



Talal Abu-Ghazaleh International University

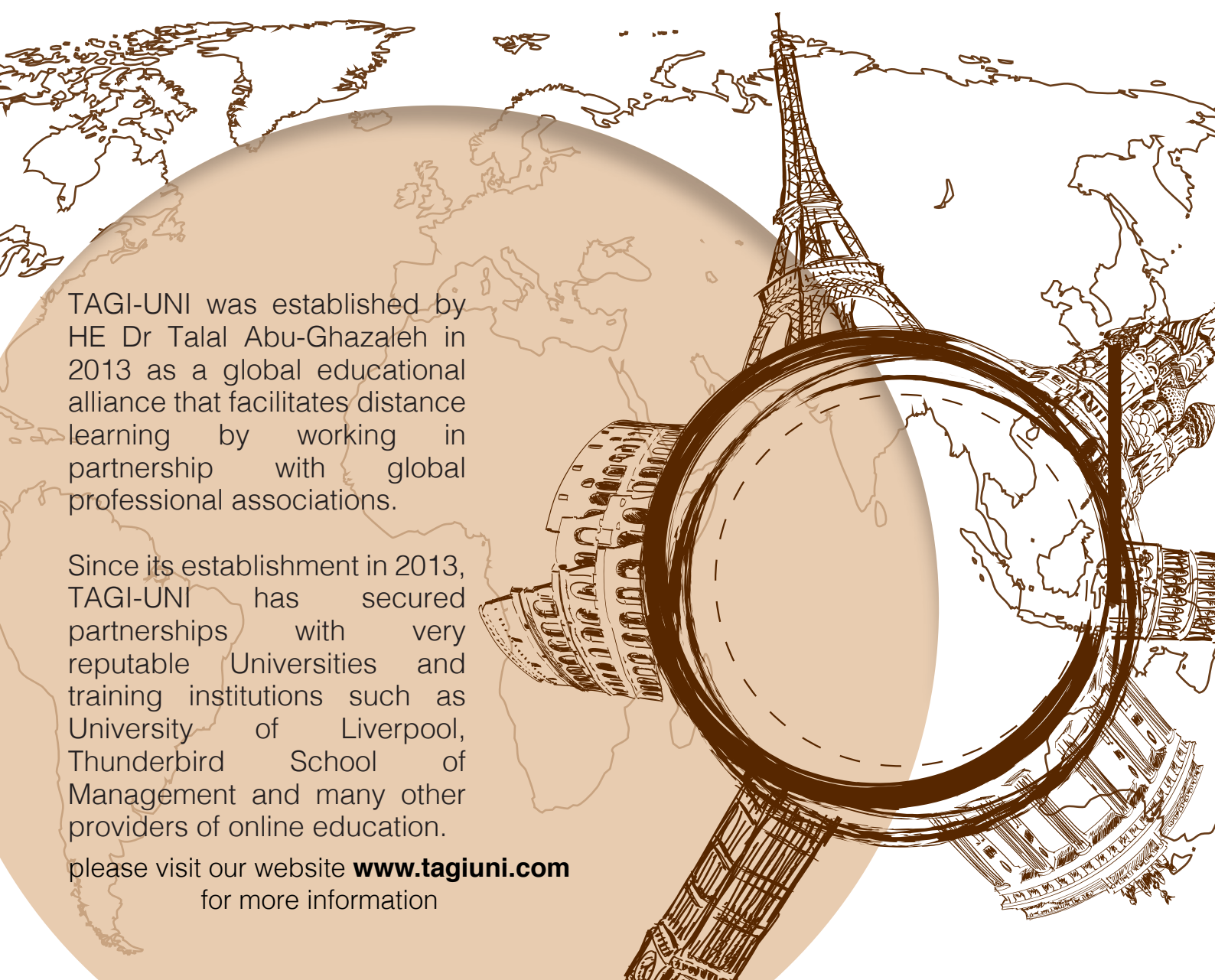
TAGI-UNI Newsletter

June 2016, Issue 3

TAGI-UNI was established by HE Dr Talal Abu-Ghazaleh in 2013 as a global educational alliance that facilitates distance learning by working in partnership with global professional associations.

Since its establishment in 2013, TAGI-UNI has secured partnerships with very reputable Universities and training institutions such as University of Liverpool, Thunderbird School of Management and many other providers of online education.

please visit our website www.tagiuni.com
for more information



TAGIMETRIC Holds Proctored Exams for TAGI-UNI's Partners

As a part of Talal Abu-Ghazaleh International University (TAGI-UNI) services, TAGIMETRIC, a proctored testing center equipped with web-accessed monitoring services and student authentication facilities using the latest biometric technology, held APTIS exams for 41 candidates in the first quarter of 2016.

Talal Abu-Ghazaleh Organization (TAG-Org) recently announced that passing the APTIS test is a basic qualification for the appointment in all its branches; after being a prerequisite for promotion. This decision comes as a part of the Organization's policy to enhance and develop the employees English language capabilities.

TAGIMETRIC, an accredited center for the APTIS test, which is provided by the British Council, is run by highly trained professionals with a wealth of experience in providing

first-class services to private businesses, institutions and corporations. These services are designed to address the demand for entry and exit tests, skill level exams and much more, for a range of well-known examination providers, both online and traditional.

Moreover, TAGIMETRIC and the Syrian Virtual University (SVU) previously signed an agreement to help Syrian students sit for their exams in Jordan, Lebanon, Egypt and Bahrain.

The purpose of this agreement is to establish a framework of cooperation between the Syrian Virtual University and Talal Abu-Ghazaleh Organizations to conduct SVU exams through the Organization's aforementioned offices. Accordingly, TAGIMETRIC held 20 exams in May 2016 for Syrian students in Amman.

TAGIMETRIC

we are committed to achieving and preserving standards of excellence.

TAGIMETRIC is a unique concept in providing testing services acting as a one stop to shop for examinations and assessments worldwide, bringing together a range of well-known international examinations under one roof.



TAGI-UNI and the British Council Co-launch the Second Phase of the EU's LASER Project

AMMAN

Talal Abu-Ghazaleh International University (TAGI-UNI) and the British Council started a campaign for the second phase of the European Union project - Language and Academic Skills and E-Learning Resources (LASER). The campaign was launched online through the e-channels of the British Council and Universit, during April and May 2016, In addition, the British Council used the educational centers in the refugees' camps and the urban areas to announce for the start of the second phase applications.

As the project operator, the Council received hundreds of applications that went through several screening processes for the eligibility criteria, in addition of holding awareness sessions in several locations to spread the word about this project among Syrian refugees and disadvantaged Jordanians.

One of these sessions was hosted by TAGI-UNI, which included an introduction about the project, in addition to the options available for the participants whether through Amity University, TAGI-UNI partner, or through the Open University, London.

A shortlist of approximately 200 students registered for Amity's programs and shall start their study in August 2016.

The final deadline for submitting applications was extended to June, 16, to allow more students to benefit from this program.

Applicants can apply directly through: <https://syria.britishcouncil.org/laser>



This project is funded by the European Union



This project is implemented by the British Council

WE SUPPORT YOU
TO GET YOUR BACHELOR DEGREE OR PROFESSIONAL CERTIFICATE FROM INTERNATIONAL UNIVERSITIES
Apply now!
<https://syria.britishcouncil.org/en/LASER>

Talal Abu-Ghazaleh International Award for Excellence in the Accounting Programs Granted to Canisius College's Tyler Owen

BUFFALO, NEW YORK, May 23, 2016

The Talal Abu-Ghazaleh International Award for Excellence in the Graduate Accounting Programs at Canisius College was presented during the Annual Accounting Banquet. This year's recipient is Mr. Tyler Owen who will graduate from the MBA Program in Accounting at Canisius College in Buffalo, New York.

This prestigious award is given to a graduating student who has not only excelled in the rigorous academic program of Canisius College, but who has demonstrated the potential for contribution to the accounting profession. The award was presented on behalf of HE Dr. Talal Abu-Ghazaleh by Dr. Edward J. Gress, the Director of the Talal Abu-Ghazaleh Center for Business Research at Canisius College.

In receiving the award, Mr. Owen expressed his gratitude to HE Dr. Abu-Ghazaleh for supporting the study of Accounting internationally. He also expressed his admiration of Dr. Abu-Ghazaleh and his accomplishments in building the Talal Abu-Ghazaleh Organization in a critical part of the world. Mr. Owen also stated that HE Dr. Abu-Ghazaleh should be the example for all accountants to follow.



In presenting the award Dr. Gress thanked HE Dr. Abu-Ghazaleh for seeing in Canisius College an accounting program that is worthy of his support.

The Talal Abu-Ghazaleh International Award for Excellence in the Graduate Accounting Programs at Canisius College was established in 1989 and has been given each year to a graduate from the MBA Program in Professional Accounting, or from the 150-Hours MBA Program in Accounting. Outstanding graduating students who meet certain criteria are invited to apply for this prestigious award and the winner is selected by a committee from the Canisius College Council on Accountancy.

TAGI-UNI Programs

Microsoft Office 2013 Suite

Provider: Amity University Duration: 3 Months Fees: JD200

Search Engine Optimization

Provider: Amity University Duration: 3 Months Fees: JD200

Tableau Desktop

Provider: Amity University Duration: 3 Months Fees: JD200

Diploma in Professional Marketing

Provider: CIM Duration: 1 Year Fees: JD2100

To know more about TAGI-UNI partners' programs and certificates, please visit:
www.tagiuni.com

TAGI-UNI Partners



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THE UNIVERSITY OF
NORTHAMPTON



كلية طلاب أبوغزالة الجامعية للأعمال
Talal Abu-Ghazaleh University College of Business



كلية طلاب أبوغزالة للدراسات العليا في إدارة الأعمال
Talal Abu-Ghazaleh Graduate School of Business



The Talal Abu-Ghazaleh Digital University (TAG-DU) was established as an education service provider that offers highly accredited online academic and professional programs to all students wherever they may be. TAG-DU is based on the belief that education is a human right and not a privilege to the few who can afford to travel to seek quality education abroad or to those who can afford to stay out of the workplace and attend local universities on a full-time basis. Our mission

is to make accredited educational programs accessible to everyone, everywhere.

We have taken advantage of the latest developments in digital information technology to bring quality education to your fingertips. We believe that the democratization of knowledge is a key to economic growth, social development, cultural enrichment, and political empowerment for the advantage of all who seek it.

Why Talal Abu-Ghazaleh Digital University MBA program?

We are providing a unique opportunity to students to complete a set of required MOOCs (Massive Open Online Courses) and obtain an MBA degree from the Talal Abu-Ghazaleh Digital University.

Students who enroll in our program will benefit from being able to complete a comprehensive program offered by elite universities and taught by highly qualified faculty and gain exposure to the various business disciplines and at the same time pay minimal fees. Our MBA program is structured to provide students with a general management degree. We will in the future add other specific areas of concentration.



MOOC your way to a free MBA?

John Rice

Associate Professor in Strategic Management, Griffith University

<http://theconversation.com/mooc-your-way-to-a-free-mba-31450>

It has been suggested that, with care and dedication, you can assemble a Masters of Business Administration for free. Perhaps unsurprisingly for those in the know, the idea hasn't caught on.

When leading MBA providers, including the University of Pennsylvania's Wharton School, started offering free MOOCs mirroring their MBA content in finance and marketing, the more entrepreneurial among MBA aspirants thought of assembling a collage of such courses to create a DIY MBA.

As you might expect, blogs sprouted to update progress.

The MBA has been a remarkably resilient academic beast. Most program names and arrangements fall foul of the regular reviews and restructures that sweep through all academic institutions, but the MBA - first offered more than a century ago at Harvard - continues to draw in the crowds.

Why do an MBA - the credentialists

Having taught MBA students for two decades, I have insights into why students choose the degree, and what they achieve.

While the motivations for entering an MBA are varied - they generally coalesce around two core groups. First are the credentialists - drawn by the cache of a degree that is often cited as a gateway to promotion within organizations.

For credentialists, MBA programs are still value for money. Generally, a well ranked MBA raises earnings by more than 50%. Even a modest 10% increase



in earnings would repay the investment in an MBA in a few short years for most graduates.

A key problem for credentialists is that the free MOOC MBA (at least currently) does not lead to any credentials. If the great and good MBA schools have been giving away their content, they have not been giving away their MBAs.

Why do an MBA - the transitioners

The second group of MBA students are the transitioners. Generally, these are the more rewarding to teach. Typically they have achieved great things in their career within a technically-defined role (often a very senior one) and seek to garner the skills required for more general managerial roles.

Better still among this group are those who are sick of the mundane aspects of their career and are seeking some “frame-breaking change” (in MBA speak). They want to radically change the direction of their lives and careers, moving across sectors or launching into a new entrepreneurial challenge, for example.

An MBA provides these people with valuable knowledge and skills, and as importantly provides a significant labor market signal for new employers or investors that the graduate is serious about embracing new challenges.

The MBA - more than its content?

The MBA, when taught well, engages students in a variety of learning tasks that extend them intellectually and socially and builds new skills. The core academic knowledge is important, but the process and social arrangements of a good MBA are arguably the essence of the program.

This is the crux of the problem of an MBA assembled through MOOCs. If an MBA was only about its theoretical content, a student could easily read the relevant text books and (perhaps better still) relevant academic articles and quickly master the essential elements of its content.

If an MBA is any good, it will confront its students with more than content. An MBA, as a generalist degree, should expose students to the bigger questions of life and organizational management through a series of processes that challenges assumptions and stretches goals and aspirations.

New models of MBA education

None of this, of course, assumes that the MBA in its current form will endure. Students are becoming more time-poor and more attuned to better and more efficient ways of working. Entrepreneurial organizations are continually thinking of new ways of managing the content and process delivery arrangements of their programs.

How much of this can (or should) be done online is a major question. Proximity between educators and students and students and their peers matters a lot when it comes to the fundamentally important social and relational aspects of executive education.

In the US, a number of large schools with deep resources are making a strong effort at offering their MBA programs online. While it is early days, there is potential here to deliver good programs to those for whom a campus-based program is not possible.

The challenge, however, will be for the smaller schools (like many in Australia) without the depth of knowledge in online delivery, or the resources to acquire it, to replicate the leaders' success. When online teaching is seen as a lower cost version of on-campus delivery, the end is almost certainly bad for all concerned.

The resources necessary to design and deliver online MBAs will almost certainly mean that a DIY MOOC MBA will remain a peripheral curiosity to the main game of high-value, intensive and demanding MBA education, which can never be done on the cheap.

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