WAKE FOREST UNIVERSITY

SCHOOL OF BUSINESS

GRADUATE STUDENT HANDBOOK

2025-2026

Fall term 2025

Introduction

Welcome to the School of Business at Wake Forest University. We are glad that you have chosen our school for your graduate education. During your journey here you will be challenged. You will be encouraged to think differently and approach problems with creativity and rigor.

We have compiled this graduate student handbook to familiarize you with the School of Business and provide you with the necessary information about the School of Business graduate policies, procedures, and programs of study. These materials represent a long tradition that will assist you in participating as an active and informed community member.

Policies and regulations of the WFU School of Business may be amended from time to time by action of the responsible bodies. Therefore, the documents in this handbook are subject to change during academic sessions. Because of the likelihood of these changes, an updated/official version can always be obtained online via www.business.wfu.edu or by contacting the office of Graduate Student Academic Services.

Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution, and the School of Business reserves the right to make changes in matters set forth in this handbook. While we are committed to providing courses that enable continued progress toward degree completion, we cannot guarantee against changes to specific course meeting times, formats, or instructors. Any Individual exception made to a policy is not to be taken as precedent for future action.

We want this reference material to be as thorough as possible. If you have ideas for additional materials that you think should be included, we welcome them. Please feel free to bring your suggestions to the Graduate Student Academic Services office.

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Wake Forest University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Wake Forest University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

WFU School of Business Graduate Student Handbook
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Chapter I

Graduate Business Programs Honor Code & Procedures

The Wake Forest University School of Business has established a set of values for all graduate business programs that demands the highest standards of its students and faculty. While celebrating our different personalities and perspectives, we are of one mind about the Honor Code. We all commit to uphold these foundational principles. **Because we aspire to preserve a just, honest, safe, and responsible community in the School of Business, the Honor Code is built on the following four principles:**

1. **I will not lie.**
2. **I will not cheat.**
3. **I will not steal.**
4. **I have a duty to report any honor violation of which I am directly aware to a member of the Honor Council.**

The first three principles of the Honor Code are basic precepts required by civilized society. The fourth principle, however, ties each member of the community together through shared responsibility for administration of the Honor Code. This fourth principle is what makes the Honor Code belong to each member of the community. **Failure to uphold the fourth principle is considered an honor offense**. Faculty, staff or students who believe that an Honor Code violation has occurred may bring the details of the matter to the attention of the Honor Council. They may report this to any member of the Honor Council to include elected faculty representatives, elected student members and the appointed faculty advisor. Reported violations will be kept confidential, to be shared on a need-to-know basis only, and relayed to the Honor Council faculty advisor, who will initiate the investigation process.

The School of Business reserves the right to bring disciplinary action, up to and including expulsion from the School, in response to honor offenses. All honor offenses brought to the attention of the Honor Council are investigated by the Council, and decisions and administration of sanctions due to violations of the Honor Code rest with the Honor Council in consultation, when necessary, with the professor of the course in question, or the Dean of the accused student's educational program. The Honor process is educational, rather than legal, and terms in this document should be construed to have their ordinary, non-legal meanings.

The School's honor system is grounded in the following definitions concerning Honor Code violations:

1. No student shall lie. Lying is defined as deliberately and knowingly making a false or deceiving statement, either oral or written. Examples include plagiarism, or using falsified information as part of a resume or cover letter. If an accused student is found to be lying during Honor Council proceedings, this is considered to be a separate, related honor offense and will result in increased penalties or additional proceedings.

2. No student shall cheat. Cheating is defined as willfully or deceptively giving or receiving aid, attempting to do so, or wrongfully obtaining or attempting to obtain information from sources or technological tools not allowed by professors for cases, examinations, papers, other deliverables, etc. Every graduate business program instructor has his or her own policy regarding open-book

or closed-book quizzes, written assignments, examinations and deliverables. Students are responsible for following the directions of these instructors concerning all assignments, whether individual or team-based, in-class or take-home. If there is ever doubt in a student's mind regarding an instructor's policies, the student must seek clarification from the professor. Inadequate awareness or understanding of a particular instructor's policy is not a valid excuse nor defense for cheating.

3. No student shall steal. This includes but is not limited to any attempt to gain access or to aid another in gaining access to any e-mail or physical belongings other than one's own without proper authorization.

4. Every student has a duty to report honor violations of which they have direct knowledge. As members of the School of Business community, students have a responsibility to report all details of the behaviors outlined above.

Spirit of the Graduate Business Programs Honor Code

The purpose of the Honor Code is not to define exact boundaries for issues that may be construed as acts of dishonor. Rather, the Honor Code creates a general spirit that should be respected and maintained throughout our tenures in the School of Business community and carried forward into our professional careers. The Honor Code provides a framework for all members of the School of Business community to use when determining the integrity of any personal, professional or academic action.

The processes outlined below must, by their nature, be flexible and efficient in order to achieve timely resolution of all allegations of honor violations. The structure, policies and procedures set forth below are intended to achieve these goals. The Honor Council Faculty Advisor, or their designee, reserves the right to establish and make adjustments to any rule, timeline, or guideline in any given case.

Graduate Business Programs Honor Council Procedures

PURPOSE

The purpose of the Honor Council shall be to:

1. promote ethical decision-making by members of the School of Business community through education and reinforcement of Honor Code obligations;
2. receive and investigate reports of alleged honor violations; and
3. conduct hearings and recommend consequences, when necessary, for students accused of and found guilty of honor offenses.

COMPOSITION

Nine faculty members serve as voting representatives for the Honor Council. The role of these faculty members is to provide continuity of perspective and to ensure consistency year-over-year. These faculty members are elected in groups of three, by their faculty peers, for staggered three-year terms. Elections for these positions take place in the spring or summer semesters.

The graduate business student community encompasses students from across all graduate business programs, including on-campus, hybrid, and on-line formats. The Honor Council is ideally comprised of nine faculty representatives and three students from each graduate business program, although graduate student representatives may be elected where strong nominees exist at the discretion of the council's faculty advisor working together with the Integrative Student Services team.

A faculty advisor is appointed by the Dean and may serve for consecutive years. Although the faculty advisor does not vote on Honor Council outcomes the faculty advisor will serve as liaison and advocate for the Honor Council and the School of Business graduate student body. In addition, the Faculty Advisor will act as the primary source of information for concerned parties with respect to ongoing investigations, appoint a Student Chair to lead the investigation of any case brought before the Council and assist the Honor Council in scheduling hearings and maintaining focus on the relevant questions that must be answered in each case brought to a hearing. The Faculty Advisor will also provide appropriate feedback to the accusing party (faculty member, student, or other community member).

The Chief Student Services Officer for the School of Business, or their designee, serves as the primary point of contact for both Honor Councils with respect to all logistics and process issues and is responsible for communicating with the University's legal department should the need arise. The Chief Student Services Officer, or their designee, assists with student council member elections and is also responsible for the Honor Council budget and maintains any relevant equipment or materials.

HONOR COUNCIL MEMBER ELECTIONS

Honor Council positions are self-nominated. Should more than the required number of students in a program self-nominate, an election will be held among the students in the program. Elections are held approximately one month into the graduate degree program experience, and coordinated by the Chief Student Services Officer for the School of Business, or their designee. The person(s) who receive the most votes is elected; some ties may require a run-off. Because the School of Business has graduate programs that operate year-round and begin and end at different times, each program elects Honor Council members at different times.

If a Council member leaves the Council during his or her tenure, a replacement may be identified to finish the term. Default terms for Honor Council members are for the full length of their respective programs.

A student wishing to serve on the Honor Council may hold other leadership positions in extracurricular associations, provided that this is permitted in the other organizations' bylaws. An Honor Council member's public and official behavior should be beyond reproach and free from impropriety. In addition, an Honor Council member must maintain good academic standing in the School of Business. If the member is placed on academic probation by the criteria in place for their particular graduate program, the member may lose their seat on the Honor Council and an election for a replacement may be conducted.

JURISDICTION

The Honor Council serves as a student group of the School of Business graduate degree programs charged with investigating reported Honor offenses, determining whether a violation of the Honor Code has occurred and assigning penalties in response to honor offenses involving School of Business graduate students.

HONOR OFFENSE PROCEEDINGS

The Council will use all best efforts to seek the truth in a straightforward and professional fashion. Its task is to find the truth and render fair decisions through impartial and objective consideration.

Every attempt will be made to ensure that Honor Council proceedings will not interfere with classroom work. However, there may be times when missing class is unavoidable. Honor Council members, accused students and witnesses, and any others who need to be involved should be granted “excused absences” when they must miss class for Honor Council affairs.

The Honor Council Faculty Advisor will designate a Student Chair to lead the investigation and present evidence at the hearing, if conducted, for each case brought before the Council. Given the complexity of logistical considerations with programs in Winston-Salem, Charlotte, and online, and in the interest of expediently resolving honor offense cases, the Faculty Advisor will take into consideration the student representatives’ professional and academic schedules as well as location in the selection of a Student Chair. In the event a report occurs during a time period when student representatives may not be available or limited in number, and there exists a class conflict of interest, the Faculty Advisor or an appointed faculty member on the Honor Council may conduct the investigation and present the evidence to a hearing.

Honor Council hearings, including appeal hearings, should be audio- or video-recorded in the event that clarification is needed during the deliberation or appeal process. Initial conversations with the witness(es) need not be audio-recorded; however, the Honor Council members investigating a case may ask each witness for a separate, written account of the situation giving rise to the investigation. The accused student may also prepare a concise statement summarizing his or her view of events prior to a full hearing, if a hearing is required.

Investigation

When an honor offense is brought to the attention of the Honor Council, two Council members (the appointed Student Chair and one other Council member) conduct a preliminary investigation within five business days of the notification of a violation. The two investigators, with the Faculty Advisor present will question the individual(s) who reported the alleged offense (“reporters”). If there is more than one reporter, these conversations should be held separately. The two Honor Council members and Faculty Advisor then meet with the accused. The Honor Council members explain that they are conducting an Honor Offense investigation. Detailed notes should be taken during the investigation. The members explain the accusation clearly and directly and ask the accused student to respond.

If the accused student denies the charges and the Honor Council members, in consultation with the Faculty Advisor, conclude that there is insufficient evidence to the contrary, the case is dropped, and the reporter(s) are informed that the case has been resolved.

If the accused student acknowledges having engaged in dishonorable behavior and accepts responsibility for the alleged violation, a Hearing Panel will be convened to determine consequences (Penalty Hearing).

If the accused student denies the charges but there is sufficient evidence to support the need for a hearing, the investigating members inform the accused student (Full Hearing).

Honor Council hearings will take place no sooner than five and no later than fourteen business days from the date of notification of the violation. Honor Council members not investigating a case should refrain from learning about the case prior to a hearing. The identity of reporters and witnesses will remain confidential during the investigation, and the Council members must not reveal their identity even if the accused student asks about them.

For cases that must proceed to a Penalty Hearing or Full Hearing, a Hearing Panel will be convened. The faculty advisor will identify appropriate members of the Honor Council to serve as members of the Hearing Panel, which in turn conducts the hearing. A panel will be sought that is free of any conflicts of interest with the case to be heard. The appointed Student Chair, with the assistance of the Faculty Advisor, will coordinate a time when the accused student(s) can come before the Hearing Panel. In the case of a Full Hearing, a time will be identified when witness(es) and reporter(s) can also appear.

For a **Penalty Hearing**, a Panel consisting of one student representative and two faculty representatives of the Honor Council will be appointed.

For a **Full Hearing**, a Panel of two faculty representatives and three student members will be designated.

Honor Council Hearings are held in closed session. Honor Council members will maintain confidentiality with respect to Honor Council proceedings and will not publicly discuss or comment on cases. Information concerning Honor Council proceedings is shared on a need to know basis only in compliance with the Family Educational Rights and Privacy Act.

Hearing Procedures
The Honor Council will be given access to appropriate, private spaces as needed to conduct confidential proceedings. The Council records the proceedings. At the time of the hearing, the Student Chair shares with the Council the name of the accused student and briefly explains the accusation. The Council then reviews the written statements of the accused student and any reporter(s) and witness(es), and hears from the Student Chair and Council member who conducted the initial investigation.

In the case of a Penalty Hearing, as a guilty verdict has already been determined, the Panel will deliberate and determine appropriate consequences, as outlined below.

In the case of a Full Hearing, after review of written statements, the Student Chair then brings in the accused student and states the accusation. The accused is asked to respond. The Faculty Advisor will address and answer any questions or concerns the accused student may have before, during and after the hearing. The Student Chair and Council members ask questions of the accused student. The accused may also bring witnesses who are members of the School of Business community to speak on their behalf. A list of witnesses must be provided to the Faculty Advisor at least 24 hours before the scheduled hearing.

As Honor Council hearings are not legal proceedings, the accused student is not permitted to be represented by legal counsel at the hearing. However, the accused student has the option of utilizing another student member of the honor council to help them navigate the process and attend the hearing proceedings with them as an advisor and/or advocate.

The Council may also interview the reporter(s) and witnesses, but will do so individually to prevent testimonial bias. Only the Council members serving on the Hearing Panel, the Student Chair, the Honor Council faculty advisor, the accused, and potentially their honor council student advisor/advocate may be present at the hearing. Any reporters or witnesses may be present only when providing testimony.

After dismissing everyone but Honor Council members and the Faculty Advisor, the Council discusses the case privately. Each Council member is given the chance to offer her or his opinion and ask questions. During this deliberation, the Council clarifies the specific accusations, taking into account information from the initial investigation and the hearing itself. It should be noted that a student may be accused of one offense (e.g. cheating) and found guilty of an additional or possibly a separate offense (e.g. lying during Honor Council proceedings). Any additional charges that are raised during a hearing will be subject to the investigative and hearing processes. Additional testimony may be called for during deliberation if the body of evidence seems excessively contradictory or unsatisfactory. The Faculty Advisor will help to keep the deliberations focused on the relevant question(s) that must be addressed and answered by the deliberating Honor Council Members.

Determination of Guilt

A guilty finding is based on a preponderance of evidence supporting guilt. A vote is taken to determine whether the accused student is "guilty" or "not guilty" for each accusation. A simple majority determines the finding of guilt. If the accused student is found "not guilty" for all accusations, the case is closed and all recordings and notes are destroyed, although a brief record of the incident should be maintained by the faculty advisor.

When a finding of "guilty" is reached, a second vote is taken. Members vote either "guilty – stay with penalty" or "guilty – dismissal." A vote of "dismissal" represents the Council's belief that the student is fundamentally dishonorable and should be dismissed immediately. The Honor Council believes a student found guilty with a majority vote of "stay with penalty" deserves a second chance. (*It should be noted that non-compliance with assigned penalties may result in a new set of more severe penalties or a new finding of "guilty – dismissal." See below.*)

A unanimous vote is required in order to reach a finding of "guilty – dismissal." If this threshold is not reached, the student is automatically found "guilty – stay with penalty".

Determination of Consequences

For students whose cases result in findings of "guilty – stay with penalty," the Honor Council must determine an appropriate set of consequences commensurate with the nature of the infraction. Consequences can be combined and can include, but are not limited to:

- Suspension and satisfactory completion of a comprehensive remediation protocol.
- Failing grade for a course or courses with a potentially permanent notation in the student's record of an Honor Code violation. The council has the option of deeming the failed course eligible or ineligible for a grade replacement upon course repeat.
- Reduction of grade for the course or for an individual assignment (quiz/exam/project).
- Community service assignment.
- Research paper, perhaps investigating a relevant honor/ethics issue.
- Removal of scholarship award.

COMMUNICATION OF FINDINGS

Within five business days of a hearing, the Student Chair and the Faculty Advisor will notify the accused of the outcome. Should the hearing result in a guilty finding, the Faculty Advisor or designee prepares a summary of the hearing, the findings, the consequences, and the reason for the consequences, including information regarding expectations that will comprise satisfactory compliance with the consequences. This information will also be shared with the student's relevant degree program faculty academic leader and, when relevant, student services staff, and the course instructor(s) in whose courses the student engaged in dishonorable behavior.

The Council's memo for a student found "guilty – stay with consequences/requirements" should include the following statement:
Please sign below to acknowledge this ruling and consequences and return this document to the Honor Council Faculty Advisor within 24 hours of receipt. By doing so, you choose to remain a part of the School of Business by accepting these consequences and/or requirements in full. Should you not satisfactorily comply with these consequences and/or requirements by the assigned deadline(s), the Honor Council will meet again to determine the possibility of additional consequences and/or requirements, up to or including dismissal from the program. You may instead wish to appeal this finding, in which case you must notify the Faculty Advisor of your intent to do so, and the basis for your appeal, within 24 hours of receipt of this document. Note that an appeal may result in a finding and/or consequences that are less severe, the same, or more severe than the current outcome.

Upon receipt of the signed memo, the Student Chair and Faculty Advisor or faculty representative will also sign the document and will return a copy of the signed document to the Dean who will maintain, or designate someone to maintain, an archive of confidential Honor Council documents. A copy of the documents will also be provided to the Chief Student Services Officer for the School of Business or their designee.

ADMINISTRATION OF CONSEQUENCES/REQUIREMENTS

For consequences requiring supervision (e.g., community service hours tracked, research papers to be completed by specific dates according to specific guidelines), the Chief Student Services Officer for the School of Business, or their designee, assumes responsibility. If a student does not comply with the assigned consequences/requirements, the Chief Student Services Officer, or their designee, will inform the Honor Council Faculty Advisor, and the Honor Council will determine a revised set of consequences/requirements for approval by the Dean.

REVIEW AND APPEALS PROCESS

A student found guilty of an honor offense may choose to appeal the decision of the Honor Council. Except as required to bring the appeal forward, and #4 below involving the presentation of new evidence, an appeal shall be limited to supporting documents provided in the original hearing for one or more of the following purposes:

1. To determine whether the original Honor Hearing was conducted fairly in light of the charges and information presented and in conformity with prescribed procedures that allowed the accused student a reasonable opportunity to prepare and to present his/her response to allegations of an honor violation. Deviations from designated hearing board procedures will not be a basis for reversing or modifying the original decision unless significant prejudice results.

2. To determine whether the decision reached regarding the issue of responsibility for an accused student was based on a preponderance of the evidence.

3. To determine whether the consequences(s) imposed were appropriate for the violation(s) of the for which the accused student was found responsible.

4. To consider new facts or information, not available to the Honor Council, that would be sufficient to alter a decision. Should additional, relevant information about a case or student come to light during the period between the original decision by the Honor Council and the time of the appeal hearing, that information must be considered during the appeal hearing.

Appeals Panel

The Appeals Panel consists of an Honor Council student member and two faculty Honor Council members. These faculty and student representatives to the Appeals Panel will be sought from members on the Honor Council who were not involved in the initial investigation and hearing by the Faculty Advisor to the Honor Council.

Appeal Hearing Procedure

If a case proceeds to appeal, the Faculty Advisor to the Honor Council calls a meeting of the Honor Council Appeals Panel and the accused student(s) as soon as possible, but no longer than four business days after the appeal was requested. At the hearing, the Appeals Panel is provided with all documentation associated with the case, including any original penalty sets.

At the time of the appeal hearing, the Faculty Advisor calls the meeting to order and briefly introduces the case. The advisor asks the Student Chair of the Honor Council to present the case and to explain the Council's course of action. The Honor Council Student Chair may present any statements, recordings or similar information that were relevant to the decision-making. The panel may ask questions. The accused student is then brought into the room (if more than one student is involved, each is brought in separately). The accused student is asked to present his or her case for appeal and to answer any questions. The accused student may invite a character witness to participate in the appeal hearing if desired. The character witness may not speak in place of the accused student but may offer a statement about the accused student. As necessary, the panel may call on involved faculty, staff or student witnesses for clarification, remembering that discretion is important. After dismissing everyone but Honor Council members and the Faculty Advisor, the panel determines the final outcome of the case. The panel should consider all relevant information when deliberating an appeal, including but not limited to the student's compliance with previously recommended penalties.

The Appeals Panel will decide whether to support the findings and consequences of the Hearing Panel or whether to recommend changes. A summary will be given to the Dean by the Faculty Advisor. The Dean shall consider the recommendations of the Appeals Panel, along with the original findings and consequences of the Hearing panel, and any alleged exceptional circumstances and shall make a decision to accept, reject or alter the recommendations. The decision of the Dean shall be final.

Within three business days of an appeal hearing, the Faculty Advisor will notify the accused of the outcome. Should the hearing result in a guilty finding, the Faculty Advisor or designee prepares a summary of the hearing, the findings, the consequences, and the reason for the consequences, including information regarding expectations that will comprise satisfactory compliance with the consequences.

The Council’s memo for a student found “guilty – stay with consequences/requirements” should include the following statement:
Please sign below to acknowledge this ruling and consequences and return this document to the Honor Council Faculty Advisor within 24 hours of receipt. Should you not satisfactorily comply with these consequences and/or requirements by the assigned deadline(s), the Honor Council will meet again to determine the possibility of additional consequences and/or requirements, up to or including dismissal from the program.

Upon receipt of the signed memo, the Student Chair and Faculty Advisor or faculty representative will also sign the document and will return a copy of the signed document to the Dean who will maintain, or designate someone to maintain, an archive of confidential Honor Council documents. A copy of the documents will also be provided to the Chief Student Services Officer for the School of Business, or their designee.

REPORTING OF HONOR COUNCIL ACTIVITIES

During the academic year, a report, or multiple reports, of semester-by-semester Honor Council activities will be provided to faculty, staff and students by the Faculty Advisor. To maintain privacy and confidentiality, this report will be presented in a generalized, summary format.

Honor Code Agreement & Pledge

The faculty and students of the School of Business graduate programs have prepared the Honor Code as a covenant contract between each member of our community – students, faculty, staff and guests. Through this agreement, the community grants privileges and opportunities of membership, and each person within the community accepts two fundamental responsibilities:

1. To maintain personal integrity by understanding, internalizing and living the Honor Code, and
2. To maintain the integrity of the community by helping others adhere to the Honor Code.

For the Honor Code to be meaningful, we must share mutual confidence and trust. ***The value of degrees granted by Wake Forest University is diminished if members of our community achieve those degrees dishonestly***. Examination papers, essays, quizzes, projects, research tools, and all other class work for classes and degrees are to be prepared according to professors' individual policies. Resumes must contain true information. It is the responsibility of each student to clearly understand each professor's standards and rules and to proactively seek clarification where required.

Any individual violation of the Honor Code compromises every member of the community. Therefore, the entire community must be deeply committed to the integrity of the community. The Honor Code will work effectively in the School of Business graduate programs community if each member ensures its enforcement. As you pledge to live by the Honor Code, you also accept responsibility to report any possible violations of which you become aware.

By signing below, you acknowledge that you have received, read and understand the Honor Code; and you understand that if you are accused of violating the Honor Code, you may not claim that you did not understand the Honor Code or your responsibility to seek clarification from professors regarding their specific policies.

Rewrite the *honor pledge* below in the space provided using your own handwriting, and then sign and date at the bottom:

I pledge to adhere to the principles of the honor code for graduate students in the WFU School of Business, and aspire to be a business professional of character, honor, and integrity.

____

____

____

Signed: ____

Print your name:____

Date:______________________________________ WFU student ID #: ____________________________

Chapter II

Graduate Business Student Conduct

The Wake Forest University Student Code of Conduct

All members of the Wake Forest community will strive to live in and to promote an environment which recognizes individuality, fosters collegiality, respects the rights and privileges of others, and demonstrates responsibility for individual and group actions. If Students or Student Organizations fail to meet these expectations, the University, through the processes set forth in its Student Code of Conduct, will determine the nature and extent of violations and require appropriate outcomes.

Wake Forest University's Student Code of Conduct applies to all undergraduate and graduate students and academic program settings (excluding WFU's School of Medicine). The complete Code of Conduct is available online at: https://studentconduct.wfu.edu/code-of-conduct/

The Code of Conduct contains important and valuable information for all community members, including details of the following:

- Student Expression
- Jurisdiction
- Prohibited Conduct
- Interim and Other Actions
- Procedures
- Findings
- Outcomes
- Appeals
- Student Conduct Records Disclosure
- Related Policies

Student Responsibility for Health and Safety

As members of a professional school within the broader Wake Forest University community, graduate business students are expected to take reasonable responsibility for their personal health, safety, and well-being. This includes exercising sound judgment, seeking support when needed, and engaging in behaviors that promote a safe and respectful learning environment. When a student is unable or unwilling to do so, the University may take appropriate steps to assess risk and provide support, which may include interventions or administrative actions in pursuit of individual and community well-being.

Conduct in a Public Health Emergency

Students and Organizations must comply with all University policies and expectations implemented in response to public health emergencies, as declared by Wake Forest University. These policies and expectations pertain to student conduct on-campus and off-campus and may address guest policies, curfews, gathering sizes, class or event attendance policies, physical distancing, travel restrictions, personal protective equipment use, individual isolation and/or quarantine expectations, the health-related guidance of public health or University officials, and more. If a public health emergency is declared the policies and expectations can be found at wakeready.wfu.edu or from the main Wake Forest University home page (wfu.edu), and students are encouraged to visit the websites frequently for any changes in behavioral expectations.

Violations of policies related to public health, as determined through the conduct process, may result in sanctions up to and including removal from campus or University facilities, suspension, or expulsion. The Chief Student Services Officer for graduate business students, or their designee, may impose immediate removal of a student from university facilities, if, in their determination, there is a need to protect the safety and well-being of the campus population. More specific information about such Interim Action may be found in the Code of Conduct.

Personal Conduct in a Team Environment

In cohort-based graduate business academic programs, successful team membership and collaboration is critical to student success. Given the importance of teamwork, the following policy applies:

> For graduate programs that depend heavily on teamwork, the school reserves the right to remove a student from a team and ask that they complete all teamwork on their own if the student is found to be disruptive and/or uncooperative. If a student is found to be disruptive to the experience of other students and/or poses a threat to their safety or the safety of others, they may be removed from the program.

Graduate Business Student Alcohol Expectations

All students at Wake Forest University must adhere to the policies concerning alcohol use set forth in applicable Codes of Conduct, relevant addenda, and/or other policies for student leaders and organizations.

- Outside of official University events, graduate students in the WFU School of Business shall not consume alcohol onsite or online during classes. The storage of student alcohol onsite is prohibited. Student alcohol found in any kitchen facilities in Winston-Salem or Charlotte locations, including inside refrigerators, will be disposed of.

- All on-campus School of Business student events must use Aramark as a third-party vendor to acquire and serve alcohol. Where undergraduate WFU students are present at events where alcohol is served, organizers must also work with the WFU Dean of Students Office and relevant campus authorities to ensure that their actions are in compliance with university expectations.

- The WFU School of Business will only pay for the purchase of wine and beer for student consumption. Where approved, School of Business events where alcohol is served to students must begin at or after 5:00pm, and alcohol must not leave the confines of the event. Any exceptions to time-of-day provisions must be approved in advance by the Chief Student Services Officer or their designee.

Decisions about the use of alcohol are the responsibility of the individual within the constraints of the law. Those of legal age who choose to consume alcohol are expected to do so in a low-risk manner. The minimum age for the legal purchase and possession of alcoholic beverages in North

Carolina is 21. Wake Forest University recognizes the responsibility of the state and federal governments with regard to the welfare of their citizens and, accordingly, supports this law in University social regulations. Generally, the law provides that:

1. A person must be at least 21 to attempt to purchase, purchase, or possess any alcoholic beverage;
2. It is unlawful for a person to sell or give alcoholic beverages to an underage person; and
3. It is illegal to use fraudulent identification or to allow another person to use one's own identification to obtain alcoholic beverages illegally.

The State Supreme Court has upheld the principle of social host liability. The principle of social host liability holds a server of alcohol responsible for serving a person who the server knows or should have known was intoxicated if the intoxicated person injures a third party.

Recognized graduate student groups planning social functions at which alcohol will be consumed will register and gain approval for such events with the Business School. For approved events held off-campus, alcohol must be provided by a licensee of the State ABC Board on licensed premises. All applicable laws and policies regarding the transportation of alcohol must be followed.

The sale of alcoholic beverages is prohibited on the Reynolda Campus except for sales by the designated University Food Service at specially permitted events. Each event in this category requires a separate, one-time special permit, which may be obtained through Aramark, Wake Forest University's Dining Services operator.

Prohibition on Cannabis and/or THC-Infused Beverages

In accordance with North Carolina law and University policy, beverages that contain THC, CBD, or any other hemp- or cannabis-derived substances are prohibited at all School of Business events on or off campus. These products are not recognized by the North Carolina Alcoholic Beverage Control Commission and may constitute controlled substances under federal law. Possession, distribution, or consumption of such products in connection with School of Business events is strictly prohibited and may result in action under the Code of Conduct and/or the Honor Code. The School of Business authorizes only standard beer and wine products, served through approved licensed vendors, at School or University-sponsored events.

Statement on Graduate Business Student Organizations

Recognized graduate student organizations provide important avenues for student involvement within the Wake Forest University School of Business. Such opportunities are integral to the student experience and educational process and can provide rich and meaningful opportunities for team building, leadership development, and finding one's place in our community. Students with questions about student organizations or avenues for involvement in the school should contact the appropriate student services administrators.

Graduate student organizations in the School of Business must be open to all eligible students who take an interest in the activities of the group. In adherence with applicable laws, and as provided by university policies, the University prohibits discrimination in its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status.

All members of student organizations are expected to be familiar with and comply with the policies and procedures of Wake Forest University and the School of Business. Status as a recognized graduate student organization in the School of Business affords a number of privileges, but it also carries responsibilities. Many expectations of all graduate business students are articulated in the *Wake Forest University School of Business Graduate Student Handboo*k and the Wake Forest University Student Code of Conduct.

In addition to the above, all graduate student organizations should:

- avoid duplicating the purpose of any existing organizations;
- align with and demonstrate the values and priorities of the Wake Forest University School of Business;
- demonstrate active and sustained student interest and community engagement;
- aspire to demonstrate a connection to the marketplace and/or our alumni community; and
- avoid any and all disruptions to the educational process, and never threaten the health and safety of community members.

Wake Forest University Non-Discrimination Statement

Wake Forest University is committed to diversity, inclusion and the spirit of Pro Humanitate. In adherence with applicable laws and as provided by University policies, the University prohibits discrimination in its employment practices and its educational programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status.

The following persons have been designated to handle inquiries regarding the University's non-discrimination policies:

Title IX Coordinator
Section 504/ADA Coordinator
titleixcoordinator@wfu.edu
Reynolda Hall 307
336.758.7258

Assistant Vice President
Human Resources
AskHR@wfu.edu
2958 Reynolda Road
336.758.4700

Deputy Title IX Coordinators have also been designated and represent various University schools/divisions. Contact information for each Deputy Coordinator can be obtained from the University's Title IX Coordinator.

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of non-discrimination, visit the Office of Civil Rights website for the address and phone number of the U. S. Department of Education office that serves your area, or call 1-800-421-3481.

Students can learn more about WFU's Non-Discrimination Statement, related policies and procedures at: https://policy.wfu.edu/non-discrimination-statement/

Wake Forest University Sexual Misconduct Policy & Grievance Procedures

Wake Forest University ("Wake Forest") is committed to diversity, inclusion, and the spirit of Pro Humanitate. In compliance with and as required by Title IX of the Education Amendments Act of 1972 and its implementing regulations ("Title IX") and other civil rights laws, as well as in furtherance of its own values as a higher education institution, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender, gender identity, gender expression, pregnancy, disability, age, religion, veteran status, or any other characteristic or status protected by applicable local, state, or federal law in admission, treatment, or access to, or employment in, its programs and activities.

The University's full WFU Title IX & Non-Title IX Sexual Misconduct Policy & Grievance Procedures is available online here, as well as via the WFU Office of Institutional Equity at: https://oie.wfu.edu/policies-procedures/.

Sales and Solicitations

Sales and solicitations, whether on-campus or in WFUSB online degree program environments must be operated or sponsored by a University-recognized student organization or otherwise approved by the WFUSB's Executive Director of Finance and Administration or their designee, in advance.

Chapter III

Graduate Business Student Conduct Procedures

The goal of the School of Business graduate student conduct process is the same as that of the University; it is one that embraces the concept of responsible student freedom, which carries with it the recognition by each student of the rights and obligations of other members of the University community. As such, graduate students in the School of Business should be aware of the general student conduct expectations and standards found in the Wake Forest University Student Code of Conduct (hereinafter, the “Code of Conduct” or the “Code”). The School of Business also expects each student to conduct themselves as mature individuals who abide by local, state, and federal laws, as well as by generally accepted moral standards.

The student conduct process takes place in the context of a private institution of higher education, and at its heart is a process that seeks to support the educational mission of the University. It must, by its very nature, be flexible and efficient to achieve a timely resolution of all allegations of student misconduct in accordance with the larger mission of the University. The structure, policies and procedures set forth below are intended to achieve these goals. The Chief Student Services Officer, or their designee, reserves the right to establish and adjust any rule or guideline in any given case.

Capitalized terms not otherwise defined herein will have the meanings assigned to them in the Code of Conduct.

Definitions

1. The Chief Student Services Officer, or their designee, is the officer designated by the University to be responsible for the oversight and administration of the Code of Conduct and the School of Business graduate student conduct process. The Chief Student Services Officer, or their designee, is also vested with authority to take any action involving matters of graduate business student misconduct. The Chief Student Services Officer, or their designee, reserves the right to establish and adjust any rule, guideline, procedure or decision in any case involving graduate business student conduct as may be permitted under the Code of Conduct.

2. The Dean is the highest-ranking University official designated by and vested with the executive authority of the University to intervene in and take any action involving matters of graduate business student misconduct.

3. The terms “conduct officer” or “Hearing Board chief conduct officer” mean a School of Business or University official authorized on a case-by-case basis, to adjudicate incidents of graduate business student misconduct, make determinations of responsibility and to impose sanctions upon any student found to have violated the Code of Conduct.

4. The term "University community" includes any person who is a student, faculty member, University official or any other person employed by the University. A person's status on a particular situation shall be determined by the Chief Student Services Officer, or their designee, in consultation with other appropriate officers of the University.

5. The term "Hearing Board" refers to a formal hearing body led by a Hearing Board chief conduct officer, and authorized by the Chief Student Services Officer, to determine whether a graduate business student has violated the Code of Conduct and to determine sanctions that may be imposed upon a determination that conduct violation has been committed.

6. The "Graduate Student Conduct Appeals Committee" is the forum for appeals in the School of Business student conduct process. Membership in this committee is by appointment by the Chief Student Services Officer, or their designee.

7. The term "complaint" within the School of Business student conduct process refers to a specific written report of alleged student misconduct.

Procedures

The following is a general sequential overview of how an alleged violation of the Code of Conduct will normally be processed through the School of Business graduate student conduct process:

a. A written complaint/report of student misconduct is made through the appropriate graduate degree program administrator who also serves as conduct officer.

b. Upon review of the written report, a notice is sent to the student(s) listed in the report of alleged misconduct along with a directive to meet with the conduct officer sending the notice.

c. The student(s) then meets with the conduct officer in to review the alleged Code of Conduct violation documented in the report.

d. If the student takes responsibility for the Code of Conduct violation(s) alleged, a sanction letter is issued, and the student is expected to comply with the sanctions. Upon completion of the sanctions, the matter is considered closed. Failure to complete sanctions may result in escalating consequences, including but not limited to a hold being placed on a student's registration, cancelation of a student's registration, and/or possible suspension or expulsion.

e. If the student and conduct officer cannot come to a resolution on the issue of responsibility for the misconduct alleged in the written report and/or the sanctions issued, the matter may be referred to a Hearing Board for resolution. Students or conduct officers may request that any issues that are not resolved through informal resolution be referred to a Hearing Board.

f. Where alleged student misconduct is of a more serious or unusual nature, or there is the potential for a suspension or expulsion from the University, the incident may be referred directly to the chief conduct officer for referral and adjudication by a Hearing Board. In such cases, steps a – c will remain the same and the student(s) will meet with the appropriate conduct officer who will then aid the student in preparing for the matter to be heard by the Hearing Board for a determination of responsibility and/or sanctions.

g. Students who receive sanctions through the Hearing Board are expected to complete the sanction in accordance with step "d" above.

h. Any decision made by the Hearing Board regarding responsibility or sanctions may be appealed to the Graduate Student Conduct Appeals Committee.

The following is a detailed explanation of graduate business student conduct procedures:

A. Written Complaint (Report) of Student Misconduct

1. The School of Business graduate student conduct process begins with the documentation of an incident of student misconduct in a written report. For the definitional purposes herein, upon receipt of a written report of student misconduct by a conduct officer, the report then becomes the formal written complaint that is the basis for the commencement of the School of Business graduate student conduct process.

   The written report(s) that forms the basis for the formal complaint of student misconduct, upon which the charges of a violation of the graduate student code of conduct are based, should include the following:

   a. The date, time and location of the incident wherever possible.
   b. The name(s) of the individual(s) involved.
   c. Specific factual details of the incident regarding student misconduct.

2. Any member of the University community may make a report of violations of the Code of Conduct. Any such report of student misconduct should be submitted as soon as possible to the appropriate School of Business administrator.

3. The School of Business, through the Chief Student Services Officer, or their designee(s), has broad discretion and latitude in pursuing charges of student misconduct that are reported by third parties, i.e., persons who are not members of the University community.

   a. In general, the School of Business will pursue formal disciplinary action regarding incidents of student misconduct that are reported by federal, state and local enforcement units, such as the police, that are forwarded to the University along with accompanying documentation, such as police reports and court documents. Such reports and accompanying documentation will be included in a written report created by the conduct officer and forwarded to the student conduct process as a formal written complaint.

b. In general, the School of Business will not pursue formal disciplinary action based on allegations of student misconduct that are made by a third party without compelling and credible evidence of student misconduct. The School of Business may respond where such compelling and credible documentary evidence is provided. Such evidence that may warrant referral of an incident to the student conduct process includes, but is not limited to:

   i. Information received from another institution of higher education.
   ii. Information received by the School of Business as part of a criminal background check.
   iii. Information that is reported to the School of Business by third parties authorized to pursue copyright violations.
   iv. Documented evidence by individual third parties of violations of the Code of Conduct, such as photographs, audio recordings, video recordings and evidence of violation of laws or local ordinances, including information documented in the public record such as court records and news articles.

B. Notice of Violation and Charges of Student Code Violations

Upon receipt of the written report on which the complaint of student misconduct is based, the conduct officer will then send a formal written notice of alleged violation of the Code of Conduct to the student(s) via email. This notice will inform the student that they have been documented in a report as alleged to have violated one or more expectations contained in the Code of Conduct. The notice also will direct the student to meet with the conduct officer to review the violation(s) documented in the complaint as soon as possible following the notice.

In cases where circumstances dictate and/or the student(s) cannot be reached through the normal channels as described above, the notice of a violation of the Code of Conduct will be sent via a letter that will be delivered to the student(s) by other means such as personal delivery, campus mail or U.S. mail.

C. Informal Resolution Procedures, Findings of Responsibility, and Sanctions

Informal resolution approaches, being informal and administrative in nature, resemble an interview between the student and the conduct officer. During the meeting, the conduct officer will allow the student(s) to consider the complaint and respond to any facts or allegations of student misconduct.

Where reports of student misconduct involve more than one student, multiple students may be present during the course of the conference. More than one conduct officer also may be present at these conferences.

For conferences where students choose to take responsibility for the code of conduct violation(s) alleged, and there is agreement regarding sanctions, the conduct officer will issue a final letter indicating that the student has taken responsibility and outlining the appropriate sanctions.

In cases where the student does not admit to the code violations alleged, the conduct officer will make a determination as to whether there is enough evidence to find the student responsible for the alleged code violation(s) by a preponderance of the evidence.

i. If the conduct officer determines that there is not a preponderance of evidence indicating that the student is responsible for the code violation(s) alleged in the complaint, the student will be found not responsible and communication to that effect will be issued.

ii. If the conduct officer determines that there is a preponderance of the evidence indicating that the student is responsible for the code violation(s) alleged, the conduct officer may refer the case to a School of Business Hearing Board.

School of Business Hearing Boards

A School of Business Hearing Board, led by a Hearing Board chief conduct officer, is empowered to hear cases and make final determinations with regard to issues of responsibility for alleged Code of Conduct violations and sanctions, if warranted. Where the Chief Student Services Officer does not serve as the Hearing Board chief conduct officer, the Hearing Board and/or Hearing Board chief conduct officer may consult with the School of Business Chief Student Services Officer, or their designee, regarding process as needed.

Incidents involving serious allegations of graduate business student misconduct and equally serious potential sanctions may be immediately directed to a School of Business Hearing Board. Examples of such situations are listed below:

1. Cases involving violence.
2. Cases involving the sale or distribution of illegal drugs or controlled substances.
3. Cases involving personal injury or acts of extreme negligence.
4. Situations that also may be subject to concurrent adjudication by criminal authorities.
5. Situations involving students who have had prior or multiple prior adjudicated violations.
6. Incidents that cannot be resolved at the level of a truth-finding conference.
7. Cases involving a high likelihood of suspension or expulsion from the School of Business or the University.

Students who have been referred to a Hearing Board will have an opportunity to meet with the Hearing Board chief conduct officer prior to the hearing to confirm awareness of a date and time for the hearing. Such meetings are also an opportunity for the student(s) to review the written reports and review the conduct and Hearing Board processes.

A. Hearing Procedures

The goal of these School of Business Hearing Board procedures is to provide a forum where all information regarding incidents of alleged graduate student misconduct can be presented as fully as possible and to allow an accused student a reasonable opportunity to prepare and present their response to allegations of student misconduct. These procedures shall be followed to the greatest extent practicable with the understanding that they are intended to be fair and flexible in the achievement of this goal.

1. School of Business Hearing Board hearings (board hearings) shall be conducted in private and are closed to the public.

2. Accused student(s) (and their advisers, if any) shall be allowed to attend the entire portion of the board hearing where information regarding their involvement in the incident under review is being presented to the Hearing Board. The term “advisers” here specifically refers to other students, faculty, or staff members of the University community, and not parents/guardians, attorneys, or other external advisers. Advisors are not permitted to speak on the student’s behalf. The accused student(s) shall not be present for deliberations.

3. In board hearings involving more than one accused student that stem from the same factual circumstances and/or complaint(s), the Hearing Board chief conduct officer, at their discretion, may permit the Hearing Board to review each student’s conduct either separately or jointly. Upon a student’s request, the Hearing Board will review such cases separately.

4. An accused student may arrange for witnesses to present pertinent information to the Hearing Board. The School of Business will aid accused student(s) in arranging for the attendance of possible witnesses who are members of the University community, if reasonably possible, and who are identified by an accused student at least two business days prior to the board hearing. Witnesses will provide information to and answer questions from members of the Hearing Board. There is no direct questioning of witnesses by any other person.

5. All pertinent records, exhibits and written statements may be accepted as information for consideration by the Hearing Board at the discretion of the Hearing Board chief conduct officer. This includes, but is not limited to, impact statements by persons adversely affected by an accused student’s alleged misconduct. An accused student shall have the right to give their own testimony and present witnesses to the incident along with documentation or other evidence on their behalf. Such rights shall be subject to reasonable limitation to avoid unduly prolonged hearings. Character reference testimony and written statements regarding character are allowed at the discretion of the Hearing Board chief conduct officer to the extent that they are materially relevant to the case.

6. After the portion of the hearing where all information regarding an incident or complaint of alleged student misconduct has been presented to the Hearing Board, the board shall conclude the hearing and begin its deliberations to determine by majority vote, whether an accused student is responsible for the violation(s) of the Code of Conduct with which they have been charged. The Hearing Board chief conduct officer will only vote in the case of a tie.

7. The School of Business Hearing Board's determination of responsibility shall be made based on a preponderance of the evidence, i.e., whether it is more likely than not that an accused student has violated the Code of Conduct.

8. Formal rules of process, procedure and/or technical rules of evidence, such as are applied in criminal or civil court, are not used by and are not applicable to the School of Business student conduct process.

9. All persons present at a hearing before a School of Business Hearing Board are expected to abide by these rules of procedure and to conduct themselves in a civil and respectful manner. It is a violation of the procedures herein for any person to disrupt, obstruct or otherwise interfere with the Hearing Board process. Persons who are disruptive or otherwise interfere with the Hearing Board process may be excluded or otherwise removed from a Hearing Board proceeding at the discretion of the Hearing Board chief conduct officer.

10. If an accused student, with notice, does not appear before a School of Business Hearing Board, the hearing will take place as scheduled. In such cases, the information in support of the alleged violations shall be presented and considered by the board in making a determination of responsibility and/or sanctions without the benefit of input from the student.

Sanctions and Appeals

A. Sanctions

All sanctions become part of a student's disciplinary record and may be considered in the review and adjudication of any future incidents of student misconduct where a student has been found responsible for the Code violations alleged.

A non-exhaustive list of potential sanctions (referred to as Outcomes) can be found in the Code of Conduct organized into four categories: educational/developmental, preventative, restorative, and those involving student separation and status change. The graduate business student and program context can be relevant to the determination of appropriate sanctions, and therefore such options can also include revocation of admission, as well as the removal of a student from their specific academic degree program.

B. Appeals

Appeals regarding a determination of responsibility for a Code of Conduct violation or a sanction imposed by the School of Business Hearing Board may be appealed by an accused student to the Graduate Student Conduct Appeals Committee via the Chief Student Services Officer, or their designee, within five business days of a Hearing Board decision.

Except as required to bring the appeal forward, and #4 below involving the presentation of new evidence, an appeal shall be limited to supporting documents provided to the Hearing Board for one or more of the following purposes:

To determine whether the original School of Business Hearing Board hearing was conducted fairly in light of the charges and information presented and in conformity with prescribed procedures that allowed the accused student a reasonable opportunity to prepare and to present their response to allegations of student misconduct. Deviations from designated Hearing Board procedures will not be a basis for reversing or modifying the original decision unless significant prejudice results.

1. To determine whether the decision reached regarding the issue of responsibility for an accused student was based on a preponderance of the evidence, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that it was more likely than not that the student is responsible for the alleged a violation(s) of the graduate student code of conduct.

2. To determine whether the sanction(s) imposed were appropriate for the violation(s) of the Code of Conduct for which the accused student was found responsible. In cases where the appeal is limited to the sanctions imposed by the Hearing Board, the Graduate Student Conduct Appeals Committee will determine whether the sanctions imposed are so unfair as to bear no reasonable relation to the conduct alleged, based on the incident at hand and the student's prior discipline record, if any.

3. To consider new facts or information, not available to the Hearing Board, that would be sufficient to alter a decision, or other relevant facts or information not brought out in the original hearing because such facts or information were not known or available to the person appealing at the time of the School of Business Hearing Board.

At the conclusion of an appeal, the Graduate Student Conduct Appeals Committee, via the Chief Student Services Officer, or their designee, will communicate one of the following courses of action:

1. Affirmation of the original decision and sanction(s);
2. Affirmation of the original decision and an alteration of the original sanction(s);
3. Reversal of the original decision and a directive to convene a new hearing;
4. Reversal of the original decision and a removal of all charges and sanctions.

Chapter IV

Graduate Business Programs General Information

Tuition, Financial Aid, and Scholarship Eligibility

The School of Business offers financial assistance programs that include scholarships, assistantships (determined by the faculty), and private as well as federally sponsored loan programs. The School of Business Office of Financial Aid will gladly advise interested applicants of their eligibility for these programs upon receipt of the student's FAFSA (Free Application for Federal Student Aid) application. Scholarship awards for WFUSB graduate programs are determined by the admissions committee(s) for each program. Please contact the appropriate enrollment management office for more information.

Eligibility for student loans is determined by an analysis process via the FAFSA application. This application should be filed as early in the admissions process as possible to provide the student with timely information. The FAFSA application may be completed online at http://www.fafsa.ed.gov. Use the DOE assigned school code – E00515 – when school preference is requested. The completed application is submitted online to the Federal Student Aid Program, Department of Education, for analysis and is then forwarded to the School of Business Office of Financial Aid. In determining financial need, the school will utilize standardized nine-month and twelve-month budgets.

LOAN PROGRAMS

Wake Forest University offers two federal loan programs for graduate students: the Federal Direct Unsubsidized Loan and the GradPLUS Loan.

> **The Federal Direct Unsubsidized Loan:** The total Federal Direct Loan eligibility has been set at $20,500 per year. The Unsubsidized Direct loan requires U.S. citizenship or permanent resident status. The student is responsible for the accruing interest on the Unsubsidized Direct while in school. There is a six-month grace period after graduation (or when a student drops below the minimum course load requirement) before repayment begins. Participation in the loan program requires a FAFSA analysis. Information on current interest rates and origination fees, along with other terms and conditions, can be found at https://studentaid.gov/.

> **The Federal Graduate PLUS Loan**: This credit-based loan is one of the most affordable ways to pay for graduate school. A student can borrow up to the cost of attendance minus any Federal Direct Unsubsidized loan and scholarships. The student is responsible for the accruing interest on the Graduate PLUS loan while in school. Eligibility for this loan is not based on household income, assets or financial need, but is determined, in part, by the student's personal credit history. Participation in the loan program requires a FAFSA analysis. Repayment begins two months after graduation. Information on current interest rates and origination fees, along with other terms and conditions, can be found at https://studentaid.gov/

V.A. EDUCATION BENEFITS

Veteran's benefits are available through the Veterans Administration for qualified veterans. Contact the VA Certifying Official (VAbenefits@wfu.edu) for information on eligibility and application procedures. WFU School of Business participates in the Yellow Ribbon program. If the student is eligible for Yellow Ribbon benefits, 100% of your tuition is covered. Students eligible for veteran benefits should submit either an updated "Certificate of Eligibility" (COE) or a Statement of Benefits to the School of Business

Office of Financial Aid. The COE is obtained by contacting the VA Education Benefits Department at 888-442-4554. The Statement of Benefits is obtained through www.vets.gov. The COE and Statement of Benefits can be submitted electronically to sbfinaid@wfu.edu. The Office of Financial Aid will electronically submit an enrollment certification to the VA to initiate payments. If the student used their benefits at a previous college, they must submit a 'Request for Change of Program or Place of Training' Form (22-1995) to the VA through www.vets.gov.

WFU Campus Locations are as follows:

Wake Forest University
School of Business
1834 Wake Forest Road
Winston-Salem, NC 27106

Wake Forest University
School of Business - Charlotte Center
200 N. College Street #150
Charlotte, NC 28202

Pursuant to The Veterans Benefits and Transition Act of 2018, GI Bill and VR&E beneficiaries (Chapter 33 and Chapter 31 beneficiaries) may attend a course of education or training for up to 90 days from the date the beneficiary provides:

> A certificate of eligibility, or a "statement of benefits" obtained from the VA's eBenefits web site, or a valid VAF 28-1905 form for Chapter 31 authorization purposes, provided that the student beneficiary provides such documentation to the appropriate VA Certifying Official no later than the first day of a course of education, and provided that the student provides any additional payment amount due that is the difference between the amount of the student's financial obligation and the anticipated amount of the VA education disbursement to Wake Forest University.

This policy allows a student to attend the course until the VA provides payment to Wake Forest University. Wake Forest University will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the VA.

THE WAKE FOREST MONTHLY PAYMENT PLAN

Wake Forest University students have the opportunity to participate in an interest-free, monthly payment plan through the QuikPay payment portal. This is not a loan. No credit check is required, and there is no interest on the payments. Students interested in participating in the monthly payment plan can view the details of this plan on the Wake Forest University Student Financial Services website at https://finance.wfu.edu/students-parents/sfs/payment-methods/monthly-payment-plan/.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Federal regulations require that all students receiving Federal Title IV Financial Aid funds maintain standards of Satisfactory Academic Progress (SAP) in the pursuit of their degree.

To maintain academic eligibility for federal aid, a student must:

- Have a passing grade (A, B, C, or P) in each course taken towards degree requirements.
- Maintain a cumulative GPA of 3.0 or higher.
- Successfully complete 50% of the coursework in which a student is enrolled. To estimate this completion rate, divide the number of credit hours successfully completed by the number of credit hours attempted.

- Attempt no more than 200% of the program's required credit hours to complete degree requirements.

Pass/Fail courses are included in attempted and completed credits but not GPA. Courses graded as an Incomplete are included in attempted credits but are not included in GPA or completed credits until the grade is changed. SAP is not immediately recalculated due to grade changes but will be accounted for in the next scheduled SAP evaluation. For withdrawn courses, if the student receives a W, WP, or WD grade, the credits count toward attempted credits but are not included in GPA or completed credits. A WF grade counts toward attempted credits and GPA but not completed credits.

For repeated coursework, the lower of the grades is removed from the GPA. If the student earns the same grade, only one is factored into the GPA. All repeated courses count toward attempted credits, but only one course counts toward completed credits.

Transfer courses that count toward the student's current program are included in attempted and completed credits but not GPA. For students who change modality or campus location within the same program, previous credits and grades count toward attempted and earned credits and GPA. For students who change programs within the School of Business, previous credits and grades do not impact their current program.

Auditing courses, ESL courses, and comprehensive transition and postsecondary programs are not factored into attempted or completed credits or GPA. We do not permit remedial coursework or academic amnesty.

SAP will be monitored at the end of each semester. At that time, students who do not meet one or more of the standards will receive a notification via University email.

SAP Statuses:
Students who meet all SAP standards are placed in Satisfactory status and may receive Title IV aid.
Students who had a Satisfactory SAP status in the prior semester and are now failing to make SAP will be placed in Warning status. Warning lasts for one academic term, during which students may continue receiving Title IV aid.

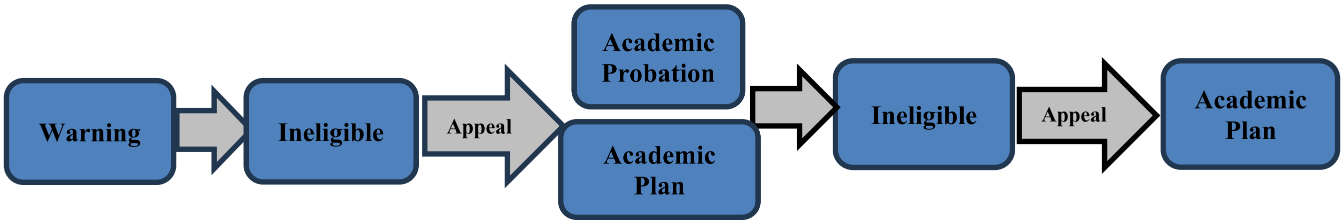
Students who had a Warning SAP status in the prior semester and are continuing to fail to make SAP will be placed in Ineligible status. Students in Ineligible status are no longer eligible for Title IV aid but may appeal to have their Title IV aid reinstated.

Students who successfully appeal are placed in Probation status if it is possible for the students to meet all SAP standards in one academic term. Probation lasts for one academic term, during which they may receive Title IV aid. If it is not possible for the students to meet all SAP standards in one academic term, they are placed in Academic Plan status.

Students with a Probation SAP status in the prior semester and continue to fail to make SAP will be placed in Ineligible status. Students in Ineligible status are no longer eligible for Title IV aid but may appeal to have their Title IV aid reinstated.

Students who successfully appeal are placed in Academic Plan status. As long as the students continues to meet the requirements of the Academic Improvement Plan (AIP), they may receive Title IV aid.

Students who meet all SAP standards after Warning, Probation, and/or Ineligible statuses will be placed in Satisfactory status and may receive Title IV aid.



Appeal process:
Students who have an Ineligible status have the ability to appeal to the Financial Aid and Scholarship Committee on the basis of: the student's injury or illness, the death of a relative, or other special circumstances. The appeal consists of the SAP Financial Aid Appeal form (which is emailed to the student) and supporting documentation and must explain why the student failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation. The appeal after Probation should also include the AIP. The Financial Aid and Scholarship Committee is chaired by the Executive Director of Enrollment Management Operations, or their designee, and maintains a membership of representatives from various administrative departments. The Committee will review the appeal and communicate its decision via email.

Restore Title IV eligibility:
Other than when students are placed on Warning or Probation or have agreed to an AIP as outlined above, they can regain Title IV eligibility only by taking action that brings them into compliance with the SAP standards. Depending on the failed standard(s), the students must successfully complete a number of credits and/or receive certain grade(s) without receiving Title IV funds.

SCHOLARSHIP RENEWAL/CONTINUATION POLICY
Please note that all institutional scholarships are only guaranteed for the first semester. Any student who: 1) receives a grade of "F", 2) is placed on academic probation, or 3) violates the Graduate Business Student Code of Conduct, risks losing all institutional scholarship and attached benefits. This applies to tuition waivers, stipends, and international trips. The potential loss of these benefits is reviewed at the end of each academic term and adjudicated by the Financial Aid and Scholarship Committee.

Schedule of Refunds for Withdrawal or Continuous Enrollment
A student who officially withdraws or is granted continuous enrollment status during a semester may be entitled to a refund of tuition depending on the student's date of withdrawal or date of continuous enrollment status. A withdrawal, official or otherwise, or grant of continuous enrollment status also affects financial aid eligibility, as outlined in the Federal Return of Title IV Program Funds Policy and the Return of Non-Title IV Program Funds Policy. A student using scholarships, grants, or loans to pay educational expenses, whose account was paid in full prior to withdrawal or grant of continuous enrollment status, is likely to owe the University after withdrawal or grant of continuous enrollment status. Procedures for such changes of status are coordinated by the Office of the Graduate Student Academic Services.

REFUND OF TUITION AND FEES

Tuition refunds are based on the date of official withdrawal or the effective date of continuous enrollment status. Please refer to the official "Schedule of Refunds for Withdrawal or Continuous Enrollment" for the respective semester of enrollment. Refunds will be reduced by the amount of any outstanding charges on a student's account. If refunded charges leave a credit balance on the student account, the student is responsible for completing an online student refund request or the credit balance will remain on the student account and will be applied for future semesters. That request can be filled out here: https://finance.wfu.edu/students-parents/sfs/student-refunds/#20230119154304 If the credit is a direct result of Title IV aid, the credit is automatically refunded to the student.

There are no refunds for mandatory fees after the first-class day in a semester, as reflected in the academic calendar.

Vehicle registration fees will not be refunded unless the issued permit is returned to Transportation and Parking Services before the first day of class. Students graduating or studying abroad for the spring semester may receive a prorated refund of the vehicle registration fee by returning the issued permits to the Transportation and Parking Services office.

The Certification Document has information concerning withdrawal procedures for each program. If a student withdraws from a program and does not receive Title IV federal financial aid, refunds are issued as follows for full semesters (there is no refund of room rent or parking credentials):

Summer term tuition refund schedule for MBA, Online MBA, Online MSBA

Official Date	Tuition Refunded
Before classes begin	100% of tuition less deposits
1st week	85% refund
2nd week	75% refund
3rd week	50% refund
4th week	30% refund
5th week	20% refund
After 5th week	0% refund

Summer term tuition refund schedule for MSA, MSM, MSBA

1st 3 days of session	100%
4th day of session	75%
5th day of session	50%
6th day of session	25%
After Day 6	0%

Fall and Spring Semesters

Official Date	Tuition Refunded
Before semester begins	100% of tuition less deposits
1st week of semester	85% refund
2nd week of semester	75% refund
3rd week of semester	50% refund

4th week of semester	30% refund
5th week of semester	20% refund
After 5th week of semester	0% refund

Students are responsible for officially dropping courses to be eligible for a refund. Nonpayment for classes for which a student is registered or non-attendance in a registered class does not release the student from financial obligations and will not drop the student from the class. Student Financial Services calculates the refund of charges and will apply the amount of tuition refunded in the applicable refund schedule listed above. Student Financial Services has available an example of the application of the University Refund of Charges Policy. If charges originally paid by financial aid funds are no longer covered after financial aid funds are returned to the respective programs, the student is responsible for the remaining balance.

Tuition, fees, and all other charges will not be refunded when a student is suspended or expelled from the University as a result of a conduct or honor code violation. Return of Title IV funds are handled in accordance with federal law.

Refunds will be reduced by the amount of any outstanding charges on a student's account. A student using scholarships, grants, or loans to help pay educational expenses, whose account was paid-in-full prior to withdrawal, is likely to owe the University after withdrawal. Return of Title IV funds are handled in accordance with federal law.

Please note that a withdrawal/course drop may affect financial aid eligibility.

UNIVERSITY DISRUPTION REFUND POLICY

Circumstances may arise during a semester that cause significant disruptions to University operations and result in the University closing the campus. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the University.

In the event of a significant disruption to University operations either:

- During a semester that results in the University closing campus for the remainder of the semester;
- At the beginning of a semester that delays or prevents the University opening campus; or
- During a semester that results in the University closing campus temporarily during the semester

The University will issue refunds for housing and dining charges and Wellness and parking fees to students where applicable and according to the refund schedule below. There will be no refunds for tuition or Student Health, Student Activity, or any other fees paid by or on behalf of students. Refunds, if applicable, will be calculated at the end of the semester.

This policy applies to significant disruptions where the University closes campus. It does not apply where students officially withdraw from the University or are officially granted continuous enrollment status during a semester. Refunds, if any, in those circumstances are governed by the University's applicable Refund of Charges Policy.

Fall and Spring Semesters University Disruption Refunds (~15 weeks)

Number of Whole or Partial (Sun-Sat) weeks when campus is open	Refund percentage
0	100%
1	85%
2	78%
3	71%
4	64%
5	57%
6	50%
7	43%
8	36%
9	29%
10	22%
11	15%
12	10%
13 +	No Refund

Single Summer Session University Disruption Refunds (~6 weeks)

Number of Whole or Partial (Sun-Sat) weeks when campus is open	Refund percentage
0	100%
1	75%
2	50%
3	25%
4 +	No Refund

Full Summer Session University Disruption Refunds (~12 weeks)

Number of Whole or Partial (Sun-Sat) weeks when campus is open	Refund percentage
0	100%
1	85%
2	75%
3	65%
4	55%
5	45%
6	35%
7	25%
8	15%
9 +	No Refund

TUITION INSURANCE

Wake Forest University School of Business students may be eligible to purchase optional tuition insurance through GradGuard to help minimize financial loss when a student withdraws due to an accident, illness, mental health, death of a payer, or loss of employment of a payer. For more information, you can contact GradGuard at 877-794-6603 or memberservices@gradguard.com, or visit https://finance.wfu.edu/students-parents/sfs/tuition-insurance/ for questions about coverage or enrolling.

RETURN OF TITLE IV PROGRAM FUNDS POLICY

The 1998 amendments to the Higher Education Act (HEA) of 1965 (Section 484B), and subsequent regulations issued by the United States Department of Education (34 CFR 668.22), establish a policy for the return of Title IV, HEA Program funds for a recipient who withdraws (begins but does not complete a semester or payment period). Wake Forest University's leave of absence policy does not exempt any student from the requirements of the Return of Title IV Funds policy; nor does it extend federal student loan deferment benefits. Title IV Funds subject to return include the following aid programs: Federal Stafford Loan, and Federal PLUS Loan.

Title IV aid is awarded and paid on a payment period basis. For students enrolled in a single session or module of a payment period (such as summer), the single session or module is the payment period. For students who are awarded Title IV aid based on a reported registration in multiple sessions or modules of a payment period, the payment period is the beginning (start date) of the first session or module through the end (last day of exams) of the last session or module.

For programs with two sessions or modules within a term or semester, a student who enrolls in 4.5 or more hours over the term or semester can receive Federal student loans. If such a student does not begin attendance in the second session or module, these loans could be canceled entirely. In this case, the student becomes solely responsible for the entire tuition charges of the first session or module, without benefit of any federal loan assistance.

The percentage of the payment period completed is determined by dividing the total number of calendar days comprising the payment period (excluding breaks of five or more consecutive days) into the number of calendar days completed. The percentage of Title IV grant and loan funds earned is: (1) up through the 60% point in time, the percentage of the payment period completed, (2) after the 60% point in time, 100%. The amount of Title IV grant and loan funds unearned is the complement of the percentage of earned Title IV funds applied to the total amount of Title IV funds disbursed (including funds that were not disbursed but could have been disbursed, i.e., post-withdrawal or post-leave of absence disbursements). If the amount earned is less than the amount disbursed, the difference is returned to the Title IV programs. If the amount earned is greater than the amount disbursed, the difference is treated as a late disbursement in accordance with the federal rules for late disbursements.

Unearned funds, up to the amount of total institutional charges multiplied by the unearned percentage of funds, are returned by the University; the return of Title IV Program funds may be rounded to the nearest dollar for each aid source. The student returns any portion of unearned funds not returned by the University. A student repays the calculated amount attributable to a Title IV loan program according to the loan's terms.

Institutional charges (costs) include tuition and required fees, on-campus room rental, and on-campus meal plan.

The federal Return of Title IV Funds policy requires that federal aid be considered as first applied toward institutional charges, regardless of other non-federal aid received. Funds returned are credited in the following order: Unsubsidized Federal Stafford Loans, Federal PLUS Loans.

TUITION PAYMENT SCHEDULE

Students may view their student bill online via Workday. The tuition payment timetable is:

- Fall semester tuition is due August 1.

- Spring semester is due December 1.
- Summer semester is due June 1.

Student accounts must be paid in full before the student may be entitled to receive a diploma or to register for future classes.

WAKE FOREST UNIVERSITY SCHOOL OF BUSINESS GRADUATE PROGRAMS CANCELLATION POLICY
Tuition for all programs is due August 1 for the fall semester, December 1 for the spring semester, and June 1 for the summer semester. If this schedule is not adhered to, the following steps will be taken:

1. An initial list of students, by program, will be sent by WFU Student Financial Services (SFS) office to the School of Business Graduate Student Academic Services (GSAS) and Financial Aid (WFUSB FinAid) offices three (3) weeks after the start of each semester-length term. On the same day, a notice from GSAS will be sent to the student's WFU email account (cc'ing WFUSB FinAid and individual program administrators) notifying them they have a balance due and failure to pay may result in the cancellation of classes.

2. One (1) week later, a follow-up email from GSAS will be sent to all remaining students notifying them they have five (5) business days to resolve their balance.

3. Approximately two (2) days following the second email, GSAS will message all remaining students as a final warning of class cancellation.

4. Approximately five (5) weeks from the start of the semester in question, students with a balance will be removed from courses with the exception of those with an individualized signed and dated payment deadline acknowledgment with degree program leadership in light of unique tuition payment situations (e.g. employer sponsorship program, pending external scholarships, etc.). If the deadline acknowledged on the payment agreement is not met, cancellation will take place immediately.

5. Potential Reinstatement: once a student has settled their balance, they are required to confirm that with WFU Student Financial Services (sfs@wfu.edu) and that SFS communicates their eligibility for reinstatement to GSAS for the re-enrollment.

Any tuition refund procedures that may apply as a result of an in-term withdrawal will follow applicable tuition refund schedules as enumerated in the *WFU School of Business Graduate Student Handbook.*

Student Educational Records Privacy Notification Statement

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day that Wake Forest University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not

maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   A student who wishes to ask the University to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

   If the University decides not to amend the record as requested, the student will be notified in writing of the decision and the student's right to a hearing re-garding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Wake Forest University in an administrative, supervisory, academic, research, or support staff position (including law en-forcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

   The following information regarding students is considered directory information: (1) name, (2) address, (3) telephone number, (4) electronic mail addresses, (5) date and place of birth, (6) major field of study, (7) enrollment status (undergraduate or graduate, full or part-time), (8) class level, (9) participation in officially recognized activities and sports, (10) weight and height of members of athletic teams, (11) dates of attendance, (12) degrees and awards received, (13) the most recent previous educational agency or institution attended by the student, and (14) other similar information such as a photograph. Directory information may be disclosed by Wake Forest University for any purpose in its discretion without the consent of the student. Students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, the information will not be disclosed except with the consent of the student, or as otherwise allowed by FERPA. Any student refusing to allow disclosure of any or all of the designated directory information must file written notification to this effect with the University at the Office of the University Registrar, 110 Reynolda Hall. Forms are available at that office. If written notification is not filed, Wake Forest University assumes that the student does not object to the release of the directory information designated.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

   FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student –

   - To other school officials, including teachers, within the University whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions.
   - To officials of another school, upon request, where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
   - To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
   - In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
   - To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
   - To accrediting organizations to carry out their accrediting functions.
   - To parents of an eligible student if the student is a dependent for IRS tax purposes.
   - To comply with a judicial order or lawfully issued subpoena.
   - To appropriate officials in connection with a health or safety emergency.
   - Information the school has designated as "directory information."
   - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
   - To the general public, the final results of a disciplinary proceeding if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student

has committed a violation of the school's rules or policies with respect to the allegation made against him or her.

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

Accommodations for Students with Disabilities

To achieve the goal of "equal access," the WFU Center for Learning, Access, and Student Success (CLASS) and their staff works with students, faculty, and staff in the School of Business to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal. To learn more about disability accommodations, in addition to other student success resources available to graduate students, please visit the WFU CLASS website at https://class.wfu.edu/.

Policy on Responsible and Ethical Use of Computing Resources

The University's computing resources are for administrative, instructional, educational, and research use by the students, faculty, staff, vendors, and contractors of Wake Forest University. Ethical standards which apply to other University activities (Honor Code, Social Regulations and Policies, and all local, state, and federal laws) apply equally to the use of University computing resources.

As in all aspects of University life, users of the University's computing resources should act honorably and in a manner consistent with ordinary ethical obligations. Cheating, stealing, making false or deceiving statements, plagiarism, vandalism, and harassment are just as wrong in the context of computing resources as they are in all other domains.

The complete policy statement is available online at: https://is.wfu.edu/services/policies-and-standards/

Late Arrival Policy

New students are expected to be present (physically on campus for on-site programs, or virtually for online programs) and fully engaged for the start of official orientation activities. When returning for subsequent semesters, students are expected to be in class or on the first day of classes as specified in the academic calendar, or in attendance at any non-class required program activities.

If a situation arises which will cause the student to be late for orientation or the first day of classes, he or she must obtain advance approval from the faculty academic leader of their degree program. The academic leader will approve such requests on a case-by-case basis. Failure to obtain advance approval can result in being dismissed from the program.

Suspension of Enrollment Status for Required Military Service Obligations

Students who are members of the U.S. Armed Forces, including reserve components and the National Guard, may be required to suspend their studies temporarily to fulfill certain service obligations. Provided that the student was making satisfactory academic progress prior to the suspension of their studies, Wake Forest University will accommodate short absences of this nature and will provide readmission to those who seek to resume enrollment in their academic program upon fulfillment of such obligations.

Graduate Business Student Work Policy

The WFUSB follows all [University-wide policies regarding student employment expectations and limitations](). Graduate business students working as hourly student employees of WFU may hold multiple appointments, but the total hours worked for all positions across campus may not exceed 20 hours per week during the school year and 30 hours per week during official University breaks and vacations. Students may engage with program academic leadership or student services staff for advice or guidance regarding the effective management of any employment-related demands on their time during their degree program experiences, regardless of whether such employment is internal or external to the university.

Student Health Insurance

Health insurance is required as a condition of enrollment for full-time, degree-seeking domestic graduate students and all international students with F or J visas. Students are required to enroll or waive each academic year. For complete details regarding Student Health Insurance please visit the Student Health Insurance Program website at http://shi.wfu.edu

Student Immunizations

North Carolina State law requires documentation of certain immunizations for some students attending a North Carolina college or university. Students requiring immunizations must complete and submit required forms and documentation via the WFU Student Health Portal using their WFU credentials at shs.wfu.edu. On the WFU Student Health Service website, students can navigate to "New Students" and then "Immunization Requirements" to access the portal upload pages. Students can also contact shs@wfu.edu directly with any questions.

ZSR Library and the Farrell Hall Business Information Commons

ZSR has a large collection of books, journals, and online databases in the fields of management, accounting, and related topics. Students may check out books and ebooks for an initial period of four weeks. Students should present their Wake Forest ID card when checking out a book.

Students have access to a great deal of business information in online databases, including full-text business periodicals, market research reports, and profiles of companies, industries, and foreign countries. Online databases include ProQuest ABI/Inform, Mintel, IBISWorld, and others. Students can access business databases through the website of the Business Information Commons at http://zsr.wfu.edu/business. Students can access library databases from off-campus locations by entering their WFU username and password when prompted. In addition, there are Bloomberg terminals located in the Information Commons and in the WFU Charlotte Center facility. Students can also access various business research guides directly at http://guides.zsr.wfu.edu/. If assistance is needed with library resources or research strategies, please make an appointment with a librarian (virtual or in-person).

Library Resources for Business Students

Students of Wake Forest School of Business have access to a great deal of business information to inform their research assignments via online databases, eBooks, eJournals, Market & Industry Reports, and more. Students can directly access ZSR's Business resources through the website of the Business Information Commons at http://zsr.wfu.edu/business. On this website, students can also access various guides to help get them started on research for business courses and topics. If assistance is needed with library resources or research strategies, please make an appointment (https://zsr.wfu.edu/business/research-sessions/), available both virtually or in person. Both business librarians' offices can be found in Farrell Hall's Business Information Commons (second floor of Farrell Hall, Room 251). In addition, there are Bloomberg terminals located in the Business Information Commons and in the WFU Charlotte Center facility.

A majority of ZSR's resources are accessible online and off-campus, if you have any access issues, please reach out directly to the library. ZSR also offers a delivery service of physical materials to students if necessary, details can be found at https://zsr.wfu.edu/delivers/.

School of Business Marketing & Communication

Marketing & Communication professionals in the School of Business direct the School's external and internal relations efforts for the Reynolda and Charlotte locations, which includes the following:

- Oversee School of Business brand standards (messaging and graphic standards)
- Develop news releases and promote the School of Business to news media
- Manage the Wake Forest Business Magazine and annual report
- Create digital communications that promote the School of Business through storytelling, such as video, multimedia stories, website content, and social media, for our key audiences, including alumni, students, donors, recruiter and corporate partners, as well as faculty and staff
- Develop communications materials
- Design advertising, when needed, in collaboration with Enrollment Management COE
- Help promote primary School events to appropriate audiences
- Compile information submitted for business school surveys and rankings
- Coordinate with other University departments to grow the WFU brand and ensure consistency of its graphic standards and collegiate message
- Ensure faculty and staff are informed of School events and other information in a timely manner via monthly newsletters and other communications

All materials and communications representing the School of Business must be routed through marketing & communication staff for approval prior to production or release. The department must also approve the use of the school logo by students, staff, and faculty for any purpose. News releases, news conferences and any communication with the media must be coordinated and/or approved in advance. Students are not approved to speak to the media on behalf of the University or the School of Business without explicit approval from marketing and communications.

Students are encouraged to consult with marketing early in the planning process to coordinate collateral and communication materials for special events, competitions, and other projects by submitting requests using the following resource: business.wfu.edu/marketing-communications-resources/. To review the Wake Forest University identity standards guide, please visit: www.wfu.edu/identity.

School of Business Office of Graduate Student Academic Services

The Office of Graduate Student Academic Services (GSAS) is your resource for all student academic records and registration concerns. GSAS performs registrarial functions for all graduate programs in the WFU School of Business, including the maintenance of curricula, grade, course, policy, and student records. GSAS also oversees and manages the academic registration and course creation, scheduling, and enrollment processes. Working with faculty and other staff members to manage all academic progress and curriculum procedures, GSAS also serves as the official enrollment and degree certifying office for graduate programs. If at any point a student should need to work with or submit a proposal to the WFUSB

Graduate Programs Certification Committee, GSAS will serve as the conduit for that correspondence and as a general resource for the student.

Obtaining verification of enrollment

Students often require official verification of their degree or enrollment status for various reasons. Verifications can be requested via Workday Student, or by contacting GSAS directly at SBGSAS@wfu.edu.

Obtaining a transcript

Transcripts are processed through the University Registrar's Office, and complete directions for requesting them are available at https://registrar.wfu.edu/student-records/transcript/. If you have any questions concerning the process, the WFU Office of the University Registrar can be reached by email at registrar@wfu.edu or by phone at (336) 758-5207.

Cross-graduate-program course enrollment

A graduate student wishing to enroll in a course taught in another graduate degree program in the School of Business must obtain permission before completing such a course registration. To do this, the student needs to obtain permission from their home program's faculty academic leader and then apply to the faculty academic leader of the program in which the course is taught (the permission of the instructor for the course is not sufficient). If both program leader approvals are documented, the office of Graduate Student Academic Services can assist in officially enrolling the student in the course.

WFU students outside of the School of Business enrolling in graduate business courses

Students from other WFU degree programs may request to enroll in WFU School of Business graduate-level courses by contacting the Graduate School Academic Services office at sbgsas@wfu.edu. GSAS will work with such students on an individualized basis in light of their WFU degree-seeking context, the course(s) in question, and relevant academic leadership/policy considerations.

Auditing a Course

Wake Forest School of Business students who wish to audit a course should follow the policies for securing such registrations outlined in section III.b.2 of Chapter 6 in this Handbook. Auditing students are billed for tuition at a rate of $150 per credit hour for the audited course, and are also responsible for the costs of any required instructional materials or additional fees assessed at the program or course level.

Grade deadlines

Generally, grades are expected to be submitted from teaching faculty no more than seven days from the final day of class meetings/examinations and processed thereafter by Graduate Student Academic Services to appear on a student's transcript. When graduation or other end-of-term processes apply, this timeline is sometimes compressed.

Participation in School of Business Graduate Hooding & Commencement events

Students are invited to participate in graduation activities relevant to their academic program when they have met all requirements for graduation as stipulated in their program curriculum and the Graduate Programs Certification & Evaluation Document. A graduate business student who has not yet successfully met all requirements is eligible to petition the faculty academic leader their degree program for permission to participate in the relevant ceremony for their cohort, normally with a plan in place to successfully complete degree requirements within the next academic year.

Requirements for graduating with academic distinction

Graduates from WFU School of Business graduate programs who have earned at least an "A-" cumulative GPA and are in the top 10% of their program class at the time of graduation are eligible to graduate with distinction. Determinations for any off-cycle graduates will be made by the Office of Graduate Student Academic Services and the relevant degree program faculty academic leader in light of cumulative GPA figures for a recent on-cycle cohort of graduates.

Beta Gamma Sigma eligibility

Students in the top 20% of their graduate degree program class based on cumulative GPA at the time of selection (held annually after completing at least 50% of their program) are eligible to be inducted into Beta Gamma Sigma, the international honor society serving business programs accredited by AACSB. Generally, graduate students will be considered for eligibility with degree program academic leadership support and when their full course of study closely matches that of their degree program peers.

WFUSB GSAS Standards for Academic Engagement Determinations

When seeking to make determinations regarding the last dates of academic participation/engagement on the part of students in graduate business programs for official student status changes, the WFU School of Business office of Graduate Student Academic Services considers academic activity to include, but not be limited to:

- Attending a synchronous class, lecture, or laboratory/practicum session where there is an opportunity for direct interaction between the student and instructor(s);
- submitting an academic assignment or course deliverable or taking an assessment or exam;
- interacting with a faculty member about academic matters directly related to the student's course and/or academic program;
- participating in a study group/team, group project, or online discussion in pursuit of completing a course assignment or requirement;
- participating in an interactive tutorial, webinar, or other interactive discussion forum or module as a part of a course or academic program;

Academic activity does not include some moments where a student is simply present but not academically engaged, such as:

- living in university housing;
- participating in the university's meal plan or dining on campus;
- participating in an informal or unassigned student-organized study group or club;
- only logging into an asynchronous online class without active participation;
- participating in course registration;
- engaging in academic counseling/advising with a program or school administrator;
- engaging in non-academic activities at the university (e.g., athletics, theater, student social organization activities, events open to the public, etc.).

University ID Cards – The Deacon OneCard Program

The Deacon OneCard is the official Wake Forest University identification card. While primarily used for identification and facility access, the Deacon OneCard can also be used for on-campus financial transactions, library privileges, and event admission. Complete details regarding the Deacon OneCard program, including key student services and procedures for obtaining a replacement card can be found online at: https://deaconone.wfu.edu.

Lost & Found

Reynolda Campus School of Business students may turn in found articles to the WFUSB IT/Facilities team in Farrell Hall A08. Items are placed in the Lost & Found drawers in the Student Printing room outside A08. More valuable items are locked within the IT suite. Please check with that office to see if a lost article has been turned in.

Farrell Hall Facilities Reporting

Reynolda Campus students, faculty and staff may report any facility problems within Farrell Hall to the facilities team in Farrell Hall A08, or the WFUSB Help Desk (sbhelpdesk@wfu.edu, 336-758-4126).

Building Room Schedule

School of Business students may view the online room schedule for Farrell Hall and the WFU Charlotte Center by visiting the School of Business Intranet at https://my.business.wfu.edu. The room schedule is listed under the Administrative Resources section.

Security and After-Hours Emergency Information (Reynolda Campus)

Under normal operating conditions, Farrell Hall exterior doors are accessible to members of the School of Business community 24 hours a day, seven days a week using their Deacon OneCard. For all security concerns, please contact University Police at 336-758-5911. Outside of normal business hours, contact the Facility Maintenance Power Plant department at 336-758-4255 for assistance with emergency building complications. Non-emergency concerns should be reported to the WFUSB IT/Facilities team in Farrell Hall A08, or the WFUSB Help Desk (sbhelpdesk@wfu.edu, 336-758-4126).

Vending Reimbursements

Contact hospitality@wfu.edu for all vending reimbursements.

Wake Forest University Charlotte Center (200 N College Street) Policies

Building Access

Under normal operating conditions, students in the Charlotte MBA Programs are permitted 24-hour access to the facility using their Deacon OneCard. For effective facility use and to keep our space in excellent condition, we ask that everyone be considerate of others, furnishings, technology, equipment, and the facility.

Students may enter the WFU Charlotte Center through the main entrance of the building only. On weekends, students must enter through the handicap-accessible door (exterior building entrance). Your Deacon OneCard will give you access to our suite. For security reasons, students may not leave any exterior facility doors propped open.

Parking

The parking garage is a part of the WFU Charlotte Center located at 200 North College Street. Entrances to the garage are on 5th and 6th Street. Please bring your parking ticket into the administrative suite if you have a question. A validation machine for parking tickets is normally outside of the suite by the water fountain. Parking will be available on weekdays starting at 4:00 p.m. and all-day Saturday and Sunday. All vehicles must be removed by 2:59 a.m. the following day.

Wake Forest University Charlotte Center parking garage privileges are for university business only. If the property manager determines parking privileges are being abused, they retain the right to revoke all parking privileges for Wake Forest University students, faculty, and staff.

WFU Charlotte Center Room Reservations

1. Under normal operating conditions, there are 12 study rooms available for group study.
2. Study rooms may not be reserved.
3. Groups have priority over individuals for study room use.
4. The boardroom is not considered a student study room.

IT/Computer Emergencies

Computer support will be available one hour before class is in session. If onsite IT support is unavailable, please contact the Help Desk by phone at 336-758-4126 or by email sbhelpdesk@wfu.edu.

Furniture

In general, furniture should not be moved. If it is moved, please return it to its original location.

Food and clean up

Food is provided before scheduled classes. We hope students enjoy the food provided and thank them for considering their classmates in their portion choices. Garbage and recycling bins are located in the kitchen area and outside the classrooms. Students should work together to maintain a clean, presentable facility for all to use and enjoy.

Alcohol use in the Charlotte Center

The Wake Forest University Charlotte Center is held to the same high standards as facilities, students, and employees on the Reynolda Campus. Complete policies regarding alcohol can be found in the Code of Conduct sections of this Handbook.

Outside of official university events, WFU School of Business graduate students shall not consume alcohol onsite or online during classes. The storage of student alcohol on site is prohibited. Student alcohol found in any kitchen facilities, including refrigerators, will be disposed of.

Smoking

Smoking is prohibited in the Wake Forest University Charlotte Center.

Building Maintenance/Emergencies

On class nights/days, contact security after-hours for any maintenance or emergency needs at 704-790-6540. The lighted WFU Charlotte Center parking deck and building are under video surveillance. On class nights/days, the lobby is staffed by a security guard who monitors surveillance cameras and the main entrance of the building. Always be aware of your surroundings and lock your car doors when you leave your vehicle while parked or driving. When walking to and from the building, we encourage using a buddy system. A security guard escort to or from your car is available by calling the security control center at 704-790-6540. Call 911 if you witness any suspicious activity

Inclement Weather Plan

Daytime (weekday) on-campus graduate programs:

The School of Business daytime (weekday) on-campus graduate degree programs will follow the University's decision and institution-wide messaging regarding campus operations and activities. For example, if the University is closed or delays opening due to inclement weather, the School of Business will be closed or delay opening. Students should check with their degree program administrators regarding any scheduling details or cancellation-related impacts.

Announcements concerning a University closing are broadcast via email as well as through the following media whenever possible:

- WFU weather & emergency line voicemail: 336-758-5935
- Benson University Center info desk: 336-758-5255
- Television (WXII12)
- Online: http://wakealert.wfu.edu/

Evening, Weekend, or Hybrid MBA programs:

A decision will be made on a program-by-program basis in alignment with the overall University's operational status in Winston-Salem and Charlotte. It is possible that while daytime classes are canceled, evening classes may be held if conditions improve. Specific announcements concerning the status of MBA program courses are broadcast via email.

Online graduate degree programs:

Online program activities will rarely be canceled due to inclement weather, and students should expect to attend required online classes and/or online activities per usual unless notified otherwise by administrators. Even if classes are being held as scheduled, students are not asked to travel under unsafe conditions or to take unnecessary risks.

Students should look for emails from program administrators regarding any class schedule adjustments resulting from cancellations, delays, or early closings.

School of Business Graduate Business Alumni Lifelong Learning Program

The Lifelong Learning Program is offered only to alumni of the WFU School of Business graduate programs. Enrollment is specific to the degree program from which the alumnus graduated as well as a limited set of courses from other WFU School of Business graduate programs as approved by the appropriate degree program faculty academic leader. Alumni may enroll on a space-available basis and with the permission of the relevant faculty academic program leader and course instructor.   The applicable fees are $500 (if auditing) and $1000 (if taking the course for credit). Payment will be requested at the time of registration. Alumni interested in taking an elective course for credit or audit may contact the Graduate Student Academic Services office at SBGSAS@wfu.edu or 336-758-3746.

WFU School of Business
ACADEMIC CALENDAR 2025-2026

		Undergraduate Business Programs	MSA Program	MSM Program	On-Campus MSBA Program	Charlotte Evening MBA Program (Mon/Wed)	Winston-Salem Evening MBA Program (Tues/Thurs)	Charlotte Hybrid MBA Program	Online MBA Program	Online MSBA Program
Summer 2025	Orientation Begins		TBD	TBD	TBD					
	Term Begins	May 28 / July 8	May 28 / July 8	July 14	July 9	May 12	May 13	May 10	May 12 / July 7	May 12
	Holiday	June 19	June 19			June 18	June 19			
	Term Ends*	Jun 30 / Aug 7 (+Exams)	Jun 30 / Aug 7 (+Exams)	Aug 20	Aug 21	Aug 13	Aug 14	Aug 16	Jun 30 / Aug 22	Aug 22
Fall 2025	Orientation Begins		Aug 21-22			TBD	TBD			
	Term Begins	Aug 25	Aug 25	Aug 25	Aug 25	Aug 25	Aug 26	Sept 6	Sept 1	Sept 1
	1st Part of Term Ends	Oct 10	Oct 9	Oct 10	Oct 14				Oct 20	
	Fall Break	Oct 11-14	Oct 10-13	Oct 13-14	Oct 15-19	Oct 6-7	Oct 6-7		Oct 21-26	
	2nd Part of Term Begins	Oct 15	Oct 14	Oct 15	Oct 20				Oct 27	
	Holiday	Nov 26-30	Nov 26-30	Nov 26-30	Nov 26-30	Nov 26-30	Nov 26-30			
	Term Ends*	Dec 5 (+Exams)	Dec 3 (+Exams)	Dec 12	Dec 12	Dec 10	Dec 11	Dec 13	Dec 12	Dec 12
Spring 2026	Orientation Begins							TBD		
	Term Begins	Jan 12	Jan 12	Jan 12	Jan 12	Jan 7	Jan 8	Jan 10	Jan 12	Jan 12
	Holiday	Jan 19	Jan 19	Jan 19	Jan 19	Jan 19	Jan 20			
	1st Part of Term Ends	Mar 2	Mar 2	Mar 6	Mar 6				Mar 2	
	Spring Break	Mar 7-15	Mar 7-15	Mar 7-15	Mar 7-15	Mar 7-15	Mar 7-15	Mar 8-15	Mar 3-15	Mar 7-15
	2nd Part of Term Begins	Mar 3	Mar 4	Mar 16	Mar 16				Mar 16	
	Term Ends*	Apr 29 (+Exams)	Apr 30 (+Exams)	May 6	May 6	Apr 29	Apr 30	Apr 25	May 1	May 1
Summer 2026	Term Begins								May 11 / July 6	May 11
	Holiday									
	Term Ends*								June 29 / Aug 21	Aug 21

*The last class meeting does not necessarily correspond with final exam/deliverable date for a course, particularly UG and MSA programs where prescribed summer 2025 exam periods occur on July 1-2 and August 8-9, fall 2025 exam periods occur on December 8-13, and spring 2026 exam periods occur on May 4-9. Students should consult with instructors for authoritative information concerning any final exams/deliverables.

Degrees will be officially conferred during the 2025-2026 academic year after the conclusion of the summer, fall and spring terms.

An updated calendar is kept in the following network location: http://business.wfu.edu/students/academic-services/

Graduate Student Academic Services – rev Apr. 8, 2025

Chapter V

Graduate Degree Programs

Master of Science in Management Degree Program Curriculum – 2025/2026

Course Title	**Course Number**	**Term**	**Credit Hours**
Problem-Solving Mindset	MGT 2619	Summer	1.5
Business Analytics I	MGT 2624	Summer	1.5
Business Communication	MGT 2628	Summer	1.5
Personal Branding & Career Mgmt	MGT 2700	Summer	1.5
Financial Management	FIN 2650	Fall	3.0
Graduate Consulting Projects I	MGT 2607A	Fall	3.0
Managing People & Organizations	MGT 2618	Fall	3.0
Business Analytics II	MGT 2625	Fall	1.5
Financial Accounting	MGT 2641	Fall	1.5
Managerial Accounting	MGT 2642	Fall	1.5
Marketing Management	MKT 2670	Fall	3.0
Information Technology Mgmt	ITM 2690	Spring	1.5
Graduate Consulting Projects II	MGT 2607B	Spring	2.0
Legal Environment of Business	MGT 2615	Spring	1.5
Business Strategy & Planning	MGT 2621	Spring	1.5
Applied Business Economics	MGT 2650	Spring	2.0
Operations Management	OPS 2680	Spring	3.0
Electives	Various	Spring	3.0
Total Required Credit Hours for MSM Degree:			**37.0**

Degree Track: Concentration in Business Consulting with AI Augmented Analytics

Management Consulting in Practice	MGT 6210	Fall 2	3.0
Consulting Studio: Analytics for Impact	BAN 6200	Fall 2	3.0
Design Thinking & High-Perf Teams	MGT 6205	Fall 2	3.0
Total Required Credit Hours for MSM Degree with Concentration:			**46.0**

Master of Science in Management Degree Program Course Descriptions

REQUIRED COURSES:

Applied Business Economics (MGT 2650)

This course will present a balanced coverage of both managerial economics and macroeconomics concepts, with an emphasis on practical applications and decision-making. Students will be exposed to economic theories, and will actively engage with cases and exercise sets that will help to bridge the gap between theoretical rigor and practical, real-world applications of the material from a managerial decision-making perspective.
(2 credits)

Business Analytics I (MGT 2624)

In this course you will learn how to see, interpret, and present information in ways that enable you to solve business problems. You will learn that data understanding and analysis are science and art, and subject to limitations, assumptions, uncertainty and ambiguity resulting from misleading and/or missing data, and human misinterpretation and misapplication. Topics include collection and visualization of data, descriptive analysis, probability, discrete and continuous distributions, sampling distribution, and inferential statistics.
(1.5 Credits)

Business Analytics II (MGT 2625)

This course aims at achieving an in-depth understanding and developing the necessary skills for the application of quantitative tools appropriate for data analysis and managerial decision-making. Specific topics include a variety of statistics and Management Science techniques including analysis of variance. Goodness-of-Fit, linear and multiple regression, linear programming, and decision analysis. These methods will be applied to the analysis of decisions from various functional areas of business.
(1.5 credits)

Business Communication (MGT 2628)

This course helps students hone their business writing and speaking skills and prepares them to engage with all levels of management. Topics covered include business writing, oral presentation, and crafting a captivating story.
(1.5 credits)

Business Strategy and Planning (MGT 2621)

Business Strategy & Planning provides a broader view of the issues facing business organizations than the functional area courses. The center of attention is the total enterprise – the industry and competitive environment in which it operates, its long-term direction and strategy, its resources and competitive capabilities, and its prospects for success. Topics include industry and competitive analysis, external/internal analysis, company analysis, strategic responses, and gaining competitive advantage.
(1.5 credits)

Financial Accounting (MGT 2641)

Accounting is the language of business, with its own vocabulary and rules. This course focuses on the needs of external and internal users of accounting information. Accounting is studied both as a method of communication and as a decision-making tool. Topics include the language of business, accounting

principles and concepts, accounting cycle, ratio analysis, accounting for assets, liabilities and owners' equity, and financial statement analysis. Current topics are also discussed and analyzed.
(1.5 credits)

Financial Management (FIN 2650)

Financial Management provides a working knowledge of the foundations of modern financial thinking and emphasizes how to apply these concepts to make value-maximizing decisions. Specific areas of concentration include financial modeling, valuation, capital acquisition, risk and return, capital structure, dividend policy, capital budgeting, and corporate restructuring. This course also recognizes the important interactions between finance and the other functional areas of the firm.
(3 credits)

Graduate Consulting Projects I (MGT 2607A)
Graduate Consulting Projects II (MGT 2607B)

Graduate Consulting Projects (GCP) expose students the challenges and realities of working with actual organizations. Each GCP team assumes the role of business consultant. A major goal of the GCP process is for each project team to add value for their client. In doing so, the MS in Management students will learn about various business processes and how to promote productive teamwork dynamics that are necessary to fulfill their projects.
(3 credits MGT 2607A, 2 credits MGT 2607B)

Information Technology Management (ITM 2690)

Information technology is a fundamental part of today's business environment. Tech companies have generated billions in wealth. New technologies transform business practices, enable new business models, and generate value for firms, employees, and consumers. As information systems become an increasingly pervasive element of business, business leaders must understand information technologies in order to understand how to compete in technology-driven markets, evaluate the ethical implications of technology, and analyze information-based products.
(1.5 credits)

Legal Environment of Business (MGT 2615)

This course focuses on developing an understanding of the legal basis upon which business is conducted and how to deal with the legal and ethical approaches to business disputes which inevitably occur. The course presents an overview of our legal system and the environment in which businesses operate. It provides an examination of the law with emphasis on how it impacts the private market through property rights, liabilities and regulations.
(1.5 credits)

Managerial Accounting (MGT 2642)

This course focuses on the behavior and classification of accounting information used by managers as a decision-making tool. Topics include cost behavior, cost systems, relevant costing, and strategic cost analysis.
(1.5 credits)

Managing People and Organizations (MGT 2618)

This course is designed to provide an in-depth understanding of key concepts in the field of Organizational Behavior and to improve management and leadership skills through application of theory. Areas of skill development include problem-solving, coaching, communication, influence strategies, motivation, conflict management, empowerment, delegation, team-building, and leading effective change.
(3 credits)

<u>Marketing Management</u> (MKT 2670)

Students examine marketing phenomena in order to develop a conceptual grasp of the major principles and techniques of marketing management. Using behavioral and quantitative analyses as well as segmentation, targeting, and position strategies, this course explores topics such as buyer behavior, consumer psychology, demand estimation, brand strategy, pricing, distribution channels, new product development, advertising, and sales promotions. Cases and a marketing simulation are used to highlight the various principles and techniques employed by marketers as they seek to meet the needs of targeted consumers.
(3 credits)

<u>Operations Management</u> (OPS 2680)

It is widely recognized that the environment confronting organizations today is increasingly competitive due to the globalization of markets, shorter product life cycles, and rapidly changing technology. As a result, organizations are seeking ways to quickly improve their competitive position. One alternative is to exploit operations management capabilities in the firm given operations' role of creating and managing processes responsible for the timely delivery of affordable, quality goods and services. As such, strategy and the relationships between operations and the marketing, financial, and human resource systems in the firm are covered. In addition, topics such as capacity planning, process design, quality management, and supply chain management will be covered given that these also impact an organization's overall competitiveness.
(3 credits)

<u>Personal Branding & Career Management</u> (MGT 2700)

Understanding business career paths and gaining a competitive advantage in the global workplace by developing lifelong career management skills are the objectives of this class. These strategic and tactical career management skills include identifying your purpose and career preferences, making informed career decisions, completing and executing a career development and action planning process, developing networking relationships, creating customized self-marketing tools, mastering interviewing requirements. The capstone will be to understand how to develop a successful personal brand as well as identify and practice successful work performance competencies.
(1.5 credits)

<u>Problem-Solving Mindset</u> (MGT 2619)

This course will introduce you to the tools that will help you to better define, analyze and solve some of business and society's greatest problems. Students will learn the fundamentals of more analytical-based problem-solving tools and techniques – like the use of logic trees, in addition to more creative-based approaches – like the use of design thinking principles, while you grapple with the messiness and ambiguity of business problems.
(1.5 credits)

ELECTIVE COURSES:

All courses listed are not offered each year, therefore students should refer to their current schedule.

<u>Advanced Branding</u> (MKT 5482)

Advanced Branding is a capstone course that requires application and integration of concepts and frameworks you have encountered in other marketing courses, as well as astute observations from

internship and work experiences and insights from your own interactions with brands in the marketplace. The purpose of the course is to deepen your acquaintance with concepts, methods, and tools involved in building and assessing the drivers of brand equity. The centerpiece of your work will be the interpretation of results from a current survey of brand perceptions. Your primary challenge will be to apply contemporary branding models and trends, as well as your own insights, to understand why some brands currently hold stronger positions than do others, even in the same product categories. Building on this analysis, consideration will also be given to larger trends and best practices.
(1.5 credits)

Applied Financial Decision-Making (FIN 2651)

This course extends the foundation provided by Financial Management (FIN 2650) by exploring financial decision-making in key applications. Emphasis is placed on using options analysis to value capital budgeting investments, financial modeling of credit risk and corporate growth potential, interest rate risk assessment, comparative analysis of alternative equity valuation models, evaluating portfolio performance, and how to choose among alternative mutual fund and exchange traded fund investments. The organizing goal of the course is to integrate, critically evaluate, and apply key concepts and frameworks in practical financial decision-making.
(1.5 credits)

Business Modeling (MGT 2633)

This course builds on the concepts learned in Business Analytics and explores how managers can use business models as an aid to managerial decision making. General topics include yield management, forecasting, optimization, and simulation.
(1.5 credits)

Consumer Psychology and Decision Making (MGT 2665)

In this course we will discuss the importance of understanding the psyche of the consumer and ways in which consumers make decisions. Students will learn how to tackle marketing challenges in which consumer psychology needs to be carefully considered. By the end of the course, students will have an understanding of the complexity associated with consumer decision making and the ways in which marketers can engage consumers in various ways.
(1.5 credits) P-MKT 2670 – Marketing Management

Independent Study (MGT 2699)

Individualized courses, directed reading courses, research projects, and study tours conducted under the supervision of a faculty member may be allowed as credit toward graduation. Normally, these are considered only as elective; however, in exceptional circumstances, requests to substitute an independent study for a required activity may be granted. Depending upon content and duration, the credits awarded for independent study will vary. All independent studies must receive prior approval of the Certification Committee.
(Credits to be determined each offering)

Leading Change (MGT 8115)

The focus of this course is applying the knowledge, understanding and insights gained in Managing People & Organizations. It emphasizes the topics of team building, conflict management, and approaches to self-management and organizational development. The pedagogical method for dealing with these topics is highly experiential as it is generally recognized among learning theorists that skill-building is most effectively accomplished when one takes an active part in the learning.
(1.5 credits)

Marketing Research **(MKT 2671)**

This course focuses on the development of consumer and customer insights that drive marketing decisions. Topics will include primary and secondary marketing data, as well as data analysis and interpretation. Students will learn tools relevant to the development and execution of market research projects.
(1.5 credits)

New Product Introduction **(MKT 5430)**

This course gives students hands-on experience in the process by which new consumer products are introduced and marketed. Instructors provide the new product idea. Beginning with research to identify a viable target segment and a positioning strategy, students proceed from the estimation of sales and profit potential to the development of a marketing plan. The instructors, who include professional advertising and brand management practitioners, function as management consultants. Students work in teams to prepare short oral and written reports of weekly progress. The course ends with team presentations to a "board of directors" composed of managers and executives from local companies.
(1.5 credits)

Principles of Healthcare Management **(MGT 2663)**

This course will provide students with a broad overview of contemporary healthcare topics with an emphasis on patient-centered and value-based healthcare. Students will attain skills, attitudes, and knowledge, through small group and inquiry-based learning experiences, to operate in a transformative and dynamic healthcare marketplace. Issues introduced will include healthcare workforce, health policy and reimbursement reform, operations and health system management, principles of interprofessional collaborative practice, bioethics, and population health.
(1.5 credits)

Talent Management **(MGT 2635)**

This course helps students gain an understanding of the importance and value of human capital in organizations. Key topics include the strategic role human capital management plays toward increasing organizational performance, making evidence-based human capital decisions, understanding the importance and connection between all elements of the Talent Management Cycle, the application of legal and ethical concepts to talent management cases, and discovering alternative career paths in the Human Capital Field.
(1.5 credits)

Topics in Business **(MGT 2606)**

This course addresses contemporary topics in management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined each offering)

DEGREE CONCENTRATION TRACK COURSES:

Consulting Studio: Analytics for Impact (BAN 6200)

This course equips students with the skills and methodologies needed for analytics-driven consulting. Through hands-on engagement with actual business challenges, students will learn to define problems, integrate analytics methodologies, and deliver actionable recommendations. This course utilizes an experiential learning problem-based approach. In the course students will be continuously working through the types of real-world challenges they will face in practice. Each problem-based scenario provides students with opportunities to apply a variety of business analytics techniques—from data management to machine learning to data visualization—across a variety of industries and business disciplines. The challenges provide students with the opportunity to build on their ability to define problems, choose methodologies, and present actionable insights effectively. Students work through real-world scenarios to master the integration of analytics techniques, generative AI, and effective storytelling. Students will learn to provide impactful insights that drive client success.
(3.0 credits)

Design Thinking and High-Performance Teams (MGT 6205)

This course helps students add value & deliver transformational change in organizations and communities. We will build a toolkit that empowers curious, gritty, growth-minded, innovative, and confident problem solvers. The course is crafted to experience innovation in action by applying inquiry, creativity, and action to a real problem. This class leverages a core innovation philosophy and strategic tool: Human Centered Design. Overall, this class emphasizes new ways of approaching work, life, and organizations. It is about who we become as designers, not just how to "do" design.
(3.0 credits)

Management Consulting in Practice (MGT 6210)

This course is designed to provide students with a comprehensive understanding of management consulting practices and their practical application in real-world scenarios. Students will develop the knowledge, skills, and competencies necessary to succeed as management consultants. Key topics covered include project management, consulting frameworks, client engagement and communication, benchmarking, industry analysis, business communication, sustainability, and change management. By the end of the course, students will be equipped to analyze complex business problems, develop actionable recommendations, and effectively communicate solutions to clients.
(3.0 credits)

Master of Science in Accountancy Degree Program Curriculum – 2025/2026

The following foundational courses must be successfully completed or waived by action of the Admissions Committee.

Required Foundational Courses		**Credit Hours**
ACC 560	Business Analytics I	3.0
ACC 510	Introduction to Financial Accounting	3.0
ACC 550	Principles of Management Accounting	3.0
FIN 510	Principles of Finance	3.0
ACC 520	Intermediate Accounting I	4.0
ACC 530	Intermediate Accounting II	4.0
ACC 540	Introduction to Taxation	3.0
ACC 551	Accounting Information Systems	3.0
ACC 552	Introduction to Auditing	3.0

Required Core Courses:		**Credit Hours**
ACC 690	Professional & Ethical Responsibilities of Accountants	1.5*
ACC 700	Analytics in the Accounting Profession	1.5
ACC 702	Accounting Data Management	1.5
ACC 704	Data Visualization for Accountants	1.5
ACC 706	Business Analytics II	1.5
ACC 711	Accounting for Financial Instruments, Derivatives, & Hedging	1.5
ACC 712	Accounting for Bus Combinations & Multinational Corporations	1.5
ACC 731	Federal Taxation of Corporations and Partnerships	3.0
BEM 762	Business Law for Accountants	3.0
ACC 721	Strategic Cost Management	1.5*

All MSA students are required to complete an approved internship experience prior to graduation. Students with prior internship experience, or students unable to secure an internship, may petition the faculty academic leader of the MSA program, or their designee, for a plan of study adjustment or replacement academic course (e.g., ACC 693 - Professional and Ethical Responsibilities of Accountants - Case Study Practicum) in fulfillment of the requirement.

All Students Must Choose One of the Following Three Tracks:

<u>Assurance Services:</u>		**Credit Hours**
ACC 694	Enterprise Risk Management	1.5
ACC 705	Accounting Research and Communication	1.5
ACC 750	Forensic Accounting and Analytical Procedures	3.0
ACC 754	Advanced Auditing and Assurance Services	3.0

<u>Tax Consulting:</u>		**Credit Hours**
ACC 730	Tax Research and Communication	1.5
ACC 732	Selected Topics in Taxation	3.0
ACC 733	Tax Policy & Administration	1.5
ACC 735	Taxation of Mergers & Acquisitions	1.5

ACC 736	Tax Aspects of Financial Statement Presentations	1.5
ACC 737	Introduction to Partnership Taxation	1.5
ACC 739	Advanced Partnership Taxation	1.5

Financial Markets & Transactions:		**Credit Hours**
ACC 713	Introduction to the Financial System	1.5
ACC 717	Fintech and the Future of Financial Services	1.5
ACC 780	Introduction to Financial Markets & Transactions	3.0
ACC 783	Capstone in Financial Markets & Transactions	3.0
ACC 785	Forecasting and Valuation	3.0

Total of all MSA Core + Elective hours MUST equal at least 30 for the MSA degree.

*The ACC 690 and ACC 721 course requirements may be replaced by an elective outside the chosen track at the discretion of program leadership.

As with all other graduate degree programs in the School of Business, the Master of Science in Accountancy program is intended to be completed by students on a full-time enrollment basis as stipulated in the Graduate Programs Certification & Evaluation Document (chapter VI of this resource). Program charges are therefore billed by the term, not by the credit hour.

Master of Science in Accountancy Degree Program Course Descriptions

Accounting Data Management (ACC 702)

As online and connected processes generate increasingly large volumes of data, i.e., "big data", it is important for accountants to understand how to handle these data. Managing data requires a fundamental understanding of database systems, so this course is designed to give an understanding of contemporary technologies used for storing and manipulating big data, with an emphasis on accounting systems. The course covers concepts related to database design and usage, discusses new approaches to transforming large volumes of data, such as MapReduce, and highlights best practices for manipulating large stets of data.
(1.5 credits) P—ACC 700

Accounting for Business Combinations and Multinational Corporations (ACC 712)

Examines the financial reporting problems that arise from mergers and acquisitions and from complex, multinational entities. Focus includes fair value accounting for business acquisitions, consolidation of financial statements, and cross-currency translation of financial statement. Class time includes lecture, discussion, and problem solving.
(1.5 credits) P—ACC 530 or equivalent

Accounting for Financial Instruments, Derivatives, & Hedging (ACC 711)

Provides a basic understanding of the accounting for marketable securities, financial instruments, and hedge accounting under FAS 133. The course begins with an overview of derivatives and their use as hedging instruments, and then examines the hedge accounting treatment for a variety of hedging transactions. Class discussion, exercises, and case scenarios are used to illustrate these concepts.
(1.5 credits) P—ACC 530 or equivalent

Accounting Information Systems (ACC 551)

Study of accounting system data security, fiduciary and reliability risks and mitigating internal controls. Emphasis is on the revenue and expenditure cycles and computer assisted audit techniques.
(3 credits) P—ACC 530 or equivalent

Accounting Research & Communication (ACC 705)

Focus is on ENHANCING students' ability to efficiently research complex financial accounting issues using online tools and effectively communicate findings in concise memos. The course also exposes students to the fundamentals of audit and tax research and industry-specific GAAP issues. The course also expands students' understanding of financial accounting scope, recognition and measurement (including fair value) guidance.
(1.5 credits) P—ACC 530; P or C—ACC 552

Advanced Auditing and Assurance Services (ACC 754)

Study of current issues, practices, and techniques related to auditing and assurance services. Students utilize available research materials, databases, personal auditing experience, and practitioner sources to address relevant issues. Emphasis is on analysis, teamwork, writing, and presentation skills.
(3 credits) P—ACC 552 or equivalent

Advanced Financial Management (FIN 5110)

This course focuses on value creation by utilizing financial architecture to enhance the corporate strategy of firms. Advanced valuation techniques (option pricing, adjusted present values, discounting equity, and

capital cash flows) are used to evaluate leveraged buyouts, leveraged recapitalizations, initial public offerings, restructurings and real options embedded in investment decisions. Financing growth, the use of private equity, securitization, syndication and risk management also are covered.
(3 credits) P—FIN 632 or equivalent

Advanced Partnership Taxation (ACC 739)

Advanced Partnership Taxation will build on the foundation of topics covered in the introductory course. After a review of the capital account maintenance and special allocation provisions, the course will explore the tax treatment of partnership distributions (including disproportionate distributions and disguised sales), transfers of partnerships interests, special basis adjustments, death or retirement of a partner and other transactions between partnerships and partners.
(1.5 credits) P—ACC 731 and ACC 737

Analytics for Auditors (ACC 755)

Objectives include exposure to the analytics mindset framework including the following elements: (1) asking the right questions, (2) extracting and de-duplicating/transforming relevant data, (3) applying the appropriate data analytic techniques and (4) interpreting results. Special emphasis on the practical interpretation of analytic results using leading software such as Big 4 Halo software (general journal scan for unusual Dr./Cr. combinations and suspect key words/phrases per the memo section of journal entries), Tableau software (gamification categorical/ordinal data analysis) and Concordance Desktop Software (Enron e-mail, text mining).
(1.5 credits) P—ACC 702 and ACC 750

Analytics in the Accounting Profession (ACC 700)

This course provides an introduction to why analytics is a must-have skill in today's workplace. Students will develop an analytics mindset by learning a data and analytics framework, a categorization of analytical methods and models, understand different types of data, defining Big Data and its impact for accountants.
(1.5 credits) P—ACC 510 or equivalent

Business Analysis and Valuation (ACC 782)

Focuses on the various methods used for financial statement analysis and valuation of firms. Topics include financial statement analysis, pre-acquisition due diligence procedures, and business valuations in accordance with the AICPA Business Valuation Analyst model.
(3 credits) P—FIN 510 or equivalent; ACC 530 or equivalent

Business Analytics I (ACC 560)

This course is an introduction to data analysis, probability and statistical methods for improving managerial decision making. Analytics topics covered include data management, descriptive analytics, hypothesis testing, confidence intervals, regression analysis, modeling uncertainty and decision analysis. The course emphasizes applications of analytics to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(3 credits)

Business Analytics II (ACC 706)

This course is a continuation of ACC 560 to more advanced modeling. Topics include descriptive and predictive data mining, monte carlo and discrete event simulation and optimization. The course emphasizes applications of these to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(1.5 credits) P—ACC 560 or equivalent

Business Law for Accountants (BEM 762)

Examines the substantive law applicable to business organizations, property, and the governmental regulation of business functions. Topics include contracts, agency, property, the Uniform Commercial Code, and business organizations, specifically the law of corporations, partnerships, and limited liability companies. Introduces securities regulation, antitrust law, and labor law. Additionally, the course covers professional liability as it relates to the accounting profession.
(3 credits) P—ACC 510 or equivalent

Capstone in Financial Markets and Transactions (ACC 783)

In this course, students will apply technical skills from previous courses to real-world case scenarios: working in teams to solve complex real-world problems. These experiences will allow students to develop the ability to (1) accomplish technical tasks, (2) make effective decisions, (3) communicate technical knowledge in a clear and compelling manner, and (4) work with others to achieve team-based goals. Rather than focusing on developing your content-based proficiency, this course is designed to (i) simulate the work environment that you will soon enter, and (ii) help prepare you for the demands of that environment. This course builds on the skills you have developed in earlier courses and focuses on applying that knowledge in a real-world setting. As a result, this course focuses on reinforcing the skills that will help you succeed in the workplace.
(3 credits) P— ACC 780; ACC 785

Cooperative Education Accounting Practicum (CEAP) (ACC 695)

This course will provide students with an opportunity to combine an on-the-job career learning experience with the related academic course work that forms the foundation of the total educational experience in the MSA program. Students will have an opportunity to apply the skills and knowledge gained in the MSA program.
(Credit to be determined each offering; Pass/Fail only) Course may be taken more than once (beyond MSA degree requirements) with program leadership permission.

Data Analytics and Communication (ACC 660)

A key contribution of the accountant is collecting, organizing, and analyzing data, and then making sense of the results from that data analysis. Given the amount of data available today, the accountant should be familiar with some of the software tools to conduct analytics. In addition, the student will practice developing and communicating recommendations on high-level, strategic issues based on their analysis of data.
(1.5 credits) P—ACC 700 and ACC 702

Data Visualization for Accountants (ACC 704)

Accounting professionals who understand descriptive modeling and data visualization have the ability to communicate complex analyses in simple, powerful graphs, and this skill is increasingly important in the accounting profession with the advent of “big data” and sophisticated data analysis techniques that are being used in all areas of the profession.
(1.5 credits) P—ACC 700 and ACC 702

Digital Transformation in Accounting (ACC 703)

In this course students will explore the latest disruptive technologies including: robotic processing automation (RPA), process mining, and blockchain analytics. There will be hands-on work with leading industry tools, guest lecturers, and opportunities to explore areas of particular interest of the students taking this course.
(1.5 credits) P – ACC 700

<u>Enterprise Risk Management</u> (ACC 694)

Objectives include exposure to leading enterprise risk management (ERM) tools and techniques and related key business risks with a special emphasis on privacy, cybersecurity, IT and operational risk assessments as well as mitigating controls and operational enhancements. Lectures, articles and a case-based approach will be used to enhance students' ability to identify mitigating controls and operational enhancements. Emerging risk analytics, ERM costs and hands-on exposure to leading ERM automated, online software also are features of this course.
(1.5 or 3 credits) P—ACC 551 or equivalent

<u>ESG Reporting and Assurance</u> (ACC 655)

This course includes environmental, social, and governance (ESG) concepts and their connection to accounting, reporting, and assurance. Course topics include: exploration of the historical context of ESG investing and stakeholder capitalism; examination of various ESG reporting frameworks and standards; introduction of the concept of integrated reporting; and connection of ESG reporting to auditing and assurance.
(1.5 credits) P – ACC 520 or equivalent; C or P – ACC 552 or equivalent

<u>Federal Taxation of Corporations and Partnerships</u> (ACC 731)

Review of federal taxation principles associated with the organization, operation, and dissolution of corporate partnership and tax exempt organizations. Introduction to federal estate and gift taxes and to income taxation of trusts and estates.
(3 credits) P—ACC 540 or equivalent

<u>Financial Statement Analysis & Forecasting</u> (ACC 715)

The course is designed to help students develop a strong foundation in understanding and interpreting the information in historical financial statements, annual reports and other financial documents including liquidity analysis and financing needs; introduce ways to think about the key financial drivers for a business and learn to implement those drivers in developing financial forecasts/projections. Ultimately, the student will use the knowledge garnered in the course to learn the basic skills used in preparing budgets and financial forecasts, as well as in developing company valuations for use in M&A, investment decisions, and other corporate uses.
(1.5 credits) P—FIN 510 or equivalent; ACC 530 or equivalent

<u>Fintech and the Future of Financial Services</u> (ACC 717)

This course will explore the emerging role that FinTech plays in financial markets, and its continuing role in redefining money, banking, traditional financial services, and the structure of the financial system itself. Leveraging your previous coursework, this course will examine the impact of FinTech on money, capital markets, payment systems, Alternative Financing, Data and the business models of financial institutions and financial services entities. Attention will also be given to the evolving regulatory environment.
(1.5 credits) P or C—ACC 780; ACC 713

<u>Forecasting and Valuation</u> (ACC 785)

This case study driven course is designed to help students develop a strong foundation in financial statement analysis, financial forecast preparation, enterprise valuations, and options. Understanding and interpreting the information in historical financial statements and other key financing and financial reporting documents is the starting point. These documents provide the basis for preparation of financial projection models like those used in most investment banks. We introduce and then drill down into ways to think about the key financial drivers for a business; and learn basic rationale for forecasting those drivers in developing detailed financial forecasts/projection models. These skills provide the building

blocks for discussions around capital asset pricing model (CAPM), weighted average cost of capital, discounted cash flows, perpetuity or terminal values and other concepts that build up to valuation analysis and options pricing/hedging strategies. The course will introduce the students to the basics of options with enough depth to competently handle that topic on the Series 7 examination.
(3 credits) P or C– ACC 780

Forensic Accounting and Analytical Procedures (ACC 750)

Overview of fraud prevention and detection techniques, and an in-depth discussion of how to assist an audit committee and legal counsel with fraud investigations. Topics examined include investigating theft and concealment, conversion investigation methods, inquiry methods, and fraud reports. Text and numeric analytical techniques also are discussed and applied to practical case assignments.
(3 credits) P or C—ACC 552 or equivalent

Global Issues in Accounting: Risk, Regulation, and Reporting (ACC 770)

Identifies the primary issues in the area of global financial reporting with a focus on multinational business risks and accounting implications, regulation of accounting and attestation in different countries, and reporting financial performance in a global context. The class considers how international reporting requirements help or hinder access to capital markets and examines the current state of convergence toward global reporting standards.
(1.5 credits) P—ACC 530 or equivalent

Governmental and Non-profit Accounting (ACC 716)

Provides a working knowledge of governmental and nonprofit accounting and financial reporting, and prepares students for professional certification in these areas. Governmental accounting is studied using the textbook and incorporating real-world accountancy 43 examples. Nonprofit accounting instruction gives students the knowledge needed to work with nonprofits as auditors, board members, or volunteers. Classes include lectures, group discussions, and guest speakers.
(1.5 credits) P—ACC 530 or equivalent

Individualized Reading and Research (ACC 797, 798)

Directed study in specialized areas of accountancy.
(Credits to be determined each offering) P—Enrollment in MSA program and must receive prior approval of the Certification Committee

Intermediate Accounting (ACC 520)

Study of the conceptual framework underlying financial accounting in the U.S. and in international countries that follow International Financial Reporting Standards (IFRS). The course examines financial accounting and reporting issues and requirements under U.S. GAAP and IFRS associated with receivables, inventories, property, plant, equipment, and intangible assets.
(4 credits) P—ACC 510 or equivalent

Intermediate Accounting II (ACC 530)

Examination of financial accounting and reporting issues and requirements under U.S. GAAP and IFRS associated with current liabilities and contingencies, long-term liabilities, stockholders’ equity, dilutive securities and earnings per share, pensions, postretirement benefits, leases, changes in accounting principles, financial statement error corrections, and the statement of cash flows.
(4 credits) P—ACC 520 or equivalent

<u>Intermediate Financial Management</u> (FIN 632)

This course provides an examination of financial decision making under uncertainty, stressing practical application of technology such as Excel spreadsheet applications. Topics include yield curves and interest rate risk; the uses and risks of derivative securities; capital structure and the impact of leverage; statistical estimation of the cost of capital for the firm and its projects; pro forma financial statement forecasting; and discounted cash flow valuation of the firm.
(3 credits) P—FIN 510 or equivalent

<u>Introduction to Auditing</u> (ACC 552)

Examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is on auditing standards and the auditing procedures commonly used in public accounting.
(3 credits) P—ACC 530 or equivalent

<u>Introduction to Financial Accounting</u> (ACC 510)

Introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities.
(3 credits)

<u>Introduction to Financial Markets & Transactions</u> (ACC 780)

This course introduces students to (i) the types of financial transactions and scenarios encountered in the transaction services and investment banking arena and, (ii) the structure, architecture, and building blocks of the financial services industry. The course will focus on both debt and equity products, the issuance process for these products, financial transactions, and the roles of the major participants in the financial markets. Emphasis will be placed on defining the "architecture of a deal," along with providing a thorough understanding of the various players in a typical transaction. To develop these concepts in a "real-world" context, the course will rely heavily on our partners in the accounting, investment banking, and financial services communities and integrate these partners into the classroom experience.
(3 credits) P— ACC 530 or equivalent; FIN 510 or equivalent

<u>Introduction to Partnership Taxation</u> (ACC 737)

Introduction to Partnership Taxation will provide in-depth coverage of foundational areas of the taxation of entities that are treated as partnerships for federal tax purposes (including LLC's). Specific topics will include choice of entity, formation and operation of partnerships, maintenance of capital accounts, special allocations of partnership items, contributions of property and allocation of liabilities and related deductions.
(1.5 credits) P or C—ACC 731

<u>Introduction to Taxation</u> (ACC 540)

Review of legal and accounting concepts associated with the federal taxation of income. Topics examined include the regular and alternative minimum tax models for individuals and business entities, including gross income, capital gains, property transactions, deductions, and credits.
(3 credits) P—ACC 520 or equivalent

<u>Introduction to the Financial System</u> (ACC 713)

The financial services industry is part of a broader financial system that provides the framework in which debt and credit instruments are issued, financial transactions occur, and financial products are created.

This system is an interconnected web of private sector, government, and quasi-governmental entities; each of which plays a role in providing for an efficient flow of capital from investors to issuers. This course walks students through this system, illustrating how the financial system supports the flow of capital in capital markets. We will also discuss the inconsistencies and disfunction that sometimes occur in the financial system. The course builds on the discussion of equity and capital markets that is introduced in Introduction to Financial Services.
(1.5 credits) P or C—ACC 780

Negotiations (ACC 760)

Approaches to resolving auditor-client conflict and managing resistance are examined to help generate win-win resolutions. Cultural considerations including global deal-making also are explored. Case studies provide practical applications to not only audit situations but also other business contexts.
(1.5 credits) P—ACC 510 or equivalent

Principles of Finance (FIN 510)

Survey course examining the fundamentals of financial decision-making and including topics such as the time value of money, security valuation (corporate debt and equity pricing), risk and return, financial statement analysis, capital budgeting, and the cost of capital. Financial decision-making is developed within the context of domestic and international institutions and markets.
(3 credits) P—ACC 510 or equivalent

Principles of Management Accounting (ACC 550)

Study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. Topics covered include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports.
(3 credits) P—ACC 510 or equivalent

Private Equity: Legal & Business (ACC 680)

This course presents a review of the private equity environment and will include lectures and substantive coverage of capital raising methodologies, what makes an idea attractive to capital investors, where do angel investors, venture capital firms and investment bankers fit, crowd funding, company valuation strategies, calculating capital required, the legal environment and proper entity selection, SEC rules and exemptions that may apply (Regulation D: Rules 504, 505 and 506) and understanding the psychology of private equity investing. When the course is completed, you will have a solid understanding of the private equity funding landscape and the interactions of an investor and an entrepreneur seeking funding.
(1.5 credits) P—ACC 510 or equivalent; FIN 510 or equivalent

Professional Accounting Internship (ACC 691)

Professional accounting field work, under the direction of a faculty member. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for further coursework.
(1.5 credits, pass/fail) P—ACC 690; C—ACC 692 or ACC 693 or Permission of Instructor

Professional & Ethical Responsibilities of Accountants (ACC 690)

This course begins the process of moving students along a continuum from student to emerging accounting professional. Students develop an understanding of the accounting profession's broad societal purposes, as well as its ethical and professional standards and practices, along with an understanding of their various responsibilities as professional accountants – to the profession, to their clients, and to the

public at large. Students reflect on the meaning and demands of professional accounting practice so as to develop an emerging professional identity consistent with the profession's broad purposes and ethical standards and practices.
(1.5 credits) P—ACC 530 or equivalent

<u>Professional & Ethical Responsibilities of Accountants – Case Study Practicum</u> (ACC 693)

Students use a combination of historical and fictional case studies to apply, reinforce, and extend the themes and topics of ACC 690.
(1.5 credits) P—ACC 690 (not open to student who have taken ACC 692) ; Permission of Instructor

<u>Professional & Ethical Responsibilities of Accountants – Internship Practicum</u> (ACC 692)

Students apply, reinforce, and extend the themes and topics of ACC 690 in the context of a professional accounting internship.
(1.5 credits) P—ACC 690

<u>Selected Topics in Taxation</u> (ACC 732)

Review of advanced tax topics including consolidated tax returns, international transactions, multistate corporate taxation, and family tax planning.
(3 credits) P or C—ACC 731

<u>Strategic Cost Management</u> (ACC 721)

Focuses on the analysis and reporting of resources costs and resource consumption explicitly directed at strategic management. The key elements to be studied are cost structure, value chain analysis, strategic cost management, and cost driver analysis in support of strategic and operational decisions
(1.5 credits) P—ACC 550 or equivalent

<u>Tax Aspects of Financial Statement Presentations</u> (ACC 736)

Review and analysis of domestic and multinational financial reporting standards associated with income, sales and other forms of taxation. The course examines the audit-tax relationship as well as the presentation of tax related information in management reports and financial statements.
(1.5 credits) P or C—ACC 731; P—ACC 530 or equivalent

<u>Tax Policy & Administration</u> (ACC 733)

Examination of current tax policy issues and the effects of taxes on investment alternatives.
(1.5 credits) P or C—ACC 731

<u>Tax Research and Communication</u> (ACC 730)

Survey of the methods and resources used by tax practitioners in researching compliance and planning issues.
(1.5 credits) P or C—ACC 731

<u>Taxation of Mergers & Acquisitions</u> (ACC 735)

A transactional analysis of governing and tax considerations. Includes a review of common issues associated with financial statement presentation. The principal focus is an examination of the underlying federal and state income tax concepts involved in purchase transactions and tax free reorganizations.
(1.5 credits) P—ACC 731

<u>Topics in Accountancy</u> (ACC 688)

This course addresses contemporary topics in accountancy that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered. Depending upon content and duration, the credits awarded for this course will vary.
(0.5 to 3 credits to be determined at each offering)

Master of Science in Business Analytics Degree Program Curriculum (On-campus) 2025/2026

Course Title	Course Number	Term	Credit Hours
Statistical Thinking for Business Decision-Making	BAN 6001	Summer	3.0
Career Management	BAN 6004	Summer	1.5
Python Programming for Business Analytics	BAN 6005	Summer	3.0
Data Management for Business Analytics	BAN 6020	Fall	3.0
Machine Learning for Business Analytics	BAN 6025	Fall	3.0
Data-Driven Storytelling for Impact	BAN 6036	Fall	3.0
Decision Modeling	BAN 6050	Fall	3.0
Intro to Business Analytics Practicum	BAN 6082	Fall	1.5
Business Analytics Practicum I: Mess to Model	BAN 6085	Fall	1.5
Analytics in Society	BAN 6010	Spring	1.5
Applications of Machine Learning	BAN 6053	Spring	1.5
Operations and Supply Chain Analytics	BAN 6057	Spring	3.0
Marketing Analytics	BAN 6065	Spring	3.0
Financial Analytics and Risk Management	BAN 6080	Spring	3.0
Business Analytics Practicum II: Model to Insight	BAN 6090	Spring	1.5
Business Analytics Practicum III: Insight to Impact	BAN 6095	Spring	1.5
Total Required Credit Hours for MSBA Degree:			**37.5**

Degree Track: Concentration in Business Consulting with AI Augmented Analytics

Management Consulting in Practice	MGT 6210	Fall 2	3.0
Consulting Studio: Analytics for Impact	BAN 6200	Fall 2	3.0
Design Thinking & High-Perf Teams	MGT 6205	Fall 2	3.0
Total Required Credits Hours for MSBA Degree with Concentration:			**46.5**

On-campus MSBA Degree Program Course Descriptions

<u>Analytics in Society</u> (BAN 6010)

The increased focus on data, data collection, and analytics requires managers to form a deep understanding of the policy and ethical implications of their use of analytics for making decisions. This course explores the ethical, legal, and policy implications of using analytics in decision-making. Topics include ethics in big data, privacy concerns, security issues, and regulatory compliance, enabling students to navigate ethical challenges and promote responsible use of analytics and AI in organizations.
(1.5 credits)

<u>Applications of Machine Learning</u> (BAN 6053)

This course introduces the student to several of the most commonly used machine learning methods with an emphasis on applying the methods to solve real-world problems.
(1.5 credits), P—BAN 6001, BAN 6005

<u>Business Analytics Practicum I: Mess to Model</u> (BAN 6085)

This is the first of a three-course sequence to provide a team-based experience with a real-world project using analytics. In this course, student teams collaborate with corporate partners to address a real-world business problem and define the project scope and objectives. Working with a faculty mentor, students identify data requirements and analytical techniques necessary to address the identified business challenges.
(1.5 credits)

<u>Business Analytics Practicum II: Model to Insight</u> (BAN 6090)

This is the second of a three-course sequence to provide team-based experience with a real-world project using analytics. Building on the previous practicum course, the focus shifts to modeling and analysis to derive insights from data. Student teams work closely with their corporate partner and faculty mentors to apply analytical techniques and develop solutions that address the identified business problems effectively.
(1.5 credits)

<u>Business Analytics Practicum III: Insight to Impact</u> (BAN 6095)

In this final course in the practicum sequence, student teams focus on communicating and implementing insights derived from their analyses. Working with corporate partners and faculty mentors, students develop strategies for implementing recommendations and driving positive impact within organizations.
(1.5 credits)

<u>Career Management</u> (BAN 6004)

You have made an important decision to pursue an MS in Business Analytics (MSBA) to position yourself for a career in the field. Overall, the marketplace is becoming increasingly competitive, and while the MSBA will offer a significant differentiator, your ultimate success in obtaining a job that aligns with your career aspirations is heavily dependent on the critical steps you take toward career planning and preparation. Understanding career paths in Business Analytics and developing lifelong career management skills are the objectives of this class.
(1.5 credits)

<u>Data-Driven Storytelling for Impact</u> (BAN 6036)

Becoming a successful analytics practitioner who can drive impact within an organization requires the ability to effectively communicate with all levels of the organization. This course focuses on leveraging data visualization and storytelling techniques to effectively communicate analytical insights and drive impact within organizations. Students will learn best practices for data storytelling and visualization, enabling them to present complex analyses in a compelling and influential manner.
(3 credits)

<u>Data Management for Business Analytics</u> (BAN 6020)

As a result of our interconnected digital ecosystem, businesses are inundated with vast streams and quantities of data. As data volumes grow and cloud services become the backbone of data infrastructure, there's a pressing need for professionals who understand the nuances of managing in this new data landscape. This hands-on course delves into contemporary techniques and tools for effective data management in today's digital ecosystem. Topics include SQL, relational databases, database design, cloud services, APIs, data integration, and big data systems, providing students with practical skills for managing and analyzing large volumes of data.
(3 credits), P—BAN 6001, BAN 6005

<u>Decision Modeling</u> (BAN 6050)

Decision Modeling focuses on the application of disciplined, well-structured, and logical problem-solving processes to support decision-making. Such processes include correctly defining and framing the business problem/opportunity, applying appropriate analytical tools and methodologies to model the situation, and utilizing the models to gain keen insights to support decisions that make a positive impact to organizations and society. Topics addressed include advanced spreadsheet modeling, optimization, decision theory, and Monte Carlo simulation, providing students with practical skills for solving complex business problems.
(3 credits), P—BAN 6001, BAN 6005

<u>Financial Analytics and Risk Management</u> (BAN 6080)

This course covers financial modeling and how to measure and manage risk through descriptive statistics, probability theory, optimization, regression analysis, decision trees, and simulation analysis. Topics covered include time value of money, bond and stock valuation, portfolio theory, financial statement analysis, capital budgeting analysis, and real option valuation, providing students with essential skills for identifying and managing financial risks effectively.
(3 credits), P—BAN 6050

<u>Independent Study</u> (BAN 6098)

Individualized courses, directed reading courses, research projects, and study tours conducted under the supervision of a faculty member may be allowed as credit toward graduation. Normally, these are considered only as elective; however, in exceptional circumstances, requests to substitute an independent study for a required activity may be granted. Depending upon content and duration, the credits awarded for independent study will vary. All independent studies must receive prior approval of the Certification Committee.
(1 – 3 credits)

<u>Introduction to Business Analytics Practicum: Assessing Performance and Managing Projects</u> (BAN 6082)

Beyond being proficient in business analytics methodologies, success as a business analytics professional requires an understanding of how business analytics supports the broader mission of the organization and

its strategy. This course focuses on the important relationships between data, business analytics, and organizational performance. Topics include project management, teamwork dynamics, and aligning analytics initiatives with organizational goals, preparing students for real-world business analytics projects.
(1.5 credits)

Machine Learning for Business Analytics (BAN 6025)

Machine learning is at the forefront of modern technology and powers many applications and systems that we interact with daily, such as recommendation systems, virtual assistants, and autonomous vehicles, to name a few. This course introduces predictive modeling techniques with a focus on the implementing machine learning algorithms for business analytics applications. Topics include linear and logistic regression, classification trees, clustering, random forest, gradient boosting, KNN, collaborative filtering, recommendation engines, neural networks, and explainable machine learning, equipping students with essential skills for leveraging data-driven insights.
(3 credits), P—BAN 6001, BAN 6005

Marketing Analytics (BAN 6065)

Marketing analytics allows businesses to make data-driven decisions by providing insights into customer behavior, preferences, and trends. By analyzing data from various sources such as website traffic, social media engagement, and sales transactions, organizations can identify effective marketing strategies and allocate resources more efficiently. This course explores the collection, analysis, and interpretation of marketing data to drive data-driven marketing strategies. Topics include market segmentation, perceptual mapping, A/B testing, web analytics, and online advertising, with a focus on leveraging digital data to inform marketing decisions.
(3 credits), P—BAN 6001, BAN 6005

Operations and Supply Chain Analytics (BAN 6057)

It is widely accepted that the environment confronting organizations today is becoming increasingly competitive as the length of product life cycles continue to decrease, the marketplace becomes increasingly global, and the pace of technological change accelerates. As a result, most, if not all, organizations are seeking ways to continuously improve their business processes, to produce and deliver their products/services more efficiently, and to meet their customer needs more effectively in their pursuit of attaining a sustainable competitive advantage. This course examines the application of business analytics methodologies to improve operations and business processes and design effective supply chains. Topics include discrete event simulation for process analysis and improvement, inventory management, supply chain network design and optimization, enabling students to enhance efficiency and meet customer needs effectively.
(3 credits), P—BAN 6050

Python Programming for Business Analytics (BAN 6005)

Due to its power, simplicity, and open-source availability, the Python programming language has become one of the leading data analytics languages across a wide variety of organizations and industries. This course focuses on developing a strong foundation in Python programming for business analytics applications. Students will learn essential programming concepts and techniques including variables, data structures, loops, functions, and automation. Additionally, they will explore the use of Python libraries for data analysis, manipulation, and visualization.
(3 credits), C—BAN 6001

Statistical Thinking for Business Decision-Making (BAN 6001)

Decision-making situations involve varying levels of uncertainty. This course introduces methods for modeling and informing decision-making under uncertainty. Topics include probability theory, probability distributions, confidence intervals, hypothesis testing, analysis of variance, and linear regression with an emphasis on practical applications in business contexts and spreadsheet modeling.
(3 credits) C – BAN 6005

DEGREE CONCENTRATION TRACK COURSES:

Consulting Studio: Analytics for Impact (BAN 6200)

This course equips students with the skills and methodologies needed for analytics-driven consulting. Through hands-on engagement with actual business challenges, students will learn to define problems, integrate analytics methodologies, and deliver actionable recommendations. This course utilizes an experiential learning problem-based approach. In the course students will be continuously working through the types of real-world challenges they will face in practice. Each problem-based scenario provides students with opportunities to apply a variety of business analytics techniques—from data management to machine learning to data visualization—across a variety of industries and business disciplines. The challenges provide students with the opportunity to build on their ability to define problems, choose methodologies, and present actionable insights effectively. Students work through real-world scenarios to master the integration of analytics techniques, generative AI, and effective storytelling. Students will learn to provide impactful insights that drive client success.
(3.0 credits)

Design Thinking and High-Performance Teams (MGT 6205)

This course helps students add value & deliver transformational change in organizations and communities. We will build a toolkit that empowers curious, gritty, growth-minded, innovative, and confident problem solvers. The course is crafted to experience innovation in action by applying inquiry, creativity, and action to a real problem. This class leverages a core innovation philosophy and strategic tool: Human Centered Design. Overall, this class emphasizes new ways of approaching work, life, and organizations. It is about who we become as designers, not just how to “do” design.
(3.0 credits)

Management Consulting in Practice (MGT 6210)

This course is designed to provide students with a comprehensive understanding of management consulting practices and their practical application in real-world scenarios. Students will develop the knowledge, skills, and competencies necessary to succeed as management consultants. Key topics covered include project management, consulting frameworks, client engagement and communication, benchmarking, industry analysis, business communication, sustainability, and change management. By the end of the course, students will be equipped to analyze complex business problems, develop actionable recommendations, and effectively communicate solutions to clients.
(3.0 credits)

Online Master of Science in Business Analytics Degree Program Curriculum 2025/2026

Required Courses:		**Credit Hours**
BAN 7001	Statistical Thinking for Business Decision-Making	3.0
BAN 7002	Python Programming for Business Analytics	3.0
BAN 7010	Data Management for Business Analytics	3.0
BAN 7020	Data-Driven Storytelling for Impact	3.0
BAN 7040	Machine Learning for Business Analytics	3.0
BAN 7055	Decision Modeling	3.0
BAN 7065	Marketing Analytics	3.0
BAN 7070	Predictive Analytics for Time Series Data	3.0
BAN 7075	Operations and Supply Chain Analytics	3.0
BAN 7085	Financial Analytics and Risk Management	3.0
BAN 7090	Leading Data-Driven Organizations	3.0
BAN 7095	Business Analytics Practicum Project	3.0 (P/F)
Total Required Credit Hours		36.0

The standard program of study for the required Master of Science in Business Analytics online program includes 36.0 required credit hours, spread across six academic terms, with 6.0 credit hours earned per term.

See your Student Success Manager for term-by-term schedules

Online MSBA Degree Program Course Descriptions

<u>Business Analytics Practicum Project</u> (BAN 7095)

This course provides students with the opportunity to apply their business analytics skills to a real-world project. Working independently, students collaborate with a client organization to define project objectives, gather and analyze data, and deliver actionable insights and recommendations to drive organizational success.
(3 credits), Pass/Fail, Online, P—BAN 7001, BAN 7002

<u>Data-Driven Storytelling for Impact</u> (BAN 7020)

Becoming a successful analytics practitioner who can drive impact within an organization requires the ability to effectively communicate with all levels of the organization. This course focuses on leveraging data visualization and storytelling techniques to effectively communicate analytical insights and drive impact within organizations. Students will learn best practices for data storytelling and visualization, enabling them to present complex analyses in a compelling and influential manner.
(3 credits), Online, P—BAN 7001, BAN 7002

<u>Data Management for Business Analytics</u> (BAN 7010)

As a result of our interconnected digital ecosystem, businesses are inundated with vast streams and quantities of data. As data volumes grow and cloud services become the backbone of data infrastructure, there's a pressing need for professionals who understand the nuances of managing in this new data landscape. This hands-on course delves into contemporary techniques and tools for effective data management in today's digital ecosystem. Topics include SQL, relational databases, database design, cloud services, APIs, data integration, and big data systems, providing students with practical skills for managing and analyzing large volumes of data.
(3 credits), Online, P—BAN 7001, BAN 7002

<u>Decision Modeling</u> (BAN 7055)

Decision Modeling focuses on the application of disciplined, well-structured, and logical problem-solving processes to support decision-making. Such processes include correctly defining and framing the business problem/opportunity, applying appropriate analytical tools and methodologies to model the situation, and utilizing the models to gain keen insights to support decisions that make a positive impact to organizations and society. Topics addressed include advanced spreadsheet modeling, optimization, decision theory, and Monte Carlo simulation, providing students with practical skills for solving complex business problems.
(3 credits), Online

<u>Financial Analytics and Risk Management</u> (BAN 7085)

This course covers financial modeling and how to measure and manage risk through descriptive statistics, probability theory, optimization, regression analysis, decision trees, and simulation analysis. Topics covered include time value of money, bond and stock valuation, portfolio theory, financial statement analysis, capital budgeting analysis, and real option valuation, providing students with essential skills for identifying and managing financial risks effectively.
(3 credits), Online

<u>Independent Study</u> (BAN 7098)

Individualized courses, directed reading courses, research projects, and study tours conducted under the supervision of a faculty member may be allowed as credit toward graduation. Normally, these are considered only as elective; however, in exceptional circumstances, requests to substitute an independent study for a required activity may be granted. Depending upon content and duration, the credits awarded for independent study will vary. All independent studies must receive prior approval of the Certification Committee.
(1 – 3 credits), Online

<u>Leading Data-Driven Organizations</u> (BAN 7090)

Today's businesses require the ability to manage large, diverse, and rapidly changing data. As well, large language models are taking center stage, revolutionizing how insights are extracted and influencing how business leaders make decisions. This course examines the role of leadership in effectively managing data, analytics, and AI initiatives within organizations. Topics include AI adoption trends, ethical considerations, team leadership, and organizational culture, empowering students to lead diverse multidisciplinary teams and harness the power of data for strategic decision-making.
(3 credits), Online, P—BAN 7001, BAN 7002

<u>Machine Learning for Business Analytics</u> (BAN 7040)

Machine learning is at the forefront of modern technology and powers many applications and systems that we interact with daily, such as recommendation systems, virtual assistants, and autonomous vehicles, to name a few. This course introduces predictive modeling techniques with a focus on the implementing machine learning algorithms for business analytics applications. Topics include linear and logistic regression, classification trees, clustering, random forest, gradient boosting, KNN, collaborative filtering, recommendation engines, neural networks, and explainable machine learning, equipping students with essential skills for leveraging data-driven insights.
(3 credits), Online, P—BAN 7001, BAN 7002

<u>Marketing Analytics</u> (BAN 7065)

Marketing analytics allows businesses to make data-driven decisions by providing insights into customer behavior, preferences, and trends. By analyzing data from various sources such as website traffic, social media engagement, and sales transactions, organizations can identify effective marketing strategies and allocate resources more efficiently. This course explores the collection, analysis, and interpretation of marketing data to drive data-driven marketing strategies. Topics include market segmentation, perceptual mapping, A/B testing, web analytics, and online advertising, with a focus on leveraging digital data to inform marketing decisions.
(3 credits), Online

<u>Operations and Supply Chain Analytics</u> (BAN 7075)

It is widely accepted that the environment confronting organizations today is becoming increasingly competitive as the length of product life cycles continue to decrease, the marketplace becomes increasingly global, and the pace of technological change accelerates. As a result, most, if not all, organizations are seeking ways to continuously improve their business processes, to produce and deliver their products/services more efficiently, and to meet their customer needs more effectively in their pursuit of attaining a sustainable competitive advantage. This course examines the application of business analytics methodologies to improve operations and business processes and design effective supply chains. Topics include discrete event simulation for process analysis and improvement, inventory management,

supply chain network design and optimization, enabling students to enhance efficiency and meet customer needs effectively.
(3 credits), Online

<u>Predictive Analytics for Time Series Data</u> (BAN 7070)

Forecasting helps businesses and organizations make informed decisions by providing estimates of future trends and outcomes. Whether it's predicting sales, demand for products, or financial performance, accurate forecasts enable better planning and resource allocation. This course explores the theory and practice of forecasting using time series data in business and economic contexts. Students will learn both univariate and multivariate forecasting methods, including structural and time series approaches enabling them to make informed decisions and support decision-making.
(3 credits), Online, P—BAN 7001, BAN 7002

<u>Python Programming for Business Analytics</u> (BAN 7002)

Due to its power, simplicity, and open-source availability, the Python programming language has become one of the leading data analytics languages across a wide variety of organizations and industries. This course focuses on developing a strong foundation in Python programming for business analytics applications. Students will learn essential programming concepts and techniques including variables, data structures, loops, functions, and automation. Additionally, they will explore the use of Python libraries for data analysis, manipulation, and visualization.
(3 credits), Online, C—BAN 7001

<u>Statistical Thinking for Business Decision-Making</u> (BAN 7001)

Decision-making situations involve varying levels of uncertainty. This course introduces methods for modeling and informing decision-making under uncertainty. Topics include probability theory, probability distributions, confidence intervals, hypothesis testing, analysis of variance, and linear regression with an emphasis on practical applications in business contexts and spreadsheet modeling.
(3 credits), Online, C—BAN 7002

Winston-Salem Evening MBA Degree Program Curriculum – 2025/26

Courses		**Credit Hours**
First year – fall		
MGT 8080	Financial Accounting	3.0
MGT 8103	Diverse Teams	1.5
MGT 8107	Purpose & Ethics in Business	1.5
MGT 8110	Behavior and Leadership in Organizations	3.0
First year – spring		
FIN 8136	Financial Management	3.0
MGT 8133	Business Analytics I	3.0
MGT 8172	Business Law	1.5
MGT 8200	Introduction to Strategy	1.5
First year – summer		
MGT 8136	Business Analytics II	1.5
MGT 8180	Managerial Accounting	1.5
MKT 8221	Marketing Management	3.0
Elective/Concentration		3.0
Second year – fall		
MGT 8142	Managerial Economics	3.0
OPS 8169	Operations Management	3.0
Elective/Concentration		3.0
Second year – spring		
ITM 8190	Information Technology Management	3.0
MGT 8122	Global Strategic Management	3.0
Elective/Concentration		3.0
Required/Core Credit Hours		**36.0**
Elective Credit Hours		**9.0**
Total Required Credit Hours		**45.0**

The MBA Curriculum and the “MBA Advantage”

Graduates from certain WFU School of Business master’s degree programs have a head start on further graduate study in the School of Business with the “MBA Advantage.”

Degree program graduates can receive credit for completed WFU School of Business Master of Science in Accountancy (MSA), Master of Science in Business Analytics (MSBA), or Master of Science in Management (MSM) courses that are substantially equivalent to WFU MBA coursework if they apply for and are accepted into a Wake Forest MBA program.

WFUSB MSA, MSBA, and MSM program graduates seeking to return via the MBA Advantage must:

- **Apply for and gain acceptance into a Wake Forest MBA program, meeting the applicable admissions standards and work experience requirements.**
- **Complete a plan of study approved by the WFU School of Business Certification Committee, who will evaluate previously completed WFU School of Business coursework and determine remaining MBA course requirements.**

Credit hours completed for the two degrees (prior WFUSB master’s program and the MBA) must be at least 60 credit hours in total.

Normally, such students should enroll and begin coursework in the MBA program between 24- and 72-months following graduation from the prior WFUSB master’s program. Any possible exceptions to this enrollment timeline, including considerations for students who are already currently working, will be evaluated on an individual basis with the support of WFUSB Admissions leaders and the academic leadership of the MBA program.

WFU School of Law and WFU School of Business Concurrent JD & MBA Degrees Enrollment Pathway

Under an arrangement between the Wake Forest University School of Law and School of Business, students may pursue a Master of Business Administration (MBA) degree while completing their final two years of the Juris Doctor (JD).

A concurrent JD and MBA degrees arrangement began in 2017 and was revised effective fall 2025 to reflect evolving institutional procedures, student needs, and the priorities of each School.

This special arrangement offers students the opportunity to complete a stand-alone three-year JD degree (normally six semesters, excluding summers) and a stand-alone two-year MBA degree (normally five semesters, including summers) in three academic years. Students admitted to both degree programs will have a broader range of learning and networking opportunities. In addition, graduates with both may have additional flexibility in their career choices.

Pursuant to each school’s normal process and procedures for approving transfer credits, the School of Law will accept up to 15 credits of approved MBA coursework toward the JD degree, and the School of Business will accept up to 9 credits of approved JD coursework toward the MBA degree.

The expected sequence of study is as follows:

	AY 1			AY 2			AY 3	
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
JD Degree Program (School of Law)	JD curriculum	JD curriculum	-	JD curriculum	JD curriculum	-	JD curriculum	JD curriculum
MBA Degree Program (School of Business)	-	-	-	MBA curriculum	MBA curriculum	MBA curriculum	MBA curriculum	MBA curriculum

Students interested in earning each degree must apply separately to the School of Law and to the School of Business and be accepted by each school into the relevant degree program. Application for admission to the MBA program may be made at any time before the student's second (2L) JD year. This partnership is designed for students to matriculate into the Winston-Salem Evening MBA program format and modality.

Tuition and Fees

Tuition for the first (1L) JD year is assessed per normal routines by the School of Law. Students who thereafter begin the concurrent degrees pathway will be assessed the JD tuition per normal routines for the 2L and 3L years as applicable, but also will be assessed a "Concurrent Degrees Fee" in consideration of their MBA program enrollment in the School of Business for the academic terms during which they are taking courses in both programs/Schools.

During a summer term when students are *only* taking courses in the MBA program, they are assessed MBA tuition and fees per normal routines by the School of Business and do not pay JD tuition nor the Concurrent Degree Fee.

Financial Aid teams in the School of Law and School of Business will coordinate on matters of scholarships, grants, or loans, as applicable for eligibility or continuation for any given term.

Academic Requirements

Coursework in the School of Law or School of Business accepted as credit toward either School's degree program will be evaluated and applied via the existing procedures relevant to such transfer credit in each School as documented in their respective student handbooks. All other degree requirements and enrolled student expectations for each School and the respective degree programs also remain applicable to students in the concurrent degrees pathway.

The ability to pursue this concurrent degrees enrollment pathway and participate in the resulting course registration and tuition handling arrangements *presumes a standard basis of full-time enrollment and normal degree progression* on the part of participating students. In the event a student deviates from the standardized JD or MBA degree course sequence for any reason, or requests to modify the enrolment pathway illustrated above in any way, they may forego the ability to earn both degrees concurrently in an accelerated manner and instead be required to pursue each degree independently and sequentially on their standard bases.

Winston-Salem Evening MBA Program Course Descriptions

REQUIRED/CORE COURSES

SEMESTER 1 (FALL):

Behavior and Leadership in Organizations (MGT 8110)

Organizational behavior focuses on the understanding of employee behaviors and attitudes that ultimately contribute to organizational success or failure. The study of organizational behavior attempts to identify critical organizational factors that influence workers, the processes by which these factors exert their influence and ways of applying this knowledge within organizations. The course is based on principles of scientific inquiry and knowledge from the behavioral sciences. All managers have traditionally been held accountable for influencing their employees' levels of job satisfaction, absenteeism, turnover and performance. The focus here is on understanding current managerial approaches, models and methods for influencing these critical outcomes. The course covers individual, group and organizational influences on organizational effectiveness.
(3 credits)

Diverse Teams (MGT 8103)

The purpose of this course is to help you be an effective team member, but more importantly, to help each team quickly become a high-performing team; achieving results while supporting each other. In this course, we will focus on skills that we believe will help you work effectively on teams as you grow in your education and career.
(1.5 credits)

Financial Accounting (MGT 8080)

The rules and procedures governing the preparation of financial statements are explored in financial accounting. Most of the basic reporting issues that major corporations must confront when preparing financial reports are discussed. The class also examines the usefulness of the information to both external investors and internal managers. The focus is on the use, rather than the preparation, of accounting information.
(3 credits)

Purpose and Ethics in Business (MGT 8107)

Students will explore the purpose of business in order to reclaim the ways in which business is a noble pursuit that creates value and combats major problems in society through cases and targeted readings in ethics. This foundational understanding of purpose will also help to derive a view of business ethics that is at once practical, intuitive, and theoretically integrated, thus easily applied to real-world scenarios.
(1.5 credits)

SEMESTER 2 (SPRING):

Business Analytics I (MGT 8133)

This course is an introduction to data analysis, probability and statistical methods for improving managerial decision making. Analytics topics covered include data management, descriptive analytics, hypothesis testing, confidence intervals, regression analysis, modeling uncertainty and decision analysis. The course emphasizes applications of analytics to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(3 credits)

Business Law (MGT 8172)

A survey of legal subjects that managers frequently encounter in their careers and with which every manager should be conversant, including: property, contract, tort, corporate governance, employment discrimination, sexual harassment, and government regulation. In addition, the student will learn the sources of American law, how the legal system works, particularly in a litigation context, and will garner an appreciation for the limits and logic of the law.
(1.5 credits)

Financial Management (FIN 8136)

Financial Management examines the conceptual and practical issues involved in contemporary financial management. Primary emphasis is placed on the development of analytical tools needed by financial managers seeking to maximize shareholder value. Topics covered include financial statement analysis, working capital management, risk measurement, valuation, capital structure, cost of capital, capital budgeting, dividend policy, and financing alternatives. Additional topics frequently covered in this course include the use of derivative securities, international financial management, mergers, acquisitions and corporate restructuring, and the instruments and operation of the money and capital markets.
(3 credits) P – MGT 8080

Introduction to Strategy (MGT 8200)

The course examines the fundamental components of the strategic management discipline. Strategy process, content and context will be explored utilizing texts, historical and contemporary case studies, and the seminal academic and current practitioner literatures. The topics comprise the integrative core of strategic management and establish an interdisciplinary framework that connects to other courses in the curriculum. Subjects and concepts include strategy formulation, industry and competitive analysis, and competitive advantage.
(1.5 credits)

SEMESTER 3 (SUMMER):

Business Analytics II (MGT 8136)

This course is a continuation of MGT 8133 to more advanced modeling. Topics include descriptive and predictive data mining, monte carlo and discrete event simulation and optimization. The course emphasizes applications of these to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(1.5 credits) P—MGT 8133

Managerial Accounting (MGT 8180)

The differences between the financial information needs necessary to the operation of the firm and the needs necessary for external reporting are the focus of this course. A brief introduction to the behavior and classification of costs provides the background to examine the three main types of accounting information used by managers: full-cost information used in pricing and other such decisions, differential cost information used in alternative choice decisions, and responsibility accounting information used to guide and control managers' decision-making behavior. Allocation of indirect costs, fixed-variable relationships, standard cost systems, resource allocation and management control systems are addressed in depth.
(1.5 credits) P—MGT 8080

Marketing Management (MKT 8221)

This course is structured around the central business goal of maximizing enterprise value. As a discipline, marketing contributes to enterprise value by delivering customer value profitably. All topics addressed in the course demonstrate how firms deliver customer value in both consumer and business-to-business marketplaces. Emphasis is placed on the managerial activities of strategic planning, market and competitive analyses, customer behavior evaluation, value assessment, market segmentation, targeting, positioning, and marketing mix design. Instruction features case discussions, lectures, team exercises, a student project and presentation, and a computer simulation game.
(3 credits)

Elective (3 credits)

SEMESTER 4 (FALL):

Managerial Economics (MGT 8142)

This course uses the tools and concepts of microeconomics to analyze decision problems within a business firm. Topics include the goal of the firm, capital budgeting, consumer demand, the empirical estimation of demand, production and costs, pricing, and profit maximization under various industry structures. These fundamentals provide a better understanding of the microeconomic environments faced by managers in making strategic business decisions.
(3 credits)

Operations Management (OPS 8169)

The competitive environment is fiercer than ever, resources are tighter, customers are more discriminating and the pressure to do more with less is intensifying. Additionally, recent marketplace trends such as rapidly evolving product and process technology, unbridled globalization of markets, shortening product life cycles, increasingly pervasive impact of information technology and the urgency to deliver ever-increasing customer value are often creating a seemingly insurmountable challenge for businesses to survive. Now, more than ever, firms must continually reassess their competitive operations strategies to maintain their competitiveness in the global marketplace. This course is about using operations to compete and win a sustainable competitive advantage in the marketplace. The course will focus on the management of various transformation processes that organizations use to change inputs, such as labor, capital and raw materials, into both products and services. Issues to be discussed range from the strategic to the tactical.
(3 credits) P—MGT 8133

Elective (3 credits)

SEMESTER 5 (SPRING):

Global Strategic Management (MGT 8122)

As the economic world becomes increasingly interdependent, strategic management can no longer be considered primarily in a domestic setting. As firms increase their global involvement, managing across countries and cultures places an increasing burden on managerial capabilities. The Global Strategic Management course has been designed to acquaint students with managing strategies and organizations in a global context. The course exposes students to concepts and frameworks for strategy formulation, industry and competitor analysis, impact of public policy on strategic management, organizational

configurations and contexts, cross-cultural/comparative management, transitional management and strategic control.
(3 credits) P—MGT 8200; Typically, complete prior to enrolling: FIN 8136, MGT 8080, MGT 8103, MGT 8110, MGT 8200, MKT 8221, OPS 8169; Recommend completing prior to enrolling: MGT 8133, MGT 8136

Information Technology Management (ITM 8190)

Information is a critical organizational resource. This course provides frameworks for evaluating a firm's portfolio of information technology investments and alternatives; for identifying future opportunities for business transformation, and for managing information technology resources within the organization. Topics include the use of information systems (IS) for competitive advantage, the role and organization of the IS function in the firm, options for sourcing IS, the management of IS projects, and recent technological advances.
(3 credits)

Elective (3 credits)

ELECTIVE COURSES

Consult term-specific schedules for availability at WFU. Modalities for these courses may vary depending on student demand across MBA programs.

Advanced Financial Management (FIN 8132)

This case-based class focuses on value creation by utilizing financial architecture to enhance the corporate strategy of firms. Advanced valuation techniques (option pricing, adjusted present values, discounting equity, capital cash flows) are used to evaluate leveraged buyouts, leveraged recapitalizations, initial public offerings, restructurings and real options embedded in investment decisions. Financing growth, the use of private equity, securitization, syndication and risk management also are covered.
(3 credits) Finance concentration

Agile Fundamentals (OPS 8730)

This course introduces the foundational concepts of Agile, which is an iterative approach to project management (PM). Agile is contrasted with other PM methodologies. An introductory consideration of Scrum is provided, including Scrum events and artifacts, the anatomy of a sprint, the roles of Scrum Master and Scrum team members, as well as release planning.
(3 credits) Online; P – OPS 8710; Same as PMP 730 (WFU School of Professional Studies); Project Management concentration

Analytics Software Technology – Python (MGT 8129)

This course is an introduction to the software packages and coding languages for data management and analytics. Topics include importing data, data manipulation, data cleansing, data transformation, creating new variables and basic data analysis.
(3 credits) Online; Business Analytics concentration

Contemporary Issues in Leadership (MGT 8108)

Leadership has a history spanning that of human existence. As long as there have been two or more people, it is highly likely that at least one of them had influence over the other. Throughout this history, thought leaders have wrestled with the question of who should lead and how these individuals should do so. As the issues facing leaders change, so do the principal leadership questions of the day.
(3 credits) Leadership and Strategy concentration

<u>Data Management</u> (MGT 8190)

As online and connected processes generate increasingly large volumes of data, i.e., "big data", it is important for businesses to understand how to handle these data. Managing data requires a fundamental understanding of database systems, so this course is designed to give an understanding of contemporary technologies used for storing and manipulating big data. The course covers concepts related to database design and usage, discusses new approaches to transforming large volumes of data, such as MapReduce, and highlights best practices for manipulating large sets of data.
(3 credits) Online; Business Analytics concentration

<u>Digital Marketing Research, Journey Mapping, and Consumer Analytics</u> (MKT 8712)

Robust knowledge of research methods is fundamental to the Digital Marketing discipline. This course teaches professionals how to use research techniques to deeply understand and focus on the needs and interests of the consumer in integrated campaigns.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 712 (WFU School of Professional Studies); Digital Marketing concentration

<u>Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting</u> (MKT 8730)

Given the dynamic nature of the marketplace and rapidly shifting consumer interests and behaviors, it is critical to have a deep understanding of the digital tools that can be employed to track such shifts and to communicate with consumers in impactful ways.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 730 (WFU School of Professional Studies); Digital Marketing concentration

<u>Financial Modeling & Forecasting</u> (FIN 8130)

This course is intended to strengthen your knowledge in Finance and provide you with practical skills for implementing financial models in a spreadsheet. The topics covered will include general financial analysis, financial statement projections, valuation, capital budgeting, and sensitivity analysis. While the specific tool used in this class is Microsoft Excel, the techniques can be generalized and applied to various implementation tools.
(3 credits) P – FIN 8136; Finance concentration

<u>Global Immersion: *descriptive title of travel location*</u> (MGT 3710)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, countries and economies around the world. With an objective of helping our students develop a global mindset through cross-cultural experiences and meaningful global exposure, this program includes visits to and discussions with various national and multinational companies and their management at locations within the countries themselves.
(1.5 credits or 3 credits)

<u>Independent Study</u> (MGT, OPS, MKT, FIN, ITM 8993, 8994)

Individualized courses, directed reading courses, research projects, and study tours conducted under the supervision of a faculty member may be allowed as credit toward graduation. Normally, these are considered only as elective; however, in exceptional circumstances, requests to substitute an independent study for a required activity may be granted. Depending upon content and duration, the credits awarded for independent study will vary. All independent studies must receive prior approval of the Certification Committee.
(Credits to be determined for each offering)

<u>Leadership and Change Management</u> (OPS 8722)

The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.
(3 credits) Online; Same as LDR 722 (WFU School of Professional Studies); Project Management concentration

<u>Marketing Analytics and Data Visualization</u> (MKT 8720)

This course covers best practices for gathering, interpreting, and presenting compelling digital data to inspire positive action. Focusing on various digital channels such as websites, mobile applications, social media, and other digital mediums, this course equips you with a foundation of how digital analytics supports strategic planning in each of these digital channels.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 720 (WFU School of Professional Studies); Digital Marketing concentration

<u>Mastering Strategy Execution</u> (MGT 8105)

This course has as its focus the nature of hypercompetition in industries and the strategies that firms deploy in response. Organizations have proven to be reasonably skilled at analyzing competitive challenges and developing strategies to address these challenges. Unfortunately, the implementation and execution of their strategies have proven to be the downfall of many organizations and the managers that lead them. This course is designed to go beyond helping you to understand the nature of competition and competitive strategy to also develop specific knowledge and skills necessary for implementing and executing strategy in modern organizations.
(3 credits) Leadership and Strategy concentration

<u>Mastering the Project Life Cycle</u> (OPS 8712)

The course pursues an in-depth exploration of the different phases of a project from Initiation to Closure. Project Setup focuses on the introduction of a robust project organization and qualities of an effective project manager. Project Planning reviews methods for defining project activities and establishing a budget and scheduling projects under certainty (CPM) and uncertainty (PERT). Techniques for identifying and analyzing project-related risks and selecting the right project approach (Waterfall versus Agile/Scrum) are considered. Project Execution focuses on tools for supporting, monitoring, and controlling projects, with a focus on successful implementation. Students leave with a set of best practices for effective project management throughout the project management life cycle.
(3 credits) Online; P – OPS 8710; Same as PMP 712 (WFU School of Professional Studies); Project Management concentration

<u>Project Management Essentials</u> (OPS 8710)

This course introduces the foundational concepts of project management. The project management life cycle, as defined in the Project Management Body of Knowledge, is introduced, as are several project management knowledge areas such as risk, scope, schedule, quality, monitoring, and communication, among others. Distinctions between project, program, and portfolio management are explored. Achieving literacy in Microsoft Project software is a goal of the course, as well.
(3 credits) Online; Same as PMP 710 (WFU School of Professional Studies); Project Management concentration

<u>Strategic Digital Marketing</u> (MKT 8710)

This course covers fundamental principles and best practices of digital marketing strategies (e.g., positioning, pricing, etc.) and tactics (e.g., market research-derived segmentation and targeting, packaging, channel management, etc.). An emphasis is placed on marketing frameworks and concepts (e.g., marketing communications, brand management, marketing analytics, etc.). Cross-cultural awareness in digital marketing (e.g., the role of ethnicity and other demographic variables) will also be examined.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 710 (WFU School of Professional Studies); Digital Marketing concentration

<u>Sustainable Organization Management</u> (MGT 8005)

Organizations have an incredible opportunity to make a positive impact in the local communities in which they operate, the supply chains that they source from, and the lives of employees who run the day-to-day operations. The sustainability practitioner has a role in leading the organization to realize its greatest potential by returning value through increased reputational strength, brand health, constituents served, or consumer loyalty. This class will introduce you to the management techniques and critical tools to facilitate a sustainability program in any organizational type but with considerable influence from business management theory and corporate sustainability practice.
(3 credits) Same as SUS 702 (WFU Graduate School of Arts and Sciences)

<u>Tactical Asset Allocation and Portfolio Management</u> (FIN 8128)

Students gain exposure and experience with asset management and portfolio construction primarily using equity securities. Topics include asset valuation and selection, constraint setting and asset allocation, optimal portfolio choice/construction, asset pricing models, risk management, and performance evaluation. Fundamental and technical analysis are covered with an emphasis on fundamental analysis. Students obtain asset management experience by servicing as portfolio managers charged with actively managing a portfolio and outperforming the respective benchmark.
(3 credits) Finance concentration

<u>The Influential Leader</u> (MGT 8315)

In this course, you will learn how world-class influencers think: the questions they ask and the purpose behind those questions; the information they gather and the assumptions they make; the influencing and negotiating principles and concepts they use.
(3 credits) Leadership and Strategy concentration; Project Management Concentration

<u>Topics in Finance</u> (FIN 8131)

This course addresses contemporary topics in finance that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Management</u> (MGT 8114)

This course addresses contemporary topics in management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Marketing</u> (MKT 8125)

This course addresses contemporary topics in marketing that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Operations Management</u> (OPS 8162)

This course addresses contemporary topics in operations management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Visual Analytics and Influencing</u> (MGT 8138)

To be a successful analytics practitioner who can drive impact within an organization, you must be able to effectively communicate with all levels of management. Business professionals who understand descriptive modeling and data visualization can communicate complex analyses in simple, powerful graphs. In this online course, you will learn the principles of effective data visualization as well as approaches to developing a compelling narrative are discussed.
(3 credits) Online; Business Analytics concentration

Charlotte Evening MBA Degree Program Curriculum – 2025/26

Courses		**Credit Hours**
First year – fall		
MGT 4103	Diverse Teams	1.5
MGT 4107	Purpose & Ethics in Business	1.5
MGT 4110	Behavior and Leadership in Organizations	3.0
MGT 4140	Financial Accounting	3.0
First year – spring		
FIN 4154	Financial Management	3.0
MGT 4133	Business Analytics I	3.0
MGT 4200	Introduction to Strategy	1.5
MGT 4210	Business Law	1.5
First year – summer		
MGT 4136	Business Analytics II	1.5
MGT 4143	Managerial Accounting	1.5
MKT 4103	Marketing Management	3.0
Elective/Concentration		3.0
Second year – fall		
MGT 4160	Managerial Economics	3.0
OPS 4184	Operations Management	3.0
Elective/Concentration		3.0
Second year – spring		
ITM 4190	Information Technology Management	3.0
MGT 4122	Global Strategic Management	3.0
Elective/Concentration		3.0
Required/Core Credit Hours		**36.0**
Elective Credit Hours		**9.0**
Total Required Credit Hours		**45.0**

Charlotte Evening MBA Degree Program Course Descriptions

SEMESTER 1 (FALL):

Behavior and Leadership in Organizations (MGT 4110)

Organizational behavior focuses on the understanding of employee behaviors and attitudes that ultimately contribute to organizational success or failure. The study of organizational behavior attempts to identify critical organizational factors that influence workers, the processes by which these factors exert their influence and ways of applying this knowledge within organizations. The course is based on principles of scientific inquiry and knowledge from the behavioral sciences. All managers have traditionally been held accountable for influencing their employees' levels of job satisfaction, absenteeism, turnover and performance. The focus here is on understanding current managerial approaches, models and methods for influencing these critical outcomes. The course covers individual, group and organizational influences on organizational effectiveness.
(3 credits)

Diverse Teams (MGT 4103)

The purpose of this course is to help you be an effective team member, but more importantly, to help each team quickly become a high-performing team; achieving results while supporting each other. In this course, we will focus on skills that we believe will help you work effectively on teams as you grow in your education and career.
(1.5 credits)

Financial Accounting (MGT 4140)

The rules and procedures governing the preparation of financial statements are explored in financial accounting. Most of the basic reporting issues that major corporations must confront when preparing financial reports are discussed. The class also examines the usefulness of the information to both external investors and internal managers. The focus is on the use, rather than the preparation, of accounting information.
(3 credits)

Purpose and Ethics in Business (MGT 4107)

Students will explore the purpose of business to reclaim the ways in which business is a noble pursuit that creates value and combats major problems in society through cases and targeted readings in ethics. This foundational understanding of purpose will also help to derive a view of business ethics that is at once practical, intuitive, and theoretically integrated, thus easily applied to real-world scenarios.
(1.5 credits)

SEMESTER 2 (SPRING):

Business Analytics I (MGT 4133)

This course is an introduction to data analysis, probability and statistical methods for improving managerial decision-making. Analytics topics covered include data management, descriptive analytics, hypothesis testing, confidence intervals, regression analysis, modeling uncertainty and decision analysis. The course emphasizes applications of analytics to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(3 credits)

Business Law (MGT 4210)

A survey of legal subjects that managers frequently encounter in their careers and with which every manager should be conversant, including: property, contract, tort, corporate governance, employment discrimination, sexual harassment, and government regulation. In addition, the student will learn the sources of American law, how the legal system works, particularly in a litigation context, and will garner an appreciation for the limits and logic of the law.
(1.5 credits)

Financial Management (FIN 4154)

Financial Management examines the conceptual and practical issues involved in contemporary financial management. Primary emphasis is placed on the development of analytical tools needed by financial managers seeking to maximize shareholder value. Topics covered include financial statement analysis, working capital management, risk measurement, valuation, capital structure, cost of capital, capital budgeting, dividend policy, and financing alternatives. Additional topics frequently covered in this course include the use of derivative securities, international financial management, mergers, acquisitions and corporate restructuring, and the instruments and operation of the money and capital markets.
(3 credits) P—MGT 4140

Introduction to Strategy (MGT 4200)

The course examines the fundamental components of the strategic management discipline. Strategy process, content and context will be explored utilizing texts, historical and contemporary case studies, and the seminal academic and current practitioner literatures. The topics comprise the integrative core of strategic management and establish an interdisciplinary framework that connects to other courses in the curriculum. Subjects and concepts include strategy formulation, industry and competitive analysis, and competitive advantage.
(1.5 credits)

SEMESTER 3 (SUMMER):

Business Analytics II (MGT 4136)

This course is a continuation of MGT 8133 to more advanced modeling. Topics include descriptive and predictive data mining, monte carlo and discrete event simulation and optimization. The course emphasizes applications of these to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(1.5 credits) P—MGT 4133

Managerial Accounting (MGT 4143)

The differences between the financial information needs necessary to the operation of the firm and the needs necessary for external reporting are the focus of this course. A brief introduction to the behavior and classification of costs provides the background to examine the three main types of accounting information used by managers: full-cost information used in pricing and other such decisions, differential cost information used in alternative choice decisions, and responsibility accounting information used to guide and control managers' decision-making behavior. Allocation of indirect costs, fixed-variable relationships, standard cost systems, resource allocation and management control systems are addressed in depth.
(1.5 credits) P—MGT 4140

Marketing Management (MKT 4103)

This course is structured around the central business goal of maximizing enterprise value. As a discipline, marketing contributes to enterprise value by delivering customer value profitably. All topics addressed in the course demonstrate how firms deliver customer value in both consumer and business-to-business marketplaces. Emphasis is placed on the managerial activities of strategic planning, market and competitive analyses, customer behavior evaluation, value assessment, market segmentation, targeting, positioning, and marketing mix design. Instruction features case discussions, lectures, team exercises, a student project and presentation, and a computer simulation game.
(3 credits)

Elective (3 credits)

SEMESTER 4 (FALL):

Managerial Economics (MGT 4160)

This course uses the tools and concepts of microeconomics to analyze decision problems within a business firm. Topics include the goal of the firm, capital budgeting, consumer demand, the empirical estimation of demand, production and costs, pricing, and profit maximization under various industry structures. These fundamentals provide a better understanding of the microeconomic environments faced by managers in making strategic business decisions.
(3 credits)

Operations Management (OPS 4184)

The competitive environment is fiercer than ever, resources are tighter, customers are more discriminating and the pressure to do more with less is intensifying. Additionally, recent marketplace trends such as rapidly evolving product and process technology, unbridled globalization of markets, shortening product life cycles, increasingly pervasive impact of information technology and the urgency to deliver ever-increasing customer value are often creating a seemingly insurmountable challenge for businesses to survive. Now, more than ever, firms must continually reassess their competitive operations strategies to maintain their competitiveness in the global marketplace. This course is about using operations to compete and win a sustainable competitive advantage in the marketplace. The course will focus on the management of various transformation processes that organizations use to change inputs, such as labor, capital and raw materials, into both products and services. Issues to be discussed range from the strategic to the tactical.
(3 credits) P—MGT 4133

Elective (3 credits)

SEMESTER 5 (SPRING):

Global Strategic Management (MGT 4122)

As the economic world becomes increasingly interdependent, strategic management can no longer be considered primarily in a domestic setting. As firms increase their global involvement, managing across countries and cultures places an increasing burden on managerial capabilities. The Global Strategic Management course has been designed to acquaint students with managing strategies and organizations in a global context. The course exposes students to concepts and frameworks for strategy formulation, industry and competitor analysis, impact of public policy on strategic management, organizational configurations and contexts, cross-cultural/comparative management, transitional management and strategic control.

(3 credits) P—MGT 4200; Typically complete prior to enrolling: FIN 4154, MGT 4103, MGT 4110, MGT 4140, MGT 4200, MKT 4103, OPS 4184; Recommend completing prior to enrolling: MGT 4133, MGT 4136

Information Technology Management (ITM 4190)

Information is a critical organizational resource. This course provides frameworks for evaluating a firm's portfolio of information technology investments and alternatives; for identifying future opportunities for business transformation, and for managing information technology resources within the organization. Topics include the use of information systems (IS) for competitive advantage, the role and organization of the IS function in the firm, options for sourcing IS, the management of IS projects, and recent technological advances.
(3 credits)

Elective (3 credits)

ELECTIVE COURSES:

Consult term-specific schedules for availability at WFU. Modalities for these courses may vary depending on student demand across MBA programs.

Advanced Financial Management (FIN 4155)

This case-based class focuses on value creation by utilizing financial architecture to enhance the corporate strategy of firms. Advanced valuation techniques (option pricing, adjusted present values, discounting equity, capital cash flows) are used to evaluate leveraged buyouts, leveraged recapitalizations, initial public offerings, restructurings and real options embedded in investment decisions. Financing growth, the use of private equity, securitization, syndication and risk management also are covered.
(3 credits) Finance concentration

Agile Fundamentals (OPS 8730)

This course introduces the foundational concepts of Agile, which is an iterative approach to project management (PM). Agile is contrasted with other PM methodologies. An introductory consideration of Scrum is provided, including Scrum events and artifacts, the anatomy of a sprint, the roles of Scrum Master and Scrum team members, as well as release planning.
(3 credits) Online; P – OPS 8710; Same as PMP 730 (WFU School of Professional Studies); Project Management concentration

Analytics Software Technology – Python (MGT 4129)

This course is an introduction to the software packages and coding languages for data management and analytics. Topics include importing data, data manipulation, data cleansing, data transformation, creating new variables and basic data analysis.
(3 credits) Online; Business Analytics concentration

Contemporary Issues in Leadership (MGT 4108)

Leadership has a history spanning that of human existence. As long as there have been two or more people, it is highly likely that at least one of them had influence over the other. Throughout this history, thought leaders have wrestled with the question of who should lead and how these individuals should do so. As the issues facing leaders change, so do the principal leadership questions of the day.
(3 credits) Leadership and Strategy concentration

<u>Data Management</u> (MGT 4190)

As online and connected processes generate increasingly large volumes of data, i.e., "big data", it is important for businesses to understand how to handle these data. Managing data requires a fundamental understanding of database systems, so this course is designed to give an understanding of contemporary technologies used for storing and manipulating big data. The course covers concepts related to database design and usage, discusses new approaches to transforming large volumes of data, such as MapReduce, and highlights best practices for manipulating large sets of data.
(3 credits) Online; Business Analytics concentration

<u>Digital Marketing Research, Journey Mapping, and Consumer Analytics</u> (MKT 8712)

Robust knowledge of research methods is fundamental to the Digital Marketing discipline. This course teaches professionals how to use research techniques to deeply understand and focus on the needs and interests of the consumer in integrated campaigns.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 712 (WFU School of Professional Studies); Digital Marketing concentration

<u>Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting</u> (MKT 8730)

Given the dynamic nature of the marketplace and rapidly shifting consumer interests and behaviors, it is critical to have a deep understanding of the digital tools that can be employed to track such shifts and to communicate with consumers in impactful ways.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 730 (WFU School of Professional Studies); Digital Marketing concentration

<u>Financial Modeling & Forecasting</u> (FIN 4130)

This course is intended to strengthen your knowledge in Finance and provide you with practical skills for implementing financial models in a spreadsheet. The topics covered will include general financial analysis, financial statement projections, valuation, capital budgeting, and sensitivity analysis. While the specific tool used in this class is Microsoft Excel, the techniques can be generalized and applied to various implementation tools.
(3 credits) P – FIN 4154; Finance concentration

<u>Global Immersion: *descriptive title of travel location*</u> (MGT 3710)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, countries and economies around the world. With an objective of helping our students develop a global mindset through cross-cultural experiences and meaningful global exposure, this program includes visits to and discussions with various national and multinational companies and their management at locations within the countries themselves.
(1.5 credits or 3 credits)

<u>Independent Study</u> (MGT, OPS, MKT, FIN, ITM 4170)

Individualized courses, directed reading courses, research projects, and study tours conducted under the supervision of a faculty member may be allowed as credit toward graduation. Normally, these are considered only as elective; however, in exceptional circumstances, requests to substitute an independent study for a required activity may be granted. Depending upon content and duration, the credits awarded for independent study will vary. All independent studies must receive prior approval of the Certification Committee.
(Credits to be determined for each offering)

Leadership and Change Management (OPS 8722)

The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.
(3 credits) Online; Same as LDR 722 (WFU School of Professional Studies); Project Management concentration

Marketing Analytics and Data Visualization (MKT 8720)

This course covers best practices for gathering, interpreting, and presenting compelling digital data to inspire positive action. Focusing on various digital channels such as websites, mobile applications, social media, and other digital mediums, this course equips you with a foundation of how digital analytics supports strategic planning in each of these digital channels.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 720 (WFU School of Professional Studies); Digital Marketing concentration

Mastering Strategy Execution (MGT 4105)

This course has as its focus the nature of hypercompetition in industries and the strategies that firms deploy in response. Organizations have proven to be reasonably skilled at analyzing competitive challenges and developing strategies to address these challenges. Unfortunately, the implementation and execution of their strategies have proven to be the downfall of many organizations and the managers that lead them. This course is designed to go beyond helping you to understand the nature of competition and competitive strategy to also develop specific knowledge and skills necessary for implementing and executing strategy in modern organizations.
(3 credits) Leadership and Strategy concentration

Mastering the Project Life Cycle (OPS 8712)

The course pursues an in-depth exploration of the different phases of a project from Initiation to Closure. Project Setup focuses on the introduction of a robust project organization and qualities of an effective project manager. Project Planning reviews methods for defining project activities and establishing a budget and scheduling projects under certainty (CPM) and uncertainty (PERT). Techniques for identifying and analyzing project-related risks and selecting the right project approach (Waterfall versus Agile/Scrum) are considered. Project Execution focuses on tools for supporting, monitoring, and controlling projects, with a focus on successful implementation. Students leave with a set of best practices for effective project management throughout the project management life cycle.
(3 credits) Online; P – OPS 8710; Same as PMP 712 (WFU School of Professional Studies); Project Management concentration

Project Management Essentials (OPS 8710)

This course introduces the foundational concepts of project management. The project management life cycle, as defined in the Project Management Body of Knowledge, is introduced, as are several project management knowledge areas such as risk, scope, schedule, quality, monitoring, and communication, among others. Distinctions between project, program, and portfolio management are explored. Achieving literacy in Microsoft Project software is a goal of the course, as well.
(3 credits) Online; Same as PMP 710 (WFU School of Professional Studies); Project Management concentration

<u>Strategic Digital Marketing</u> (MKT 8710)

This course covers fundamental principles and best practices of digital marketing strategies (e.g., positioning, pricing, etc.) and tactics (e.g., market research-derived segmentation and targeting, packaging, channel management, etc.). An emphasis is placed on marketing frameworks and concepts (e.g., marketing communications, brand management, marketing analytics, etc.). Cross-cultural awareness in digital marketing (e.g., the role of ethnicity and other demographic variables) will also be examined.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 710 (WFU School of Professional Studies); Digital Marketing concentration

<u>Sustainable Organization Management</u> (MGT 8005)

Organizations have an incredible opportunity to make a positive impact in the local communities in which they operate, the supply chains that they source from, and the lives of employees who run the day-to-day operations. The sustainability practitioner has a role in leading the organization to realize its greatest potential by returning value through increased reputational strength, brand health, constituents served, or consumer loyalty. This class will introduce you to the management techniques and critical tools to facilitate a sustainability program in any organizational type but with considerable influence from business management theory and corporate sustainability practice.
(3 credits) Same as SUS 702 (WFU Graduate School of Arts and Sciences)

<u>Tactical Asset Allocation and Portfolio Management</u> (FIN 4128)

Students gain exposure and experience with asset management and portfolio construction primarily using equity securities. Topics include asset valuation and selection, constraint setting and asset allocation, optimal portfolio choice/construction, asset pricing models, risk management, and performance evaluation. Fundamental and technical analysis are covered with an emphasis on fundamental analysis. Students obtain asset management experience by servicing as portfolio managers charged with actively managing a portfolio and outperforming the respective benchmark.
(3 credits) Finance concentration

<u>The Influential Leader</u> (MGT 4115)

In this course, you will learn how world-class influencers think: the questions they ask and the purpose behind those questions; the information they gather and the assumptions they make; the influencing and negotiating principles and concepts they use.
(3 credits) Leadership and Strategy concentration; Project Management Concentration

<u>Topics in Finance</u> (FIN 4153)

This course addresses contemporary topics in finance that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Management</u> (MGT 4142)

This course addresses contemporary topics in management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

Topics in Marketing (MKT 4102)

This course addresses contemporary topics in marketing that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

Topics in Operations Management (OPS 4182)

This course addresses contemporary topics in operations management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

Visual Analytics and Influencing (MGT 4138)

To be a successful analytics practitioner who can drive impact within an organization, you must be able to effectively communicate with all levels of management. Business professionals who understand descriptive modeling and data visualization can communicate complex analyses in simple, powerful graphs. In this online course, you will learn the principles of effective data visualization as well as approaches to developing a compelling narrative are discussed.
(3 credits) Online; Business Analytics concentration

Charlotte Hybrid MBA (Online + Saturday) Degree Program Curriculum – 2025/26

Courses		Credit Hours
First year – spring		
MGT 4603	Diverse Teams	1.5
MGT 4607	Purpose & Ethics in Business	1.5
MGT 4610	Behavior and Leadership in Organizations	3.0
MGT 4640	Financial Accounting	3.0
First year – summer		
FIN 4650	Financial Management	3.0
MGT 4600	Introduction to Strategy	1.5
MGT 4633	Business Analytics I	3.0
MGT 4663	Business Law	1.5
First year – fall		
MGT 4636	Business Analytics II	1.5
MGT 4641	Managerial Accounting	1.5
MKT 4604	Marketing Management	3.0
Elective/Concentration		3.0
Second year – spring		
MGT 4662	Managerial Economics	3.0
OPS 4683	Operations Management	3.0
Elective/Concentration		3.0
Second year – summer		
ITM 4690	Information Technology Management	3.0
MGT 4620	Global Strategic Management	3.0
Elective/Concentration		3.0
Required/Core Credit Hours		**36.0**
Elective Credit Hours		**9.0**
Total Required Credit Hours		**45.0**

Charlotte Hybrid MBA (Online + Saturday) Degree Program Course Descriptions

FIRST YEAR REQUIRED/CORE COURSES

SEMESTER 1 (SPRING):

Behavior & Leadership in Organizations (MGT 4610)

This course is aimed at providing concepts, theoretical underpinnings and a framework for understanding the attitudes and behavior of people at work in the context of formal organizations. To some extent, it seeks to provide an understanding of the structure, dynamics and behavior of organizations themselves. It attends separately to four levels of analysis - the individual, interpersonal relationships, groups and the overall organization - but also builds on the experiences of students and the instructor to tie these levels together to make the knowledge gained genuinely useful in the managerial/leadership process.
(3 credits)

Diverse Teams (MGT 4603)

The purpose of this course is to help you be an effective team member, but more importantly, to help each team quickly become a high-performing team; achieving results while supporting each other. In this course, we will focus on skills that we believe will help you work effectively on teams as you grow in your education and career.
(1.5 credits)

Financial Accounting (MGT 4640)

The ability to use and manage information, both financial and non-financial, is becoming the key to success in today's business environment. As accounting is the language of business, it is imperative that managers understand accounting systems and accounting information. This course focuses on how financial information is prepared for external users (financial accounting), how to interpret the information provided in externally oriented financial reports and how managers can use this information in their decision-making processes. The accounting cycle, financial reports and the impact of accounting alternatives on reported financial information are the main focus of this course.
(3 credits)

Purpose and Ethics in Business (MGT 4607)

Students will explore the purpose of business in order to reclaim the ways in which business is a noble pursuit that creates value and combats major problems in society through cases and targeted readings in ethics. This foundational understanding of purpose will also help to derive a view of business ethics that is at once practical, intuitive, and theoretically integrated, thus easily applied to real-world scenarios.
(1.5 credits)

SEMESTER 2 (SUMMER):

Business Analytics I (MGT 4633)

This course is an introduction to data analysis, probability and statistical methods for improving managerial decision making. Analytics topics covered include data management, descriptive analytics, hypothesis testing, confidence intervals, regression analysis, modeling uncertainty and decision analysis. The course emphasizes applications of analytics to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(3 credits)

Business Law (MGT 4663)

A survey of legal subjects that managers frequently encounter in their careers and with which every manager should be conversant, including: property, contract, tort, corporate governance, employment discrimination, sexual harassment, and government regulation. In addition, the student will learn the sources of American law, how the legal system works, particularly in a litigation context, and will garner an appreciation for the limits and logic of the law.
(1.5 credits)

Financial Management (FIN 4650)

Financial Management examines the conceptual and practical issues involved in contemporary financial management. Primary emphasis is placed on the development of analytical tools needed by financial managers seeking to maximize shareholder value. Topics covered include financial statement analysis, working capital management, risk measurement, valuation, capital structure, cost of capital, capital budgeting, dividend policy, and financing alternatives. Additional topics frequently covered in this course include the use of derivative securities, international financial management, mergers, acquisitions, and corporate restructuring, and the instruments and operation of the money and capital markets.
(3 credits) P – MGT 4640

Introduction to Strategy (MGT 4600)

The course examines the fundamental components of the strategic management discipline. Strategy process, content and context will be explored utilizing texts, historical and contemporary case studies, and the seminal academic and current practitioner literatures. The topics comprise the integrative core of strategic management and establish an interdisciplinary framework that connects to other courses in the curriculum. Subjects and concepts include strategy formulation, industry and competitive analysis, and competitive advantage.
(1.5 credits)

SEMESTER 3 (FALL):

Business Analytics II (MGT 4636)

This course is a continuation of MGT 8133 to more advanced modeling. Topics include descriptive and predictive data mining, monte carlo and discrete event simulation and optimization. The course emphasizes applications of these to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(1.5 credits) P—MGT 4633

Managerial Accounting (MGT 4641)

The second half of the core accounting course sequence focuses on the generation, maintenance, and interpretation of the internally generated financial information (management accounting) that is necessary for effective managerial decision-making. Course topics include cost behavior, relevant costing, cost information systems, capital budgeting, and resource allocation.
(1.5 credits) P—MGT 4640

Marketing Management (MKT 4604)

Marketing Management is structured around the central business goal of maximizing enterprise value. As a discipline, marketing contributes to enterprise value by delivering customer value profitably. All topics addressed in the course demonstrate how firms deliver customer value in both consumer and business-to-business marketplaces. Emphasis is placed on the managerial activities of strategic planning, market

and competitive analyses, customer behavior evaluation, value assessment, market segmentation, targeting, positioning, and marketing mix design. Instruction features case discussions, lectures, team exercises, a student project and presentation, and a computer simulation game.
(3 credits)

Elective (3 credits)

SECOND YEAR REQUIRED/CORE COURSES

SEMESTER 4 (SPRING):

Managerial Economics (MGT 4662)

This course uses the tools and concepts of microeconomics to analyze decision problems within a business firm. Topics include the goal of the firm, capital budgeting, consumer demand, the empirical estimation of demand, production and costs, pricing, and profit maximization under various industry structures. These fundamentals provide a better understanding of the microeconomic environments faced by managers in making strategic business decisions.
(3 credits)

Operations Management (OPS 4683)

The competitive environment is fiercer than ever, resources are tighter, customers are more discriminating and the pressure to do more with less is intensifying. Additionally, recent marketplace trends such as rapidly evolving product and process technology, unbridled globalization of markets, shortening product life cycles, increasingly pervasive impact of information technology and the urgency to deliver ever-increasing customer value are often creating a seemingly insurmountable challenge for businesses to survive. Now, more than ever, firms must continually reassess their competitive operations strategies to maintain their competitiveness in the global marketplace. This course is about using operations to compete and win a sustainable competitive advantage in the marketplace. The course will focus on the management of various transformation processes that organizations use to change inputs, such as labor, capital and raw materials, into both products and services. Issues to be discussed range from the strategic to the tactical.
(3 credits) P—MGT 4633

Elective (3 credits)

SEMESTER 5 (SUMMER):

Global Strategic Management (MGT 4620)

As the economic world becomes increasingly interdependent, strategic management can no longer be considered primarily in a domestic setting. As firms increase their global involvement, managing across countries and cultures places an increasing burden on managerial capabilities. The Global Strategic Management course has been designed to acquaint students with managing strategies and organizations in a global context. The course exposes students to concepts and frameworks for strategy formulation, industry and competitor analysis, impact of public policy on strategic management, organizational configurations and contexts, cross-cultural/comparative management, transitional management and strategic control
(3 credits) P—MGT 4600; Typically complete prior to enrolling: FIN 4650, MGT 4600, MGT 4603, MGT 4610, MGT 4640, MKT 4604, OPS 4683; Recommend completing prior to enrolling: MGT 4633, MGT 4636

<u>Information Technology Management</u> (ITM 4690)

Information is a critical organizational resource. This course provides frameworks for evaluating a firm's portfolio of information technology investments and alternatives; for identifying future opportunities for business transformation, and for managing information technology resources within the organization. Topics include the use of information systems (IS) for competitive advantage, the role and organization of the IS function in the firm, options for sourcing IS, the management of IS projects, and recent technological advances.
(3 credits)

Elective (3 credits)

ELECTIVE COURSES:

Consult term-specific schedules for availability at WFU. Modalities for these courses may vary depending on student demand across MBA programs.

<u>Advanced Financial Management</u> (FIN 4651)

This case-based class focuses on value creation by utilizing financial architecture to enhance the corporate strategy of firms. Advanced valuation techniques (option pricing, adjusted present values, discounting equity, capital cash flows) are used to evaluate leveraged buyouts, leveraged recapitalizations, initial public offerings, restructurings, and real options embedded in investment decisions. Financing growth, the use of private equity, securitization, syndication, and risk management also are covered.
(3 credits) Finance concentration

<u>Agile Fundamentals</u> (OPS 8730)

This course introduces the foundational concepts of Agile, which is an iterative approach to project management (PM). Agile is contrasted with other PM methodologies. An introductory consideration of Scrum is provided, including Scrum events and artifacts, the anatomy of a sprint, the roles of Scrum Master and Scrum team members, as well as release planning.
(3 credits) Online; P – OPS 8710; Same as PMP 730 (WFU School of Professional Studies); Project Management concentration

<u>Analytics Software Technology – Python</u> (MGT 4629)

This course is an introduction to the software packages and coding languages for data management and analytics. Topics include importing data, data manipulation, data cleansing, data transformation, creating new variables, and basic data analysis.
(3 credits) Online; Business Analytics concentration

<u>Contemporary Issues in Leadership</u> (MGT 4608)

Leadership has a history spanning that of human existence. As long as there have been two or more people, it is highly likely that at least one of them had influence over the other. Throughout this history, thought leaders have wrestled with the question of who should lead and how these individuals should do so. As the issues facing leaders change, so do the principal leadership questions of the day.
(3 credits) Leadership and Strategy concentration

<u>Data Management</u> (MGT 4690)

As online and connected processes generate increasingly large volumes of data, i.e., "big data", it is important for businesses to understand how to handle these data. Managing data requires a fundamental

understanding of database systems, so this course is designed to give an understanding of contemporary technologies used for storing and manipulating big data. The course covers concepts related to database design and usage, discusses new approaches to transforming large volumes of data, such as MapReduce, and highlights best practices for manipulating large sets of data.
(3 credits) Online; Business Analytics concentration

Digital Marketing Research, Journey Mapping, and Consumer Analytics (MKT 8712)

Robust knowledge of research methods is fundamental to the Digital Marketing discipline. This course teaches professionals how to use research techniques to deeply understand and focus on the needs and interests of the consumer in integrated campaigns.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 712 (WFU School of Professional Studies); Digital Marketing concentration

Digital Marketing Tools and Campaign Analytics: SEM, Display, and Retargeting (MKT 8730)

Given the dynamic nature of the marketplace and rapidly shifting consumer interests and behaviors, it is critical to have a deep understanding of the digital tools that can be employed to track such shifts and to communicate with consumers in impactful ways.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 730 (WFU School of Professional Studies); Digital Marketing concentration

Financial Modeling & Forecasting (FIN 4630)

This course is intended to strengthen your knowledge in Finance and provide you with practical skills for implementing financial models in a spreadsheet. The topics covered will include general financial analysis, financial statement projections, valuation, capital budgeting, and sensitivity analysis. While the specific tool used in this class is Microsoft Excel, the techniques can be generalized and applied to various implementation tools.
(3 credits) P – FIN 4650; Finance concentration

Global Immersion: *descriptive title of travel location* (MGT 3710)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, countries and economies around the world. With an objective of helping our students develop a global mindset through cross-cultural experiences and meaningful global exposure, this program includes visits to and discussions with various national and multinational companies and their management at locations within the countries themselves
(1.5 credits or 3 credits)

Independent Study (MGT, OPS, MKT, FIN, ITM 4671)

Individualized courses, directed reading courses, research projects, and study tours conducted under the supervision of a faculty member may be allowed as credit toward graduation. Normally, these are considered only as an elective; however, in exceptional circumstances, requests to substitute an independent study for a required activity may be granted. Depending upon content and duration, the credits awarded for independent study will vary. All independent studies must receive prior approval of the Certification Committee.
(Credits to be determined for each offering)

Leadership and Change Management (OPS 8722)

The work of a leader is to manage change. This course emphasizes gaining the knowledge, skills, and tools necessary to successfully undertake change efforts. It explores the leadership principles, styles, frameworks, and skills required to guide, motivate, and direct teams. In this course, participants will develop the ability to prepare, support, and assist individuals, teams, and organizations in their pursuit of organizational change. Attention is given to stakeholder management and strategic partnering.
(3 credits) Online; Same as LDR 722 (WFU School of Professional Studies); Project Management concentration

Marketing Analytics and Data Visualization (MKT 8720)

This course covers best practices for gathering, interpreting, and presenting compelling digital data to inspire positive action. Focusing on various digital channels such as websites, mobile applications, social media, and other digital mediums, this course equips you with a foundation of how digital analytics supports strategic planning in each of these digital channels.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 720 (WFU School of Professional Studies); Digital Marketing concentration

Mastering Strategy Execution (MGT 4605)

This course has as its focus the nature of hypercompetition in industries and the strategies that firms deploy in response. Organizations have proven to be reasonably skilled at analyzing competitive challenges and developing strategies to address these challenges. Unfortunately, the implementation and execution of their strategies have proven to be the downfall of many organizations and the managers that lead them. This course is designed to go beyond helping you to understand the nature of competition and competitive strategy to also develop specific knowledge and skills necessary for implementing and executing strategy in modern organizations.
(3 credits) Leadership and Strategy concentration

Mastering the Project Life Cycle (OPS 8712)

The course pursues an in-depth exploration of the different phases of a project from Initiation to Closure. Project Setup focuses on the introduction of a robust project organization and qualities of an effective project manager. Project Planning reviews methods for defining project activities and establishing a budget and scheduling projects under certainty (CPM) and uncertainty (PERT). Techniques for identifying and analyzing project-related risks and selecting the right project approach (Waterfall versus Agile/Scrum), are considered. Project Execution focuses on tools for supporting, monitoring and controlling projects, with a focus on successful implementation. Students leave with a set of best practices for effective project management throughout the project management life cycle.
(3 credits) Online; P – OPS 8710; Same as PMP 712 (WFU School of Professional Studies); Project Management concentration

Project Management Essentials (OPS 8710)

This course introduces the foundational concepts of project management. The project management life cycle, as defined in the Project Management Body of Knowledge, is introduced, as are several project management knowledge areas such as risk, scope, schedule, quality, monitoring, and communication, among others. Distinctions between project, program, and portfolio management are explored. Achieving literacy in Microsoft Project software is a goal of the course, as well.
(3 credits) Online; Same as PMP 710 (WFU School of Professional Studies); Project Management concentration

<u>Strategic Digital Marketing</u> (MKT 8710)

This course covers fundamental principles and best practices of digital marketing strategies (e.g., positioning, pricing, etc.) and tactics (e.g., market research-derived segmentation and targeting, packaging, channel management, etc.). An emphasis is placed on marketing frameworks and concepts (e.g., marketing communications, brand management, marketing analytics, etc.). Cross-cultural awareness in digital marketing (e.g., the role of ethnicity and other demographic variables) will also be examined.
(3 credits) Online; P – MKT 8221 or MKT 4103 or MKT 4604; Same as DMG 710 (WFU School of Professional Studies); Digital Marketing concentration

<u>Sustainable Organization Management</u> (MGT 8005)

Organizations have an incredible opportunity to make a positive impact in the local communities in which they operate, the supply chains that they source from, and the lives of employees who run the day-to-day operations. The sustainability practitioner has a role in leading the organization to realize its greatest potential by returning value through increased reputational strength, brand health, constituents served, or consumer loyalty. This class will introduce you to the management techniques and critical tools to facilitate a sustainability program in any organizational type but with considerable influence from business management theory and corporate sustainability practice.
(3 credits) Same as SUS 702 (WFU Graduate School of Arts and Sciences)

<u>Tactical Asset Allocation and Portfolio Management</u> (FIN 4628)

Students gain exposure and experience with asset management and portfolio construction primarily using equity securities. Topics include asset valuation and selection, constraint setting and asset allocation, optimal portfolio choice/construction, asset pricing models, risk management, and performance evaluation. Fundamental and technical analysis are covered with an emphasis on fundamental analysis. Students obtain asset management experience by servicing as portfolio managers charged with actively managing a portfolio and outperforming the respective benchmark.
(3 credits) Finance concentration

<u>The Influential Leader</u> (MGT 4615)

In this course, you will learn how world-class influencers think: the questions they ask and the purpose behind those questions; the information they gather and the assumptions they make; the influencing and negotiating principles and concepts they use.
(3 credits) Leadership and Strategy concentration; Project Management Concentration

<u>Topics in Finance</u> (FIN 4652)

This course addresses contemporary topics in finance that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular contents of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Information Technology Management</u> (ITM 4692)

The first major component of the course is the appropriate application of information technology to improve an organization’s competitive position, with a particular emphasis on Internet-based, e-business applications. Topics include using information technology to reduce competitive vulnerability, to increase organizational efficiency, and to create a virtual organization. The second major component is the examination of processes and methods for developing, acquiring, and implementing organizational and inter-organizational information systems.
(Credits to be determined for each offering)

<u>Topics in Management</u> (MGT 4622)

This course addresses contemporary topics in management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Marketing</u> (MKT 4602)

This course addresses contemporary topics in marketing that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Topics in Operations Management</u> (OPS 4682)

This course addresses contemporary topics in operations management that are more specialized and/or more advanced than those included elsewhere in the curriculum. The particular content of the course may vary each time the course is offered.
(Credits to be determined for each offering)

<u>Visual Analytics and Influencing</u> (MGT 4638)

To be a successful analytics practitioner who can drive impact within an organization, you must be able to effectively communicate with all levels of management. Business professionals who understand descriptive modeling and data visualization can communicate complex analyses in simple, powerful graphs. In this online course, you will learn the principles of effective data visualization as well as approaches to developing a compelling narrative are discussed.
(3 credits) Online; Business Analytics concentration

Note: A listing of historical graduate program courses and course descriptions is kept on file in the office of Graduate Student Academic Services.

Online Master of Business Administration Degree Program Curriculum – 2025/26

Courses		Credit Hours
FIN 7040	Financial Management	3.0
ITM 7045	Information Technology Management	3.0
MGT 7000	Behavior and Leadership in Organizations	3.0
MGT 7005	Diverse Teams	1.5
MGT 7010	Purpose and Ethics in Business	1.5
MGT 7015	Financial Accounting	3.0
MGT 7025	Business Analytics I	3.0
MGT 7030	Business Analytics II	1.5
MGT 7035	Managerial Accounting	1.5
MGT 7050	Introduction to Strategy	1.5
MGT 7055	Business Law	1.5
MGT 7060	Managerial Economics	3.0
MGT 7070	Global Strategic Management	3.0
MKT 7065	Marketing Management	3.0
OPS 7020	Operations Management	3.0
Elective or Concentration		3.0
Elective or Concentration		3.0
Elective or Concentration		3.0
Required/Core Credit Hours		**36.0**
Electives/Concentration Credit Hours		**9.0**
Total Required Credit Hours		**45.0**

See your Student Success Manager for term-by-term schedules

Online MBA Degree Program Course Descriptions

REQUIRED/CORE COURSES

<u>Financial Management</u> (FIN 7040)

Financial Management examines the conceptual and practical issues involved in contemporary financial management. Primary emphasis is placed on the development of analytical tools needed by financial managers seeking to maximize shareholder value. Topics covered include financial statement analysis, working capital management, risk measurement, valuation, capital structure, cost of capital, capital budgeting, dividend policy, and financing alternatives. Additional topics frequently covered in this course include the use of derivative securities, international financial management, mergers, acquisitions and corporate restructuring, and the instruments and operation of the money and capital markets.
(3 credits) Online; P – MGT 7015

<u>Information Technology Management</u> (ITM 7045)

Information is a critical organizational resource. This course provides frameworks for evaluating a firm's portfolio of information technology investments and alternatives; for identifying future opportunities for business transformation, and for managing information technology resources within the organization. Topics include the use of information systems (IS) for competitive advantage, the role and organization of the IS function in the firm, options for sourcing IS, the management of IS projects, and recent technological advances.
(3 credits) Online

<u>Behavior and Leadership in Organizations</u> (MGT 7000)

Organizational behavior focuses on the understanding of employee behaviors and attitudes that ultimately contribute to organizational success or failure. The study of organizational behavior attempts to identify critical organizational factors that influence workers, the processes by which these factors exert their influence and ways of applying this knowledge within organizations. The course is based on principles of scientific inquiry and knowledge from the behavioral sciences. All managers have traditionally been held accountable for influencing their employees' levels of job satisfaction, absenteeism, turnover and performance. The focus here is on understanding current managerial approaches, models and methods for influencing these critical outcomes. The course covers individual, group and organizational influences on organizational effectiveness.
(3 credits) Online

<u>Diverse Teams</u> (MGT 7005)

The purpose of this course is to help you be an effective team member, but more importantly, to help each team quickly become a high performing team; achieving results while supporting each other. In this course, we will focus on skills that we believe will help you work effectively on teams as you grow in your education and career.
(1.5 credits) Online

<u>Purpose and Ethics in Business</u> (MGT 7010)

Students will explore the purpose of business in order to reclaim the ways in which business is a noble pursuit that creates value and combats major problems in society through cases and targeted readings in ethics. This foundational understanding of purpose will also help to derive a view of business ethics that is at once practical, intuitive, and theoretically integrated, thus easily applied to real-world scenarios.
(1.5 credits) Online

<u>Financial Accounting</u> (MGT 7015)

The ability to use and manage information, both financial and non-financial, is becoming the key to success in today's business environment. As accounting is the language of business, it is imperative that managers understand accounting systems and accounting information. This course focuses on how financial information is prepared for external users (financial accounting), how to interpret the information provided in externally oriented financial reports, and how managers can use this information in their decision-making processes. The accounting cycle, financial reports, and the impact of accounting alternatives on reported financial information are the main focus of this course.
(3 credits) Online

<u>Business Analytics I</u> (MGT 7025)

This course is an introduction to data analysis, probability, and statistical methods for improving managerial decision-making. Analytics topics covered include data management, descriptive analytics, hypothesis testing, confidence intervals, regression analysis, modeling uncertainty, and decision analysis. The course emphasizes applications of analytics to the functional areas of business and how to conduct analyses, interpret results and effectively communicate the results.
(3 credits) Online

<u>Business Analytics II</u> (MGT 7030)

This course is a continuation of MGT 7025 to more advanced modeling. Topics include descriptive and predictive data mining, monte carlo and discrete event simulation and optimization. The course emphasizes applications of these to the functional areas of business and how to conduct analyses, interpret results, and effectively communicate the results.
(1.5 credits) Online; P—MGT 7025

<u>Managerial Accounting</u> (MGT 7035)

The second half of the core accounting course sequence focuses on the generation, maintenance and interpretation of the internally generated financial information (management accounting) that is necessary for effective managerial decision-making. Course topics include cost behavior, relevant costing, cost information systems, capital budgeting and resource allocation.
(1.5 credits) Online; P—MGT 7015

<u>Introduction to Strategy</u> (MGT 7050)

The course examines the fundamental components of the strategic management discipline. Strategy process, content and context will be explored utilizing texts, historical and contemporary case studies, and the seminal academic and current practitioner literatures. The topics comprise the integrative core of strategic management and establish an interdisciplinary framework that connects to other courses in the curriculum. Subjects and concepts include strategy formulation, industry and competitive analysis, and competitive advantage.
(1.5 credits) Online

<u>Business Law</u> (MGT 7055)

A survey of legal subjects that managers frequently encounter in their careers and with which every manager should be conversant, including: property, contract, tort, corporate governance, employment discrimination, sexual harassment, and government regulation. In addition, the student will learn the sources of American law, how the legal system works, particularly in a litigation context, and will garner an appreciation for the limits and logic of the law.
(1.5 credits) Online

Managerial Economics (MGT 7060)

This course uses the tools and concepts of microeconomics to analyze decision problems within a business firm. Topics include the goal of the firm, capital budgeting, consumer demand, the empirical estimation of demand, production and costs, pricing, and profit maximization under various industry structures. These fundamentals provide a better understanding of the microeconomic environments faced by managers in making strategic business decisions.
(3 credits) Online

Marketing Management (MKT 7065)

Marketing Management is structured around the central business goal of maximizing enterprise value. As a discipline, marketing contributes to enterprise value by delivering customer value profitably. All topics addressed in the course demonstrate how firms deliver customer value in both consumer and business-to-business marketplaces. Emphasis is placed on the managerial activities of strategic planning, market and competitive analyses, customer behavior evaluation, value assessment, market segmentation, targeting, positioning, and marketing mix design. Instruction features case discussions, lectures, team exercises, a student project and presentation, and a computer simulation game.
(3 credits) Online

Global Strategic Management (MGT 7070)

As the economic world becomes increasingly interdependent, strategic management can no longer be considered primarily in a domestic setting. As firms increase their global involvement, managing across countries and cultures places an increasing burden on managerial capabilities. The Global Strategic Management course has been designed to acquaint students with managing strategies and organizations in a global context. The course exposes students to concepts and frameworks for strategy formulation, industry and competitor analysis, impact of public policy on strategic management, organizational configurations and contexts, cross-cultural/comparative management, transitional management and strategic control.
(3 credits) Online; P—MGT 7050; Typically, complete prior to enrolling: FIN 7040, MGT 7000, MGT 7005, MGT 7015, MGT 7050, MKT 7065, OPS 7020; Recommend completing prior to enrolling: MGT 7025, MGT 7030

Operations Management (OPS 7020)

The competitive environment is fiercer than ever, resources are tighter, customers are more discriminating and the pressure to do more with less is intensifying. Additionally, recent marketplace trends such as rapidly evolving product and process technology, unbridled globalization of markets, shortening product life cycles, increasingly pervasive impact of information technology and the urgency to deliver ever-increasing customer value are often creating a seemingly insurmountable challenge for businesses to survive. Now, more than ever, firms must continually reassess their competitive operations strategies to maintain their competitiveness in the global marketplace. This course is about using operations to compete and win a sustainable competitive advantage in the marketplace. The course will focus on the management of various transformation processes that organizations use to change inputs, such as labor, capital and raw materials, into both products and services. Issues to be discussed range from the strategic to the tactical.
(3 credits) Online; P—MGT 7025

ELECTIVE COURSES:

Consult term-specific schedules for availability at WFU.

Financial Modeling & Forecasting (FIN 7080)

This course is intended to strengthen your knowledge in Finance and provide you with practical skills for implementing financial models in a spreadsheet. The topics covered will include general financial analysis, financial statement projections, valuation, capital budgeting, and sensitivity analysis. While the specific tool used in this class is Microsoft Excel, the techniques can be generalized and applied to various implementation tools.
(3 credits) Online; P – FIN 7040; Finance concentration

Advanced Financial Management (FIN 7100)

This case-based class focuses on value creation by utilizing financial architecture to enhance the corporate strategy of firms. Advanced valuation techniques (option pricing, adjusted present values, discounting equity, capital cash flows) are used to evaluate leveraged buyouts, leveraged recapitalizations, initial public offerings, restructurings and real options embedded in investment decisions. Financing growth, the use of private equity, securitization, syndication and risk management also are covered.
(3 credits) Online; Finance concentration

Global Immersion: *descriptive title of travel location* (MGT 3710)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, countries and economies around the world. With an objective of helping our students develop a global mindset through cross-cultural experiences and meaningful global exposure, this program includes visits to and discussions with various national and multinational companies and their management at locations within the countries themselves.
(1.5 credits or 3 credits)

Tactical Asset Allocation and Portfolio Management (FIN 7105)

Students gain exposure and experience with asset management and portfolio construction primarily using equity securities. Topics include asset valuation and selection, constraint setting and asset allocation, optimal portfolio choice/construction, asset pricing models, risk management, and performance evaluation. Fundamental and technical analysis are covered with an emphasis on fundamental analysis. Students obtain asset management experience by servicing as portfolio managers charged with actively managing a portfolio and outperforming the respective benchmark.
(3 credits) Online; Finance concentration

Data Management (MGT 7075)

As online and connected processes generate increasingly large volumes of data, i.e., “big data”, it is important for businesses to understand how to handle these data. Managing data requires a fundamental understanding of database systems, so this course is designed to give an understanding of contemporary technologies used for storing and manipulating big data. The course covers concepts related to database design and usage, discusses new approaches to transforming large volumes of data, such as MapReduce, and highlights best practices for manipulating large sets of data.
(3 credits) Online; Business Analytics concentration

The Influential Leader (MGT 7085)

In this course, you will learn how world-class influencers think: the questions they ask and the purpose behind those questions; the information they gather and the assumptions they make; the influencing and negotiating principles and concepts they use.
(3 credits) Online, Leadership and Strategy concentration; Project Management Concentration

Analytics Software Technology (MGT 7090)

This course is an introduction to the software packages and coding languages for data management and analytics. Topics include importing data, data manipulation, data cleansing, data transformation, creating new variables, and basic data analysis.
(3 credits) Online; Business Analytics concentration

Visual Analytics and Influencing (MGT 7095)

To be a successful analytics practitioner who can drive impact within an organization, you must be able to effectively communicate with all levels of management. Business professionals who understand descriptive modeling and data visualization can communicate complex analyses in simple, powerful graphs. In this online course, you will learn the principles of effective data visualization as well as approaches to developing a compelling narrative are discussed.
(3 credits) Online, Business Analytics concentration

Contemporary Issues in Leadership (MGT 7110)

Leadership has a history spanning that of human existence. As long as there have been two or more people, it is highly likely that at least one of them had influence over the other. Throughout this history, thought leaders have wrestled with the question of who should lead and how these individuals should do so. As the issues facing leaders change, so do the principal leadership questions of the day.
(3 credits) Online; Leadership and Strategy concentration

Mastering Strategy Execution (MGT 7115)

This course has as its focus the nature of hypercompetition in industries and the strategies that firms deploy in response. Organizations have proven to be reasonably skilled at analyzing competitive challenges and developing strategies to address these challenges. Unfortunately, the implementation and execution of their strategies have proven to be the downfall of many organizations and the managers that lead them. This course is designed to go beyond helping you to understand the nature of competition and competitive strategy to also develop specific knowledge and skills necessary for implementing and executing strategy in modern organizations.
(3 credits) Online; Leadership and Strategy concentration

Chapter VI

Graduate Programs Certification & Evaluation Document

I. The Certification Committee

I.a On behalf of the dean and faculty of the WFU School of Business, the Graduate Business Programs Certification Committee maintains, interprets, and applies academic continuation and program completion policies for graduate degree programs in the School of Business, adjudicates individual graduate student academic petitions or requests in alignment with the curricular policies and procedures of the School as set forth in the *WFU School of Business Graduate Student Handbook*, and communicates those decisions via the committee chairperson to students.

I.b Example committee activities include, but are not limited to:

- Evaluation and certification of graduate program completion
- Interpretation of program participation and curricular requirements in accordance with the academic standards set by the WFUSB faculty
- Regular monitoring of student academic progress and imposing of requirements or student status changes in light of any deficiencies
- Hearing relevant requests or appeals submitted by students regarding their academic status or plans, and approving any requests for specialized courses of study
- Evaluating transfer courses or credits to be applied to graduate program requirements
- Making determinations regarding requests for readmission and specialized final grade considerations or transcript notations

The committee may also be called upon to monitor or administer academic standards and policies as requested by the dean or WFUSB faculty. The committee is not responsible for the adjudication of graduate business student honor code cases or appeals and does not entertain readmission requests where the honor council has imposed a sanction of permanent expulsion.

The committee is composed of five voting faculty members appointed by the dean in consultation with the Senior Associate Dean for Faculty and Research for a term of three years each, ideally including representation from across the school's graduate programs, with one member designated as chairperson. The Chief Student and Academic Services Officer serves as an ex-officio member. The graduate registrar staff will maintain agendas and documentation relevant to the committee's business. Others, such as relevant Senior Associate Deans, Associate Deans, Department Chairs, or faculty academic program leaders may be consulted as needed.

II. General Requirements and Procedures

II.a **General**. Students may participate in graduate programs only on a full-time basis, unless stipulated by their degree program's standard plan of study in the Graduate Student Handbook, or an alternate individual plan of study is approved by action of the Certification Committee. For purposes of the School of Business, a full-time basis is defined as enrolling in a minimum of nine credit hours per semester, or 4.5 credit hours in a half semester.[1] A student in good academic standing may enroll in up to 18 credit hours per semester, unless otherwise approved by the Certification Committee.

II.b **Curriculum**. Specific courses required for graduation and their credit hour assignment will be provided to all students upon matriculation into the School of Business. Any deviation from the prescribed curriculum (i.e., specialized courses of instruction) must be approved by the Certification Committee. It is expected students will complete their curriculum within a five-year time frame. Failure to do so may lead to students having to retake designated classes as identified by the Certification Committee.

II.c **Academic Notice, Suspension, and Ineligibility.** A student who does not achieve satisfactory academic performance in a particular semester may be subject to being placed on academic notice (a probationary status), academic suspension, or academically ineligible to continue.

- A student on *academic notice* may continue to participate in his/her program while working to fulfill the conditions imposed by the Certification Committee that will remove him/her from that probationary status.
- A student on *academic suspension* is not allowed to further participate in his/her program until the Certification Committee's imposed requirements for ending the suspension have been fulfilled.
- A student who has been deemed *academically ineligible* is dismissed and separated (withdrawn) from their program.

If a student is placed on academic notice or suspension, the Certification Committee may impose special requirements to remedy deficiencies in the student's academic preparation and/or require the student to raise their cumulative academic performance to the minimum performance standards. These requirements may include additional course work either within the School of Business, elsewhere in Wake Forest University or at another institution, meeting with the administrators, and other requirements as deemed appropriate.[2] The Certification Committee also may require higher than minimum academic performance in future course work.

Academic Ineligibility. All students are expected to put forth their best efforts in contributing to their experience and that of their colleagues at the School of Business. Bases for academic ineligibility and withdrawal can include, but are not limited to:

1. Failure to meet the criteria for continuation as outlined in section III.c.
2. Failure to satisfy the conditions imposed by the Certification Committee for removal from academic notice or suspension.
3. When recommended by the instructor, for failure to attend class.
4. Being found guilty of an honor code violation or other disciplinary action.

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[1] An exception to the nine-hour minimum enrollment requirement is for a working professional MBA student who enrolls in an immersion course in addition to their standard 9.0 credit hour course load. In this instance, the student must enroll in at least six credit hours in a future term.

[2] For cohort-based programs, if a student misses a significant amount of work (due to medical or other reasons), she/he may be asked to repeat the academic year if it is not practically feasible to remediate the missed work in a prompt fashion.

A student who is academically ineligible and withdrawn from the school must clear all accounts with the appropriate Financial and Accounting Services office.

II.d **Appeal.** A student who has been deemed academically ineligible to continue in their program shall have the right to appeal that determination one time only. Petitions for reinstatement must be submitted to the Certification Committee of the School of Business within five business days of receipt of the notification of academic ineligibility. The petition must be a written document that (a) requests reinstatement, (b) discusses in detail the extenuating or mitigating circumstances that led to their academic situation, and (c) proposes and describes a course of remedial action that will enable the student to restore and maintain good standing in his/her program. A student may make a written request accompanying their petition for reinstatement for a personal appearance before the Certification Committee to support his or her written petition.

If the petition for reinstatement is denied, no further appeals will be heard by the Certification Committee. If the petition for reinstatement is accepted and the student fails to meet the conditions for reinstatement imposed by the Certification Committee, the student can be deemed academically ineligible and withdrawn with no option for appeal.

II.e **Withdrawal from the School of Business**. If a student desires to voluntarily withdraw from his/her program, he or she must first discuss the plans with their program faculty academic leader. To withdraw, a student must submit a dated, written notice to the Certification Committee, through the Graduate Student Academic Services office, including the date of withdrawal. The statement should include a list of outside agencies to be notified, such as the Veterans Administration, loan programs, etc.

A student who withdraws must clear all accounts with the appropriate Financial and Accounting Services office. Reimbursement of tuition and fees for the semester will be made according to university policies in effect at that time.

Administrative withdrawal due to lack of academic engagement. The School of Business will monitor the ongoing academic engagement of enrolled graduate business students throughout the term using approaches relevant to the program in question (e.g. online course platform engagement for online program students). Once a student lacks academic engagement for two consecutive weeks where courses are active, the WFUSB Graduate Student Academic Services (GSAS) office will work with program leaders to confirm the lack of engagement and notify the student that they will be withdrawn from their program if they do not resume their engagement by a specific date (generally at the three-week point). GSAS will also inform the WFUSB Financial Aid office at this time for possible financial aid and/or scholarship implications. If the student does not resume their engagement by the deadline, they will be withdrawn from their program with an effective date of their last documented date of academic engagement.

II.f **Leave of Absence**. A student may request a leave of absence from his/her program faculty academic leader for a period of up to two years. The student must clear all accounts with the University Financial Services office.

A student who has been granted a leave of absence must notify the Certification Committee of her/his intent to return to the school not less than 5 calendar weeks prior to the term that studies are to be resumed. Records of academic performance for returning leave of absence students will be reviewed by the Certification Committee as outlined in IV.b.

After the maximum time period (two years) has passed without a specifically approved extension to a Leave of Absence, a student may be administratively withdrawn from their program.

II.g **Final Certification Process.** The Certification Committee will review the record of academic performance of a student once the student has completed the course requirements specified in his/her academic plan. If a student has earned a passing grade in all required courses, earned the required number of graduation credits, and accumulated a grade point average of 3.0 or above across all graded activities, the committee will certify the student for graduation on behalf of the School of Business faculty. Degrees are conferred by the University's Board of Trustees.

III. Performance Evaluation and Academic Procedures

III.a **Grading System**. Grades are a major formal mechanism by which an instructor relays evaluative information relative to a student's performance in class. The primary purpose of grades is to provide feedback from the instructor to the student regarding the student's performance in such a way that the student can clearly assess his/her strengths and weaknesses.

III.b **Grading Scale**. All students registered in courses, seminars, study tours, specialized courses of instruction as outlined in section V, or instruction otherwise offered in the School of Business will be given grades according to the following scale:

Letter Grade	Quality Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-[3]	2.67
C+	2.33
C	2.00
F	0.00

III.b.1 **Pass (P)**. An instructor, with the advance approval of the Certification Committee and the Dean, may use the Pass/Fail grading system. Grades in such courses will be recorded on the student's academic record as "P" (Pass) or "F" (Failure). Usually the credits assigned to courses graded on a Pass/Fail basis will count toward graduation credit if the student earns a passing grade (P). However, Pass/Fail courses have no impact on the student's GPA.

[3] Occasional marginal performance, as indicated by the B- grade or below, may be exhibited by a student. The faculty has held, however, that consistent marginal performance is unsatisfactory overall. Thus, a student who accumulates a substantial number of B- grades or below may be subject to academic notice, suspension, or academic eligibility.

III.b.2 **Auditing a Course.** Auditing a course consists of participation in a course without receiving a letter grade or credit hours. A student must request permission from the instructor to audit a course and is subject to attendance and other requirements of performance as established by the instructor. After the drop/add period has ended as outlined in III.h., an audit course cannot be changed to a credit hour course, nor can a credit hour course be changed to an audit course. Although an auditor receives no credit hours for the course, a notation of audit is made on the final grade report and entered on the record of the student provided he/she has met the instructor's requirements for a successful audit.

III.b.3 **Incomplete (I).** When a student has failed to fulfill course requirements, due to illness or other reasons acceptable to the instructor, the instructor may: (a) submit a grade for the course based on other evidence he or she considers sufficient, or (b) report to Graduate Student Academic Services that the student's work is incomplete. The temporary grade of Incomplete ("I") is a device that affords students with good cause the opportunity to complete the requirements for a course. The "I" will not be assigned where the student's failure to satisfy course requirements is the result of unexcused behavior. In the absence of extenuating circumstances specific to a student, an instructor is not to use the grade of "I" as a placeholder for unreported grades.

A student who receives a grade of "I" in a semester-length course must, in order to have the grade removed and changed to a final grade, complete all required coursework prior to the end of the following semester. A student who receives an "I" in a half-semester course must complete all required coursework no later than the end of the following half-semester. An "I" which has not been removed by the end of the following semester or half-semester, as applicable, will become a failing grade (F) unless the student petitions the Certification Committee, through Graduate Student Academic Services, for an extension of the time to complete required coursework. In the petition, the student must establish that there are valid reasons for the extension request. The petition must be approved by the instructor and must be submitted prior to the deadline for receiving a failing grade.

III.b.4 **Withdrawn (W or WD).** The grade of withdrawal is assigned to a course in which a student is enrolled but withdraws from his/her program during the semester and before a final grade is assigned. Additional details regarding withdrawals are outlined in section III.i.

III.c Requirements for Continuation

All students are responsible for knowing their academic standing at all times. In addition, all students are accountable for understanding the policies which govern continuation in their respective program.

III.c.1 A student who fails a required course in their program will be deemed academically ineligible, with any options for appeal proceeding according to the procedures summarized in section II.d. above.

III.c.2 A student is expected to make reasonable and systematic progress towards the completion of his/her graduate program. One factor used to assess reasonable and systematic progress will be a student's cumulative GPA based on the numbers of hours attempted. Any student whose cumulative GPA falls below 3.00 will be, at a minimum, placed on academic notice, and may at the discretion of the Certification Committee be deemed academically ineligible and withdrawn from his/her program. Such a withdrawal from the program will be based on the Certification Committee's assessment of the student's likelihood of achieving a final GPA of 3.00 given the students' previous academic performance in his/her program. Furthermore, at the completion of the required number of hours in each program, students must have achieved a minimum cumulative GPA of 3.00 to be considered for graduation.

III.c.3 If a student fails to satisfy the conditions imposed by the Certification Committee for removal from academic notice, the student can be deemed academically ineligible and withdrawn from his/her program.

III.d **Repeating a Course.** A student may repeat a course for which he or she has received a grade of B- or lower. The specific course equivalent to be taken requires the approval of the Certification Committee. All grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the hours originally earned will not be lost. For purposes of determining the cumulative grade point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of "F" in consequence of an honor code violation or other disciplinary action.

III.e **Records of Academic Performance**. Records of academic performance of all students are maintained by the School of Business. These records are confidential. Access to a student's academic record is prohibited except as stipulated by the University's statement on privacy of educational student records.

III.f **Reporting Grades**. At the conclusion of each academic term, a report of grades is prepared for each student and made available online.

III.g **Changes in Grades**. The evaluation of performance in an individual course and the awarding of individual grades are the sole responsibility of the instructor(s) assigned to the course. Questions regarding the evaluation of individual course performance should be directed to the instructor(s) involved.

When a student suspects an erroneous grade has been assigned, the student must appeal directly to the instructor who assigned the grade. If an error is found, the instructor will prepare a change of grade request indicating the reason for the change. Grade changes from adjunct faculty must first be approved by the appropriate program faculty academic leader before being sent in writing to the Graduate Student Academic Services office for change. All grade corrections must be made within 90 days of the start of the following semester. Grade changes after this period, or after graduation, must be approved by the Certification Committee.

Documentation of the grade change request will be placed in the student's record of academic performance.

For an honor code violation or other disciplinary action, an instructor may request a change of grade based upon the recommendation of the Honor Council and Dean.

III.h **Course Addition/Drop**. A student may add or drop a course that meets on-campus prior to the beginning of the third "class equivalent" session.[4] In cohort-based degree programs (MSM, on-campus MSBA, and on-campus MBA programs), such course add/drops are limited only to elective courses. In fully online degree programs (online MBA, online MSBA), a course must be added/dropped less than one week after the course begins. A student seeking approval to add a course after the drop/add period must also secure the written permission of the instructor. Students wishing to drop a course after the relevant drop/add period via a request to the Certification Committee must comply with the procedures outlined in section III.i.

III.i **Course Withdrawal**. Generally, after seventy-five percent (75%) of the class sessions for a course have been completed, a student may not withdraw from the course. Furthermore, generally speaking, withdrawal from a required course or activity can only be accomplished by withdrawal from the program.

Under exceptional circumstances such as a documented medical emergency, a student may be granted a withdrawal with a "Withdrawal" ("W"), or a "Withdrawal-Failing" ("WF") being recorded on the transcript. If a "W" is assigned, the course will remain on the transcript but will not factor into GPA calculations. If a "WF" is assigned, the course will factor into GPA calculations as a grade of "F." Such final notations are given when deemed appropriate by the Certification Committee on a case-by-case basis, and with the written approval of the instructor.

III.j **Student Complaints.** If a student has a grievance concerning a grade, he/she should communicate directly with the instructor. Should the student and instructor be unable to resolve the conflict, the student, if unsatisfied, may appeal to the appropriate program faculty academic leader who will study the matter, work with the parties, and reach a final resolution. Summary documentation regarding student complaints and resolutions is kept on file in the Graduate Student Academic Services office for institutional accreditation purposes.

IV. Readmission

IV.a **Procedure**. A student who is withdrawn from his/her program or was granted a leave of absence may petition the Certification Committee for readmission. Petitions for readmission will normally be considered only for those students who request readmission within two years of the date that they were withdrawn from the program or were granted a leave of absence. In general, students who are withdrawn from a program due to academic ineligibility will not have a petition for readmission considered prior to a future academic year. The Certification Committee may require a readmitted student to enroll by a specific date if the committee believes the course structure has changed significantly enough to warrant such action. Any possible extension to the two-year readmission time limit will be evaluated on an individualized

[4] A "class equivalent" session is defined as one 75-minute course of instruction.

basis if supported by the relevant degree program academic leadership. Such cases may result in an extension of the typical five-year deadline for overall graduate degree completion.

IV.b Certification Committee Review. The record of a student who petitions for readmission will be reviewed by the Certification Committee to determine if curricular modifications between the time the student left school and the time of re-enrollment have caused special situations wherein the student would either miss or duplicate certain academic activities. Students whose separation from the school included non-academic reasons (e.g. medical, psychological, or conduct-related departures) will work directly with WFUSB Student Services leaders to ensure the Certification Committee is presented with all relevant information for a readmission decision. If a student was in good academic standing when he/she withdrew or was granted a leave of absence, the Certification Committee will recommend a course of action that will enable the student to graduate within a normal time frame and without taking an unusual course load. If a student withdrew, was withdrawn due to academic ineligibility, or was granted a leave of absence under academic duress, the Certification Committee will review the student's record to determine the most appropriate course of action. Possible courses of action include, but are not limited to, one or more of the following:

1. Completing specific courses prior to readmission.
2. Completing an unusually heavy course load.
3. Completing specific courses after readmission.
4. Repeating the first year of the program in its entirety.
5. Maintaining a higher than minimum academic standard.
6. Engaging in other specific remedial work.

The Certification Committee may also judge that the student's academic record, when combined with his or her interim work experience, is sufficient to justify readmission without any remedial activities.

V. Specialized Studies

V.a Individualized Reading Courses, Research Projects, and Independent/Directed Study Courses. Individualized reading courses, research projects, and independent/directed study courses must be approved by the Certification Committee and conducted under the supervision of a School of Business faculty member. Normally, the credit hours earned through specialized study may only be counted as part of the elective portion of a student's curriculum. In addition, such work is limited to a total of three credit hours and may be counted as credit toward graduation.

Request Procedure. A student who desires to pursue one of the activities described above must secure the sponsorship of a School of Business faculty member and develop an agreement regarding the nature and scope of the activity.

To receive approval to enroll in a specialized course of study, a student should petition the Certification Committee, through the Graduate Student Academic Services office, at least seven days prior to the beginning of the semester in which he/she intends to enroll. The petition must include the following:

1. The nature of the course, project, or activity.
2. The time frame within which the activity will be carried out.
3. How the activity will fit with the student's personal goals and educational needs.
4. The learning objectives for the course or activity.
5. A detailed time schedule of topics and activities to be undertaken.
6. A representative bibliography and/or identification of other resource material to be used.
7. The output or concluding state of the activity.
8. A procedure by which student performance will be evaluated by the faculty sponsor.
9. Written approval of the faculty sponsor.
10. The number of graduation credit hours requested.

The Certification Committee will review the petition and inform the student if the petition is approved/disapproved and the number of credit hours allowed. If the activity is approved, at the conclusion of the activity the faculty sponsor will report a grade to the School of Business Graduate Student Academic Services office using the prescribed grading scale in III.b, unless a Pass/Fail grading system has been approved by the Certification Committee and the Dean.

V.b **International Trips.** No more than three credit hours from an international trip can count toward a student's required credit hours for graduation.

VI. Transfers, Transfer Credits, and Exemptions

VI.a **Policy**. In general, exemption from required/core courses is limited to stipulated foundational courses in some degree programs where eligibility is determined via the admissions process. Elective course requirements can, where approved, be met via transfer coursework. After matriculation into graduate business programs, such individual student transfer credit requests are determined by the Certification Committee.

Courses taken prior to enrollment in any Wake Forest University academic program cannot receive credit towards graduate business program graduation requirements. When evaluating transfer credit requests for courses taken outside of Wake Forest University following business program enrollment, only courses taken at AACSB-accredited schools will be considered for transfer credit.

VI.b **Eligible Courses**. Courses taken from other units of Wake Forest University at any juncture, or at other institutions after a student's initial enrollment in the School of Business, in conformity with the policies articulated in VI.a, and with the approval of the Certification Committee, may be applied towards graduation requirements. Treatment of credit hours and GPA for transfer courses are outlined in section VI.c and VI.d.

In the event that a student does receive approval from the Certification Committee for transfer credit, at least 75% of the credits required for graduation must be earned through instruction at the Wake Forest University School of Business.

VI.c. **Transfer Credit Request Procedure**. Petitions for transfer credit for courses must be submitted to the Certification Committee, through the Graduate Student Academic Services office. The petition for transfer credit must include:

1. The name of the course.
2. The institution and program (department) offering the course.
3. The academic term dates of the course.
4. The catalog description of the course.
5. The name and contact information of the instructor.
6. The name of the course text or texts, and the course syllabus, if available.
7. The evaluation procedure and grading system for the course.
8. The rationale underlying the request.
9. The number of graduation credits requested.
10. Any other information relevant to the decision to be made by the Certification Committee. For courses taken in other units of Wake Forest University where the student is requesting that the course impact their graduate business degree program GPA, this should include a statement describing the relevance of the course for the student's business degree studies.

The Certification Committee will review the petition and respond to the student, consulting with the student's graduate business program academic leadership if needed. If approved, the response will indicate the number and nature of credits to be applied towards the student's program of study and graduation requirements, as well as any minimum grade requirement.

While there is no requirement that the approved course be a graduate-level course, prior undergraduate course approvals would be exceptional. Regardless, only a limited number of graduation credits may be approved for an undergraduate course, regardless of the credit value of the course. Successful completion of an undergraduate course will generally reduce the graduation credit hour requirements for electives by one-half the number of credit hours allowed for the undergraduate course. Successful completion of a graduate course will generally reduce the graduation credit hour requirements for electives by the number of credit hours allowed for the graduate course.

VI.d **Academic Performance Status of Transfer Courses**. If a student completes a transfer course, earns a grade at or above any minimum specified by the Certification Committee, and submits an official transcript to the Graduate Student Academic Services office, the course will be entered on the student's record of academic performance as appropriate. Any credits and/or grades earned will be applied towards the student's degree requirements in alignment with the stipulations and designations approved by the Certification Committee.[5]

Any extra tuition, fees, or course level financial expectations involved in taking a course from another institution or another program/unit of WFU are the responsibility of the student.

VI.e **Transferring to a Different Program.** A student who wishes to transfer from one program to another should contact his/her current program faculty academic leader to see if such a transfer is feasible. If so, the student should contact the enrollment management staff of the

[5] In cases where only the pass/fail basis of grading is employed, a student will present a signed statement from the instructor explaining to the Certification Committee the grading system in effect for the course and commenting upon the School of Business student's performance relative to others in the class.

prospective degree program for information on how to gain entry into the program. Current and prospective program teams will work to make an admissions decision. A student is not required to withdraw from his/her current program until the transfer request to the new program has been approved. The program from which the student is transferring will have no further financial responsibility for the student once the transfer has occurred.

A student must formally withdraw from his/her current program by the end of the semester in which he/she transfers to the new program. In addition, the student will be reevaluated for financial aid if appropriate. The transfer of courses between programs must be approved by petitioning the Certification Committee through the Graduate Student Academic Services office.

VII. Revision of this Document

This document may be revised by action of the School of Business faculty. However, a student admitted to the School of Business has the privilege of matriculating and graduating under the academic requirements existing at the time of his/her admittance if graduation occurs within two years after admission. If graduation is delayed beyond two years from the time of admission, a student must matriculate and graduate under such requirements as they exist or as prescribed by the Dean.

VIII. Final Graduation Requirements

The specifications contained in this document are minimum requirements, from an academic perspective, for graduation. The faculty reserves the right of final certification of individuals for graduation.