

2026-2027 COURSE LIST AND DESCRIPTIONS FOR INCOMING EXCHANGE STUDENTS

I. COURSE LISTS FOR FALL 26 & SPRING 27

Fall 2026 – Semester 1

	Pgm Year	Course Title	Sem.	Language of instruction	Hrs	ECTS Credits
UNDERGRADUATE	3	<i>Digital Transformation & Industry 4.0</i>	S1	Eng	30	5
	3	<i>Ethics & Cross-Cultural Management</i>	S1	Eng	30	5
	3	<i>Fundamentals of Strategy for Global Performance</i>	S1	Eng	30	5
	3	<i>International Finance & Economics</i>	S1	Eng	30	5
	3	<i>International Marketing & French Excellence</i>	S1	Eng	30	5
	3	<i>Leadership & Critical Thinking in the Digital Age</i>	S1	Eng	30	5
		<i>French as a Foreign Language (Beginner)</i>	S1	Fr	30	5
		<i>French as a Foreign Language (Intermediate)</i>	S1	Fr	30	5
GRADUATE	4	<i>Agile Project Management</i>	S1	Eng	30	5
	4	<i>Cost Management Business Game</i>	S1	Eng	30	5
	4	<i>Data & Business Analytics</i>	S1	Eng	30	5
	4	<i>Digital Business Model Transformation</i>	S1	Eng	30	5
	4	<i>Intrapreneurship & Innovation Management</i>	S1	Eng	30	5
	4	<i>Strategic Management & CSR</i>	S1	Eng	30	5

FALL 26 COURSE SELECTION

Please note that some restrictions may apply to course selection to avoid overlapping schedules.

Instructions about course selection will be shared with students shortly and students will have access to a shared folder with syllabi.

Spring 2027 - Semester 2

	Pgm Year	Course Title	Sem.	Language of instruction	Hrs	ECTS Credits
UNDERGRADUATE	3	<i>Digital Transformation & Industry 4.0</i>	S2	Eng	30	5
	3	<i>Ethics & Cross-Cultural Management</i>	S2	Eng	30	5
	3	<i>Fundamentals of Strategy for Global Performance</i>	S2	Eng	30	5
	3	<i>International Finance & Economics</i>	S2	Eng	30	5
	3	<i>International Marketing & French Excellence</i>	S2	Eng	30	5
	3	<i>Leadership & Critical Thinking in the Digital Age</i>	S2	Eng	30	5
		<i>French as a Foreign Language (Beginner)</i>	S2	Fr	30	5
		<i>French as a Foreign Language (Intermediate)</i>	S2	Fr	30	5
GRADUATE	4	<i>Graduate offer to be confirmed</i>	S2	Eng	TBC	TBC

SPRING 26 COURSE SELECTION

Please note that some restrictions may apply to course selection to avoid overlapping schedules.

The graduate offer for Spring 27 will be confirmed shortly. This graduate offer may not total 30 ECTS.

II. COURSE DESCRIPTIONS *(to be updated)*

NOT ALL COURSE DESCRIPTIONS ARE AVAILABLE YET. MISSING COURSE DESCRIPTIONS WILL BE ADDED ASAP.

▪ **Agile Project Management (Y4) – Fall only**

This 30-hour course is imparted in the form of seminars and aims at providing students with advanced methodological elements and tools needed to successfully manage projects in an international context. A particular focus is given to the Agile Management Technique used in IT projects. Students are expected to actively contribute during the sessions through case studies or examples. The course covers the definition of entrepreneurial, societal and environmental project objectives, its various phases, means of control, risks inherent to projects, specific aspects related to the resources to be deployed and the required leadership from project managers. Finally, compliance issues and ESG strategies are addressed in the context of project management.

At the end of this course, students will be able to:

- a) Structure the main steps of a project, decide on its execution method (Agile, Waterfall).
- b) Assess its feasibility, particularly including project's risks evaluation and management.
- c) Define and set up project resources and control systems, demonstrate leadership in action.

▪ **Cost Management Business Game (Y4) – Fall only**

The CHOOSE Business Game places participants at the head of a fictitious company in the context of a business competition. The business game enables participants to put into practice various managerial techniques (management, marketing, strategy, negotiation, etc.) seen in previous lessons, in a market simulated using software whose algorithm integrates the decisions of each competing team. It gives participants the feeling of piloting a company, experiencing competitive competition and the vagaries of the economic climate, and lets them experiment with the interrelationships between different corporate functions (HR, marketing, sales, finance, production, etc.). Alongside the simulation, students are presented with various team challenges (communication, HR, financial forecasting).

At the end of the course students will be able to:

- a) Understand the company and its environment through an interdisciplinary approach.
- b) Work in teams: data analysis (marketing, production, management), synthesis of possible options, trade-offs between several paths, decision-making, internal group communication.
- c) Present in the form of a pitch or public presentation.

▪ **Digital Transformation & Industry 4.0 (Y3)**

The course "Digital Transformation and Industry 4.0" is designed for students who want to explore the transformative impact of the Fourth Industrial Revolution. This course explores the Fourth Industrial Revolution (Industry 4.0) and its impact on various aspects of our lives. Students will delve into emerging technologies, their societal implications, and the ethical considerations surrounding Industry 4.0.

At the end of the course students will be able to:

- a) Provide a comprehensive mapping and framework of industry 4.0's key technologies and their impact for traditional businesses while explaining how digital technologies, data analytics, AI and automation converge.
- b) Describe and contextualize the economic, social and environmental impacts associated with industry 4.0 and AI.
- c) Critically analyze positive and negative externalities of industry 4.0's growth and AI.

- d) Identify the different challenges of AI and industry 4.0 regarding ethical issues.
- e) Craft prompts using structured techniques and evaluate the quality, clarity, and bias of AI-generated responses.
- f) Communicate efficiently on a specific digital transformation and Industry 4.0 topic.
- g) Work collaboratively to conduct in-depth research, and present findings on industry 4.0 issues.

- **Ethics & Cross-Cultural Management (Y3)**

This course explores the foundations of intercultural management, and the skills needed to effectively manage multicultural teams in a globalized environment. Students will learn to navigate cultural differences, manage intercultural conflicts, and develop strategies adapted to various cultural contexts. The course will also focus on ethical aspects, policies, and innovative practices in intercultural management.

At the end of this course students will be able to:

- a) Identify, analyze and understand cultural differences that influence behavior and management in a global context.
- b) Develop skills to communicate effectively across different cultures, understanding and overcoming cultural barriers and misunderstandings.
- c) Master the techniques to identify and resolve cultural conflicts in a multicultural work environment.
- d) Acquire the skills needed to effectively lead multicultural teams, by understanding leadership styles appropriate to different cultural contexts and developing intercultural management strategies.
- e) Design and adapt business and marketing strategies for different cultural markets, taking into account the specific needs and expectations of consumers in various cultural contexts.

- **French as a Foreign Language (Beginner) (Y3) – students can enroll in one level only each semester.**

This course is designed for students who have never studied French before. The course gives the students the needed elements and the fundamental bases of the language in order to communicate in personal, social, and academic contexts. Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others and can ask people questions about themselves. They can answer the same type of questions. They can communicate simply if the interlocutor speaks slowly and clearly and is cooperative. Classes will primarily focus on oral communication skills.

At the end of the course, students will be able to:

- a) Greet and introduce themselves;
- b) Give and ask for personal information;
- c) Ask and understand the price of a product in a shop;
- d) Ask and give the time;
- e) Express possession and talk about their family;
- f) Talk about their likes, dislikes and daily activities;
- g) Invite, accept or refuse an invitation.

- **French as a Foreign Language (Intermediate) (Y3) – students can enroll in one level only each semester.**

This intermediate French course is for students who have a A2 or B1 level in French. The course gives the needed elements to produce a simple, coherent message on topics which are familiar or of personal interest for students. Its outline can be modified to suit the level of the group in French or to react to events in France or in the world. Classes will primarily focus on oral communication skills.

At the end of the course, students will be able to:

- a) Understand the challenges of immigration in France;
- b) Give advice (use of subjunctive tense);

- c) Talk about new consumer trends;
- d) Describe past events and present the biography of a French personality (use of passé composé);
- e) Talk about original places in Paris;
- f) Talk about friendships (use of relative pronouns qui, que, à qui);
- g) Talk about new technologies and social networks.

▪ **Fundamentals of Strategy for Global Performance (Y3)**

The course focuses on corporate strategy within the international environment. Its content can actually be extended to other types of organizations (nonprofit associations, cooperatives, public institutions, hospitals, etc.). The aim is to help students become familiar with complex strategic issues by using analytical frameworks—particularly those from foresight studies—as well as concepts and tools for building scenarios and evaluating strategic options. The course seeks to explore various ways to analyze a company’s competitive position in global markets in order to craft a strategy, meaning a course of action despite the many uncertainties of the world and the impact of globalization on the competitive landscape. It involves designing a business model and developing a business plan to implement the strategy by allocating resources accordingly.

At the end of the course, students will be able to:

- a) Use theories, concepts and tools of strategic management to analyze organizations’ strategy.
- b) Describe multinational organizations’ strategy in an international context.
- c) Integrate social and environmental responsibility and ethical standards in business analysis.
- d) Critically assess strategic directions of companies.
- e) Achieve effective problem-solving through analyzing strategic decisions and behavior of companies.
- f) Produce appropriate and informed action plan for company survival or development.
- g) Design a business strategic plan informed by a comprehensive diagnosis of the company and its environment.
- h) Interpret global performance indicators across various functional areas of organizations.
- i) Communicate information, data, diagnosis and strategic recommendations on companies in a multicultural context.
- j) Collaborate in multicultural teams to produce a strategic analysis.

▪ **International Finance & Economics (Y3)**

This course introduces the principles and practices of international economics and global finance. It explores key economic theories, trade policies, financial markets, and exchange rate mechanisms relevant to an increasingly interconnected world. Students will analyze international trade through classical models such as comparative advantage, examine the roles of major institutions like the WTO and IMF, and understand how companies and governments operate within global financial systems.

Throughout the course, emphasis is placed on both theoretical foundations and practical applications. Topics include exchange rate determination, interest rate parity, financial risk management, and the impact of economic policies in open economies. The course culminates in a group case study, allowing students to apply their knowledge to real-world scenarios.

Designed for students with a background in economics and finance, the course fosters both analytical skills and global awareness, preparing participants for careers in international business or finance.

At the end of the course students will be able to:

- a) Understand core concepts, frameworks, and models of management theory, along with the functional areas of business.
- b) Understand diverse cultures and international dynamics of business.
- c) Critically analyse and differentiate management theories and concepts, and apply them across diverse business contexts.

▪ **International Marketing & French Excellence (Y3)**

This course combines the basic principles of international marketing with the specific features of the French luxury goods industry, which is remarkably successful all over the world. France's prestigious brands and French "art de vivre" are world famous. Five French firms belong to the world's top 10 luxury groups, (LVMH, Kering, L'Oréal, Hermès, Chanel). This course presents the genesis, history, and extraordinary development of this business sector, from Colbert to Bernard Arnault. Through the study of emblematic examples (Champagne, haute couture, perfume, jewelry, etc.), it presents the origins, strategy, key success factors and future prospects of the great names in French luxury, from Vuitton to Louboutin.

At the end of the course students will be able to:

- a) Understand the basics of present-day international marketing.
- b) Know the history, background and key success factors of the French luxury industry.
- c) Understand the specific aspects of the French "Art de vivre".
- d) Master the strategy and marketing actions of the main luxury brands.

▪ **Leadership & Critical Thinking in the Digital Age (Y3)**

The very idea of writing a summary today of a 30-hour course is questionable to those who would prefer to prompt the answer to an LLM, perhaps tweak it, or simply accept it. This behavior is the current approach to work and studies for many, as it is considered exact and productive. Yet, what consequences are there in outsourcing our work, decisions, organization and on our critical thinking and potential for 'leadership' if we prompt every answer to every question?

After defining the 'Digital Age', students will look at critical thinking approaches and past and current dogma, credos and conventional wisdom (with A.I.'s almighty input), to then approach serious issues in leadership as per belief, trust, commonly shared goals (or not), levels of information at one's disposal, the post-truth era, and the noise of pundits, soothsayers, prophets, profiteers, and leaders in a skewed, fractured world – or perhaps a nearly whole, uniform world (if only a few more believed and acted *just like me.*)

At the end of the course, students will be able to:

- a) Understand core concepts, frameworks, and models of management theory, along with the functional areas of business.
- b) Critically analyse and differentiate theories and concepts of management and apply them to various professional contexts.
- c) Efficiently resolve problems and take data-driven, informed decisions.
- d) Produce appropriate and informed creative recommendations to address specific challenges.
- e) Implement a project in a collaborative and multicultural framework.