
- Laws and regulations of land use

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- Real estate agencies
- Appraising property
- Fair Housing and consumer protection laws
- Forms of leases and property management
- Investing in real estate
- Property condition disclosure
- Principles and responsibilities of practicing real estate brokers
- Contracts and closing procedures

About the Exam

The Real Estate Exam is a multiple-choice question exam composing of seven subjects:

- Property Ownership & Land Use Controls and Regulations (15%)
- Laws of Agency & Fiduciary Duties (17%)
- Property Valuation & Financial Analysis (14%)
- Financing (9%)
- Transfer of Property (8%)
- The Practice of Real Estate & Disclosures (25%)
- Contracts (12%)

52.1003 Organizational Behavior Studies (3 CH)

Course Description

This course concentrates on the scientific study of people's behavior and motivations in organized teams and their implementation in business and industrial settings. Contains instruction in organization theory, industrial and structure scientific correction, psychology, the social science of organizations, build up and incentive theory, worker relations methods, structure power and influence, organization accordance and hierarchy, leadership designs, and applications of research and alternative methodologies to structure analysis.

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52.0809 Credit Management (3 CH)

Course Description

This course will prepare students to perform and manage personal and corporate credit, collateral, loan processing, and related financial agency communications. This course generally contains finance and banking principles, insurance, property, taxation, business law and rules, quantitative ways, money pc systems applications and implementation, direction, communications skills, business and workplace management, and professional standards and ethics.

52.2101 Telecommunications Management (3 CH)

Course Description

This course prepares students to use business skills to vogue, implement, and manage organizations' voice, video, and data networking systems. This course includes instruction in telecommunication ideas and technologies, network operations and management, wireless communications and mobile computing, cybersecurity, regulation, public policy, business practices, management, and written and oral communications.

52.0303 Auditing (3 CH)

Course Description

This course prepares students to perform internal and external evaluations to judge structure financial and operational activities, guarantee compliance with laws and policies, safeguard assets, and promote effective coming up with and resource allocation. It contains instruction in advanced accounting, audit techniques, tools, risk, sampling, and management. Audit springs up with management, rules, law, environmental auditing, data technology applications, professional standards, ethics, and specific business and repair sector issues.

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52.0702 Franchising and Franchise Operations (3 CH)

Course Description

This course prepares students to manage and operate franchises. It also includes instruction in legal necessities, set-up prices and capitalization necessities, financing, and applications to specific franchise opportunities.

52.0703 Small Business Administration (3 CH)

Course Description

This course prepares students to develop and manage small businesses. It also includes instruction in business administration, enterprise planning, entrepreneurship, start-up, small business operations, problems, personnel supervision, capitalization and investment, taxation, business law and regulations, e-commerce, home business operations, application-specific sectors, products, etc. services.

52.2001 Construction Management (3 CH)

Course Description

This course prepares students to manage, coordinate, and supervise the development method from idea development through project completion on a timely and economic basis. Includes instruction in business, residential, mechanical, highway/heavy civil, electrical, environmental, industrial, and specialty construction; facilities management; project planning; budgeting and value control; supply and materials management; personnel management and labor relations; website safety; construction contracting; construction processes and techniques; organization and scheduling; and applicable codes and rules.

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52.0213 Organizational Leadership (3 CH)

Course Description

This course focuses on leadership skills applicable to a business, government, non-profit, or academic setting. This course includes instruction in structure designing, leadership dynamics, finance, team building, conflict resolution and mediation, communication, and alternative management skills.

Capstone Thesis (3 CH)

Definition

The MBA thesis is written proof that the student understood the program well enough to write about it on a significant academic level. In this course, students will receive guidance on how to write a proper research paper.

Description

Structure

In coordination with their respective instructors and supervisors, students are expected to plan their theses since they will be graded separately in each thesis segment. Therefore, the thesis may be divided and weighed as such:

- Abstract – 10%
- Introduction – 10%
- Method – 20%
- Literature Review – 20%
- Results & Discussion – 20%
- Conclusion, Reference, & Appendix – 20%

The advisor will assign each student the submission date for each section of their respective thesis.

Abstract

In the abstract, students should state:

- What are they investigating?

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- What is the importance of such an investigation?
- What are they expected to find?

Introduction

In the introduction, students should state:

- What are they researching?
- Why are they conducting this research?
- Where are they researching (in what field/area)?
- Which questions are they expecting to answer?
- How are they going to find these answers?

Literature Review

This section includes a summary of other researchers' approaches & discoveries that the student was used as a reference when doing their research.

Methodology

In this section, students should state:

- How they gathered the data?
- Why was this a reliable and valid way to gather the data required?
- How this approach suited the questions asked?
- Why did they choose a particular method over another? (For example, quantitative essay rather than qualitative case study)
- How do they intend to analyze the data?
- Which tests or procedures are they going to use?
- What are the limitations to their method, and how did they attempt to overcome them?

Results & Discussion

Students will reconstruct the outcomes they received from processing the collected data using the mentioned methods, whether the results were anticipated, and answer their questions. Also, they should discuss surprising results.

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Conclusion

In this segment, students should state what they concluded from their theses, the limitations they faced, recommendations for other researchers, and areas that require further research.

Reference

Students should state the source of all statistics, studies, researches, and other informative scripts they incorporated into their theses.

Appendix

The appendix should include an organized collection of the raw data the researcher used during their investigation.

Format

The MBA thesis is the last challenge for students towards a desired Master's Degree in Business Administration. Students should demonstrate a high level of research and writing skills and effectively apply their subject knowledge. When preparing their MBA research project, students should follow the requirements listed below:

1. The thesis should incorporate 15,000 to 20,000 words. This word count does not cover appendices, glossary, and references. Do not embrace symbols and technical terms during this limit similarly.
2. Students should number the pages sequentially, putting the primary range on the page if there are no alternative necessities.
3. Numbers should be at the bottom right corner of the page.
4. Number the figures and tables sequentially within each chapter.
5. Equations ought to even be numbered consecutive, with the numbers put in parentheses.
6. Each table and figure should have a title and should be explained and referred to in the document.
7. Cite the sources consistently throughout the text. Whether it is a quotation or a table taken from the other scholar's original research, make sure to mention the MBA paper source.

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8. Students should follow the citation format recommended by their advisors.
9. Students should format the cover and title pages to include the following details:
   a) Title of their paper
   b) Name of program
   c) Student's name
   d) Advisor's name
   e) Date
10. Students should follow the structure and the page numbers of their paper in the table of contents. For example, the Master's degree thesis table of contents typically consists of 3 hierarchical levels.
11. The student should place the summary section in the introductory part of the MBA paper. It usually follows the table of contents and, in brief, informs of the objectives, methods, and conclusions of the work (not more than 300 words).
12. If the paper has many tables and figures, the students should tabulate them accordingly.
13. Students should structure the primary parts of their paper correctly. For example, it ought to incorporate the introduction, the thesis chapters, and the conclusion.
14. Students should cover the critical aspects of the MBA paper in their chapters.
15. Literature review and methodology should necessarily be included in the main chapters of their work.
16. The references ought to be organized in alphabetical order and given in compliance with the suggested format vogue.

Evaluation & Percentage

Instructors will assign the weight of each portion of the thesis and evaluate it accordingly.

Cost, Delivery Mode, & Credit Hours

Delivery Mode	Cost	Credit Hours
Online	$ 660	3

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Occupational skills students will learn

- Effective communication skills.
- Expert problem-solving skills.
- Network know-how.
- Deal with pressure.
- Strategic research and analysis.

MBA programs help students develop the abilities needed to stand out as business executives, like the power to quickly and accurately analyze massive amounts of data and, therefore, develop intelligent solutions to business problems.

MBA programs conjointly teach students a way to inspire and encourage individuals and command respect. This ability is significant for people who wish to tackle bold business comes that needs cooperation.

Type of Employment for Which Graduates Will Be Qualified

A Master's Degree prepares people for several styles of careers. In keeping with the Graduate Management Admissions Council survey, sixty-fourth of 2012, Master's degree graduates used their Master's Degree to varied careers. Typical jobs associate with a Master's Degree include:

Healthcare Administrator Manager	**Business Operations Manager**
Information Systems Manager	**Management Analyst**
Operations Research Analyst	**Market Research Analyst**
Finance Manager	**Project Manager**
Operations Manager	**Information Technology Director**
Securities Analyst	**Budget Analyst**
Health info Manager	**Purchasing Manager**
Health Policy Analyst	**Revenue Manager**
Logistics Manager	**Sports Management**
Marketing Manager	**H.R. Manager**
I.T. Director	**Top government**
Marketing Manager	**Product Manager**

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Contact & Credit Hours

MBA Program

Course Name	Course Type	Semester Number	Duration (wks.)	Cost	Contact Hrs./Wk.	Total Contact Hours	Credit Hours	CIP Code
Project Management	Core	1	15	$660	3	45	3	52.0211
Human Resources	Core	1	15	$660	3	45	3	52.1001
Economics	Core	2	15	$660	3	45	3	52.0601
Accounting & Finance	Core	2	15	$660	3	45	3	52.0304
Marketing and Sales Management	Core	3	15	$660	3	45	3	52.1401
Business Law & Ethics	Core	3	15	$660	3	45	3	38.0103
Research & Development Management	Core	4	15	$660	3	45	3	52.0210
Entrepreneurship	Core	4	15	$660	3	45	3	52.0701
Logistics, Materials, & Supply Chain Management	Elective	5	15	$660	3	45	3	52.0203
Real Estate	Elective	5	15	$660	3	45	3	52.1501
Organizational Behavior Studies	Elective	5	15	$660	3	45	3	52.1003
Credit Management	Elective	5	15	$660	3	45	3	52.0809
Telecommunications Management	Elective	5	15	$660	3	45	3	52.2101
Auditing	Elective	5	15	$660	3	45	3	52.0303
Franchising & Franchise Operations	Elective	5	15	$660	3	45	3	52.0702
Small Business Administration	Elective	5	15	$660	3	45	3	52.0703
Construction Management	Elective	5	15	$660	3	45	3	52.2001
Organizational Leadership	Elective	5	15	$660	3	45	3	52.0213
Capstone/ Thesis	Thesis	5	15	$660	3	45	3	Capstone
Program Total	**10 Courses**	**5 Semesters**	**80**	**$6,600**		**450**	**30**	

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Accelerated MBA Program

Course Name	Course Type	Semester Number	Duration (wks.)	Cost	Contact Hrs./Wk.	Total Contact Hours	Credit Hours	CIP Code
Marketing and Sales	Core	1	9	$660	3	30	3	52.1401
Accounting and Finance	Core	1	9	$660	3	30	3	52.0304
Business Law and Ethics	Core	2	9	$660	3	30	3	38.0103
Entrepreneurship	Core	2	9	$660	3	30	3	52.0701
Project Management	Core	3	9	$660	3	30	3	52.0211
Human Resources	Core	3	9	$660	3	30	3	52.1001
Economics	Core	4	9	$660	3	30	3	52.0601
Logistics & Supply Chain Management	Elective	4	9	$660	3	30	3	52.0203
Real Estate	Elective	4	9	$660	3	30	3	52.1501
Organizational Behavior Studies	Elective	4	9	$660	3	30	3	52.1003
Credit Management	Elective	4	9	$660	3	30	3	52.0809
Telecommunications Management	Elective	4	9	$660	3	30	3	52.2101
Auditing	Elective	4	9	$660	3	30	3	52.0303
Franchising & Franchise Operations	Elective	4	9	$660	3	30	3	52.0702
Small Business Administration	Elective	4	9	$660	3	30	3	52.0703
Construction Management	Elective	4	9	$660	3	30	3	52.2001
Organizational Leadership	Elective	4	9	$660	3	30	3	52.0210
Research and Development Management	Core	5	9	$660	3	30	3	52.0213
Capstone/ Thesis	Thesis	5	9	$660	3	30	3	Capstone
Program Total	**10 Courses**	**5 Semesters**	**45**	**$6,600**		**270**	**30**	

Career Diplomas Curricula

AI Fundamentals

AI Fundamentals Diploma Overview

1. **Comprehensive Introduction:** Exploring the building blocks of artificial intelligence, covering key concepts like machine learning, neural networks, and algorithmic foundations.
2. **Hands-On Learning**: Engaging with real-world examples and interactive projects to solidify the student's understanding of AI basics.
3. **Future-Ready Skills**: Equipping the student with the foundational AI knowledge essential for advancing to more specialized areas and applications.

AI Fundamentals Diploma Outline

Objective: To provide a foundational understanding of artificial intelligence concepts, technologies, and their applications.

Week 1: Introduction to AI

- **Key Topics:** Definition and scope of AI, history and evolution, types of AI (Narrow vs. General AI).
- **Learning Objectives:** Understand what AI is, its historical development, and the differences between Narrow and General AI.

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- **Activities:** Introductory videos, class discussions, and readings on AI history.

Week 2: Fundamentals of Machine Learning

- **Key Topics:** Introduction to machine learning, supervised vs. unsupervised learning, basic algorithms (e.g., linear regression, decision trees).
- **Learning Objectives:** Gain a basic understanding of machine learning, differentiate between learning methods, and familiarize with foundational algorithms.
- **Activities:** Hands-on practice with algorithms, group classification activities, and case study analysis.

Week 3: Deep Learning Basics

- **Key Topics:** Structure and function of neural networks, deep learning frameworks (TensorFlow, PyTorch), applications of deep learning.
- **Learning Objectives:** Understand neural network architecture, learn about deep learning frameworks, and explore real-world applications.
- **Activities:** Building neural networks, analyzing deep learning projects, and group discussions.

Week 4: Natural Language Processing (NLP)

- **Key Topics:** Basics of NLP, key techniques and algorithms (e.g., tokenization, sentiment analysis), applications of NLP.
- **Learning Objectives:** Understand the importance of NLP, learn common techniques and algorithms, and explore NLP applications.
- **Activities:** Text analysis with NLP libraries, case studies, and mini-projects on sentiment analysis.

Week 5: Computer Vision

- **Key Topics:** Fundamentals of computer vision, key techniques and algorithms (e.g., image classification), applications of computer vision.
- **Learning Objectives:** Understand computer vision concepts, learn important techniques, and explore practical applications.

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- **Activities:** Building image classification models, analyzing case studies, and object detection projects.

Week 6: Robotics and AI

- **Key Topics:** Basics of robotics, role of AI in robotics, real-world applications.
- **Learning Objectives:** Understand robotics fundamentals, learn AI integration in robotics, and explore various applications.
- **Activities:** Robotics simulation exercises, case studies on AI-powered robotics, and group projects on designing robots.

Week 7: AI in Practice

- **Key Topics:** Case studies of AI applications, industry-specific AI applications (e.g., healthcare, finance).
- **Learning Objectives:** Analyze AI applications, understand the impact of AI in various industries, and learn about implementation challenges.
- **Activities:** Case study analysis, guest lectures, and group discussions.

Week 8: The Future of AI

- **Key Topics:** Emerging trends in AI, ethical considerations, diploma conclusion.
- **Learning Objectives:** Explore future AI trends, understand ethical implications, and reflect on diploma knowledge.
- **Activities:** Group discussions on trends, debates on ethical issues, and final project presentations.

This outline provides a comprehensive yet concise overview of the curriculum and syllabi for each week, ensuring a structured learning path for students in the AI Fundamentals diploma.

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Cybersecurity

Diploma Overview

This comprehensive cybersecurity diploma consists of a series of topics designed to provide foundational knowledge in cybersecurity. The curriculum is structured to prepare students for further specialized education or certifications in the field.

Structured Sequence of Courses:

The cybersecurity diploma is designed with a well-organized sequence of courses that progressively build students' knowledge and skills:

1. **Cybersecurity Foundations:**
   - Introduction to cybersecurity principles and the importance of digital safety.
   - Core concepts such as the CIA Triad (Confidentiality, Integrity, Availability).
   - **Topics Covered:**
     1. Definition and scope of cybersecurity
     2. Importance of cybersecurity in the digital age
     3. Basic principles and objectives of cybersecurity
2. **Internet Evolution:**
   - Understanding the structure and evolution of the internet.
   - Basic network protocols and their role in cybersecurity.
   - **Topics Covered:**
     1. History and development of the internet
     2. Key internet protocols
     3. Internet architecture and its vulnerabilities
3. **Threat Actors and Their Mitigation:**
   - Identification of various cyber threats (malware, viruses, phishing).
   - Analysis of threat actors (hackers, cybercriminals, nation-states).
   - **Topics Covered:**
     1. Types of cyber threats (malware, phishing, ransomware)
     2. Profiles of threat actors (hackers, cybercriminals, nation-states)
     3. Basic threat mitigation techniques
4. **Risk Mitigation:**
   - Strategies to assess and mitigate risks to digital assets.
   - Best practices for cyber hygiene and implementing security measures.
   - **Topics Covered:**

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1. Stages of hacking (reconnaissance, scanning, gaining access, maintaining access, covering tracks)
2. Common hacking tools and techniques

5. **Incident Response:**
   - Training on how to respond to potential hacking threats.
   - Techniques for recognizing and preventing data breaches.
   - Essential practices and tools for maintaining cybersecurity on a personal and organizational level.
   - **Topics Covered:**
     1. Cyber hygiene and safe online practices
     2. Use of cybersecurity tools (antivirus, firewalls, VPNs)
     3. Importance of regular updates and patches
6. **Hacking Process**
   - To help students understand the systematic methodology used in hacking, both for malicious purposes and ethical penetration testing.
   - This section delves into the structured steps typically followed in a hacking attempt, allowing students to recognize vulnerabilities and anticipate cyber-attacks. By understanding how hackers think and operate, students gain valuable insight into how to defend systems effectively.
   - **Topics Covered:**
     1. Phases of a hacking operation (Reconnaissance, Scanning, Gaining Access, Maintaining Access, Covering Tracks)
     2. Real-world examples of common attack scenarios
     3. Ethical hacking vs. malicious hacking
     4. Importance of penetration testing in cybersecurity defense
7. **Play Safe**
   - To equip students with practical tools and daily habits that foster a strong cybersecurity posture for both individuals and organizations.
   - This section focuses on promoting proactive cybersecurity behavior and best practices. Students learn to apply cyber hygiene techniques and use security tools responsibly, ensuring ongoing protection against everyday threats.
   - **Topics Covered:**
     1. Best practices for strong passwords, multi-factor authentication, and secure browsing
     2. Recognizing phishing and social engineering attempts
     3. Safe use of social media and cloud platforms

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4. Developing a personal and organizational cybersecurity checklist
5. Promoting cybersecurity awareness in teams and communities

8. **Cybersecurity Career and Certificates**
   - Preparation for roles such as Cybersecurity Analyst and Information Security Manager.
   - Insights into career paths in cybersecurity and the certifications required for various roles.
   - **Topics Covered:**
     1. Overview of cybersecurity career opportunities
     2. Key cybersecurity certifications
     3. Preparing for certification exams
9. **Security Standards**
   - Examination of various security standards and frameworks that guide cybersecurity practices.
   - **Topics Covered:**
     1. Introduction to security standards
     2. Implementation of security frameworks
     3. Importance of adhering to security standards
10. **Cyberlaw**
    - An introduction to the legal aspects of cybersecurity, including relevant laws and regulations.
    - **Topics Covered:**
      1. Overview of key cybersecurity laws
      2. Legal responsibilities and ethical considerations
      3. Compliance and regulatory requirements

Diploma Structure and Requirements

- **Sessions**: The diploma includes weekly sessions for 4 weeks.
- **Duration**: The total number of hours for the diploma is 16.
- **Attendance**: Participants are required to attend at least 70% of the sessions to meet the attendance requirement.
- **Assessment**: To successfully complete the diploma, participants must achieve a minimum of 70% in total for quizzes and assignments.

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Evidence of Competence:

- Students demonstrate competence through assessments, practical exercises, and projects that simulate real-world cybersecurity challenges.
- The diploma includes references to industry standards and best practices, ensuring students are prepared to meet professional expectations.

Cybersecurity for Business Professionals

Diploma Overview:

This comprehensive diploma is designed for IT and business managers in corporations, government agencies, and law enforcement agencies. It covers the cybersecurity landscape, including definitions, threat actors, laws, risk mitigation frameworks, and active cybersecurity research and software communities in the USA and internationally.

- Why human cybersecurity is essential.
- Increased threats on corporate and government agencies.
- Strong requirements for improved cybersecurity resilience from risk mitigation to incident response and control.

Structured Sequence of Courses:

1. **Introduction to Cybersecurity**
   Overview of the Internet and Its Evolution: Participants will explore the foundational aspects of the Internet, tracing its historical development to understand current cybersecurity challenges.
2. **Cybersecurity Definitions and Key Concepts**
   This session introduces basic terms and concepts, setting a standardized knowledge base for all participants.
3. **Threat Actors and Types**
   Identification and classification of potential threat actors and the nature of threats they pose. Trend Analysis: Participants will learn to analyze trends in cybersecurity threats to predict and prepare for future challenges.
4. **Risk Management**
   This topic introduces the fundamental principles of risk management within the context of cybersecurity. Students will explore how to identify, assess, and prioritize cybersecurity risks that may impact business operations. The topic covers core

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concepts such as threat and vulnerability analysis, risk tolerance, and the relationship between risk and business continuity. Learners will also examine how organizations develop risk management strategies to protect digital assets, ensure regulatory compliance, and maintain stakeholder trust. Practical examples and case studies will be used to illustrate real-world applications.

5. **Cybersecurity Tools and Strategies:**
   This topic provides participants with an overview of essential cybersecurity tools and the strategic approaches used to defend digital systems. Learners will explore a range of tools used for threat detection, prevention, and response—including antivirus software, firewalls, intrusion detection systems (IDS), and vulnerability scanners. The session also emphasizes the importance of aligning cybersecurity tools with broader organizational security strategies. Through real-world examples and practical demonstrations, participants will gain insight into how tools are selected, deployed, and integrated into existing security infrastructures to address evolving cyber threats effectively.
6. **Risk Management & Mitigation Foundations**
   Detailed strategies and practices for mitigating cybersecurity risks. NIST CSF 2.0 Risk Model: A thorough examination of the NIST Cybersecurity Framework to understand its application in risk management.
7. **Cybersecurity Tools and Strategies: Selection and Benefits**
   Hands-on training in selecting the right tools for varying organizational needs and understanding their benefits. Building a Cybersecurity Lab: Instructions on setting up a cybersecurity lab using open-source tools and GitHub, enhancing practical learning and experimentation.
8. **Organizational Cybersecurity: Building an Effective Strategy**
   Guidance on developing robust cybersecurity strategies tailored to organization-specific needs.
9. **Policies and Procedures:**
   Critical discussion on necessary processes and procedures for effective cybersecurity management within organizations.
10. **Advanced Topics in Cybersecurity**
    IoT and SDN Security: Addressing security challenges specific to the Internet of Things and Software Defined Networks. Artificial Intelligence and Machine

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Learning: Exploring the applications of AI and ML in enhancing cybersecurity measures. DDoS Foundations and Detection: A focused module on understanding and mitigating Distributed Denial of Service attacks.

11. **Practical Applications and Case Studies**
    This topic bridges theory with practice by immersing participants in real-world cybersecurity scenarios. Through interactive exercises, simulations, and guided analysis, learners will apply the concepts, tools, and strategies covered throughout the course to realistic business environments. The session emphasizes critical thinking, problem-solving, and decision-making in the face of evolving cyber threats. By working through structured case studies and practical challenges, participants will gain hands-on experience in identifying vulnerabilities, responding to incidents, and evaluating the effectiveness of security measures. This module serves as essential preparation for the final capstone project and real-world professional application.
12. **Real-world case Studies**
    Analysis of recent cybersecurity incidents to draw lessons and best practices.
13. **Project Work**
    Participants will undertake a capstone project that allows them to apply their learning in a controlled, real-world scenario.

Diploma Learning Goals:

Attendees will learn to:

- Select appropriate cybersecurity tools and understand their benefits.
- Classify threat actors and types of threats.
- Mitigate risks effectively.
- Build a cybersecurity lab using open-source tools and GitHub capabilities.
- Develop a robust cybersecurity strategy.
- Implement the NIST CSF 2.0 risk model.
- Enhance organizational safety.
- Identify critical processes and procedures for organizational cybersecurity.
- Understand basic cybersecurity certifications.

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Diploma Outcomes:

- Internet and Its Evolution
- Threats, Threat Actors, and Threat Trends
- Mitigation Foundations
- Malware and Botnets
- Case Studies
- NIST Model: CSF 2.0
- Top 10 Risks Web Working Group: OWASP
- Mitre ATT&CK Framework
- Internet of Things (IoT)
- Software Defined Network (SDN)
- Malware Detection Algorithms
- Distributed Denial of Service (DDoS) Foundation and Detection
- Industrial Control Systems (ICS)
- Building a Cybersecurity Center
- Applications of AI and Machine Learning in Cybersecurity
- Final Project

Diploma Structure and Requirements

- **Sessions**: The diploma includes weekly sessions for 13 weeks.
- **Duration**: The total number of hours for the diploma is 16.
- **Attendance**: Participants must attend at least 70% of the sessions to meet the attendance requirement.
- **Assessment**: To complete the diploma, participants must achieve a minimum of 70% for quizzes and assignments.

Competency

The curriculum outlined above provides a structured sequence of courses designed to develop competencies appropriate to each level of study. The program ensures that:

- **Foundational Knowledge**: Students comprehensively understand the internet's evolution, threats, and mitigation strategies.
- **Advanced Skills**: Learners are trained in specialized areas such as malware detection, DDoS detection, and building cybersecurity labs.

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- **Strategic Implementation**: The diploma emphasizes building and executing cybersecurity strategies, utilizing frameworks like NIST CSF 2.0, and leveraging AI and machine learning for cybersecurity.
- **Practical Application**: Through case studies and final projects, students apply theoretical knowledge to real-world scenarios, ensuring they are prepared for practical challenges in the field.

English as a Second Language Curriculum

Level 1 – Foundation English (CEFR A1–A2) | 216 Clock Hours

Courses

- Gateway to English
- In Focus
- Right on Track
- Conversation Workshop A

Course Focus

- Basic grammar and sentence structure
- Everyday and workplace vocabulary
- Short reading passages
- Introductory writing skills
- Listening for basic comprehension
- Guided speaking practice

Learning Outcomes

Students develop basic communication skills for daily and workplace interactions and demonstrate foundational reading, writing, listening, and speaking abilities.

Assessment Methods

Quizzes, oral activities, written exercises, participation, and level completion exams.

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Level 2 – Professional English (CEFR A2–B1+) | 216 Clock Hours

Courses

- Transitions
- Interactions
- Connections
- Conversation Workshop B

Course Focus

- Paragraph and short essay writing
- Professional communication
- Extended listening activities
- Workplace presentations
- Collaborative discussions
- Grammar for accuracy and fluency

Learning Outcomes

Students demonstrate improved professional communication, organized writing, and increased confidence in academic and workplace settings.

Assessment Methods

Written assignments, presentations, listening assessments, group projects, and level completion exams.

Level 3 – Academic & Career Readiness English (CEFR B1+–C1) | 216 Clock Hours

Courses

- Advanced Reading & Writing
- Advanced Listening & Speaking
- Integrated Communication Skills
- Targeted Skills Electives

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Course Focus

- Academic reading and research writing
- Essay and report development
- Formal presentations
- Graduate-level discussions
- Critical thinking and analysis
- Professional correspondence

Learning Outcomes

Students demonstrate advanced English proficiency required for academic study and graduate-level participation, including analytical writing and professional communication.

Assessment Methods

Research-based assignments, presentations, academic essays, comprehensive evaluations, and standardized exit testing.

Program-Wide Assessment and Progression

- Placement assessment prior to enrollment
- Ongoing formative and summative assessments
- Level completion examinations
- Duolingo English Test used for progression and program completion

Students must meet defined proficiency benchmarks to advance to the next level and to complete the program.

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Institutional Governance and Administrative Responsibilities

Windsor University operates under a structured governance system to ensure academic integrity, regulatory compliance, and institutional effectiveness. The following outlines the powers, duties, and responsibilities of its governing and administrative leadership.

Governing Board

Powers, Duties, and Responsibilities

- Establishing the institution's mission, vision, and strategic direction.
- Approving major policies, academic programs, and institutional budgets.
- Providing overall strategic leadership and decision-making guidance.
- Ensuring legal, ethical, and financial accountability of the institution.
- Overseeing alignment with regulatory standards.
- Monitoring institutional performance to ensure that educational goals and objectives are achieved.

Chief Operating Officers (COO)

Powers, Duties, and Responsibilities

- Managing administrative functions, including finance, human resources, and compliance.
- Ensuring operational efficiency and optimal use of institutional resources.
- Implementing systems and procedures that support institutional goals and continuous improvement.
- Supporting the President in executing strategic initiatives and advancing the institution's mission.

President / Chief Executive Officer (CEO)

Powers, Duties, and Responsibilities

- Serving as the chief executive of the institution.
- Executing policies established by the governing board.
- Providing leadership in academic, financial, and operational areas.
- Overseeing day-to-day operations of the university.

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- Representing the institution to external stakeholders, including accreditors and regulatory agencies.
- Promoting institutional development and fostering a culture of student success.

Academic Director / Chief Academic Officer (CAO)

Powers, Duties, and Responsibilities

- Overseeing all academic affairs, including program development, faculty oversight, and assessment.
- Ensuring curriculum quality and maintaining academic integrity.
- Leading institutional effectiveness initiatives to ensure compliance and continuous improvement.
- Guiding faculty development and enforcing academic policies to support high-quality instruction and learning outcomes.

Other Chief Administrators

Powers, Duties, and Responsibilities

- Supervising specific administrative departments or functions, such as student services, admission, or compliance.
- Ensuring adherence to academic and administrative policies across relevant operational areas.
- Providing support services that align with student needs and institutional priorities.
- Contributing to data reporting, regulatory compliance, and strategic operational planning.

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Windsor University's Staff

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Governing Board

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Partner

Mohamed Helmy

Bachelor of Science – The University of North Carolina – Greensboro – USA

Executive Vice President [Operations Development]

Nada Midan

Board-Certified Pharmacotherapy Specialist (BCPS) - American Board of Pharmacotherapy

Executive Vice President [Student & Engagement Affairs]

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Executive Vice President [Communications & Logistics]

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Vice President for Research & Innovation Chair of Research and Consultancy Council

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Emma White

BSc in Information Sytems – Cairo University – Egypt

Admissions Manager

Wessam Wael

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Iman ElBakry

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