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Weatherhead School of Management

The Weatherhead School of Management (http://weatherhead.case.edu) is different from other business schools. Weatherhead is bold in its ideas, creative in its approach, and adaptive in its interactions within a changing business environment. Weatherhead has enhanced traditional management education by integrating the fundamentals of business with ideas and practices that change individuals, organizations, and societies. Weatherhead graduates are ready to add immediate value to their organizations, their communities, and the world.

Weatherhead is home to seven academic departments comprising 69 full-time faculty members and 71 full-time members of staff. It offers programs at the undergraduate, master's, and doctoral levels in the Peter B. Lewis Building and executive programming in the George S. Dively Building on the campus of Case Western Reserve University. Located within University Circle, a square mile of educational, scientific, medical, and cultural institutions, Weatherhead counts among its neighbors the Cleveland Orchestra, the Cleveland Museum of Art, the Cleveland Botanical Garden, the Cleveland Museum of Natural History, the Cleveland Institute of Art, and University Hospitals. Weatherhead is a business school that attracts interest from every corner of the globe while maintaining its roots in the Cleveland community.

Mission Statement
Developing transformational ideas and outstanding leaders for the advancement of business and society.

Values
• Weatherhead believes that management is a noble profession committed to the advancement of human life.
• Weatherhead values its strong ethical foundation and strives to promote a culture rich in ideas and reflection.
• Weatherhead is committed to increasing individual creative and critical capacities, nurturing new and expansive patterns of thought.
• Weatherhead values research of enduring consequence and judges its significance by the impact it has on management thought, management action, and public policy.
• Weatherhead values learning that is active and collaborative. Students, faculty, and staff together engage important management problems with an innovative, knowledge-creating approach.
• Weatherhead is responsive to the needs of its students.
• Weatherhead considers alumni its important partners and strives to add value to their personal and professional lives.
• Weatherhead values partnerships with the business community and other organizations.
• Weatherhead values meaningful service to society and strives for outcomes that influence and positively change the way people and organizations conduct themselves.
• Weatherhead is a cohesive learning organization with an international outlook.
• Weatherhead values diversity, characterized by open dialogue and mutual respect among individuals with different specializations, backgrounds, cultures, and perspectives.
• Weatherhead is results-oriented and judges its contributions by actions taken and outcomes achieved.

Vision
Weatherhead is respected locally and globally for research of enduring consequence. The school is recognized for attracting and educating managers to design novel solutions to the most complex issues facing business and society. Weatherhead’s learning environment is a hub of creative thinking, innovative teaching, and trans-disciplinary research, filled with excitement and a strong sense of community.

Distinguishing Focus
It matters to the Weatherhead School of Management that its education and research efforts help people improve organizations and society. To that end, Weatherhead educates and develops managers of private and public, corporate and nonprofit institutions to combine rigorous analytic skills, design competence, and a bias for execution.

At Weatherhead, students are taught to Manage by Designing and to build the Sustainable Enterprise. These teachings infuse the MBA curriculum; so does the emphasis on responsible commercial practices. Weatherhead confronts today’s most important global issues from a business perspective, and Weatherhead students leave ready to lead that charge, wherever they go.

Specifically, Weatherhead’s work is known for instilling in its students:
• Use of disciplined methods to explore, frame, and resolve complex problems and issues
• Ability to use design techniques to generate alternatives that improve on familiar solutions in surprising and valuable ways
• Awareness of the importance of taking into account entire systems when proposing new ways of doing things

Effective execution requires leadership. Weatherhead’s learning environments are also known for promoting:
• Change management skills that are required to effectively implement novel solutions
• Attention to the value of designing solutions that are sustainable from economic, ecological, and social points of view
• Ability to actively engage all relevant stakeholders in positive change

Weatherhead School of Management’s distinguishing focus on design and sustainability in management integrates and builds upon investments that it has made over the past decade to align with growing interests in organizations and society at large.

Brief History
In 1952, Western Reserve University established the School of Business by combining the Cleveland College Division of Business Administration and the Graduate School Division of Business Administration, and from its founding until 1988, the activities of the School of Business were divided among a number of buildings both in downtown Cleveland and in University Circle. In 1967, the merger of Case Institute of Technology and Western Reserve University created Case Western Reserve University, and the Western Reserve University School of Business absorbed Case’s Division of Organizational Sciences to become the School of Management in 1970. Just six years later, the School of Management launched its Full-Time MBA.

It was in 1980 that the School of Management was renamed in honor of Albert J. Weatherhead III, a Cleveland businessman and industrialist who represented the fourth generation of his family to carry on the Weatherhead name and values, including cultural and educational leadership. By 1999, the Weatherhead School of Management had developed a strong identity, growing out of its space in Nord Hall and requiring new construction. Funded by the philanthropist and
entrepreneur whose name it bears, the Peter B. Lewis building, designed by renowned contemporary architect Frank Gehry and completed in 2002, was the answer. Located across the street from the George S. Dively Building, which houses Weatherhead Executive Education programs, the Lewis Building, featuring Gehry’s unmistakable sculptural profile and gleaming stainless steel roof, both sets the school apart from its surroundings and, quite literally, reflects the prestigious neighborhood of the school. Gehry redefined the way a business school should look, just as Weatherhead redefines the way management education should take place.

Accreditation
The programs of the Weatherhead School of Management have been fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) International since 1958.

Administration
J.B. Silvers, PhD
(Stanford University)
Interim Dean; John R. Mannix Medical Mutual of Ohio Professor in Health Care Finance; Professor, Banking and Finance

Fred Collopy, PhD
(University of Pennsylvanial)
Senior Associate Dean; Professor, Information Systems

Laura Desmond, BA
(University of Michigan)
Associate Dean, External Relations

Michael Devlin, MBA
(Case Western Reserve University)
Associate Dean, Executive Education

Jennifer Johnson, MBA
(Case Western Reserve University)
Associate Dean, Undergraduate and Integrated Studies; Associate Professor, Marketing and Policy Studies

Sharon Martin, MBA
(Baldwin-Wallace College)
Associate Dean, Finance and Administration

Department Chairs
Richard J. Boland Jr., PhD
(Case Western Reserve University)
Elizabeth M. and William C. Treuhaft Professor of Management; Chair and Professor, Information Systems

Ronald Fry, PhD
(Massachusetts Institute of Technology)
Chair and Professor, Organizational Behavior

Anurag Gupta, PhD
(New York University)
Chair and Professor, Banking and Finance; Director, International Programs

Kamlesh Mathur, PhD
(Case Western Reserve University)
Chair and Professor, Operations; Faculty Director, Master of Science in Operations Research and Supply Chain; Faculty Director, Executive MBA

Gary J. Preivils, PhD, CPA
(University of Florida)

Distinguished University Professor, E. Mandell de Windt Professor in Leadership and Enterprise Development; Chair and Professor, Accountancy

Jagdip Singh, PhD
(Texas Tech University)
ATT Professor; Chair and Professor, Marketing and Policy Studies

Matthew Sobel, PhD
(Stanford University)
Chair, Department of Economics; William E. Umstattd Professor in Industrial Economics; Professor, Operations
Certificate in Nonprofit Management

Certificate in Nonprofit Management (CNM)

This program is not currently accepting new students.

Policies

Satisfactory completion of an approved set of five courses (15 credits) in residence, along with payment of all tuition and fees, is required for graduation. Participants who complete all requirements will be awarded the Mandel Center Certificate in Nonprofit Management.

Retention Requirements

A CNM student who earns a final grade below a B in any course may no longer continue in the program. There is no academic probation period for the CNM, due to the short duration of the program.

Graduation Requirements

A candidate for the CNM program must file an application to graduate not later than two months before the expected graduation date. The filing of this application is the responsibility of the CNM candidate. Contact the Weatherhead School of Management at 216.368.8566 for more information. Eligibility of the candidate to graduate at the time requested will be verified upon receipt of the application.

All requirements for the CNM program must be completed within two years from the date of the student's initial registration.
Doctoral Programs

Doctor of Management (DM) and PhD in Management: Designing Sustainable Systems

Business leadership is increasingly required to integrate multiple sources of knowledge, understand the perceptions of diverse parties, and put human values into action. Executives are challenged to create social, intellectual, and economic value for their organizations and for society at large based on rigorous and sound evidence. Recognizing these challenges, Weatherhead offers two doctoral degrees in management for working professionals: the DM and the PhD in management: Designing Sustainable Systems.

The DM is based on the expectation that the practitioner-scholar will develop the ability to think intensely and critically about problems confronting an organization, a community, a nation, and the world. Through conceptually modeling these problems, assessing and modifying the assumptions underlying the models, testing assumptions empirically, and applying modes of thought drawn from many disciplines, students draw conclusions and propose solutions based on the results their models produce.

The PhD in management: Designing Sustainable Systems is focused in preparing interdisciplinary scholar-practitioners for successful research and academic careers. Students develop the ability to approach problems of practice rigorously from multiple disciplinary angles and to produce sound evidence and theoretical frames to address those problems.

Curricula and coursework in these programs provide a foundation for conducting rigorous research and practicing evidence-based management. Courses are interrelated theoretically and methodologically preparing students to bring academic, theoretical, and empirical perspectives to bear on problems that they face in their organizations or in public policy advocacy.

DM

The DM is a 54-credit-hour, three-year lock-step program. DM students’ research projects are evaluated by a faculty review committee over the course of the program at critical research milestones.

Curriculum

First Year

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<thead>
<tr>
<th>Course</th>
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<th>Spring</th>
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<td>Theory and Practice of Collective Action</td>
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<td>Leading Change</td>
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<td>Introduction to Research Inquiry</td>
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<td>Qualitative Inquiry I</td>
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<td>Understanding, Designing, Managing Complex Systems</td>
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<tr>
<td>Effectiveness of Institutional, Individual and Organizational Decision Making</td>
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Second Year

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<tbody>
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<td>Culture and World Politics</td>
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<tr>
<td>Qualitative Inquiry II</td>
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<tr>
<td>Causal Analysis of Business Problems I</td>
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<td></td>
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<tr>
<td>Measuring Business Behaviors and Structures</td>
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<tr>
<td>Social Ethics: Contemporary Issues</td>
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<tr>
<td>Causal Analysis of Business Problems II</td>
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Year Total: 9 9

Third Year

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<th>Fall</th>
<th>Spring</th>
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<tbody>
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<tr>
<td>Business as an Evolving Complex System</td>
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<td></td>
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<tr>
<td>Integration of Qualitative and Quantitative Inquiry</td>
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<td></td>
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<tr>
<td>or Advanced Analytical Methods for Generalizing Research</td>
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<td>Designing Sustainable Systems Project</td>
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<td>Knowledge Dissemination to Influence Managerial Practice</td>
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<td></td>
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<tr>
<td>Sustainability and Social Value Creation</td>
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</tr>
<tr>
<td>Year Total:</td>
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</table>

Total Units in Sequence: 54

Research Requirements and Deliverables

The DM dissertation consists of the Qualitative Research Paper and Quantitative Research Paper and an Integrative Paper that organizes the research into a coherent thesis.

Research Proposal Paper

The first research requirement is a qualitative research proposal that frames the student’s research problem and question and specifies a design for the fieldwork portion of the qualitative research project. The student develops a written research proposal that synthesizes a substantial body of scholarly literature (theoretical and empirical) in a fashion that creates a conceptual framework and model providing insight into a significant problem of practice reflecting the lived worlds of a specified body of practitioners. The Research Proposal Paper produces a “grand tour” research question to guide the qualitative research project and includes a design for the fieldwork to be carried out in the course of the research project. Students develop individual skills of conceptualizing (including modeling), creating ethnographic/phenomenological interview protocols, conducting phenomenological interviews, and interpretively analyzing qualitative interview data.

Qualitative Research Paper

The Qualitative Research Paper presents findings and explanatory concepts from the student’s qualitative fieldwork project. It identifies and frames a potent “phenomenological practice gap” wherein current practitioner and academic knowledge is lacking in guiding effective practice. The research synthesizes significant scholarly literature into a coherent conceptual framework and an understandable model of relationships among theoretical constructs. Students learn to frame effective questions for practitioner-scholarship research that embodies inquiry and openness, aligning the conceptual framework and research question to the chosen problem of practice, and to write scholarly papers that are clear and present a logical flow of well-supported arguments. By understanding the development of grounded theory and understanding ethnographic observation and field notes, students formally and rigorously analyze qualitative data in an interpretive fashion.

Capstone

The Capstone integrates the analytical approaches the student has learned in EDMP 643 Measuring Business Behaviors and Structures and EDMP 649 Causal Analysis of Business Problems II. The Capstone exercise is intended to allow students to demonstrate their independent competence in quantitative inquiry skills and, based on a satisfactory assessment, to progress toward the completion of the quantitative
inquiry project which is a requirement for both the DM and the PhD in management: Designing Sustainable Systems track.

Quantitative Research Paper

The objective of the Quantitative Research Paper is to generate a rigorous and valid quantitative empirical study that is guided by a sound conceptual model of the student’s phenomenon of interest. The study must position itself with respect to the theoretical and research literature of the topic, utilize a robust research design to collect credible data that mitigates biases, reflect systematic and rigorous quantitative analysis indicative of material covered in the quantitative inquiry courses, and meet high scholarly standards to merit publication in top-rated journals and outlets.

DM Dissertation

The DM dissertation consists of the Qualitative Research Paper and Quantitative Research Paper and an Integrative Paper that organizes the study into a coherent thesis.

Integrative Paper

As a final requirement for the DM dissertation, each student writes an overview statement introducing his or her Qualitative and Quantitative Research Papers, making substantive observations and conclusions about each project, and presenting a personal reflective statement about each project's significance to the author. The Research Proposal frames the dissertation overview in a preliminary way, but in light of the student's experience in conducting qualitative and quantitative studies, the synthesis is rewritten, revised, and critically evaluated to become the Integrative Paper. The Integrative Paper and the approved Qualitative Research Paper and Quantitative Research Paper serve as the dissertation requirement of the DM program.

### PhD in Management: Designing Sustainable Systems

Weatherhead’s PhD in Management: Designing Sustainable Systems is a 72-credit-hour program. The students in this program are selected from first-year DM students who wish to reorient their careers to formally pursue positions as academic researchers and scholars.

### Research Requirements and Deliverables for the PhD in Management: Designing Sustainable Systems Track

Although trans-disciplinary research is the main focus of the PhD in Management: Designing Sustainable Systems track, candidates must be grounded in a disciplinary field. Therefore, throughout their course of study, candidates will read seminal works and acquire knowledge that leads to a grounding in their chosen discipline(s) (for example marketing, strategy, accounting, information systems, organizational behavior, finance, or economics). Students are required to take a comprehensive exam demonstrating adequate knowledge of the field’s theories, research methods, and results. Upon passing the comprehensive exam, students are advanced to candidacy for the PhD. Candidates defend their PhD thesis proposal and the final thesis during their course of study.

Doctoral candidates in the PhD in Management: Designing Sustainable Systems track will undertake full dissertation research during their fourth year of study to extend their contributions to managerial knowledge. Informed by courses in design thinking, sustainability thinking, and complex systems thinking, candidates incorporate human values and appropriate mixed methods of analysis into their research. An original and significant endeavor, the dissertation includes a detailed review of the chosen topic, relevant research questions, methods of inquiry used, and findings obtained, as well as the implications of these findings.

For more information, contact Sue Nartker (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:sue.nartker@case.edu), Managing Director of the DM program, at 216.368.1943; or Marilyn Chorman (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:marilyn.chorman@case.edu), Associate Director of the program, at 216.368.3638.

### PhD in Management

A PhD in Management offers students the opportunity to develop theory-driven scholarship that is grounded in practice and explores various dimensions of value creation, and to prepare for a career as university faculty member.

Candidates may specialize in one of five areas:

- Accountancy
- Designing Sustainable Systems
- Information Systems
- Labor and Human Resource Policy
- Marketing

### Accountancy

The PhD in Accountancy program is structured and a student study plan is developed to support high-quality research and effective teaching based upon knowledge and skill levels appropriate to a student's goals. Doctoral students work with faculty whose research investigates matters of importance to academics, practitioners, and policy makers, in order to influence practice and standard setting in both the private and public sectors.

### Curriculum

The first two academic years are directed toward the study of the literature, methods, and recent research appropriate to a student’s identified interests. Summer periods are available for individual reading, development, and writing along project lines to be determined by the student’s chair and program committee. This two-year period is expected to provide the foundation for preparing well-developed research papers that exhibit knowledge and skill levels appropriate to an individual’s goals as he or she approaches candidacy.

The third year is devoted to writing focused individual papers leading to a dissertation proposal under the supervision of a study program committee. Based upon one of these high-quality research papers, a suitable dissertation proposal will be prepared by the end of the third year of study. This research and writing activity will not only help to determine the student’s dissertation topic, but will also be considered equivalent to field examinations. The series of papers leading up to the dissertation
Designing Sustainable Systems

Please refer to the Doctor of Management (p. 5) section of the Bulletin for more information on the PhD in Management: Designing Sustainable Systems.

Information Systems (IS)

The IS Department is a center for learning about the ways in which information is generated and used in organizations. The department believes that a broad, theoretical study of information that includes human, social, and technical aspects will best enable people in organizations to achieve their operational and strategic missions. Design is a central theme of the work in IS because it connotes the critical evaluation of existing practice, the creation of better alternatives, and the changes needed to make new ideas a reality. Some design issues of special importance to the department include information systems that amplify human and organizational intelligence, that enable new forms of knowledge work, and that expand the capability of teams.

The IS faculty ask fundamental questions about how information shapes our social and economic environment. The faculty cares about the design and use of technology and about information as a uniquely human accomplishment. The faculty believes that information systems are an essential driver in creating a better world, and are committed to making that better world happen.

A management discipline engaged in design- and information-based inquiry, IS is influenced by a broad set of concepts from the humanities, social sciences, and engineering. The department studies and designs information-rich socio-technical systems that satisfy human and social needs. The department seeks intellectually curious students whose research interests intersect with the department’s and who possess a solid background in IS or computer science; industrial, service, or interaction design; or related academic areas. Doctoral study of IS at Weatherhead attracts rigorous lateral thinkers who want to shape their environments and build a strong scholarly track record in the Manage by Designing arena.

The PhD program prepares students for a career in research and teaching, primarily in academic institutions. Students work with faculty from IS and other areas of the school and university to tailor the program to their specific interests and previous study, and develop the skills to become competent researchers in their chosen areas of specialization. IS provides a hands-on education, broad exposure to technique, close association with industry, and intensive workshops with senior faculty. The department unites qualitative and quantitative approaches in order for doctoral candidates to derive better practice from theory and better theory from practice.

Weatherhead approaches IS as a global phenomenon and believe that international collaboration is a necessity. The faculty is well known internationally with substantial experience as visiting scholars or consultants in India, Sweden, the United Kingdom, Canada, Finland, Hong Kong, and Denmark.

The PhD program consists of coursework in three areas and a dissertation. Coursework in the following areas is required: management research and methods, IS research, and a specialized area of study. Following the completion of all required coursework, students take a comprehensive qualifying examination, generally during the second Summer Semester or early in the Fall Semester of the third year.

Upon successful completion of the comprehensive qualifying examination, the student is admitted to candidacy and formally begins the dissertation phase of the program. The dissertation proposal and the dissertation itself are generally completed in one and a half to two years. Students making normal progress should expect to finish all degree requirements within four years. Students must remain in residence throughout the coursework portion of the program, and the faculty strongly discourages any student from relocating prior to completion of the dissertation as doing so dramatically reduces the likelihood of completing the degree.

For more information, contact Gail Stringer (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:gail.stringer@case.edu), Department Administrator, at 216.368.5326.

Labor and Human Resource Policy

A specialization in labor and human resource policy involves inquiry into the employment relationship and effective use of human assists at the level of work groups, organizations, markets, and societies.

For more information, contact Radhika Easwaran (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:radhika.easwaran@case.edu), Department Administrator, at 216.368.2144.

Marketing

Marketing is fundamentally an organizing logic for creating, communicating, and delivering value to customers. The marketing faculty’s research is primarily around themes of value creation and customer relationship management that address managerially relevant problems in a socially networked service economy. Working closely with faculty, PhD students in marketing develop a plan of study that is tailored to their goals within a structured program. Students build skills for high quality, theory-driven scholarship including rigorous empirical work that influences academics, practitioners, and policy makers. The program emphasizes outcomes and expects doctoral students to develop research papers of publishable quality during each year of the program.

Curriculum

The coursework usually spans five semesters. Students normally carry three courses per semester. Except in extraordinary circumstances, students will only be permitted to commence their programs in the Fall Semester. Following completion of all required course work, students will take a comprehensive qualifying examination. Students in good standing will usually sit for the qualifying exam by the end of the second year or early in the third year of their program, thereby completing all course requirements, except the dissertation proposal and dissertation, in about three years.

Upon successful completion of the comprehensive qualifying examination, the PhD student is admitted to candidacy and formally begins the dissertation phase of the program. Students are required to enroll in a minimum of 18 credit hours of dissertation research while the
dissertation is in progress. The minimum number of total credit hours (dissertation and course credits) is 57. Students are required to complete both their course work and dissertation at the Case Western Reserve campus.

**Student Profile**

Typical doctoral students have strong quantitative skills, a master’s degree with more than two years’ work experience, and a GMAT score over 650. Student dissertation topics include market-driven innovations, relationship marketing, sales management, service marketing, marketing strategy, frontline marketing, and marketing value chains, among others.

Interested students are encouraged to visit our website (http://weatherhead.case.edu/departments/marketing) and to contact individual faculty to explore mutual interests.

For more information, contact Radhika Easwaran (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:radhika.easwaran@case.edu), Department Administrator, at 216.368.2144.

**PhD in Operations**

The intrinsic complexity of supply chain organizations and the coordination of operational and financial decisions throughout the supply chain are at the heart of the PhD in operations research. Weatherhead’s Operations Department has a rich history as a center of education and scholarship—it was here that the world’s first doctorate in operations research was granted. Candidates learn a unique combination of mathematics, statistics, and computer modeling to assist in decision-making for complex organizational problems.

Please note that the Operations Department is not accepting new PhD candidates for academic year 2012-2013. For more information, contact Tedda Nathan (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:tedda.nathan@case.edu), Department Administrator, at 216.368.2040.

**PhD in Organizational Behavior**

Weatherhead’s doctoral program in organizational behavior was the first of its kind. Created in 1964, it continues to set the standard for universities worldwide in this discipline. United by a passion for generating new knowledge of enduring consequence through scholarly inquiry, writing, and research, and deeply reflective practice, doctoral candidates study in a department that the *Financial Times* ranked among the three best in the world.

Recipients of the PhD in organizational behavior have taken positions throughout the globe in leading business schools, think tanks, and research-oriented nongovernmental organizations, including such prestigious organizations as the London School of Business, Columbia University, Stanford University, the Naval Postgraduate School, Notre Dame University, the World Bank, and the White House.

Organizational behavior is a vital and growing field of knowledge that is concerned with relational and developmental processes across levels of analysis, ranging from individuals and groups, through organizations and inter-organizational systems, to societal change and development. The academic roots of the field span the disciplines of individual and social psychology, sociology, anthropology, political science, and social philosophy. Organizational behavior situates the knowledge and tools of those disciplines in the context of the human dimensions of organizational life.

We approach the study of organizational behavior from the perspectives of human diversity and possibility, with a special concern for the dynamics and processes of adult development and for creating new knowledge and methods for individual, group, and organizational processes of learning, innovation, performance, and transformation.

**Educational Goals**

- Obtain a doctoral-level foundation in academic areas pertinent to organizational behavior, from the micro to the macro. This interdisciplinary course of study covers key social science domains including developmental psychology, sociology, learning theory, group dynamics, organization theory, living systems theory, and the organizational dimensions of global change.

- Master and blend qualitative, quantitative, and action-research methodologies in the quest for comprehensive and penetrating understanding

- Develop a high level of professional creativity, interpersonal competence, and a foundation of professional values enabling the pursuit of research and action in the field, including the facilitation and design of contexts for human development and self-reflective learning, organization development, and larger-system transformative change

**Curriculum**

The doctoral program is structured to align with the department’s mission of developing world-class researchers interested in doing high-quality work of enduring consequence. Hence, course requirements encourage continual development of reading, writing, relational, and research skills to help students effectively explore and seamlessly communicate their ideas.

**Sample Course Schedule**

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<th>Units</th>
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<td>Organizational Behavior Department Seminar (ORBH 510)</td>
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<tr>
<td>ORBH Dynamic Modules (3 each semester)</td>
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<td>Elective (recommended)</td>
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<td>Organizational Behavior Department Seminar (ORBH 510)</td>
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<td>ORBH Dynamic Modules (3 each semester)</td>
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<td>Research Qualitative Methods</td>
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<td>Statistics Multivariate Analysis</td>
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<td>Year Total:</td>
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</table>

Total Units in Sequence: 48

The program is designed for full-time, year-round engagement for four years. Although some students choose not to maintain local residence in
latter stages of the dissertation and to complete it more slowly, the PhD in organizational behavior is designed and supported as a four-and-a-half to five-year journey.

For the first two years, in addition to the methods courses and departmental "modules" (worth one credit hour each), there is a weekly Organizational Behavior Department Seminar designed to create and sustain an appreciative, intellectually nourishing learning space for the organizational behavior community. The Organizational Behavior Department Seminar is organized and managed by the first- and second-year PhD students in close relationship with the course instructors, and is required for both the first- and second-year cohort groups. Seminar sessions alternate between first- and second-year student meetings and gatherings of the organizational behavior community of students and faculty from within and outside the department. The seminar provides a forum for sharing the ongoing research and scholarship of the department through preparation and presentation of Integrative Scholarship Papers, Qualifying Papers, dissertation proposals, and dissertation defenses. It is also a platform for developing productive and collaborative research relationships and for increasing collective knowledge of the current state of the art in organizational behavior and related fields.

**Research Requirements and Deliverables**

The first two years of the PhD are devoted to coursework. This provides a strong theoretical foundation for conducting research throughout the remainder of the program.

**Integrative Scholarship Paper**

At the end of the first year, each doctoral student is required to have completed an Integrative Scholarship Paper. This is a critical review and integration of the literature about a topic or problem of interest. It can be thought of as a report on the current state of the scholarly conversation about the topic, encompassing historical perspectives on the evolution of the scholarly conversation to date, an examination of how the topic is approached by different disciplines or schools of thought, theoretical propositions, and suggestions for future research. Students are expected to work with a faculty advisor with support from other faculty and doctoral students to submit their Integrative Scholarship Papers for journal publication during the second year of the doctoral program.

**Qualifying Paper**

By the conclusion of their second year or the beginning of their third year in the doctoral program, students complete a Qualifying Paper. Generally, this is an initial empirical investigation or meta-analysis of a topic of choice. The student is expected to form a committee, headed by a faculty advisor of the student's own choosing, and two other departmental faculty members who guide the research. Often understood as a "mini-thesis," the student is expected to produce an in-depth analysis of the research question explored through a relevant method of inquiry. Students are expected to submit their Qualifying Papers for journal publication during the third year of the doctoral program.

**Dissertation**

Doctoral students undertake dissertation research during their third and fourth years in the program. Each student forms a committee consisting of three departmental faculty members (one of whom will be the committee chair) and one faculty member from outside the department, but within the university, to guide the research conducted. An original and significant endeavor, the dissertation includes a detailed review of the chosen topic, relevant research questions, methods of inquiry used, findings obtained, and an analysis of their implications.

Though all three deliverables (the Integrative Scholarship Paper, Qualifying Paper, and dissertation) may optimally flow within a single stream of inquiry, the student is free to choose a different topic of interest for each.

For more information, contact Lila Robinson (http://bulletin.case.edu/weatherheadschoolofmanagement/doctoralprograms/mailto:lila.robinson@case.edu), Department Administrator, at 216.368.2055.
Dual Degree Programs

MBA/Juris Doctor (JD) Dual-Degree Program

Weatherhead has a formal full-time dual-degree program with the School of Law. Students enrolled in the program who fulfill the requirements set for graduation by both schools will receive both a JD and an MBA degree. The MBA/JD dual-degree program is designed for individuals who want to specialize in the legal, contractual, and governmental aspects of management. After completion of both degree programs, two separate diplomas are awarded. Coursework for both programs must be completed within six years of the date of initial enrollment in either program.

To learn more, contact Weatherhead at 216.368.2030 or bizadmission@case.edu, or the School of Law at 216.368.3600 or lawadmissions@case.edu.

MBA/MD Dual-Degree Program

The School of Medicine and Weatherhead collaborate to offer the dual MBA/MD degree program. The MBA/MD provides physicians with the management knowledge and skills necessary to deal with rapid changes in the healthcare industry and the economy. Students are expected to take one full year of study in one program followed by one full year of study in the other. The completion of the remaining MBA credit requirements will be determined in partnership with the student’s society dean and the Full-Time MBA Program Director. Throughout the dual-degree program, MBA/MD students continue to register in the first school they attended. After completion of both degree programs, two separate diplomas are awarded. Coursework for both programs must be completed within six years of the date of initial enrollment in either program.

To learn more, contact Weatherhead at 216.368.2030 or bizadmission@case.edu, or the School of Medicine at 216.368.3450 or msassadmit@case.edu.

MBA/Master of Global Management (MGM) Dual-Degree Program

Weatherhead and the American Graduate School of International Management (the Thunderbird School) jointly offer a graduate-level program in both management and international studies. Prospective students who are interested in applying to the dual MBA/MGM program offered by Weatherhead and the Thunderbird School should apply separately to each school. (Applicants to Weatherhead should indicate their interest in the MBA/MGM in the appropriate area under “Intended Program” at the bottom of the first page of the Weatherhead MBA application.) The admissions committees of each institution will maintain independent control over their admissions criteria and procedures. Students must be admitted separately to each of the programs. Admission to one school does not guarantee admission to the other.

To learn more, contact Weatherhead at 216.368.2030 or bizadmission@case.edu, and contact Thunderbird at 602.978.7131 or admissions@t-bird.edu (http://bulletin.case.edu/weatherheadschoolofmanagement/dualdegrees/mailto:admissions@t-bird.edu).

Master of Science in Social Administration (MSSA)/MBA Dual-Degree Program

The MSSA/MBA joint program is offered in partnership with the Mandel School of Applied Social Sciences (MSASS) and Weatherhead. The MSSA/MBA is designed for candidates who wish to prepare for advanced social work practice in a variety of direct practice and community and social development settings, while developing the skills to assume management responsibility within those settings. Candidates must apply separately to each program.

To learn more, contact Weatherhead at 216.368.2030 or bizadmission@case.edu, or MSASS at 216.368.2280 or msassadmit@case.edu.

MBA/Master in Public Health (MPH) Dual-Degree Program

The dual MBA/MPH degree was developed by the School of Medicine, the School of Graduate Studies and Weatherhead to provide the skills and knowledge necessary for those who wish to attain the following goals:

• A career working with communities to improve the health of their members by identifying and assessing the health needs of the population and planning and implementing programs to meet those needs
• Management and leadership ability to ensure continued economic viability, human development, and effective communication for the public health organization and community in which they practice

MBA/MPH candidates must complete separate applications, participate in the required admission tests, and be admitted separately to each program. Students will continue to register throughout the program in the school where they first registered.

To learn more, contact Weatherhead at 216.368.2030 or bizadmission@case.edu, or the School of Medicine at 216.368.3725 or info@casemph.org (http://bulletin.case.edu/weatherheadschoolofmanagement/dualdegrees/mailto:info@casemph.org).

Weatherhead MSM-Finance and Tongji University MBA Double-Degree Program

Weatherhead and the School of Economics and Management at Tongji University (SEM-Tongji) have jointly developed a double-degree program. This is the first master’s degree in finance offered by a world-class U.S. university in mainland China. This innovative program, taught in Shanghai and Cleveland, provides students with both broad general management skills and depth of knowledge in finance. Graduates come away with a global way of thinking and the latest insights on the Asian financial market.

Upon graduation from the program, students will obtain both the MSM-Finance degree from Weatherhead and the MBA degree from SEM-Tongji. Students take 10 SEM-Tongji MBA courses and 13 Weatherhead MBA courses.

Program Features

• Obtain the first MSM-Finance degree offered from a highly ranked U.S. university in mainland China
• Gain cutting-edge knowledge and skills in global finance
• Take advantage of the opportunity to prepare for CFA, FRM, and other certifications
• Specialize in corporate finance, risk management, and capital markets
• Network with financial sector players in the U.S.; intern in Shanghai’s Lujiazui/Pudong international finance and trade area
To learn more, contact Yuan Wu (http://bulletin.case.edu/weatherheadschoolofmanagement/dualdegrees/mailto:yuan.wu@case.edu) at 216.368.2077.
Honors and Awards

Graduate Student Leadership Awards

All Weatherhead graduate students, faculty, and staff may nominate graduating students for the student awards. Finalists are chosen from among the nominees, and recipients are elected by graduating students.

The Rita Kicher Award is presented to a graduating part-time student at Weatherhead. The award recipient is recognized as an outstanding colleague in Cleveland’s professional community by his or her peers and supervisors, is an active member of community nonprofit organizations, contributes to one or more professional societies or organizations, demonstrates leadership qualities, and promotes Weatherhead in a positive way.

The Scott S. Cowen Student Leadership Award is presented to a Weatherhead graduate student who serves as a leader and role model for all students. The recipient promotes the Weatherhead image in a positive way, contributes to the total community, and stimulates the classroom experience.

The Student Life Award is presented to a Weatherhead graduate student who actively participates in and supports Weatherhead student activities and events; encourages and supports student participation in student life activities; and creates, revitalizes, or provides added value to Weatherhead student organizations, activities, or programs.

The Theodore M. Alfred Distinguished Service Award is presented to a Weatherhead graduate student who participates in community service inside and outside of Weatherhead, brings community service opportunities to Weatherhead, and promotes external service opportunities.

Awards presented independent of nominations are:

- The Dean’s Academic Achievement Award to those students attaining the highest GPA in their respective programs

- Beta Gamma Sigma - Master’s students graduating in the Spring, who are in the top 20 percent of their graduating class (Summer, Fall and Spring graduates), are invited to join the semester they complete their program. Master’s students graduating in the Summer and Fall, who are in the top 20 percent of their graduating class (Summer, Fall and Spring graduates), are invited to join the Spring semester following completion of their program. Doctoral students graduating in the Spring are invited to join the semester they complete their program. Doctoral students graduating in the Summer and Fall are invited to join the Spring semester following completion of their program.
Master of Business Administration (MBA)

Full-Time MBA

The Full-Time MBA is a four-semester, 69-credit program. The Weatherhead experience starts where many MBA programs end up: in conversation with top executives. Weatherhead’s first-year Management Perspectives and Dialogues course brings business leaders into the classroom, where they work on real management issues with the help of students. Students also complete a leadership development course that puts them in touch with their strengths and identifies areas that can be improved through a personal learning and career plan. And during their second year, candidates are immersed in studio-based design or sustainability courses; the MBA Institute in Sustainable Value was touted in Forbes as one of the 10 most innovative business school courses, while Businessweek named the Weatherhead School of Management MBA as one of the 30 best design programs in the world.

Electives

The second year of the program allows students to customize their academic program by selecting eight electives.

Independent Study

MBA students are limited to six credit hours of elective credit as independent study. Any student wishing to take more than six credit hours of independent study must petition the Faculty Director of the Full-Time MBA.

Other courses at the university may be eligible for MBA elective credit. Contact the Faculty Director of the Full-Time MBA for additional information.

Curriculum

All of the core courses in the following tables are required.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Financial Accounting (MBAC 502)</td>
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<tr>
<td>Corporate Finance I (MBAC 504)</td>
<td>3</td>
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<tr>
<td>Leadership Assessment and Development (MBAC 509)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Statistics and Decision Modeling (MBAC 511)</td>
<td>3</td>
<td></td>
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<tr>
<td>Economics (MBAC 512)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Management Perspectives and Dialogues (MBAC 517A)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Managerial Accounting (MBAC 503)</td>
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<tr>
<td>Corporate Finance II (MBAC 505)</td>
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<td></td>
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<tr>
<td>Marketing and Supply Chain Management (MBAC 506)</td>
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<td></td>
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<tr>
<td>Operations and Supply Chain Management (MBAC 507)</td>
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<tr>
<td>Strategic Issues and Applications (MBAC 508)</td>
<td>3</td>
<td></td>
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<tr>
<td>Managing People and Organizations (MBAC 510)</td>
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<tr>
<td>Management Perspectives and Dialogues (MBAC 517B)</td>
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<tr>
<td>MBA Institute in Sustainable Value and Social Entrepreneurship I (ORBH 430A) or Design in Management: Concept and Practices (MIDS 420A)</td>
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<tr>
<td>Electives</td>
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<tr>
<td>MBA Practicum in Sustainable Value and Social Entrepreneurship II (ORBH 430B) or Design in Management: Concept and Practices (MIDS 420B)</td>
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</table>

Electives: 12
Leadership Assessment and Development II (MGMT 440): 0
Year Total: 15 15

Total Units in Sequence: 69

Either the year-long course Design in Management: Concept & Practices or the year-long course MBA Institute in Sustainable Value and Social Entrepreneurship is required. Students must take both semesters of either Design in Management: Concept & Practices or MBA Institute in Sustainable Value and Social Entrepreneurship. Students may take both semesters of both courses, but they may not change courses mid-year, taking Design in Management: Concept & Practices in the fall followed by MBA Institute in Sustainable Value and Social Entrepreneurship in the spring, for example.

Cleveland Clinic Health Management Scholars Program

Cleveland Clinic has joined forces with Weatherhead to create the Health Management Scholars Program. This innovative partnership gives four students the unique opportunity to participate in Weatherhead’s Full-Time MBA program and in a specialized Experiential Learning assignment at the Cleveland Clinic. Qualifying scholars will also receive the following benefits:

- Partial tuition scholarship
- Prestigious paid summer internships at Cleveland Clinic

For additional information about this program, contact Deborah Bibb (http://bulletin.case.edu/weatherheadschoolofmanagement/mbaprograms/mailto:deborah.bibb@case.edu), Senior Director of Admissions, at 216.368.6702.

Part-Time MBA

The Weatherhead Part-Time MBA is a 48-credit-hour, three-year cohort-based program that combines a core of fundamental business classes with elective options to create an integrated experience focused on honing general management skills. Students develop a personalized learning plan through the MBAP 401 Leadership Assessment and Development (LEAD) course.

A Leadership Speaker Series provides an opportunity to hear from a variety of executives who bring current business experience to the classroom. Classes meet one evening a week and one Saturday a month in the Fall and Spring Semesters. Summer Semesters may include more intensive formats.

The Part-Time MBA program also features cutting-edge classes in applying design ideas to management issues and in understanding sustainable business practices. These classes will help students break from the norm of viewing every challenge through the standard spreadsheet-based prisms common to so many MBA programs.

The first Summer Semester begins with the intensive offering of LEAD and moves through the rest of the core offerings within the first two years of the program. The majority of the third year is devoted to electives.

Curriculum

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<th>First Year</th>
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<th>Spring</th>
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<tbody>
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<tr>
<td>Accounting for Decision Making (MBAP 402)</td>
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Leadership Assessment and Development (MBAP 401) | 3 | | |
Statistics and Decision Modeling (MBAP 403) 3
Managing People in Organizations (MBAP 404) 3
Financial Management I (MBAP 405) 3
Year Total: 3 6 6

Second Year Units
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<th>Fall</th>
<th>Spring</th>
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<td>Managerial Marketing (MBAP 407)</td>
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<tr>
<td>Operations Management (MBAP 408)</td>
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<td>Sustainability and Social Entrepreneurship (MBAP 409)</td>
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Third Year Units
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<td>Strategic Issues and Applications (MBAP 410)</td>
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<td>Identifying Design Opportunities (MBAP 411)</td>
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<td>Elective Option</td>
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<td>Dialogues in Leadership (MBAP 412B)</td>
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<td>Elective Option</td>
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<td>Year Total:</td>
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</table>

Total Units in Sequence: 48

Open Electives
Students in the Part-Time MBA program have the opportunity to choose four electives. Students determine their own focus areas and, with the help of our Career Management Office, learn how to best position themselves for post-MBA career advancement.

Non-cohort Students
Non-cohort part-time students are those who entered the Part-Time MBA program in Fall Semester 2009 or prior, transferred in during Summer Semester 2010 or prior, or transitioned from non-degree to degree-seeking status prior to Fall Semester 2010. Non-cohort students must complete 48 credit hours, consisting of 10 core required courses and 6 electives. The 48 hours must be completed within six years of starting the program.

For additional information about this program, contact Tony Lingham (http://bulletin.case.edu/weatherheadschoolofmanagement/mbagaprogramsmailto.tony.lingham@case.edu), Faculty Director of the Part-Time MBA, at 216.368.2138.

Executive MBA (EMBA)
For candidates with 10 years of experience and the endorsement of their organization, the Executive MBA (EMBA) is tailored to those poised to move into a more prominent leadership role. Indeed, the Organizational Behavior Department (which the Financial Times named as one of the three best worldwide) structured the EMBA around an exploration of the four levels of leadership, amplifying students’ ability to effect change at the personal, team, organization, and societal levels. The program is based around periodic residencies in the company of intimate cohort groups.

Curriculum
Students attracted to the Weatherhead EMBA aspire to senior leadership roles within organizations. The curriculum opens horizons, fusing that aspiration with Weatherhead’s expertise in turning good leaders into great ones. At every stage in the program, students build their knowledge of how business works while strengthening their personal leadership capacity. Each course is taught in the format that best facilitates learning its content. For instance, each of the four levels of leadership (individual, team, organization, and society) is explored in a one-week immersive format, while some quantitative courses extend over two semesters.

Requiring only 12 total residencies on campus, the 57-credit-hour Weatherhead EMBA program is designed to be manageable for busy executives, allowing students from around the world to participate in a one-of-a-kind leadership program. The curriculum is delivered over five semesters, or 21 months. Both Fall and Spring Semesters are comprised of a one-week immersion and two 3-day residencies. The Summer Semester is delivered abroad through the EMBA 475 International Tour. The EMBA requires a serious time commitment from each participant. Although individual study habits vary, students should anticipate devoting a minimum of 20 hours per week to study outside of classes.

The Weatherhead EMBA is a lock-step cohort program. Participants self-select learning teams which represent essential study partnerships over the course of the program as well as invaluable resources for networking and organizational support. Learning teams meet weekly outside of the classroom, either face-to-face or remotely, to achieve course objectives and enhance the learning experience. In addition, faculty often host optional study and review sessions, which are also recorded for virtual access.

First Year Units
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<tr>
<td>Leading Change: Self (EMBA 441A)</td>
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<td>Business Model Design (EMBA 451)</td>
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<td>Accounting for Business Executives (EMBA 436)</td>
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<td>Business Statistics and Quantitative Analysis (EMBA 439A)</td>
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<td>Managerial Marketing (EMBA 450)</td>
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<td>Leading Change: Self (EMBA 441B)</td>
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<td>Economic Analysis for Managers (EMBA 437)</td>
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<td>Expanding Boundaries (EMBA 445)</td>
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<td>Business Statistics and Quantitative Analysis (EMBA 439B)</td>
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<td>Corporate Finance (EMBA 439)</td>
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<td>Leading Change: Teams (EMBA 473)</td>
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<td>International Tour (EMBA 475)</td>
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Second Year Units
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<th></th>
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<tbody>
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<td>Supply Chain Management (EMBA 443)</td>
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<td>Leading Change: The Organization (EMBA 472)</td>
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<td>Managing Risk and Real Options (EMBA 446)</td>
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<td>Legal Environment (EMBA 464)</td>
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<td>Leading Design in Organization (EMBA 478A)</td>
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<td>Innovation (EMBA 442)</td>
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<td>Corporate Governance (EMBA 476)</td>
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<td>Leading Change: Society (EMBA 479)</td>
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<td>Leading Design in Organizations (EMBA 478B)</td>
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<td>Contemporary Issues in Management (EMBA 449)</td>
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Year Total: 13.5 13.5

Total Units in Sequence: 57

For more information, contact Michelle Wilson (http://bulletin.case.edu/weatherheadschoolofmanagement/mbaprogams/mailto:michelle.j.wilson@case.edu), Program Manager of the EMBA, at 216.368.6411.
Master's Programs

Master of Accountancy (MAcc)
The MAcc program at Weatherhead is designed for individuals who seek to obtain an advanced degree which builds upon the skills and knowledge acquired in an undergraduate degree in accounting. The program is fully accredited and provides professional education by very highly qualified faculty members. In an increasingly competitive business environment, the MAcc program provides students with an important foundation for long-term success and sets graduates apart from their colleagues.

Undergraduate accounting students at Case Western Reserve are strongly advised to enter and complete the MAcc program in their fifth year. University policies permit such students an opportunity to complete their master’s degree in 30 credit hours, rather than 36, if course selection is properly planned. Also, certain highly qualified students in accounting may be eligible to accelerate their completion of the Bachelor of Science (BS) in Accounting and the MAcc through an Integrated Study (p. 27) program. This program allows such students to enroll as both an undergraduate and a graduate student during the senior year. Because of the necessity for proper planning of course work and programs, undergraduate students are strongly encouraged to begin planning early and apply for the MAcc in the junior year.

Most candidates for the MAcc program have an academic background in accounting, but this is not required for admission. If not completed during a candidate’s undergraduate coursework, an admitted student must complete specific accounting and general business coursework before or during the MAcc program.

Prerequisites
Because the program builds upon skills and knowledge developed in an undergraduate accountancy program, all admitted candidates must complete certain prerequisite courses in accounting and business before or during the MAcc program. Prerequisites include:

- An undergraduate degree from an accredited institution or the equivalent. Please note that an undergraduate degree in accountancy is not required.
- A grade of B or better in prerequisite business and accounting courses completed at an accredited four-year educational institution or the equivalent. Prerequisites may be completed before or during the MAcc program.

General Business Prerequisites
- Corporate Finance
- U.S. Business Law
- Operations Management
- Marketing
- Principles of Economics (Micro and Macro)
- Statistics

Accountancy Prerequisites
- Principles I and II (must include a semester of managerial accounting)
- Intermediate Financial Reporting I and II
- Advanced Financial Reporting
- Auditing
- U.S. Taxation

Curriculum
The 36-credit-hour MAcc program offers the flexibility of beginning in the Fall or Spring Semester. Upon completion of the program, graduates will have satisfied all educational requirements to sit for the CPA examination in the state of Ohio.

Core Courses
These courses build a foundation for the program.
ACCT 405 Advanced Federal Taxes 3
ACCT 406 Accounting Information Systems 3
ACCT 431 Tax Practice: Analysis, Planning and Communications 3
ACCT 444 Advanced Auditing Theory and Practice 3
ACCT 520 Advanced Accounting Theory 3
ACCT 540 Contemporary Accountancy Policy 3
Total Units 18

Concentration Courses
Students must complete a concentration in either Financial Reporting and Attestation Services or U.S. Taxation by completing six credit hours in the selected area.

Financial Reporting and Attestation Services Concentration
ACCT 414 Corporate Reporting and Analysis 3
ACCT 418 Fraud, Governance and Reporting 3
Total Units 6

U.S. Taxation Concentration
ACCT 437 Principles of Personal Financial Planning and Taxation 3
ACCT 480 International Tax 3
Total Units 6

Supporting Electives
In consultation with the graduate program advisor, MAcc students select four electives (12 credit hours) in areas that complement a professional accountancy career. As an option to fulfill a portion of the supporting elective courses, students are encouraged to consider completing a second accounting concentration. Supporting elective courses must be selected from graduate management courses other than MBA core courses and prerequisite-level courses.

Total: 36 credit hours

For more information about the MAcc, contact Tiffany Welch (http://bulletin.case.edu/weatherheadschoolofmanagement/masterprograms/mailto:tiffany.welch@case.edu), Assistant Dean of Curriculum and Administration, at 216.368.2058.

Master of Science in Management-Finance (MSM-Finance)
The Master of Science in Management-Finance (MSM-Finance) degree is an intensive program designed to equip students to meet the needs of financial-sector companies in today’s intense and competitive business climate. Upon completion of the program, students will be prepared to pursue a number of exciting career opportunities in the fields of investment banking, private equity, corporate finance, risk management, commercial banking, investment management, corporate development, and financial advising.

Weatherhead’s distinctive program prepares students to make immediate and skilled contributions to corporate finance, financial modeling, valuation, derivatives, risk management, and financial econometrics. Candidates learn from and work directly with A-list
faculty whose hands-on involvement with students is a point of pride at Weatherhead; meanwhile, Weatherhead’s Cleveland location is home to the Federal Reserve Bank of Cleveland and to a number of corporate headquarters. The program can be completed in 15 months, and internship opportunities are available on a competitive basis.

Upon completion of the MSM-Finance program, students will:
- Be prepared to add expected and immediate industry value
- Speak and understand the languages of business
- Have a working knowledge of focused financial theory
- Have a network of regional, national, and international business contacts

**Curriculum**

The 39-credit-hour MSM-Finance program is a three-semester, full-time curriculum beginning in the Fall Semester.

The curriculum is comprised of the following four components:

**Finance Core**

The Finance Core provides students with advanced tools and techniques to serve as a strong foundation for a career in finance.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSFI 403</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 404</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 421</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 429</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 430</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 434</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 435</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 436A</td>
<td>1.5</td>
</tr>
<tr>
<td>MSFI 436B</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**Specialty Core**

In the Specialty Core, students have the opportunity to choose courses to build expertise in a particular area of interest. Students choose three of the following four courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSFI 428</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 431</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 432</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 440</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Electives**

Students can choose one of the following courses to fulfill the elective requirement of their curriculum plan, or they make take any other elective with permission from the program’s faculty director.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAFI 420</td>
<td>3</td>
</tr>
<tr>
<td>BAFI 444</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 450</td>
<td>3</td>
</tr>
<tr>
<td>BAFI 480</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

**Capstone Course**

Students will take one final course at the end of their program to build upon the knowledge of their previous coursework. Capstone experiences include a choice of one of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSFI 490</td>
<td>3</td>
</tr>
<tr>
<td>MSFI 491</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 3 credit hours**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Finance (MSFI 403)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Financial Modeling (MSFI 404)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fundamental Analysis of Companies and Industries (MSFI 421)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Derivatives and Risk Management (MSFI 430)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Financial Econometrics (MSFI 434)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Individual, Team and Career Development (MSFI 436A)</td>
<td>1.5</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Investment Management (MSFI 429)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empirical Finance (MSFI 435)</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Individual, Team and Career Development (MSFI 436B)</td>
<td>1.5</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units in Sequence:</strong></td>
<td><strong>39</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more information, contact CNV Krishnan (http://bulletin.case.edu/weatherheadschoolofmanagement/masterprograms/mailto:cnk2@case.edu), PhD, Deborah and David Daberko Faculty Fellow, Associate Professor of Banking and Finance, and Faculty Director of the MSM-Finance program, at 216.368.2116.

**Master of Science in Management in Operations Research and Supply Chain Management (MSM-OR/SC)**

The MSM-OR/SC degree is designed for individuals with quantitative training who seek to obtain a position in operations management or a management position in manufacturing, service, or consulting firms that are part of sophisticated national or global supply chains. The MSM-OR/SC curriculum provides students with the fundamentals of business as well as depth and focus in the principles and concepts of operations and supply chain management. This unique program produces highly knowledgeable professionals well prepared to make organizations more efficient and competitive.

The MSM-OR/SC degree attracts individuals with a quantitative undergraduate degree who have an interest in gaining expertise in the field of operations research or supply chain management. Typical undergraduate majors include:
- Engineering
- Statistics
- Computer science
- Economics
Elective Options:

See Table below for course listings.

**Business Core (9 credit hours)**

The Business Core introduces students to business fundamentals and includes a professional development course, a unique feature of the Weatherhead MSM-OR/SC not found in most competitors’ programs.

**Operations Research Core (12 credit hours)**

The Operations Research Core provides the mathematical, statistical, and computational skills needed by analysts in research and development groups in manufacturing and service companies and consulting firms.

**Supply Chain Courses (18 credit hours)**

Supply chain courses build upon the business and quantitative foundation to provide advanced knowledge in operations and supply chain management.

**Required:**

**Elective Options:**

Students must choose four of the courses below, based on their availability, to fulfill elective requirements for the degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPMT 430</td>
<td>Sustainable Operations</td>
<td>3</td>
</tr>
<tr>
<td>OPMT 450</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>OPMT 475</td>
<td>Supply Chain Logistics</td>
<td>3</td>
</tr>
<tr>
<td>OPMT 476</td>
<td>Strategic Sourcing</td>
<td>3</td>
</tr>
<tr>
<td>OPMT 477</td>
<td>Enterprise Resource Planning in the Supply Chain</td>
<td>3</td>
</tr>
</tbody>
</table>

For more information, contact Kamlesh Mathur (http://bulletin.case.edu/weatherheadschoollmanagement/masterprograms/mailto:kamlesh.mathur@case.edu), PhD, Chair and Professor of Operations and Faculty Director of the MSM-OR/SC, at 216.368.3857.

**Master of Science in Positive Organization Development and Change (MPOD)**

The Master of Science in Positive Organization Development and Change (MPOD) is a relatively new program created and offered by the Department of Organizational Behavior at the Weatherhead School of Management. It is specifically geared toward the needs of managers and change agents from a wide variety of organizations that face a torrent of continual change, increasing complexity, and growing interconnectedness in multi-cultural contexts, and must respond in ways that will yield economic value while being environmentally sustainable and socially responsible.

Toward these ends, the MPOD program emphasizes strength-based and positive approaches to managing change, designing sustainable institutions, formulating effective strategy, creating high engagement work cultures, leading through Emotional Intelligence, coaching for high performance, and deep personal and professional development. It will be of value to organizations with aspiring managers who wish to:

- Build new capabilities in strategic-level change management for value creation with customers and communities
- Broaden their knowledge of leading-edge theory and practice in Appreciative inquiry, strength-based human resource development, and positive organizational change research
- Develop the competencies and the Emotional Intelligence to coach and foster leadership skills and personal character in oneself and others
- Form extraordinary teams and Sustainable Enterprises—ones that enable human flourishing, are economically prosperous and ecologically advanced, and unite strengths with aspirations
- Engage in lifelong Experiential Learning to realize, develop, and model themselves as agents for positive change

The MPOD program is grounded in the basic belief that a person can be a powerful instrument for change, and that personal and professional development go hand in hand. The learning experience will involve experiential opportunities for participants to become more self-aware, to practice and experiment with new skills, and to give and receive coaching that can be life-changing.

**Curriculum:**

The MPOD program is conducted in five 7-day residencies and one 10-day international tour spread over 18 months. The modules are conveniently spaced 10-12 weeks apart—thereby making the program flexible enough to accommodate the busy schedules of leaders, managers, and staff professionals. This design will enable students to attend school without leaving their employment. The intervening periods

**Curriculum:**

- Business
- Mathematics
- Supply chain courses build upon the business and quantitative foundation
- Operations Research Core provides the mathematical, statistical, and computational skills needed by analysts in research and development groups in manufacturing and service companies and consulting firms.
- The 39-credit-hour MSM-OR/SC is a three-semester, full-time program beginning in the Fall Semester of each year.
- Upon completion of the MSM-OR/SC program, students will:
  - Be equipped with analytical and supply chain skills to become an agent of positive change at their organization within the first few years of work
  - Speak and understand the languages of business
  - Have a working knowledge of all functional areas of an organization and the ability to communicate effectively with colleagues in these areas
  - Have a network of regional, national, and international business contacts

**Outcomes**

Upon completion of the MSM-OR/SC program, students will:

- Have a working knowledge of undergraduate calculus, including differentiation and integration, and one semester of undergraduate linear algebra. Work experience is beneficial but not required for admission; many students pursue the MSM-OR/SC immediately following the completion of their undergraduate degree.

**Curriculum**

The 39-credit-hour MSM-OR/SC is a three-semester, full-time program beginning in the Fall Semester of each year. The curriculum comprises the following three components:
(between program residencies) will involve project and group work, self-study, assignments, reading, and on-line guidance done in collaboration with the faculty at CWRU.

One of the uniquely rewarding aspects of the MPOD program is the 10-day international study tour. Students will travel as a cohort to Katholieke University in Leuven, Belgium, to learn with students from their Certificate of Continuing Education program in Consultancy in Groups and Organizations (CIGO), and to Ashridge University Business School, Berkhamsted, U.K., to study alongside peers in the Ashridge Masters in Organisation Consulting (AMOC) program.

**Major Course Topics:**

- Foundations of Positive Organization Development and Change
- Organization Design for a Knowledge World
- Leadership and Executive Assessment and Development
- Sustainability for Strategic Advantage
- Building the Sustainable Enterprise
- Experiential Learning for Individuals, Teams, and Organizations
- Practicum in Appreciative Inquiry and Positive OD
- Individual Field Project
- Foundations of Strategic Thinking
- The Dynamics of Effective Consulting and Implementation
- Global Citizenship and Multi-Cultural OD: International Study Tour

**International Study Tour**

For more information, please contact Patricia Petty (mailto:patricia.petty@case.edu), Program Manager of the MPOD, at 216.368.4642.

**Master of Nonprofit Organizations (MNO)**

This program is not currently accepting new students.

**Master of Engineering and Management (MEM)**

In industry, the work of engineering and business management cannot be done independently. That is why the Case School of Engineering and the Weatherhead School of Management have pooled resources via The Institute for Management and Engineering (TiME) to offer a fully integrated master's degree that can be completed in three semesters. Graduates of the MEM program possess skills critical to success in a leadership role, require less management training, and contribute effectively to engineering organizations within their first year on the job.

Additional information regarding the MEM program (http://bulletin.case.edu/schoolofengineering/#degreeprogramstext) is available in the Case School of Engineering section of the Bulletin.
Policies

Registration and Academic Standards for Graduate Students

Class Attendance

Students are expected to attend all scheduled class meetings for the courses in which they are registered. Students should notify faculty when they are forced to miss a class because of extenuating circumstances. Faculty should report excessive absences to the program’s faculty director. Students who are not on the class roster for a course are not permitted to attend the course.

Course Loads

The university requires students to be registered for a minimum of 9 credit hours to maintain full-time student status. Weatherhead requires students to register for and complete courses as specified in their cohort program curriculum plan to continue in their program and maintain any scholarship granted. Failure to adhere to the program curriculum plan may result in separation from the program.

Part-Time MBA cohort students register for between 3 and 7.5 credit hours per semester. Non-cohort part-time students are those who entered the Part-Time MBA program in the 2009 Fall Semester or prior, transferred in during the 2010 Summer Semester or prior, or transitioned from non-degree to degree-seeking status prior to the 2010 Fall Semester. Non-cohort students must complete 48 credit hours, consisting of 10 required courses and 6 electives. The 48 hours must be completed within six years of starting the program.

MNO students are required to follow the completion plan as signed with the program director. All requirements for the MNO degree must be completed within six years from the day of the student’s initial registration.

Course Registration

A student may enroll during each registration period through the last day of late registration, as set by the official university calendar (http://www.case.edu/provost/registrar/calendars/5year.html). Exceptions will be granted only upon the recommendation of the dean of Weatherhead. A fee of $25 is charged during the late registration period.

To register, students must have a clear balance unless they are participating in the Bridge Loan Program. In this case, a company tuition reimbursement letter must be submitted. Students register online using the Student Information System (SIS). Students who wish to apply for federal loans should visit the FAFSA website (http://www.fafsa.ed.gov).

During any semester, a student may not register in more than one career in SIS, unless the student is in a dual-degree program.

If at any time a student fails to register in two consecutive semesters, excluding the summer session, the student must reapply for admission to Weatherhead, unless prior approval was granted by the Weatherhead Registrar.

Degrees Conferred

Case Western Reserve grants degrees to qualified candidates three times per year: in August, for students who complete their programs during the Summer Semester; in January, for students who complete their programs during the Fall Semester; and in May, for students who complete their programs during the Spring Semester.

There is only one diploma (http://case.edu/commencement) exercise each year, in May, and all candidates are invited to march at this ceremony, regardless of the month in which their degree was awarded. May degree candidates receive their diplomas the day of the ceremony. May degree candidates who do not participate in the ceremony can choose to have their diploma mailed to them or can collect it at the Weatherhead registrar’s office. January and August degree recipients can have diplomas mailed or held for pick up. Students may not receive diplomas prior to the date on which the degree is to be granted.

Extra Assignments

No student is permitted to do extra assignments beyond the work assigned to all students in a course, in order to obtain a higher grade. This policy applies to changing an I grade to a regular grade, or to changing one regular grade to another. However, faculty may replace or substitute assignments for individual students in a course, based on extenuating circumstances.

Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Completion of the first semester of a two-semester course</td>
<td>No degree credit awarded</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
<td>Degree credit awarded</td>
</tr>
<tr>
<td>NP</td>
<td>No pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>AD</td>
<td>Successful audit</td>
<td></td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>NG</td>
<td>No grade, unsatisfactory audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from a class</td>
<td>No degree credit awarded</td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawal from all courses in a semester</td>
<td>No degree credit awarded</td>
<td></td>
</tr>
</tbody>
</table>

Midterm Grades

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Meaning</th>
<th>Quality Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
<td>No degree credit awarded</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
<td>No degree credit awarded</td>
</tr>
</tbody>
</table>

Grade of Incomplete (I)

The grade I is assigned at the discretion of an instructor, provided that two criteria are met:

- There are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for other students in the class. It is the student’s responsibility to notify the instructor of the circumstances which prevent completion of the course.
• The student has been passing the course and only a small segment of the course, such as a term paper, remains to be completed, for which the extenuating circumstances justify a special exception.

In order to receive credit for an I, the student must complete the work by the date specified by the instructor, and no later than the end of the next regular semester (Fall or Spring Semester).

In the absence of notification or adequate justification, the I will automatically change to F or NP (depending on the grading basis for the course) on the stated deadline.

If the student wishes to petition to extend a grade of I beyond the stated deadline, the student must obtain approval from the faculty member who assigned the I, and from the program’s faculty director, before the deadline. A request must be made in writing, preferably via email, and convey (a) the extenuating circumstances justifying the extension and (b) the expected date of completion of the work. If approved, the request should be initialed by the faculty member and delivered by the student to the faculty director for approval and then to the Weatherhead Registrar. Failure to complete course requirements by the extended date will result in a grade of F or NP, depending on the grading basis for the course.

Graduation Requirements
A cumulative GPA of 2.5 in all graduate courses taken for credit in the MBA, EMBA, MSM-Finance, MPOD, MSM-OR/SC, or MAcc degree programs is required for graduation. Candidates must submit an application for graduation in SIS no later than two months before the graduation date at which their degree is expected to be awarded. The candidate is responsible for filing the application. Upon receipt of the student’s application, the Weatherhead registrar will verify the student’s eligibility for graduation at the anticipated date. Students are advised to contact the Weatherhead Registrar’s Office (mailto:wsomregistrar@case.edu) if they have any questions regarding requirements for graduation.

Leave of Absence
If a student will not be taking classes for more than one semester, the student should request a one year leave of absence. Approval for any leave of absence from a degree program must be requested in writing by the student. This request for approval should be submitted to the faculty director of the program and the Weatherhead registrar. Unapproved interruption in the program sequence constitutes separation from the program.

Retroactive leaves of absence are not permitted. Students who fail to return upon completion of a leave of absence need to re-apply to the degree program. Students must graduate within six years from the start of their first semester at Weatherhead. A leave of absence does not extend the maximum time permitted for the completion of degree requirements. A leave of absence cannot be taken if students are on an approved extension of the time limit to complete their degree.

Registration
Students generally register for classes and make changes to their schedule using SIS. Step by step information on registering for classes is available online (http://www.case.edu/registrar/sisuserguides/SIS_SC_Enroll.pdf). For assistance with this process, students must contact the Weatherhead Registrar (http://bulletin.case.edu/weatherheadschoolofmanagement/policies/mailto:wsomregistrar@case.edu) at 216.368.5900 before the last day of the drop/add period.

Residency
For the EMBA program:
In-person presence at each residency is critical for success in the EMBA program. Students are expected to attend each residency and each class. If unavoidable absences arise, these should be approved in advance, and accommodation should be reached with the faculty member(s) in question to make up the content. In addition to regularly-scheduled classes, students can expect to attend frequent meetings with small groups formed at the outset of the program.

For the MPOD program:
In-person presence at each residency is critical for success in the MPOD program. Students are expected to attend each residency and each class, and to participate throughout the program with classmates in small groups, team projects, and practicums. If unavoidable absences arise, these should be approved in advance, and accommodation should be reached with the faculty member(s) in question to make up the content.

Retention Requirements
All students are required to follow their curriculum plan and graduate with their cohort. If at any time a student fails to register in two consecutive semesters, excluding the summer session, the student must reapply for admission to Weatherhead, unless prior approval was granted by the Weatherhead Registrar.

For the MBA, EMBA, MSM-Finance, and MSM-OR/SC degree programs:
• A cumulative GPA of 2.5 is needed to maintain good standing.
• A cumulative GPA below 2.5 will result in probation.
• A cumulative GPA below 2.5 in two different semesters will result in separation from the program.
• An earned F received in any class will result in separation from the program.
• If a student receives a grade of D in a required class, the student must pass the proficiency exam before the start of the next semester. If the student passes the proficiency exam, a grade of C will appear on the transcript. Failure to obtain a C will lead to separation from the program. If the GPA of a student on probation is low enough to remain below 2.5 regardless of a C grade earned in a proficiency exam, the student will not be allowed to take the exam and will be separated from the program.

For MAcc and MPOD degree programs:
• A cumulative GPA of 2.5 is needed to maintain good standing.
• A cumulative GPA below 2.5 will result in probation.
• A cumulative GPA below 2.5 in two different semesters will result in separation from the program.
• An earned F received in any class will result in separation from the program.

For the MEM program:
• Students must maintain an overall GPA of 2.75 to remain in the program.
• Any student admitted to the program on a conditional basis must demonstrate a minimum GPA of 2.75 in the first semester (the Summer Semester) to continue.
• Should a student fall below the 2.75 GPA threshold, he or she will have one semester to restore his or her GPA to 2.75, which is required for graduation.

For the MNO program:
• Minimum GPA after 15 credit hours of study: 2.5
• Minimum GPA after 23 credit hours of study: 2.7
• Minimum GPA after 29 credit hours of study: 3.0
• Minimum GPA for graduation: 3.0

A student will be placed on academic probation after any semester in which the minimum GPA is not attained. A student who is on academic probation in a particular semester will be allowed one additional semester to attain the minimum GPA in order to continue in the MNO program.

Transcripts
Case Western Reserve considers grades and other information about a student’s performance at the university to be a private matter and will release such information to the student only upon written request. Transcripts will not be issued to or on behalf of a student who has not discharged all financial obligations to the university. Transcripts are issued by the University Registrar’s Office. Requests can be made online (http://www.case.edu/registrar/transcripts.html) or in person or by mail using this form (http://www.case.edu/registrar/forms/transreq.pdf).

Transcripts of work completed at other institutions will not be released to the student or other third parties.

Transfers and Waivers
No transfers, waivers, or substitutions are accepted for Full-Time MBA, EMBA, MPOD or MAcc.

For the MSM-Finance and MSM-OR/SC:

Upon approval of the Faculty Program Director, MSM-Finance and MSM-OR/SC students may substitute up to 9 credit hours of coursework if comparable CWRU courses have been completed.

For the Part-Time MBA:

Students who entered the program in Fall 2011 and after may transfer 6 credit hours of prior course work from an AACSB-accredited university to replace elective classes only with approval from the faculty director and the Weatherhead Registrar. No course in which the student received a grade lower than a B will be accepted.

Non-cohort part-time students who entered the Part-Time MBA program in the 2009 Fall Semester or prior, transferred in during the 2010 Summer Semester or prior, or transitioned from non-degree to degree-seeking status prior to the 2010 Fall Semester must complete the Petition for Transfer Credit Form and required accompanying documents (a current course description and the course syllabus). Core courses are not eligible for transfer credit. Transfer course approval is required from the Weatherhead Registrar, the Faculty Program Director, the Department Chair and the Dean’s Office. Contact the Weatherhead Registrar’s Office for the Petition for Transfer Credit Form. (Online courses are not eligible for transfer credit to Weatherhead.) If a transfer credit request is approved, upon completion of the course, it is the student’s responsibility to provide the Weatherhead Registrar’s Office with an official transfer transcript. Official transcripts are transcripts received in a sealed envelope directly from the transfer institution. Only courses with a “B” or higher are transferred to Weatherhead. Weatherhead does not transfer in courses from non-AACSB accredited schools. Quarter hours convert to semester hours with a conversion of 0.67 semester hours for every 1.0 quarter hours.

For the MNO program:
A total of 6 credit hours are eligible for a waiver, subject to the following requirements:
• Courses must have been taken at an accredited institution within five years of the date of application to the MNO program
• A grade of at least a B must have been earned
• A Mandel Center faculty member must make written approval of the waived course
• Courses will not be waived based upon work experience
• A student must register for and complete at least 54 credits toward the MNO degree in residence at the university in addition to courses waived. A waived course may reduce degree requirements

Transfer Credit
Courses granted transfer credit must be approved as applicable to the MNO program. Courses must have been taken at an accredited institution and must be approved prior to enrollment. A grade of at least a B must have been earned. Grades in transfer credit courses are not counted in the cumulative grade point average. Transfer credit is limited to 6 credits.

Substitution
An additional 9 credits may be approved for substitute credit. Substitute courses replace required MNO courses but do not reduce the total number of credits required to complete the program. Substitute courses must be selected and approved in accordance with a clearly defined written proposal consistent with student interests and needs and the MNO program mission.

Withdrawals
To withdraw from courses during a semester, the student may either initiate a request to withdraw in SIS or contact the Weatherhead Registrar (mailto:wosmregistrar@case.edu) before the last day of classes. All withdrawals after the official drop/add periods will result in a grade of W (WD if withdrawing from all classes) on the student’s transcript. A student withdrawing after the last day of classes will receive the grade of W, unless, in the judgment of the program’s faculty director, there are valid reasons for recording the grade of F.

Failure to attend class, giving notice to the instructor, or nonpayment of fees will not be regarded as official notice of withdrawal. A grade of F will be assessed in each course from which the student has not officially withdrawn.

Note: A student is not entitled to any tuition adjustment for a single course dropped after the drop/add deadline. However, if a student is forced to withdraw from all coursework for the semester due to unavoidable and unforeseen circumstances, he or she may petition (in writing to the Weatherhead registrar) for a partial tuition refund. Tuition charges for withdrawals after the drop/add deadline are prorated based upon the week of withdrawal and according to the schedule (http://www.case.edu/finadmin/controller/pdf/bill_sch12-13.pdf) published in the semester registration materials.

Academic Integrity Policy
This Policy comprises the standards of academic integrity in the graduate programs of the Weatherhead School of Management at Case Western Reserve University and sets forth the procedures to be followed by the
Dean, Faculty, and Staff in cases in which students are alleged to have violated the Academic Integrity Policy. This policy does not address alleged violations and disciplinary actions in the undergraduate programs. Such matters are addressed at the university level.

Academic integrity is vital to the Weatherhead School of Management’s (WSOM) graduate programs learner-centered approach to management education. Learning flourishes where the free flow of ideas is unimpeded by concerns over the origins of those ideas and the process by which they are created. Thus, a deep commitment to learning and honesty on the part of every student is crucial. Every student is expected to respect the learning process, to enhance it, to strenuously avoid any activity that might corrupt it, and to report observed violations of the WSOM code of academic conduct. Faculty, the Dean and Administration also have a crucial role in upholding Academic Integrity in WSOM and ensuring adherence to general principles of academic integrity and this policy.

To foster a well-informed commitment to academic integrity, the following policies govern the WSOM learning environment:

1. All forms of dishonesty including cheating, plagiarism, or knowingly furnishing false information to WSOM faculty or administrators are prohibited. This standard is to be interpreted strictly. Examples of violations of the code of academic conduct include, but are not limited to:
   - Communication or use of aids not specifically authorized by the instructor during examinations. Such instances include giving or receiving unauthorized assistance in any form (including the use of unauthorized aids, copying from another student’s work, giving, soliciting or receiving unauthorized aid).
   - Submission of work prepared for another class, by another section of the same class in the same or prior years, or by other students without the prior authorization of the course instructor.
   - Submission of texts or partial texts prepared by anyone other than the student (plagiarism), including material from the internet, without proper attribution, including whether the true author is aware of, or condones, the act. Plagiarism can occur inadvertently due to the omission of proper credit and includes failure to properly footnote sources, to indicate quoted or paraphrased material, or to credit others for their ideas, words, or work.
   - Misrepresentation of oneself on a resume.
2. Computer software is private intellectual property; therefore, copying university owned or licensed software or data, or loading such software on to another computer system for personal or external non-CWRU use without prior written approval is prohibited. The modification of university owned licensed software or data without prior written approval is prohibited.
3. Information technology, including computers, data transmission and storage technology are essential to knowledge production and learning. Damage or disruption to the operation of computer equipment, data communications equipment or data communications lines is prohibited. The use of University owned or licensed computers for non-educational purposes or for purposes for which they were not intended is prohibited.

To maintain and consolidate information on prior Academic Integrity violations and associated consequences, prior to each academic year, Council will designate one Academic Integrity Officer (AIO) and one Associate Academic Integrity Officer (AAIO) from the full-time faculty to serve a term of one year of service during the coming academic year, renewable up to five years based upon the respective individuals’ willingness and capability to fulfill the respective roles. Council will carefully consider the fit between the workload demands of the AIO and AAIO and the characteristics of the individuals including such things as the individuals’ tenure, rank and previous involvement in other WSOM committees related to WSOM curriculum. To fulfill the responsibilities of the AIO, the individual will be provided with the appropriate administrative support.

The AIO is the first contact for allegations of violations of the code of academic conduct as explained below. The AAIO is appointed for two purposes. First, the AAIO serves as a backup for the AIO in the event that conflicts of interest or other obligations prevent the AIO from fulfilling AIO duties in a given case. Second, Council selects the AAIO with the idea that the AAIO may become the succeeding AIO when the AIO’s term is concluded whereupon Council will designate a replacement AAIO.

If a student witnesses an activity that appears to violate the code of academic conduct, that student’s academic integrity demands that he or she take proper action to address or curtail the activity. Proper action may include confronting the individuals involved, requesting that the instructor clarify the guidelines for appropriate conduct, and/or reporting the activity to the instructor or the AIO. Provision will be made for an anonymous reporting channel as necessary.

In the event that a faculty member has reasonable grounds to suspect that a student has violated the WSOM Code of Academic Conduct, the faculty member should consult the AIO. The purpose of the consultation is fourfold: (1) to provide the faculty member with an awareness of precedents for the violation in question, (2) to maintain consistency across departments in the WSOM, (3) to determine whether the student has prior violations, and (4) to allow the faculty member and the AIO to determine whether additional information should be gathered about the alleged incident and by whom.

A faculty member may resolve the violation without a hearing if the following four conditions are met: (1) the incident and sanction have been reported to the AIO, (2) the student admits to the violation, (3) based on the best information available, it is the student’s first violation, and (4) the student accepts the sanction proposed by the faculty member. The minimum sanction in such cases is failure in the work in question; the maximum sanction is failure in the course. In addition, any student guilty of an academic integrity violation shall not be permitted to participate in the evaluation process for either the faculty member(s) who brought the allegation or the course in which the violation occurred.

If any one of the four conditions noted above is not met, or if the faculty member concludes that the seriousness of the offense warrants a hearing, a hearing must be convened in accordance with the procedures outlines below. In addition Any student guilty of an academic integrity violation shall not be permitted to participate in the evaluation process for either the faculty member who brought the allegation or the course in which the violation occurred.

Procedures for Conducting Academic Integrity Disciplinary Hearings

INITIAL STEPS

1. The faculty member or other individual alleging the academic integrity violation shall prepare a written, signed statement containing a description of the acts constituting the alleged violation of the Code of Academic Conduct, including dates, times, locations and names of individuals involved. The written statement shall include all supporting evidence that is pertinent to the alleged violation.
2. The individual shall submit the statement to the WSOM AIO. The AIO will review the statement to determine whether the written statement
contains sufficient information to warrant further investigation. The AIO shall also notify the University’s Office of Student Affairs of the matter. The AIO and University’s Office of Student Affairs will collaborate to the extent appropriate to resolve the matter.

3. If the AIO determines that further investigation is warranted, the AIO may request that other parties prepare written statements describing their knowledge of the alleged violation of the Code of Academic Conduct.

4. The AIO shall notify the student of the allegations and that a hearing will be scheduled, which will provide the student with the opportunity to prepare a defense against the allegations and to have an advisor present at the hearing.

HEARING PROCESS

1. After receiving all written statements and any other pertinent information, the AIO shall convene an ad hoc Hearing Committee comprised of the following individuals: (a) two individuals typically from the body of elected student officers; (b) three full-time regular faculty members; and (c) one non-voting administrative staff member. The members of the committee will elect one member to serve as Chair with the staff member recording the minutes. The two individuals from the body of elected student officers should be comparable “peers” to the student alleged to have violated the Academic Integrity Policy. Cases may arise in which comparable peers may not exist in the body of elected student officers in which case the AIO may select a comparable peer from among the general student body.

2. Prior to the hearing, the ad hoc Hearing Committee members will be provided with the written documents concerning the alleged incident and any other pertinent information.

3. The ad hoc Hearing Committee will establish a hearing date and communicate the date to all parties involved. Prior to the hearing date, the student in question shall have access to all written documents and any other information the ad hoc Hearing Committee has reviewed, subject to situations in which the Committee foresees that privacy concerns or related legal issues may prevent the sharing of certain information with the student. For example, cases may arise in which the sharing for certain information may violate the Family Education Rights and Privacy Act (FERPA). In such cases, the Committee will consult with the University’s Legal Counsel.

4. All members of the ad hoc Hearing Committee must be present at the hearing.

5. The student may be accompanied and assisted by an advisor. The advisor shall not be permitted to participate in the hearing except to advise the student.

6. If the faculty member or other individual alleging the violation chooses not to attend the hearing, the AIO will appoint an individual, selected from among the faculty, to represent the faculty member or other individual.

7. Minutes of the hearing will be recorded by the staff member referenced in item 1 of this section.

8. The student shall have the opportunity to argue his/her defense and to present supporting evidence and witnesses. The student shall have the opportunity to hear and question witnesses against him/her by directing all such inquiry through the person chairing the meeting.

9. The Hearing Committee shall have the authority to reasonably limit the time for testimony for each witness, including the testimony of the student in question.

10. After the hearing, the Committee shall convene to discuss the information presented and to make a written recommendation. The recommendation shall be made to the Dean within a reasonable period of time after the hearing. The Dean will make the final decision regarding the outcome of the hearing.

11. The recommendation may include discipline up to and including suspension and expulsion. The student will receive a copy of the Committee’s recommendation.

SANCTIONS AND APPEAL PROCESS

1. The Dean shall have the authority to accept, reject or modify the Hearing Committee’s recommendation, after consultation with the AIO and, if possible, the AAIO. The student shall have the right to present in writing, his/her basis for requesting acceptance, rejection or modification. The Dean shall communicate his/her decision in writing to the student and the Committee.

2. In no event will a student be suspended from classes or expelled prior to a final resolution of the charges, except in cases where the Dean or the AIO believes the student’s presence on campus presents a risk of danger to the University community.

3. The procedures set forth herein do not preempt the jurisdiction and disciplinary processes of other University bodies that retain their own concurrent jurisdiction to investigate and enforce their own rules and impose their own disciplinary measures. In circumstances in which different disciplinary findings and/or measures may be imposed by different bodies, the more severe shall have precedent.

4. A student found in violation has the right to appeal the original decision to the Provost’s Office at according to the following procedures. An appeal of a decision must be submitted in writing and postmarked or hand delivered to the Provost or the Provost’s designee, within ten (10) calendar days after the date on which written notice of the decision is sent to the student. Each student shall be limited to one appeal. The decision of the appeal officer is final.

5. An appeal may be based only upon one or more of the following grounds: a. Procedural error; b. Misapplication or misinterpretation of the rule alleged to have been violated; c. Findings of facts not supported by a preponderance of evidence; d. Discovery of substantial new facts that were unavailable at the time of the hearing; or e. That the disciplinary sanction imposed is grossly disproportionate to the violation committed.

6. The appeal officer shall dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in Section (B) above. The appeal officer may decide the appeal based upon a review of the record. The appeal officer may request additional written information or an oral presentation from any relevant person(s) and then decide the appeal based upon the enhanced record.

7. The appeal officer may, after a review of the record, uphold the original sanction, dismiss the original sanction, or impose a lesser sanction. An appeal officer may also remand the case to the original hearing body or refer the case to a new hearing officer or panel to be reheard. If possible, the new hearing officer or panel should be different from the one that originally decided the case. If a case is reheard by a hearing officer or panel, the sanction imposed can be greater than that imposed at the original hearing.

8. A student and hearing officer may agree in advance to minor deviations from procedure. Such deviations are not then subject to appeal. Other minor deviations are acceptable as long as such deviations are not found upon appeal to be unreasonably harmful to the student.
Standards of Conduct Beyond Academic Integrity

In addition to the standards set forth in the Academic Integrity Policy (p. 22), Weatherhead students are subject to the university’s Standards of Conduct (http://studentaffairs.case.edu/handbook/policy/standards.html) which specifically prohibit the following activities:

1. Interference with freedom of speech or movement, or intentional disruption or obstruction of teaching, research, administration, or other functions on university property
2. Any actual or threatened physical harm or mental abuse of any person on university premises or at functions sponsored or supervised by the university
3. Failure to comply with the directions of university officials, instructional or administrative, acting in performance of their duties
4. Theft or vandalism of university property or that of a member of the university community or campus visitor
5. All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the university, forgery, and the alteration or misuse of university documents, records, or instruments of identification
6. Falsification, distortion, or misinterpretation of information before a hearing body
7. Unauthorized carrying or possession on university premises of firearms or of any weapon with which injury, death, or destruction may be inflicted
8. Violation of law on university premises or in connection with university functions
9. Violation of published university rules and regulations

A student accused of any of the above prohibited activities will be referred to the disciplinary conduct procedures described below.

Disciplinary Conduct Procedures

Initial Steps

1. The student, faculty member, or member of staff making the allegation shall prepare a written and signed statement containing a complete description of the acts constituting the violation of the university Standards of Conduct, including dates, times, locations, and names of individuals involved.
2. The written statement must be directed to the dean of Weatherhead who may choose a designee to administer the disciplinary proceedings. The dean or designee shall review the statement to determine whether the written statement contains enough information to warrant further investigation. The dean or designee shall also notify the university’s Office of Student Affairs of the matter. The dean or designee and university Office of Student Affairs will work collaboratively on this matter to the extent appropriate.
3. If the dean or designee determines that further investigation is warranted, he or she may require that other parties involved make a written statement describing their knowledge of the incident. The student in question will be notified in writing of the nature of the charges against him or her.
4. The student will be notified that a hearing will be scheduled and that he or she will have the opportunity to defend himself or herself against the allegations, and to have an adviser present, at the hearing.

Hearing Process

1. After receiving all written statements and any other pertinent information, the dean or designee shall convene an ad hoc hearing committee consisting of two elected student officers, two full-time faculty members, and one administrative staff member. The members of the committee shall elect one member to serve as chair.
2. Prior to the hearing, the hearing committee will be provided with the written documents concerning the alleged incident and any other pertinent information.
3. A hearing date will be decided upon and communicated to all parties involved. Prior to the hearing date, the student in question shall have access to all written documents and any other information the hearing committee has reviewed, unless the committee decides that it would be inappropriate to provide certain information to the student.
4. On the hearing date, all members of the hearing committee must be present.
5. The student may be accompanied and assisted at the hearing by an adviser. The adviser shall not be permitted to participate in the hearing except to advise the student.
6. Minutes of the hearing will be recorded.
7. The student shall have the opportunity to argue his or her defense and to present supporting witnesses. The student shall have the opportunity to hear and cross-examine witnesses against him or her by directing all such inquiry through the meeting chair, unless the committee deems that it would be inappropriate to permit cross-examination for certain witnesses.
8. The hearing committee shall have the authority to limit the time for testimony for each witness, including the testimony of the student in question.
9. After the hearing, the committee shall convene to discuss the evidence presented and to make a written recommendation. The recommendation will be made to the dean or designee within a reasonable period of time after the hearing.
10. The recommendation may include discipline up to and including suspension and expulsion. The student shall receive a copy of the committee’s recommendation.

Sanctions and Appeal Process

1. The dean or designee shall have the authority to accept, reject, or modify the hearing committee’s recommendation. The student shall have the right to present, in writing, a request for acceptance, rejection, or modification. The dean or designee shall communicate his or her decision in writing to the student and the committee.
2. In no event will a student be suspended from classes or expelled prior to a final resolution of the charges, except in cases where the dean or designee believes that the student’s presence on campus presents a risk to the university community.

The procedures set forth herein do not preempt the jurisdiction and disciplinary processes of other university bodies, which retain their own concurrent jurisdiction to investigate and enforce their own rules and impose their own disciplinary measures. In circumstances where different disciplinary findings and/or measures may be imposed by different bodies, the more severe sanction shall take precedence.
Grievance Procedures

Staff and faculty members have an important role to play in supporting the best possible learning environment. In the event that a student feels unjustly affected by a non-disciplinary academic or administrative action, he or she may grieve the action or decision in the following manner:

1. The student should bring his or her complaint directly to the person responsible for the action in question. The student should make an effort to resolve the problem informally.

2. If efforts at informal resolution of the problem are not successful, the student shall prepare a written statement within a reasonable period of time after the action or decision that gives rise to the grievance. The statement shall contain the following:
   - Date of the grievance
   - Brief description of the alleged unjust academic or administrative action or decision
   - Names of individual(s) involved
   - Explanation of previous attempts to resolve the problem(s)
   - Action(s) that the student believes should be taken to resolve the problem

3. The written statement shall be directed to the Director of Student Affairs, Shannon Greybar Milliken.

4. The Dean or Dean's designee may request that the individual(s) named in the grievant's written statement prepare a written statement responding to the grievant.

5. Upon receiving the written statements, the Dean or designee shall convene an ad hoc committee consisting of one student and two full-time faculty members.

6. The committee shall consider the written statements of the individuals involved and any other information they deem relevant. The committee may interview the individuals involved, including the grievant.

7. The committee shall make a written recommendation to the Dean or designee and furnish a copy to the grievant.

8. The Dean or designee may accept, reject, or modify any or all of the committee's recommendations. The Dean or designee shall make the final decision as to the grievance and shall communicate the decision to the grievant in writing.

All grievances will be held in strictest confidence by all involved. The grievance process cannot be used to circumvent the disciplinary process and procedures set forth elsewhere in this document.
Undergraduate Programs

Bachelor of Science (BS) in Accounting

Accountancy demands a high degree of technical training, similar to the professions of architecture, law, engineering, and medicine. The accounting profession requires a broad knowledge of the fundamentals of economics and business and a commitment to public well-being. Career opportunities in accounting include the public, corporate, government, nonprofit, and healthcare sectors. The undergraduate program in accountancy is designed to prepare students for entrance into these careers and to provide a foundation for the examination to become a CPA or to achieve other professional certifications.

As part of the sequence of courses leading to the BS in Accounting offered through Weatherhead, the student takes required and elective courses in related fields of banking and finance, economics, marketing, organizational behavior, information systems, management policy, and operations.

BS in Accounting

General Education Requirements

SAGES (13-16)
First Seminar 4
Two University Seminars 6
Departmental Seminars - taken as MGMT 395, see below* 3-6
Senior Capstone **

Breadth Requirements (26-30)
MATH 125 or MATH 121 4
MATH 126 or MATH 122 4
Two Natural Science Courses 6-8
Two Arts & Humanities Courses 6-8
Two Social Science Courses - one of which is COSI 200 or COSI 280 6

Major Requirements

Principles Requirements (15)
ECON 102 Principles of Microeconomics 3
ECON 103 Principles of Macroeconomics 3
ACCT 101 Introduction to Financial Accounting 3
ACCT 102 Management Accounting 3
OPRE 207 Statistics for Business and Management Science I 3

Core Requirements (24)
BAFI 355 Corporate Finance 3
MGMT 250 Managing Organizations and People I 3
MGMT 251 Managing Organizations and People II 3
MIDS 301 Introduction to Information: A Systems and Design Approach 3
MKRI 201 Marketing Management 3
OPRE 301 Operations Research and Supply Chain Management 3
PLCY 399 Business Policy 3

Advanced Seminars - *MGMT 395 - one credit hour, each student must complete three. 3

Accounting Requirements (18)
ACCT 300 Corporate Reporting I 3
ACCT 301 Corporate Reporting II 3
ACCT 304 Advanced Financial Reporting 3
ACCT 305 Income Tax: Concepts, Skills, Planning 3
ACCT 314 Attestation and Assurance Services 3

Total Credit Hours for Degree: 122

** Students must complete one university-approved SAGES Senior Capstone. It is not required that students complete a Weatherhead-specific capstone. Most students choose to take MGMT 398 Action Learning, although a second option within Weatherhead is MGMT 397 Undergraduate Research Project.

Students pursuing the BS in Accounting are advised to take the two introductory classes, ACCT 101 Introduction to Financial Accounting and ACCT 102 Management Accounting, as early as possible. Students are advised to take the required MGMT 250 Managing Organizations and People I and MGMT 251 Managing Organizations and People II sequence in the Fall and Spring Semesters, respectively, of the second year.

Accounting majors may not use the P/NP option for Weatherhead courses. Twelve credit hours of accounting coursework taken at another accredited institution may be considered for transfer toward the BS in Accounting, although transfer credit for courses beyond introductory accounting must be approved by the Accountancy Department. Each student is required to consult with an advisor in the Office of Undergraduate and Integrated Study Programs at Weatherhead.

Integrated Study Programs in Accountancy

Integrated study programs enable attainment of a BS in Accounting and a Master of Accountancy (MAcc) degree in five years or less. These programs are strongly recommended for those individuals planning to obtain professional certification. CPA candidates must have completed 150 semester hours of study at the university level in order to qualify to sit for the CPA examination. There are two programs that integrate graduate and undergraduate coursework in accountancy: the joint BS in Accounting/MAcc and the accelerated BS in Accounting/MAcc.

Application to either integrated study program should be made during the junior year directly to the MAcc program. The Graduate Management Admission Test (GMAT) is required for admission to the MAcc program and should also be completed during the junior year. Once admitted, students in an integrated study program are required to design a comprehensive study plan with both the Weatherhead adviser and the director of the MAcc program.

Joint BS in Accounting/MAcc

Undergraduate accounting majors accepted to the joint BS in Accounting/MAcc program are permitted to double count six credit hours of coursework towards both the BS in Accounting and the MAcc. Hence, the two programs require 152 credit hours of study rather than 158 credit hours (122 credit hours for the BS and 36 credit hours for the MAcc). For the first eight semesters of study, students register as undergraduates at Case Western Reserve; thereafter, students register in the graduate professional degree program at Weatherhead. Students complete and are awarded the BS in Accounting prior to completing the master’s degree program.

Accelerated BS in Accounting/MAcc

The accelerated BS in Accounting/MAcc program allows motivated students to complete both the BS in Accounting and the MAcc degrees in four years of study. These students are able to double count six credit hours of coursework, reducing the total credit hour requirement from 158
credit hours to 152 credit hours. To enroll in this program, students must have:

- Completed 90 hours of undergraduate coursework
- Completed all of the undergraduate Seminar Approach to General Education and Scholarship (SAGES) General Education Requirements at Weatherhead
- Completed 36 hours of the Weatherhead major requirements (including 15 hours of the required accountancy coursework)
- Achieved at least a 3.0 overall GPA

For all eight semesters of study, the student will register as an undergraduate at Case Western Reserve and never as a graduate student in the graduate professional degree program at Weatherhead. Students in this program will receive both the BS and the master's degree at the end of the program.

### Professional Practicum

A practicum is a planned, structured, supervised workplace experience at an approved “site” organization. The practicum is an Experiential Learning arrangement between the student, the employer, and the practicum adviser in conjunction with the University Career Center. Employers provide appropriate supervision and work-related learning, while the practicum adviser guides and evaluates the student's experience.

The primary goal of this active learning experience is the intellectual, personal, and professional growth of the student in an area related to the student's academic goals. The practicum should provide the student with new skills, insights, and experiences that are transferable to the academic setting.

Students apply to the University Career Center in the semester preceding the work assignment. A student may participate in up to two practica, but must spend at least one intervening semester on campus.

To be eligible, a student must have:

- Completed 21 credit hours of coursework at Case Western Reserve (prior to the start of the work assignment)
- A minimum GPA of 2.5 and good academic standing
- Completed ACCT 101 Introduction to Financial Accounting and ECON 102 Principles of Microeconomics or ECON 103 Principles of Macroeconomics
- Registered for MGMT 1 Supervised Professional Practicum - Semester 1 or MGMT 2 Supervised Professional Practicum - Semester 2, a non-credit practicum course
- Completed pre-practicum assignments with the University Career Center
- Secured a Weatherhead faculty member as a practicum advisor*
- Developed an approved Learning Agreement with the practicum adviser

* An advisor from the Office of Undergraduate and Integrated Study Programs at Weatherhead can serve as a practicum adviser during the summer.

All practica developed through the University Career Center must be taken for transcript notation, and students must have a faculty member serve as a practicum advisor. If a student elects to work in an internship/practicum without enrolling in the course for academic notation, he or she will not have the benefits of full-time student status. Additionally, he or she will not represent the practicum program in any official capacity.

### Sample Plan of Study: Bachelor of Science in Accounting

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<th>Semester</th>
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<td><strong>First Year</strong></td>
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<td>Introduction to Financial Accounting (ACCT 101)</td>
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<td>Principles of Microeconomics (ECON 102)</td>
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<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<td>Arts/Humanities</td>
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<td>SAGES (University Seminar)</td>
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<td>PHED (Physical Education)</td>
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<td>Principles of Macroeconomics (ECON 103)</td>
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<tbody>
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<td>SAGES (University Seminar)</td>
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<td>Corporate Finance (BAFI 355)</td>
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<td>Legal Environment of Management (BLAW 331)</td>
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<td>Introduction to Information: A Systems and Design Approach (MIDS 301)</td>
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<tr>
<td>Advanced Financial Reporting (ACCT 304)</td>
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<td>Income Tax: Concepts, Skills, Planning (ACCT 305)</td>
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<td>Advanced Seminar (MGMT 395)</td>
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<tr>
<td>Operations Research and Supply Chain Management (OPRE 301)</td>
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<tr>
<td>Elective</td>
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<tr>
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<tbody>
<tr>
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<td>Action Learning (MGMT 396)</td>
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<tr>
<td>Elective</td>
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<tr>
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<td>Business Policy (PLCY 399)</td>
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<td>Elective</td>
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<td>Elective</td>
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</table>
The economics major does not require a capstone as part of the major. However, students need to complete a capstone as part of the SAGES requirement. The Economics Department offers the following courses for a capstone.

**Bachelor of Science (BS) in Management**

Graduates of the BS in Management program obtain a broad education within a scientific framework that enables them to bring an unusual degree of analytical capability to the problems of management and business. Each management student is required to complete a concentration in finance, marketing, or an approved, individualized program of study (see below in the section titled Dean's Approved Concentration). In addition, each student must consult with an adviser in the Office of Undergraduate and Integrated Study Programs at Weatherhead.

**BS in Management**

**General Education Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>First Seminar</td>
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<tr>
<td>Two University Seminars</td>
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<tr>
<td>Departmental Seminars - taken as MGMT 395, see below*</td>
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<tr>
<td>Senior Capstone **</td>
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<tr>
<td>Breadth Requirements (26-30)</td>
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<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Science I</td>
</tr>
<tr>
<td>or MATH 121</td>
<td>Calculus for Science and Engineering I</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Science II</td>
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<td>or MATH 122</td>
<td>Calculus for Science and Engineering II</td>
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<tr>
<td>Two Natural Science Courses</td>
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<tr>
<td>Two Arts &amp; Humanities Courses</td>
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<tr>
<td>Two Social Sciences Courses</td>
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</table>

**Major Requirements**

**Management Requirements**

*Students must complete a 15 credit hour concentration in Banking & Finance, Marketing, or a Dean's Approved Concentration.*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BAFI 341</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>or ECON 341</td>
<td>Money and Banking</td>
</tr>
<tr>
<td>BAFI 356</td>
<td>Investments</td>
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<tr>
<td>BAFI 357</td>
<td>Financial Modeling, Analysis and Decision Making</td>
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<tr>
<td>BAFI 359</td>
<td>Intermediate Corporate Finance</td>
</tr>
<tr>
<td>BAFI 361</td>
<td>Applied Financial Analytics</td>
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<tr>
<td>Marketing Concentration Requirements (15)</td>
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<tr>
<td>MKMR 304</td>
<td>Brand Management</td>
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<td>MKMR 308</td>
<td>Measuring Marketing Performance</td>
</tr>
<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
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<td>MKMR 311</td>
<td>Consumer Relationship Management</td>
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<tr>
<td>MKMR 312</td>
<td>Selling and Sales Management</td>
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<td>Additional Requirement (16-23)</td>
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<tr>
<td>Electives - to include 12 credit hours outside of WSOM</td>
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**Total Credit Hours for Degree: 122**

Students pursuing a BS in Management are advised to take the MGMT 250 Managing Organizations and People I and MGMT 251 Managing...
Organizations and People II sequence in the second year. Management majors may not use the P/NP option for any Weatherhead courses.

Sample Plan of Study: BS in Management

First Year

<table>
<thead>
<tr>
<th>Units</th>
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<th>Spring</th>
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<tbody>
<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<tr>
<td>Introduction to Financial Accounting (ACCT 101)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Microeconomics (ECON 102)</td>
<td>3</td>
<td></td>
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<tr>
<td>Arts/Humanities</td>
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<td></td>
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<tr>
<td>SAGES (University Seminar)</td>
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<tr>
<td>PHED</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II (MATH 126)</td>
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<tr>
<td>Management Accounting (ACCT 102)</td>
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<tr>
<td>Principles of Macroeconomics (ECON 103)</td>
<td>3</td>
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<tr>
<td>Natural Sciences</td>
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<td></td>
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<tr>
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Second Year

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<td>Statistics for Business and Management Science I (OPRE 207)</td>
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<tr>
<td>Corporate Finance (BAFI 355)</td>
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<tr>
<td>Natural Sciences</td>
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<tr>
<td>SAGES (University Seminar)</td>
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<tr>
<td>Managing Organizations and People II (MGMT 251)</td>
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<td>Econometrics (ECON 326)</td>
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<tr>
<td>Marketing Management (MKMR 201)</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Arts/Humanities</td>
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Third Year

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<tr>
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<tbody>
<tr>
<td>Entrepreneurial Strategy (ENTP 301)</td>
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<tr>
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<tr>
<td>Weatherhead Concentration</td>
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<td>Weatherhead Concentration</td>
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<tr>
<td>Social Sciences</td>
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<tr>
<td>Introduction to Information: A Systems and Design Approach (MIDS 301)</td>
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<tr>
<td>Operations Research and Supply Chain Management (OPRE 301)</td>
<td>3</td>
<td></td>
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<tr>
<td>Advanced Seminar (MGMT 395)</td>
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<tr>
<td>Weatherhead Concentration</td>
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<td>Weatherhead Concentration</td>
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Fourth Year

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<tr>
<th>Units</th>
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<tr>
<td>Action Learning (MGMT 398)</td>
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<td>Elective *</td>
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<tr>
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Total Units in Sequence: 122

* At least 12 credits of electives must be taken outside Weatherhead.

Concentrations

Banking and Finance

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<td>BAFI 356</td>
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<tr>
<td>BAFI 357</td>
<td>Financial Modeling, Analysis and Decision Making</td>
</tr>
<tr>
<td>BAFI 359</td>
<td>Intermediate Corporate Finance</td>
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<td>BAFI 372</td>
<td>International Finance</td>
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<tr>
<td>ACCT 300</td>
<td>Corporate Reporting I</td>
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Marketing

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<td>Brand Management</td>
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<td>MKMR 308</td>
<td>Measuring Marketing Performance</td>
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<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
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<td>MKMR 311</td>
<td>Consumer Relationship Management</td>
</tr>
<tr>
<td>MKMR 312</td>
<td>Selling and Sales Management</td>
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<tr>
<td>Total Units</td>
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</table>

Dean’s Approved Concentrations

A student may construct a 15-credit sequence of courses in an area of individual interest, subject to approval by the Weatherhead Undergraduate Executive Committee.

For more information, contact Jim Hurley (http://bulletin.case.edu/weatherheadschoolofmanagement/undergradpgrams/mailto:james.hurley@case.edu), Assistant Dean of Undergraduate and Integrated Study Programs, at 216.368.3856.

Minors

Minor in Accounting

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<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>ACCT 101</td>
<td>Introduction to Financial Accounting</td>
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<tr>
<td>ACCT 102</td>
<td>Management Accounting</td>
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<tr>
<td>ACCT 300</td>
<td>Corporate Reporting I</td>
</tr>
<tr>
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Minor in Banking and Finance

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<tbody>
<tr>
<td>ACCT 101</td>
<td>Introduction to Financial Accounting</td>
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<tr>
<td>or ACCT 203</td>
<td>Survey of Accounting</td>
</tr>
<tr>
<td>BAFI 355</td>
<td>Corporate Finance</td>
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<tr>
<td>BAFI 356</td>
<td>Investments</td>
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<tr>
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<tr>
<td>BAFI 357</td>
<td>Financial Modeling, Analysis and Decision Making</td>
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<td>BAFI 359</td>
<td>Intermediate Corporate Finance</td>
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<tr>
<td>BAFI 341</td>
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## Minor in Business Management

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<tr>
<td>ACCT 101</td>
<td>Introduction to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>or ACCT 203</td>
<td>Survey of Accounting</td>
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Three electives from the Weatherhead Business Core:
- BLAW 331 Legal Environment of Management
- ENTP 301 Entrepreneurial Strategy
- BAFI 355 Corporate Finance
- MGMT 250 Managing Organizations and People I
- MKMR 201 Marketing Management
- MIDS 301 Introduction to Information: A Systems and Design Approach
- OPRE 301 Operations Research and Supply Chain Management

Total Units: 15

## Minor in Economics

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Total Units: 15

## Minor in Entrepreneurial Studies

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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>or ACCT 203</td>
<td>Survey of Accounting</td>
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</tr>
<tr>
<td>MKMR 201</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>ENTP 301</td>
<td>Entrepreneurial Strategy</td>
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<td>ENTP 310</td>
<td>Entrepreneurial Finance - Undergraduate</td>
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<tr>
<td>ENTP 311</td>
<td>Entrepreneurship and Wealth Creation</td>
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Total Units: 15

## Minor in Marketing

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<td>MKMR 307</td>
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<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
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<tr>
<td>MKMR 311</td>
<td>Consumer Relationship Management</td>
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</tr>
<tr>
<td>Two courses from the following:</td>
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<tr>
<td>ANTH 102</td>
<td>Being Human: An Introduction to Social and Cultural Anthropology</td>
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<tr>
<td>ECON 328</td>
<td>Experimental Economics</td>
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</tr>
<tr>
<td>ENTP 301</td>
<td>Entrepreneurial Strategy</td>
<td></td>
</tr>
<tr>
<td>MKMR 304</td>
<td>Brand Management</td>
<td></td>
</tr>
<tr>
<td>MKMR 312</td>
<td>Selling and Sales Management</td>
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</tr>
<tr>
<td>MKMR 350</td>
<td>Entrepreneurial Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 15

For more information, contact Jim Hurley (http://bulletin.case.edu/weatherheadschoolofmanagement/undergradprograms/mailto:james.hurley@case.edu), Assistant Dean of Undergraduate and Integrated Study Programs, at 216.368.3856.
Weatherhead Center

Fowler Center for Sustainable Value

The Fowler Center (http://weatherhead.case.edu/centers/fowler) leverages interdisciplinary scholarship and practice to help leaders capitalize on new profitable business opportunities to solve the world’s growing social and environmental problems. The Center works directly with all kinds of institutions to embed sustainability into their core strategy, applying cutting-edge competencies in design, innovation, whole systems, and Appreciative Inquiry. The Fowler Center is led by Executive Director Roger Saillant, PhD. The Fowler Center focuses on two primary areas: scholarship and outreach.

Sustainable Value is defined as a dynamic state that occurs when a company creates ongoing value for its shareholders and stakeholders. By “doing good” for society and the environment, the company does even better for its customers and shareholders than it otherwise would.

To learn more or to find out how you or your organization can get involved with the Fowler Center, visit our website (http://weatherhead.case.edu/centers/fowler) or contact Beau Daane (http://bulletin.case.edu/weatherheadschoolofmanagement/centers/mailto:beau.daane@case.edu), Fowler Center Manager, at 216.368.4795.
Weatherhead School of Management Courses

ACCT Courses

ACCT 101. Introduction to Financial Accounting. 3 Units.
Financial reports are the most significant means for an organization to communicate its management results to stockholders, creditors, and regulators. This course covers concepts, principles, and practices, including preparation and interpretation, of financial reports. The financial reporting system and basic internal controls for the balance sheet, income statement, and cash flow statements are discussed. A student may not receive credit for both ACCT 101 and ACCT 203.

ACCT 102. Management Accounting. 3 Units.
This course focuses on management accounting as a supporting system, helping managers to run businesses and other organizations. The course builds on knowledge of microeconomics, organizational design and behavior, production, and logistics as a foundation to explore how management accounting provides information for management planning, control and decision activities. Prereq: ACCT 101 or requisite not met permission.

ACCT 203. Survey of Accounting. 3 Units.
The course covers the principle of financial and managerial accounting for non-management students, including the framework that underlies financial and management accounting and how accounting information should be used by: (1) parties external to the firm, i.e., stockholders, creditors and government, to evaluate the financial performance of an organization; and (2) internal management to fulfill the planning, control and performance evaluation functions. Enrollment is limited to students who are neither management nor accounting majors nor enrolled in the Weatherhead School of Management. This course may be substituted for ACCT 101. A student may not receive credit for both ACCT 101 and ACCT 203. This course cannot be substituted for ACCT 102 without a waiver from the chairman. Offered as ACCT 203 and ACCT 403.

ACCT 300. Corporate Reporting I. 3 Units.
This course covers financial accounting theory, generally accepted accounting principles and reporting practices, including evaluation of current issues and practices related to asset valuation, including receivables, inventory and fixed assets. It also covers the users and uses of financial statements, the difference between cash-basis and accrual accounting, the determination of income, the financial statements, financial statement analysis, revenue recognition, and the role of financial information in valuation decisions and contracting. Prereq: ACCT 101 and ACCT 202 or requisite not met permission.

ACCT 301. Corporate Reporting II. 3 Units.
This course covers financial accounting theory, generally accepted accounting principles and reporting practices. Areas of focus include: liability determination, long-term debt, derivatives, leases, pensions and other postretirement benefits, accounting for income taxes, earnings per share, stock options, and investments. International aspects also are considered. Prereq: ACCT 300.

ACCT 304. Advanced Financial Reporting. 3 Units.
This course covers partnerships, consolidations, foreign exchange, international aspects of accounting, accounting for state and local governments and not-for-profit organizations, segment reporting and interim reporting. Prereq: ACCT 301.

ACCT 305. Income Tax: Concepts, Skills, Planning. 3 Units.
This course addresses U.S. Federal Income Taxation concepts and applications. The subject matter includes topics applicable to individuals, partnerships and corporations and various other entities required to file income tax returns. In addition the subject matter addressed includes a variety of business, legal and taxation concepts and practices related to effective tax planning. The purpose of the course is to provide the student with the appropriate knowledge and skill levels to "speak the language of U.S. tax." Prereq: ACCT 202 or ACCT 401 or requisite not met permission.

ACCT 314. Attestation and Assurance Services. 3 Units.
This course covers the role of the auditor, the audit process, the public accounting profession, audit risk and materiality, fraud, audit methods and techniques, audit planning, internal control, the effects of information technology on the audit, auditing revenue, receivables and inventories, professional ethics, legal responsibilities, emerging assurance services, and recent developments in the auditing profession. Prereq: ACCT 301.

ACCT 360. Independent Study. 1 - 18 Unit.

ACCT 403. Survey of Accounting. 3 Units.
The course covers the principle of financial and managerial accounting for non-management students, including the framework that underlies financial and management accounting and how accounting information should be used by: (1) parties external to the firm, i.e., stockholders, creditors and government, to evaluate the financial performance of an organization; and (2) internal management to fulfill the planning, control and performance evaluation functions. Enrollment is limited to students who are neither management nor accounting majors nor enrolled in the Weatherhead School of Management. This course may be substituted for ACCT 101. A student may not receive credit for both ACCT 101 and ACCT 203. This course cannot be substituted for ACCT 102 without a waiver from the chairman. Offered as ACCT 203 and ACCT 403.

ACCT 405. Advanced Federal Taxes. 3 Units.
Corporate income taxes, estate and gift tax, fiduciary income taxes, partnerships, and hybrid forms of organization are covered. Prereq: MAcc students only and ACCT 305.

ACCT 406. Accounting Information Systems. 3 Units.
This course is designed to explore and understand accounting as an information system. We will examine the use, development, evaluation, and management of both the information itself and the technology applied to it. The course assumes background in principles of accounting at the fundamental level or consent of instructor.

ACCT 413. Advanced Management Accounting and Control. 3 Units.
Managerial accounting is concerned with providing information and analysis to assist managers in the planning, directing, and controlling of company operations. This course covers advanced techniques for dealing with contemporary issues requiring accounting information and analysis. Writing communication and support for sustainable outcomes are emphasized. Prereq: ACCT 401 or MBAC 503 or equivalent.
ACCT 414. Corporate Reporting and Analysis. 3 Units.
This course provides a basis for evaluation of traditional and proposed uses of report and information for decision making in investment, credit and internal planning and control. Students are introduced to concepts and analytical techniques that can be used to critique and interpret the financial health of the organization. At a practical and theoretical level, the course integrates research in the areas of accounting, quantitative methods and finance which has proved useful in the financial analysis of organizations. Prereq: (ACCT 401 or MBAP 402 or MBAC 502) and (BAFI 402 or MBAP 405 or MBAC 504).

ACCT 418. Fraud, Governance and Reporting. 3 Units.
This course examines managerial fraud, primarily made possible by the manipulation of accounting. This includes treatments of the motives for fraudulent behavior but focuses primarily upon the techniques of earnings management and the processes of its detection. Governance of organizations in the post-Enron, WorldCom and Tyco environment will also be studied. Regulation and the duties of those responsible for proper governance will be among the topics in this portion of the course. Guest speakers from the forensic industry and materials from practice institutes will be employed. Prereq: ACCT 401 and BAFI 402 or equivalent.

ACCT 430. Taxes and Management Decisions. 3 Units.
This course is designed to sensitize students to the importance of tax planning opportunities and pitfalls inherent in management decisions. The course will focus on helping students recognize potential tax opportunities and problems by examining a variety of practical managerial decision contexts. The course is specifically designed for students preparing for careers in management, not necessarily in accounting or tax. Prereq: ACCT 401 or MAND 425 and MAND 426.

ACCT 431. Tax Practice: Analysis, Planning and Communications. 3 Units.
This course focuses on teaching the identification of key U.S. tax issues, the analysis of fundamental tax concepts and the underlying interpretation and application of tax law through the use of appropriate authoritative sources. Both oral and written communication will be utilized to present tax planning research results. Actual court cases will be used as the basis for simulating practical client scenarios. Prereq: ACCT 305.

ACCT 437. Principles of Personal Financial Planning and Taxation. 3 Units.
This course focuses on financial planning for individuals. It is designed to be an overview course that touches on the basic concepts of each area of financial planning including general principles of financial planning, insurance planning, investment planning, income tax planning, retirement planning, estate planning, and planning for college education funding. Upon completion of this course, the student should be able to identify major issues in these areas and prepare a basic comprehensive financial plan for a hypothetical client. This course should provide the student with an appreciation for the amount of additional education necessary in order to become qualified as a Certified Financial Planner. Prereq: ACCT 305.

ACCT 439. Regulation of Accountancy. 3 Units.
This course examines the role and structure of government standard-setting agencies, including the U.S. Securities and Exchange Commission (SEC) and the Public Company Accounting Oversight Board (PCAOB) and related legislative and regulatory aspects as found in the Sarbanes-Oxley Act of 2002, and in studies by the General Accounting Office (GAO) and other regulatory agencies. The 1993 and 1994 securities acts, the notions of full and fair disclosure and auditor independence are addressed as important aspects of securities regulation. Research papers and assignments address technical and disclosure requirements of operating companies and mutual funds. Extensive use is made of web-based information including company and mutual fund sites and databases. Prereq: ACCT 301.

ACCT 444. Advanced Auditing Theory and Practice. 3 Units.
This course examines auditing concepts and issues in depth. A special focus exists on audit evidence and how auditors make decisions. Some topic areas include ethics, analytical review, fraud, and the role of technology. Prereq: MAcc students only; ACCT 314 or consent.

ACCT 480. International Tax. 3 Units.
A student will achieve a practical command of the tax issues, from an accountant’s perspective, which are raised by international transactions and how the U.S. tax laws resolve those issues. Subject matter includes an overview of the U.S. tax system for international transactions, sourcing rules, foreign activities of U.S. persons, foreign tax credit, U.S. taxation of foreign persons, foreign-owned U.S. businesses, transfer pricing and tax treaties. In addition, examples of VAT (value-added taxation) and of the tax regime of a non-U.S. country will be studied. Prereq: ACCT 305.

ACCT 495. Advanced Accounting Seminar. 1 Unit.
This one semester credit hour seminar is designed to permit focus and attention upon specialized technical accounting and reporting topics which are individually insufficient to warrant larger credit offerings. It is expected that the topics of individual ACCT 495 seminars will vary based upon faculty availability and interest and the rapidly changing environment of professional circumstances. Individual seminar topics will be proposed, reviewed and approved by the accounting faculty at appropriate times and thereafter added to the ACCT 495 offering list. Possible seminar topics include: International Financial Accounting Standards; Securities and Exchange Commission Accounting; Federal Financial Accounting and Reporting; Mutual Fund Reporting; Financial Controls and Board Governance; Research Methods and Topics; and Triple-Bottom Line/Accountability topics.

ACCT 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

ACCT 520. Advanced Accounting Theory. 3 Units.
This seminar studies contemporary issues in financial accounting theory and business reporting. Topics are considered from their historical development to contemporary circumstances. Academic and professional literatures are employed to gain a variety of perspectives on current matters. The development of communication skills, written and verbal, and use of support technology for presentations is emphasized throughout. Students are required to make several individual and team presentations, to conduct database and periodical research and to provide frequent written and oral research reports. Prereq: MAcc students only; ACCT 304 or consent.
ACCT 540. Contemporary Accountancy Policy. 3 Units.
This is a seminar on subjects of contemporary concern to the profession of accountancy which are currently being analyzed and debated by professional bodies and the academic community. These subjects involve the role of the profession in society, and the appropriate execution of that role. Some of the potential topics are government oversight in the profession, competitive pressures, independence, scope of services, and education/competency issues. The seminar provides a participative understanding of the press of society on the accountancy profession. Prereq: MAcc students only and ACCT 304 and ACCT 314, or requisites not met permission.

ACCT 601. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

BAFI Courses

BAFI 341. Money and Banking. 3 Units.
This course emphasizes the importance of financial markets, the nature and role of the financial system, and the linkages between these--money and banking--and the economy. Emphasis is placed on both theoretical and practical constructs, on major innovations and contemporary changes, and the closely intertwined condition of financial and economic systems with monetary and fiscal policy. Offered as BAFI 341 and ECON 341. Prereq: ECON 102 and ECON 103.

BAFI 342. Public Finance. 3 Units.
Government intervention is a pervasive feature of every modern economy. The goal of this course is to develop the economic tools for understanding and evaluating a wide range of government behaviors such as taxation and redistribution policy, the public provision of goods and services, and the regulation of private markets. ECON 342 begins by considering “market failures” that justify government intervention in a market economy. To respond to such failures, governments must raise revenues through taxation. Using the tools of microeconomic theory, we will develop a framework for thinking about the positive and normative effects of alternative forms of taxation. Particular attention will be paid to the individual income tax in the U.S., allowing students to understand the efficiency, distributional and behavioral implications of recent changes in the tax code. We will then turn to the expenditure side of the public sector. The economic principles used to evaluate public expenditures will be discussed and exemplified through the analysis of significant public programs. Of particular interest will be the effect of public programs on the incentives faced by workers and families. Offered as BAFI 342 and ECON 342. Prereq: ECON 102.

BAFI 355. Corporate Finance. 3 Units.
The basic goals of this course are to familiarize students with the concepts and tools used in financial management at both the corporate and personal levels. They include the notion of present value, securities valuation, risk and return analysis, and other financial analysis techniques. The concepts and techniques are, in turn, used to evaluate and make decisions regarding the firm’s investments (capital budgeting) and the cost of capital. Prereq: Minimum sophomore standing; ACCT 101 or ACCT 303.

BAFI 356. Investments. 3 Units.
This course is about investing in securities. It provides a comprehensive introduction to security analysis and portfolio management. Investing is a rational decision-making process in which the investor seeks to select a package or portfolio of securities that meets a predetermined set of objectives. Descriptive, institutional and quantitative decision-making methods are arranged in a cohesive framework of analysis of interest to the informed investor. Topics include modern portfolio theory, the relation between risk and return, efficient markets, bonds, and options, among others. Prereq: BAFI 355.

BAFI 357. Financial Modeling, Analysis and Decision Making. 3 Units.
Firms try to create value. In their day-to-day operations, they are faced with numerous challenges: Should we accept trade credit or borrow? Will an acquisition create or destroy value? Should we introduce a new product line even if it cannibalizes an existing one? In each of these situations they try to quantify the impact on the value of their firm. The goal of this course is to develop your skills in financial modeling and valuation, so you can tackle issues like the ones described above. The course is designed to be “hands-on”: You will learn to apply the theory and develop spreadsheet modeling skills through homework, case studies and a group project. By the end of the course you will have a good understanding of both the theory and practice of valuation, and possess a set of cutting-edge financial modeling skills. This course is designed for students who aspire to work in a regular company, a bank or a consulting firm in (i) corporate finance (including mergers and acquisitions); (ii) strategy; or (iii) equity and analysis. Prereq: BAFI 355.

BAFI 359. Intermediate Corporate Finance. 3 Units.
This second course in corporate finance is designed to lay the analytic foundation for careers in business. The objective of the course is to strengthen students’ conceptual understanding and problem-solving skills. Topics covered include economic cash flows and valuation, long term financial planning and ratios analysis, growth and external financing, short term financial planning, working capital management, capital budgeting and managerial options, capital structure, payout policy, financial strategy, initial public equity offerings, and mergers and acquisitions. Topics covered may vary from semester to semester. The course envisages use of spreadsheets and case studies. Prereq: BAFI 355.

BAFI 360. Independent Study. 1 - 18 Unit.
This course is offered for candidates undertaking reading in a field of special interest. Permission of department chair required.

BAFI 361. Applied Financial Analytics. 3 Units.
This course is developed based on the feedback received from employers who have hired BS Management (finance) graduates in the past and will likely do so in future. The goal is to enable students to use financial econometrics to effectively analyze financial data, and hone skills in financial modeling and valuation with the objective of understanding the value created or destroyed by the activities or proposed activities of a firm. The course will draw on theoretical aspects of BAFI 355 but focus on developing financial analytic skills. SAS statistical package use and modeling skills will be developed. By the end of the course, students will appreciate what drives valuation, and be comfortable in financial data analytics using SAS. Prereq: BAFI 355. Coreq: BAFI 357.
BAFI 372. International Finance. 3 Units.
This course deals with open-economy macroeconomics and international financial markets, covering open-economy national income analysis, international macroeconomic policy coordination, exchange rate determination, foreign portfolio investment, and global financial crises. Offered as BAFI 372 and ECON 372. Prereq: ECON 102 and ECON 103.

BAFI 402. Financial Management I. 3 Units.
In this course, students are introduced to the basics of corporate finance, including the objectives, tasks, and decisions made by corporate financial managers. The course covers discounted cash flows, bond and stock valuation, cost of capital, capital budgeting, asset risk and return, and short-term and long-term financial management. Coreq: ACCT 401.

BAFI 402A. Financial Management I. 2 Units.
This module reviews knowledge and refreshes core skills in managerial finance, especially those related to financial statement analysis, discounted cash flow valuation, and risk and return in the capital markets. Teaching methods include lectures, discussions, cases, and extensive exercises. Prereq: Open to ACL-MBA students.

BAFI 403. Financial Management. 3 Units.
The purpose of this course is to familiarize the student with the theory and application of financial market analysis. Issues relating to efficient markets, dividend policy, capital structure, financing decisions, option pricing, leasing, and risk management are among the topics considered. In addition, special topics may include mergers and acquisitions, pension funds, and international financial management. Prereq: ACCT 401 or MBAC 502 or MBAP 402.

BAFI 404. Financial Modeling. 3 Units.
Firms try to create value. In their day-to-day operations, they are faced with numerous challenges; should we accept trade credit or borrow? Will an acquisition create or destroy value? Should we introduce a new product line even if it cannibalizes an existing one? In each of these situations they try to quantify the impact on the value of their firm. The goal of this course is to develop your skills in financial modeling and valuation, so you can tackle issues like the ones described above. The course is designed to be "hands-on": you will learn to apply the theory and develop spreadsheet modeling skills through homework, case studies and a group project. By the end of the course you will have a good understanding of both the theory and practice of valuation, and possess a set of cutting-edge financial modeling skills. This course is designed for students who aspire to work in a regular company, a bank or a consulting firm in (i) corporate finance (including mergers and acquisitions); (ii) strategy; or (iii) equity analysis. Prereq: BAFI 402 or MBAC 504 or MBAP 405.

BAFI 420. Health Finance. 3 Units.
Exploration of economic, medical, financial, and payment factors in the U.S. healthcare system sets the framework for the study of decisions by providers, insurers, and purchasers in this course. The mix of students from various programs and professions allows wide discussion from multiple viewpoints. Offered as BAFI 420 and HSMC 420.

BAFI 427. Green Finance. 3 Units.
Natural systems and resources are being depleted, degraded, and impaired at a rapidly increasing pace. Yet there are very few businesses that are paying adequate attention to the adverse impact of such changes on their future as well as on their survival. How do these changes affect corporate risks? What financial challenges do they create? How can policy changes help move firms in the right direction? What innovative products and strategies can companies use to deal with these challenges? How can companies assess sustainability risk? How can these strategies add sustainable value to firms? These are just a sample of the questions that we will address in this course. This course on Green Finance will provide you with a unique opportunity to understand and explore such questions, especially as they pertain to the role of senior financial managers as well as other members of the senior management team of companies across different industries. It will expose you to cutting edge practices in the area of green finance, providing you with the thought leadership that is essential for success in today’s competitive world.

BAFI 428. Financial Strategy and Value Creation. 3 Units.
The intersection between the theory of perfect markets and the reality of market imperfections provides the basis for the exploration of value creation in this course. Opportunities in both product and financial markets are explored using case studies to develop a framework for strategic financial decisions. Prereq or Coreq: BAFI 403.

BAFI 429. Investment Management. 3 Units.
This course explores the characteristics of financial investments and markets and develops modern techniques of investment analysis and management. The goal is to help students develop a level of analytical skill and institutional knowledge sufficient to make sensible investment decisions. Topics include: an overview of stock, debt and derivative asset markets, practical applications of modern portfolio theory, equilibrium and arbitrage-based approaches to capital market pricing, the debate over market efficiency, the term structure of interest rates, bond portfolio management, and uses of derivative assets in investment portfolios. Prereq or Coreq: BAFI 403.

BAFI 430. Derivatives and Risk Management. 3 Units.
This course is intended to give students an understanding of options and futures markets both in theory and practice. The emphasis is on arbitrage and hedging. The course concentrates on listed common stock and index contracts as well as commodity markets. Various theories for trading strategies are studied. Prereq or Coreq: BAFI 403.

BAFI 431. Fixed Income Markets and Their Derivatives. 3 Units.
This class is concerned with fixed income securities, interest rate risk management, and credit risk. Fixed income securities account for about two thirds of the market value of all outstanding securities, and hence this topic is important. The course covers the basic products of fixed income markets including treasury and LIBOR products, such as interest rate swaps. Risk management and hedging strategies are covered as well as selected topics in credit risk models and mortgage-backed securities. Prereq: BAFI 430.
BAFI 432. Corporate Risk Management. 3 Units.
This is a unique strategic risk management course aimed at participants who wish to enhance their understanding of the risks faced by corporate firms, both financial and non-financial, learn techniques to identify and measure these risks, and understand how derivatives and risk management solutions can be used to manage these risks, create value, and advance the strategic goals of the firm. The course is designed in a manner such that it would be of use to executives of all corporations, financial and nonfinancial, across all functional areas. Prereq or Coreq: BAFI 403.

BAFI 440. Advanced Corporate Finance. 3 Units.
This course exposes the students to a more in-depth treatment of some of the topics covered in BAFI 403 and introduces them to new topics. Topics include investment decisions, financing decisions, payout decisions, contracting decisions and performance metrics, internal control systems, risk management, real options, diversification and valuation. Topics covered may vary from semester to semester. Prereq: BAFI 403.

BAFI 444. Entrepreneurial Finance. 3 Units.
The objective of this course is to introduce students to the issues of financial management and capital formation in new ventures. The course will address issues of estimation of cash requirements, development of pro forma financial plans, firm valuation and the process and tools used in raising debt and equity financing. Bootstrapping, angel investing, venture capital, strategic alliances and initial public offerings will be covered. The emphasis is on the entrepreneur and how he/she can assess financial needs and develop a sensible plan for acquiring financial resources in a manner that is consistent with their financial needs and other strategic goals. Offered as BAFI 444 and ENTP 444. Prereq: BAFI 402.

BAFI 450. Mergers and Acquisitions. 3 Units.
This course examines the economic rationale and motivation for the different merger and acquisition and recapitalization activities undertaken by firms and individuals in the U.S. market. Emphasis is on the comparable publicly traded proxy company, comparable "change of control" transaction, and discounted cash flow methods of valuing a firm. The class will also review the different types of debt and equity capital employed to fund mergers and acquisitions and recapitalizations, how senior lenders and equity investors structure their loans and/or investments, and how investors realize the gains through different exit strategies. The legal and tax ramifications of various forms of M&A activity are also discussed. The course gives the student an excellent understanding of the role that senior commercial banks, insurance companies, pension funds, LBO funds, investment banking firms, and venture/growth capital investors play in mergers and acquisitions and will strengthen the students' ability to value a business enterprise. Prereq: BAFI 403.

BAFI 460. Investment Banking. 3 Units.
This course covers the role of the investment banker as a strategic financial advisor, primarily to corporate clients. The course is divided into three sections, roughly equal in length; (1) industry structure, key players, services and strategies, (2) the capital acquisition process, with a particular focus on initial public equity offerings, and (3) mergers and acquisitions, with a focus on advising financial and strategic buyers and financing these transactions. Students will gain extensive experience in applying financial models that support valuations in various markets. Prereq: BAFI 403.

BAFI 480. International Financial Management. 3 Units.
This course introduces students to international finance and foreign exchange risk management by corporations. Topics include foreign exchange markets and international financial institutions; fx contracts; exchange rate risk and corporate risk management; and international aspects of long-term financing. Prereq: BAFI 403.

BAFI 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

BIOS Courses

BIOS 447. Regulatory Affairs for the Biosciences. 1.5 Unit.
This mini-course introduces students to the Food and Drug Administration (FDA) and the laws and regulations it enforces. A scientific regulatory agency with far reaching enforcement authority, FDA is the most powerful consumer protection agency in the world. This course will familiarize students with FDA’s mission, philosophy and organizational structure, as well as policy and procedure it uses to ensure the safety and effectiveness of the food, drugs, biologics, cosmetics, medical devices and radiation-emitting products it regulates. Recommended preparation: Enrollment in the MEM Biomedical Entrepreneurship Track. Offered as BIOS 447, HSMC 447, and IIME 447.

BIOS 448. Engineering Statistics for Biosciences. 3 Units.
This course provides an introduction to biostatistics, emphasizing experimental design, analysis of data, and special emphasis on statistical and financial aspects of randomized clinical trials for biomedical applications. There will be a final project involving development of a clinical trial protocol including the experimental design, recruitment and retention strategy, analysis plan and budget. Offered as BIOS 448, HSMC 448, and IIME 445.

BLAW Courses

BLAW 331. Legal Environment of Management. 3 Units.
This course is designed as a survey course in the area of basic business law. It covers the fundamental legal principles and laws that underlie any business decision. The major topics include: contracts, the Uniform Commercial Code (sales), torts, real and intellectual property, business organizations, Securities Regulation and Agency.

BLAW 417. Legal Environment for Managers - M.B.A.. 3 Units.
This course will provide an overview of the legal environment in which business transactions take place. Through coverage of a number of topical areas, the student will be given a broad understanding of how the law impacts upon the daily decisions of managers. More specifically, the student will be better able to identify and understand how the legal issues facilitate or hinder the conduct of business. Topics covered will include contracts, property, products’ liability, employment law, and corporate law. Special emphasis is placed on those regulatory areas of greatest interest to modern business.
ECON Courses

ECON 102. Principles of Microeconomics. 3 Units.
This course is an introduction to microeconomic theory, providing a foundation for future study in economics. In particular, it addresses how individuals and businesses make choices concerning the use of scarce resources, how prices and incomes are determined in competitive markets, and how market power affects the prices and quantities of goods available to society. We will also examine the impact of government intervention in the economy.

ECON 103. Principles of Macroeconomics. 3 Units.
While Microeconomics looks at individual consumers and firms, Macroeconomics looks at the economy as a whole. The focus of this class will be on the business cycle. Unemployment, inflation and national production all change with the business cycle. We will look at how these are measured, their past behavior and at theoretical models that attempt to explain this behavior. We will also look at the role of the Federal Government and the Federal Reserve Bank of the United States in managing the business cycle.

ECON 120. Life After Graduation. 1 Unit.
This is a one-credit seminar intended for freshmen, sophomores and juniors. The purpose of the class is to help students understand what career choices they will have with an economics major. During this course, students will assess their strengths and weaknesses, learn networking tools, and explore the options available to them. The class will meet once a week for an hour. Graduating seniors need to obtain permission to enroll. Students may not earn credit for ECON 120 if they have completed MGMT 250.

ECON 255. Economic History of the United States. 3 Units.
The growth of the American economy from the colonial period to the present. Competing explanations of economic growth; significant attention to the political and legal environment in which the U.S. economy developed; “lessons” of past experience for contemporary policy; some attention to inequality and the changing distribution of wealth and income. Offered as ECON 255 and HSTY 255.

ECON 300. Entrepreneurial Strategy. 3 Units.
This course is designed to show students how to identify potential business opportunities, determine what constitutes a good business model, and to strategically implement a business proposal. Topics of focus include an overview of the entrepreneurial process, determinants of venture success in high tech and other business environments, and strategies for industry entry and venture growth. Offered as ECON 301 and ENTP 301. Prereq: ACCT 101 or ACCT 203. Coreq: At least sophomore standing.

ECON 307. Intermediate Macro Theory. 3 Units.
Macroeconomics studies aggregate indicators of the performance of an economy, most commonly measured in terms of GDP, unemployment rate and inflation rate. An important goal of macroeconomic researchers is to develop a model of an economy that is simple, yet powerful enough to explain the historical trends of these aggregate economic indicators. Needless to say, coming up with a good model has remained a very difficult task. So far, there is no single model that is good enough to coherently explain even the most prominent historical trends of aggregate economic indicators. But several models have been built, each offering insight into a certain aspect of the economy. Throughout the course model building is motivated by real world cases from the American economy. Prereq: ECON 102 and ECON 103.

ECON 308. Intermediate Micro Theory. 3 Units.
This class will give you an overview of microeconomic theory, which forms a basis for much of economic analysis. The main focus of the class will be theoretical, in order to give you a solid foundation for future study in virtually any other field of economics. This includes the theory of how consumers decide what to consume and how firms decide when to stay in business, and how much to produce at what price. Note: a student cannot receive degree credit for both ECON 308 and ECON 309. Prereq: ECON 102.

ECON 309. Intermediate Micro Theory: Math Based. 3 Units.
This course will cover the same topics covered in Economics 102: theory of the consumer, theory of the firm, markets and government intervention in the market. However, we will cover these topics in more detail and we will use calculus in our analysis. You should come away from this course with a greater understanding of how consumers and firms make their decisions and how they interact in the market place. Note: a student cannot receive degree credit for both ECON 308 and ECON 309. Prereq: ECON 102, MATH 121 or MATH 125.

ECON 311. Entrepreneurship and Wealth Creation. 3 Units.
This course teaches students how to find, value, and finance the acquisition of a business, culminating in the class negotiation with a business owner to buy his/her business in a live simulation. Students will be exposed to the concepts and tools needed to successfully acquire a company. Negotiation strategies will be explored. Entrepreneurial Leadership approaches on how to grow and manage the business, once it is owned will also be presented, including how to create a strategic plan. The course also features a real-start up of a business. Student teams will each be given $1000 of seed capital. Learnings include how to select a product, and how to develop and execute a marketing plan. Students will meet top merger-acquisition experts and be exposed to some of Cleveland’s most respected entrepreneurs. Offered as ECON 311 and ENTP 311.

ECON 326. Econometrics. 3 Units.
Econometrics is the application of statistics to empirical economic analysis. One way of testing the validity of economic theories is to gather data and apply statistical tests to see if the data support the theory. These data are usually gathered by observing actual economies, firms and consumers, rather than by performing experiments in a laboratory. Because economic analysts lack the precision and control of the laboratory, they must compensate by adjusting their statistical procedures. In this class, we will concentrate on regression analysis, which is the basic tool of the economic researcher. We will study the assumptions commonly made in the application of this technique, the consequences of violating these assumptions, and the corrections that can be made. Students will have a chance to formulate and test their own hypotheses using econometric software available for personal computers. Recommended preparation: One semester of statistics or consent of instructor. Prereq: ECON 102 and ECON 103 and (STAT 207 or OPRE 207).

ECON 327. Advanced Econometrics. 3 Units.
This class builds on the foundations of applied regression analysis developed in ECON 326. The goal of the class is to equip students with the tools to conduct a causal analysis of a hypothesis in a variety of settings. Topics will include causality, panel and time series data, instrumental variables and quasi-experiments, semi- and non-parametric methods, and treatment evaluation. Prereq: ECON 326.
ECON 328. Experimental Economics. 3 Units.
This course introduces students to the use of experiments by economists to study individual choice behavior, policy, and markets. Students learn methods through exploring the recent experimental literature in fields such as charitable giving, discrimination, incentives, cooperation, self-control, and education. Topics include causality, experimental design, internal and external validity, biases, and inference problems. Prereq: ECON 102.

ECON 329. Game Theory: The Economics of Thinking Strategically. 3 Units.
The term “game theory” refers to the set of tools economists use to think about strategic interactions among small groups of individuals and firms. The primary purpose of this course is to introduce students to the basic concepts of game theory and its applications. The class will stress the use of game theory as a tool for building models of important economic phenomena. The class will also include a number of experiments designed to illustrate the game theoretic results, and to highlight how reality may depart from the theory. The course will stress the value of thinking strategically and provide students with a framework for thinking strategically in their everyday lives. Rather than approaching each strategic situation they encounter as a unique problem, students will be taught to recognize patterns in the situations they face and to generalize from specific experiences. Prereq: ECON 102.

ECON 330. Economic Behavior and Psychology. 3 Units.
This course will cover the relatively new field of Behavioral Economics, also sometimes called “Psychology and Economics.” Behavioral economics involves incorporating insights into economics from other disciplines that enrich the understanding of how people make economic decisions. Most of the crossovers come from the field of psychology, but there is also a growing interest in ideas from sociology and neuroscience. We will cover fundamental concepts related to decision-making, such as how people respond to risk, how people make decisions over time, and the ways in which people really aren’t as selfish as economists sometimes make it seem. We will also discuss empirical work that shows how these concepts affect how economists think about real-world issues. Examples include examining how to set the default options for 401k programs, understanding why people pay for costly gym memberships they do not use, and looking at whether sellers on Ebay use the best possible ending times for their auctions. Prereq: ECON 102.

ECON 332. Economic Analysis of Labor Markets. 3 Units.
This course is about the economics of work and pay. We will take a comprehensive look at labor markets in the U.S. and other advanced countries and examine related social policy issues. This will include the effect of unions on wages, the underpinnings of the income distribution of the U.S., issues of poverty and welfare, discrimination and wage differential by gender and race, the relationship between work and family, education as a determinant of wages, and the way firms use wage and employment practices to motivate their employees to work productively. What makes labor economics special is that the commodity we examine is human labor, something that is central to the organization of our lives and the functioning of the economy. Labor economics thus applies the standard neoclassical model of demand, supply, and equilibrium to many areas that also have a profound human dimension. Prereq: ECON 102.

ECON 333. The Economics of Organizations and Employment Relationships. 3 Units.
Organizational Economics is the study of effective organizational design and management. It applies the powerful tools of modern economics to such questions as: what are the practices and structures that make for successful firms? Why are successful firms able to excel at some things (think Microsoft and word processors and spreadsheets) but not at other things (think Microsoft and web-based search)? Fundamentally organizations are human enterprises and their performance is driven by the people they employ. For this reason a good deal of organizational economics is concerned with how firms structure relationships with their employees. One of the important benefits students gain from studying organizational economics is a rigorous and logical framework for thinking about their jobs and careers. By applying this framework to many different real world settings, students become adept at translating general insights to their specific concerns. Organizational economics is built upon a hybrid approach to human behavior that draws from economics and social psychology. From economics, we take the idea that individuals can skillfully use the resources and information at their disposal to achieve their goals. From social psychology we take the idea that individual pursuit of their interests is complicated by the emotions, impulses, and cognitive biases built into human brains. The economic emphasis on goals implies that successful organizations must structure incentives and design jobs in ways that are consistent with the interests of employees. The psychological approach implies that successful organizations must also adopt motivational strategies that appeal to both the rational and non-rational drivers of human behavior. Prereq: ECON 102.

ECON 341. Money and Banking. 3 Units.
This course emphasizes the importance of financial markets, the nature and role of the financial system, and the linkages between these--money and banking--and the economy. Emphasis is placed on both theoretical and practical constructs, on major innovations and contemporary changes, and the closely intertwined condition of financial and economic systems with monetary and fiscal policy. Offered as BAFI 341 and ECON 341.

ECON 342. Public Finance. 3 Units.
Government intervention is a pervasive feature of every modern economy. The goal of this course is to develop the economic tools for understanding and evaluating a wide range of government behaviors such as taxation and redistribution policy, the public provision of goods and services, and the regulation of private markets. ECON 342 begins by considering “market failures” that justify government intervention in a market economy. To respond to such failures, governments must raise revenues through taxation. Using the tools of microeconomic theory, we will develop a framework for thinking about the positive and normative effects of alternative forms of taxation. Particular attention will be paid to the individual income tax in the U.S., allowing students to understand the efficiency, distributional and behavioral implications of recent changes in the tax code. We will then turn to the expenditure side of the public sector. The economic principles used to evaluate public expenditures will be discussed and exemplified through the analysis of significant public programs. Of particular interest will be the effect of public programs on the incentives faced by workers and families. Offered as BAFI 342 and ECON 342. Prereq: ECON 102.
ECON 343. Economics of State and Local Governments. 3 Units.
This course uses economic analysis to gain insight in the U.S. system of state and local governments. In the case of local governments, unlike the familiar case of the U.S. government, people often display their displeasure with the government’s actions by leaving rather than by voting against the incumbents. A careful consideration of the circumstances under which people will choose “exit” (moving out) over “voice” (voting) is central to the course. We’ll also examine economic theories of why people vote and how people vote. We consider a broad range of policy issues. Among them are school finance, zoning, local government economic development policies, lotteries, and affordable housing policy. Of course, we also analyze the full range of state and local government taxes, including the property tax, personal income tax, corporate income tax, and sales tax. Prereq: ECON 102 or consent of instructor.

ECON 346. Economic Perspectives. 3 Units.
This course examines important contemporary and historical issues from an economic perspective. It enables students to think about the world “like an economist.” Possible topics of current interest include the transformation of Eastern Europe, ethnic and racial strife, environmental policy and sustainable development, and professional sports.

ECON 350. World Economic History: From Poverty to Prosperity. 3 Units.
The average person living in the industrialized world today has 10-20 times the annual income of his or her forbearers in 1800 and a much longer lifespan. What explains the massive increases in living standards for residents of the industrialized world? The average person living in Africa today has roughly the same if not less annual income than in 1800. Why haven’t all the world’s people seen a similar increase in living standards since 1800? These questions are the central themes of this course on the evolution of the world economy over the past millennium. Highlights of the class will include the pre-1800 Malthusian economy, the industrial revolution and its spread, 19th and 20th century globalization booms, and the development successes and failures of the 20th century. Prereq: ECON 102.

ECON 364. Economic Analysis of Business Strategies. 3 Units.
This course examines how companies compete against each other and interact with customers in an effort to increase profits. Topics include: pricing strategies, product differentiation, advertising, R&D strategies, bundling and tie-ins, entry barriers, mergers and acquisitions, collusion and cartels, the dynamics of network industries (e.g. information technology), and technology adoption and diffusion. The course will take two complementary perspectives. First, we will consider the point of view of companies, and ask how different business strategies can affect competitive success. Second, we will consider the perspective of consumers and policymakers: we will ask whether different firm strategies enhance or reduce social welfare, and will explore different policy options to increase welfare (e.g. antitrust policies, patent systems). The first part of the course will utilize a range of basic economic tools. In the second part of the course, we will apply what was learned in the first part to real examples of firms and industries, including both business and legal cases. Prereq: ECON 102.

ECON 367. Energy Economics and Engineering Solutions. 3 Units.
This course examines the economics of markets for various energy sources, and the potential of emerging technologies to alter the market outcomes. We will look at why energy markets have historically been subject to extensive government intervention. We will analyze the effects of traditional policy measures such as price controls and regulation; and we will examine current policy issues arising from the relationships among energy use, economic growth, and the environment. Prereq: ECON 102.

ECON 368. Environmental Economics. 3 Units.
This course will use economic theory as an aid to understanding environmental problems and their solutions. We will start with a study of the firm. Once we have developed an understanding of firms’ incentives to pollute and overexploit natural resources, we will learn how various economic policies can change these incentives and thus prevent environmental degradation. Thereafter, we will evaluate the efficiency of these economic policies. Finally, we will apply our theoretical analysis to specific environmental problems. Prereq: ECON 102.

ECON 369. Economics of Technological Innovation and Entrepreneurship. 3 Units.
This course is designed to help students identify, evaluate, and obtain control over technological opportunities so they may successfully understand the challenges of starting new companies. The course focuses on four themes: 1) the source, discovery and evaluation of technological opportunities; 2) the process of organizing a new firm to produce new technology that satisfies the needs of customers; 3) the acquisition of financial and human resources necessary to exploit technological opportunities; and 4) the development of mechanism to appreciate the returns from exploitation of technological opportunities. Prereq: ECON 102.

ECON 372. International Finance. 3 Units.
This course deals with open-economy macroeconomics and international financial markets, covering open-economy national income analysis, international macroeconomic policy coordination, exchange rate determination, foreign portfolio investment, and global financial crises. Offered as BAFI 372 and ECON 372. Prereq: ECON 102 and ECON 103.

ECON 373. International Trade. 3 Units.
This course deals with international trade theories and policies, covering gains from and patterns of trade, immigration, foreign direct investment, protectionism, multilateral trade liberalization, regionalism, and the costs and benefits of globalization within as well as among nations. Prereq: ECON 102 and ECON 103.
ECON 375. Economics of Developing Countries. 3 Units.
This course focuses on international aspects of economic development. The term "developing country" is often defined as a country that exhibits low per capita income, high poverty level, low level of industrialization, or low life expectancy. In terms of size, the developing countries make up at least three-fourth of the world population. Why do we study those countries' economies separately from the industrialized economies? In fact, low economic growth, high unemployment, or high poverty rates also exist in many developed countries. The differences lie not in the types of problems but in the causes of these problems. In addition, differences in the kind of institutions that prevail in developing countries also lead to different policy prescriptions. Among developing countries, differences in historical experience, cultural practices, political institutions and economic conditions are also enormous. Illustrations and explanations of those differences are provided from a wide range of developing countries. Prereq: ECON 102 and ECON 103.

ECON 376. Inside the Financial Crisis. 3 Units.
This is a case study in the events surrounding the 2007 global financial crisis. The course will build from fundamental economic concepts into a comprehensive analysis of the elements which led to the collapse and the contemporary policy debates about the recovery. The background for debate will come from an analysis of: Housing and housing finance, bank runs and Bear Sterns, mortgage backed securities and toxic asset purchases. The course will then examine major components of the Dodd-Frank Act and enable students to assess whether the act will address the causes of the 2007 crisis and more importantly establish the conditions to prevent a future crisis. Prereq: ECON 102 and ECON 103.

ECON 378. Health Care Economics. 3 Units.
The health care industry is the fastest growing sector of the U.S. economy, with expenditures on health care now accounting for over 14% of total GDP. Because of its complexity and sheer size, the health care industry affects virtually every facet of the economy including labor productivity, income distribution and international competitiveness. The goal of ECON 378 is to apply the tools of economic analysis to develop students' understanding of health care markets and related public policy issues. The course begins with an overview of the health care system in the U.S. with attention to disturbing statistics that have inspired calls for reform. Students will tackle big questions posed by the history of the American economy during the 20th century. These questions cover the spectrum of economic life and scholarship, from finance and technology to human capital and gender. Students form teams to tackle an important question developed in consultation with the instructor. Each team will be responsible for educating the class on their research findings through researching and delivering a class-length presentation and preparing readings and exam questions. Students will produce an individual final paper related to their team's topic that expresses their own scholarly perspective and interest. Prereq: Junior or Senior standing.

ECON 386. Urban Economics. 3 Units.
Microeconomic theory as taught in principles (and even intermediate) does not usually take into account the fact that goods, people, and information must travel in order to interact. Rather, markets are implicitly modeled as if everyone and everything is at a single point in space. In the first part of the course, we will examine the implications of spatial location for economic analysis. In the second part of the class, we will use microeconomic tools to understand urban problems. Topics that we will cover include urban growth, suburbanization, land use, poverty, housing, local government, transportation, education, and crime. Prereq: ECON 102.

ECON 391. Advanced Topics and Writing in Economics. 3 Units.
This course is characterized by intense yet open-ended intellectual inquiry, guided by reading from primary and secondary sources, and will include extensive practice in written and oral communication. The focus will be on contemporary economic issues and scholarship, and assumes a high level of ability in undergraduate economics training. Specifically, this course provides an avenue for an intellectual discourse on some of the most challenging present day economic issues, and we will rigorously think and write about how economic concepts can be applied to virtually any topic, issue and event in the social world. Students will be challenged throughout the course to think and write like an economist and see the world through the economist's lens. Prereq: ECON 308 or ECON 309 and ECON 326 and junior or senior standing.

ECON 395. The Economy in the American Century. 3 Units.
This class provides an approved SAGES capstone experience for economics majors. It uses American economic history as an arena for a culminating application of the diverse knowledge and skills students have acquired during their undergraduate careers. The twentieth century American economy was shaped by a series of transformations that make our lives profoundly different from those lived by Americans in 1900. Attempting to understand these transformations has shaped the discipline of economics. Events and processes such as mass migration, the Great Depression, the growth of women's participation in the workforce, and suburbanization generated questions that economists developed theories and bodies of empirical evidence to answer. Students will synthesize knowledge accumulated in their prior undergraduate study to tackle big questions posed by the history of the American economy during the 20th century. These questions cover the spectrum of economic life and scholarship, from finance and technology to human capital and gender. Students form teams to tackle an important question developed in consultation with the instructor. Each team will be responsible for educating the class on their research findings through researching and delivering a class-length presentation and preparing readings and exam questions. Students will produce an individual final paper related to their team's topic that expresses their own scholarly perspective and interest. Prereq: Junior or Senior standing.

ECON 397. Honors Research I. 3 Units.
All students admitted to the Honors Program will undertake an independent research project (Senior Thesis) under the guidance of a faculty member (Thesis Advisor). ECON 397 is used to define the topic, review relevant literature, formulate hypotheses, and collect appropriate data toward completing their research project. Students will have the responsibility of providing regular progress reports to their thesis advisor highlighting the work accomplished to date, the immediate challenges confronting them, and a plan to complete the project in the time remaining. Prereq: ECON 102, ECON 103, ECON 326 and ECON 308 or ECON 309; Junior standing and minimum GPA of 3.3 in ECON major and 3.0 overall.

ECON 398. Honors Research II. 1 - 3 Unit.
This is the second course in a two course sequence to complete the Honors Research Program in Economics. Prereq: A grade of B or higher in ECON 397.

ECON 399. Individual Readings and Research. 1 - 6 Unit.
Intensive examination of a topic selected by the student.
ECON 403. Economics for Management. 3 Units.
This course surveys the basic principles of micro and macroeconomics. Topics covered in microeconomics include supply and demand, the theory of production and costs, market structures and factor markets. Macroeconomics topics are the national incomes accounts, the determination of national income, employment and inflation, fiscal and monetary policies and international trade.

ECON 403A. Economics. 1 Unit.
This course serves as a review of economic principles and an introduction to the use of economics in the management setting. Basic economic concepts will be demonstrated by analyzing economic issues and policies relating to the environment in which organizations function. Economic analysis will be demonstrated with reference to particular decisions confronted by firms, including game theory. Prereq: Open to ACL-MBA students.

ECON 421. Health Economics and Strategy. 3 Units.
This course has evolved from a theory-oriented emphasis to a course that utilizes economic principles to explore such issues as health care pricing, anti-trust enforcement and hospital mergers, choices in adoption of managed care contracts by physician groups, and the like. Instruction style and in-class group project focus on making strategic decisions. The course is directed for a general audience, not just for students and concentration in health systems management. Offered as ECON 421, HSMC 421, and MPHP 421. Prereq: ECON 403 or MBAC 512 or MBAP 406.

ECON 431. Economics of Negotiation and Conflict Resolution. 3 Units.
Students frequently enroll in a negotiation class with one thought in mind--negotiating a better job offer from an employer. They soon learn, however, that negotiation skills can do far more than improve a pay check. Negotiations occur everywhere: in marriages, in divorces, in small work teams, in large organizations, in getting a job, in losing a job, in deal making, in decision making, in board rooms, and in court rooms. The remarkable thing about negotiations is that, wherever they occur, they are governed by similar principles. The current wave of corporate restructuring makes the study of negotiations especially important for M.B.A.s. Mergers, acquisitions, downsizing and joint ventures call into question well established business and employment relationships. Navigating these choppy waters by building new relationships requires negotiation skills. The increased stress on quality and other hard-to-measure aspects of relationships with customers and suppliers makes the process of negotiation even more complex and subtle. For these reasons, negotiation classes have taken center stage in the study of management. Every major business school now offers classes in negotiation and these classes are overflowing with students. Offered as ECON 431 and LHRP 413.

ECON 464. Technology Entrepreneurship. 3 Units.
This course is designed to help students to identify, evaluate, and obtain control over technology opportunities that they can successfully exploit by starting new companies. The course focuses on four themes: (1) the source, discovery, and evaluation of technological opportunities, (2) the process of organizing innovation to produce new technology that satisfies the needs of customers, (3) the different mechanisms available to appropriate the returns from the exploitation of technological opportunities, and (4) the differences between opportunities and approaches that are valuable and sustainable for independent entrepreneurs and large firms. Students taking this course may not receive credit for both ECON 464 and ENTP 441. Offered as ECON 464 and ENTP 464.

ECON 474. International Trade. 3 Units.
This course deals with the causes and effects of international trade and investment. Its coverage includes the global and regional commercial agreements and institutions that affect the international business environment. The European Union, the North American Free Trade Agreement, and the World Trade Organization are treated extensively. Prereq: ECON 403.

ECON 486. Value Creation Through Real Estate. 3 Units.
Introduction to economic analysis of real estate markets, with focus on development of urban land. Introduction to financial instruments used in development, and to the role of government in facilitating and constraining the use of real property. Prereq: ECON 403.

ECON 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

ECON 526. Advanced Econometrics. 3 Units.
This course focuses on the theoretical underpinning of multivariate regression analysis. The course also develops practical applications of econometric analysis. The course also introduces students to more advanced topics including discrete choice analysis, instrumental variables, and time-series methods.

ECON 601. Special Problems and Readings. 1 - 18 Unit.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

ECON 701. Dissertation Ph.D.. 1 - 18 Unit.
Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

EDMP Courses
EDMP 610. Culture and World Politics. 3 Units.
Religion, ethnicity, and nationalism have assumed major political significance in the post Cold-War and post-9/11 eras. The course examines ideas of political democracy and economic liberalism in relation to different cultural and religious ideas and explores relationships among social values, political structures, and economics. Prereq: Must be enrolled in the DM Program.
EDMP 611. Theory and Practice of Collective Action. 3 Units.
The ability of autonomous and interdependent parties to coordinate actions, or to act cooperatively, affects a wide range of organizational and social problems. This course addresses the theory and practice of collective action in local, national, and global contexts. Case studies of collective action problems, such as environmental protection, community revitalization, and the mobilization of interest groups will be discussed.

EDMP 613. Leading Change. 3 Units.
Change is an enigma and yet sustained, desirable change (SDC) drives adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: What is the process of sustained, desirable change? and What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Leadership and its development will be examined by studying a number of topics and applying them to three major case studies: (1) yourself; (2) practice coaching with compassion; and (3) a major change project. This course will explore questions, such as: Who are effective leaders? How do they think and act? What makes us want to follow them? How are leaders developed? What is the role of emotional and social intelligence? How does a leader’s mind, body, heart, and spirit affect their performance?

EDMP 614. Business as an Evolving Complex System. 3 Units.
The goal of this course is to provide a foundation for understanding how business systems evolve, why the business systems in the major advanced countries have evolved differently over the last 100 years or so, and what the underlying driving forces are. The focus is on transformation rather than economic growth. The course examines the evolution of business systems as a result of technological and organizational change. It deals with the role of history, culture and finance in generating business organizations in various countries. The course also studies the emergence of regional innovation systems and industry clusters, as well as how digitization and globalization are changing the “industrial logic.”

EDMP 616. Global Economic Systems and Issues. 3 Units.
This course provides a framework and analytical tools for understanding globalization and international economic relations in the context of the global political system. It analyzes the economic and political forces that are shaping global cooperation on economic matters, the role and impact of international economic institutions such as the World Bank, the International Monetary Fund, and the World Trade Organization, and evolving forms of regional governance, such as the European Union. It covers national and international policies and development and the causes and cures of international financial crises. The course revolves around concepts of efficiency, equality, power, and institutions in the making of public policy towards globalization of communications and transportation. Prereq: EDMP 665.

EDMP 617. Technology and Social System Design. 3 Units.
Managers are designers who shape the social and technical world we inhabit. This course explores the process of design and asks how managers can become better designers and interventionists who anticipate and evaluate the social, economic, and political consequences of existing and emerging products, processes, and organizational forms.

EDMP 627. Applied Research IV. 3 - 9 Units.
(See EDMP 621.)

EDMP 638. Qualitative Inquiry I. 3 Units.
This course explores ways to conceptualize an object of study and facilitates formulation of students’ conceptual work and production of research reports at the end of the first year of the program. The course conveys how to generate research ideas by critically reviewing literature and developing ideas that contribute to a problem or issue of interest by working with theory and extending previous research. The practicality of conducting certain kinds of research is evaluated and length, intensity and ethical constraints of different research efforts are examined. Each student produces a report communicating and supporting a conceptualization of the phenomenon of interest involving independent, mediating and dependent variables. The paper defines a problem of practice, presents, both visually and in narrative form, concepts shaped by field experience and prior writing that promote understanding of the problem, and includes a research proposal describing sample, data collection and data analysis.

EDMP 640. Social Ethics: Contemporary Issues. 3 Units.
The course draws upon intellectual ancestors and current thinkers in moral philosophy and ethics to assist each student in identifying, analyzing, and discussing social and ethical questions pertaining to the definition and purpose of contemporary life, the need for moral coherence, and the meaning of life in a global society. The unifying theme of the course is Tolstoy’s question, “How then shall we live?” The course does not seek to provide answers to the great questions of life. Rather, it tries to expand each student’s capacity to grapple with such questions. Prereq: Must be enrolled in the DM Program.

EDMP 641. Qualitative Inquiry II. 3 Units.
This course guides the student in conducting the qualitative research project that was proposed in EDMP 638. Fieldwork and initial analysis is conducted during the summer when data based on semi-structure interviews is collected and analysis begins using inductive coding techniques. A summer residency is held in mid-June to assess progress as final data collection and analysis continues. The aim of the fall semester is to prepare a formal research report on that project, which will be submitted to an academic research conference. The final report includes a revision of one’s conceptual model, integrating new understandings and literature arising from the data collection and analysis. Prereq: EDMP 638.

EDMP 642. Directed Studies Seminar. 1 - 9 Unit.
At different times during the Program, EDM students register for Directed Studies courses. The purpose of these courses is to recognize the work the students are doing to conduct and present their individualized research at a high quality level. Activities conducted under the Directed Studies courses are dedicated to the collection of qualitative or quantitative data and the preparation of research reports.

EDMP 643. Measuring Business Behaviors and Structures. 3 Units.
This course aims to develop the basic foundations and skills for designing and executing generalizable studies. It focuses on building competence in model building, construct measurement, research design, data collection methodologies, and application of analytical software commonly involved in quantitative inquiry. Covered topics include framing research questions, reliability and validity of measurement, quasi-experimental research design, and fieldwork for data collection. Courses are designed to balance between the theory and practice of quantitative research design, and will be linked to the participant’s own research projects. Prereq: EDMP 641.
EDMP 644. Multivariate Data Analysis. 2 Units.
Building on instruction in univariate statistics, this course covers the fundamental assumptions, principles, and applications of multiple regression and structural equation modeling methodologies for analyzing quantitative data. It focuses on building competence in analytical skills for testing hypotheses guided by a conceptually sound and pragmatically useful model of some real world phenomenon. Analytical software used include SPSS and AMOS. Prereq: EDMP 641.

EDMP 645. Integration of Qualitative and Quantitative Inquiry. 3 Units.
Using the mixed method research toolkit developed in previous courses, this course focuses on critically analyzing selected pieces of published applied and policy research to develop a critical appreciation of issues and debates that have wide applicability and relevance. In particular, it offers students ways to integrate and triangulate using a mixed method approach, different forms of evidence, and related evidence. In addition, this course addresses common method choice and justification issues and related challenges of validity and theory formulation that typically arise during the students’ execution of a series of individual research projects. Application of critical analysis and appreciation approach in justifying mixed methods designs to the student’s own research work is encouraged and supported by sharing and discussing common research and methodology themes and problems. Prereq: Must be enrolled in the DM Program.

EDMP 646. Advanced Analytical Methods for Generalizing Research. 3 Units.
This course addresses advanced topics in regression and structural equation modeling such as latent growth curve models, partial least squares, logit models, tests for various types of invariance, multiple-group analysis, multilevel analysis, and analyzing qualitative/categorical data. These analytical methods are intended to enhance the student’s toolkit as to facilitate a strong bridge to the academic literature and the application to specific data based problems that arise in applied managerial research.

EDMP 647. Introduction to Statistics. 1 Unit.
This course introduces basic statistical concepts and their application in social research building, elementary statistical methods and applications, descriptive statistics, random variables, sampling distribution, estimation, hypothesis tests. The course also provides an introduction to data analysis using SPSS computer software.

EDMP 648. Causal Analysis of Business Problems I. 3 Units.
Model Building & Validation I introduces fundamental concepts in theory-based model building and validation. In this course students will develop, explore, refine and validate a range of models appropriate for addressing their problem of practice including classification models, process models, variance models, and articulating nomological networks. In particular, the course will focus on effective conceptualizations of causation, control, mediation, and moderation. Further, foundational statistical techniques such as tests of assumptions of the data, exploratory factor analysis, and regression and path analysis will be introduced. Prereq: Must be enrolled in the DM Program.

EDMP 649. Causal Analysis of Business Problems II. 3 Units.
Building upon the first course in Model Building & Validation, this course will guide students through the theoretically-grounded variance models that are required for testing through structural equation modeling (SEM) in the quantitative portion of their research. Fundamental concepts in model testing will be reinforced using path analysis, and will include a deeper exploration of moderation by addressing topics such as moderated mediation and interaction effects. Beyond the analysis the course will emphasize precise and accurate formulation of theoretical models and associated reasoning, as well as careful interpretation of findings. The class will also delve into testing of data assumptions and prepare students for the model testing portion of their capstone assignments. Prereq: Must be enrolled in the DM Program.

EDMP 660. Directed Studies: Qualitative Fieldwork. 1 - 3 Unit.
This course is part of the qualitative research sequence which began with EDMP 638, Qualitative Research Methods I. In this qualitative fieldwork course, students will conduct a series of interviews based on the research proposal and interview guide which they developed in EDMP 638. Students are expected to complete their interviews and work with faculty to begin initial analysis of the interview data.

EDMP 661. Directed Studies: Qualitative Research Report Preparation. 1 - 3 Unit.
This course is dedicated to individualized student research. Student research objectives and plans are implemented through qualitative and quantitative fieldwork, report preparation, and manuscript development and submission.

EDMP 662. Directed Studies: Quantitative Fieldwork. 1 - 3 Unit.
This course is dedicated to the design, development and execution of the student’s individualized research work. Each student will be expected to develop a proposal for research work that aims to empirically test a conceptual model to address a significant substantive problem. Following faculty approval and feedback, each student will be expected to conduct field work for data collection in accord with a research design that yields high quality data. Completion of the course requirements will rest on the satisfactory completion the fieldwork as per guidelines provided in the course.

This course is dedicated to the execution and completion of student’s individualized research work. Each student will be expected to execute a research study to provide reliable and valid conclusions using rigorous quantitative methodologies and write a publishable quality paper for submission to faculty for approval. It is highly desired that student papers be submitted for presentation and publication at appropriate academic and/or practitioner outlets. Completion of the course requirements will rest on the satisfactory completion and submission of the research paper as per guidelines provided in the course.
EDMP 664. Knowledge Dissemination to Influence Managerial Practice. 3 Units.
The aim of this course is twofold. First, it supports students organizing and writing their DM thesis overview or their PhD thesis proposal. Also discussed are ways to organize and communicate in scientific genres, their aims and their generic properties. Secondly, students become acquainted with scientific communication and publishing. Effective reviewing, criteria for judging articles and theses, management of review processes, and how to communicate and respond to reviews are topics discussed. The course also addresses publication strategies and ways of managing and communicating scientific and managerial knowledge to different stakeholders. Prereq: Must be enrolled in the DM Program.

EDMP 665. Introduction to Research Inquiry. 3 Units.
This course begins participants' three-year research experience. Energized by one's personal passion and commitment to the topic, we seek for the work to be accomplished at a level that makes it worthy of widespread dissemination and influence as engaged scholars. The goal in this course is to prepare students to develop their minds as scholars by understanding the world of research; develop a research identity by identifying one’s research domain; learn to read academic literature and write in a scholarly way; work with academic literature to identify and digest concepts and theories that inform research on that problem; begin to develop a conceptual model that abstracts how the world may function in that problem domain and points to a research question that can guide the next stage of the research. The final deliverable for this course is to present the research topic with substantiation for its significance, relevance, and timeliness in the management field. This would include the research question(s); the literature review; and proposed qualitative methodology and analytical approach(es).

EDMP 671. Design and Sustainable Systems. 3 Units.
The goal of this course is to introduce doctoral students to the nature and practice of design as a strategy of inquiry as well as a mode of action in addressing the problems of creating and managing sustainable human systems. The objectives are (1) to introduce the conceptual framework of design, (2) the nature of human interaction as seen from the perspective of design, (3) the intellectual and practical strategies of design, (4) the methods and techniques of design that are relevant to the study and design of sustainable human systems, and (5) the nature of "wicked problems" and the ethical issues of design, with special attention to the place of human dignity in the design of sustainable systems. The course will employ key elements of the literature of design, close reading and discussion, and exercises that explore the concepts and methods of design. Prereq: Must be enrolled in the DM Program.

EDMP 672. Sustainability and Social Value Creation. 3 Units.
This course is designed to galvanize new visions of business and society, as well as organizational leadership. The course is born of a conviction that the future of human society and the natural world is intimately linked to the future of the world economy, business enterprises, and management education. The course presentations, books, dialogues, and interview projects are organized around three themes: (1) the state of the world and the economics possibilities of our time, (2) the business case for understanding business as an agent of world benefit—how business performance can profit from current and future advances in sustainable design and social entrepreneurship; and (3) tools for becoming a change leader—including the methods of Appreciative Inquiry and new insights about "strength-based" change emerging from the science of human strengths. The overarching aim is to provide a powerful introduction to the many facets of sustainable value creation as a complete managerial approach. Prereq: Must be enrolled in the DM Program.

EDMP 673. Understanding, Designing, Managing Complex Systems. 3 Units.
The purpose of this course is to provide a perspective on systems thinking and complex systems and aid PhD students in expanding the ideas in their research on systems, systems models, and complex systems. The work of the course will develop with increasingly difficult books on the subject of complex systems, a major case study in health care, and individual applications of the concepts to their potential research model and methods. Prereq: Must be enrolled in the DM Program.

EDMP 678. Effectiveness of Institutional, Individual and Organizational Decision Making. 3 Units.
This course introduces students to research on individual judgment and decision making. Drawing insights from research in economics, political science, psychology, management, and sociology, behavioral decision making and judgment is the study of how-why-when people make decisions. Sessions introduce and explore the discipline. Along with a historical review of the literature, the general topics of emotion, experience, self control, and motivation are introduced. Behavioral finance is a topic specifically used as the lens through which individual, group, and firm decision making and judgment are analyzed. Designed to expose the student to a number of academic theories which may be incorporated into their second year paper, this course will also allow the student to experience a deeper dive into the particulars of academic literature including research design, literature reviews, discussion and dissemination, etc. This course will employ an integrated learning format. Lectures, group projects, written assignments, etc. will be used throughout this semester. Prereq: Must be enrolled in the DM Program.

EDMP 680. Conflict & Cooperation in the Global Arena. 3 Units.
The global arena is described by some as a realm of perpetual conflict. Others argue that given the right institutions and incentives, international actors can find ways to achieve cooperation, peace and increased global prosperity. Still others suggest that the international political and economic arena is "what you make of it"—emphasizing the role of norms, identities and ideas in shaping international outcomes. This course will examine both theoretical and policy perspectives regarding the question of international conflict and cooperation, with a specific emphasis on drawing on insights from collective action theory and international relations scholarship. Prereq: Must be enrolled in the DM Program.
Program participants who have not successfully completed their Applied Research Projects before the start of the fall semester following their third year of enrollment in the E.D.M. Program will have seven years from the date of their initial matriculation into the Program to complete degree requirements. If their work continues beyond the normal 54 credit hours of designed courses, they will register for Applied Research Project Continuation. Continuation credits may also be used for students enrolling in the Program after August 2000, who have not completed their required course work and research requirements within the Program's required 54 semester credit hours. Prereq: EDMP 665.

EMBA Courses

EMBA 417. TEAMS. 1 Unit.
This course enables the formation of E.M.B.A. study groups and classroom learning environment by introducing participants to their adult learning styles, models of group decision-making, theories of team development and rules of engagement for effective learning teams. Prereq: E.M.B.A. students only.

EMBA 436. Accounting for Business Executives. 3 Units.
This course is an introduction to financial and managerial accounting, rather than a course in introductory accounting. This course is designed for the business professional and is intended to prepare the student to use the information prepared by accountants. It will not dwell in detail on the technical aspects of accounting or bookkeeping. In addition, this course is designed to help the student become an effective user of cost information, from the perspective of parties internal to the firm. This aspect of accounting is a compilation of techniques rather than a set of rules. Since the information is for private use, the goal is to create the most meaningful and useful data for use by managers. Assignments will be designed to develop the student's ability to analyze and interpret accounting data and to more effectively utilize accounting data in day to day business decisions. Finally, this course is intended to strengthen abilities to identify problems and opportunities, to search out and analyze desired information leading to a well-reasoned conclusion, and to perform sensitivity analysis around that conclusion, using financial information. Prereq: E.M.B.A. candidates only.

EMBA 437. Economic Analysis for Managers. 3 Units.
This course, which is limited to students in the Executive M.B.A. program, explores the basic elements of the economic system which the executive needs to know in order to understand how the firm interacts with the system and how economic factors affect decision making. Prereq: E.M.B.A. candidates only.

EMBA 437B. Economic Analysis for Managers. 1.5 Unit.
This course, which is limited to students in the Executive M.B.A. program, explores the basic elements of the economic system which the executive needs to know in order to understand how the firm interacts with the system and how economic factors affect decision making. Prereq: EMBA 437A

EMBA 438A. Business Statistics and Quantitative Analysis. 1.5 Unit.
In this course, students study the use of modern quantitative and business statistics to support the executive decision-making process. With the help of computer software, the models examined assist in describing and analyzing problems and suggesting possible managerial actions. The techniques discussed include tools for decision making under uncertainty including regression analysis. This course is part of a two (2) course sequence. Prereq: E.M.B.A. candidates only.

EMBA 438B. Business Statistics and Quantitative Analysis. 1.5 Unit.
In this course, students study the use of modern quantitative and business statistics to support the executive decision-making process. With the help of computer software, the models examined assist in describing and analyzing problems and suggesting possible managerial actions. The techniques discussed include tools for decision making under uncertainty including regression analysis. This course is part of a two (2) course sequence. Prereq: EMBA 438A

EMBA 439. Corporate Finance. 3 Units.
The central organizing principle of this course is to familiarize the class with the basics of valuation. This first course in finance introduces the tools and methods employed in valuation of projects and corporate securities. Valuation involves the determination of (i) cash flows of the firm, project or financial assets and (ii) the discount rates that are used to compute the present values of the cash flows. Asset pricing models provide the underpinnings for the development of the discount rates. The material is synthesized in capital budgeting exercises which are cost-benefit analyses of capital project cash flows to evaluate whether they are value enhancing. Prereq: E.M.B.A. candidates only.

EMBA 439B. Corporate Finance. 1.5 Unit.
The central organizing principle of this course is to familiarize the class with the basics of valuation. The first course in finance introduces the tools and methods employed in valuation of projects and corporate securities. Valuation involves the determination of (i) cash flows of the firm, project or financial assets for (ii) the discount rates that are used to compute the present values of the cash flows. Asset pricing models provide the underpinnings for the development of the discount rate. The material is synthesized in capital budgeting exercises which are cost-benefit analyses of capital project cash flows to evaluate whether they are value enhancing. Prereq: EMBA 439A

EMBA 441A. Leading Change: Self. 2 Units.
The primary objective of Leading Change: Self is to learn a method for assessing your knowledge, abilities, values, and interests relevant to leadership and executive management so that you will be able to develop and implement a plan for enhancing your leadership and executive capability throughout your career and life. The enabling objectives are: (a) To systematically identify your current and desired capability (i.e., knowledge, abilities, values, and interests); (b) To develop an individualized learning agenda and plan for the next 3-5 years; and (c) To explore techniques to assist others in doing the same. This course will explore questions, such as: Who are effective leaders? How are they different than managers? How do they think and act? What makes us want to follow them? How are leaders developed? How can people help others become effective leaders? What type of leader do I want to be? And, what can I do to become that type of leader? This course is part of a two (2) course sequence. Prereq: E.M.B.A. candidates only.
EMBA 441B. Leading Change: Self. 1 Unit.
The primary objective of Leading Change: Self is to learn a method for assessing your knowledge, abilities, values, and interests relevant to leadership and executive management so that you will be able to develop and implement a plan for enhancing your leadership and executive capability throughout your career and life. The enabling objectives are: (a) To systematically identify your current and desired capability (i.e., knowledge, abilities, values, and interests); (b) To develop an individualized learning agenda and plan for the next 3-5 years; and (c) To explore techniques to assist others in doing the same. This course will explore questions, such as: Who are effective leaders? How are they different than managers? How do they think and act? What makes us want to follow them? How are leaders developed? How can people help others become effective leaders? What type of leader do I want to be? And, what can I do to become that type of leader? The course will take place over two semesters. This course is part of a two (2) course sequence. Prereq: EMBA 441A.

EMBA 442. Innovation. 3 Units.
Organizations are under continuous pressure to be efficient and productive in order to generate (often short-term) profit. At the same time they must innovate to remain competitive in the long-term. Innovation involves the generation, development, and delivery of new products, processes, or businesses. Intrapreneurs are those who can successfully bring new ideas to fruition in established organizations. Innovation in the context of an established organization requires that intrapreneurs fundamentally understand the dynamics of innovation and innovation management. This course introduces fundamental concepts associated with innovation in the context of an established organization. Prereq: E.M.B.A. candidates only.

EMBA 443. Supply Chain Management. 3 Units.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques and information that are helpful to the practice of management in general and at any level. We will discuss commonly occurring application problems such as process analysis, inventory control, quality management, just-in-time concepts, etc. The field of operations management was originally concerned with manufacturing systems. But many of the same ideas apply, and the same trade-offs are present, in service organizations like health care, insurance, hotel-management, airlines and government related operations. Several manufacturing and non-manufacturing environments will be discussed explicitly, and the emphasis will be on the fundamentals of the operations function in an organization. Also we will explore the interface of operations management with other functional areas such as marketing, finance, accounting, etc. Prereq: E.M.B.A. candidates only.

EMBA 443B. Supply Chain Management and International Experience. 1.5 Unit.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques and information that are helpful to the practice of management in general and at any level. We will discuss commonly occurring application problems such as process analysis, inventory control, quality management, just-in-time concepts, etc. The field of operations management was originally concerned with manufacturing systems. But many of the same ideas apply, and the same trade-offs are present, in service organizations like health care, insurance, hotel-management, airlines and government related operations. Several manufacturing and non-manufacturing environments will be discussed explicitly, and the emphasis will be on the fundamentals of the operations function in an organization. Also we will explore the interface of operations management with other functional areas such as marketing, finance, accounting, etc. Prereq: E.M.B.A. candidates only.

EMBA 444. Expanding Boundaries. 3 Units.
This course will help you understand the keys to successful corporate development-competitive advantage in every business in which a firm is involved. In particular, the course will help the participants to understand the following: -Corporate development strategy through capabilities and leveragable capabilities -Before venturing into a new business, the firm has to have a clear understanding of the critical capabilities required for success in the new business. -Firms can increase the odds of success if they can leverage (parts of ) existing capabilities to new businesses. -Corporate development strategies-adapting to a market -Analyze the industry environment in order to select the competitive battlefield to increase the odds of success by leveraging some of your existing capabilities - sometimes also known as core competencies. This is a relatively low risk strategy. We will develop methodologies that will allow you to identify markets (segments) where your current capabilities are leveragable. -Shaping a market usually requires developing a completely new set of capabilities - very risky. We will develop concepts to understand techniques to mitigate these risks. -Acquisitions as one of the means for corporate development -Approximately half of the class sessions will be devoted to the specific case of acquisitions as a means to expand the boundaries of a firm. We will explore both how acquisitions contribute to competitive advantage and the selection process and integration of the acquired entity. Less emphasis will be placed on strict financial valuations and negotiations. Prereq: E.M.B.A. candidates only.
EMBA 446. Managing Risk and Real Options. 3 Units.
The course seeks to help corporate managers understand how financial
design can be used to advance the goals and strategies of the firm. In the
Finance course, you concentrated almost exclusively on the firm’s capital
expenditure decision. You studied in great detail the discounted cash
flow model, NPV, how you get your cash flows, and how you discount
according to risk. Now we move to the other side of the balance sheet to
look at how the firm can finance these expenditures. The first part of this
class provides the basic building blocks of financial engineering which
begins with call and put options. The course focuses on using derivatives
(calls and puts) to change a firm’s risk profile with respect to equity,
interest rate, foreign exchange, credit, and commodity risks. We look at
capital structure decisions and securitization issues and discuss what it
means to create optimal structures. Almost immediately we will tie this to
our financial crisis and obtain an appreciation for financial designs that
could be setup so as to enhance firm value, mitigate systemic risks, or
accomplish specific sustainable goals in a global economy. The second
part of the class is geared towards real options and its relationship to
strategic planning. In competitive markets, no one expects to formulate
a detailed long-term plan and follow it mindlessly. As soon as we start
down the path, we begin learning about business conditions, competitors’
actions, and so forth and we need to respond flexibly to what we learn.
Unfortunately, the financial tool most widely relied on to estimate the
value of strategy, DCF, assumes that we follow a predetermined plan,
regardless of how events unfold. A better approach to valuation would
incorporate both the uncertainty inherent in business and the active
decision making required for strategy to succeed. Prereq: E.M.B.A.
candidates only.

EMBA 449. Contemporary Issues in Management. 3 Units.
This course is intended to address the contemporary issues in
management to be decided by faculty and student interest. With
the current global economic crisis, this year the course will focus on
International Finance and Economics. In subsequent years, the topics
will evolve as the global business climate changes. Prereq: E.M.B.A.
candidates only.

EMBA 450. Managerial Marketing. 3 Units.
This course is designed with three overarching objectives. The first is an
emphasis on decision making in a broad range of market contexts. The
second objective builds on the notion that decision making is dynamic;
that is, market situations demand not just one good decision but a series
of them as a situation unfolds (providing new and varied information
for each subsequent decision). Integrating concepts from a number of
the courses that you are taking concurrently into decision-making about
markets is a final objective. Prereq: E.M.B.A. candidates only.

EMBA 451. Business Model Design. 3 Units.
In most companies the process of designing business models is an ad
hoc process and in my opinion an inefficient process. In this course you
will learn a systematic but iterative process to do this. We will expose
you to some broad categories of business models and internalize the
basic logic of how to make money in each of these categories. The first
step is to recognize which of these categories is most applicable to your
business. The second step is to customize these broad patterns to the
specifics of the business at hand. This seems easy because everything
is in English and there are no hard formulas to figure out. However,
unless you discipline yourself to systematically go through a structured
process (there are other equally valid processes than the ones you’ll be
exposed to) it is very easy to fall into the ad hoc trap. You will internalize
this process by applying it over a wide range of business situations that
will give you confidence in its applicability to any business opportunity.
After the completion of this course you should be quickly able to draw
the outline of a business model for any business opportunity that you’re
considering. Prereq: E.M.B.A. candidates only.

EMBA 457. International Trade and Finance. 2.5 Units.
This course consists of two parts. The first part deals with the global trade
and direct investment environment. It covers the theories as well as the
political economy of international trade and foreign direct investment. Its
aim is twofold: (i) to enable an understanding of such technical issues
as to how the effects of tariffs and quotas differ or how free trade areas
and customs unions differ; and (ii) to provide a systemic view of how
government policies and corporate strategies interact in changing the
global trade and investment environment of business. The second part
of the course deals with regional economic integration and the global
monetary system. Its aim is twofold (i) to enable an understanding of such
technical issues as to how different stages of economic integration such
as free trade areas and customs union differ; how the foreign exchange
market functions in terms of different hedging instruments in the context
of the international monetary system; and (ii) to provide a systemic view
of how government policies and corporate strategies interact in changing
the global trade and financial environment of business. Prereq: E.M.B.A.
candidates only.

EMBA 464. Legal Environment. 3 Units.
This course provides a brief overview of the legal system that managers
face, with an emphasis on contracts, corporate law, property rights and
the modern regulatory apparatus of government. Contracts include
full coverage of the Uniform Commercial Code. Corporate law is the
capstone of the consideration of other forms of business organizations
such as partnerships. Regulatory areas include employment law and
environmental law. Property coverage includes modern struggles over
intellectual ownership claims (patents, copyrights, etc.). Prereq: E.M.B.A.
candidates only.

EMBA 472. Leading Change: The Organization. 3 Units.
Participants in this course will be challenged to enhance their leadership
capacity by assessing and analyzing the knowledge, abilities, values
and interests relevant to executives. The course will also explore the
art of reading and understanding organizations in ways that help us
imagine, design, and develop organization excellence. Prereq: E.M.B.A.
candidates only.
EMBA 473. Leading Change: Teams. 3 Units.
Sustainability of effective leadership is necessary for adaptive, resilient organizations and for the health and functioning of the leader. Chronic stress results in diminished cognitive functioning, as well as poor health and a contagion of negative mood in organizations. The latest advances in social neuroscience and endocrinology will be used to develop an understanding how someone in a leadership position can renew themselves and mitigate the ravages of chronic stress. The short course will focus on how to coach others toward renewal and sustainability. Prereq: E.M.B.A. candidates only.

EMBA 473A. Leading Change in Dyads and Teams and Beyond. 1.5 Unit.
Sustainability of effective leadership is necessary for adaptive, resilient organizations and for the health and functioning of the leader. Chronic stress results in diminished cognitive functioning, as well as poor health and a contagion of negative mood in organizations. The latest advances in social neuroscience and endocrinology will be used to develop an understanding how someone in a leadership position can renew themselves and mitigate the ravages of chronic stress. Examining leadership in dyads, the course will focus on how to coach others toward renewal, sustainability, and effective leadership. In the context of an International Change Theory and complexity concepts, the course will also examine in detail how to lead and develop teams to be effective. This course is part of a two (2) course sequence. Students will receive a grade of "R" at the end of the Fall Semester; the "R" will then be changed to the appropriate grade at the end of the Spring Semester. Prereq: E.M.B.A. candidates only.

EMBA 473B. Leading Change in Dyads and Teams and Beyond. 1.5 Unit.
Sustainability of effective leadership is necessary for adaptive, resilient organizations and for the health and functioning of the leader. Chronic stress results in diminished cognitive functioning, as well as poor health and a contagion of negative mood in organizations. The latest advances in social neuroscience and endocrinology will be used to develop an understanding how someone in a leadership position can renew themselves and mitigate the ravages of chronic stress. Examining leadership in dyads, the course will focus on how to coach others toward renewal, sustainability, and effective leadership. In the context of an International Change Theory and complexity concepts, the course will also examine in detail how to lead and develop teams to be effective. Prereq: EMBA 473A.

EMBA 475. International Tour. 3 Units.
This course is designed to present first-hand issues in international management. It accomplishes this by means of readings, a written assignment and, most importantly, an international trip designed to witness different management cultures, styles and environments for business in the international community. Faculty responsibility rests with the Faculty Director of the E.M.B.A. Program as well as a "Resident Faculty" specific to each field trip. Such faculty are drawn from the Weatherhead community and vary by the design and destination of the trip. In addition, the course is staffed by an administrative assistant from the complement of Dively CMDR staff. Occasionally and where appropriate, there is also "in-tourist" assistance in some of our foreign locations Prereq: E.M.B.A. candidates only.

EMBA 476. Corporate Governance. 3 Units.
The course structure is grounded in the following themes: -The role of the board of directors; -The CEO relationship to the firm’s principal stakeholders (shareholders, board of directors, employees, customers) and the CEO’s responsibility to give back (time and money) to the community; -CEO role in developing and maintaining the organization’s vision, values and corporate culture. Prereq: E.M.B.A. candidates only.

EMBA 477. Behavioral Economics. 1.5 Unit.
This class develops practical, actionable insights into how people make economic decisions in the real world. Standard economics proposes that decisions are motivated by a rational response to financial incentives and information. Behavioral economics expands the standard approach by incorporating and understanding the systematic biases and errors we make in interpreting information and making decisions. This expanded toolbox will help the student to improve their own decisions and to understand and motivate behavior in employees, customers, and others. Prereq: E.M.B.A. candidates only.

EMBA 478A. Leading Design in Organization. 1.5 Unit.
This course explores the ideas and methods of design as a new approach to management practices that is well suited to the changing environment that organizations face in contemporary culture and the emerging economic environment in the United States and abroad. It is a studio course as well as a seminar, because it is designed around a project that each student brings to the EMBA program, a project that is grounded in the issues and operations of the student’s organization or in the kind of organization that the student wishes to explore. In addition to the yearlong project, the course will also include important readings in management and organizational literature that are relevant to the new direction of strategic thinking. Finally, the course will draw on the expertise of other faculty at the Weatherhead School of Management who will be called upon to share their practical expertise and theoretical knowledge in the development and execution of the student’s management design project, whether in the area of vision and strategy, new product development of goods and services, operations, organizational design and configuration, or related topics. This is the first part of a two semester course. Prereq: E.M.B.A. candidates only.

EMBA 478B. Leading Design in Organizations. 1.5 Unit.
This course explores the ideas and methods of design as a new approach to management practices that is well suited to the changing environment that organizations face in contemporary culture and the emerging economic environment in the United States and abroad. It is a studio course as well as a seminar, because it is designed around a project that each student brings to the EMBA program, a project that is grounded in the issues and operations of the student’s organization or in the kind of organization that the student wishes to explore. In addition to the yearlong project, the course will also include important readings in management and organizational literature that are relevant to the new direction of strategic thinking. Finally, the course will draw on the expertise of other faculty at the Weatherhead School of Management who will be called upon to share their practical expertise and theoretical knowledge in the development and execution of the student’s management design project, whether in the area of vision and strategy, new product development of goods and services, operations, organizational design and configuration, or related topics. This is the second part of a two semester course. Prereq: E.M.B.A. candidates only.
EMBA 479. Leading Change: Society. 3 Units.
This course explores a proposition: that business, the motor of our society has the opportunity to be a new creative force on the planet, a force that could contribute to the well being of many. Our exploration and search is for “business as an agent of world benefit” and the questions are many: what does it look like, where is it happening, what are the market, societal and leadership enablers, and what are the results? Prereq: E.M.B.A. candidates only.

ENTP Courses

ENTP 301. Entrepreneurial Strategy. 3 Units.
This course is designed to show students how to identify potential business opportunities, determine what constitutes a good business model, and to strategically implement a business proposal. Topics of focus include an overview of the entrepreneurial process, determinants of venture success in high tech and other business environments, and strategies for industry entry and venture growth. Offered as ECON 301 and ENTP 301. Prereq: ACCT 101 or ACCT 203. Coreq: At least sophomore standing.

ENTP 310. Entrepreneurial Finance - Undergraduate. 3 Units.
This course explores the financing and financial management of entrepreneurial new ventures. The course will focus on issues of financial management of new ventures (forecasting cash flows, cash flow management, capital budgeting, valuation, capital structure) and the various financial methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs). Prereq or Coreq: ACCT 101 or ACCT 303 or consent of instructor.

ENTP 311. Entrepreneurship and Wealth Creation. 3 Units.
This course teaches students how to find, value, and finance the acquisition of a business, culminating in the class negotiation with a business owner to buy his/her business in a live simulation. Students will be exposed to the concepts and tools needed to successfully acquire a company. Negotiation strategies will be explored. Entrepreneurial Leadership approaches on how to grow and manage the business, once it is owned will also be presented, including how to create a strategic plan. The course also features a real-start up of a business. Student teams will each be given $1000 of seed capital. Learnings include how to select a product, and how to develop and execute a marketing plan. Students will meet top merger-acquisition experts and be exposed to some of Cleveland’s most respected entrepreneurs. Offered as ECON 311 and ENTP 311.

ENTP 312. Senior Seminar in Entrepreneurship. 3 Units.
The main objective of this course is to meet the advanced needs of our students in honing their entrepreneurial skills. This objective will be achieved through readings and case instruction, presentations by entrepreneurs who are actively engaged in starting new ventures and the commercialization of new technologies, and the successful completion of a research project for an entrepreneurial venture. These projects will be graded by the professor and presented to the class and to the client entrepreneur. Prereq: ENTP 310 and ENTP 311.

ENTP 418. Enterprise Development. 3 Units.
Course features new product launch by students and new business idea competition judged by actual venture capitalists. Students will also learn how to acquire control of an existing company, including valuation methods, sources of funding, tactics for finding companies to buy, and how to negotiate the purchase of a business. Also includes actual student negotiation with sellers of a company. Course is designed to accelerate career success through bold entrepreneurial strategies. Offered as ENTP 418 and PLCY 418.

ENTP 419. Entrepreneurship and Personal Wealth Creation. 3 Units.
Course explores the accumulation of personal wealth utilizing entrepreneurial strategies. The underlying competencies of successful entrepreneurs are identified and applied to individual lives of students. Active entrepreneurs will be studied, and original case studies of start-ups and acquisitions provide the basis for class exercises. Offered as ENTP 419 and PLCY 419.

ENTP 425. Managing Human Resource Issues in Entrepreneurial Firms. 3 Units.
This course examines how entrepreneurial firms can develop human resource practices and strategies to sustain their vision, grow their businesses, and create value for customers, shareholders, and employees. The first half of the course will be devoted to exploring the distinctive challenges entrepreneurial firms encounter in aligning organizational goals and human resource strategy and practices. Among those practices are staffing, recruitment and selection, compensation, and employee motivation. The second half of the course will explore these issues further in the context of key organizational phases ranging from firm foundings, the transition from entrepreneurial to professional management, the development of “entrepreneurship” in existing organizations, and the spin-off of the new corporate ventures. Offered as ENTP 425 and LHRP 425.

ENTP 428. Entrepreneurship and Innovation. 3 Units.
In all companies, new and old, large and small, innovation and entrepreneurship are important ways economic value is created. Whether a person wants to found their own company or work in an existing one, and whether one wants to run a business or simply work in one, it is difficult to go through one’s career without needing to engage in innovation or entrepreneurship. The purpose of this course is to equip students to think about how to manage innovation and entrepreneurship. The course will provide frameworks and tools for understanding four important dimensions of innovation and entrepreneurship: (1) identifying and evaluating opportunities for the new products, processes, ways of organizing, materials, and markets; (2) assessing the needs of customers for new products and services and developing products and services that fulfill those needs; (3) creating strategies to financially benefit from investing in innovation and entrepreneurship; and (4) designing groups and organizations to be innovative and entrepreneurial. Prereq: MBAC 502, MBAC 503, MBAC 504, MBAC 505, MBAC 508B or ACCT 401, BAFI 402, MGMT 499, or ACCT 401A, BAFI 402A, MGMT 499 or MBAP 402, MBAP 405, MBAP 410.
ENTP 444. Entrepreneurial Finance. 3 Units.
The objective of this course is to introduce students to the issues of financial management and capital formation in new ventures. The course will address issues of estimation of cash requirements, development of pro forma financial plans, firm valuation and the process and tools used in raising debt and equity financing. Bootstrapping, angel investing, venture capital, strategic alliances and initial public offerings will be covered. The emphasis is on the entrepreneur and how he/she can assess financial needs and develop a sensible plan for acquiring financial resources in a manner that is consistent with their financial needs and other strategic goals. Offered as BAFI 444 and ENTP 444. Prereq: BAFI 402.

ENTP 450. Entrepreneurial Marketing-M.B.A.. 3 Units.
This course addresses the entrepreneurial/intrapreneurial process of commercializing an idea for a market opportunity. Students select an opportunity and develop a deployable, one-year market entry program and a five-year strategic marketing program. Emphasis is on the entrepreneurial marketing decision process, including defining the business, defining the market, specifying customer perceived value, assessing competitive capability and advantage, identifying and properly using secondary and primary information, and deploying marketing programs throughout the organization and the supply chain. Offered as ENTP 450 and MKMR 450B.

ENTP 464. Technology Entrepreneurship. 3 Units.
This course is designed to help students to identify, evaluate, and obtain control over technology opportunities that they can successfully exploit by starting new companies. The course focuses on four themes: (1) the source, discovery, and evaluation of technological opportunities, (2) the process of organizing innovation to produce new technology that satisfies the needs of customers, (3) the different mechanisms available to appropriate the returns from the exploitation of technological opportunities, and (4) the differences between opportunities and approaches that are valuable and sustainable for independent entrepreneurs and large firms. Students taking this course may not receive credit for both ECON 464 and ENTP 441. Offered as ECON 464 and ENTP 464.

ENTP 501. Special Problems and Topics. 1 - 18 Unit.

HSMC Courses

HSMC 420. Health Finance. 3 Units.
Exploration of economic, medical, financial and payment factors in the U.S. healthcare system sets the framework for the study of decisions by providers, insurers, and purchasers in this course. The mix of students from various programs and professions allows wide discussion from multiple viewpoints. Offered as BAFI 420 and HSMC 420. Prereq: ACCT 401.

HSMC 421. Health Economics and Strategy. 3 Units.
This course has evolved from a theory-oriented emphasis to a course that utilizes economic principles to explore such issues as health care pricing, anti-trust enforcement and hospital mergers, choices in adoption of managed care contracts by physician groups, and the like. Instruction style and in-class group project focus on making strategic decisions. The course is directed for a general audience, not just for students and concentration in health systems management. Offered as ECON 421, HSMC 421, and MPHP 421.

HSMC 427. Health Law. 3 Units.
The course examines the nature and structure of the health care system; the relationship between patient, provider, and payer; private legal controls on health care delivery such as malpractice and informed consent law; and public controls in the form of government regulatory and payment programs. Offered as HSMC 427 and LAWS 227.

HSMC 432. Health Care Information Systems. 3 Units.
This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as HSMC 432, MIDS 432, MPHP 532 and NUNI 432.

HSMC 446. Models of Health Care Systems. 1.5 Unit.
This course is for professionals who will pursue their careers in, or associated with, the health care industry; and therefore, need to understand the structure, operations and decision influences in the health care delivery system. The course is intended to develop competence and confidence in the participant’s ability to understand and operate in the industry. the largest and, perhaps, the most complex in the United States. It is applicable to the private and public, profit and not-for-profit sectors. In this course students are introduced to: the different systems of care delivery; their organization and operations; their markets and the nature of the demand for their services; and the dynamics of their interoperation among themselves and with other entities in the industry (e.g., payors/insurers, regulators and accreditation, technology and pharmaceuticals suppliers). Offered as HSMC 446 and IIME 446.

HSMC 447. Regulatory Affairs for the Biosciences. 1.5 Unit.
This mini-course introduces students to the Food and Drug Administration (FDA) and the laws and regulations it enforces. A scientific regulatory agency with far reaching enforcement authority, FDA is the most powerful consumer protection agency in the world. This course will familiarize students with FDA’s mission, philosophy and organizational structure, as well as policy and procedure it uses to ensure the safety and effectiveness of the food, drugs, biologics, cosmetics, medical devices and radiation-emitting products it regulates. Recommended preparation: Enrollment in the MEM Biomedical Entrepreneurship Track. Offered as BIOS 447, HSMC 447, and IIME 447.

HSMC 448. Engineering Statistics for Biosciences. 3 Units.
This course provides an introduction to biostatistics, emphasizing experimental design, analysis of data, and special emphasis on statistical and financial aspects of randomized clinical trials for biomedical applications. There will be a final project involving development of a clinical trial protocol including the experimental design, recruitment and retention strategy, analysis plan and budget. Offered as BIOS 448, HSMC 448, and IIME 445.

HSMC 456. Models of Health Care Systems. 1.5 Unit.
It is applicable to the private and public, profit and not-for-profit sectors. This course is intended to develop competence and confidence in the participant’s ability to understand and operate in the industry. the largest and, perhaps, the most complex in the United States. It is applicable to the private and public, profit and not-for-profit sectors. In this course students are introduced to: the different systems of care delivery; their organization and operations; their markets and the nature of the demand for their services; and the dynamics of their interoperation among themselves and with other entities in the industry (e.g., payors/insurers, regulators and accreditation, technology and pharmaceuticals suppliers). Offered as HSMC 446 and IIME 446.

HSMC 456. Health Policy and Management Decisions. 3 Units.
This seminar course combines broad health care policy issue analysis with study of the implications for specific management decisions in organizations. This course is intended as an applied, practical course where the policy context is made relevant to the individual manager. Offered as HSMC 456 and MPHP 456.

HSMC 501. Special Problems and Topics. 1 - 18 Unit.
HSMC 502. Health Care Executive Education Series.  1 - 3 Unit.
Students may choose six out of eight all day Friday seminars in the Health Care Executive Education Series, plus completion of a paper covering an aspect of the management of health care systems. Registration is 1 credit for Fall semester and 2 credits for the Spring Semester as seminars begin in the Fall and continue through the Spring semester. Limited to students admitted to the Health Systems Management Certificate program and those with approval from Mindy Kinnard at 368-6405.

LHRP Courses

LHRP 360. Independent Study. 1 - 18 Unit.
This course is offered for candidates undertaking reading or independent research in a field of special interest.

LHRP 413. Economics of Negotiation and Conflict Resolution. 3 Units.
Students frequently enroll in a negotiation class with one thought in mind--negotiating a better job offer from an employer. They soon learn, however, that negotiation skills can do far more than improve a pay check. Negotiations occur everywhere: in marriages, in divorces, in small work teams, in large organizations, in getting a job, in losing a job, in deal making, in decision making, in board rooms, and in court rooms. The remarkable thing about negotiations is that, wherever they occur, they are governed by similar principles. The current wave of corporate restructuring makes the study of negotiations especially important for M.B.A.s. Mergers, acquisitions, downsizing and joint ventures call into question well established business and employment relationships. Navigating these choppy waters by building new relationships requires negotiation skills. The increased stress on quality and other hard-to-measure aspects of relationships with customers and suppliers makes the process of negotiation even more complex and subtle. For these reasons, negotiation classes have taken center stage in the study of management. Every major business school now offers classes in negotiation and these classes are overflowing with students. Offered as ECON 431 and LHRP 413.

LHRP 421. Strategic Human Resource Management. 3 Units.
The effective motivation and management of human resources within the enterprise is treated in this course with special emphasis on the integration of Human Resources strategy into the overall competitive strategy of the enterprise. Implications of the inevitable conflict of goals and interests among organization members are considered, covering such areas as hiring, performance appraisal, labor-management relations, employee rights, pay systems, grievance systems, and worker participation.

LHRP 425. Managing Human Resource Issues in Entrepreneurial Firms. 3 Units.
This course examines how entrepreneurial firms can develop human resource practices and strategies to sustain their vision, grow their businesses, and create value for customers, shareholders, and employees. The first half of the course will be devoted to exploring the distinctive challenges entrepreneurial firms encounter in aligning organizational goals and human resource strategy and practices. Among those practices are staffing, recruitment and selection, compensation, and employee motivation. The second half of the course will explore these issues further in the context of key organizational phases ranging from firm foundings, the transition from entrepreneurial to professional management, the development of "entrepreneurship" in existing organizations, and the spin-off of the new corporate ventures. Offered as ENTP 425 and LHRP 425.

LHRP 431. Negotiations for Managers. 3 Units.
The aim of this course is to enhance individual as well as organizational performance and competitive advantage through "principled negotiation", "win-win bargaining", and collaborative as opposed to competitive approaches to team problem solving. The context crosses all types of business, government and non-governmental organizations. Concepts, strategies, and models of negotiation are drawn from social psychology, economics, labor relations, and legal literature. Students will also be introduced to mediation (both as mediators and negotiators); to the complex art of advocacy and to the latest alternative dispute resolution (ADR) techniques. There is heavy reliance on simulations and role play to enhance student understanding of key course concepts. Although immediate skill enhancement through practice is a goal, students understanding of key concepts will enable them to continuously improve their insights and skills long after the course is concluded. There is no prerequisite for the course.

LHRP 451. Alternative Dispute Resolution. 2 Units.
Students will examine the processes of alternative dispute resolution (ADR) through reading materials, videotapes, guest lectures, and simulation exercises. Particular emphasis will be given to the interaction of lawyers and clients in business negotiations and in litigation. Negotiation, arbitration, mediation, the summary jury trial, and the mini-trial will be examined. The class will also cover impediments to ADR, such as lack of understanding or hostility on the part of clients or lawyers. Offered as LAWS 351 and LHRP 451.

LHRP 501. Special Problems and Topics. 0.5 - 18 Units.
This course is offered, with permission, to students undertaking individual reading or research projects in a field of special interest.

LHRP 601. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.
MBAC Courses

MBAC 502. Financial Accounting. 3 Units.
This course examines the key terminology, frameworks, concepts and principles for financial reporting to stockholders, creditors and government agencies. Foundations of the financial reporting systems including the balance sheet, income statement and cash flow statements are explained.

MBAC 503. Managerial Accounting. 3 Units.
Managerial accounting provides information to managers that helps them make effective business decisions, control operations, plan for the future, and evaluate performance. This course examines some of the important managerial accounting systems and analytical tools used in business today. Prereq: ACCT 401 or MBAC 502 or equivalent.

MBAC 504. Corporate Finance I. 3 Units.
This is the first part of a 2-semester-long MBA core course. In this semester, students are introduced to the basics of corporate finance, including the objectives of and the decisions made by corporate financial managers. Topics covered include time value of money, stock and bond valuation, cost of capital and risk and return, investment decision rules, cash flows and free cash flows, and capital budgeting. The course envisages extensive use of spreadsheets as well as an intensive workshop involving data analysis.

MBAC 505. Corporate Finance II. 3 Units.
This is the second part of a 2-semester-long MBA core course. In this semester, topics covered include cash flow projections and planning, working capital management and short-term financing, capital structure, dividend policy, efficient markets, and macroeconomic/industry analysis and valuation. The course envisages extensive use of spreadsheets, case studies, data analysis, and an intensive workshop.

MBAC 506. Marketing and Supply Chain Management. 3 Units.
MBAC 506 (Marketing and Supply Chain Management) and MBAC 507 (Operations and Supply Chain Management) are an integrated presentation of the process of marketing, operations and supply chain management. Thus, they must be taken in numerical sequence or concurrently. Through lecture, discussion, cases and/or simulations you will learn theory and practice of how firms develop processes to understand, create and deliver "triple bottom line" value (i.e., economic, social and environmental) to business and/or consumer markets. In systems theory these continual-input-transformation-output stages comprise value chains. Specifically, in this course, we will introduce you to, and help you to practice, the ways managers forecast demand, establish production processes for the product or service, manage inbound resource flows, and manage outbound distribution so the customer can get the product or service the way he or she wants (i.e., place, form, time and "experience" utility). Throughout both courses (see MBAC 506 for its specific content) we will address the integrated process of managing ongoing long-term relationships with customers, distribution partners and suppliers to assure long-term customer satisfaction and achievement of the organization’s economic, social and environmental goals. Prereq: MBAC 506.

MBAC 507. Operations and Supply Chain Management. 3 Units.
MBAC 506 (Marketing and Supply Chain Management) and MBAC 507 (Operations and Supply Chain Management) are an integrated presentation of the process of marketing, operations and supply chain management. Thus, they must be taken in numerical sequence or concurrently. Through lecture, discussion, cases and/or simulations you will learn theory and practice of how firms develop processes to understand, create and deliver "triple bottom line" value (i.e., economic, social and environmental) to business and/or consumer markets. In systems theory these continual-input-transformation-output stages comprise value chains. Specifically, in this course, we will introduce you to, and help you to practice, the ways managers forecast demand, establish production processes for the product or service, manage inbound resource flows, and manage outbound distribution so the customer can get the product or service the way he or she wants (i.e., place, form, time and "experience" utility). Throughout both courses (see MBAC 506 for its specific content) we will address the integrated process of managing ongoing long-term relationships with customers, distribution partners and suppliers to assure long-term customer satisfaction and achievement of the organization’s economic, social and environmental goals.

MBAC 508. Strategic Issues and Applications. 3 Units.
Strategic management deals fundamentally with the ways firms build and sustain superior competitive positions and profitability. Successful strategy design and implementation requires an understanding of a firm’s external environment, its internal resources and capabilities. It also requires an integrative view of the firm that spans functional areas such as operations, marketing and finance. Strategic analysis draws on a number of academic disciplines including economics, psychology, political and management science.

MBAC 509. Leadership Assessment and Development. 3 Units.
This course focuses on developing the student. In this course the student will get to know themselves better by completing assessments and making sense of them, having group discussions, presenting to a group, engaging in various experiential activities, participating in a coaching session, working with a team, and expending your knowledge of leadership skills and abilities. We encourage students to take every opportunity to reflect on their experiences during this course.

MBAC 510. Managing People and Organizations. 3 Units.
Using the behavioral and social sciences as a basis, this course examines concepts relevant to the effective management of people and organizations. Topics related to HR and organizational behavior are covered and include: organizational and team structure; organizational culture; conflict and decision-making; reward systems and motivation; recruiting and selection; management practices; group and team dynamics; and managing differences. A variety of methods, including experiential and interactive learning methods, are used to study these topics.
MBAC 511. Statistics and Decision Modeling. 3 Units.
This course provides the foundations of statistical and operations research methodologies for managerial decision-making. Topics covered include making inferences for populations from sample data via (a) estimation with confidence intervals, (b) hypothesis tests, and (c) forecasting with simple and multiple regression. Decision modeling of organizational systems uses mathematical and computer models to provide a quantitative approach to analyzing and solving complex decision problems. This course includes an introduction to linear programming models and applications, queuing models, and simulation models.

MBAC 512. Economics. 3 Units.
In this short class you will be introduced to the basics of modern microeconomic and macroeconomic thinking. Topics include consumers, firms, markets, the role of the government, information and public choice. This class will also focus on the economy as a whole: business cycle, statistics used to measure the economy, fiscal and monetary policy, international trade and development.

MBAC 517A. Management Perspectives and Dialogues. 3 Units.
This course serves as a vehicle to exercise critical thinking and integration skills. While much is learned by attending to the various functions of a business, effective management requires that you be able to integrate these to better understand the whole (organization, supply chain, market, industry, etc.). The course addresses that objective in three ways. First, we will bring in teams of senior managers for you to engage in dialogue about issues they have recently addressed, expect to address in the near future and how they function as leaders of their organizations. Next, are several modules that explore a couple of particular perspectives on management—that managers are designers and that businesses play a critical role in shaping a sustainable world. These are viewed as lenses for integrating the skills you are developing in the functional courses. Finally, we will have sessions in which you will practice thinking on your feet about how to approach business problems and situations. These are structured to help you in job interviews and to help you stand out in your early days in new work environment. The goal of this course is pragmatic. You can help by actively engaging with us in a dialogue about which elements work in helping you achieve these objectives and which do not.

MBAC 517B. Management Perspectives and Dialogues. 3 Units.
This course serves as a vehicle to exercise critical thinking and integration skills. While much is learned by attending to the various functions of a business, effective management requires that you be able to integrate these to better understand the whole (organization, supply chain, market, industry, etc.). The course addresses that objective in three ways. First, we will bring in teams of senior managers for you to engage in dialogue about issues they have recently addressed, expect to address in the near future and how they function as leaders of their organizations. Next, are several modules that explore a couple of particular perspectives on management—that managers are designers and that businesses play a critical role in shaping a sustainable world. These are viewed as lenses for integrating the skills you are developing in the functional courses. Finally, we will have sessions in which you will practice thinking on your feet about how to approach business problems and situations. These are structured to help you in job interviews and to help you stand out in your early days in new work environment. The goal of this course is pragmatic. You can help by actively engaging with us in a dialogue about which elements work in helping you achieve these objectives and which do not. Prereq: MBAC 517A.

MBAP Courses

MBAP 401. Leadership Assessment and Development. 3 Units.
This course is designed to increase competitive attractiveness in the marketplace and maximize the added value of the M.B.A. program. The objective of the course is to have students learn a method for assessing and developing in themselves the knowledge and abilities relevant to management throughout their careers. This is accomplished by helping students develop an individualized learning plan to enhance their level of knowledge in 11 fields and 22 abilities. Students engage in a number of assessment activities, then receive feedback and interpret it. This occurs in the context of an Executive Action Team (i.e., students and a facilitator) in which students help each other assess their current capability and future development needs. This course is limited to students in the Part-time Cohort M.B.A. program. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 402. Accounting for Decision Making. 3 Units.
This course will cover the use and application of basic financial statements, the basic cost structures in a firm, and decision making using accounting information. We will discuss usage and analysis of information from the annual report, focusing on the balance sheet, income statement, cash flow statement and related notes. The course will also cover internally generated accounting information about the cost structure of the firm. We will discuss use of this information in decision making. You are expected to be comfortable with definitions of basic accounting terms, and you should be familiar with the accounting structure and the financial statements. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 403. Statistics and Decision Modeling. 3 Units.
This course provides the foundations of statistical and operations research methodologies for managerial decision-making. Business statistics focuses on statistical thinking as one of the fundamentals of effective management. Topics covered include sampling and the normal distribution, making inferences from data via confidence intervals and hypothesis tests, and analyzing relationships between samples. Decision modeling of organizational systems uses mathematical and computer models to provide a quantitative perspective on identifying, analyzing and solving complex decision problems. This course includes an introduction to linear programming models and applications, simulation techniques in decision-making, and project management. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 404. Managing People in Organizations. 3 Units.
Examines the behavioral sciences relevant to the effective management of people and the effective design of human resources system, structure and policies. Topics include leadership, change management, motivation and pay systems, team dynamics, staffing, decision making, organizational communications, employee participation, performance appraisal, conflict management, negotiation, work design, organizational design, and organizations culture. A variety of methods, including experiential and interactive learning methods, are used to study these topics. Prereq: This course is for students in the Part-time Cohort MBA Program only.
MBAP 405. Financial Management I. 3 Units.
This is a Corporate Finance course that deals with investment theory and financial value. The course materials cover discounted cash flows, bond and stock valuation, capital budgeting, applications of real options in investment analysis, asset's risk and return, cost of capital, market efficiency and capital structure. The tools, problem solving techniques, and ways of thinking that you develop in this course have broad applicability to all areas of business. They also form the basis for sensible personal decisions in the areas of investments, borrowing, and financial planning. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 406. Economics for Managers. 3 Units.
This course surveys the basic principles of micro and macroeconomics. Topics covered in microeconomics include supply and demand, the theory of production and costs, market structures and factor markets. Macroeconomics topics are the national incomes accounts, the determination of national income, employment and inflation, fiscal and monetary policies and international trade. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 407. Managerial Marketing. 3 Units.
This course focuses on managing marketing as a process of creating value and mutually desirable exchanges of values. That is the foundation of a customer orientation and a central theme of market-driven management. Methods for strategic marketing planning, understanding buyer behavior, market analysis, segmentation and devising integrated marketing programs are introduced. Creating customer value and competitive advantage in worldwide markets is the central theme. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 408. Operations Management. 3 Units.
Operations management deals with the design of products and processes, the acquisition of resources, the conversion of inputs to outputs, and the distribution of goods and services. It is central to a firm’s ability to compete effectively. As global competition in both goods and services increases, the management of operations is becoming more and more important. This course provides a broad overview of the managerial issues associated with production and delivery of goods and services. It includes the use of quantitative modeling using computers as a central methodology. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 409. Sustainability and Social Entrepreneurship. 3 Units.
This course creates a foundational platform featuring key models and managerial tools for building sustainable value and “turning the social and global issues of our day into business opportunities.” Case studies of leading mainstream companies are used to analyze how business value is created for a range of social and environmental initiatives. Students will look at sustainability business strategies that reduce risks, drive down costs, create new revenue streams, serve new markets, and position companies to take advantage of changing societal expectations. Environmental issues such as climate change are covered along with social issues such as global poverty. Students acquire the competencies required to make effective business decisions based on integrating sustainability into the core of a company’s value added activities. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 410. Strategic Issues and Applications. 3 Units.
This course wraps up the M.B.A. core by providing an integrative experience of applying the full range of managerial skills addressed throughout the core in a comprehensive case exercise. Students develop, document, and present comprehensive, implementable strategic and tactical actions programs in groups. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 411. Identifying Design Opportunities. 3 Units.
Designing is giving form to an idea for a more desirable product, service, process or organization, and refining the idea into something that can be delivered reliably and efficiently. Good design integrates these evolving ideas with the day-to-day realities of a firms’ operations, systems, marketing, economics, finance and human resources. Designing is thus a unique managerial activity that brings together changing technologies, capabilities, relationships, activities and materials to shape an organization’s plans and strategies. It combines analysis and synthesis to create opportunities for improvement and means of attaining them. Viewed this way, designing is a core competence of a successful entrepreneur or innovative leader. Design analysis is the systematic review of the four orders of design found in every firm–namely, the firm’s communications, products, interactions and environments--and the creation of opportunities to increase firm value by improving each. Students will identify ill-defined, ill-structured problems within organizations. Such problems are ones for which there are no definitive formulations and for which the formulation chosen affects the solutions available. For such problems, there is no explicit way of knowing when you have reached a solution, and solutions cannot necessarily be considered correct or incorrect. But finding innovative solutions to such problems can provide unique opportunities to create exceptional value. A major outcome of the semester’s inquiry is a presentation of the design problem and proposed design solution. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 412A. Dialogues in Leadership. 1.5 Unit.
This course is a three credit hour two-semester course sequence that seeks to educate students of management in the intricacies of issues management through a process of facilitated dialogs with practicing management professionals who possess deep and highly contextualized knowledge and experiences in addressing a varied range of management issues in contemporary real life settings. The goal of the course is to help students bring their in-class theoretical learning into a safe laboratory setting for active testing. Real life managerial contexts will be introduced as faithfully as possible wherein theory and practice are brought into constructive juxtaposition, each providing a complementary and not necessarily a counter perspective to the other. Prereq: This course is for students in the Part-time Cohort MBA Program only.

MBAP 412B. Dialogues in Leadership. 1.5 Unit.
This course is a three credit hour two-semester course sequence that seeks to educate students of management in the intricacies of issues management through a process of facilitated dialogs with practicing management professionals who possess deep and highly contextualized knowledge and experiences in addressing a varied range of management issues in contemporary real life settings. The goal of the course is to help students bring their in-class theoretical learning into a safe laboratory setting for active testing. Real life managerial contexts will be introduced as faithfully as possible wherein theory and practice are brought into constructive juxtaposition, each providing a complementary and not necessarily a counter perspective to the other. Prereq: This course is for students in the Part-time Cohort MBA Program only.
MGAB Courses

MGAB 501. Study Abroad. 1 - 15 Unit.
Place holder for students studying abroad, to be replaced with actual course work taken at Exchange location once course work is completed and a transcript is sent to CWRU.

MGMT Courses

MGMT 1. Supervised Professional Practicum - Semester 1. 0 Units.
A professional practicum is a workplace experience, the primary goal of which is the intellectual, personal and professional growth of the student. It occurs under the sponsorship or supervision of a mentor in the workplace who is committed to seeing that it is an educational as well as a work venture. It requires skills appropriate to the student's year in college and provides students with new skills, insights and experiences that are transferable back to the academic setting and/or to a future position in the workplace. (Only available to declared Weatherhead Accounting or Management majors.) Prereq: Junior standing or higher.

MGMT 2. Supervised Professional Practicum - Semester 2. 0 Units.
A professional practicum is a workplace experience, the primary goal of which is the intellectual, personal and professional growth of the student. It occurs under the sponsorship or supervision of a mentor in the workplace who is committed to seeing that it is an educational as well as a work venture. It requires skills appropriate to the student's year in college and provides students with new skills, insights and experiences that are transferable back to the academic setting and/or to a future position in the workplace. (Only available to declared Weatherhead Accounting or Management majors.) Prereq: Junior standing.

MGMT 201. Contemporary Business: Connecting Principles to Performance. 3 Units.
This course is designed to survey business topics, issues, and practices. Students will be introduced to each of the functional areas of business, including accounting, finance, marketing, operations, business intelligence, and human resources management. The course is designed to help students appreciate the interrelationship of these business functions and, more generally, the role and context of business in society. Other topics considered include: the economic and legal environment of business, the globalization of markets, workforce diversity, leadership and entrepreneurship. To convey course content, lectures, in-class discussions, exercises, simulations, and guest speakers are used. Weekly discussions and a high level of student interaction amplify on class materials and concepts by focusing on contemporary issues of actual businesses.

MGMT 250. Managing Organizations and People I. 3 Units.
The principal goals of this course are to help students understand: 1) The context in which they, as managers, will function; the options they have for careers in management based on their own aptitudes and orientations; and how they can develop the skills they need for success in their chosen fields; and 2) How the effective strategic management of people contributes to organizational performance and the production of value, and that for many organizations, the effective management of people has been the driver of competitive advantage. This is the first course in a two course sequence. Prereq: At least sophomore standing.

MGMT 251. Managing Organizations and People II. 3 Units.
The principal goals of this course are to help students understand: 1) The context in which they, as managers, will function; the options they have for careers in management based on their own aptitudes and orientations; and how they can develop the skills they need for success in their chosen fields; and 2) How the effective strategic management of people contributes to organizational performance and the production of value, and that for many organizations, the effective management of people has been the driver of competitive advantage. This is the second course in a two course sequence. Prereq: MGMT 250 and at least sophomore standing.

MGMT 315. International Management Institute. 3 Units.
The course provides undergraduate students with a unique overseas visitation, language orientation, and management subject experiences during periods such as Spring Break, or during interims immediately following the end of the semester. Opportunities for diverse cultural and language experiences which result from the institute are added benefits of these programs. Prereq: ECON 102, ECON 103, ACCT 101 and BAFI 355.

MGMT 360. Special Topics and Issues in Management. 1 - 9 Unit.
This course option is available to qualified students who are undertaking special projects in a management related field.

MGMT 395. Advanced Seminar. 1 Unit.
This seminar, for undergraduate students with junior class standing or above, provides an opportunity to consider topics of importance in the community of ideas and activities related to the professional and managerial world. The development of writing and communication skills and in-depth discussion are expected attributes of seminar activity. The topic and scope of the coverage will be defined by the course instructor as consistent with the seminar approach to learning of the University. Prereq: Declared ACCT or MGMT Major and At Least Junior Standing.

MGMT 397. Undergraduate Research Project. 3 - 6 Units.
This course provides a supervisory structure for students completing a capstone research project in the Weatherhead School of Management. Arrangements should be made by consultation with a faculty member selected and the Senior Capstone Committee of the School of Management. Open to all management and accounting majors and other qualified students with instructor approval. A written report, presentation to the faculty department most closely related to the student’s topic, and an approved public presentation are required.

MGMT 398. Action Learning. 6 Units.
This is an experiential course built around a live project in a local organization. The project-based course is focused on improving business process. Students will work in teams to analyze the current situation and diagnose its problems or opportunities, creatively envision new possibilities, evaluate potential improvements and recommend appropriate solutions. Students will be evaluated by the professor and the project managers at the client organizations. Prereq: ACCT 202, BAFI 355 and MKMR 301, Senior Standing, and Declared ACCT or MGMT major.
MGMT 403. Leadership Assessment and Development. 3 Units.
This course is designed to increase competitive attractiveness in the marketplace and maximize the added value of the M.B.A. program. The objective of the course is to have students learn a method for assessing and developing in themselves the knowledge and abilities relevant to management throughout their careers. This is accomplished by helping students develop an individualized learning plan to enhance their level of knowledge in 11 fields and 22 abilities. Students engage in a number of assessment activities, then receive feedback and interpret it. This occurs in the context of an Executive Action Team (i.e., students and a facilitator) in which students help each other assess their current capability and future development needs. This course is limited to students in the M.B.A. program.

MGMT 405-1. Challenges of Globalization: Field Studies of Problems and Opportunities Facing Business. 0 Units.
This course is an exploration of current and emergent impacts of globalization on businesses, governments and non-profit organizations in Northeastern Ohio. Students will be organized into teams exploring aspects of these impacts, with each team developing archival and interview (and sometimes observational) data on the global challenges facing organizations in the region. Each team will be guided by mentors with extensive international experience. Throughout the course students will read and engage in on-going face-to-face and on-line discussions of relevant international news and analysis from such publications as Economist and Financial Times. At the conclusion of the course each team will present its findings to the community and contribute a chapter to a professional-quality report that will be circulated throughout the region.

MGMT 405-2. The Challenges of Globalization: Field Studies of Problems and Opportunities Facing Business. 6 Units.
This course is an exploration of current and emergent impacts of globalization on businesses, governments and non-profit organizations in Northeastern Ohio. Students will be organized into teams exploring aspects of these impacts, with each team developing archival and interview (and sometimes observational) data on the global challenges facing organizations in the region. Each team will be guided by mentors with extensive international experience. Throughout the course students will read and engage in on-going face-to-face and on-line discussions of relevant international news and analysis from such publications as Economist and Financial Times. At the conclusion of the course each team will present its findings to the community and contribute a chapter to a professional-quality report that will be circulated throughout the region.

MGMT 413. Human Value in Organizations. 3 Units.
Examines the behavioral sciences relevant to the effective management of people and the effective design of human resources system, structure and policies. Topics include leadership, change management, motivation and pay systems, team dynamics, staffing, decision making, organizational communications, employee participation, performance appraisal, conflict management, negotiation, work design, organizational design, and organizations culture. A variety of methods, including experiential and interactive learning methods, are used to study these topics.

MGMT 413A. Human Values in Organizations. 1 Unit.
Classes will explore research in the fields of organizational behavior and human resource management and apply this knowledge in actual situations and cases. They will learn about how to learn from experiences they have in class and in their EATs. Students will be able to directly apply skills learned in class to leadership, project management, task force management, team development, staff meetings, decision making, problem solving, interpersonal relations, environmental analysis, job redesign, organizational change, and labor and human resource policy. Prereq: Open to ACL-MBA students.

MGMT 418. Curricular Practical Training. 0 Units.
This course is intended for graduate business students who wish to gain curricular practical training in support of career goals. The experience developed in an internship will complement academic experience gained in Weatherhead classes.

MGMT 419. Corporate Field Research. 1 - 3 Unit.
This course is intended for the graduate business student who wishes to gain applied/practical business experience based on his/her intended career path and/or with an organization. This course will assist building required skills and bridge the gap between the classroom and real world application.

MGMT 420A. Dialogues in Top Management I. 1.5 Unit.
MGMT 420A and MGMT 420B Dialogues in Top Management I and II. Students must take the two courses in sequence. The courses comprise a series of dialogues with teams of top-echelon managers of pre- and post-dialogue student groups; analytic papers based on the content of the dialogues, class discussions, and readings. Readings and class discussions address both the character and dynamics of complex, enterprise-wide management problems and processes of effectively managing them. In open dialogues with practicing top-echelon managers students explore the practice and theory of effective top-echelon/general management. That is management that involves applying concepts and skill across all functional areas of management. Student groups' analytical essays after each dialogue stimulate in-depth discussion both of possible conceptual models of the management process and of the relationships to it of the course materials in the graduate programs.

MGMT 420B. Dialogues in Top Management II. 1.5 Unit.
MGMT 420A and MGMT 420B Dialogues in Top Management I and II. Students must take the two courses in sequence. The courses comprise a series of dialogues with teams of top-echelon managers of pre- and post-dialogue student groups; analytic papers based on the content of the dialogues, class discussions, and readings. Readings and class discussions address both the character and dynamics of complex, enterprise-wide management problems and processes of effectively managing them. In open dialogues with practicing top-echelon managers students explore the practice and theory of effective top-echelon/general management. That is management that involves applying concepts and skill across all functional areas of management. Student groups' analytical essays after each dialogue stimulate in-depth discussion both of possible conceptual models of the management process and of the relationships to it of the course materials in the graduate programs.
MGMT 440. Leadership Assessment and Development II. 0 Units.
The exit assessment course (MGMT 440) is aimed at assessing how students' career goals, values and abilities may have changed since the program began. The course meets for one mandatory half day seminar in the Spring Semester and carries 0 units of credit. In the MGMT 403 course, students were provided the tools and opportunities for self-assessment and career planning. In the very first semester, they completed several assessment instruments (LSI, POQ, 360-Feedback (ECI-U), ASI, My Values, Career Anchors and others). They had to identify their top values, set a career vision and created an individualized learning plan. The ultimate goal was to assure that their personal development and preparation was relevant to, and in alignment with, the emergent requirements of today's business management careers. This course is specifically designed to identify if a student's prior learning plan (completed in the MGMT 403 course) still fits with his/her current career reality and to also identify what has changed for him/her. The activities in the course will include: Viewing the current reality of today's business environment; Revisiting their experience in the MBA program including any internships/jobs; Determining if a student's values, vision and learning plan still fit; Retaking the 360-Feedback (Emotional Intelligence Competencies) to identify development of competencies; Identifying relevant areas of personal development; Committing to a refined learning plan and goals. Through a highly interactive and team based process, students will be able to reflect on their current reality, get feedback on your personal growth and discover what changes would enhance their professional career journey.

MGMT 458. International Institute. 3 Units.
The International Institute involves semester-long study of a particular region, followed by a class trip to an area within that region. The preparatory coursework varies depending on the region selected for that particular semester; however, it typically consists of research about cultural, financial, political, and economic topics. The trip consists of daily research meeting with organizations within the region being studied. Upon return, a summary exercise is required to complete the coursework. The class trip is a mandatory component of the course.

MGMT 460. Managing in a Global Economy. 3 Units.
Managers need new skills to enable them to manage effectively in what is increasingly a global economy. They need a deeper understanding of cultural differences and how these differences may influence communications with foreign employers, employees, customers, suppliers or partners. They need a better understanding of the economic and political mechanics of the world business system. They need to learn how to find out more about potential opportunities and threats that lie outside the United States. This course is designed to address these needs.

MGMT 464. Business Ethics. 3 Units.
This course is built around two core learning tracks. The first is extended analyses of case studies, which identifies ethical problems, diagnoses import, and develops strategic programs to address them. The second learning track uses short pieces of fiction to explore issues of ethical character, leadership, and organizational responsibility. Each student keeps an ethics journal over the course of the semester to reflect on ethical issues, both inside and outside the classroom. In addition, small student groups are formed to write case studies focusing on a business ethics problem.

MGMT 467-1. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this two-semester course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. The course will meet over two consecutive semesters—fall and spring—and is six credit hours (three credits each semester). During these two semesters, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two law students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. To be eligible for this course, law students must also have a B.S or equivalent in the life sciences, such as biology, biochemistry, genomics, molecular biology, etc. Offered as LAWS 367, MGMT 467, GENE 367 and GENE 467.

MGMT 467-2. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this two-semester course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. The course will meet over two consecutive semesters—fall and spring—and is six credit hours (three credits each semester). During these two semesters, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two law students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. To be eligible for this course, law students must also have a B.S or equivalent in the life sciences, such as biology, biochemistry, genomics, molecular biology, etc. Offered as LAWS 367, MGMT 467, GENE 367 and GENE 467.
MGMT 495A. Ames Advanced Business Plan Seminar. 3 Units.
This two semester 6 credit hour course teaches students to write a strategic business plan. Working in teams, students study a Cleveland area business through meetings with company executives, including the CEO, under the supervision of a faculty member and outside planning expert. In Semester One, multiple leading faculty members will conduct classes which focus on key components of a business plan, including marketing, strategy, finance, supply chain and leadership. Semester One will culminate with a case study of an assigned company written by each team. Semester Two is a practicum experience during which student teams write a strategic business plan for their assigned company, once again under the supervision of faculty and outside mentors. Plans will be presented by teams to a Business Plan Competition jury composed of leading private equity executives, investment bankers and/or corporate CEOs.

MGMT 495B. Ames Advanced Business Plan Seminar. 3 Units.
This two semester 6 credit hour course teaches students to write a strategic business plan. Working in teams, students study a Cleveland area business through meetings with company executives, including the CEO, under the supervision of a faculty member and outside planning expert. In Semester One, multiple leading faculty members will conduct classes which focus on key components of a business plan, including marketing, strategy, finance, supply chain and leadership. Semester One will culminate with a case study of an assigned company written by each team. Semester Two is a practicum experience during which student teams write a strategic business plan for their assigned company, once again under the supervision of faculty and outside mentors. Plans will be presented by teams to a Business Plan Competition jury composed of leading private equity executives, investment bankers and/or corporate CEOs.

MGMT 498. Action Learning. 3 Units.
This course allows teams of students to integrate functional core knowledge from the first year of the M.B.A. program and apply analysis and strategic management skills in a real-world setting. Students will be evaluated by the instructor and the project managers at the client organizations. Recommended preparation: Second year full-time M.B.A. status.

MGMT 499. Strategic Issues and Applications. 3 Units.
This course wraps up the M.B.A. core by providing an integrative experience of applying the full range of managerial skills addressed throughout the core in a comprehensive case exercise. Students develop, document, and present comprehensive, implementable strategic and tactical actions programs in groups. Prereq: ACCT 401 and BAFI 402.

MGMT 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

MGMT 570. Research Theory and Method. 3 Units.
This seminar explores pertinent issues in the philosophy of social sciences and in the use of quantitative and qualitative research methods. It seeks to clarify pivotal issues in scientific enterprise like the nature of scientific knowledge, the nature of scientific methods, their grounding, issues of ontology and epistemology, rhetoric, and how scientific knowledge relates to the organization of scientific communities. The seminar’s objective is to prepare students to think critically about the underlying assumptions and their day-to-day research practices. Prereq: Ph.D. standing.

MGMT 575. Doctoral Research Project. 3 Units.
The objective of the course is to produce a stand-alone piece of scholarship in the academic discipline pursued by the student. The paper or project should be of publishable quality as judged by the instructor. The work of the student is to be accomplished on the independent study basis under the direction of a faculty member. Although there are no specific course prerequisites, the understanding is that all other coursework should have been completed to be admitted into the class. Prereq: Ph.D. standing.

MGMT 601. Special Topics. 1 - 18 Unit.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

MGMT 602. Advanced Topics. 1 - 18 Unit.
This is a course of flexible design to meet advanced theoretical and/or methodological needs of doctoral students. Approval is needed from the instructor, and it requires a letter grade.

MGMT 610. Culture and World Politics. 3 Units.
Religion, ethnicity, and nationalism have assumed major political significance in the post Cold-War and post-9/11 eras. The course examines ideas of political democracy and economic liberalism in relation to different cultural and religious ideas and explores relationships among social values, political structures, and economics. Prereq: Only for students in PhD in Management: Designing Sustainable Systems, or by permission of the Program Director.

MGMT 614. Business as an Evolving Complex System. 3 Units.
The goal of this course is to provide a foundation for understanding how business systems evolve, why the business systems in the major advanced countries have evolved differently over the last 100 years or so, and what the underlying driving forces are. The focus is on transformation rather than economic growth. The course examines the evolution of business systems as a result of technological and organizational change. It deals with the role of history, culture and finance in generating business organizations in various countries. The course also studies the emergence of regional innovation systems and industry clusters, as well as how digitization and globalization are changing the industrial logic. Prereq: Must be enrolled in PhD in Mgt: Designing Sustainable Systems.

MGMT 616. Global Economic Systems and Issues. 3 Units.
This course provides a framework and analytical tools for understanding globalization and international economic relations in the context of the global political system. It analyzes the economic and political forces that are shaping global cooperation on economic matters, the role and impact of international economic institutions such as the World Bank, the International Monetary Fund, and the World Trade Organization, and evolving forms of regional governance, such as the European Union. It covers national and international policies and development and the causes and cures of international financial crises. The course revolves around concepts of efficiency, equality, power and institutions in the making of public policy towards globalization of communications and transportation. Prereq: Must be enrolled in Ph.D in Management: Designing Systems track.
**MGMT 617. Technology and Social System Design. 3 Units.**
Managers are designers who shape the social and technical world we inhabit. This course explores the process of design and asks how managers can become better designers and interventionists who anticipate and evaluate the social, economic, and political consequences of existing and emerging products, processes, and organizational forms. Prereq: Students in PhD Management program or requisites not met permission.

**MGMT 640. Social Ethics: Contemporary Issues. 3 Units.**
The course draws upon intellectual ancestors and current thinkers in moral philosophy and ethics to assist each student in identifying, analyzing, and discussing social and ethical questions pertaining to the definition and purpose of contemporary life, the need for moral coherence, and the meaning of life in a global society. The unifying theme of the course is Tolstoy’s question, “How then shall we live?” The course does not seek to provide answers to the great questions of life. Rather, it tries to expand each student’s capacity to grapple with such questions. Prereq: Students in PhD Management program or requisites not met permission.

**MGMT 641. Qualitative Res Methods II. 3 Units.**
This course guides the student in conducting the qualitative research project that was proposed in EDMP 638. Fieldwork and initial analysis is conducted during the summer when data based on semi-structure interviews is collected and analysis begins using inductive coding techniques. A summer residency is held in mid-June to assess progress as final data collection and analysis continues. The aim of the fall semester is to prepare a formal research report on that project, which will be submitted to an academic research conference. The final report includes a revision of one’s conceptual model, integrating new understandings and literature arising from the data collection and analysis. Prereq: Only for students in PhD in Management: Designing Sustainable Systems, or by permission of the Program Director.

**MGMT 643. Measuring Bus Behav & Struc. 3 Units.**
This course aims to develop the basic foundations and skills for designing and executing generalizable studies that measure business behaviors and structures. It focuses on building competence in building of measurement systems, construct measurement, research design, data collection methodologies, and application of analytical software commonly involved in quantitative inquiry. Covered topics include framing research questions, reliability and validity of measurement, quasi-experimental research design, and fieldwork for data collection. Classes are designed to balance theory and practice through quantitative research design and will be linked to the participant’s own research project. Prereq: Only for students in PhD in Management: Designing Sustainable Systems, or by permission of the Program Director.

**MGMT 645. Integration of Qualitative and Quantitative Inquiry. 3 Units.**
Using the mixed method research toolkit developed in previous courses, this course focuses on critically analyzing selected pieces of published applied and policy research to develop a critical appreciation of issues and debates that have wide applicability and relevance. In particular, it offers students ways to integrate and triangulate using a mixed method approach, different forms of evidence, and related evidence. In addition, this course addresses common method choice and justification issues and related challenges of validity and theory formulation that typically arise during the students’ execution of a series of individual research projects. Application of critical analysis and appreciation approach in justifying mixed methods designs to the student’s own research work is encouraged and supported by sharing and discussing common research and methodology themes and problems. Prereq: Students in PhD Management program or requisites not met permission.

**MGMT 646. Advanced Analytical Methods for Generalizing Research. 3 Units.**
This course addresses advanced topics in regression and structural equation modeling such as latent growth curve models, partial least squares, logit models, tests for various types of invariance, multiple-group analysis, multilevel analysis, and analyzing qualitative/categorical data. These analytical methods are intended to enhance the student’s toolkit as to facilitate a strong bridge to the academic literature and the application to specific data based problems that arise in applied managerial research. Prereq: Students in PhD Management program or requisites not met permission.

**MGMT 648. Causal Analy of Bus Prob I. 3 Units.**
Causal Analysis of Business Problems I introduces fundamental concepts in theory-based model building and validation. In this course students will develop, explore, refine a range of models appropriate for addressing their problem of practice including classification models, process models, variance models, and articulating nomological networks. In particular, the course will focus on effective conceptualizations of causation, control, mediation, and moderation. Further, foundational statistical techniques such as tests of assumptions of the data, exploratory factor analysis, and regression and path analysis will be introduced to analyze concepts of causation, control, mediation and moderation. Prereq: Only for students in PhD in Management: Designing Sustainable Systems, or by permission of the Program Director.

**MGMT 649. Causal Analy of Bus Prob II. 3 Units.**
Building upon the first course in Causal Analysis of Business Problems, this course will guide students through the theoretically-grounded variance models that are required for testing through structural equation modeling (SEM) in the quantitative portion of their research. Fundamental concepts in model testing will be reinforced using path analysis, and will include a deeper exploration of moderation by addressing topics such as moderated mediation and interaction effects. Beyond the analysis the course will emphasize precise and accurate formulation of theoretical models and associated reasoning, as well as careful interpretation of findings. The class will also delve into testing of data assumptions and prepare students for the model testing portion of their capstone assignments. Prereq: Only for students in PhD in Management: Designing Sustainable Systems, or by permission of the Program Director.
MGMT 664. Knowledge Dissemination to Influence Managerial Practice. 3 Units.
The aim of this course is twofold. First, it supports students organizing and writing their DM thesis overview or their PhD thesis proposal. Also discussed are ways to organize and communicate in scientific genres, their aims and their generic properties. Secondly, students become acquainted with scientific communication and publishing. Effective reviewing, criteria for judging articles and theses, management of review processes, and how to communicate and respond to reviews are topics discussed. The course also addresses publication strategies and ways of managing and communicating scientific and managerial knowledge to different stakeholders. Prereq: Students in PhD Management program or requisites not met permission.

MGMT 671. Design and Sustainable Systems. 3 Units.
The goal of this course is to introduce doctoral students to the nature and practice of design as a strategy of inquiry as well as a mode of action in addressing the problems of creating and managing sustainable human systems. The objectives are (1) to introduce the conceptual framework of design, (2) the nature of human interaction as seen from the perspective of design, (3) the intellectual and practical strategies of design, (4) the methods and techniques of design that are relevant to the study and design of sustainable human systems, and (5) the nature of "wicked problems" and the ethical issues of design, with special attention to the place of human dignity in the design of sustainable systems. The course will employ key elements of the literature of design, close reading and discussion, and exercises that explore the concepts and methods of design. Prereq: Students in PhD Management program or requisites not met permission.

MGMT 672. Sustainability and Social Value Creation. 3 Units.
This course is designed to galvanize new visions of business and society, as well as organizational leadership. The course is born of a conviction that the future of human society and the natural world is intimately linked to the future of the world economy, business enterprises, and management education. The course presentations, books, dialogues, and interview projects are organized around three themes: (1) the state of the world and the economics possibilities of our time, (2) the business case for understanding business as an agent of world benefit--how business performance can profit from current and future advances in sustainable design and social entrepreneurship; and (3) tools for becoming a change leader--including the methods of Appreciative Inquiry and new insights about "strength-based" change emerging from the science of human strengths. The overarching aim is to provide a powerful introduction to the many facets of sustainable value creation as a complete managerial approach. Prereq: Students in PhD Management program or requisites not met permission.

MGMT 673. Understanding, Designing, Managing Complex Systems. 3 Units.
The purpose of this course is to provide a perspective on systems thinking and complex systems to aid PhD students in expanding the ideas in their research on systems, systems models, and complex systems. The work of the course will develop with increasingly difficult books on the subject of complex systems, a major case study in health care, and individual applications of the concepts to their potential research model and methods. Prereq: Students in PhD Management program or requisites not met permission.

Prereq: Must be enrolled in Ph.D. in Management: Designing Sustainable Systems and have predoctoral research consent or advanced to Ph.D. candidacy milestone.

MIDS Courses

MIDS 301. Introduction to Information: A Systems and Design Approach. 3 Units.
Managers must design business systems and flows of information that enable an organization to operate successfully in changing environments. This course will explore what “design,” “systems,” “information” and “environment” really mean in this context. You will develop a systems and design perspective on information and organizations that will inform your future work as a manager and leader. You will learn how to model organizations and their environments to reveal how they reflect foundational concepts of information theory, cybernetic control and complexity. You will also learn to evaluate multiple levels of information design, including communication design, product design, experience design and organization design, as an integral part of your management skills. In addition, you will study the strategic use of contemporary information technologies (e.g., enterprise systems, cloud computing, crowd sourcing, viral marketing, distributed innovation, and social media) to understand how they have changed the competitive landscape of business. Throughout the course, you will be challenged to develop new skills for analyzing organizations, environments and systems, and for using design concepts and methods to create information environments that will enable successful organizations.

MIDS 315. Multimedia Systems. 3 Units.
Current practices and future directions of multimedia systems are discussed. Special attention is given to management issues involved in specifying, designing, developing, and assessing multimedia systems and to design principles that can be used to improve the quality of multimedia. This is a project-based course in which students gain experience in developing web sites, CD-ROMs, and films. Description for MIDS 415: As information becomes more abstract and therefore more difficult to perceive directly with one’s sense, sonic and visual presentation become more important than ever. Designing systems that take advantage of people’s aesthetic sensibilities is an area wide open to the enterprising and inventive entrepreneur. This course will interest those who think that artists have a say about how sound and graphics and words might be put together. The course examines aesthetic issues that arise in the development of multimedia. It focuses on creative integration of video, audio, and graphics particularly for the web, interactive CDs, and virtual reality. Offered as MIDS 315 and MIDS 415. Prereq: Not open to first-year students.

MIDS 326. Systems Analysis and Design. 3 Units.
This course investigates concepts and techniques for analyzing organizational systems in order to identify opportunities for redesigning the organization, its work practices and/or its information systems. It emphasizes creativity in diagnosing organizational problems and opportunities. You will learn consultation and intervention strategies for moving to a consensus on problem definition and a vision of desired changes. You will learn both soft and structured object-oriented methods for performing systems analysis. In addition you will learn the process of documenting new organizational and information system requirements in a form suitable for detailed system design and implementation.

MIDS 360. Independent Study. 1 - 18 Unit.
MIDS 385. Web Systems Integration. 3 Units.
Standards-based technology is used to help solve complex information system problems in modern organizations. This course brings together component-based development approaches in the context of doing business on the global Internet and on corporate intranets. Enabling technologies are based on published and de facto Internet standards including HTTP and HTML, CGI/API and Perl, CSS, JavaScript, ActiveX, XML, CORBA/COM, and SSL/SET. Students are encouraged to contribute to a team effort to design, implement, and integrate an appropriate solution to a selected business problem in electronic commerce or distance learning. They will also develop competency in the foundation technologies. Offered as MIDS 385 and MIDS 485.

MIDS 409. System and Design Thinking. 3 Units.
For over a half-century, the field of information systems has been learning about the design, development, testing, and use of complex systems. Computers are just the start. The networks that connect them to create a massive communications grid, the software that runs on them, and the impact of these artifacts on organizations have all generated large bodies of knowledge. Two modes of thinking have proven particularly valuable in making sense of these developments—system thinking and design thinking. While this course applies concepts from system thinking and design thinking to problems related to using information in organizations, the techniques are widely applicable to managing.

MIDS 409A. System and Design Thinking. 1 Unit.
For over a half-century, the field of information systems has been learning about the design, development, testing, and use of complex systems. Computers are just the start. The networks that connect them to create a massive communications grid, the software that runs on them, and the impact of these artifacts on organizations have all generated large bodies of knowledge. Two modes of thinking have proven particularly valuable in making sense of these developments—system thinking and design thinking. While this course applies concepts from system thinking and design thinking to problems related to using information in organizations, the techniques are widely applicable to managing. Prereq: Open to ACL-MBA students.

MIDS 413. Managing Large Systems. 3 Units.
This course will help you understand the complex nature of the selection, implementation and management of large enterprise business systems (such as Enterprise Resource System, Customer Relationship Management systems and Supply Chain Management systems). It is no secret that many companies have publicly, and privately, struggled with large enterprise business systems projects which ended up millions of dollars over budget, many years behind schedule, or worse, crippling the companies’ operations by failing to meet the day-to-day demands of the business. During this course, we will examine case studies of successful, and unsuccessful, projects and organize the common themes into a framework applicable to the successful navigation of the life cycle of large enterprise business systems. Prereq: MIDS 409.

MIDS 415. Multimedia Systems. 3 Units.
Current practices and future directions of multimedia systems are discussed. Special attention is given to management issues involved in specifying, designing, developing, and assessing multimedia systems and to design principles that can be used to improve the quality of multimedia. This is a project-based course in which students gain experience in developing web sites, CD-ROMs, and films. Description for MIDS 415: As information becomes more abstract and therefore more difficult to perceive directly with one’s sense, sonic and visual presentation become more important than ever. Designing systems that take advantage of people’s aesthetic sensibilities is an area wide open to the enterprising and inventive entrepreneur. This course will interest those who think that artists have a say about how sound and graphics and words might be put together. The course examines aesthetic issues that arise in the development of multimedia. It focuses on creative integration of video, audio, and graphics particularly for the web, interactive CDs, and virtual reality. Offered as MIDS 315 and MIDS 415.

MIDS 420A. Design in Management: Concept and Practices. 3 Units.
Designing is giving form to an idea to conceive of a more desirable product, service, process or organization and refining the idea into something that can be delivered reliably and efficiently. Good design integrates these evolving ideas with the day-to-day realities of a firm’s operations, systems, marketing, economics, finance and human resources. Designing is thus a unique managerial activity that brings together changing technologies, capabilities, relationships, activities and materials to shape an organization's plans and strategies. It combines analysis and synthesis in ways that are integrative and inventive, and through it managers create opportunities and means of attaining them. Viewed this way, designing is a core competence of a successful entrepreneur or innovative leader. This course is the first in a two-semester sequence. Design analysis is the systematic review of the four orders of design found in every firm—namely, the firm's communications, products, interactions and environments—and the creation of opportunities to increase firm value by improving each. Students will identify ill-defined, ill-structured problems within organizations. Such problems are ones for which there are no definitive formulations and for which the formulation chosen affects the solutions available. For such problems, there is no explicit way of knowing when you have reached a solution, and solutions cannot necessarily be considered correct or incorrect. But finding innovative solutions to such problems can provide unique opportunities to distinguish organizations and to create exceptional value. A major outcome of the semester’s inquiry is a presentation of the challenges and opportunities discovered during the design analysis of the client organization. The presentation will include a conceptualization of the client’s current situation and opportunities, along with a statement of their design requirements. It is successful to the extent that it demonstrates learning by creating unexpected value to the client.
MIDS 420B. Design in Management: Concept and Practices. 3 Units.
Designing is giving form to an idea to conceive of a more desirable product, service, process or organization and refining the idea into something that can be delivered reliably and efficiently. Good design integrates these evolving ideas with the day-to-day realities of a firm's operations, systems, marketing, economics, finance and human resources. Designing is thus a unique managerial activity that brings together changing technologies, capabilities, relationships, activities and materials to shape an organization’s plans and strategies. It combines analysis and synthesis in ways that are integrative and inventive, and through it manages to create opportunities and means of attaining them. Viewed this way, designing is a core competence of a successful entrepreneur or innovative leader. This course is the first in a two-semester sequence. Design analysis is the systematic review of the four orders of design found in every firm—namely, the firm’s communications, products, interactions and environments—and the creation of opportunities to increase firm value by improving each. Students will identify ill-defined, ill-structured problems within organizations. Such problems are ones for which there are no definitive formulations and for which the formulation chosen affects the solutions available. For such problems, there is no explicit way of knowing when you have reached a solution, and solutions cannot necessarily be considered correct or incorrect. But finding innovative solutions to such problems can provide unique opportunities to distinguish organizations and to create exceptional value. A major outcome of the semester’s inquiry is a presentation of the challenges and opportunities discovered during the design analysis of the client organization. The presentation will include a conceptualization of the client’s current situation and opportunities, along with a statement of their design requirements. It is successful to the extent that it demonstrates learning by creating unexpected value to the client. Prereq: MIDS 420A.

MIDS 432. Health Care Information Systems. 3 Units.
This course covers concepts, techniques and technologies for providing information systems to enhance the effectiveness and efficiency of health care organizations. Offered as HSMC 432, MIDS 432, MPH 532 and NUNI 432.

MIDS 461. Change Management. 3 Units.
Change is an inherent dimension of organizational life—new policies, regulations, technologies, people, products, competitors, markets, processes, physical facilities...the list goes on. Consequently, the abilities to adapt to and manage technical and organizational changes are critical managerial competencies. This course aims to provide a framework for planning, analyzing, and managing those changes over which you as a manager will have some control. Though our discussions will focus on technology-enabled and technology-related change, the intention is to equip you with a process model, tools, and guiding principles that can be applied more generally to other change processes.

MIDS 485. Web Systems Integration. 3 Units.
Standards-based technology is used to help solve complex information system problems in modern organizations. This course brings together component-based development approaches in the context of doing business on the global Internet and on corporate intranets. Enabling technologies are based on published and defacto Internet standards including HTTP and HTML, CGI/API and Perl, CSS, JavaScript, ActiveX, XML, CORBA/DCOM, and SSL/SET. Students are encouraged to contribute to a team effort to design, implement, and integrate an appropriate solution to a selected business problem in electronic commerce or distance learning. They will also develop competency in the foundation technologies. Offered as MIDS 385 and MIDS 485.

MIDS 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

MIDS 527. Seminar in MIDS. 3 Units.
This seminar addresses topics of current interest with a strong emphasis on research. It is intended primarily for the faculty and doctoral students of the MIDS Department.

MIDS 601. Special Topics in MIDS. 1 - 18 Unit.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

MKMR Courses

MKMR 201. Marketing Management. 3 Units.
This is an introductory marketing course designed to provide students with the concepts and theories necessary for understanding the fundamental principles of marketing and its role in any organization. Students will learn concepts such as marketing orientation, marketing mix, relationship marketing and service logic, as well as behavioral theories of customer response and strategic frameworks of customer brand management. Students develop capabilities for understanding marketing issues in real world situations and to create and implement basic marketing plans. Prereq: At least Sophomore standing.

MKMR 304. Brand Management. 3 Units.
Successful innovation and management of brands and products creates customer, firm and societal value. This course is designed to help students understand the principles of product and brand development and management such as understanding evolving customer needs; creating and delivering the right products, services, and experiences; and managing the process to enhance brand equity and customer satisfaction. Through text, cases, and simulation this engaging class will cover the branding process from new brand and product development; brand communication and promotion, and brand equity measurement. The course will also discuss specific topics such as global brands, brand extensions, brand revitalization, and social responsibility. Prereq: ACCT 102, ECON 102 and MKMR 201.
MKMR 307. Marketing Value Chain Management. 3 Units.
This course views the supply chain (including the distribution channels) as a multi-organization business system that enables customers at all points in the system to acquire the benefits/value they want in the way they want to acquire them. It is a collaborative human network creating customer and shareholder value throughout the system. Strategic and tactical management topics include specifying customer desired value, assessing network members’ (suppliers, producers, distributors, and customers) abilities to create it, and consequently allocating decisions, tasks, and rewards to members. Emphasis is on structure, communication, motivation, and control/discipline to encourage effective implementation throughout the supply chain system. Offered as MKMR 307, MKMR 407 and OPMT 407. Prereq: ACCT 102 and MKMR 201.

MKMR 308. Measuring Marketing Performance. 3 Units.
Evaluation and control are important strategic marketing processes and without effective and consistent measurement, these processes cannot be performed adequately. In recent years, marketing budgets have been challenged by top managers as the value of these expenditures to an organization’s financial well being is not often clear. Marketing activities such as advertising, sales promotions, sales force allocation, new product development and pricing all involve upfront investments and making these investments now require increasing scrutiny. This course will be about knowing and understanding what to measure, how to measure and how to report it so the link between marketing tactics and financial outcomes is clearer. The course will include lecture by the instructor, readings, cases, computer based data exercises and guest lectures. There will also be a team project requirement. Prereq: ACCT 102, ECON 102 and MKMR 201.

MKMR 310. Marketing Analytics. 3 Units.
To appreciate, design, and implement data-based marketing studies for extracting valid and useful insights for managerial action that yield attractive ROI, five essential processes are emphasized: (a) making observations about customers, competitors, and markets, (b) recognizing, formulating, and refining meaningful problems as opportunities for managerial action, (c) developing and specifying testable models of marketing phenomenon, (d) designing and implementing research designs for valid data, and (e) rigorous analysis for uncovering and testing patterns and mechanisms from marketing data. Prereq: MKMR 201.

MKMR 311. Consumer Relationship Management. 3 Units.
Customer Relationship Management (CRM) is the strategic process of building and maintaining profitable, sustainable customer relationships through co-creation of value with customers in both business-to-business (B2B) and business-to-consumer (B2C) markets. This course starts with understanding the relationship between an organization’s strategic goals and the structure and dynamics of organization-customer relationships. Topics include assessing CRM system design, implementation and management; the fundamentals of customer profitability analysis; customer portfolio management; B2B relationship management; sales force management and automation; and designing services programs to optimize customer experiences; and expanding customer relationships through services. Additionally, students will explore how one-to-one marketing and social networks enhance customer relationships. Learning will be accomplished through lecture and discussion, critical discussion of case studies and contemporary marketing issues, and interaction with experienced CRM marketing professionals. Prereq: MKMR 201.

MKMR 312. Selling and Sales Management. 3 Units.
Selling and sales management are keys to implementing an organization's marketing program and customer relationships. This course emphasizes developing an understanding of basic marketing concepts, selling principles, interrelationships among sales force management and other business functions, appropriate strategy for managing a sales force and measurement of sales force productivity. We will use theories of work motivation and explore how individual difference variables influence the choices of sales managers. This course uses a synthesis of sales research and leading practices to focuses on both a strategic and a tactical perspective. Strategic issues include: entrepreneurial strategy, the sales force’s role in company strategy, customer relationship and strategic account management, sales force size and organization and career paths to sales management. Tactical issues include: effective approaches to selling, finding and retaining top sales talent, motivating and compensating the field force, evaluating performance, and aligning sales territories. Prereq: MKMR 301 or consent of instructor.

MKMR 350. Entrepreneurial Marketing. 3 Units.
You have a great idea. This course helps you achieve your goals for it - whether they are commercial, societal, environmental, public policy/ political or a combination of the four. The course addresses the conceptually creative and data-driven entrepreneurial/intrapreneurial process of conceiving and implementing an operational program for realizing the goals of a market opportunity. Students select an opportunity and develop a deployable, one-year market entry program and five-year strategic marketing program. Emphasis is on the entrepreneurial marketing decision process, including defining the business model, selecting performance objectives and measures, specifying customer perceived value, assessing competitive capability and advantage, defining and analyzing the value chain and evaluating market space structure and dynamics, and complementing the players in the value chain. Identifying and properly using both secondary and primary information in management decision making is a major focus of the course. Offered as MKMR 350 and MKMR 450. Prereq: Sophomore standing.

MKMR 355. Communications Management in a Digital Marketplace. 3 Units.
In a marketplace where consumer touchpoints have gone digital and new digital methods of connecting with the consumers are emerging, this course provides a sound understanding of management of an organization's total marketing communications. The focus is on identifying appropriate strategy and tactics for effectively communicating with end consumers and other stakeholders/public in both conventional ways and also in new and emerging ways. Students examine the roles of advertising, sales promotion and public relations, along with below the line methods like direct response advertising, and Internet based methods including display and search advertising, affiliate marketing and viral campaigns. They work with developing and managing these elements as part of an overall, synergistic communications strategy. Perspectives and metrics for evaluation of the effectiveness of marketing communications are also introduced and discussed. Prereq: MKMR 301.

MKMR 360. Independent Study. 1 - 3 Unit.
This course is offered, with permission, to students undertaking reading and research in an area of their special interest.
MKMR 403. Managerial Marketing. 3 Units.
This course focuses on managing marketing as a process of creating value and mutually desirable exchanges of values. That is the foundation of a customer orientation and a central theme of market-driven management. Methods for strategic marketing planning, understanding buyer behavior, market analysis, segmentation and devising integrated marketing programs are introduced. Creating customer value and competitive advantage in worldwide markets is the central theme. Prereq: ACCT 401.

MKMR 403A. Marketing. 1 Unit.
This course is designed to refresh and enhance student familiarity with fundamental concepts in marketing management, and with how those concepts are applied to solve realistic business problems. The course exposes students to basic marketing theory in the areas of consumer behavior and decision making (both individual consumers and organizational buyers), pricing strategies, channel management and its importance to marketing strategy, new product development and management and its importance to marketing strategy, new product development and management, and promotion management. Equal emphasis is given to analyzing business cases that deal with realistic situations where the theories described above can be applied. Considerable emphasis is also given to learning analysis techniques and back-of-the-envelope calculations that can be applied to case data (financial, market research results, industry reports, etc.) to gain further insights. Prereq: Open to ACL-MBA students.

MKMR 407. Marketing Value Chain Management. 3 Units.
This course views the supply chain (including the distribution channels) as a multi-organization business system that enables customers at all points in the system to acquire the benefits/value they want in the way they want to acquire them. It is a collaborative human network creating customer and shareholder value throughout the system. Strategic and tactical management topics include specifying customer desired value, assessing network members' (suppliers, producers, distributors, and customers) abilities to create it, and consequently allocating decisions, tasks, and rewards to members. Emphasis is on structure, communication, motivation, and control/discipline to encourage effective implementation throughout the supply chain system. Offered as MKMR 307, MKMR 407 and OPMT 407.

MKMR 408. Marketing Metrics. 3 Units.
Evaluation and control are important strategic marketing processes and without effective and consistent measurement, these processes cannot be performed adequately. In recent years, marketing budgets have been challenged by top managers as the value of these expenditures to an organization’s financial well being is not often clear. Marketing activities such as advertising, sales promotions, sales force allocation, new product development and pricing all involve up-front investments and making these investments now require increasing scrutiny. This course will be about knowing and understanding what to measure, how to measure and how to report it so the link between marketing tactics and financial outcomes is clearer. The course will include lecture by the instructor, readings (no textbook), cases, computer based data exercises and guest lectures. There will also be a team project requirement. Prereq: MBAC 506 or MKMR 403 or MBAP 407.

MKMR 410. Marketing Insight Management. 3 Units.
To appreciate, design, and implement data-based marketing studies for extracting valid and useful insights for managerial action that yield attractive ROI. Five essential processes are emphasized: (a) making observations about customers, competitors, and markets, (b) recognizing, formulating, and refining meaningful problems as opportunities for managerial action, (c) developing and specifying testable models of marketing phenomenon, (d) designing and implementing research designs for valid data, and (e) rigorous analysis for uncovering and testing patterns and mechanisms from marketing data. Prereq: MKMR 403 or MBAC 506 or MBAP 407.

MKMR 411. Customer Relationship Management. 3 Units.
Customer Relationship Management (CRM) is the strategic process of building and maintaining profitable customer relationships through co-creation of value with customers. This course starts with understanding the relationship between an organization’s strategic goals and customer relationships, including assessing CRM systems, management and implementation, in both B2B and B2C markets. Students will learn the fundamentals of customer profitability analysis, customer portfolio management, B2B relationship/brand management and automation, designing services to optimize customer experiences, as well as expanding customer relationships through services. Additionally, students will explore how one-to-one marketing and social networks enhance customer relationships. Learning will be accomplished through critical discussion of case studies and contemporary marketing issues, and hands-on group project and presentation, and interaction with experienced CRM marketing professionals. Prereq: MKMR 403 or MBAC 506 or MBAP 407.

MKMR 419. Market Space Management. 3 Units.
This course will introduce you to the fundamental marketing ideas, tools and skills that enable managers to pursue high growth, high return business models in today’s complex and severely competitive markets. Kim and Mauborgne (1999) broke new marketing ground by emphasizing the idea of discovering fundamentally new (unoccupied) market spaces (i.e., where there are no direct competitors). Innovators look across, rather than within, traditional competitive market boundaries to create real value innovation. The reward is a rapid growth, high return business model. Chakravorti (2004) addressed methods of managing those models. Today’s market space networks are so complex that one customer’s adoption of an innovation usually depends on its systematic adoption by many other members of the value chain. So, innovators must develop multiple partnerships by changing the behaviors of numerous players, while concurrently dealing with competitive threats. In the course you will learn and practice the seven major tasks of market space discovery and management: 1. Identifying unoccupied market space(s) in which the product or service offers network partners and end users long-term, demonstrable value, 2. determining those parties’ perceptions of the product’s unique benefits to them, 3. mapping the structure and dynamics of the Inter-organizational networks--including both potential partners and competitors, 4. determining the members’ perception of the costs to them of partnering, 5. developing and costing a program to develop relationships with the partners and end users, 6. estimating profitability and ROI, and 7. executing the management program. Course materials include text, readings and cases as a basis for lectures and discussions. Guest speakers address managerial perspectives. Student individual and team deliverables can include active class participation, position papers, case analyses, tests, and a Market Space Audit project. Offered as MKMR 419 and MSOR 419.
MKMR 421. Marketing Value Creation. 3 Units.  
Marketing value creation is the process of creating and managing successful brands through continuous innovation. Successful brand innovation and management requires understanding evolving customer needs; creating and delivering the right products, services, and experiences; and managing the process to enhance brand equity and customer satisfaction. Through text, readings, cases, high-profile guest lectures and team projects, this engaging class will cover the innovation and branding process from discovery of unmet needs, brand and product development, to brand promotion and advertising and brand equity measurement. A sustainability thread will weave through the course, covering topics such as brand’s ecological footprint, product safety, eco-friendly branding, the ethics of advertising, the impact of pricing on consumers and corporate social responsibility. The result of proper sensitivity to customer needs, social concerns and the environment is integral to the process of value creation for customers, companies and society. Prereq: MKMR 403 or MBAC 506 or MBAP 407.

MKMR 450. Entrepreneurial Marketing. 3 Units.  
You have a great idea. This course helps you achieve your goals for it - whether they are commercial, societal, environmental, public policy/ political or a combination of the four. The course addresses the conceptually creative and data-driven entrepreneurial/intrapreneurial process of conceiving and implementing an operational program for realizing the goals of a market opportunity. Students select an opportunity and develop a deployable, one-year market entry program and five-year strategic marketing program. Emphasis is on the entrepreneurial marketing decision process, including defining the business model, selecting performance objectives and measures, specifying customer perceived value, assessing competitive capability and advantage, defining and analyzing the value chain and evaluating market space structure and dynamics, and complementing the players in the value chain. Identifying and properly using both secondary and primary information in management decision making is a major focus of the course. Offered as MKMR 350 and MKMR 450.

MKMR 450B. Entrepreneurial Marketing-M.B.A.. 3 Units.  
This course addresses the entrepreneurial/intrapreneurial process of commercializing an idea for a market opportunity. Students select an opportunity and develop a deployable, one-year market entry program and a five-year strategic marketing program. Emphasis is on the entrepreneurial marketing decision process, including defining the business, defining the market, specifying customer perceived value, assessing competitive capability and advantage, identifying and properly using secondary and primary information, and deploying marketing programs throughout the organization and the supply chain. Offered as ENTP 450 and MKMR 450B. Prereq: MKMR 403.

MKMR 460. Marketing Communications Management. 3 Units.  
This course provides a sound understanding of management of an organization’s total marketing communications. The focus is on identifying appropriate strategies and tactics for effectively communicating with end consumers and other stakeholders/publics, in order to manage the firm’s brand equity and its market, industry and societal positioning. Students examine the roles of advertising, sales promotion, point-of-purchase efforts, and public relations, and emerging direct marketing technologies. They work with developing and managing these elements as part of an overall, synergistic communications strategy. Marketing communications for ongoing as well as crisis situations are developed. Multiple perspectives on evaluation of the effectiveness of marketing communications are introduced. Topics addressed include: integrated marketing communications, brand equity management, corporate communications strategies, public relations management, and crisis management. Prereq: MKMR 403.

MKMR 475. Supply Chain Logistics. 3 Units.  
The focus of this course is on the effective management of a firm’s downstream processes in the supply chain that deliver goods and services to customers. Concepts, methods, and strategies are presented that can lower supply chain costs while maintaining or improving customer service. In addition, ideas for using the supply chain for competitive advantage leading to revenue enhancement are discussed. Adding value for customers is the objective. Key topics include transportation planning, inventory management, network design, and customer service goal setting. Offered as MKMR 475 and OPMT 475.

MKMR 476. Strategic Sourcing. 3 Units.  
The primary purpose of the course is to provide a comprehensive introduction to supply issues in manufacturing and service organizations. Procurement and supply management has evolved as a strategic function across various industries. Recent volatility in commodity process has further enhanced the challenges in procurement. This course explores sourcing strategies in global supply chains to reduce cost and enhance the competitiveness of the firm. This course will provide you with a framework for thinking about strategic sourcing and tools to procure commodities and services efficiently. Offered as MKMR 476 and OPMT 476.

MKMR 501. Special Problems and Topics. 1 - 18 Unit.  
This course is offered, with permission, to students undertaking reading or a project in a field of special interest.

MKMR 601. Special Problems and Topics. 1 - 18 Unit.  
This course is offered, with permission, to Ph.D. candidates undertaking reading or a project in a field of special interest.

Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.
MPOD Courses

MPOD 413. Foundations of Positive Organization Development and Change. 4 Units.
This course explores and develops the art of reading and understanding social systems in ways that help us imagine, design and develop organization excellence. First it seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems. Includes presentations, guest lectures and panel discussions on current topics of interest for the Masters in Positive Organization Development and Change (MPOD) candidates. Led by a faculty member of the Department of Organization Behavior, these dialogues and seminars will be presented in several of the six main residencies of the MPOD program. Reflective essays and integrative papers will enable participants to explore their practice of OD, leadership capacity, application of learnings from the program and deeply held values related to current issues and opportunities in the domain of human systems change and development. Prereq: Open to MPOD candidates only.

MPOD 414. Organization Design for a Knowledge World. 3 Units.
The objective of this course is to familiarize participants with the theory and technique of organization design and corporate change with particular emphasis on helping leaders understand and implement the latest forms of organizing in a customer-focused, electronically mediated and knowledge-driven world. Frameworks presented will be used to explore the impact of the information revolution on organization design and change, and the evolution of traditional vertically integrated and multi-divisional enterprises toward spider web structures, trans-organizational networks and communities of practice. Prereq: Open to MPOD candidates only.

MPOD 416A. Leadership, Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. In this context, coaching the development of leadership will be a major topic throughout the course. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help/coach others develop their competencies to become more effective leaders? (Part one of a three-section course.) Prereq: MPOD 416B.

MPOD 416B. Leadership and Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help others develop their competencies to become more effective leaders? (Part two of three) Prereq: MPOD 416A.

MPOD 416C. Leadership, Executive Assessment and Development. 1 Unit.
Leadership with emotional intelligence will be examined by studying a number of topics and applying them to two major case studies: 1) a CEO; and 2) yourself. In this context, coaching the development of leadership will be a major topic throughout the course. This course will explore questions such as: Who are effective leaders? Are they different from effective managers? How do they think and act? What makes us want to follow them? How are leaders developed? What and how can people (you) help/coach others develop their competencies to become more effective leaders? (Part three of a three-section course.) Prereq: MPOD 416B.

MPOD 418. Sustainability for Strategic Advantage. 2 Units.
Sustainability is introduced as a movement in business to create value by responding to social and environmental problems in ways that meet current needs without reducing future capacity. Students are introduced to systems thinking skills, such as whole system mapping, causal loop modeling, emergent hypotheses, stakeholder analysis and engaging productive dialogues. Emphasis is placed on use of these skills as methods for working with clients to create actionable knowledge, thereby integrating reflection with action to leave the client system stronger. Prereq: Open to MPOD candidates only.

MPOD 419. Building the Sustainable Enterprise. 4 Units.
In this course, participants will build on skill developed in MPOD 418 by working in the field with a client system to build a sustainable enterprise. Emphasis is on clarifying what sustainability means for a successful enterprise, the advantages to stakeholders of working as action researchers and the use of systems tools to foster generative dialogue. Professional presentations and papers are developed to advance a collaborative learning network among participants and clients. Prereq: Open to MPOD candidates only.

MPOD 431. Experiential Learning for Individuals, Teams, and Organizations. 3 Units.
This course focuses on the theory of experiential learning and its application at the individual, team, and organizational levels of analyses. This course offers the chance for students to gain insight into their individual learning and adaptive styles, and how such styles impact the way they interact and have consequence for team. The course also explores how teams and organizations learn, and the effect that cultural determinants have on learning and adaptability. In addition, the course examines how learning theory can be applied to focused institutional development projects and educational processes. The course uses presentations, lectures, research findings, interactive activities, and class discussion. The current topics of interest are for the Masters in Positive Organization and Change (MPOD) candidates. It is led by a faculty member of the Department of Organization Behavior. Reflective essays and integrative papers will enable participants to explore their learning styles and that of their organizations and teams to strengthen the practice of OD and human systems change and development. Prereq: MPOD students only.
MPOD 435. Practicum in Appreciative Inquiry and Positive OD. 4 Units.
This course develops participants’ consultative skills. Competence in role entry and development, data collection, intervention and evaluation is gained through class exercises and field projects. The focus is on developing a problem-centered approach to intervening in organizations that minimizes reliance on programmed techniques and maximize collaborative innovation and learning between client and consultant. Prereq: Open to MPOD candidates only.

MPOD 439A. Individual Field Project. 2 Units.
The objective of this course is to plan and execute a significant organization development, change and/or analysis project with an ongoing client or employer. Emphasis is placed on the craft of developing projects that are consistent with one’s current skills, career plans and developmental needs, combined with the needs, opportunities, readiness, and resources of the client organization. This course is limited to candidates for the MPOD program. (Part one of a two section course.) Prereq: Open to MPOD candidates only.

MPOD 439B. Individual Field Project. 2 Units.
The objective of this course is to plan and execute a significant organization development, change and/or analysis project with an ongoing client or employer. Emphasis is placed on the craft of developing projects that are consistent with one’s current skills, career plans and developmental needs, combined with the needs, opportunities, readiness, and resources of the client organization. This course is limited to candidates for the MPOD program. (Part two of a two-section course.) Prereq: MPOD 439A.

MPOD 470A. Leading Change from a Complexity Perspective. 1 Unit.
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: MPOD candidates only.

MPOD 470B. Leading Change from a Complexity Perspective. 2 Units.
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: MPOD candidates only.

MPOD 479. Foundations of Strategic Thinking. 3 Units.
This course will define what constitutes strategic change and what does not. Students will be introduced to a variety of strategic interventions and models from which to interpret, understand and achieve positive organizational change. Opportunity will be provided to apply selected models to the student’s organization and other cases in order to gain insight and appreciation for financial and non-financial factors that influence fundamental organizational growth and development. Prereq: Open to MPOD candidates only.

MPOD 480A. Dynamics of Effective Consulting and Implementation. 2 Units.
This course will: 1) highlight the major current trends and changes that affect the nature of managerial work; 2) describe how OD practitioners and consultants need to factor such trends into their consulting strategies; 3) differentiate between types of interventions, the circumstances in which they apply and their unique strengths; 4) provide background theories that explain the challenges inherent in mobilizing positive change; 5) describe ways to bridge the gap between knowing and doing in order to build organization resilience; and 6) introduce a variety of consulting techniques and skills that the students can add to their repertoire. (Part one of two) Prereq: Open to MPOD candidates only.

MPOD 480B. Dynamics of Effective Consulting and Implementation. 1 Unit.
Additional models and consulting skills will be introduced and the class will be given the chance to practice these consultative/facilitative techniques. In addition, the course will integrate the learning from the first and second sessions. Toward this end, the course will develop a framework that considers the purpose of a consulting strategy (why); the process that one might employ (how); and the principles that form the foundations for action and intervention (what). (Part two of two) Prereq: Open to MPOD candidates only.

MPOD 498. Global Citizenship and Multi-Cultural OD: International Study Tour. 4 Units.
This course will broaden perspectives and knowledge of how OD principles and technologies are generated and applied in contexts and cultures outside of North America. Selected literature representing global perspectives on the practice of OD and field experiences will provide support and background for personal experience and reflection on cross-cultural issues in organizing. The primary learning context will be an intense, 10-day study tour to some country outside of North America to provide the participants with opportunities for: 1) comparative studies of OD practices in different cultural settings; 2) in-depth experiences with OD practitioners and students in a different national, regional and cultural context; 3) co-inquiry with non-North American students also involved in developing OD knowledge and skills; and 4) on-site organization visits outside of North America to observe and learn about ongoing dynamic change efforts. Prereq: Open to MPOD candidates only.

MSFI Courses

MSFI 403. Corporate Finance. 3 Units.
The purpose of this course is to familiarize the student with the theory and application of additional models used in financial decision-making by corporations. Issues relating to efficient markets, dividend policy, capital structure, financing decisions, option pricing, leasing, and risk management are among the topics considered. In addition, special topics may include mergers and acquisitions, pension funds, and international financial management. Prereq: For MSF-MSM and ACL-MSF students only.
MSFI 404. Financial Modeling. 3 Units.
Firms try to create value. In their day-to-day operations, they are faced with numerous challenges: Should we accept trade credit or borrow? Will an acquisition create or destroy value? Should we introduce a new product line even if it cannibalizes an existing one? In each of these situations they try to quantify the impact on the value of their firm. The goal of this course is to develop your skills in financial modeling and valuation, so you can tackle issues like the ones described above. The course is designed to be “hands-on”: You will learn to apply the theory and develop spreadsheet modeling skills through the homework, case studies and a group project. By the end of the course you will have a good understanding of both the theory and practice of valuation, and possess a set of cutting-edge financial modeling skills. This course is designed for students who aspire to work in a regular company, a bank or a consulting firm in (I) corporate finance (including mergers and acquisitions); (II) strategy; or (III) equity analysis. This course is for MSF-MSM and ACL-MSF students only. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 421. Fundamental Analysis of Companies and Industries. 3 Units.
The goal of this course is twofold—to revisit important concepts in financial and managerial accounting, marketing, strategy and operations, and to see how they can be applied through the filter of finance. Put a little differently, what should students think about above and beyond analyzing accounting and financial information in assessing how value gets created within the firm? While students may have been exposed to some of these subjects in their undergraduate studies, this course will ensure they all have a common background and language. We will rely heavily on working with financial information from a broad range of companies and industries. Emphasis will be placed on understanding the key drivers behind financial results—what choices about business model and business strategy lead to the reported financial results. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 428. Financial Strategy and Value Creation. 3 Units.
The intersection between the theory of perfect markets and the reality of market imperfections provides the basis for the exploration of value creation in this course. Opportunities in both product and financial markets are explored using case studies to develop a framework for strategic financial decisions. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 429. Investment Management. 3 Units.
This course explores the characteristics of financial investments and markets and develops modern techniques of investment analysis and management. The goal is to help students develop a level of analytical skill and institutional knowledge sufficient to make sensible investment decisions. Topics include: an overview of stock, debt and derivative asset markets, practical applications of modern portfolio theory, equilibrium and arbitrage-based approaches to capital market pricing, the debate over market efficiency, the term structure of interest rates, bond portfolio management, and uses of derivative assets in investment portfolios. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 430. Derivatives and Risk Management. 3 Units.
This course is intended to give students an understanding of options and futures markets both in theory and practice. The emphasis is on arbitrage and hedging. The course concentrates on listed common stock and index contracts as well as commodity markets. Various theories for trading strategies are studied. This course is for MSF-MSM and ACL-MSF students only. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 431. Fixed Income Markets and Their Derivatives. 3 Units.
This class is concerned with fixed income securities, interest rate risk management, and credit risk. Fixed income securities account for about two thirds of the market value of all outstanding securities, and hence this topic is important. The course covers the basic products of fixed income markets including treasury and LIBOR products, such as interest rate swaps. Risk management and hedging strategies are covered as well as selected topics in credit risk models and mortgage-backed securities. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 432. Corporate Risk Management. 3 Units.
This is a risk management course aimed at developing an understanding of the risks faced by financial and nonfinancial firms, learning techniques to identify and measure these risks, and understanding how financial engineering (especially derivatives) can be used to manage these risks and advance the strategic goals of the firm. Main topics include Value-at-Risk (VaR) techniques and implementation of VaR systems (RiskMetrics, Delta-normal, Historical Simulation, Structured Monte-Carlo); financial risk measurement and management using forwards, futures, options, swaps, and exotics; and credit risk management, including implementing various credit risk and credit VaR models, estimating capital at risk, and using credit derivatives for managing credit risk. Several classes are devoted to discussing recent risk management debacles and relating them to theory. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 434. Financial Econometrics. 3 Units.
MSFI 434 represents a rigorous study of the latest developments in the area of financial econometrics. The class assumes no prior knowledge of econometrics. It assumes that you have had a basic statistics class and that you have had regression analysis. It is taught using economic motivations and examples from the financial world. The course concerns modern econometric topics like time-series forecasting, volatility modeling, and panel data analysis. Various concepts and approaches in the course will be subjected to real world data. Students are expected to have basic knowledge of the fundamentals of corporate finance and statistics. The course aims at providing a lasting conceptual framework for model building using modern applied econometric techniques commonly employed in finance. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 435. Empirical Finance. 3 Units.
MSFI 435 provides an introduction to empirical analysis and research in finance. This involves the management of empirical datasets and the aspects of quantitative applications of finance theory. The goal is to enable the student to deal with the need to analyze complex and large financial and economic datasets that is present in many fields of the financial profession. The scope of the data as well as the quantitative methods used in such analysis often requires familiarity with robust computational environments and statistical packages. As such, another goal of the course is to familiarize the student with at least one such environment. Applications are conducted using real financial and economic data. The course draws on the theoretical aspects of the subjects covered, but mainly focuses on the practical matters required to undertake an empirical analysis of financial topics—e.g., the definition of the research question, the datasets required, the computational needs, and, then, the implementation. The course enables the student to evaluate outstanding financial research as well as to conduct his or her own research. Prereq: For MSF-MSM and ACL-MSF students only.
MSFI 436A. Individual, Team and Career Development. 1.5 Unit.
This course is designed to focus on three areas of development critical to students’ personal and professional success: 1) Individual; 2) Team; and 3) Career. The individual and team aspects include developing self and other awareness through exploration of learning styles, process skills, and building communication and presentation competencies. Career development includes a focus on strategies for success such as networking, resume building, and learning from executives through intensive and interactive seminars. The course involves use of assessments, group discussions, presentations and experiential activities. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 436B. Individual, Team and Career Development. 1.5 Unit.
This course is designed to focus on three areas of development critical to students’ personal and professional success: 1) Individual; 2) Team; and 3) Career. The individual and team aspects include developing self and other awareness through exploration of learning styles, process skills, and building communication and presentation competencies. Career development includes a focus on strategies for success such as networking, resume building, and learning from executives through intensive and interactive seminars. The course involves use of assessments, group discussions, presentations and experiential activities. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 440. Advanced Corporate Finance. 3 Units.
This course exposes the students to a more in-depth treatment of some of the topics covered in BAFI 403 and introduces them to new topics. Topics include investment decisions, financing decisions, payout decisions, contracting decisions and performance metrics, internal control systems, risk management, real options, diversification and valuation. Topics covered may vary from semester to semester. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 450. Mergers and Acquisitions. 3 Units.
This course examines the economic rationale and motivation for the different merger and acquisition and recapitalization activity undertaken by firms and individuals in the U.S. market. Emphasis is on the different three (3) methods of valuing a firm, the various forms of debt and equity capital employed to fund mergers and acquisitions and recapitalizations, how lenders and investors structure their loans and/or investments, and how investors realize the gains through different exit strategies. The course gives the student an excellent understanding of the role that senior commercial banks, insurance companies, pensions funds, LBO funds, investment banking firms, and venture/growth capital investors play in mergers and acquisitions. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 490. Projects in Corporate Finance. 3 Units.
This course is focused on engaging groups of students in identifying, analyzing and making decisions on real-world corporate financial problems. Teams of students will be assigned to a specific client situation drawn from one of three general areas: (i) mergers and acquisitions (involving corporations and/or leveraged buyout firms), (ii) public equities (IPOs and/or equity research) and (iii) corporate financial policies and transactions. This course is structured to be a capstone experience that allows students to leverage the broad range of skills, tools and approaches introduced throughout the program. It is intended to provide an important bridge from work in the classroom to the unstructured, chaotic nature of real world business. Prereq: For MSF-MSM and ACL-MSF students only.

MSFI 491. Projects in Risk Management. 3 Units.
This course is focused on engaging groups of students in identifying, analyzing and making decisions on real-world risk management financial problems. Teams of students will be assigned to a specific client situation drawn from one of two general areas: (i) investments and hedge funds, equity and portfolio management, fixed income and foreign exchange and (ii) risk management with derivatives, credit risk management, risk analytics, regulatory capital, asset liability bank management. This course is structured to be a capstone experience that allows students to leverage the broad range of skills, tools and approaches introduced throughout the program. It is intended to provide an important bridge from work in the classroom to the unstructured, chaotic nature of real world business. Prereq: For MSF-MSM and ACL-MSF students only.

MSOR Courses

MSOR 406. Operations Management for MSM OR. 3 Units.
Operations managers, ranging from supervisors to vice presidents, are concerned with the production of goods and services. More specifically, they are responsible for designing, running, controlling and improving the systems that accomplish production. This course is a broad-spectrum course with emphasis on techniques helpful to the practice of management at the analyst level. Its goal is to introduce you to the environments, to help you appreciate the problems that operations managers are confronted with, and provide you with the tools to address these problems. Operations Management spans all value-adding activities of an organization including product and process design, production, service delivery, distribution network and customer order management. As global competition in both goods and services increases, a firm’s survival depends upon how well it structures its operations to respond quickly to changing consumer needs. Thus, it is essential for all business managers to acquire an understanding of operations management to maintain their competitive advantage. This course provides students with the basic tools needed to become an analyst in Supply Chain and Operations Management. This course provides an overview of Process analysis, Capacity management, Queuing system, analysis, Forecasting, Quality management, Material Requirements planning, Inventory management, and Supply Chain management. The emphasis of the course is on both real world applications and technical problem solving. Several manufacturing and non-manufacturing environments will be discussed explicitly, like health care, insurance, hotel-management, airlines and government related operations. Also we will explore the interface of operations management with other functional areas such as marketing, finance, accounting, etc. This coursework includes individual and group assignments, case analyses and experiential learning through simulations and educational games. Prereq: Course limited to students in Program=OPRMS, Plan=ORSC-MSM.
MSOR 410. Financial Management for Supply Chain. 3 Units.
This course focuses on learning the language of business, how basic accounting information is reported and analyzed, and how basic financial principles can be applied to understanding how value is created within an enterprise. This course is intended for individuals who have a limited background in accounting, finance and business. Most of the exercises will involve evaluating and building models in Excel. Teaching objectives are fairly straightforward: 1. Provide you with a basic understanding of the key principles of accounting and finance. We will quickly cover material that is typically covered in a three-course sequence (Introductory Accounting and Finance I and II). We will fly at a fairly high level, but we want to make sure you understand the basic concepts. 2. Apply these concepts to real (but straightforward) business situations, to gain a better understanding of how companies utilize accounting and financial information. 3. Time permitting, explore how these concepts can be applied to securities, mergers and acquisitions and leveraged buyout transactions, with a specific emphasis on how these concepts are likely to surface in your role in such transactions. Prereq: Course limited to students in Program=OPRMS, Plan=ORSC-MSM.

MSOR 419. Market Space Management. 3 Units.
This course will introduce you to the fundamental marketing ideas, tools and skills that enable managers to pursue high growth, high return business models in today’s complex and severely competitive markets. Kim and Mauborgne (1999) broke new marketing ground by emphasizing the idea of discovering fundamentally new (unoccupied) market spaces (i.e., where there are no direct competitors). Innovators look across, rather than within, traditional competitive market boundaries to create real value innovation. The reward is a rapid growth, high return business model. Chakravorti (2004) addressed methods of managing those models. Today’s market space networks are so complex that one customer’s adoption of an innovation usually depends on its systematic adoption by many other members of the value chain. So, innovators must develop multiple partnerships by changing the behaviors of numerous players, while concurrently dealing with competitive threats. In the course you will learn and practice the seven major tasks of market space discovery and management: 1. Identifying unoccupied market space(s) in which the product or service offers network partners and end users long-term, demonstrable value, 2. determining those partners’ perceptions of the product’s unique benefits to them, 3. mapping the structure and dynamics of the Inter-organizational networks—introducing both potential partners and competitors, 4. determining the members’ perception of the costs to them of partnering, 5. developing and costing a program to develop relationships with the partners and end users, 6. estimating profitability and ROI, and 7. executing the management program. Course materials include text, readings and cases as a basis for lectures and discussions. Guest speakers address managerial perspectives. Student individual and team deliverables can include active class participation, position papers, case analyses, tests, and a Market Space Audit project. Offered as MKMR 419 and MSOR 419.

MSOR 485B. Team Development. 1.5 Unit.
This course is unique in the sense that its primary focus is on the student working in teams. In this course the student will assess their team interaction based on team assignments simulated and action learning type projects, presenting to the class as a team, engaging in various experiential activities, participating one team coaching session, working with a team, and expanding their knowledge of team leadership and membership skills and abilities. They are also expected to engage with projects external to the university (similar to an action learning project). Prereq: For ORSC-MSM students only.

OPMT Courses

OPMT 405. Operations Management. 3 Units.
Operations management deals with the design of products and processes, the acquisition of resources, the conversion of inputs to outputs, and the distribution of goods and services. It is central to a firm’s ability to compete effectively. As global competition in both goods and services increases, the management of operations is becoming more and more important. This course provides a broad overview of the managerial issues associated with production and delivery of goods and services. It includes the use of quantitative modeling using computers as a central methodology. Prereq: QUMM 414.

OPMT 405A. Operations Management. 1 Unit.
In recent years, a changing competitive landscape has highlighted the critical role of the operations function in ensuring business success. In this course, we treat business as a value-added chain of processes that supply and convert disparate inputs into products and services and distribute these outputs. We examine how to best design, run and improve these processes. A variety of manufacturing and service sector settings will be used as examples to illustrate the concepts. It is assumed that the student is familiar with the material covered in a basic undergraduate course in operations management. Specifically, a vocabulary of operations management terminology and proficiency in basic tools and techniques of operations management are expected. Prereq: Open to ACL-MBA students.

OPMT 407. Marketing Value Chain Management. 3 Units.
This course views the supply chain (including the distribution channels) as a multi-organization business system that enables customers at all points in the system to acquire the benefits/value they want in the way they want to acquire them. It is a collaborative human network creating customer and shareholder value throughout the system. Strategic and tactical management topics include specifying customer desired value, assessing network members’ (suppliers, producers, distributors, and customers) abilities to create it, and consequently allocating decisions, tasks, and rewards to members. Emphasis is on structure, communication, motivation, and control/discipline to encourage effective implementation throughout the supply chain system. Offered as MKMR 307, MKMR 407 and OPMT 407.
OPMT 420. Six Sigma and Quality Management. 3 Units.
The Six Sigma process is the standard for quality improvement in organizations around the globe. In this course, we study the details of the five steps in the Six Sigma process: DEFINE, MEASURE, ANALYZE, IMPROVE, and CONTROL (DMAIC). We introduce the concept of sustainability into the criteria to use to evaluate proposed solutions during the Six Sigma process. Many tools, concepts, and processes that are often an integral part of Six Sigma projects in companies are included in the course content. They range from the very basic tools of quality (such as cause-and-effect diagrams for brainstorming) to complete processes (such as benchmarking, quality function deployment, failure mode and effects analysis-FMEA). Statistical concepts that are central to Six Sigma including statistical process control and introduction design of experiments are also included. Once the Six Sigma process and its various components are understood, we study quality management including quality control, quality planning, quality improvement, strategic quality management, and quality strategy. Students meeting the required standards of performance will earn a Green Belt Certification in Six Sigma and Quality Management from the Weatherhead School of Management.

OPMT 430. Sustainable Operations. 3 Units.
This course takes a business approach to environmental and social issues to answer “what do I need to know about environmental and social issues to make my company more successful, and how can I act on that knowledge profitably?” We summarize important environmental and social issues facing business (and all of society), such as global climate change, pollution, economic development, hunger, and social unrest. Drawing on most areas of the MBA program, we examine environmental and social issues associated with product design and component commonality, recycling materials, product packaging, process design and remanufacturing, facility location and design (including green building), reverse logistics and closed-loop supply chains, and global supply chains.

OPMT 450. Project Management. 3 Units.
Project management is concerned with the management and control of a group of interrelated tasks required to be completed in an efficient and timely manner for the successful accomplishment of the objectives of the project. Since each project is usually unique in terms of task structure, risk characteristics and objectives, the management of projects is significantly different from the management of repetitive processes designed to produce a series of similar products or outputs. Large-scale projects are characterized by a significant commitment of organizational and economic resources coupled with a high degree of uncertainty. The objective of this course is to enhance the ability of participants to respond to the challenges of large-scale projects so that they can be more effective as project managers. We study in detail up-to-date concepts, models, and techniques useful for the evaluation, analysis, management, and control of projects. Prereq: QUMM 414 or MBAC 511 or MBAP 403 or OPRE 433.

OPMT 475. Supply Chain Logistics. 3 Units.
The focus of this course is on the effective management of a firm’s downstream processes in the supply chain that deliver goods and services to customers. Concepts, methods, and strategies are presented that can lower supply chain costs while maintaining or improving customer service. In addition, ideas for using the supply chain for competitive advantage leading to revenue enhancement are discussed. Adding value for customers is the objective. Key topics include transportation planning, inventory management, network design, and customer service goal setting. Offered as MKMR 475 and OPMT 475.

OPMT 476. Strategic Sourcing. 3 Units.
The primary purpose of the course is to provide a comprehensive introduction to supply issues in manufacturing and service organizations. Procurement and supply management has evolved as a strategic function across various industries. Recent volatility in commodity process has further enhanced the challenges in procurement. This course explores sourcing strategies in global supply chains to reduce cost and enhance the competitiveness of the firm. This course will provide you with a framework for thinking about strategic sourcing and tools to procure commodities and services efficiently. Offered as MKMR 476 and OPMT 476.

OPMT 477. Enterprise Resource Planning in the Supply Chain. 3 Units.
Enterprise resource planning is the dominant system by which companies translate the needs from their customers into the detailed plans that the company must perform to meet the customer needs, and the resulting support the company will need from its suppliers. As such, it is a central player in the process of supply chain management. In this course, we study both the quantitative and qualitative concepts and techniques to help manage a company’s operations to perform these important translation and planning tasks in order to help the company be successful. The quantitative analysis will be supported by microcomputer software available in the Weatherhead computer lab. Student teams complete a series of integrated case studies from the same company to vividly see the relationships between various planning and control activities. A major emphasis during the course is the design of processes and procedures (algorithms) for solving very complex (wicked) problems as a part of both class discussions and while working on case studies, as well as critiquing the designs so as to clearly understand their limitations.

OPMT 490. Independent Study in Operations Management. 1 - 15 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

OPMT 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

OPRE Courses
OPRE 207. Statistics for Business and Management Science I. 3 Units.
OPRE 301. Operations Research and Supply Chain Management. 3 Units.
Operations research (OR) or management science, is the discipline of applying advanced quantitative methods to make better decisions. Techniques covered include linear programming, queuing models and simulation. The second part of the course focuses on how OR tools are used in managing various aspects of Supply Chain. Topics covered include demand forecasting, design of distribution systems, capacity planning, and inventory management. Recommended preparation: one semester of statistics or consent of instructor. Prereq: STAT 207 or OPRE 207.

OPRE 345. Decision Theory. 3 Units.
This course provides an understanding of the principles, basic concepts, and methodology of engineering economics. It develops proficiency with these methods and with the process for making rational decisions regarding situations likely to be encountered in professional practice.

OPRE 402. Stochastic Models with Applications. 1.5 Unit.
This course surveys fundamental methods and models in operations research and operations management that incorporate random elements. Topics discussed will include basic results from the theory of stochastic processes, especially Markov chains; an introduction to stochastic dynamic programming; and models in the control of queues and inventories. Prereq: OPRE 433 or OPRE 433A and OPRE 433B.

OPRE 411. Optimization Modeling. 3 Units.
The first half of the course provides a practical coverage of linear programming, a special type of mathematical model. The art of formulating linear programs is taught through the use of systematic model-building techniques. The simplex algorithm for solving these models is developed from several points of view: geometric, conceptual, algebraic, and economic. The role and uses of duality theory are also presented. Students learn to obtain and interpret a solution from a computer package and how to use the associated output to answer "What-happens-if..." questions that arise in post-optimality analysis. Specific topics include: problem formulation, geometric and conceptual solution procedures, the simplex algorithm (phase 1 and phase 2), obtaining and interpreting computer output, duality theory, and sensitivity analysis. The second half of this course provide a practical approach to formulating and solving combinatorial optimization problems in the areas of networks, dynamic programming, project management (CPM), integer programming, and nonlinear programming. The art of formulating problems, understanding what is involved in solving them, and obtaining and interpreting the solution from a computer package are shown. A comparison with formulating and solving linear programming problems is provided as a way to understand the advantages and disadvantages of some of these problems and solutions procedures. Recommended preparation: Knowledge of Excel, one semester each of undergraduate linear algebra and undergraduate calculus (derivatives); or consent of instructor.

OPRE 427. Convexity and Optimization. 3 Units.
Introduction to the theory of convex sets and functions and to the extremes in problems in areas of mathematics where convexity plays a role. Among the topics discussed are basic properties of convex sets (extreme points, facial structure of polytopes), separation theorems, duality and polars, properties of convex functions, minima and maxima of convex functions over convex set, various optimization problems. Offered as MATH 327, MATH 427, and OPRE 427. Prereq: MATH 223 or consent of instructor.

OPRE 432. Computer Simulation. 3 Units.
Computer Simulation is a process of designing and creating a computerized model that mimics an existing or proposed system so as to better understand the behavior of the system. Many studies have shown that in Industry, simulation is most frequently used Operations Research tool due to its ability to deal with complex systems. The first half of this course is designed to give students a basic idea of simulation methodology with the aid of population simulation software. The emphasis of the course is in simulating business processes, however, the versatility of the technique will be demonstrated with applications from finance, health care, etc. The second half of the course covers the statistical design and analysis of simulation models. The topics include random number generation, input data analysis, statistical analysis of simulation outputs, variance reduction techniques, and design of simulation experiments. Prereq: OPRE 433 or OPRE 433A and OPRE 433B or requisites not met permission.

OPRE 433. Probability, Statistics, and Forecasting. 3 Units.
Data of many kinds are typically available in practice, but the challenge is to use these data to make effective professional decisions. This software-intensive course begins with useful descriptions of data and the probability theory foundation on which statistics rests. It continues to statistics, including the central limit theorem, which explains why data often appear to be normally distributed, and the Palm-Khintchine theorem which explains why data often appear to have a Poisson distribution. The remainder of the course focuses on regression and forecasting, including detecting and overcoming some of the deadly sins of regression, and the surprising flexibility of regression models. Recommended preparation: One semester of undergraduate calculus or consent of instructor.

OPRE 434. Regression and Forecasting. 1.5 Unit.
The first part of this course covers the fundamentals of multiple linear-regression analysis and logistic regression models emphasizing understanding and forecasting relationships between variables in a variety of data settings. The second part includes time series analysis and forecasting. Using case studies and commonly used state-of-the-art statistical software (e.g., SPSS, SAS, etc.) students learn to summarize relationships and measure how well these relationships fit data, and how to make meaningful statistical inferences and forecasts. Prereq or coreq: OPRE 433B or QUMM 414.

OPRE 435B. Integrated Problem Solving in OR and OM. 1.5 Unit.
This project-oriented course uses a variety of software to involve the student in the complete problem-solving process in OR and OM. This process includes problem definition and formulation, data collection, and storage in a database, connecting the database to the solution algorithm, designing and implementing an appropriate user interface, and presenting the final solution. Prereq or Coreq: OPRE 411 or OPRE 411B.

OPRE 435C. Data Structures. 1.5 Unit.
The objective of this course is to provide the student with the data structures (arrays, files, linked lists, trees, and so on) and the numerical methods (differentiation, integration, and solving linear equations) needed for implementing algorithms that solve operations research and operations management problems. These topics are illustrated with C++ and object-oriented programming. Emphasis is given to ensuring that the programs are robust and usable by nontechnical people.
ORBH 403. Developing Interpersonal Skills for Managers. 3 Units.
This course is intended to sharpen students’ skills in the art of relating successfully to other individuals and groups. The course uses an intensive group experience to make students more aware of how their actions affect others, more capable of giving and receiving interpersonal feedback, and more cognizant of processes through which groups work. Several Saturday classes.

ORBH 412. Appreciative Inquiry. 3 Units.
This course studies organizational analysis through appreciative inquiry. It explores multiple frameworks for understanding the complexity of organizational life. Students form teams and conduct appreciative studies across industries. This course also addresses questions of organizational change (how to move from theory/ideal to practice). Learning is experiential in nature.

ORBH 425. Developing Emotional Intelligence. 3 Units.
Although helping or stimulating individuals to change, learn, and develop is considered a responsibility of the human resource function in an organization, every professor, manager, consultant, and helping professional spends most of their time trying to provoke, evoke, or catalyze a change in others. This course will examine the processes by which individuals change and the methods often used to facilitate this change. How and what a person chooses to change (i.e., select their change goals) will be explored, as well as factors affecting the extent to which he/she changes. The efficacy and ethics of various approaches to individual change as part of human resource and organization development efforts will be discussed. Prereq: MGMT 403.

ORBH 430A. MBA Institute In Sustainable Value and Social Entrepreneurship I. 3 Units.
The MBA Institute in Sustainability and Social Entrepreneurship involves 6 credits divided up into two "courses". The first course --- phase one ---- creates a foundational platform featuring key models and managerial tools for the building sustainable value and "turning the social and global issues of our day into business opportunities." The second course in an applied sustainability field experience where teams work with companies and communities or real-life sustainability and social entrepreneurship opportunities. The foundations course is a prerequisite to the applied field project phase.

ORBH 430B. MBA Practicum in Sustainable Value and Social Entrepreneurship II. 3 Units.
The MBA Institute in Sustainability and Social Entrepreneurship involves 6 credits divided up into two "courses." The first course--phase one--creates a foundational platform featuring key models and managerial tools for the building sustainable value and "turning the social and global issues of our day into business opportunities." The second course is an applied sustainability field experience where teams work with companies and communities or real-life sustainability and social entrepreneurship opportunities. The foundations course is a prerequisite to the applied field project phase. Prereq: ORBH 430A.

ORBH 450. Executive Leadership. 3 Units.
This course explores answers to questions such as: Who are leaders? Are they different than managers, heroes and heroines? How do the effective ones think and act? What situations create leaders, foster their emergence or provide opportunities? What makes us want to follow them? What are the personal pits of being a leader (i.e., sex, drugs, alcohol, insomnia, ulcers, etc.)? How are leaders developed? Case studies, self-study and at-work projects will be the primary methods used in the course.
ORBH 460. Women in Organizations. 3 Units.
This course addresses important leadership and management issues concerning women in organizations. The course provides complex understandings of issues pertinent to professional women and work such as sex role typing, sex-based discrimination, equal pay, sexual harassment, work-family balance, women’s leadership and women’s career issues and development. The course helps students increase self-knowledge about their own values and practices as well as enhance their capabilities as leaders and managers. We will examine the opportunities, challenges, trade-offs, and organizational dynamics experienced by women in work settings, as well as the interpersonal, organizational, and societal structures and processes impacting women in organizations. Through a variety of course methods, students gain greater awareness of the gendered nature of work and organizations and learn effective strategies for women’s career progress and effective participation in organizations.

ORBH 470A. Leading Change from a Complexity Perspective. 1 Unit.
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: Open to MPOD candidates only.

ORBH 470B. Leading Change from a Complexity Perspective. 2 Units.
In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader? Concepts from complexity theory will be used, including understanding the multilevel nature of SDC at the individual, dyad, team, organization, community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. In this context, coaching the development of leadership will be a major topic throughout the course. Prereq: Open to MPOD candidates only.

ORBH 479B. Foundations of Strategic Thinking. 2 Units.
This course will define what constitutes strategic change and what does not. Students will be introduced to a variety of strategic interventions and models from which to interpret, understand and achieve positive organizational change. Opportunity will be provided to apply selected models to the student’s organization and other cases in order to gain insight and appreciation for financial and non-financial factors that influence fundamental organizational growth and development. (Part two of a two-section course.) Prereq: ORBH 479A.

ORBH 488. Leadership and the Global Agenda. 3 Units.
This course will attempt to develop leadership values and competencies in Organization (OD) within the global arena. Objectives for the course include: (1) developing an executive view of the state of the world; (2) building skills in appreciative inquiry for researching best practices of organizations to maintain sustainable economic development; (3) learning how to build organizational capacities for responding to the global agenda for change; and (4) developing a global consciousness to a larger set of global values to provide a vision for a better world and the potentials of our organizations to assist in realizing such a vision.

ORBH 490. Special Topics. 1 - 18 Unit.
This is a seminar course led by a member of the faculty of the Department of Organizational Behavior. Specific topics are announced at the start of each semester. This course is intended also for independent study.

ORBH 491. Managing Diversity and Inclusion. 3 Units.
This course addresses workforce diversity issues from individual, group, and organizational perspectives. The focus is on innovative ways of utilizing today’s culturally expanding workforce. Emphasis is on the “what and how” for managers in developing a corporate culture that embraces diversity, helping them in learning to work with, supervise and tap the talent of diverse employees within their organizations. Included are methods for modifying systems to attract, retain, develop, and capitalize on benefits of the new workforce demographics. A retreat experience is part of this course and is required of all participants.

ORBH 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

ORBH 510. Organizational Behavior Department Seminar. 3 Units.
The OB Department Seminar is organized and managed by the first year PhD students. Seminar sessions will alternate between first year meetings and gatherings of the ORBH community of students, faculty and friends. Community sessions will be organized around research presentations of PhD Qualifying Papers, Dissertation Proposals and Dissertation Defense. Seminar Objectives: 1. To create and sustain an appreciative, intellectually nourishing learning space for the ORBH community that will support, inspire and empower us to explore the frontiers of scholarship in our field; 2. To provide a forum for sharing the ongoing research and scholarship of the department; 3. To develop productive collaborative research relationships; 4. To increase our collective knowledge of the current state of the art in OB and to develop productive collaborative research relationships; 4. To increase our collective knowledge of the current state of the art in OB and related fields.

ORBH 511. Micro Organizational Behavior. 1 Unit.
Examines the field of micro-organizational behavior. Specifically, the study of individuals and groups within an organizational context and the study of internal processes and practices as they affect individuals and groups. Major topics include individual characteristics such as beliefs, values and personality. Individual processes such as motivation, emotions, commitment, group and team processes, such as decision-making; organizational processes and practices such as goal setting, performance appraisal and rewards, and the influence of all of these on such individual, group and organizational outcomes as performance, job satisfaction, citizenship behaviors, turnover, justice, absenteeism and employee engagement.

ORBH 513. Appreciative Inquiry and Strength-Based Change. 1 Unit.
This course explores and develops the art of understanding social systems in ways that help us imagine, design and develop organization excellence. It seeks to show how many of our conventional ideas about organizations are based on discourse and metaphors that lead us to see and understand organizations in partial and often limiting ways. Growing research from the domains of Positive Psychology and Positive Organization Scholarship and the theory and practice of Appreciative Inquiry will be explored to show how we can create new and more positive, strength-based ways of designing and developing social systems.
 ORBH 520. Group and Interpersonal Analysis. 1 Unit.
This course is a review of major concepts and research in group dynamics and interpersonal relations. Topics concern face-to-face social interaction such as communication patterns, power, hierarchy, leadership, norms, goals, productivity, social theories of personality, and personal change through group methods. The course combines cognitive emphasis and personal experience-based learning.

 ORBH 523. Business as an Agent of World Benefit: The Discovery and Design of Positive Institutions. 1 Unit.
The relationship between business and society—and the search for mutually beneficial advances between industry and the world’s most pressing global issues—has become one of the defining issues of the 21st century. Throughout the world, immense entrepreneurial energy is finding expression, energy whose converging force is in direct proportion to the turbulence, crises, and the call of our times. Factories and buildings are being designed in ways that, surprisingly, give back more clean energy to the world than they use. Bottom-of-the-pyramid strategies and micro-enterprise models are demonstrating how business can eradicate poverty through profitability. Companies are designing products that leave behind no waste—only “food” that becomes input into their biological or technological cycles. And macrowikinomics—everything from telepresence to megacommunity—is rebooting our capacity for human cooperation and global action. Prereq: Limited to ORBH PhD students only.

 ORBH 525. Leading Change from a Complexity Perspective. 1 Unit.
Change is an enigma and yet sustained, desirable change (SDC) drivers adaptation, growth and life itself. In this course, we will continuously attempt to answer two questions: (1) What is the process of sustained, desirable change? and (2) What is the role of a leader, including their emotional and social intelligence? Concepts from complexity theory will be used, as well as case studies and longitudinal studies including understanding the multilevel nature of SDC at the individual, dyad, team, organization (including family business), community, country, and global levels. Intentional Change Theory (ICT) will be used as the organizing concept for the changes studied. Prereq: Limited to ORBH PhD students only.

 ORBH 528. The Dynamics of Managing Effective Change. 1 Unit.
This course explores and develops an understanding of how individuals actually effect positive change and outcomes within an organization without the requisite authority or decision making power to do so. It seeks to show how managing a change process appears to follow a path of cumulative activities that in time produce a punctuated equilibrium—one that triggers a step up in performance. Such activities seem to be small episodes or learning cycles geared at converting inert knowledge into action; increasing awareness; reinforcing accountability, and/or attaining results. These findings will be compared and contrasted to existing change models and theories. Prereq: Limited to ORBH PhD students only.

 ORBH 535. Organization Development and Change. 1 Unit.
This seminar addresses the applications of Organizational Behavior concepts and theories to the creation, development and change of organized systems; the domain of Organization Development. We will examine literature and research on organization and large systems change from modernist and post-modernist perspectives. Specific attention will be given to normative—re-educative models (Organization Development) and recent movements in strength-based models of change informed by positive psychology and positive organization scholarship. Intervention theory and method related to large groups and system—wide change will also be addressed.

 ORBH 538. Research and Theory on Dynamical Behavior in Groups. 1 Unit.
This seminar exposes student to a variety of conversations in the study of group dynamics. Major topics include work on commons dilemmas, communal and exchange relationships, social facilitation, social loafing, social combination, and social creativity drawing deeply on our historical roots. It will also focus on current topical issues such as demographic faultlines, transactional memory, and issues of time and transition. Prereq: Limited to ORBH PhD students only.

 ORBH 540. Social Exchange, Social Networks, and Social Capital in Organizations. 1 Unit.
In this course we will examine the nature of social exchange relationships in organizations. We will explore how individual perceptions regarding the quality of the relationship they have with their immediate supervisor, their work group, and the organization as an entity can impact their workplace attitudes and behaviors. Additionally, we will learn how the examination of networks of relationships can enhance our understanding of how individuals experience organizational life. The course will also provide a brief introduction to the theory, methods and procedures of social network analysis with an emphasis on applications to individual and organizational social capital.

 ORBH 541. Organizational Systems. 1 Unit.
This course covers the use of general systems theory as a conceptual base for examining organizations from the macro-perspective. The course examines organizational structure and technology, organizations and interorganizational networks in interaction with their societal environments, and large-scale problems of organizational and social power, conflict and change. It is designed to present a large-scale perspective on organization theory and behavior that is complementary to the micro-perspective of organizational behavior.

 ORBH 550. Team and Small Group Research. 1 Unit.
This seminar is designed to focus primary on understanding the state of team research from 1950s to the present. The seminar will include in-depth reviews and critical analysis on the philosophical and methodological perspectives of team researchers. The seminar will also include topics, research design and methods (including analytical approaches) used in team research. Students will be expected to develop a research design and analysis proposal for a team research project using both qualitative and quantitative approaches.
PLCY 360. Independent Study. 1 - 18 Unit.
This course is intended to help students acquire the skills necessary in undertaking dissertation-related research.

PLCY 418. Innovation for Competitive Advantage. 3 Units.
In this course, we will develop frameworks to identify new value propositions for the customer. We will then apply these frameworks to three types of innovations that we see in practice--incremental, disruptive and white space--and more importantly understand business model innovations that go beyond just a product or process innovation. The course will also explore techniques of focused brainstorming and creative problem solving techniques. Prereq or Coreq: MGMT 499.

PLCY 419. Entrepreneurship and Personal Wealth Creation. 3 Units.
Course explores the accumulation of personal wealth utilizing entrepreneurial strategies. The underlying competencies of successful entrepreneurs are identified and applied to individual lives of students. Active entrepreneurs will be studied, and original case studies of start-ups and acquisitions provide the basis for class exercises. Offered as ENTP 419 and PLCY 418.

PLCY 425. Chief Executive Officer. 3 Units.
This course is designed for students who aspire to become a chief executive officer. The unique role, responsibilities, and requirements of the CEO will be explored. Students will benchmark CEO best practices through exposure to leading chief officers, study the paths to and preparation for the top job, and develop a personal career strategy to increase their chances of becoming a CEO.

PLCY 474. Business Policy. 3 Units.
This course uses case analysis to develop perspective and judgment on business problems through the integration of functional areas. Formulation, development, and implementation of organization goals and policies, the development of strategy in relation to the competitive environment, and applications of quantitative and behavioral decision-making techniques are examined. Prereq: Senior standing.

PLCY 419. Dissertation Ph.D.. 1 - 18 Unit.
Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

PLCY Courses
PLCY 360. Independent Study. 1 - 18 Unit.
PLCY 490. Corporate Strategy. 3 Units.
This course is an advanced strategy course that explores the determinants of successful corporate strategy. In Strategy Issues and Applications you were exposed to the basic frameworks for developing successful competitive or business unit level strategy. Corporate strategy takes you to the next level and provides the frameworks you need to be able to be successful in multiple businesses. At its core corporate strategy constitutes any and all decisions that change the core business model of a firm. Examples are vertical integration, new but related product lines, entering new markets with existing products and entering new or existing markets with unrelated products. The fundamental premise of the course is that successful corporate strategy is rooted in competitive advantage arising from capabilities residing at the business unit level. Starting from analyzing business level strategies of very simple firms, the course successively builds frameworks towards more complicated business level strategies. Next, the course develops frameworks to discuss corporate strategy based around the concept of core competencies and market entry strategies. Finally, the course develops the concepts that are useful in greenfield entries, alliances and acquisitions as part of an overall corporate strategy. Prereq: MGMT 499 or MBAC 508 or MBAP 410.

PLCY 494. Managerial Consultancy. 3 Units.
Students will learn to match consulting methodologies with client needs and employ a step by step strategy development process applied to actual companies which are semester-long clients of the class. Accelerated career strategies in the consultancy business are featured as well as tactics for getting hired in the first place. The course views consultancy as a role rather than career and conceptualizes consultancy as a process of optimizing an organization's value creation potential and competitive advantage. Students should be able to apply the concepts regardless of career choice. Exposure to senior practicing consultants is featured.

PLCY 495. Industry and Competitive Analysis for Strategic Planning. 3 Units.
This course introduces methods of industry and competitive analysis. Industry structure and firm competitive behavior are studied with a view to develop business strategies for securing and preserving competitive advantage. Emphasis is placed on understanding industry dynamics and the processes by which industries undergo change and evolution. Emphasis is also placed on firms' capabilities and core competencies and their capacity to implement major strategic changes in their industries. Readings and cases are the principal pedagogical tools utilized in this course. Students are required to analyze an industry of their choice in small project teams and present their analyses in class.

PLCY 496. Strategic Planning and Control Systems for Strategy Implementation. 3 Units.
This course introduces the principal tools of strategy implementation, namely the design of organization structures, the use of formal planning and control systems, and the design of measurement and reward systems. The importance of organizational context (small vs. large, for profit vs. not-for-profit, manufacturing vs. service, etc.) and the need to tailor systems to the context of the organization are emphasized. New and emergent organizational forms and their role in strategy development and implementation are reviewed. Cases and readings are the principal pedagogical methods utilized. Students work in small project teams, study the operation and effectiveness of systems for strategic control in organizations, and present the results of their analysis in class presentations.

PLCY 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.

PLCY 601. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to Ph.D. candidates undertaking reading in a field of special interest.

Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

QUMM Courses

QUMM 414. Statistics and Decision Modeling. 3 Units.
This course provides the foundations of statistical and operations research methodologies for managerial decision-making. Business statistics focuses on statistical thinking as one of the fundamentals of effective management. Topics covered include sampling and the normal distribution, making inferences from data via confidence intervals and hypothesis tests, and analyzing relationships between samples. Decision modeling of organizational systems uses mathematical and computer models to provide a quantitative perspective on identifying, analyzing and solving complex decision problems. This course includes an introduction to linear programming models and applications, simulation techniques in decision-making, and project management.

QUMM 414A. Statistics and Decision Modeling. 1 Unit.
This class provides a brief look at management science and selected key tools and applications. Topics include modeling, linear programming, simulation and linear regression. Students should have a background in statistics and college-level algebra. Just-in-time statistics review workshops will be available at the beginning of the semester. Prereq: Open to ACL-MBA students.

QUMM 501. Special Problems and Topics. 1 - 18 Unit.
This course is offered, with permission, to students undertaking reading in a field of special interest.
Weatherhead School of Management Faculty

Accountancy Faculty
Leon W. Blazey Jr., CPA
(Western Reserve University)
Professor, Accountancy
Karen Braun, PhD, CPA
(University of Connecticut)
Associate Professor, Accountancy
Timothy J. Fogarty, PhD, CPA, JD
(Pennsylvania State University, State University of New York at Buffalo)
Professor, Accountancy
Gregory Jonas, PhD, CMA
(Virginia Commonwealth University)
Assistant Professor, Accountancy
Michele Meckfessel, PhD, CPA
(Virginia Polytechnic Institute and State University)
Assistant Professor, Accountancy
Larry M. Parker, PhD, CPA
(University of Houston)
Professor, Accountancy; Faculty Director, MAcc
Gary J. Previts, PhD, CPA
(University of Florida)
Distinguished University Professor; E. Mandell de Windt Professor in Leadership and Enterprise Development; Chair and Professor, Accountancy
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Professor, Accountancy
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(University of Wisconsin-Madison)
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Leonardo Madureira, PhD
(University of Pennsylvania)
Lewis-Progressive Professor in Management; Associate Professor, Banking and Finance
William Mahnic, MBA
(Case Western Reserve University)
Associate Professor, Banking and Finance
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(University of Chicago)
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Daniel Solow, PhD (Stanford University) Professor, Operations
George Vairaktarakis, PhD (University of Florida) Professor, Operations

Organizational Behavior Faculty
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Richard E. Boyatzis, PhD (Harvard University) Distinguished University Professor; H.R. Horvitz Professor in Family Business; Professor, Organizational Behavior; Faculty Director, MNO
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Corinne A. Coen, PhD (University of Michigan) Assistant Professor, Organizational Behavior
Harlow Cohen, PhD (Case Western Reserve University) Professor, Organizational Behavior; Faculty Director, MPOD
David L. Cooperrider, PhD (Case Western Reserve University) Fairmount Minerals Professor in Social Entrepreneurship; Professor, Organizational Behavior
Ronald Fry, PhD (Massachusetts Institute of Technology) Chair and Professor, Organizational Behavior
Paul F. Gerhart, PhD (University of Chicago) Professor, Organizational Behavior
Chris Laszlo, PhD (University of Paris) Associate Professor, Organizational Behavior
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Bonnie Ann Richley, PhD (Case Western Reserve University)
Assistant Professor, Organizational Behavior

Melvin L. Smith, PhD
(University of Pittsburgh)

Associate Professor, Organizational Behavior; Faculty Director, Executive Education

John Paul Stephens, PhD
(University of Michigan)

Assistant Professor, Organizational Behavior
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