

XOUTIQ UNIVERSITY

Learn with Purpose. Lead with Integrity.

This catalog presents the institutional framework, academic organization, policies, certificate pathways, course descriptions, semester model, student standards, faculty structure, and founding curriculum of Xoutiq University LLC.

Xoutiq University LLC is a private adult continuing education company. It is not an accredited college or university and does not award accredited academic degrees. Certificates, fellowships, honorary distinctions, completion recognitions, and ceremonial awards issued by Xoutiq University are private, non-accredited acknowledgments of participation, learning, service, or achievement within the XU community.

Catalog Notice and Institutional Disclaimer

This Academic Catalog is the founding academic publication of Xoutiq University LLC, referred to throughout this document as Xoutiq University or XU. The catalog is intended for adult learners, faculty, advisors, partners, lenders, sponsors, and prospective members who need a clear view of the institutional model and educational standards of XU.

XU operates as a private continuing education and membership-based learning organization. XU is not a state university, public university, accredited college, or accredited degree-granting institution. The use of academic vocabulary in this catalog, including words such as college, school, dean, faculty, certificate, fellow, commencement, academic year, and catalog, is intended to describe the internal organization and culture of the XU learning environment.

The programs described in this catalog are intended for adults only. XU is designed for serious adult learners who value structured education, ethics, communication, leadership, personal accountability, community standards, and mature study of relationship systems and protocol-based culture. XU does not provide medical advice, legal advice, therapy, counseling, crisis intervention, or professional licensure.

This catalog is subject to revision. The founding edition establishes the initial institutional structure and may be expanded as courses, faculty, technology platforms, partnerships, scholarship standards, and certificate pathways are developed.

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Welcome from the Founding Chancellor

Welcome to the founding academic catalog of Xoutiq University. This institution begins with a simple conviction: adult education should be structured, respectful, serious, and built with purpose. Many adults seek deeper knowledge about communication, leadership, etiquette, relationship systems, ethical decision-making, and personal development. Too often, that learning is scattered across casual conversations, opinion-based spaces, social media, and informal groups. XU exists to bring structure, language, standards, and continuity to that learning.

XU is not built to imitate traditional higher education for appearance alone. It is built to borrow what works from academic culture: clear expectations, syllabi, reading, reflection, discussion, evaluation, faculty accountability, student conduct, written policies, academic progression, and ceremonial recognition of meaningful achievement. The goal is not simply to sell content. The goal is to build an institution that adult learners can trust.

The founding motto, Learn with Purpose. Lead with Integrity., is more than a phrase. It is the operating philosophy of XU. Students are expected to learn with seriousness, participate with maturity, disagree with respect, and apply knowledge with ethical judgment. Faculty are expected to teach with clarity, structure, discretion, and professional standards. The institution is expected to grow carefully, without pretending to be what it is not and without minimizing what it can become.

Mission Statement

The mission of Xoutiq University is to provide accessible, responsible, and structured adult continuing education that strengthens communication, leadership, integrity, ethical decision-making, protocol literacy, service, accountability, and personal growth within adult relationship and lifestyle communities.

The mission is carried out through online courses, guided learning pathways, faculty-led instruction, membership access, certificate programs, workshops, written resources, community discussions, ceremonial recognitions, and long-term academic culture.

Vision Statement

The vision of Xoutiq University is to become a premier private adult continuing education institution known for structure, discretion, ethical standards, academic organization, community leadership, and meaningful learner development.

XU seeks to create a university-style environment without representing itself as an accredited degree-granting university. The long-term vision includes multiple colleges, faculty appointments, research-based publications, annual commencement ceremonies, student leadership programs, alumni networks, partnerships, conferences, and a body of original educational literature.

Institutional Motto

Learn with Purpose. Lead with Integrity.

Core Values

Integrity is the first institutional value because adult education without honesty becomes performance rather than learning. Respect follows integrity because mature communities require dignity in speech, conduct, disagreement, leadership, and service. Accountability is essential because roles, expectations, and promises must be matched by behavior. Scholarship requires curiosity, careful language, humility, and a willingness to learn. Service requires attention to others, not merely self-expression. Leadership requires responsibility, not control for its own sake. Lifelong learning recognizes that mastery is not a single event; it is a disciplined practice.

Institutional Identity

Xoutiq University is designed as a private, adult-only, continuing education institution serving learners who want a formal learning environment focused on relationship dynamics, protocol and etiquette, leadership and service, ethics and communication, and personal development. The institution is intentionally organized in a university-style model because learners benefit from clear pathways, academic language, course numbers, faculty roles, schedules, evaluation methods, and recognizable standards.

XU is not an accredited university and does not award accredited academic degrees. XU may award certificates of completion, institutional certificates, fellowships, honorary recognitions, and ceremonial distinctions. These recognitions are not substitutes for licensed professional credentials, academic degrees, state-approved degrees, or regulated qualifications.

XU is built for adults. Enrollment is limited to learners who meet age and conduct requirements. The culture of XU requires maturity, respect, discretion, safety-minded communication, and responsible participation.

Governance and Institutional Leadership

Board of Governors

The Board of Governors is the senior governing body contemplated for the mature institutional structure of XU. The Board provides oversight of institutional mission, long-term strategy, fiscal responsibility, risk management, reputation, and policy approval. In the founding stage, the Board may be advisory until formal appointments are made.

Chancellor

The Chancellor is the chief executive and institutional head of XU. The Chancellor is responsible for vision, governance, institutional development, partner relationships, public representation, ceremonial leadership, and executive approval of major academic and operational policies.

Provost

The Provost is the chief academic officer. The Provost oversees curriculum quality, faculty standards, academic policies, course development, certificate requirements, learning outcomes, and academic integrity systems.

Deans

A Dean leads a College within XU. Deans supervise program development, faculty assignments, course standards, student progression, and academic quality within their areas of responsibility.

Department Chairs

Department Chairs manage individual departments within Colleges. Chairs support faculty, review course content, coordinate schedules, monitor student feedback, and recommend updates to curriculum.

Faculty

Faculty members teach courses, facilitate discussion, evaluate student work, maintain course records, model professional conduct, and uphold the learning culture of XU.

Advisory Council

The Advisory Council may include educators, business professionals, community leaders, compliance professionals, event leaders, authors, coaches, and subject-matter contributors who provide non-binding guidance to the institution.

Founding Leadership Table

Role	Institutional Function	Founding Notes
Chancellor	Institutional vision and executive leadership	May be held by founder during founding stage
Provost	Academic quality and curriculum governance	May be appointed after first academic cycle
Dean	College leadership	Initial deans may be appointed by discipline
Department Chair	Course and faculty coordination	May begin as faculty lead roles
Faculty	Instruction and assessment	May include contractors and adjunct instructors
Advisory Council	Strategic guidance	Non-governing unless formally authorized

Academic Organization

The academic organization of XU is designed to be scalable. The founding model includes four Colleges, each responsible for a body of knowledge central to the XU mission. Colleges may later be divided into departments, centers, institutes, or certificate tracks as enrollment and faculty resources grow.

College of Relationship Dynamics

The College of Relationship Dynamics examines trust, communication, relational roles, expectations, accountability, influence, negotiation, conflict repair, emotional intelligence, and long-term sustainability in adult relationship systems.

- Foundational courses introduce vocabulary, expectations, and core concepts.
- Intermediate courses build applied judgment, case analysis, and written reflection.
- Advanced courses require capstone work, peer engagement, and formal assessment.
- Certificate pathways combine courses across disciplines to support well-rounded learning.

College of Protocol and Etiquette

The College of Protocol and Etiquette examines courtesy, presentation, formal conduct, ceremonial order, hospitality, written and verbal etiquette, organizational culture, and respectful public representation.

- Foundational courses introduce vocabulary, expectations, and core concepts.
- Intermediate courses build applied judgment, case analysis, and written reflection.
- Advanced courses require capstone work, peer engagement, and formal assessment.
- Certificate pathways combine courses across disciplines to support well-rounded learning.

College of Leadership and Service

The College of Leadership and Service examines responsibility, service, mentorship, stewardship, decision-making, influence, team dynamics, institutional culture, and service-centered leadership.

- Foundational courses introduce vocabulary, expectations, and core concepts.
- Intermediate courses build applied judgment, case analysis, and written reflection.
- Advanced courses require capstone work, peer engagement, and formal assessment.
- Certificate pathways combine courses across disciplines to support well-rounded learning.

College of Ethics and Communication

The College of Ethics and Communication examines ethical reasoning, consent literacy, boundaries, negotiation, conflict prevention, documentation, accountability, and community standards.

- Foundational courses introduce vocabulary, expectations, and core concepts.
- Intermediate courses build applied judgment, case analysis, and written reflection.
- Advanced courses require capstone work, peer engagement, and formal assessment.
- Certificate pathways combine courses across disciplines to support well-rounded learning.

Admissions and Enrollment

XU is an adult-only continuing education institution. Admission is based on age eligibility, agreement to institutional standards, technology readiness, and willingness to participate respectfully in a structured learning community. XU may deny or revoke enrollment when participation would undermine safety, integrity, institutional mission, or community trust.

General Eligibility

- Students must be adults and must meet the minimum age established by the institution for enrollment.
- Students must agree to the Student Code of Honor and Community Standards.
- Students must provide accurate enrollment information and maintain current contact information.
- Students must have access to reliable internet, a device capable of accessing the learning platform, and basic digital literacy.
- Students must acknowledge that XU is a private, non-accredited continuing education institution.

Enrollment Categories

Category	Description	Access
Student Member	Learner actively enrolled in a course or certificate pathway	$19 monthly membership while enrolled
Community Member	Adult learner, alumni member, supporter, or continuing participant not actively enrolled in a course	$49 monthly membership
Certificate Candidate	Student formally pursuing a certificate pathway	Course access plus certificate advising
Fellowship Candidate	Advanced participant pursuing institutional fellowship recognition	Advanced coursework, service, and capstone review
Alumni Member	Prior student retaining connection after completion	Community access and continuing education events

Enrollment Process

The founding enrollment process includes account creation, age and identity attestation where required, membership selection, course registration, policy acknowledgment, payment setup, and access to the learning management system. Students enrolling in certificate pathways may also complete an academic intention form identifying their learning goals.

Readmission

Students who step away from XU may request readmission. Readmission is subject to account standing, payment status, prior conduct, course availability, and any updated catalog requirements. XU may require returning students to complete current versions of foundational courses if policies or curriculum have materially changed.

Tuition, Membership, Fees, and Financial Policies

XU uses a membership-supported continuing education model. Membership supports access to community features, student resources, learning platform infrastructure, live sessions, institutional communications, and continuing education programming. Course tuition, certificate fees, event fees, and materials fees may be charged separately depending on the program.

Item	Founding Rate or Policy	Notes
Student Membership	$19 per month	Available while actively enrolled in a course curriculum
Community Membership	$49 per month	For non-enrolled members, alumni, supporters, and continuing learners
Course Tuition	To be published by course	May vary by length, instructor, live components, and materials
Certificate Review Fee	To be published by pathway	May apply when certificate audit or final review is required
Event Fees	To be published by event	May apply for workshops, conferences, or commencement
Refunds	Published per course offering	Refund windows may vary based on access and delivery format

Payment Responsibility

Students are responsible for understanding fees before enrollment. Access to courses, certificates, transcripts, or membership features may be paused when accounts are past due. XU may offer payment plans, scholarships, founding student discounts, sponsorships, or grant-funded access at its discretion.

Refund Philosophy

Because digital education involves immediate platform access, content delivery, and limited cohort seats, refund windows must balance student fairness with institutional sustainability. Each course offering should publish its own refund date, withdrawal date, and access policy before enrollment.

Academic Calendar and Semester Framework

XU follows a college-style semester model for primary courses. Standard courses are designed around a 16-week semester, with weekly learning modules, readings, activities, discussion, assignments, a midterm assessment, and a final assessment or capstone. Short courses, workshops, and intensives may follow alternate calendars.

Week	Academic Function	Typical Student Deliverable
1	Orientation and foundational vocabulary	Introduction post and learning goals
2-4	Core concepts and early application	Reading responses and discussion participation
5-7	Applied analysis and case study work	Reflection paper or applied exercise
8	Midterm assessment	Exam, essay, or structured review
9-12	Advanced concepts and skill integration	Case analysis, journal, or group discussion
13-14	Synthesis and capstone preparation	Draft final project or presentation outline
15	Final presentations or project submission	Capstone or final paper
16	Final examination and course closeout	Final exam, reflection, and course evaluation

Academic Year

The academic year may include Fall, Spring, Summer, and special intensive terms. Founding offerings may be launched in pilot cohorts before a full academic calendar is adopted. XU reserves the right to adjust course schedules based on enrollment, faculty availability, platform readiness, and quality assurance.

Academic Policies

Continuing Education Credit

XU may assign internal continuing education credit values to courses for institutional tracking. These credits are not accredited college credits and are not guaranteed to transfer to any external institution. Internal credit values help organize certificate pathways and student progression.

Grading Scale

Courses may be graded by letter grade, pass/fail, complete/incomplete, or rubric-based competency. Each syllabus must state the grading method. A common grading scale may use A for excellent work, B for strong work, C for satisfactory work, D for below-standard work, and F for failing work.

Attendance and Participation

Participation matters in adult learning. Students are expected to access weekly modules, complete readings, participate in discussion when required, and submit assignments by the stated deadline. Attendance in live sessions may be required when the course is designated as synchronous or hybrid.

Late Work

Late work policies are established by course syllabus. Faculty may permit grace periods when consistent with fairness and the course design. Chronic late submission may affect final grades and certificate eligibility.

Incomplete Status

An incomplete may be granted when a student has completed a substantial portion of course work but cannot finish due to documented circumstances. Incompletes are discretionary and must include a completion deadline.

Academic Integrity

Academic integrity requires honest work, proper attribution, original writing, truthful participation, and no misrepresentation of identity, completion, or credentials. Students may not submit work prepared entirely by another person or service as their own.

Artificial Intelligence Use

Students may use AI tools for brainstorming, organization, grammar support, and study assistance when permitted by the instructor. Students remain responsible for accuracy, originality, disclosure when required, and personal understanding of submitted work.

Student Records

XU may maintain records of enrollment, grades, certificates, membership status, conduct findings, and completion history. Records are private institutional records and are not equivalent to accredited college transcripts.

Course Evaluations

Students may be asked to evaluate courses, faculty, technology, readings, assignments, and overall learning value. Evaluation data supports quality improvement.

Withdrawal

Students may withdraw from a course according to the published withdrawal deadline. Withdrawal may affect certificate progress, membership status, refund eligibility, and access to course materials.

Student Code of Honor and Community Standards

The XU learning community depends on mature conduct. Students are expected to engage respectfully, protect privacy, honor boundaries, avoid harassment, maintain confidentiality where required, and participate in a way that supports learning rather than performance, intimidation, or disruption.

Honor Statement

As a student of Xoutiq University, I commit to learn with purpose, lead with integrity, respect the dignity of others, participate honestly, protect community trust, and use knowledge responsibly.

Community Standards

- Speak with respect, even in disagreement.
- Do not pressure others to disclose personal information.
- Do not record or share private course spaces without authorization.
- Do not harass, threaten, shame, stalk, exploit, or manipulate other members.
- Respect consent, boundaries, privacy, and the right of others not to engage.
- Use course spaces for learning, not solicitation or personal targeting.
- Report serious safety concerns through the appropriate institutional channel.
- Remember that leadership and service require restraint, humility, and accountability.

Disciplinary Measures

Possible disciplinary measures include warning, restorative conversation, assignment of corrective education, removal from a discussion space, course withdrawal, membership suspension, certificate ineligibility, or permanent dismissal. The seriousness of the behavior, impact on others, prior history, and willingness to correct behavior may be considered.

Teaching and Learning Model

XU courses are designed for adult learners who benefit from structure and flexibility. The primary model is online asynchronous learning supported by optional or required live sessions, written materials, discussion boards, recorded lectures, reflection journals, case studies, quizzes, and capstone projects.

Learning Management System

The LMS is the central classroom. Students access modules, readings, videos, assignments, grades, announcements, discussion boards, and course resources through the LMS.

Weekly Modules

Each week should include a clear learning goal, reading assignment, lecture material, reflection prompt, discussion topic, and assignment or practice activity when appropriate.

Discussion Boards

Discussion boards are academic spaces. Students should cite course concepts, engage respectfully, ask thoughtful questions, and avoid turning discussions into personal attacks or unsupported claims.

Reflection Journals

Reflection journals help students connect course concepts to observation, self-awareness, and ethical judgment. Journals may be graded for completion, depth, and application rather than personal disclosure.

Case Studies

Case studies allow students to evaluate complex scenarios using institutional vocabulary, ethical reasoning, communication frameworks, and leadership principles.

Capstone Work

Capstone work requires students to synthesize course concepts into a final paper, presentation, project, protocol guide, leadership plan, or applied analysis.

Certificates, Fellowships, and Academic Recognition

XU uses certificates, advanced certificates, fellowship recognition, and honorary distinctions rather than accredited degrees. This structure allows the institution to provide progression, ceremony, and achievement while remaining clear that XU recognitions are private and non-accredited.

Recognition	Internal Requirement	Purpose
Certificate	Normally 12 internal credit hours or equivalent	Foundational study in a discipline
Advanced Certificate	Normally 24 internal credit hours or equivalent	Broader and deeper applied learning
Fellowship Candidate	Normally 36 internal credit hours plus service or capstone	Advanced institutional engagement
Fellow of Xoutiq University (FXU)	Academic review, service, and capstone approval	Recognizes sustained learning and contribution
Senior Fellow (SFXU)	Advanced contribution and leadership	Recognizes maturity, mentorship, and institutional service
Distinguished Fellow (DFXU)	Exceptional service and institutional impact	Highest non-degree recognition within XU

Certificate in Relationship Dynamics

This certificate develops foundational competence and institutional vocabulary through a structured sequence of courses. Students must complete required coursework, meet conduct standards, and satisfy any final reflection or capstone requirement.

- RELD 101 Foundations of Relationship Dynamics
- RELD 201 Communication and Conflict Resolution
- ETHC 101 Foundations of Ethics
- One approved elective

Certificate in Protocol and Etiquette

This certificate develops foundational competence and institutional vocabulary through a structured sequence of courses. Students must complete required coursework, meet conduct standards, and satisfy any final reflection or capstone requirement.

- PROT 101 Foundations of Protocol and Etiquette
- PROT 201 Social and Professional Etiquette
- COMM 101 Written and Verbal Communication
- One approved elective

Certificate in Leadership and Service

This certificate develops foundational competence and institutional vocabulary through a structured sequence of courses. Students must complete required coursework, meet conduct standards, and satisfy any final reflection or capstone requirement.

- LEAD 101 Leadership Principles
- SERV 101 Foundations of Service
- ETHC 201 Boundaries and Accountability
- One approved elective

Certificate in Ethics and Communication

This certificate develops foundational competence and institutional vocabulary through a structured sequence of courses. Students must complete required coursework, meet conduct standards, and satisfy any final reflection or capstone requirement.

- ETHC 101 Foundations of Ethics
- COMM 101 Written and Verbal Communication
- ETHC 201 Boundaries and Accountability
- RELD 201 Communication and Conflict Resolution

Integrated Certificate in Adult Relationship Studies

This certificate develops foundational competence and institutional vocabulary through a structured sequence of courses. Students must complete required coursework, meet conduct standards, and satisfy any final reflection or capstone requirement.

- RELD 101 Foundations of Relationship Dynamics
- PROT 101 Foundations of Protocol and Etiquette
- LEAD 101 Leadership Principles
- ETHC 101 Foundations of Ethics

Academic Honors and Commencement

Commencement is a ceremonial expression of completion, community, service, and institutional identity. XU may hold virtual or in-person commencement ceremonies for students completing certificates, advanced certificates, fellowships, or special recognition programs. Commencement participation is ceremonial and does not imply accredited degree completion.

Academic Honors

Honor	Typical Standard	Recognition
Chancellor's List	Highest level of academic performance and conduct	Catalog or ceremony recognition
Dean's List	Strong academic performance within a College	Term recognition
Founder's Award	Exceptional contribution to institutional founding culture	Annual award
Service and Stewardship Award	Excellence in service, mentorship, and community support	Annual or term award
Scholarly Excellence Award	Outstanding writing, research, or capstone work	Course or college award

Honorary Recognition

XU may issue honorary distinctions to individuals who have demonstrated meaningful contribution, leadership, teaching, service, philanthropy, mentorship, or institutional support. Honorary distinctions are ceremonial, private, non-accredited recognitions and should not be represented as academic degrees or professional licenses.

Course Numbering and Academic Codes

Course prefixes identify academic discipline. Course numbers identify general level. The founding catalog uses 100-level courses for introductory study, 200-level courses for intermediate application, 300-level courses for advanced analysis, and 400-level courses for capstone or leadership-level work.

Prefix	College or Discipline	Examples
RELD	Relationship Dynamics	RELD 101, RELD 201, RELD 401
PROT	Protocol and Etiquette	PROT 101, PROT 201, PROT 401
LEAD	Leadership and Service	LEAD 101, LEAD 301
SERV	Service Studies	SERV 101, SERV 301
ETHC	Ethics and Communication	ETHC 101, ETHC 401
COMM	Communication Studies	COMM 101, COMM 301
GOVN	Community Governance	GOVN 201, GOVN 401
CAPS	Capstone Studies	CAPS 400

College of Relationship Dynamics - Course Descriptions

RELD 101 - Foundations of Relationship Dynamics

Introduces the vocabulary, frameworks, and ethical foundations used to study adult relationship systems. Topics include trust, communication, expectations, responsibility, repair, emotional intelligence, and sustainable relational culture.

Learning Outcomes

- Define relationship dynamics as an academic field of study.
- Analyze how trust and expectation shape behavior.
- Apply basic communication and repair frameworks.
- Distinguish influence, responsibility, and accountability.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 120 - Trust, Credibility, and Reliability

Examines how trust is built, strained, repaired, and maintained through behavior, consistency, transparency, and accountability. Students study credibility as a pattern rather than a claim.

Learning Outcomes

- Identify trust-building behaviors.
- Evaluate the relationship between promise and follow-through.
- Explain repair practices after relational strain.
- Develop a personal reliability plan.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 201 - Communication and Conflict Resolution

Develops skills for clear communication, listening, conflict de-escalation, direct requests, repair conversations, and post-conflict review. Emphasis is placed on maturity, clarity, and responsibility.

Learning Outcomes

- Use structured communication tools.
- Differentiate conflict, disagreement, and harm.
- Practice accountability language.
- Create a conflict repair plan.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 210 - Roles, Expectations, and Responsibility

Studies the role of agreed expectations in adult relationship systems. Students learn how unclear roles, unspoken expectations, and inconsistent behavior create instability.

Learning Outcomes

- Map roles and expectations.
- Identify assumption gaps.
- Draft a responsibility statement.
- Evaluate role clarity in case studies.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 220 - Emotional Intelligence in Relationship Systems

Explores self-awareness, self-regulation, empathy, emotional literacy, defensiveness, escalation patterns, and mature response skills.

Learning Outcomes

- Describe emotional intelligence.
- Identify escalation cues.
- Apply self-regulation strategies.
- Analyze emotional responsibility.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 240 - Power, Influence, and Accountability

Examines the ethical use of influence in adult relationships and communities. The course emphasizes accountability, transparency, consent, and responsibility in any structure involving leadership or followership.

Learning Outcomes

- Explain influence and power in relational systems.
- Recognize accountability failures.
- Analyze ethical leadership behaviors.
- Draft safeguards for responsible influence.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 301 - Relationship Systems Theory

An advanced course on patterns, feedback loops, roles, values, rituals, communication norms, and long-term relational sustainability.

Learning Outcomes

- Describe systems thinking.
- Analyze recurring patterns.
- Map relational feedback loops.
- Propose interventions for healthier systems.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 320 - Repair, Restoration, and Trust Recovery

Focuses on what happens after conflict, breach, disappointment, or misalignment. Students learn structured repair, apology, changed behavior, and rebuilding credibility.

Learning Outcomes

- Differentiate apology and repair.
- Build a trust recovery plan.
- Evaluate case studies of relational breach.
- Explain the limits of repair.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

RELD 401 - Relational Leadership Capstone

Culminating course requiring students to synthesize relationship dynamics, communication, ethics, and leadership into an applied project.

Learning Outcomes

- Complete an applied capstone.
- Demonstrate synthesis of course concepts.
- Present findings with professionalism.
- Reflect on long-term learning goals.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

College of Protocol and Etiquette - Course Descriptions

PROT 101 - Foundations of Protocol and Etiquette

Introduces protocol as the study of ordered conduct, courtesy, ceremony, respect, and social structure. Students learn how protocol supports clarity, hospitality, dignity, and institutional culture.

Learning Outcomes

- Define protocol and etiquette.
- Distinguish formal and informal conduct.
- Evaluate courtesy as a leadership skill.
- Create a personal etiquette standard.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

PROT 120 - Personal Presentation and Public Conduct

Examines dress, grooming, punctuality, digital presence, greetings, introductions, posture, and public representation in adult learning and community environments.

Learning Outcomes

- Describe presentation standards.
- Apply guidelines for public conduct.
- Analyze first impressions.
- Build a personal presentation checklist.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

PROT 201 - Social and Professional Etiquette

Develops practical etiquette for meetings, introductions, written exchanges, events, hospitality settings, and formal or semi-formal gatherings.

Learning Outcomes

- Practice introductions.
- Apply meeting etiquette.
- Write courteous messages.
- Evaluate etiquette failures.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

PROT 220 - Ceremony, Ritual, and Institutional Culture

Studies the role of ceremony, ritual, symbolism, and repetition in building meaning, belonging, respect, and continuity.

Learning Outcomes

- Explain the function of ceremony.
- Analyze institutional symbolism.
- Design a respectful ceremony outline.
- Evaluate ritual and inclusion.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

PROT 240 - Hospitality and Guest Experience

Focuses on receiving guests, creating welcoming environments, anticipating needs, event readiness, hosting duties, and service-minded presence.

Learning Outcomes

- Define hospitality standards.
- Create a guest experience plan.
- Evaluate event readiness.
- Apply service-centered conduct.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

PROT 301 - Organizational Protocol

Advanced study of protocol systems within organizations, events, leadership structures, and formal communities.

Learning Outcomes

- Map organizational protocol.
- Draft a protocol guide.
- Analyze chain of communication.
- Evaluate consistency and fairness.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

PROT 401 - Ceremonial Leadership Capstone

Culminating course requiring students to design, document, and defend a ceremony, protocol manual, or etiquette training plan.

Learning Outcomes

- Complete a protocol capstone.
- Demonstrate ceremonial judgment.
- Create documentation.
- Present with clarity and respect.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

College of Leadership and Service - Course Descriptions

LEAD 101 - Leadership Principles

Introduces leadership as responsibility, influence, decision-making, communication, and service. The course challenges students to understand leadership as obligation rather than status.

Learning Outcomes

- Define leadership and responsibility.
- Assess leadership styles.
- Identify ethical failures in leadership.
- Develop a leadership philosophy.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

LEAD 201 - Mentorship and Development

Examines the responsibilities of mentors, advisors, teachers, and senior community members. Emphasis is placed on boundaries, humility, clarity, and learner-centered support.

Learning Outcomes

- Define mentorship boundaries.
- Create a mentorship plan.
- Evaluate advisor conduct.
- Develop feedback skills.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

LEAD 220 - Decision-Making and Judgment

Studies practical judgment, risk awareness, values-based decisions, consultation, documentation, and post-decision review.

Learning Outcomes

- Apply decision frameworks.
- Identify bias and pressure.
- Document rationale.
- Conduct an after-action review.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

LEAD 301 - Organizational Leadership

Advanced course on leading groups, maintaining culture, managing conflict, delegating responsibility, and communicating expectations.

Learning Outcomes

- Analyze group dynamics.
- Build team norms.
- Manage communication flows.
- Evaluate leadership credibility.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

LEAD 401 - Executive Leadership and Institutional Stewardship

Capstone leadership course focused on stewardship, continuity, governance, public trust, crisis response, and institutional legacy.

Learning Outcomes

- Create a stewardship plan.
- Analyze institutional risk.
- Present a leadership case study.
- Define legacy leadership.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

SERV 101 - Foundations of Service

Introduces service as attentive, respectful, competent, ethical contribution. Students study service without servility, leadership without entitlement, and support without self-erasure.

Learning Outcomes

- Define service and dignity.
- Apply service standards.
- Analyze service failures.
- Create a service ethic statement.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

SERV 301 - Service Leadership in Practice

Advanced application of service principles in events, teams, mentorship, hospitality, and community support.

Learning Outcomes

- Design a service plan.
- Evaluate service workflows.
- Train others in service standards.
- Reflect on service leadership.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

College of Ethics and Communication - Course Descriptions

ETHC 101 - Foundations of Ethics

Introduces ethical reasoning, personal agency, accountability, informed choice, fairness, harm prevention, and responsible participation in adult learning communities.

Learning Outcomes

- Explain ethical reasoning.
- Identify conflicts of interest.
- Apply harm-prevention thinking.
- Evaluate ethical case studies.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

ETHC 201 - Boundaries and Accountability

Examines boundaries as communication, self-knowledge, and mutual respect. Students learn how boundaries are stated, honored, revised, and protected.

Learning Outcomes

- Define boundaries clearly.
- Identify boundary violations.
- Draft a boundary communication plan.
- Explain accountability steps.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

ETHC 220 - Consent Literacy and Informed Decision-Making

Studies consent as an ongoing, informed, specific, voluntary, and revocable decision-making process in adult contexts. This course is conceptual and ethics-based, not practice-based.

Learning Outcomes

- Define informed decision-making.
- Identify pressure and ambiguity.
- Use plain-language consent checks.
- Evaluate case studies responsibly.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

ETHC 301 - Negotiation and Agreement Design

Teaches structured negotiation, expectations, documentation, review, and revision of agreements in adult relationship or community settings.

Learning Outcomes

- Prepare negotiation goals.
- Identify non-negotiables.
- Draft agreements.
- Build review processes.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

ETHC 401 - Community Governance and Ethical Stewardship

Advanced course on standards, reporting, restorative options, discipline, leadership responsibility, and community trust.

Learning Outcomes

- Create governance standards.
- Evaluate conduct processes.
- Analyze fairness and safety.
- Draft a governance proposal.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

COMM 101 - Written and Verbal Communication

Foundational communication course covering clarity, tone, listening, feedback, written etiquette, difficult conversations, and professional online communication.

Learning Outcomes

- Write clear messages.
- Use active listening.
- Provide respectful feedback.
- Analyze communication breakdowns.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

COMM 301 - Advanced Facilitation and Dialogue

Advanced course on group discussion, facilitation, conflict navigation, neutral language, agenda design, and inclusive participation.

Learning Outcomes

- Facilitate discussion.
- Manage disruptive dynamics.
- Design dialogue prompts.
- Evaluate group outcomes.

Typical Assessment Methods

Assessment may include reading responses, discussion participation, reflective writing, short quizzes, applied case analysis, midterm assessment, final project, and course evaluation.

Founding Course Syllabus: RELD 101 Foundations of Relationship Dynamics

Course Level: 100 | Semester Length: 16 weeks | Format: Online | Internal Credit Value: 3.0 | College: Relationship Dynamics

Course Description: RELD 101 introduces adult learners to the study of relationship dynamics through the lenses of trust, communication, expectations, accountability, emotional intelligence, role clarity, influence, conflict repair, and ethical responsibility. The course is designed as the first academic experience for students entering XU relationship studies. It provides vocabulary and frameworks that support later study in communication, leadership, ethics, protocol, and service.

Course Objectives

- Explain relationship dynamics as a structured field of adult continuing education.
- Identify the role of trust, credibility, and reliability in sustainable relationship systems.
- Use communication models to analyze misunderstandings, expectations, and conflict.
- Describe accountability as behavior-based rather than image-based.
- Apply ethical reasoning to relational roles, influence, responsibility, and repair.
- Create a personal learning plan for continued study at XU.

Required Learning Materials

Required materials may include instructor lectures, original XU readings, case studies, discussion prompts, reflection worksheets, and selected articles or excerpts provided through the learning platform. No external textbook is required in the founding edition unless assigned by the instructor.

Grading Breakdown

Assessment	Weight	Description
Weekly Discussion	20%	Thoughtful participation in course discussion boards
Reflection Journal	20%	Private or submitted reflections connecting course concepts to observation and growth
Case Study Analyses	20%	Short written analyses applying course vocabulary
Midterm Examination	15%	Concept review and applied short-answer assessment
Final Project	20%	Relationship dynamics framework or applied analysis
Course Professionalism	5%	Timeliness, respect, and academic conduct

Weekly Course Schedule

Week 1: Orientation to Relationship Dynamics

Students learn course expectations, institutional language, academic conduct, and the purpose of studying relationship systems in a structured way.

Typical Deliverable: Discussion: What does mature learning require? Assignment: Personal learning goals.

Week 2: Trust, Credibility, and Reliability

Focus on how trust is built through consistency, honesty, follow-through, and observable patterns.

Typical Deliverable: Reflection: Identify behaviors that build or weaken trust.

Week 3: Communication Foundations

Students examine listening, clarity, tone, timing, assumptions, direct requests, and feedback loops.

Typical Deliverable: Case Study 1: Communication breakdown analysis.

Week 4: Emotional Intelligence and Self-Regulation

Introduction to emotional literacy, escalation cues, defensiveness, self-regulation, and responsibility for response.

Typical Deliverable: Journal: Escalation triggers and response plan.

Week 5: Boundaries, Expectations, and Role Clarity

Study of stated expectations, hidden assumptions, boundaries, and the importance of clarifying roles.

Typical Deliverable: Assignment: Expectations map.

Week 6: Accountability and Repair

Accountability is studied as acknowledgment, changed behavior, repair, and future prevention.

Typical Deliverable: Discussion: What makes accountability believable?

Week 7: Conflict, Disagreement, and Harm

Students distinguish between normal disagreement, relational conflict, poor communication, and harmful behavior.

Typical Deliverable: Case Study 2: Conflict classification.

Week 8: Midterm Review and Examination

Review of major concepts from Weeks 1-7 followed by midterm assessment.

Typical Deliverable: Midterm exam.

Week 9: Relationship Roles and Responsibilities

Students study how roles shape expectations, communication, service, leadership, support, and accountability.

Typical Deliverable: Reflection: Role clarity and responsibility.

Week 10: Power, Influence, and Ethical Responsibility

Conceptual study of influence, leadership, consent, responsibility, and safeguards in adult relationship systems.

Typical Deliverable: Case Study 3: Influence and accountability.

Week 11: Leadership and Followership

Examines leadership as responsibility and followership as active participation, not passivity.

Typical Deliverable: Discussion: Healthy leadership behaviors.

Week 12: Agreements and Review Practices

Students study agreements as living documents requiring clarity, mutual understanding, revision, and review.

Typical Deliverable: Assignment: Draft a values-based agreement framework.

Week 13: Repair, Recovery, and Trust Rebuilding

Advanced review of apology, restitution, changed behavior, patience, and limits of repair.

Typical Deliverable: Journal: Trust recovery principles.

Week 14: Sustainability and Long-Term Systems

Students examine routines, rituals, communication check-ins, growth, fatigue, conflict cycles, and renewal.

Typical Deliverable: Final project draft due.

Week 15: Final Project Presentations

Students submit or present final applied projects in a respectful academic format.

Typical Deliverable: Final project presentation.

Week 16: Final Examination and Course Reflection

Final assessment and closing reflection on learning, growth, and continued study.

Typical Deliverable: Final exam and course evaluation.

Founding Course Syllabus: PROT 101 Foundations of Protocol and Etiquette

Course Level: 100 | Semester Length: 16 weeks | Format: Online | Internal Credit Value: 3.0 | College: Protocol and Etiquette

Course Description: PROT 101 introduces protocol and etiquette as systems of ordered conduct, courtesy, ceremonial awareness, hospitality, respect, presentation, and institutional culture. Students learn that protocol is not empty formality; it is a language of respect, clarity, readiness, and community identity.

Course Objectives

- Define protocol, etiquette, courtesy, ceremony, hospitality, and public representation.
- Distinguish formal, informal, social, professional, and ceremonial conduct.
- Apply written and verbal etiquette in adult learning and community settings.
- Analyze how protocol supports dignity, order, clarity, and institutional culture.
- Create a simple protocol guide for an event, group, or learning environment.
- Demonstrate professional conduct in class participation and final work.

Grading Breakdown

Assessment	Weight	Description
Weekly Discussion	20%	Etiquette and protocol discussion participation
Protocol Journal	20%	Observation-based reflection on courtesy, conduct, and ceremony
Applied Exercises	20%	Introductions, written communication, event plans, or protocol outlines
Midterm Examination	15%	Concept review and scenario application
Final Capstone	20%	Protocol guide, ceremony outline, or etiquette training plan
Course Professionalism	5%	Respectful conduct and completion standards

Weekly Course Schedule

Week 1: Introduction to Protocol and Etiquette

Students learn definitions, course expectations, and the difference between protocol, etiquette, manners, ceremony, and culture.

Typical Deliverable: Assignment: Courtesy self-assessment.

Week 2: Respect, Courtesy, and Dignity

Explores courtesy as a practice of dignity, not performance. Students analyze respect in speech, timing, presence, and response.

Typical Deliverable: Discussion: Is etiquette about control or care?

Week 3: Personal Presentation and First Impressions

Study of presence, dress codes, punctuality, digital appearance, greeting behavior, and public representation.

Typical Deliverable: Protocol Journal 1.

Week 4: Introductions, Titles, and Forms of Address

Covers introductions, naming conventions, titles, order of introduction, and respectful address.

Typical Deliverable: Applied Exercise: Introduction script.

Week 5: Written Communication Etiquette

Focus on email, messages, announcements, acknowledgments, invitations, and tone.

Typical Deliverable: Assignment: Rewrite poor messages professionally.

Week 6: Verbal Communication and Listening Conduct

Students examine interruption, listening posture, group dialogue, meeting conduct, and correction with dignity.

Typical Deliverable: Discussion board scenario.

Week 7: Social Etiquette and Hospitality Basics

Study of hosting, guest awareness, seating, timing, gratitude, and welcoming environments.

Typical Deliverable: Hospitality checklist.

Week 8: Midterm Review and Examination

Review of Weeks 1-7 concepts and applied midterm assessment.

Typical Deliverable: Midterm exam.

Week 9: Ceremony, Ritual, and Symbolism

Students analyze why ceremony matters and how symbols create continuity, respect, and shared meaning.

Typical Deliverable: Protocol Journal 2.

Week 10: Organizational Protocol and Chain of Communication

Study of how organizations communicate expectations, authority, sequence, and representation.

Typical Deliverable: Case Study: protocol breakdown.

Week 11: Event Protocol and Run of Show

Students learn event flow, roles, staging, timing, arrivals, transitions, and closing.

Typical Deliverable: Draft event protocol outline.

Week 12: Hospitality Standards and Guest Experience

Focus on anticipation, preparation, receiving guests, accessibility, courtesy, and follow-up.

Typical Deliverable: Guest experience plan.

Week 13: Leadership Through Example

Explores how leaders model etiquette, correct without humiliating, maintain standards, and create culture.

Typical Deliverable: Reflection: leader conduct.

Week 14: Protocol Documentation

Students learn how to write checklists, guides, standards, and event instructions.

Typical Deliverable: Final capstone draft due.

Week 15: Capstone Presentations

Students present final protocol guide, ceremony outline, or etiquette training plan.

Typical Deliverable: Final capstone presentation.

Week 16: Final Examination and Course Closeout

Final assessment, course reflection, and next-step academic advising.

Typical Deliverable: Final exam and course evaluation.

Faculty Standards and Appointment Framework

Faculty quality determines institutional credibility. XU faculty are expected to teach with clarity, respect, discretion, preparation, consistency, and commitment to student development. Faculty must maintain boundaries, protect privacy, avoid exploitation of student access, and uphold institutional standards.

Adjunct Instructor

Teaches one or more courses on contract or part-time basis. Must follow approved syllabus and assessment standards.

Assistant Professor

Developing faculty role with responsibility for course delivery, student feedback, and curriculum improvement.

Associate Professor

Experienced faculty role with course development, mentoring, assessment, and committee participation.

Professor

Senior faculty role demonstrating subject mastery, instructional excellence, institutional service, and curriculum leadership.

Professor of Practice

Professional appointment for experienced practitioners whose expertise supports applied learning.

Visiting Lecturer

Short-term appointment for guest instruction, workshops, or special lecture series.

Faculty Fellow

Recognition for faculty or contributors who demonstrate meaningful service to XU scholarship and culture.

Faculty Conduct Expectations

- Prepare and publish clear syllabi.
- Respond to students within published timeframes.
- Grade consistently using rubrics.
- Protect student privacy.
- Avoid dual-role conflicts and improper influence.
- Use respectful language and model academic maturity.
- Report serious concerns through proper channels.
- Continue improving course quality through feedback and review.

Academic Quality Assurance

XU quality assurance is based on course design, learner outcomes, faculty review, student feedback, assessment consistency, policy compliance, and annual catalog updates. The founding stage requires intentional documentation so that early growth does not produce confusion or inconsistent standards.

Course Approval

New courses should include title, prefix, description, outcomes, weekly schedule, grading breakdown, required materials, faculty qualifications, and certificate alignment.

Syllabus Review

Every course syllabus should be reviewed for clarity, accuracy, workload balance, policy alignment, and age-appropriate professional language.

Assessment Review

Exams, rubrics, assignments, and capstone projects should measure stated learning outcomes rather than personality, popularity, or subjective approval.

Student Feedback

Feedback should be collected at the end of each course and reviewed for trends involving clarity, workload, technology, faculty responsiveness, and learning value.

Annual Catalog Review

The catalog should be reviewed annually to update courses, policies, certificate pathways, fees, calendar dates, and compliance language.

Documentation

Course records, syllabi, assignment prompts, grade records, grievance outcomes, and certificate approvals should be retained according to institutional recordkeeping standards.

Grievances, Appeals, and Student Support

XU students should have a clear process for raising concerns. A grievance process protects students, faculty, and the institution by creating a documented path for review. Grievances may involve grading concerns, conduct issues, instructor behavior, harassment, membership access, policy application, or certificate decisions.

Informal Resolution

When appropriate and safe, students are encouraged to first seek clarification from the instructor or responsible staff member. Many concerns can be resolved through correction, explanation, documentation, or reasonable adjustment.

Formal Grievance

A formal grievance should be submitted in writing and should identify the concern, relevant course or person, dates, supporting documentation, desired outcome, and prior attempts to resolve the issue. XU should acknowledge receipt and provide a review timeline.

Appeal

Students may appeal certain decisions when they believe there was procedural error, new information, inconsistency, or disproportionate outcome. Appeals are not a second opportunity to simply disagree; they must identify a specific basis for review.

Support and Referral Limits

XU provides education, not therapy or crisis support. Students needing mental health, legal, medical, or emergency assistance should seek qualified professionals or emergency resources. Faculty should not act outside their role or training.

Technology, Online Learning, and Accessibility

XU is a digital-first institution. Students should be prepared to use a learning management system, video lectures, digital readings, discussion boards, online payments, email, and downloadable course materials. Technology policies protect access, privacy, security, and continuity.

Minimum Technology Requirements

Students need reliable internet, an email account, a device capable of viewing video and PDF files, a word processor or compatible writing tool, and the ability to submit assignments through the LMS.

Digital Conduct

Students must not misuse platform access, scrape content, share private materials, impersonate others, harass participants, or bypass access controls.

Course Content Access

Course access may be limited to enrolled students and may expire after a stated period. Downloading, copying, redistributing, or reselling course content without permission is prohibited.

Accessibility Commitment

XU should work toward accessible course design through clear formatting, readable documents, captions when available, alternative text for important images, and reasonable accommodations when feasible.

Privacy and Security

Students should use secure passwords, protect account access, and avoid posting private information in course spaces. XU should limit access to student records and private reports to those with a legitimate institutional need.

Founding Implementation Roadmap

The founding implementation roadmap provides a practical sequence for moving XU from concept to organized institution. The roadmap is not a guarantee of launch dates; it is a planning framework for academic, technical, legal, marketing, and operational development.

Phase	Focus	Key Deliverables
Phase 1	Formation and compliance	Entity formation, EIN, name review, banking, insurance review, policies
Phase 2	Brand and platform	Website, LMS, logo standards, payment system, member portal
Phase 3	Academic foundation	Catalog, student handbook, faculty handbook, founding syllabi
Phase 4	Pilot courses	RELD 101 and PROT 101 pilot cohorts, feedback, course revisions
Phase 5	Certificate launch	Certificate pathways, advisor process, certificate templates
Phase 6	Community growth	Membership programming, workshops, speaker series, alumni network
Phase 7	Institutional maturity	Advisory council, faculty expansion, annual conference, commencement

Detailed Program Maps and Academic Progression

This section expands the catalog beyond course listings by showing how a student may progress through XU as a structured adult learner. Program maps are not accredited degree maps. They are institutional pathways for private continuing education, certificate completion, advanced learning, service, and fellowship consideration.

Relationship Dynamics Pathway

The pathway is intended for students who want a structured sequence rather than random course selection. Students may complete a certificate at the foundational level and may later pursue advanced certificate or fellowship recognition.

- Term 1: RELD 101 and ETHC 101 establish vocabulary, ethics, and reflective practice.
- Term 2: RELD 201 and COMM 101 build applied communication and conflict skills.
- Term 3: RELD 240 and ETHC 301 examine power, influence, agreement design, and accountability.
- Term 4: RELD 401 synthesizes learning through an applied capstone.

Protocol and Etiquette Pathway

The pathway is intended for students who want a structured sequence rather than random course selection. Students may complete a certificate at the foundational level and may later pursue advanced certificate or fellowship recognition.

- Term 1: PROT 101 and COMM 101 establish etiquette, written communication, and public conduct.
- Term 2: PROT 201 and PROT 220 develop social, professional, ceremonial, and symbolic literacy.
- Term 3: PROT 240 and LEAD 201 apply hospitality, mentorship, and event readiness.
- Term 4: PROT 401 requires a capstone protocol guide or ceremonial leadership project.

Leadership and Service Pathway

The pathway is intended for students who want a structured sequence rather than random course selection. Students may complete a certificate at the foundational level and may later pursue advanced certificate or fellowship recognition.

- Term 1: LEAD 101 and SERV 101 establish leadership as responsibility and service as dignified contribution.
- Term 2: LEAD 201 and ETHC 201 develop mentorship boundaries and accountability.
- Term 3: LEAD 301 and SERV 301 apply leadership in groups, events, and community structures.
- Term 4: LEAD 401 completes an institutional stewardship capstone.

Ethics and Communication Pathway

The pathway is intended for students who want a structured sequence rather than random course selection. Students may complete a certificate at the foundational level and may later pursue advanced certificate or fellowship recognition.

- Term 1: ETHC 101 and COMM 101 establish ethical reasoning and communication basics.
- Term 2: ETHC 201 and RELD 201 develop boundaries, conflict resolution, and accountability.
- Term 3: ETHC 220 and ETHC 301 study informed decision-making and agreement design.
- Term 4: ETHC 401 culminates in a community governance proposal.

Student Life, Membership Culture, and Community Learning

XU is online, but the institution is not intended to feel anonymous. Student life is created through cohort identity, respectful discussion, live lectures, office hours, community events, academic recognition, student leadership, alumni connection, and shared institutional language. The purpose of student life is not entertainment alone. It is to make learning feel continuous, supported, and meaningful.

Cohort Identity

Students may be grouped by semester, certificate pathway, founding class, or course cohort. Cohort identity helps learners feel oriented and creates accountability for participation.

Office Hours

Faculty office hours may be held live or asynchronously. Students may ask course questions, seek clarification, review feedback, or discuss academic planning. Office hours are educational spaces, not personal counseling or private coaching unless specifically designated.

Community Forums

Community forums may include academic discussion rooms, event notices, resource sharing, alumni groups, certificate candidate spaces, and faculty announcements. Forums are moderated according to the Student Code of Honor.

Founding Student Recognition

Students who participate during the founding academic period may be eligible for Founding Student recognition if they complete required coursework and maintain good standing.

Alumni Engagement

Alumni may remain connected through community membership, continuing education events, mentoring opportunities, advisory surveys, and commencement support.

Student Leadership

Student leadership roles may include cohort representative, discussion ambassador, event volunteer, student mentor, or peer learning facilitator. Student leaders are expected to model humility, reliability, and respect.

Expanded Student Policies

Privacy and Confidentiality

Students must protect the privacy of classmates, faculty, and institutional spaces. Personal stories, screenshots, posts, recordings, assignments, and private discussions may not be shared outside the course without authorization. Students should use discretion when discussing examples and should avoid unnecessary identifying details.

Recording Policy

Students may not record live sessions, office hours, private meetings, or community events unless XU has authorized recording. When recordings are provided by the institution, they are for enrolled student use and may not be distributed.

Non-Solicitation

Students may not use course spaces to recruit, solicit, pressure, advertise, sell services, pursue personal relationships, or redirect members into unrelated private spaces without permission. Networking must remain respectful and non-coercive.

Respectful Disagreement

Academic disagreement is welcome when expressed with maturity. Students should challenge ideas rather than attack people. Faculty may redirect conversations that become personal, inflammatory, repetitive, or unsafe for learning.

Identity and Representation

Students must not impersonate others, falsify credentials, misrepresent completion status, or claim XU titles or honors they have not earned. XU recognitions must be represented accurately as private and non-accredited.

Professional Boundaries

XU faculty, staff, student leaders, mentors, and members must avoid conflicts of interest, pressure, favoritism, exploitative dynamics, or misuse of institutional access. When a dual relationship could affect fairness or safety, it should be disclosed and managed.

Content Standards

Course content is designed for adult education. Students should discuss mature topics with academic restraint, appropriate language, and respect for community standards. Explicit, graphic, or sensationalized content is not required for academic participation.

Safety-Minded Learning

Safety-minded learning means students slow down, define terms, ask questions, document agreements, respect limits, and avoid treating online education as permission to act irresponsibly. Knowledge must be paired with judgment.

Community Reporting

Students may report policy violations, harassment, privacy breaches, misuse of authority, safety concerns, or academic misconduct. Reports should be specific, factual, and submitted through the appropriate channel.

Retaliation Prohibited

Retaliation against a student for making a good-faith report, participating in a review, or setting a boundary is prohibited. Retaliation may result in discipline separate from the original concern.

Restorative Options

When appropriate, XU may use restorative conversations, education, apology, behavior agreements, or facilitated review to resolve issues. Restorative options are not appropriate for every situation and do not replace serious discipline when needed.

Dismissal

Dismissal may occur for serious or repeated violations, including harassment, threats, exploitation, privacy breaches, academic dishonesty, payment fraud, impersonation, or conduct inconsistent with adult learning standards.

Expanded Faculty Policies

Syllabus Discipline

Faculty must teach the approved syllabus. Changes to schedule or assignments should be communicated clearly and should not create unfair surprise. Major course changes require academic approval.

Feedback Standards

Faculty feedback should be timely, specific, respectful, and connected to course outcomes. Feedback should correct work without humiliating the student.

Rubric Use

Rubrics should be used for major assignments whenever possible. Rubrics protect students and faculty by making expectations visible before work is submitted.

Communication Boundaries

Faculty should use approved institutional channels for course communication. Faculty should not create private dependency, favoritism, or undisclosed side arrangements with students.

Sensitive Discussions

Faculty should guide sensitive discussions with care, clear scope, and academic language. Faculty should redirect explicit or off-topic disclosures and remind students of privacy and support limits.

Course Improvement

Faculty are expected to review student feedback, assignment results, discussion quality, and learning outcomes after each term. Improvement notes may be submitted to the Dean or Provost.

Intellectual Property

Original materials created by faculty for XU may be governed by faculty agreements, work-for-hire terms, licensing, or contributor permissions. Faculty should not use copyrighted materials without permission or lawful basis.

Conflicts of Interest

Faculty must disclose conflicts that could affect grading, access, discipline, mentorship, or student trust. The institution may reassign evaluation or place boundaries around faculty interaction when necessary.

Founding Course Syllabus: LEAD 101 Leadership Principles

Semester Length: 16 weeks | Format: Online | Internal Credit Value: 3.0 | This syllabus summary establishes the standard structure for a founding-level course. Individual instructors may add readings, lectures, rubrics, and live sessions while maintaining the approved learning outcomes.

Standard Grading Model

Assessment	Weight	Description
Discussion	20%	Weekly applied discussion and peer engagement
Reflection Journal	20%	Private or submitted reflection demonstrating course integration
Applied Exercises	20%	Short assignments tied to course skills
Midterm	15%	Concept review and applied assessment
Final Project	20%	Capstone project or applied plan
Professionalism	5%	Timeliness, respect, and course conduct

Weekly Course Schedule

Week 1: Leadership as Responsibility

Leadership is introduced as duty, stewardship, decision-making, and visible conduct.

Typical Deliverable: Leadership philosophy statement.

Week 2: Credibility and Trust

Students examine credibility as repeated behavior over time.

Typical Deliverable: Credibility case reflection.

Week 3: Authority, Influence, and Restraint

Course explores influence, restraint, humility, and accountability.

Typical Deliverable: Discussion scenario.

Week 4: Communication of Expectations

Students practice writing clear expectations and standards.

Typical Deliverable: Expectation memo.

Week 5: Decision-Making Frameworks

Values, risk, counsel, timing, and documentation are examined.

Typical Deliverable: Decision worksheet.

Week 6: Delegation and Follow-Up

Students learn delegation as clarity and support, not dumping tasks.

Typical Deliverable: Delegation plan.

Week 7: Corrective Conversations

Course covers correction with dignity and documentation.

Typical Deliverable: Role-play analysis.

Week 8: Midterm Examination

Review and assessment of leadership concepts.

Typical Deliverable: Midterm exam.

Week 9: Mentorship and Development

Students examine how leaders grow others responsibly.

Typical Deliverable: Mentorship boundaries reflection.

Week 10: Team Culture

Course studies norms, rituals, expectations, and behavior patterns.

Typical Deliverable: Team culture audit.

Week 11: Conflict in Leadership

Students analyze leadership response to conflict and mistakes.

Typical Deliverable: Case study.

Week 12: Crisis Communication

Focus on calm, clarity, facts, and accountability in crisis.

Typical Deliverable: Crisis message draft.

Week 13: Service and Stewardship

Leadership is linked to service and long-term care.

Typical Deliverable: Service plan.

Week 14: Legacy Leadership

Students consider reputation, continuity, and institutional memory.

Typical Deliverable: Final project draft.

Week 15: Presentations

Students present leadership capstone projects.

Typical Deliverable: Presentation.

Week 16: Final Examination

Course closes with final exam and reflection.

Typical Deliverable: Final exam.

Founding Course Syllabus: ETHC 101 Foundations of Ethics

Semester Length: 16 weeks | Format: Online | Internal Credit Value: 3.0 | This syllabus summary establishes the standard structure for a founding-level course. Individual instructors may add readings, lectures, rubrics, and live sessions while maintaining the approved learning outcomes.

Standard Grading Model

Assessment	Weight	Description
Discussion	20%	Weekly applied discussion and peer engagement
Reflection Journal	20%	Private or submitted reflection demonstrating course integration
Applied Exercises	20%	Short assignments tied to course skills
Midterm	15%	Concept review and applied assessment
Final Project	20%	Capstone project or applied plan
Professionalism	5%	Timeliness, respect, and course conduct

Weekly Course Schedule

Week 1: Introduction to Ethical Reasoning

Students learn ethics as structured reasoning, not personal preference.

Typical Deliverable: Ethics baseline reflection.

Week 2: Values, Duties, and Consequences

Course introduces values-based, duty-based, and consequence-based reasoning.

Typical Deliverable: Comparison chart.

Week 3: Agency and Informed Choice

Students study voluntary decision-making and clear information.

Typical Deliverable: Case analysis.

Week 4: Harm Prevention

Focus on foreseeable harm, caution, and responsibility.

Typical Deliverable: Risk review exercise.

Week 5: Fairness and Consistency

Students examine consistency, favoritism, and equal application of standards.

Typical Deliverable: Fairness memo.

Week 6: Conflicts of Interest

Course explores bias, personal benefit, and disclosure.

Typical Deliverable: Conflict scenario.

Week 7: Accountability

Students review admission, repair, prevention, and changed behavior.

Typical Deliverable: Accountability worksheet.

Week 8: Midterm Examination

Review and assessment of ethics concepts.

Typical Deliverable: Midterm exam.

Week 9: Boundaries and Consent Literacy

Conceptual study of stated limits and informed agreement.

Typical Deliverable: Boundary language exercise.

Week 10: Privacy and Discretion

Students learn privacy as ethical practice.

Typical Deliverable: Privacy case study.

Week 11: Power and Vulnerability

Course examines responsibility when influence or vulnerability is present.

Typical Deliverable: Reflection.

Week 12: Community Standards

Students study standards, enforcement, and trust.

Typical Deliverable: Draft standard.

Week 13: Restorative and Disciplinary Responses

Course compares correction, restoration, and discipline.

Typical Deliverable: Policy analysis.

Week 14: Ethical Leadership

Students synthesize ethics and leadership.

Typical Deliverable: Final project draft.

Week 15: Presentations

Students present ethics capstone projects.

Typical Deliverable: Presentation.

Week 16: Final Examination

Final exam and course reflection.

Typical Deliverable: Final exam.

Founding Course Syllabus: COMM 101 Written and Verbal Communication

Semester Length: 16 weeks | Format: Online | Internal Credit Value: 3.0 | This syllabus summary establishes the standard structure for a founding-level course. Individual instructors may add readings, lectures, rubrics, and live sessions while maintaining the approved learning outcomes.

Standard Grading Model

Assessment	Weight	Description
Discussion	20%	Weekly applied discussion and peer engagement
Reflection Journal	20%	Private or submitted reflection demonstrating course integration
Applied Exercises	20%	Short assignments tied to course skills
Midterm	15%	Concept review and applied assessment
Final Project	20%	Capstone project or applied plan
Professionalism	5%	Timeliness, respect, and course conduct

Weekly Course Schedule

Week 1: Communication as Structure

Course introduces communication as clarity, timing, tone, and listening.

Typical Deliverable: Communication goals.

Week 2: Listening and Confirmation

Students practice listening for meaning and confirming understanding.

Typical Deliverable: Listening reflection.

Week 3: Direct Requests

Students learn clear request language.

Typical Deliverable: Request rewrite.

Week 4: Tone and Timing

Course explores how timing and tone affect reception.

Typical Deliverable: Tone analysis.

Week 5: Written Etiquette

Students practice email and message standards.

Typical Deliverable: Email assignment.

Week 6: Feedback

Students learn to give and receive feedback responsibly.

Typical Deliverable: Feedback script.

Week 7: Difficult Conversations

Course introduces preparation and structure for hard topics.

Typical Deliverable: Conversation plan.

Week 8: Midterm Examination

Review and assessment of communication concepts.

Typical Deliverable: Midterm exam.

Week 9: Conflict Language

Students identify escalation and repair language.

Typical Deliverable: Case study.

Week 10: Questions and Curiosity

Course explores inquiry, assumptions, and listening posture.

Typical Deliverable: Question bank.

Week 11: Public Speaking Basics

Students practice concise presentation and audience awareness.

Typical Deliverable: Short presentation.

Week 12: Group Dialogue

Course examines facilitation, turn-taking, and summary.

Typical Deliverable: Dialogue reflection.

Week 13: Documentation

Students learn meeting notes, agreements, and follow-up.

Typical Deliverable: Documentation exercise.

Week 14: Communication Plan

Students synthesize tools into a plan.

Typical Deliverable: Final draft.

Week 15: Presentations

Students present final communication plan.

Typical Deliverable: Presentation.

Week 16: Final Examination

Final assessment and course reflection.

Typical Deliverable: Final exam.

Founding Course Syllabus: SERV 101 Foundations of Service

Semester Length: 16 weeks | Format: Online | Internal Credit Value: 3.0 | This syllabus summary establishes the standard structure for a founding-level course. Individual instructors may add readings, lectures, rubrics, and live sessions while maintaining the approved learning outcomes.

Standard Grading Model

Assessment	Weight	Description
Discussion	20%	Weekly applied discussion and peer engagement
Reflection Journal	20%	Private or submitted reflection demonstrating course integration
Applied Exercises	20%	Short assignments tied to course skills
Midterm	15%	Concept review and applied assessment
Final Project	20%	Capstone project or applied plan
Professionalism	5%	Timeliness, respect, and course conduct

Weekly Course Schedule

Week 1: Defining Service

Service is introduced as competent, dignified contribution.

Typical Deliverable: Service philosophy.

Week 2: Service and Self-Respect

Students distinguish service from self-erasure.

Typical Deliverable: Reflection.

Week 3: Attention to Detail

Course examines observation, readiness, and follow-through.

Typical Deliverable: Detail audit.

Week 4: Hospitality and Care

Students connect service to hospitality and welcome.

Typical Deliverable: Hospitality plan.

Week 5: Reliability

Course examines consistency, timeliness, and ownership.

Typical Deliverable: Reliability worksheet.

Week 6: Anticipation and Preparation

Students learn preparation without overstepping.

Typical Deliverable: Preparation checklist.

Week 7: Communication in Service

Course covers asking, confirming, updating, and closing loops.

Typical Deliverable: Communication exercise.

Week 8: Midterm Examination

Review and assessment of service concepts.

Typical Deliverable: Midterm exam.

Week 9: Boundaries in Service

Students learn limits, sustainability, and consent-based support.

Typical Deliverable: Boundary plan.

Week 10: Service in Teams

Course examines roles and coordination.

Typical Deliverable: Team service case.

Week 11: Correcting Service Failures

Students study apology, correction, and prevention.

Typical Deliverable: Service recovery memo.

Week 12: Service Leadership

Course connects service and leadership.

Typical Deliverable: Leadership reflection.

Week 13: Event Service

Students plan service roles for an event.

Typical Deliverable: Event plan.

Week 14: Service Standards

Students draft standards and checklists.

Typical Deliverable: Final draft.

Week 15: Presentations

Students present service capstone projects.

Typical Deliverable: Presentation.

Week 16: Final Examination

Final assessment and reflection.

Typical Deliverable: Final exam.

Model Rubrics and Assessment Standards

Performance Area	Excellent	Satisfactory	Needs Improvement
Concept Mastery	Uses course vocabulary accurately and connects multiple concepts.	Uses basic course vocabulary with mostly correct understanding.	Uses vague language or misunderstands key concepts.
Application	Applies concepts to scenarios with mature judgment and specificity.	Applies concepts generally with some relevant detail.	Application is shallow, unsupported, or off-topic.
Reflection	Demonstrates self-awareness without unnecessary disclosure.	Provides adequate reflection tied to course material.	Provides minimal reflection or unrelated personal narrative.
Professionalism	Respectful, timely, clear, and aligned with community standards.	Generally respectful and complete.	Late, disrespectful, incomplete, or disruptive.
Writing Quality	Clear, organized, edited, and easy to follow.	Readable with minor issues.	Difficult to follow, careless, or poorly structured.

Rubrics should be adapted by faculty to the assignment. Students should receive rubrics before major assignments when feasible so expectations are clear.

Annual Institutional Review and Catalog Revision Process

A true institution evolves through review. XU should conduct an annual review at the end of each academic year to determine whether catalog policies, course descriptions, certificate requirements, fees, membership rules, and academic standards remain accurate and useful.

Academic Review

Review course completion rates, student feedback, learning outcomes, faculty notes, assignment quality, and course sequencing.

Policy Review

Review grievance outcomes, conduct reports, privacy issues, technology incidents, refund questions, and policy gaps.

Financial Review

Review membership revenue, course revenue, platform costs, instructor compensation, marketing performance, and scholarship capacity.

Faculty Review

Review faculty performance, response times, course quality, student feedback, and professional conduct.

Student Experience Review

Review orientation, student support, advising, forums, community events, and accessibility needs.

Catalog Revision

Publish an updated catalog when changes are material. Preserve prior catalog copies for students governed by earlier requirements.

Appendix A: Glossary of Institutional Terms

Academic Catalog

The formal publication describing academic structure, courses, policies, certificates, and institutional expectations.

Adult Continuing Education

Education designed for adult learners outside traditional accredited degree programs.

Certificate

A private institutional recognition of completing a defined course pathway.

Community Member

An adult member of XU who is not currently enrolled as a student but participates in resources or events.

Fellowship

An advanced private recognition of sustained learning, service, and contribution within XU.

Internal Credit

A non-accredited measurement used by XU to organize course workload and certificate progression.

Protocol

A structured system of conduct, order, ceremony, courtesy, and institutional practice.

Relationship Dynamics

The study of communication, trust, roles, expectations, influence, repair, accountability, and sustainability in adult relationship systems.

Student Member

A learner actively enrolled in an XU course or curriculum pathway.

XU

Institutional abbreviation for Xoutiq University.

Appendix B: Sample Student Acknowledgment

I acknowledge that Xoutiq University LLC is a private adult continuing education organization and is not an accredited college or university. I understand that certificates, fellowships, honorary recognitions, and completion documents issued by XU are private institutional recognitions and are not accredited academic degrees or professional licenses.

I agree to follow XU policies, participate respectfully, protect community privacy, submit honest academic work, and use course spaces for education. I understand that violation of institutional standards may result in loss of course access, membership suspension, certificate ineligibility, or dismissal.

Student Name: _____

Signature: _____

Date: _____

Appendix C: Sample Faculty Acknowledgment

I acknowledge that faculty service at Xoutiq University requires professionalism, preparation, respectful communication, boundary awareness, student privacy, consistent evaluation, and adherence to institutional policy. I understand that XU is a private continuing education institution and that my teaching must align with the published catalog, syllabus, course outcomes, and student conduct framework.

Faculty Name: _____

Signature: _____

Date: _____

Appendix D: Institutional Disclaimer for Public Materials

Xoutiq University LLC is a private adult continuing education company. Xoutiq University is not an accredited college or university and does not award accredited academic degrees recognized by state or federal educational authorities. Certificates, honorary distinctions, completion recognitions, and ceremonial awards issued by Xoutiq University are private, non-accredited acknowledgments of participation, learning, service, or achievement within the XU community. All programs are intended for adults only.

XOUTIQ UNIVERSITY

Learn with Purpose. Lead with Integrity.

End of Academic Catalog 2026-2027 - Full Founding Edition