
WAKE FOREST UNIVERSITY
SCHOOL OF BUSINESS

GRADUATE STUDENT HANDBOOK
2018-2019



WAKE FOREST
UNIVERSITY

SCHOOL *of* BUSINESS

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.

To familiarize you with the School of Business, we have compiled this graduate student handbook for your use. The purpose of this handbook is to provide you with the necessary information about 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 member of our community.

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.

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 office of Graduate Student Academic Services.

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wake Forest University.

Wake Forest University 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 not allowed by professors about cases, examinations, papers, other deliverables, etc. Every graduate business program instructor has his or her own policy regarding open-book or closed-book quizzes,

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

The graduate business student community encompasses students from both our "Day Time" (MSM, MSA, MSBA) and "Working Professional" (W-S evening MBA, CLT Saturday MBA, CLT evening MBA, Online MSBA) programs. The Honor Council is ideally comprised of six faculty representatives, three students from each of the daytime programs, three students from the Online MSBA program, and three students from each class (first year and second year) of each of the Working Professional MBA programs.

Six 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 pairs of two, by their faculty peers, for staggered three-year terms. Elections for these positions take place in the spring or summer semesters.

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, 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 elected 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 would 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, without detail, 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 Associate Dean and, when relevant, 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 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 chosen 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 from 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 attitude during proceedings and 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 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.

Please 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 8-digit student ID #: _____

Chapter II

Graduate Student Conduct in the School of Business

Wake Forest University Policies

Membership in the wider Wake Forest University campus community requires graduate students in the School of Business to be aware of the general student conduct expectations and campus standards found in the Wake Forest University Student Code of Conduct available online at <http://deanofstudents.wfu.edu/>, and in hard copy at the Office of the Dean of Students, 139 Benson University Center.

To supplement the policies highlighted above and to lend appropriate specificity to the expected conduct of graduate students in the School of Business, the policies and procedures below have been developed.

Graduate Business Student Code of Conduct Statement

The Wake Forest University School of Business expects good citizenship and responsible behavior from students. When these expectations are not met, the non-academic misconduct process may be used to redirect students into more acceptable patterns of behavior. This process encourages students to take responsibility for their choices and actions, while also allowing the University to determine an appropriate disciplinary response.

Misconduct cases may result in the sanction of a formal reprimand and the imposition of an educational condition, or a more severe level of sanction, including disciplinary probation, suspension or expulsion. Students need to be aware that certain types of behaviors may be deemed incompatible with membership in the School's community, and that choices they make can compromise their education and future.

The list below, while not exhaustive, includes examples of the types of prohibited conduct for which students are subject to disciplinary action:

- a. Actual or threatened physical injury to any person on University owned or controlled property or at a University-sponsored or supervised function, or conduct that endangers the health or safety of a person.
- b. Engaging in individual or group conduct that is violent, abusive, indecent, unreasonably loud, or similar disorderly conduct that infringes upon the privacy, rights, or privileges of others or disturbs the peace or the orderly process of education on campus or online. Allegations of sexual misconduct will be addressed in accordance with the University's Student Sexual Misconduct Policy.
- c. Unauthorized use, possession, or storage of any weapon or explosive (including fireworks) on University premises or at University sponsored activities.
- d. Forgery, counterfeiting, alteration, or misuse of any University record, document, or identification card.

- e. Unauthorized entry into or alteration of, any University computer records, or violation of computer use policies.
- f. Sending threatening or obscene messages to another student or individual via e-mail, phone or voice-mail.
- g. Knowingly filing a false police, honor code or non-academic conduct infraction.
- h. Misrepresentation in seeking financial aid or University benefits.
- i. Unlawful possession, use, distribution, or sale of any narcotic or dangerous drug as defined by the statutes of the State of North Carolina.
- j. Theft of, or unwarranted damage to, University property or property of any member of the University community.
- k. Failure to comply with the lawful directives of University employees acting within the scope of their duties; including those directives issued by a University administrator to ensure the safety and well-being of students.
- l. Entry into, or use of, any building, facility, or room or other University property or grounds without authorized approval. This also includes the unauthorized possession or use of University keys, lock combinations, or other access codes.
- m. Participation in illegal gambling activities on University-owned or- controlled property or at a function identified with the University.
- n. Possession or consumption of alcoholic beverages in contradiction of state law and/or University policy.
- o. Entering or attempting to enter any event without proper credentials for admission (e.g., ticket, identification card, or invitation).
- p. Failure to make satisfactory settlement for any debts to the University.
- q. Failure to comply with University traffic and parking rules and regulations.

The School shall have the authority to hold students accountable under this Code of Conduct for certain off-campus behaviors (i.e., behavior that does not occur on University premises or in the context of a University, School, or student organization sponsored event or activity) that adversely affects a substantial University or School interest. In determining whether the conduct adversely affects a substantial University or School interest, the following shall be considered:

- a. Whether the conduct constitutes or would constitute a serious criminal offense, regardless of the existence of any criminal proceedings.
- b. Whether the conduct indicates that the student presented or may present a danger or threat to the health or safety of persons.
- c. Whether the conduct demonstrates a pattern of behavior that impairs the University's or School's ability to fulfill its mission.

The disciplinary sanctions that may be imposed for violations of this Code of Conduct are any of the following:

- (a) A written reprimand.
- (b) Denial of specified University privileges.
- (c) Payment of restitution.
- (d) Educational or service sanctions, including community service.
- (e) Disciplinary probation.
- (f) Imposition of reasonable terms and conditions on continued student status.
- (g) Removal from a course in progress.
- (h) Enrollment restrictions on a course or program.

- (i) Suspension.
- (j) Expulsion.

Personal Conduct in a Team Environment

In cohort-based programs, team cohesiveness 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 she/he complete all teamwork on his/her 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 his/her safety or the safety of others, she/he will be removed from the program.

Alcohol use at School and/or Student Events

Undergraduate students at Wake Forest University must adhere to the policies concerning alcohol use set forth in the Wake Forest University Student Code of Conduct.

Graduate students in the WFU School of Business are expected to abide by all applicable state and federal laws and policies as well as procedures put in place by the WFU School of Business regarding the service and consumption of alcohol both on and off campus in the Graduate Student Handbook.

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, including 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. For undergraduate student events where alcohol is served, organizers must also work with the WFU Dean of Students Office 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. Events serving alcohol to students must begin at or after 5:00pm, and alcohol must not leave the confines of the event.

Additional Graduate Business Student Alcohol Expectations

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.

Graduate student groups planning social functions at which alcohol will be consumed will register such events with the Business School. For events held off-campus, alcohol must be provided by a licensee of the state ABC board on licensed premises.

A legal-age student who transports alcohol anywhere outside of an area within which consumption has been approved must cover the closed containers in the original packaging, a bag or cooler.

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.

Statement on Graduate 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 Integrative Student Services.

Wake Forest University is committed to diversity, inclusion, and the spirit of *Pro Humanitate*. 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 Handbook*.

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

Conduct in Graduate Student Organizations

Individuals who join together as a student organization to share common interests and purposes also collectively share a common responsibility to themselves, their group, and the University. They must ensure that individual members or groups of members reflect favorably upon their community. Group leaders bear a special responsibility for ensuring that constituents recognize and embrace these values in carrying out the group's mission. A group cannot ignore or escape its responsibility for the actions of its members.

A. General Principles of Group Responsibility

Although not all acts of individual group members can or should be attributable to the group, any group or collection of its members acting in concert should be held responsible for its actions. Occasional lapses of individual members or isolated individual failures in restraint should not be chargeable to the group. Evidence of group conduct may exist where:

1. Members of the group act in concert to violate University standards of conduct.
2. A violation arises out of a group-sponsored, financed, or endorsed event.
3. Planning and preparation for the event by members of the group can be documented.
4. Members of the group provide formal or informal communication to others regarding the event.
5. The incident occurs on the premises owned or operated by the group.
6. More than 25% of the active membership of the group is present at the event.
7. Executive leaders are present at the event or a group leader(s) has knowledge of the event before it occurs and fails to take corrective action when indicated.
8. A pattern of individual violations is found to have existed without proper and appropriate group control, remedy, or sanction.
9. Members of a group act in concert, or the organization provides the impetus (probable cause) for violation of University rules and regulations.

In determining whether a group may be held collectively responsible for the individual actions of its members, all the factors and circumstances surrounding the specific incident will be reviewed and evaluated. As a guiding principle, groups will be held responsible for the acts of their members when those acts grow out of, or are in any way related, to group life.

Every organization has the duty to take all reasonable steps to prevent any infraction of University rules and state laws growing out of or related to the activities of the organization. To this end, each organization is expected to educate its members regarding their risk management policy and all applicable University policies and state laws.

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:

Angela A. Culler
Assistant Vice President, HR Services
2958 Reynolda Road
culleraa@wfu.edu
336.758.4010

Tanya L. Jachimiak, JD
Title IX Coordinator
Reynolda Hall – Suite 2
jachimtl@wfu.edu
336.758.7258

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.

The complete policy statement is available online at:

<https://prod.wp.cdn.aws.wfu.edu/sites/82/2016/03/Non-Discrimination-Statement.pdf>

WFU Student Sexual Misconduct and Discrimination Policy

Wake Forest University is committed to diversity, inclusion, and the spirit of *Pro Humanitate*. Wake Forest University strives to provide an environment that is conducive to embracing, nurturing and fostering the values of mutual respect, dignity, responsibility, open communication, and effective consent. Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – are based upon these values. Sexual misconduct and discrimination are in direct conflict with our institution's values and policies and present barriers to fulfilling the University's missions.

To that end, 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. Wake Forest University complies with Title IX of the Higher Education Amendments of 1972, 20 U.S. C. § 1681 et seq. ("Title IX"), which prohibits discrimination on the basis of sex in education programs or activities. Sexual harassment, which includes sexual violence, is a form of Sexual discrimination. The University's commitment to nondiscrimination applies to admissions, employment, and access to and treatment in University programs and activities.

The complete policy statement is available online at:

<http://wp-cdn.aws.wfu.edu/wp-content/uploads/sites/299/2017/08/11112223/STUDENT-SEXUAL-MISCONDUCT-POLICY.pdf>

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 Lori Wrenn, Director of Budget and Financial Planning, or her designee, in advance.

Campus/Student Postings

All public notices or publicity material posted on campus property or in online WFUSB degree program environments must be sponsored by a recognized student organization or University department or otherwise be approved in advance by the dean or his designee. In addition, advertising which promotes the use and/or sale of alcohol is prohibited.

For Farrell Hall, postings and distribution of flyers must be approved by Angie Sink, (sinkam@wfu.edu), Manager of Facilities, 336-758-4578. *No tape of any kind may be used to adhere signs, fliers, or posters within the School of Business.* Elsewhere on Wake Forest University property, students must contact the relevant space managers.

Students may post items on: bulletin boards, cork strips, plexiglass sign holders.

Students may not post signs on campus trees, sidewalks, iron railings, lamp posts, benches, stone, brick, concrete, natural wood surfaces, painted surfaces, glass doors and windows, Wait Chapel, outside entrances to Reynolda Hall, Tribble Hall, ZSR Library, Benson University Center, and Scales Fine Arts Center.

Chalking on campus streets, sidewalks or walls is prohibited except for locations stipulated by the WFU Office of the Dean of Students.

Chapter III

Graduate Business Student Code of Conduct Disciplinary Procedures

Preamble

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. 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. It is not the civil or criminal justice system. The School of Business graduate student conduct process is part of a private institution of higher education, and it is designed to treat students with care, concern, honor, fairness and dignity. The disciplinary process, at its heart, is an educational process meant to assure that every student will be given notice of any violation of the rules of conduct for which they have been charged and the opportunity to have their response to those charges heard.

The disciplinary process is a function of an educational institution that must, by its very nature, be flexible and efficient in order to achieve 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 Executive Director of Integrative Student Services, or their designee, reserves the right to establish and make adjustments to any rule or guideline in any given case.

Article I: Definitions

1. The term “University” means Wake Forest University.
2. The term “code of conduct” or “graduate student code of conduct” in its general meaning refers to the policies and procedures contained in chapter three of the *WFU School of Business Graduate Student Handbook*. The term “code of conduct” in its specific meaning refers to the student conduct standards enumerated in chapter three.
3. The term “student” is broadly defined and meant to include all persons taking courses in the School of Business. Persons who withdraw after allegedly violating the graduate student code of conduct, who are not officially enrolled for a

particular term but who have a continued relationship with the University, or who have been notified of their acceptance for admission are considered “students.”

4. The Executive Director of Integrative Student Services, or their designee, is the officer designated by the University to be responsible for the oversight and administration of the graduate student code of conduct and the School of Business graduate student conduct process. The Executive Director of Integrative Student Services, or their designee, is also vested with authority to take any action involving matters of student misconduct. The Executive Director of Integrative Student Services, or their designee, reserves the right to establish and make adjustments to any rule, guideline, procedure or decision in any case involving student conduct.
5. 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 student misconduct.
6. The term “conduct officer” means a School of Business official authorized on a case-by-case basis, to adjudicate incidents of student misconduct, make determination of responsibility and to impose sanctions upon any student found to have violated the graduate student code of conduct.
7. The term “university official” includes any person employed by the University, performing assigned administrative or teaching responsibilities.
8. 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 Executive Director of Integrative Student Services, or their designee, in consultation with other appropriate officers of the University.
9. The terms “club” or “organization” mean any number of persons who are formally recognized as an official club or organization by the appropriate School or University office.
10. The term “University premises” includes all land, buildings, facilities and other property in the possession of or owned, used or controlled by the University. The graduate student code of conduct applies at all locations of the University.
11. Jurisdiction: This Code of Conduct applies to all students and student conduct regardless of location.
12. The term “Hearing Board” refers to a formal hearing body authorized by the Executive Director of Integrative Student Services, or their designee, to determine

whether a student has violated the graduate student code of conduct and to recommend sanctions that may be imposed upon a determination that a code of conduct violation has been committed.

13. The “Committee on Character” is the forum for appeals in the School of Business student conduct process. Membership in this committee is by appointment by the Executive Director of Integrative Student Services, or their designee.
14. The term “complaint” within the School of Business student conduct process refers to a specific written report of alleged student misconduct.

Article II: Graduate Student Code of Conduct – Procedures

Overview

The following is a general sequential overview of how a violation of the graduate student 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 director 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 a truth-finding meeting to review the code violation documented in the report.
- d. If the student takes responsibility for the code violation(s) alleged, a sanction letter is issued and the student(s) is expected to comply with the sanctions. Upon completion of the sanctions, the matter is considered closed. Failure to complete sanctions may result in a hold being placed on a student’s registration, cancellation of a student’s registration, and/or suspension/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 the chief conduct officer and/or a Hearing Board for resolution. Students or conduct officers may request that any issues that are not resolved through a truth-finding conference be referred to the Hearing Board.
- f. Where a 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

- the Hearing Board. In such cases, steps a – c will remain the same and the student(s) will meet with the chief conduct officer or 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 Committee on Character.

Graduate Student Conduct Process

A. Written Complaint (Report) of Student Misconduct

1. The School of Business student conduct process begins with the documentation of an incident of student misconduct in a written report. For the definitional purposes of this code, 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 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
 - 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 graduate student code of conduct. Any such report of student misconduct should be submitted as soon as possible to the appropriate Integrative Student Services professional.
 3. The School of Business, through the Executive Director of Integrative Student Services, or their designee, 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 violation of the graduate student code of conduct to the student(s) via email. This notice will inform the student that he/she has been documented in a report as alleged to have violated one or more rules contained in the graduate student 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 within three business days of the date of 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. Truth-finding Conferences – Procedures – Responsibility and Sanctions

1. Procedures

Truth-finding conferences, being informal and administrative in nature, resemble an interview between the student and the conduct officer. During the course of the truth-finding meeting, the conduct officer will allow the student(s) to read the written 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 truth-finding conference. More than one conduct officer also may be present at truth-finding conferences.

2. Responsibility and Sanctions

- a. For truth-finding conferences where students choose to take responsibility for the code of conduct violation(s) alleged, and there is no disagreement regarding sanctions, the conduct officer will issue a final letter indicating that the student has taken responsibility and outlining the appropriate sanctions.
- b. 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 information to that effect will be placed in the student's file.
 - 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 will refer the case to a School of Business Hearing Board.

Article III: School of Business Hearing Board

Overview

A School of Business Hearing Board is empowered to hear cases and make recommendations to the Executive Director of Integrative Student Services, or their designee, for final disposition with regard to issues of responsibility for alleged code violations and sanctions, if warranted.

Incidents involving serious allegations of student misconduct and equally serious potential sanctions are 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.

Students who have been referred to a hearing board will meet with the chief conduct officer prior to the hearing to set 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 student misconduct can be presented as fully as possible and to allow an accused student a reasonable opportunity to prepare and present his/her 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) normally shall be conducted in private.
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. The accused student(s) shall not be present for deliberations. Admission of any other person to the board hearing shall be at the discretion of the chief conduct officer.
3. In board hearings involving more than one accused student that stems from the same factual circumstances and/or complaint, the chief conduct officer, in his or

her discretion, may permit the hearing board to review each student's conduct either separately or jointly.

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 chief conduct officer. This includes impact statements by persons adversely affected by an accused student's alleged misconduct. An accused student shall have the right to give his/her own testimony and present witnesses to the incident along with documentation or other evidence on his/her behalf. Such rights shall be subject to reasonable limitation in order to avoid unduly prolonged hearings. Character reference testimony and written statements regarding character are allowed at the discretion of the 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 graduate student 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 on the basis of a preponderance of the evidence, i.e., whether it is more likely than not that an accused student has violated the graduate student 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 this graduate student code of conduct 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 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.

Article IV: Sanctions, Interim Suspension 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.

The following sanctions represent the scope of disciplinary penalties that may be imposed upon any student found to have violated the graduate student code of conduct:

1. **Warning:** An official notice in writing to the student that the student has violated one or more School of Business rules or policies. Such warnings will be placed in the student's disciplinary file.
2. **Formal Reprimand:** This action is similar to a written warning but is of a more serious nature. A formal reprimand is a written notice to the student indicating that any future violations of School of Business rules or policies will likely result in a minimum sanction of conduct probation.
3. **Conduct Probation:** This action constitutes an adjustment to a student's status for a specified time period during which a student must conduct themselves in an exemplary manner. Students placed on conduct probation are not considered in good standing with the School of Business. Any students found responsible for violations of this graduate student code of conduct while on conduct probation will lose their ability to apply for some student leadership positions and may be suspended or expelled from the University. The status of conduct probation will prohibit students from applying to or participating in School of Business programs that require travel outside the state.
4. **Loss of Privileges:** Denial of specified privileges for a designated period of time, including, but not limited to, restricting a student's access to certain parts of the campus, access to University computing and technology services, use of University property, participation in School of Business clubs and organizations as well as University-sponsored activities and events

5. Fines: Fines are common sanctions for violations of School of Business rules and policies, particularly for violations involving alcohol, illegal drugs or other controlled substances. Fines are standard consequences for the violation of the laws of society at large and, as such, they model future consequences a student may encounter in the civil and criminal justice systems.
6. Community Service: Community service is a common sanction for violations of School of Business rules and policies, particularly for violations involving alcohol, illegal drugs and other controlled substances. Community service is a standard consequence for the violation of the laws of society at large and, as such, they model future consequences a student may encounter in the civil and criminal justice systems.
7. Restitution: Students may be required to provide restitution and/or compensation for loss, damage or injury as a result of behavioral misconduct. This may take the form of appropriate service and/or monetary and/or material replacement.
8. Educational (Discretionary) Sanctions: Where appropriate to the conduct violation, educational sanctions may include, but are not limited to, attendance at community court, alcohol and drug education course(s), requirements to undergo counseling and/or assessments for chemical use, attendance at workshops or seminars, formal apologies, mandated mediation, completing educational programming, adherence to behavioral contracts or the fulfillment of other sanctions dictated by the circumstances of the offense.
9. Registration Holds and/or Cancellation of Registration: Students who have failed to comply with the directions of a University official and/or who have failed to comply with the disciplinary process, including failure to complete sanctions issued as a result of a violation of the graduate student code of conduct may have a hold placed on their registrations and transcripts and/or may have their registrations cancelled.
10. Suspension from the School of Business: A suspension from the School of Business is the separation of the student from the University for a defined period of time, after which the student may be eligible to return. Conditions for readmission may be specified. In no case shall the period of suspension be less than the balance of the semester during which the hearing takes place. Suspension may be immediate or delayed to a future academic term.
11. Expulsion from the School of Business: Expulsion is the permanent separation of the student from the University. This action is the permanent removal of a student from the University community. Expulsion is the most severe penalty the School of Business can issue.

12. **Revocation of Admission:** Admission to the School of Business may be revoked for fraud, misrepresentation or other violation of School of Business standards in obtaining admission to the University, or for other serious violations committed during the application process, subsequent to the application process or prior to actual enrollment and attendance at the School of Business.
13. **Withholding of Degree:** The School of Business may withhold the awarding of a degree otherwise earned until the completion of the student conduct process set forth in this graduate student code of conduct, including the completion of all sanctions or conditions, if any, imposed as a result of the School of Business student conduct process.

B. Interim Suspension

Interim suspension is a decision authorized under the executive authority granted to the Executive Director of Integrative Student Services, or their designee, and may be appealed only to the Dean, or their designee. It is an immediate change in a student's status that denies a student access to University facilities, pending further process through the conduct system. The Executive Director of Integrative Student Services, or their designee, may impose an interim suspension as a student at the University subject to further processes of the University, including the student conduct process.

An interim suspension does not replace the regular student conduct process, which shall proceed on the normal schedule, up to and through a board hearing, if required.

Interim suspensions may be applicable in any of the following circumstances:

1. Where a student has been charged with a felony.
2. To protect and ensure the health, safety and well-being of members of the University community.
3. To ensure the protection or preservation of University property.
4. To ensure the student's own physical or emotional health, safety and well-being.
5. Where the accused student poses an ongoing threat of disruption of or interference with the normal operations of the University.
6. Where a student has failed to comply with the directions of a University official, including failure to meet with a University official after being directed to do so or failure to complete sanctions issued as a result of the School of Business student conduct process.

During the term of an interim suspension as a student from the School of Business, a student shall be denied access to the campus and all University-owned property for any purpose (including classes), and all other University activities or privileges for which the student might otherwise be eligible, as the Executive Director of Integrative Student Services, or their designee, may determine to be appropriate.

C. Appeals

Appeals regarding a determination of responsibility for a graduate student code of conduct violation or a sanction imposed by the School of Business Hearing Board may be appealed by an accused student to the Committee on Character via the Executive Director of Integrative Student Services, 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:

1. 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 his/her 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.
2. 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.
3. To determine whether the sanction(s) imposed were appropriate for the violation(s) of the graduate student 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 Committee on Character 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.
4. 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 Committee on Character, via the Executive Director of Integrative Student Services, or their designee, will make a recommendation for one of the following courses of actions:

1. Affirm the original decision and sanction(s);
2. Affirm the original decision and reduce or increase the original sanction(s)
3. Reverse the original decision and recommend a new hearing;
4. Reverse the original decision and drop 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 the Master of Science in Management, Master of Science in Accountancy, Master of Science in Business Analytics, Winston-Salem Evening MBA, Charlotte Evening MBA, Charlotte Saturday MBA, and Online MSBA, 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 in order 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 www.StudentLoans.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 www.StudentLoans.gov.

V.A. EDUCATION BENEFITS

Veteran's benefits are available through the Veterans Administration for qualified veterans. Contact Linda Aubrey-Higgins or Michelle Van Meter, in the School of Business Office of Financial Aid, at 336-758-4424/4045 or (866) 925-3622 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

THE WAKE FOREST MONTHLY PAYMENT PLAN

This program administered by FACTS Tuition Management Company may allow students to pay their tuition on a monthly basis for the academic year. Students interested in applying for this program should call FACTS at 1-800-609-8056, or view the details online at <http://finance.wfu.edu/sfs>, under the "Payment Methods" tab.

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 of 'C' or higher for all required courses.
- Have an overall GPA of 3.0 or higher.
- Complete degree requirements within the standard time frame of the published length of the program or approved plan of study.

SAP will be monitored at the end of each semester. Any student placed on academic probation will automatically be placed on a financial aid warning for the following semester. Warning status lasts for one academic term during which the student may continue to receive student loans. Students who are still failing to make SAP after the warning period will become ineligible for Title IV aid.

Appeal process:

A student who becomes ineligible for Title IV aid after the warning period has the right to appeal to the Financial Aid and Scholarship Committee if there are extenuating circumstances that prohibited them from achieving SAP. Extenuating circumstances are defined as environmental conditions outside of the student's control (e.g. death in immediate family or severe illness).

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.

When submitting an appeal to the Financial Aid and Scholarship Committee, students should complete the SAP Financial Aid Appeal form and submit any additional supporting documents to the committee. From the time of notification regarding failure to meet satisfactory academic progress requirements, the student will have 7 business days to submit the SAP Financial Aid Appeal form and documentation. The committee will then review the appeal and communicate its decision via email within 3-5 business days.

If the student fails to meet requirements for SAP or of the Certification Committee's approved academic improvement plan (AIP) by the end of the next academic term, the student may be ineligible for Title IV aid.

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.

WITHDRAWAL REFUNDS

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:

| Before classes begin: | 100% of tuition less deposits: |
|-----------------------|--------------------------------|
| 1st WEEK: | 90% refund |
| 2nd WEEK: | 75% refund |
| 3rd WEEK: | 50% refund |
| 4th WEEK: | 30% refund |
| 5th WEEK: | 20% refund |
| After 5th WEEK: | 0% refund |

There is no refund of room rent or parking credentials.

Depending on the nature of their graduate degree program, students may be eligible to purchase optional tuition insurance through A.W.G Dewar, Inc. This plan may enable a student to receive up to a 75% refund throughout the term if the student withdraws due to a covered reason. For more information, call DEWAR at 617-774-1555, visit www.collegerefund.com, or contact Lori Wrenn, WFUSB Director of Finance and Administration (wrennla@wfu.edu).

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 a 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.

A student who plans to enroll in the summer for six or more hours, whose first session's enrollment is less than six hours, can receive neither Federal Stafford Loan nor Federal PLUS Loan proceeds until after beginning attendance in the second session. If such a student does not begin attendance in the second summer session, these loans cannot disburse and must be canceled entirely. In this case, the student becomes solely responsible for the entire tuition charges of the first summer session, 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 WIN. The tuition payment timetable is:

- Fall semester tuition is due August 1.
- Spring semester is due December 1.
- Summer semester is due June 1.

WAKE FOREST UNIVERSITY SCHOOL OF BUSINESS 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 email will be sent from Student Financial Services a few weeks after the tuition due date each term to the students WFU email account notifying them that they have a balance due and failure to pay may result in cancellation of classes approximately one calendar week from the date of the email.
2. A second email will be sent from Student Financial Services, via the student's WFU email account, notifying them that they have 3 business days to resolve their balance or classes will be cancelled.
3. After the above cancellation deadline, Student Financial Services will notify the School of Business office of Graduate Student Academic Services that a cancellation of classes is warranted, and all other appropriate administrators will be notified. The Graduate Student Academic Services office will send an email to the students WFU email account notifying them about the cancellation of classes.
4. Reinstatement: Once the student pays, they are required to confirm that the Student Financial Services office (sfs@wfu.edu) in Reynolda Hall communicates their eligibility for reinstatement to the WFU School of Business Graduate Student Academic Services office to restore their class enrollments.

Student Educational Records Privacy Notification Statement

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official will advise the student of the correct official to whom the request should be made.
2. The right to request amendment of the student's education records that the student believes are inaccurate, or misleading or otherwise in violation of the student's privacy rights under FERPA. Students may ask the University to amend a record that they believe is inaccurate, or misleading or otherwise in violation of their privacy rights. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, or misleading or in violation of their privacy rights. If the University

decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding 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 consent in writing to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; or a person, company, or governmental unit with whom the University has contracted to perform, on behalf of the University, duties or services involving education records. 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. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

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 restrict the disclosure of directory information and refuse to permit the designation of any or all of the above information as directory information. In that case when a restriction has been made, this information will not be disclosed except with the written 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 S.W., Washington, DC 20202-4605.

Accommodations for Students with Disabilities

Students with documented disabilities should contact the WFU Learning Assistance Center & Disability Services office (336-758-5929) within the first two weeks of a course to determine if an accommodation

may be warranted. If a disability manifests during a course, reasonable accommodation will be made after documentation and guidance is obtained from the Learning Assistance Center. Accommodations cannot be retroactive. Information about disabilities will be shared only on a need-to-know basis.

School of Business students unfamiliar with the Learning Assistance Center & Disability Services office can contact an Integrative Student Services staff member for assistance and guidance.

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 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 Associate Dean of their degree program. The Associate Dean will approve such requests on a case-by-case basis. Failure to obtain advance approval from the Associate Dean can result in being dismissed from the program.

Program-specific Student Work Policies

Because of the intensity of the daytime pre-experience graduate programs, the need for extensive preparation and the emphasis on teamwork, the Business School's student work policies are as follows:

Master's in Management program: MSM students are strongly discouraged from holding a part-time job while they are enrolled in the Master's in Management program. However, with the approval of their Associate Dean, students may work up to 10 hours per week at a part-time job or as a Graduate Assistant. Part-time work must be scheduled such that it does not conflict with classes, team meetings, and other school-related events. To obtain the Associate Dean's approval, students must provide adequate assurances that the work will not interfere with the student's course work, team work, career search, and school events. Permission will not be provided or will be revoked if the student's GPA is 3.25 or below

On-ground MSBA program: On-ground MSBA program students are discouraged from holding a part-time job while they are enrolled in the program. However, with approval from their Associate Dean, students may work no more than 10 hours per week at a part-time job or as a Graduate Assistant. Part-time work must be scheduled such that it does not conflict with classes, Practicum team meetings, and other school-related events. To obtain the Associate Dean's approval, students must provide adequate assurances that the work will not interfere with the student's course work, Practicum team work, career search, and school events. Permission may be revoked if a student's academic performance is being negatively impacted in the judgment of the Associate Dean.

MSA program: MSA students are strongly discouraged from holding a part-time job while they are enrolled in the MSA Program. However, with approval from their Associate Dean, students may work no more than 10 hours per week at a part-time job or as a Graduate Assistant. Students with a cumulative GPA of 3.5 or higher may seek approval to work more than 10 hours per week.

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://sip.studentlife.wfu.edu>

Immunization Policy

North Carolina State law (G.S. 130A-152) requires documentation of certain immunizations for students attending a North Carolina college or university. Where required, students must submit certification of these immunizations prior to registration. *Documentation should be on or attached to the completed WFU Student Health Information Summary and Immunization Form provided by the Student Health Service* in order to assure correct identification of the student. Students may download forms, and access relevant policies, at the Wake Forest University Student Health Service web page at (<http://shs.wfu.edu>). Students can also contact shs@wfu.edu directly.

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 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, Euromonitor Passport, IBISWorld and others. Students can access business databases through the website of the Business Information Commons (<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 four Bloomberg terminals located in the Information Commons and two in the WFU Charlotte facility.

Bob Hebert, Management Librarian, can be contacted by phone ([336-758-4567](tel:336-758-4567)) or by email at hebertb@wfu.edu. Students can also access various business research guides directly at <http://guides.zsr.wfu.edu/>.

School of Business Marketing & Communication

Marketing & Communication professionals in the School of Business direct all of 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 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. 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 academic records and registration concerns. GSAS performs registrarial functions for all graduate programs in the WFU School of Business, including the maintenance of all curricula, grade, course, policy, and student records. GSAS also oversees and manages the academic registration and course creation/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 Certification Committee, GSAS will serve as the conduit for that correspondence and 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 are available on WIN/Virtual Campus/Your Student Records/Enrollment Verification or we are happy to provide such verifications upon request.

Obtaining a transcript

Transcripts are processed through the University Registrar's Office, with complete directions on how to request one at their website via the link below. If you have any questions concerning the process, the University Registrar's Office can be reached by email at registrar@wfu.edu or by phone at (336) 758-5207. <https://registrar.wfu.edu/transcript/>

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 the permission of their home program's associate dean, and then apply to the associate dean of the program in which the course is taught (the permission of the instructor for the course is not sufficient). If both associate dean approvals are documented, the office of Graduate Student Academic Services can assist in officially enrolling the student in the course.

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 graduate hooding & commencement

In general, students who do not meet graduation requirements as stipulated in the Graduate Programs Certification & Evaluation Document will not be allowed to participate in the hooding ceremony, commencement exercises, or other related events.

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 Associate Dean 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 when their full course of study closely matches that of their degree program peers.

University ID Cards – The Deacon OneCard Program

All students at the Reynolda Campus are required to obtain and carry with them their Wake Forest University identification (ID) cards, and upon the request of authorized University personnel, including

University Police, residence hall and library staff members, to show their ID cards. The ID cards, known as Deacon OneCards, are multipurpose and should be kept in the student's possession at all times and carefully protected. They are used for electronic access to the School of Business facilities after hours, access to the Fitness Center, admission to events, as well as checking out library materials and for printing from certain locations. Cards are issued to be valid during your enrollment at the University, and expire the day of graduation. ID cards MUST be returned to the Deacon OneCard Office upon withdrawal from the University. Lost or stolen cards should be reported to University Police immediately at 336-758-5591 or Ext. 311. Initial and replacement University ID cards are obtained at the Deacon OneCard Office, Room 131, Alumni Hall. Hours are Monday-Friday, 9:00 a.m. – 5:00 p.m., telephone number is 336-758-1949. A fee of \$25.00 will be charged for the first replacement of a lost, broken or damaged card; subsequent replacement charges will increase by \$10 to a maximum charge of \$55. Non-working cards may be reported to Angie Sink (sinkam@wfu.edu), 336-758-4578, Farrell Hall A08. Provide your full name and six-digit number on the back of the card.

The Deacon Dollars Account is a student-requested declining balance debit account, which may be opened and used with your Deacon OneCard. The Deacon Dollars Account may be used at all dining locations, College Bookstore, Deacon Shop, Student Health Service, Student Union, Office of Financial and Accounting Services and University Police.

A Deacon Dollars Account may be opened, or funds added, by cash, check, and money order, with a \$25 minimum, or VISA or MasterCard with a \$100 minimum deposit. These transactions are processed by the ARAMARK (Wake Forest Dining Services) office, located at the hallway window just outside the Fresh Food Company (The Pit) on the west side, ground floor of Reynolda Hall, 12B. Their hours are Monday-Friday, 8:30 a.m. – 5:00 p.m. For additional information they can be reached at 336-758-5607.

Lost & Found

Reynolda Campus School of Business students may turn in found articles to Angie Sink, Farrell Hall A08 (IT/Building Operations). Items are placed in the Lost & Found drawers in the Student Printing room outside A08. More valuable items are locked within the IT suite. You may check with Angie (sinkam@wfu.edu), 336-758-4578, 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 Angie Sink (sinkam@wfu.edu), 336-758-4578, the SB 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 (<https://my.business.wfu.edu>). The room schedule is listed under the Administrative Resources section.

Wake Forest University Charlotte Center Policies

Building Access

Students in the Charlotte MBA Programs are permitted 24-hour access to our 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 door (exterior building entrance). Your Deacon OneCard will give you access to our suite. If you lose your Deacon OneCard, please visit <http://rlh.wfu.edu/one-card-replacement/> to obtain a new card. For security reasons, do 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 our suite. Parking ticket validators (for students only) are located at the reception desk and in the student lounge area. 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 Wake Forest 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.

Room Reservations

1. 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. Learning lab (rooms 106 and 107) and classroom reservations (rooms 123 and 124) can be reserved online (Room Scheduler). Reservations cannot exceed 4 hours within a 24-hour period. Multiple team members cannot reserve back to back blocks of time (i.e. one reserves it from 8-12, another from 12-4).
5. The boardroom is not considered a student study room.

IT/Computer Emergencies

Onsite computer support will be available when classes are 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

If furniture is moved, please return it to its original location.

Food and clean up

Food is provided before scheduled classes. We hope you enjoy the food provided and thank you for considering your classmates in your portion choices. Garbage and recycling bins are located in the kitchen area and outside the classrooms. Thank you for helping us recycle and 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. The Alcohol Use Policy is designed to provide clarity regarding the appropriate, safe, and legal consumption of alcoholic beverages at the Charlotte Center.

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, including refrigerators, will be disposed of. Graduate students in business programs are held accountable to the code of conduct outlined in the WFU School of Business Graduate Student Handbook.

Undergraduate students visiting the WFU Charlotte Center are to adhere to policies concerning alcohol use set forth in the Wake Forest University Student Code of Conduct.

Smoking

Smoking is prohibited in the Wake Forest University Charlotte Center.

Building Maintenance/Emergencies

Contact security afterhours for any maintenance or emergency needs: 980-388-1218.

The lighted WFU Charlotte Center parking deck and building are under video surveillance. One to two security staff patrol the parking deck. The lobby is staffed by security guards around the clock. Always be aware of your surroundings and lock your car doors when you leave your vehicle, while you are parked or driving. When walking to and from the building, we encourage the use of a buddy system. A security guard escort to or from your car is available by calling the security control center (980-388-1218). Call 911 if you witness any suspicious activity.

Security and After-Hours Emergency Information

Farrell Hall exterior doors are accessible 7:00 a.m. – 10:00pm Sunday through Saturday. During other hours please use your ID card at the exterior card reader doors. 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 Angie Sink (sinkam@wfu.edu), 336-758-4578, the SB Help Desk (sbhelpdesk@wfu.edu), 336-758-4126, or complete the on-line building maintenance report (see Facilities Reporting above).

Vending Reimbursements

Contact **John Wise** (jwise@wfu.edu), 336-758-2510, for all vending reimbursements.

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. For example, if the University is closed due to inclement weather, the School of Business will be closed; or, if the University is operating on a two-hour delay, the School of Business will begin classes two hours late. Daytime program courses and/or events offered in the evening may be subject to a decision made for evening program classes in the School of Business, and students should check with their degree program administrators regarding any scheduling details. Announcements concerning a University closing are broadcast via email as well as through the following media whenever possible:

- WFU weather & emergency line voice-mail: 336-758-5935
- Benson University Center info desk: 336-758-5255
- Radio: WFDD (88.5 FM) and WSJS (600 AM)
- Television (WXII12)
- Online: <http://wakealert.wfu.edu/>

Evening and Saturday MBA programs: A decision will be made on a program-by-program basis. It is possible that while daytime classes are canceled, evening classes may be held if conditions improve. Announcements concerning the cancellation of MBA program courses are broadcast via email as well as through the following whenever possible:

- Winston-Salem Evening MBA voice-mail: 336-758-4573
- Charlotte MBA voice-mail: 704-365-1717

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 their degree program 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.

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.¹ Alumni may enroll on a space-available basis and with permission of the relevant associate dean 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.² 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.

¹ International immersion trips do not fall under this rule.

² Those who receive permission to enroll in the international trips will be required to pay all fees related to the trip by their specified due date, in addition to the standard Lifelong Learner fees for registration.

WFU School of Business ACADEMIC CALENDAR 2018-2019

| | Prerequisites Begin | Orientation Begins | Classes Begin | July 4 th Holiday | Classes End* | Degrees Awarded** | WFU Undergraduate Business Programs | Master of Science in Accountancy | Masters in Management | Master of Science in Business Analytics | Charlotte Evening MBA (Mon/Wed) | Charlotte Saturday MBA (Sat) | Winston-Salem Evening MBA (Tues/Thurs) | Online Master of Science in Business Analytics |
|--------------------|-------------------------------------|--------------------|---------------|------------------------------|--------------|-------------------|-------------------------------------|----------------------------------|-----------------------|---|---------------------------------|------------------------------|--|--|
| Summer 2018 | Prerequisites Begin | | | | | | | | June 14 | | | | | |
| | Orientation Begins | | | | | | | | July 9 | July 8 | | | | |
| | Classes Begin | May 30/July 9 | May 30/July 9 | July 4 | July 4 | | May 30/July 9 | May 30/July 9 | July 16 | July 11 | May 21 | May 26 | May 22 | May 23 |
| | July 4 th Holiday | | | July 4 | July 4 | | July 4 | July 4 | July 16 | July 11 | July 4 | | July 5 | |
| | Classes End* | July 3/Aug 11 | July 3/Aug 11 | July 4 | July 4 | | July 3/Aug 11 | July 3/Aug 11 | Aug 17 | Aug 23 | Aug 13 | Aug 11 | Aug 14 | Aug 29 |
| | Degrees Awarded** | Aug 15 | Aug 15 | Aug 15 | Aug 15 | | Aug 15 | Aug 15 | Aug 17 | Aug 23 | Aug 15 | Aug 15 | Aug 15 | Aug 29 |
| Fall 2018 | Orientation Begins | | | | | | | Aug 22 | Aug 22 | Aug 27 | Aug 24 | Sept 8 | Aug 24 | Sept 12 |
| | Classes Begin | Aug 27 | Aug 27 | Oct 11 | Oct 11 | | Aug 27 | Aug 27 | Aug 22 | Aug 27 | Aug 27 | Sept 8 | Aug 28 | Aug 28 |
| | 1 st Part of Term Ends | Oct 16 | Oct 11 | Oct 11 | Oct 11 | | Oct 11 | Oct 11 | Oct 10 | Oct 10 | Oct 10 | Oct 13 | Oct 11 | |
| | Fall Break | Oct 11-12 | Oct 12 | Oct 12 | Oct 12 | | Oct 11-12 | Oct 11-12 | Oct 10 | Oct 10 | Oct 10 | Oct 13 | Oct 11 | |
| | 2 nd Part of Term Begins | Oct 17 | Oct 15 | Oct 15 | Oct 15 | | Oct 15 | Oct 15 | Oct 15 | Oct 15 | Oct 15 | Nov 24 | Nov 22 | |
| | Thanksgiving | Nov 21-23 | Nov 21-23 | Nov 21-23 | Nov 21-23 | | Nov 21-23 | Nov 21-23 | Nov 21-23 | Nov 21-23 | Nov 21 | Nov 24 | Nov 22 | |
| | Classes End* | Dec 7 | Dec 6 | Dec 6 | Dec 6 | | Dec 6 | Dec 6 | Dec 14 | Dec 11 | Dec 12 | Dec 8 | Dec 13 | Dec 19 |
| | Degrees Awarded** | Dec 30 | Dec 30 | Dec 30 | Dec 30 | | Dec 30 | Dec 30 | Dec 14 | Dec 11 | Dec 12 | Dec 30 | Dec 13 | Dec 30 |
| | Orientation Begins | | | | | | | | Jan 8 | Jan 14 | | Jan 12 | | |
| | Classes Begin | Jan 14 | Jan 14 | Jan 14 | Jan 14 | | Jan 14 | Jan 14 | Jan 8 | Jan 14 | Jan 9 | Jan 19 | Jan 10 | Jan 16 |
| Spring 2019 | MLK Holiday | Jan 21 | Jan 21 | Jan 21 | Jan 21 | | Jan 21 | Jan 21 | Jan 21 | Jan 21 | Jan 21 | Jan 22 | Jan 22 | |
| | 1 st Part of Term Ends | Mar 4 | Mar 7 | Mar 7 | Mar 7 | | Mar 7 | Mar 7 | Mar 8 | Mar 8 | | | | |
| | Spring Break | Mar 11-15 | Mar 11-15 | Mar 11-15 | Mar 11-15 | | Mar 11-15 | Mar 11-15 | Mar 11-15 | Mar 11-15 | Mar 11 & 13 | Mar 9 & 16 | Mar 12 & 14 | Mar 11-15 |
| | 2 nd Part of Term Begins | Mar 5 | Mar 18 | Mar 18 | Mar 18 | | Mar 18 | Mar 18 | Mar 18 | Mar 18 | | | | |
| | Good Friday | Apr 19 | Apr 19 | Apr 19 | Apr 19 | | Apr 19 | Apr 19 | Apr 19 | Apr 19 | | Apr 20 | | |
| | Classes End* | May 1 | May 2 | May 2 | May 2 | | May 2 | May 2 | May 10 | May 7 | May 1 | Apr 27 | May 2 | May 1 |
| | Degrees Awarded** | May 20 | May 20 | May 20 | May 20 | | May 20 | May 20 | May 20 | May 20 | May 1 | Apr 27 | May 2 | May 20 |
| | Orientation Begins | | | | | | | | May 20 | May 20 | May 20 | May 25 | May 21 | May 21 |
| | Classes Begin | May 29/July 8 | May 29/July 8 | July 4 | July 4 | | May 29/July 8 | May 29/July 8 | May 20 | May 20 | May 20 | May 25 | May 21 | May 21 |
| | July 4 th Holiday | | | July 4 | July 4 | | July 4 | July 4 | July 3 | July 3 | July 3 | Aug 10 | July 4 | July 4 |
| Classes End* | July 3/Aug 10 | July 3/Aug 10 | July 3/Aug 10 | July 3/Aug 10 | | July 3/Aug 10 | July 3/Aug 10 | Aug 12 | Aug 12 | Aug 12 | Aug 10 | Aug 13 | Aug 13 | |
| Degrees Awarded** | Aug 15 | Aug 15 | Aug 15 | Aug 15 | | Aug 15 | Aug 15 | Aug 15 | Aug 15 | Aug 15 | Aug 10 | Aug 15 | Aug 15 | |

* The last class meeting does not necessarily correspond with final exams/deliverables dates for a course, particularly for UG and MSA programs where the prescribed exam periods occur Dec 10-15 and May 3-4, 6, 8-10. Students should always consult with their instructors for authoritative information concerning any final exams/deliverables.

** The official date of degree does not necessarily correspond with program-specific graduation celebrations, and students should consult with program leadership regarding such events.

Online MSBA on-campus Immersion (Deacon Weekend) dates: Sept 7-9, 2018, Jan 11-13, 2019, and May 10-12, 2019. MBA Global Immersion trip dates: March 9-17 & May 4-18, 2019.

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

Chapter V

Graduate Degree Programs

Master of Science in Management Degree Program Curriculum

| Course Title | Course Number | Term | Credit Hours |
|---------------------------------|----------------------|-------------|---------------------|
| Why Business? | MGT 2600 | Summer | 1.5 |
| Personal Branding & Career Mgmt | MGT 2700 | Summer | 1.5 |
| Tps: Financial Accounting | MGT 5155 | Summer | 1.5 |
| Financial Management | FIN 2650 | Fall | 3.0 |
| Action Learning Project I | MGT 2607A | Fall | 2.0 |
| Managing People & Organizations | MGT 2618 | Fall | 3.0 |
| Business Communications | MGT 2628 | Fall | 1.5 |
| Business Analytics | MGT 2632 | Fall | 3.0 |
| Marketing Management | MKT 2670 | Fall | 3.0 |
| Tps: Managerial Accounting | MGT 5155 | Fall | 1.5 |
| Information Technology Mgmt | ITM 2690 | Spring | 1.5 |
| Business Simulation Capstone | MGT 2603 | Spring | 1.5 |
| Action Learning Project II | MGT 2607B | Spring | 2.0 |
| Legal Environment of Business | MGT 2615 | Spring | 1.5 |
| Business Strategy & Planning | MGT 2621 | Spring | 1.5 |
| Managerial Economics | MGT 2660 | Spring | 1.5 |
| Macroeconomics | MGT 2661 | Spring | 1.5 |
| Operations Management | OPS 2680 | Spring | 3.0 |
| Elective | Various | Spring | 1.5 |
| TOTAL | | | 37.0 |

Master of Science in Management Degree Program Course Descriptions

REQUIRED COURSES:

Action Learning Project I (MGT 2607A)

Action Learning Project II (MGT 2607B)

Action Learning Projects (ALP) expose students the challenges and realities of working with actual organizations. Each ALP team assumes the role of business consultant. A major goal of the ALP process is for each project team to add value for their client. In doing so, the MA in Management students will learn about various business processes and how to promote productive teamwork dynamics that are necessary to fulfill their projects.

(2 credits fall, 2 credits spring)

Business Analytics (MGT 2632)

In this course you will learn how to “see,” interpret, and present information in ways that will enable you to solve business problems. You will learn that data analysis is a science and an art, and is subject to limitations, assumptions, uncertainty and ambiguity that results from misleading and/or missing data, and human misinterpretation and misapplication. General topics include data collection, distributions and descriptive statistics, sampling distributions, confidence intervals and hypothesis testing, regression, analysis of variance, and chi-square analysis.

(3 credits)

Business Communications (MGT 2628)

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

(1.5 credits)

Business Simulation Capstone (MGT 2603)

This course requires students to make critical business decisions using an online business simulation exercise. It is a capstone course for the MA in Management and will require students to synthesize concepts and techniques from core business courses. Working in teams, students will make strategic, tactical, and managerial decisions in all domains of a business. Decisions will impact the enterprise's performance as well as determine how the venture competes in the marketplace.

(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 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)

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)

Macroeconomics (MGT 2661)

This course studies macroeconomic performance, the internal and external effects of monetary and fiscal policy, and the business cycle, all in the context of current and historical economic data. Economic issues and conditions in the United States and foreign economies are also analyzed.

(1.5 credits)

Managerial Economics (MGT 2660)

The Managerial Economics course addresses the microeconomic analytical skills and insights associated with the practice of management. Efficient resource allocation and value-maximizing marginal decisions are recurrent themes. The focus is on applications and problem solving with embellished fact situations motivating each new concept or technique of 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)

Marketing Management (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)

Operations Management (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)

Personal Branding & Career Management (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)

Why Business? (MGT 2600)

In this course we will investigate the nature of business and the market economy, exploring in particular the moral purposes business can and should serve. We will look at both classical and contemporary sources that explain and advocate business and the market economy, as well as sources that raise challenges and criticisms. Our goal will be to develop an informed and educated answer to the question, "Why business?"

(1.5 credits)

ELECTIVE COURSES:

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)

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)

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)

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)

PREREQUISITE COURSE DESCRIPTIONS

Business Math (MGT 2623)

Business Math provides students with the fundamental math skills needed in the MA in Management Program. Topics addressed include probability, evaluating formulas, working with exponents and logarithms, evaluating expressions with variables, working with linear equations, data visualization, descriptive statistics, converting units of measurement, and breakeven analysis.

(1 credit) P—Contingent admission into the MAM program required

Introduction to Accounting (MGT 2622)

Introduction to Accounting provides students with an introduction to the theory and procedures underlying financial accounting and reporting.

(1 credit) P—Contingent admission into the MAM program required

Master of Science in Accountancy Degree Program Curriculum

The following prerequisite courses must be completed prior to enrolling in the MSA program. Successful completion of these courses is required with a grade of C or higher, or admission will be reconsidered.

| Required Prerequisite Courses | Credit Hours |
|--|---------------------|
| 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 |

Of the prerequisite courses, FIN 510, ACC 520, ACC 530, and ACC 540 must be taken at a four-year, U.S. AACSB-accredited school; otherwise, students are expected to take them on the Wake Forest campus the summer before the program begins in August (exceptions must be approved by the Admissions Committee).

| Required Courses: | Credit Hours |
|--|---------------------|
| ACC 660 Data Analytics and Communication | 1.5 |
| ACC 690 Profession and Ethics 1 | 1.5 |
| ACC 700 Introduction to Analytics | 1.5 |
| ACC 702 Accounting Data Management | 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* |

Students who have not previously completed Auditing and/or Accounting Information Systems are also required to take the following:

| | Credit Hours |
|--|---------------------|
| ACC 651 Accounting Information Systems | 3.0 |
| ACC 652 Introduction to Auditing | 3.0 |

All Students Must Choose One of the Following Three Tracks:

| <u>Assurance Services:</u> | Credit Hours |
|---|---------------------|
| ACC 694 Enterprise Risk Management | 1.5 |
| ACC 750 Forensic Accounting and Analytical Procedures | 3.0 |
| ACC 754 Advanced Auditing and Assurance Services | 3.0 |
| ACC 755 Analytics for Auditors | 1.5 |
| Electives or other track course | 6.0 |

| <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 |

| <u>Tax Consulting Continued:</u> | | Credit Hours |
|----------------------------------|--|---------------------|
| ACC 735 | Mergers, Acquisitions, and Buyouts | 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 |
| | Electives or other track course | 3.0 |

| <u>Financial Transaction Services:</u> | | Credit Hours |
|--|--------------------------------------|---------------------|
| FIN 632 | Intermediate Financial Management | 3.0* |
| ACC 780 | Introduction to Transaction Services | 3.0 |
| ACC 783 | Capstone in Transaction Services | 3.0 |
| FIN 5110 | Advanced Financial Management | 3.0 |
| | Electives or other track course | 6.0 |

| Recently Taught Elective Courses Include: | | Credit Hours |
|--|--------------------------------------|---------------------|
| ACC 680 | Private Equity: Legal & Business | 1.5 |
| ACC 688 | Topics in Accountancy | Credits vary** |
| ACC 691 | Professional Accounting Internship | 3.0 |
| ACC 692 | Profession & Ethics 2 | 1.5 |
| ACC 704 | Data Visualization for Accountants | 1.5 |
| ACC 716 | Governmental & Non-profit Accounting | 1.5 |
| ACC 760 | Negotiations | 1.5 |

Total of all graduate hours MUST equal at least 30 for the MSA degree.

*The ACC 721 and FIN 632 course requirements may be waived by program leadership for eligible students.

**Depending upon content and duration, the credits awarded for this course will vary.

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 sets of data.

(1.5 credits) P—Enrollment in MSA program 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—Enrollment in MSA program

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—Enrollment in MSA program

Accounting Information Systems (ACC 651)

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—Enrollment in MSA program and minimum grade of C in ACC 212 or 530

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—Enrollment in MSA program

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—Enrollment in MSA program

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—Enrollment in MSA program

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—Enrollment in MSA program; P—ACC 731 and 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—Enrollment in MSA program; P—ACC 750

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—Enrollment in MSA program

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—Enrollment in MSA program

Capstone in Transaction Services (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.

(3.0 credits) P—Enrollment in MSA program; election of Transaction Services Track, completion or simultaneous registration in all courses required for track, final semester in MSA program.

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) P—Enrollment in MSA program

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—Enrollment in MSA program

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—Enrollment in MSA program; P—ACC 700 and ACC 702

Enterprise Risk Management (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—Enrollment in MSA program; P—ACC 651 or equivalent

Federal Taxation of Corporations and Partnerships (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—Enrollment in MSA program

Financial Statement Analysis & Forecasting (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—Enrollment in MSA program

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—Enrollment in MSA program

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—Enrollment in MSA program

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—Enrollment in MSA program

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 Financial Management (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—Enrollment in MSA program

Introduction to Analytics (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—Enrollment in MSA program

Introduction to Auditing (ACC 652)

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—Enrollment in MSA program

Introduction to Partnership Taxation (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—Enrollment in MSA program; P or C—ACC 731

Introduction to Transaction Services (ACC 780)

The goal of this course is to introduce students to the types of financial transactions and scenarios encountered in the transaction services and investment banking arena. 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 achieve this, students will be introduced to (1) primary capital markets (debt, equity, commodity, derivative, money, etc.) (2) basic financial products (debt, equity, derivatives), and (3) the types of transactions supported by transaction services and investment banking firms. To develop these concepts in a “real-world” context, the course will rely heavily on our partners in the accounting and investment banking communities, and integrate these partners into the classroom experience.

(3 credits) P—Enrollment in MSA program and election of Transaction Services Track

Mergers, Acquisitions, and Buyouts (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—Enrollment in MSA program

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—Enrollment in MSA program

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—Enrollment in MSA program

Profession and Ethics 1 (ACC 690)

This course begins the process of moving students along a continuum from student to emerging accounting professional. Students begin to develop an understanding of the accounting profession’s broad societal purposes, as well as its ethical standards and practices. Students experience and reflect on the meaning and demands of professional accounting practice so as to develop an emergent professional identity consistent with the profession’s broad purposes and ethical standards and practices.

(1.5 credits) P—Enrollment in MSA program

Profession and Ethics 2 (ACC 692)

In this course, students build on their work in ACC 690 and, as relevant, in ACC 691, to further develop their understanding of the accounting profession and of their various responsibilities as professional accountants—to the profession, to their clients, and to the public at large. Students experience and reflect

on the meaning and demands of professional accounting practice so as to further develop their professional identity.

(1.5 credits) P—Enrollment in MSA program; P—ACC 690

Professional Accounting Internship (ACC 691)

Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for their remaining graduate coursework.

(3 credits) P—Enrollment in MSA program

Selected Topics in Taxation (ACC 732)

Review of advanced tax topics including consolidated tax returns, international transactions, multistate corporate taxation, and family tax planning.

(3 credits) P—Enrollment in MSA program; P or C—ACC 731

Strategic Cost Management (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—Enrollment in MSA program

Tax Aspects of Financial Statement Presentations (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—Enrollment in MSA program; P or C—ACC 731

Tax Policy & Administration (ACC 733)

Examination of current tax policy issues and the effects of taxes on investment alternatives.

(1.5 credits) P—Enrollment in MSA program; P or C—ACC 731

Tax Research and Communication (ACC 730)

Survey of the methods and resources used by tax practitioners in researching compliance and planning issues.

(1.5 credits) P—Enrollment in MSA program; P or C—ACC 731

Topics in Accountancy (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) P—Enrollment in MSA program

PREREQUISITE COURSE DESCRIPTIONS

Intermediate Accounting I (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—Equivalent of ACC 510 with a C or higher and contingent admission into the MSA program required

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—Equivalent of ACC 520 with a C or higher and contingent admission into the MSA program required

Introduction to Financial Accounting (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) P—Contingent admission into the MSA program required

Introduction to Taxation (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—Contingent admission into the MSA program required

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 with a C or higher and contingent admission into the MSA program required

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—Contingent admission into the MSA program required

Master of Science in Business Analytics Degree Program Curriculum (On-ground)

| Course Title | Course Number | Term | Credit Hours |
|------------------------------------|----------------------|-------------|---------------------|
| Probability & Statistical Modeling | BAN 6001 | Summer | 3.0 |
| Introduction to SAS | BAN 6002 | Summer | 1.5 |
| Introduction to Programming with R | BAN 6003 | Summer | 1.5 |
| Career Management | BAN 6004 | Summer | 1.0 (P/F) |
| Analytics in Society | BAN 6010 | Fall | 1.5 |
| Analytics in the Board Room | BAN 6015 | Fall | 1.5 |
| Data Management | BAN 6020 | Fall | 3.0 |
| Predictive Analytics & Data Mining | BAN 6025 | Fall | 3.0 |
| Business Metrics | BAN 6030 | Fall | 1.5 |
| Data Visualization | BAN 6035 | Fall | 1.5 |
| Data Analysis & Business Modeling | BAN 6040 | Fall | 1.5 |
| Practicum I: Mess to Model | BAN 6085 | Fall | 1.5 |
| Prescriptive Analytics | BAN 6050 | Spring | 1.5 |
| Process Analytics | BAN 6055 | Spring | 1.5 |
| Supply Chain Analytics | BAN 6060 | Spring | 1.5 |
| Marketing Analytics | BAN 6065 | Spring | 1.5 |
| Digital Marketing Analytics | BAN 6070 | Spring | 1.5 |
| HR Analytics | BAN 6075 | Spring | 1.5 |
| Financial & Risk Analysis | BAN 6080 | Spring | 1.5 |
| Practicum II: Model to Insight | BAN 6090 | Spring | 1.5 |
| Practicum III: Insight to Impact | BAN 6095 | Spring | 1.5 |
| Forecasting | MGT 5220 | Spring | 1.5 |
| TOTAL | | | 37.0 |

On-ground MSBA Degree Program Course Descriptions

Analytics in Society: Security, Legal, Policy, and Enterprise Issues with Data (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. Topics covered include ethics in the use of big data, legal, privacy and security issues in the use of data and analytics.

(1.5 credits)

Analytics in the Board Room (BAN 6015)

Analytics is the use of data to generate insights to improve managerial decision making. To be a successful analytics practitioner and drive impact within an organization, you must be able to effectively communicate with all levels of management. Topics covered include how to be effective in communicating in written and oral forms, storytelling with data, tools for presenting a captivating story and being prepared to “think on your feet.”

(1.5 credits)

Business Metrics (BAN 6030)

This course focuses on the important relationships between data, business analytics, and organizational performance. 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. Thus, the purpose of this course is to provide students with a foundation in business so that they are well positioned to see the connection between their detailed business analytics work and the broader organizational strategy.

(1.5 credits)

Career Management (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 credit, pass/fail)

Data Analysis and Business Modeling (BAN 6040)

The spreadsheet is the most ubiquitous software used by businesses. In this course, you will learn how to manage and analyze data and construct business models in a spreadsheet environment. Advanced functions, analysis tools, principles of good modeling and model auditing are discussed.

(1.5 credits)

Data Management (BAN 6020)

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)

Data Visualization (BAN 6035)

Business professionals who understand descriptive modeling and data visualization have the ability to communicate complex analyses in simple, powerful graphs. With the advent of “big data” and sophisticated data analysis techniques, this skill has become increasingly important. Topics covered include how to create effective charts and graphs for data exploration and communication.

(1.5 credits)

Digital Marketing Analytics (BAN 6070)

As e-commerce grows and marketing activities increasingly occur online, businesses must be prepared to understand and analyze those online consumer behaviors. Data generated through online channels contains particular metrics and requires thoughtful application of the modeling techniques. By the end of this course, students will know the key metrics for analysis of online commerce activities and understand how to formulate business questions to produce appropriate and actionable results.

(1.5 credits)

Financial and Risk Analysis (BAN 6080)

The course covers financial modeling and how to assess and manage risk. Topics covered include capital budgeting, portfolio models, options pricing, and how to use Monte Carlo simulation to quantify risk.

(1.5 credits)

Forecasting (MGT 5220)

This course provides practical training and experience in forecasting using both structural and time-series approaches. Under the structural approach, the focus of the course is on alternative functional forms, violations of basic assumptions under ordinary least squares, and decomposing forecast errors. Time series approaches include vector auto-regression (VAR). Students use actual economic and financial data to conduct experimental forecasts using alternative forecasting techniques. Thus, students gain an awareness of the forecast accuracy of the various models as forecasts are compared for each series.

(1.5 credits)

HR Analytics (BAN 6075)

Human Resource Analytics (HR Analytics) is a data-driven approach to workforce management. This course covers the role of HR in an organization, metrics used to measure workforce effectiveness and the use of data and analytical models for making workforce decisions.

(1.5 credits)

Independent Study (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)

Introduction to Programming with R (BAN 6003)

The R statistical computing language is becoming increasingly important as a tool to analyze data. Because R is an open source language, it is freely available for download and is often updated to include the latest advances in statistical methods. Therefore, data analysts have access to R across all business

environments. Furthermore, much of the technical skills necessary to effectively program in R translate to other languages like SAS. The goal of this course is to use R to provide the technical foundation for other analytics methodology courses.

(1.5 credits)

Introduction to SAS (BAN 6002)

This course is an introduction to the statistical software package SAS for data management. Topics include importing data, data manipulation, data cleansing, data transformation, creating new variables and basic data analysis. The goal of this course is to use SAS to provide a computational foundation for other analytics methodology courses.

(1.5 credits)

Marketing Analytics (BAN 6065)

The emphasis in this course will be on the collection, analysis and interpretation of marketing research information as an aid in decision making. Topics such as Chi-square analysis, ANOVA, Regression, Conjoint Analysis, Discriminant Analysis, Cluster Analysis and Multidimensional Scaling are covered.

(1.5 credits)

Practicum I: Mess to Model (BAN 6085)

This is the first of a three-course sequence to provide team-based experience with a real-world project using analytics. Student teams are introduced to real-world projects provided by corporate partners. Working with a faculty mentor, student teams are responsible for collaborating with the corporate partner to understand the problem scope, data requirements, expected deliverables and for identifying the analytical techniques necessary to provide those deliverables. Principles of effective leadership and how to build a high-performance team will be discussed. Team leadership will rotate throughout the three course sequence.

(1.5 credits)

Practicum II: Model to Insight (BAN 6090)

This is the second of a three-course sequence to provide team-based experience with a real-world project using analytics. This class is a continuation of BAN 6090. Working with a faculty mentor, student teams are responsible for conducting the necessary modeling and analysis to provide insights for the corporate partner.

(1.5 credits)

Practicum III: Insight to Impact (BAN 6095)

This is the third course of a three-course sequence to provide team-based experience with a real-world project using analytics. This class is a continuation of BAN 6093. Working with a faculty mentor, student teams are responsible for effectively communicating their results to the corporate client including a strategy for implementing the recommendations based on the insights from the analysis conducted.

(1.5 credits)

Predictive Analytics and Data Mining (BAN 6025)

This course focuses on the exploration and analysis of datasets and the development of useful approaches for prediction. Techniques covered include linear and logistic regression, classification, decision trees, clustering, and text mining. While the course focuses on both basic underlying concepts and practical computational skills, emphasis is placed on the analysis of actual datasets and the interpretation of the results.

(3 credits)

Prescriptive Analytics (BAN 6050)

Prescriptive analytics is the use of mathematical models for yielding a course of action. The course covers how to formulate an optimization model for a given decision problem, how to perform analysis with the model to generate insights and how to effectively communicate those insights to management. This course also prepares students to be able to identify when an optimization model might be helpful to management. Examples of these types of models include among others, product mix models, portfolio optimization, product design, capital budgeting and production planning.

(1.5 credits)

Probability and Statistical Modeling (BAN 6001)

This course introduces the student to modeling uncertainty including probability, decision analysis, simple linear regression, multiple linear regression, model selection and how to verify the underlying assumptions of these models.

(3 credits)

Process Analytics (BAN 6055)

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, many organizations are redesigning and/or continuously improving their business processes in pursuit of attaining a sustainable competitive advantage. The focus of this course is on the use of simulation as a powerful tool for both analyzing and designing business processes.

(1.5 credits)

Supply Chain Analytics (BAN 6060)

The course covers strategic and supply chain design and operations issues. Topics covered include supplier analytics, capacity planning, matching supply with demand, inventory management and sourcing.

(1.5 credits)

Online Master of Science in Business Analytics Degree Program Curriculum

| Prerequisite Foundation Courses | Credit Hours |
|---|---------------------|
| BAN 7001 Probability and Statistical Modeling | 3.0 |
| BAN 7002 Analytics Software Technology | 3.0 |

After completion of foundational courses (or after having one or both courses officially waived), students proceed into the remainder of the MSBA online program curricular requirements.

| Required Courses: | Credit Hours |
|--|---------------------|
| BAN 7010 Data Management | 3.0 |
| BAN 7020 Visual Analytics and Influencing | 3.0 |
| BAN 7030 Business Modeling | 3.0 |
| BAN 7040 Data Mining and Machine Learning | 3.0 |
| BAN 7050 Simulation and Risk Analysis | 3.0 |
| BAN 7060 Multivariate Analysis and Experimental Design | 3.0 |
| BAN 7070 Forecasting | 3.0 |
| BAN 7080 Prescriptive Analytics | 3.0 |
| BAN 7090 Leading the Analytics Organization | 3.0 |
| BAN 7095 Practicum Project | 3.0 (P/F) |
| Total required course credit hours: | 30.0 |

The standard program of study for the required Master of Science in Business Analytics online program includes 30.0 required credit hours, spread across five academic terms, with 6.0 credit hours earned per term.

Online MSBA Degree Program Course Descriptions

Program Prerequisite – Probability and Statistical Modeling (BAN 7001)

This course introduces the student to modeling uncertainty including fundamentals of probability, decision analysis, simple linear regression, multiple linear regression and model selection.
(3 credits), Online, Co-req: BAN 7002

Program Prerequisite – Analytics Software Technology (BAN 7002)

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, Co-req: BAN 7001

Data Management (BAN 7010)

This 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

Visual Analytics and Influencing (BAN 7020)

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 Modeling (BAN 7030)

The spreadsheet is the most ubiquitous software used by businesses. In this course, you will learn how to manage and analyze data and construct business models in a spreadsheet environment. Advanced functions, analysis tools, principles of good modeling and model auditing are discussed
(3 credits), Online

Data Mining and Machine Learning (BAN 7040)

This course focuses on the exploration and analysis of datasets and the development of useful approaches for prediction. Techniques covered include linear and logistic regression, classification, decision trees, clustering, and text mining. While the course focuses on both basic underlying concepts and practical computational skills, emphasis is placed on the analysis of actual datasets and the interpretation of the results.
(3 credits), Online

Simulation and Risk Analysis (BAN 7050)

This course covers the use of static and dynamic simulation to help manage risk. Topics covered include monte carlo simulation, dynamic simulation, distribution fitting, the statistical analysis of simulation output and simulation/optimization for decision making.
(3 credits), Online

Multivariate Analysis and Experimental Design (BAN 7060)

This course covers the topics of multivariate statistics and experimental design and how they are used in business decision making. The emphasis of the course is on understanding the methodologies, the applications of these to problems in business, and how to use statistical software packages to perform analyses

(3 credits), Online

Forecasting (BAN 7070)

This course provides practical training in forecasting of business and economic time series using both structural and time-series approaches. Univariate time-series models are identified for forecasting large volumes of data series and multivariate time-series/structural models used in business decisions.

(3 credits), Online

Prescriptive Analytics (BAN 7080)

Prescriptive analytics is the use of models for yielding a course of action. This course covers how to formulate a model for a given decision problem, how to perform analysis with the model to generate insights and how to effectively communicate those insights to management. This course also prepares students to be able to identify when a prescriptive model might be helpful to management.

(3 credits), Online

Leading the Analytics Organization (BAN 7090)

The increased focus of businesses on data and analytics requires data-savvy leaders who have a deep understanding of how to manage analytics projects, how to lead diverse multidisciplinary teams with an understanding of the policy and ethical implications of their use of analytics for making decisions. Topics covered in this course include project management, building high performance teams, leadership, ethics in the use of big data, legal, privacy and security issues in the use of data and analytics.

(3 credits), Online

Practicum Project (BAN 7095)

This course provides an individual experience with a real-world project using analytics. The student is responsible for identifying a real-world project involving the use of analytics to assist a client organization in decision making. The student proposes a project to a faculty mentor for approval and once approved, is responsible for collaborating with the client organization to understand the problem scope, data requirements, expected deliverables and for identifying the analytical techniques necessary to provide those deliverables. A written report and a presentation are required

(3 credits), Pass/Fail, Online

Winston-Salem Evening MBA Degree Program Curriculum

| Courses | Credit Hours |
|---|---------------------|
| First year – fall | |
| MGT 8150 Quantitative Business Methods | 3.0 |
| MGT 8200 Intro to Strategy | 1.5 |
| MGT 8450 Personal & Team Development | 1.5 |
| MKT 8221 Marketing Management | 3.0 |
| First year – spring | |
| MGT 8080 Financial Accounting | 3.0 |
| MGT 8110 Behavior and Leadership in Organizations | 3.0 |
| MGT 8172 Business Law | 1.5 |
| MGT 8180 Managerial Accounting | 1.5 |
| First year – summer | |
| FIN 8136 Financial Management | 3.0 |
| MGT 8142 Managerial Economics | 3.0 |
| OPS 8169 Operations Management | 3.0 |
| Second year – fall | |
| ITM 8190 Information Technology Management | 3.0 |
| MGT 8109 Leadership & Ethics | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Second year – spring | |
| MGT 8143 Macroeconomics | 3.0 |
| Elective or Immersion Course | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Second year – summer | |
| MGT 8122 Global Strategic Management | 3.0 |
| Elective or Immersion Course | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Required Credit Hours | 39.0 |
| Elective Credit Hours | 15.0 |
| Total Credit Hours | 54.0 |

The PhD/MBA Joint Degree Program

Participants in the PhD/MBA program are expected to comply with the general academic policies of both the PhD and Winston-Salem Evening MBA programs except as those policies are specifically altered to accommodate the PhD/MBA joint program. Curriculum and other academic matters affecting only the PhD portion or only the management portion of the joint program are managed by the respective schools. Matters that affect the program in total are determined mutually by the two schools. The provisions of the Wake Forest Evening MBA Program ~ Winston-Salem Certification Document apply to the management portion of the PhD/MBA Program.

The particulars of the program are as follows.

- 1. Admission.** Admission to the program requires the candidate to be accepted separately by both the Graduate School and the School of Business. Normal Winston-Salem Evening MBA program application procedures will be required including a completed application, GMAT or GRE test results, undergraduate transcripts, letters of recommendation, etc. Acceptance to the Winston-Salem Evening MBA Program will require that the candidate meet normal acceptance requirements of the program including GMAT or GRE, undergraduate GPA and work experience requirements. While the Evening Admissions Committee will be glad to receive input from the Graduate School about candidates' applications, the School of Business reserves the right to make the admission decision independently of the candidates' status in the Graduate School. All candidates must have the approval of their PhD program advisor and departmental chair for admissions consideration.
- 2. Tuition.** Accepted PhD/MBA Program candidates may be eligible to receive tuition waivers in the amount of 50% of the Winston-Salem Evening MBA program tuition.
- 3. Course of Study.** Students in the PhD/MBA Program will be required to successfully complete the 39 credit hours required of all Winston-Salem Evening MBA Program students. In addition, students must successfully complete at least three (3) three-credit management electives bringing the minimum management credit hours to 48. Normal Winston-Salem Evening MBA Program course sequencing and prerequisites will prevail for PhD/MBA students. The School of Business will give 6 hours of credit for successful completion of technical course work as outlined in the student's PhD course of study during the first two years of their PhD program. The registrar of the Graduate School will verify successful completion of the first two years of the PhD program.

It is expected that PhD/MBA students will begin their program in the Graduate School and spend the first two years of the program taking PhD program course work. Students will begin their MBA studies during the third year of the joint program beginning in the fall semester. Students will be required to follow the course sequence in order to complete their MBA course work in the standard amount of time. PhD/MBA students are required to take at least one course during their final semester and pay the normal program cost.

- 4. Academic Standing and Retention.** The courses accepted by one school from the other, for credit towards its degree, shall be accepted as "pass" credits and are not used to determine grade point average or class rank. Each school shall be free to include or exclude the joint degree students with reference to class rank or awards.

Each student must maintain the academic standing and other requirements of each school. Any student dropped, suspended or expelled from one school is dropped from the joint program and may or may not be allowed to pursue the separate degree of the other school at the discretion of that school.

PhD/MBA candidates will receive their degrees simultaneously and must complete all PhD/MBA program requirements in order to receive both degrees.

If a student ceases to be a joint-degree candidate, for any reason, and is allowed to remain enrolled at only one school, that school will determine what credit will be allowed, if any, for courses taken in the other school.

Registrars in both the School of Business and the Graduate School will coordinate to enforce each school's maximum limit on semester credit hours. Students with overloads must seek approval from the proper authorizing source in both schools.

The PhD/MBA Joint Degree Program Curriculum

First year

Credits Hours

Graduate School Curriculum

Second year

Graduate School Curriculum

Third year - fall

| | | |
|----------|-------------------------------|-----|
| MGT 8150 | Quantitative Business Methods | 3.0 |
| MGT 8200 | Intro to Strategy | 1.5 |
| MGT 8450 | Personal & Team Development | 1.5 |
| MKT 8221 | Marketing Management | 3.0 |

Third year – spring

| | | |
|----------|--|-----|
| MGT 8080 | Financial Accounting | 3.0 |
| MGT 8110 | Behavior and Leadership in Organizations | 3.0 |
| MGT 8172 | Business Law | 1.5 |
| MGT 8180 | Managerial Accounting | 1.5 |

Third year – summer

| | | |
|----------|-----------------------|-----|
| FIN 8136 | Financial Management | 3.0 |
| MGT 8142 | Managerial Economics | 3.0 |
| OPS 8169 | Operations Management | 3.0 |

Fourth year – fall

| | | |
|----------|-----------------------------------|-----|
| ITM 8190 | Information Technology Management | 3.0 |
| MGT 8109 | Leadership & Ethics | 3.0 |
| Elective | Elective(s) totaling 3 hrs | 3.0 |

Fourth year – spring

| | | |
|------------------------------|----------------------------|-----|
| MGT 8143 | Macroeconomics | 3.0 |
| Elective or Immersion Course | | 3.0 |
| Elective | Elective(s) totaling 3 hrs | 3.0 |

Fourth year – summer

| | | |
|----------|-----------------------------|-----|
| MGT 8122 | Global Strategic Management | 3.0 |
|----------|-----------------------------|-----|

Fifth year & beyond

Dissertation / Other PhD Program Requirements at the Graduate School

| | |
|----------------------------------|-------------------------------------|
| Required MBA Credit Hours | 39.0 |
| Elective MBA Credit Hours | 9.0 |
| Total Credit Hours | 48.0 MBA + Grad School hours |

The MBA Curriculum and the “MBA Advantage”

Graduates from the WFU School of Business Master in Management program have a head start on further graduate study in the School of Business with the “MBA Advantage.” Graduates can receive credit for completed WFU Master in Management courses that are substantially equivalent to WFU MBA coursework if they apply for and are accepted into the Winston-Salem Evening MBA, Charlotte Evening MBA, or Charlotte Saturday MBA program.

WFU Master in Management program graduates seeking to return via the MBA Advantage must:

- Apply for & gain acceptance into one of the Wake Forest MBA programs listed above, meeting the applicable admissions standards & requirements for work experience, test scores, GPAs, etc.
- Complete a program of study approved by the WFU School of Business Certification Committee, who will evaluate previously completed Master in Management coursework and determine remaining MBA course requirements. To earn their MBA, students will typically complete any remaining required MBA courses and a full slate (15 credit hours) of MBA elective courses.
- Enroll and begin coursework in the MBA program between 28 and 64 months following graduation from the Master in Management program, or two to five years following graduation.

Winston-Salem Evening MBA Program Course Descriptions

REQUIRED COURSES

SEMESTER 1 (FALL):

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)

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)

Personal & Team Development (MGT 8450)

This course focuses on improving the performance (during the program and afterwards) of every student and every team. Through self-assessment, reflection, planning, and self-discipline, this course encourages the student to expand his/her desire and capacity for discerning a sense of purpose, attaining goals through focused self-discipline and effective teamwork, and improving their self-awareness.

(1.5 credits)

Quantitative Business Methods (MGT 8150)

A variety of quantitative techniques including decision analysis, probability theory, sampling, statistical inference, time-series analysis, regression and mathematical programming are explored as aids to managerial decision-making. Students develop and refine the quantitative skills necessary to effectively address problems they will encounter in other courses and on the job.

(3 credits)

SEMESTER 2 (SPRING):

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)

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 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)

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)

SEMESTER 3 (SUMMER):

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)

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)

SEMESTER 4 (FALL):

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)

Leadership & Ethics (MGT 8109)

An interdisciplinary exploration of leadership and organizational development fundamentals as applied to a business setting. The course focuses on building leaders' knowledge, skills, abilities, attributes, and attitudes (KSA3s) necessary to enact effective leadership. The course explores topics such as: self-leadership, ethical decision-making, character development, emotional intelligence, conflict management, challenging conversations, motivation, power and influence, leadership theories, leading people who are different from you, and shaping an organization to get results with integrity. Hands-on activities are used to develop students' ability to apply concepts to effectively exercise influence to accomplish team objectives.

(3 credits)

SEMESTER 5 (SPRING):

Macroeconomics (MGT 8143)

The course develops theories of fiscal, monetary and other macroeconomic policies. Both the issues and the evidence in connection with these policies are covered. Other topics discussed range from the specifics of the U.S. balance of payments to the broader problems associated with economic growth and decay in the world.

(3 credits)

SEMESTER 6 (SUMMER):

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)

ELECTIVE COURSES

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

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)

Advanced Negotiating Skills (MGT 8365)

The Negotiations course provides students with an understanding of the dynamics underlying the negotiations process and focuses equally upon the theoretical, conceptual and operational dimensions of negotiations. This advanced course takes the fundamentals to unique and challenging negotiation situations the students will most likely find themselves in as they progress through their careers: dispute resolution, multiple parties, multi-cultural, online, consulting skills, etc. Students will also focus on helping their organizations build negotiating competence.

(1.5 credits) P—MGT 8360

Asia Management Program (MGT 3704)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, some of the most important countries and economies in 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. It also includes participation in an international case competition, and incorporates visits to major historical and cultural sites as part of the educational experience.

(3 credits)

Business-to-Business Marketing (MKT 8122)

This course encompasses management activities that enable a supplier firm to understand, create and deliver value to other businesses, governments and institutional customers in traditional and Internet

markets. There are four guiding principles of business-to-business marketing: make value the cornerstone, focus on business processes, emphasize doing business across borders, and accentuate working relationships and business networks. As 80% of current Internet transactions are business-to-business (B2B), the course will pay particular attention to emerging models, strategies and examples from the "New Economy." Students will learn techniques of value assessment and methods for devising innovative value propositions. Classes are set in a seminar format, featuring the discussion of articles and analyses of management cases, a negotiation exercise, and a business market simulation game.
(3 credits)

Capital Markets & Institutions (FIN 8133)

This course is about financial or capital markets - how they work, how they might work better, and, in some instances, how they do not work at all. Students concentrate on the following major topics: (1) the pricing of financial assets, (2) the determination of interest rates in a competitive international financial market, (3) the organization and regulation of financial markets, (4) the development of innovations in financial markets, and (5) the basic characteristics of the financial markets and institutions, and the impact of changes to the system.
(3 credits)

Commercializing Innovation (MGT 8173)

This course teaches techniques to evaluate ideas for commercial viability, how to select the best innovation to pursue from several candidates, and how to begin to bring an innovation to reality. The course is lecture and project based using actual innovations needing evaluation from a variety of sources including OTAM, TSI, WFU Institute for Regenerative Medicine, WFU Health Sciences, The Nanotech Center, BDI, and North Carolina startup companies.
(3 credits)

Database and Internet Marketing (MKT 8193)

This course covers two distinct, but related, topics in the application of information technology for developing marketing strategy. The first emphasizes the use of appropriate tools and techniques for extracting relevant marketing information from databases and data warehouses. The second focuses on the use of Internet-based technologies for consumer market applications, including building customer relationships and brand equity.
(3 credits)

East Asia Global Immersion (MGT 3706)

This experiential course, currently focused on China and Taiwan, educates students about the challenges and opportunities of doing business in, and with, one of the world's fastest growing major economies. The course includes study of the East Asian business context, and a two-week immersive visit focusing on various domestic and multinational companies and managers in locations throughout China and Taiwan. The program also includes visits to major historical and cultural sites.
(3 credits)

Emerging Information Technologies (ITM 8191)

Current and emerging technologies are examined within an organizational strategy framework. Managerial concepts are developed and employed to help understand and assess the myriad of information technologies such as emerging computer platforms, telecommunications, networking, data management and the Internet. The focus is on understanding relevant managerial issues relating to information technologies, rather than on the design or development of such technologies.
(3 credits)

Entrepreneurial Essentials (ENT 8146)

Entrepreneurial activity is encompassed in the decisions of today's managers - YOU. Issues you face are multifaceted and require an integrative perspective. Consider the fact that you make decisions in an environment that is challenged by ambiguity, rapid change, and limited resources - all at the heart of entrepreneurial activity. Topics include: how to apply concepts of entrepreneurship to help guide your own career potential; computing valuation of ventures through expected returns as venture capitalists do when proposing investments; and analyzing other ventures through due diligence concepts and make a reasonable recommendation on if or how the venture should proceed. This course is designed to examine how to apply the concepts of business modeling and lean launching to a broad array of opportunities - your own ventures, social ventures, or corporate entrepreneurship.

(3 credits)

European Business Studies Program (MGT 8996)

This two-week course runs from late May to early June and focuses on business developments in the European community. Students select a trip to either Oxford University in England; Vienna, Austria, Budapest, Hungary, and Prague in the Czech Republic; or cities in France and Germany.

(3 credits)

Health Policy (MGT 8125)

Emphasis will be placed on understanding how healthcare providers are compensated and the competitive issues they face. The course will explore strategies for competing in the healthcare marketplace, regulatory issues, and the use of technology to improve healthcare delivery. Students will also explore career opportunities and some of the unique ethical challenges the industry presents.

(3 credits)

Independent Study (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 each offering)

Information Technology Applications (ITM 8192)

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.

(3 credits)

International Finance (FIN 8137)

This course uses cases to provide an understanding of the foreign exchange market, the impact of foreign exchange volatility on the cash flows and competitive positions of firms, and the use of derivative contracts (forwards, futures, options and swaps) for risk management. Use of foreign direct investment

strategies, strategic investment decision-making and financing international growth are discussed in the context of value creation in a globally competitive environment.

(3 credits)

International Marketing (MKT 8129)

International Marketing examines the various issues involved in entering foreign markets and conducting marketing operations on a global scale in consumer, industrial, and service sectors. Students learn to identify and evaluate opportunities in overseas markets, develop and adapt marketing strategies to specific national market needs and constraints, and coordinate strategies in world markets. The thrust is strategic and integrative. In addition, the class will study global marketing strategies adopted by companies in Japan and Europe, as well as newly developed countries.

(3 credits)

Investments and Portfolio Management (FIN 8134)

This course discusses risk and return relationships that are important for investment analysis and management. The course focuses on fundamental security analysis of common stock, bonds, convertible securities, preferred stock, options, and commodities. Investment opportunities in mutual funds, real estate, and other specialized investments are covered. Portfolio management techniques also are stressed.

(3 credits)

Latin America Global Immersion (MGT 3703)

This experiential course educates students about the challenges and opportunities of conducting business within an economic context and political and cultural system quite different from the US. Students will gain an understanding of the economic, cultural, political, and social forces that affect business development through an immersive visit to Latin America, where they will engage in opportunities to experience the Latin American culture, and interact with business owners in various industries.

(1.5 credits or 3 credits)

Latin America Management Program (MGT 8997)

This experiential program can run from late May to early June, or during spring break. The trip is designed to help participants build a broader, deeper, and richer understanding of the economic, cultural, political, and social context of present-day Latin America.

(1.5 credits)

Management of Financial Service Institutions (FIN 8135)

The operations and management of commercial banks is the primary area of emphasis in this course. Students apply the principles of corporate finance to the analysis and management of depository financial institutions. The course concentrates on: (1) the financial and regulatory environment in which depository institutions operate, (2) the microeconomics of modern depository institutions, and (3) the nature of the decision-making processes in depository institutions.

(3 credits)

Management of High Performing Organizations (OPS 8164)

Today's high performing service and manufacturing organizations are faced with a stunning array of "best practices" from which to choose. This course surveys a number of contemporary practices, developing a framework for assessing which are most appropriate for a particular organization in achieving a

competitive advantage. It includes both hands-on application of best practices to issues in your organization, as well as discussion of their strategic role. The particular practices included in the course will be tailored to the needs of the participants, but may include the following: quality management, JIT, Theory of Constraints, reengineering, process analysis, benchmarking, statistical process control, fast product development, and cycle time reduction.

(3 credits)

Management of Services (OPS 8166)

The service sector of the U.S. economy now accounts for more than 68% of the GDP and 71% of employment. This includes such services as financial, health care, transportation, consulting, food, recreation, entertainment, retail, legal, government, business support, utilities, as well as those services internal to manufacturing such as human resources, accounting, purchasing, information, legal, marketing, and administration. The aim of this course is to take a strategic perspective on ways to manage the resources and processes involved in producing the service outputs of these kinds of organizations. This will involve issues of strategy, capacity, staffing and scheduling, innovation, and the use of technology. Specific issues addressed include: design of innovative services; service quality, including the importance of defections and service recovery; service strategies; examining the service encounter: facilities, waiting, human interaction, use of technology, productivity; and service capacity and demand management.

(3 credits)

Managing e-Operations and the Supply Chain (OPS 8261)

Today's e-business environment is one where products and processes can be outmoded within months. Survival in this environment of fierce competition, shorter product life cycles and heightened customer expectations is a key issue. The supply chain choices that today's organizations make have a critical influence on strategic business outcomes. Recent developments in information technology have created the opportunity to revolutionize how organizations design and manage their supply chains, in order to gain a strategic competitive advantage. One such development has been the introduction and rapid rise in popularity of enterprise resource planning (ERP) systems. While supply chain management has been primarily tactical in the past, this course focuses on the important strategic concepts surrounding supply chain management. Issues to be addressed include: identification of supply chain design with product and process development; identification and implementation of ERP systems; supply chain integration with e-business strategies; strategic partnering and outsourcing; and supply chain dynamics.

(3 credits)

Marketing Communications (MKT 8123)

MBA students whose career plans involve making marketing-mix decisions need to understand advertising management. In addition to advertising, this course addresses elements of a marketing communications program such as promotions, direct mail, publicity, packaging, and point of sale material. The objectives are: (1) to increase students' understanding of important issues in planning and executing marketing communications campaigns; (2) to introduce students to theories and models that will improve their abilities to make marketing communications decisions; and (3) to acquaint students with contemporary research in marketing communications.

(3 credits)

Marketing Research (MKT 8121)

This course includes topics such as information systems, syndicated data services, secondary and primary data collection, and data analysis and interpretation. Student groups follow the process of developing,

implementing, and managing a market research project. Particular emphasis is placed on projects involving primary data collection.

(3 credits)

Marketing Strategy & Planning (MKT 8126)

This is a decision-oriented course concerned with solutions to problems of product, price, promotion, and distribution channels. Students are expected to locate their own marketing plan projects and to prepare a professional marketing plan. The course makes extensive use of case studies and instructional methods include slides, examples, and videotapes.

(3 credits)

Negotiations (MGT 8360)

Modern managers negotiate every day, in both their professional and personal life; however, most managers have no formal training in the negotiations process. This course fills that void by empowering students with an understanding of the dynamics underlying the negotiations process. That understanding will provide the baseline from which students can first identify, then refine, and ultimately optimize their particular negotiating styles. The course focuses equally upon the theoretical, conceptual and operational dimensions of the topic. Class sessions are devoted to lecture, discussion, and negotiations exercises.

(1.5 credits)

Profession of Business (MGT 8215)

This course is about resisting the notion that work divides into “just business” and “higher aims”: business is a higher aim as it generates value for society and fuels broad progress. This online course will use challenging readings about the theories of business and society, along with selections from literature and professional identity, to provide a context for discussing the purposes of engaging in business. We will consider the roles of business in society and the ways individuals conceive of themselves as business professionals.

(3 credits) May be offered online

Project Management (OPS 8165)

Many professional assignments are projects, including research and development studies, advertising campaigns, installation of new equipment, construction projects and consulting assignments. Project management is an often-used management technique for accomplishing specialized missions or work, when the normal organizational structure of methods of assignment is not sufficiently responsive, flexible or effective. This course is designed to convey the tools and methods to be effective in managing projects and leading the people responsible for executing the tasks that comprise a project. It emphasizes development of both technical skills, such as the use of PERT, CPM and Microsoft Project to manage the activities in a project, and skills in managing project teams. Specific topics include: project planning, project scheduling, development of contingency plans, resource allocation, Microsoft Project, project monitoring and information systems, project control, management of project teams, project organization, role of the project manager, and conflict resolution.

(3 credits)

South Asia Global Immersion (MGT 3707)

This experiential course, currently focused on India and Nepal, educates students about the challenges and opportunities of doing business in, and with, one of the world’s fastest growing major economies. The course includes study of the South Asian business context, and a two-week immersive visit focusing on various domestic and multinational companies and managers in locations throughout India and Nepal. The program also includes visits to major historical and cultural sites.

(3 credits)

Strategic Management of Technology (OPS 8168)

It is widely accepted that the environment confronting organizations today is becoming increasingly competitive as the length of product life cycles continues to decrease, the market place becomes increasing global, and the pace of technological change accelerates. As a result, organizations in all industries are searching for ways to improve and enhance their competitiveness and attain world-class standards. Firms typically enhance their competitiveness by developing new products and services, and/or developing new processes for producing and delivering products and services. This course focuses on the strategic role technology plays in the pursuit of obtaining a sustainable competitive advantage. More specifically, this course is organized into the following four modules: process technology and its relationship to strategy; managing product and process development; process evaluation, selection, and implementation; and emerging technologies.

(3 credits)

Topics in Finance (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 each offering)

Topics in Management (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 each offering)

Topics in Marketing (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 each offering)

Topics in Operations Management (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 each offering)

Value Creation (FIN 8139)

Value creation, in the context of financial management, is the process by which companies earn returns on the capital invested in excess of the cost of that capital. A manager's financial goal is to maximize the creation of economic values. This course explores operating and financial strategies for creating value and links those strategies to valuation models for planning and controlling results. Three prominent models are used to compute valuations including EVA, CFROI and the Ferner Model. Readings are assigned from such well-known authors as William Fruhan, Alfred Rappaport, and Bennett Steward, author of *Quest for Value*, the text used in this course.

(3 credits)

Charlotte Evening MBA Degree Program Curriculum

| Courses | Credit Hours |
|---|---------------------|
| First year – fall | |
| MGT 4130 Quantitative Business Methods | 3.0 |
| MGT 4150 Personal & Team Development | 1.5 |
| MGT 4200 Intro to Strategy | 1.5 |
| MKT 4103 Marketing Management | 3.0 |
| First year – spring | |
| MGT 4110 Behavior and Leadership in Organizations | 3.0 |
| MGT 4140 Financial Accounting | 3.0 |
| MGT 4143 Managerial Accounting | 1.5 |
| MGT 4210 Business Law | 1.5 |
| First year – summer | |
| FIN 4154 Financial Management | 3.0 |
| MGT 4160 Managerial Economics | 3.0 |
| OPS 4184 Operations Management | 3.0 |
| Second year – fall | |
| ITM 4190 Information Technology Management | 3.0 |
| MGT 4109 Leadership & Ethics | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Second year – spring | |
| MGT 4161 Macroeconomics | 3.0 |
| Elective or Immersion Course | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Second year – summer | |
| MGT 4122 Global Strategic Management | 3.0 |
| Elective or Immersion Course | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Required Credit Hours | 39.0 |
| Elective Credit Hours | 15.0 |
| Total Credit Hours | 54.0 |

Charlotte Evening MBA Degree Program Course Descriptions

SEMESTER 1 (FALL):

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)

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)

Personal & Team Development (MGT 4150)

This course focuses on improving the performance (during the program and afterwards) of every student and every team. Through self-assessment, reflection, planning, and self-discipline, this course encourages the student to expand his/her desire and capacity for discerning a sense of purpose, attaining goals through focused self-discipline and effective teamwork, and improving their self-awareness.

(1.5 credits)

Quantitative Business Methods (MGT 4130)

A variety of quantitative techniques including decision analysis, probability theory, sampling, statistical inference, time-series analysis, regression and mathematical programming are explored as aids to managerial decision-making. Students develop and refine the quantitative skills necessary to effectively address problems they will encounter in other courses and on the job.

(3 credits)

SEMESTER 2 (SPRING):

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)

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 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)

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)

SEMESTER 3 (SUMMER):

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)

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)

SEMESTER 4 (FALL):

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)

Leadership & Ethics (MGT 4109)

An interdisciplinary exploration of leadership and organizational development fundamentals as applied to a business setting. The course focuses on building leaders' knowledge, skills, abilities, attributes, and attitudes (KSA3s) necessary to enact effective leadership. The course explores topics such as: self-leadership, ethical decision-making, character development, emotional intelligence, conflict management, challenging conversations, motivation, power and influence, leadership theories, leading people who are different from you, and shaping an organization to get results with integrity. Hands-on activities are used to develop students' ability to apply concepts to effectively exercise influence to accomplish team objectives.

(3 credits)

SEMESTER 5 (SPRING):

Macroeconomics (MGT 4161)

The course develops theories of fiscal, monetary and other macroeconomic policies. Both the issues and the evidence in connection with these policies are covered. Other topics discussed range from the specifics of the U.S. balance of payments to the broader problems associated with economic growth and decay in the world.

(3 credits)

SEMESTER SIX (SUMMER):

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)

ELECTIVE COURSES:

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

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)

Advanced Negotiating Skills (MGT 4365)

The Negotiations course provides students with an understanding of the dynamics underlying the negotiations process and focuses equally upon the theoretical, conceptual and operational dimensions of negotiations. This advanced course takes the fundamentals to unique and challenging negotiation situations the students will most likely find themselves in as they progress through their careers: dispute resolution, multiple parties, multi-cultural, online, consulting skills, etc. Students will also focus on helping their organizations build negotiating competence.

(1.5 credits) P—MGT 4360

Asia Management Program (MGT 3704)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, some of the most important countries and economies in 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. It also includes participation in an international case competition, and incorporates visits to major historical and cultural sites as part of the educational experience.

(3 credits)

Business-to-Business Marketing (MKT 4105)

This course encompasses management activities that enable a supplier firm to understand, create and deliver value to other businesses, governments and institutional customers in traditional and Internet markets. There are four guiding principles of business-to-business marketing: make value the cornerstone, focus on business processes, emphasize doing business across borders, and accentuate working relationships and business networks. As 80% of current Internet transactions are business-to-business (B2B), the course will pay particular attention to emerging models, strategies and examples from the "New Economy." Students will learn techniques of value assessment and methods for devising innovative value propositions. Classes are set in a seminar format, featuring the discussion of articles and analyses of management cases, a negotiation exercise, and a business market simulation game.

(3 credits)

Capital Markets & Institutions (FIN 4156)

This course is about financial or capital markets - how they work, how they might work better, and, in some instances, how they do not work at all. Students concentrate on the following major topics: (1) the pricing of financial assets, (2) the determination of interest rates in a competitive international financial market, (3) the organization and regulation of financial markets, (4) the development of innovations in financial markets, and (5) the basic characteristics of the financial markets and institutions, and the impact of changes to the system.

(3 credits)

Database & Internet Marketing (MKT 4206)

This course covers two distinct, but related, topics in the application of information technology for developing marketing strategy. The first emphasizes the use of appropriate tools and techniques for extracting relevant marketing information from databases and data warehouses. The second focuses on the use of Internet-based technologies for consumer market applications, including building customer relationships and brand equity.

(3 credits)

East Asia Global Immersion (MGT 3706)

This experiential course, currently focused on China and Taiwan, educates students about the challenges and opportunities of doing business in, and with, one of the world's fastest growing major economies. The course includes study of the East Asian business context, and a two-week immersive visit focusing on various domestic and multinational companies and managers in locations throughout China and Taiwan. The program also includes visits to major historical and cultural sites.

(3 credits)

Emerging Information Technologies (ITM 4191)

Current and emerging technologies are examined within an organizational strategy framework. Managerial concepts are developed and employed to help understand and assess the myriad of information technologies such as emerging computer platforms, telecommunications, networking, data management and the Internet. The focus is on understanding relevant managerial issues relating to information technologies, rather than on the design or development of such technologies.

(3 credits)

Entrepreneurial Essentials (ENT 4146)

Entrepreneurial activity is encompassed in the decisions of today's managers - YOU. Issues you face are multifaceted and require an integrative perspective. Consider the fact that you make decisions in an environment that is challenged by ambiguity, rapid change, and limited resources - all at the heart of

entrepreneurial activity. Topics include: how to apply concepts of entrepreneurship to help guide your own career potential; computing valuation of ventures through expected returns as venture capitalists do when proposing investments; and analyzing other ventures through due diligence concepts and make a reasonable recommendation on if or how the venture should proceed. This course is designed to examine how to apply the concepts of business modeling and lean launching to a broad array of opportunities - your own ventures, social ventures, or corporate entrepreneurship.

(3 credits)

Entrepreneurship & Venture Formation (MGT 4112)

During the past several decades, entrepreneurship has taken an elevated role throughout the world. Eastern Europe, for example, views the revitalization of entrepreneurship as crucial to establishing a free market economy. This course explores key characteristics of the entrepreneur and contrasts these characteristics to those of a manager of a large bureaucratic organization. Who is the entrepreneur, how does one become a successful entrepreneur? How can the entrepreneurial spirit remain viable in established organizations? How does one manage the growth phases of an entrepreneurial firm? Students consider these issues through the writings of important authors, discussion with visitors, and case analysis involving successful and unsuccessful entrepreneurs.

(3 credits)

European Business Studies Program (MGT 4202)

This two-week course runs from late May to early June and focuses on business developments in the European community. Students select a trip to either Oxford University in England; Vienna, Austria, Budapest, Hungary, and Prague in the Czech Republic; or cities in France and Germany.

(3 credits)

Impact Investing (MGT 4135)

This course provides an opportunity to explore impact investing. This type of investing is a high potential approach to long-term and sustainable societal, environmental, and financial value creation. Successful impact investing takes a unique understanding as compared to established investment theories and practices.

(3 credits)

Independent Study (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 each offering)

Information Technology Applications (ITM 4192)

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.

(3 credits)

International Finance (FIN 4157)

This course uses cases to provide an understanding of the foreign exchange market, the impact of foreign exchange volatility on the cash flows and competitive positions of firms, and the use of derivative contracts (forwards, futures, options and swaps) for risk management. Use of foreign direct investment strategies, strategic investment decision-making and financing international growth are discussed in the context of value creation in a globally competitive environment.

(3 credits)

International Marketing (MKT 4106)

International Marketing examines the various issues involved in entering foreign markets and conducting marketing operations on a global scale in consumer, industrial, and service sectors. Students learn to identify and evaluate opportunities in overseas markets, develop and adapt marketing strategies to specific national market needs and constraints, and coordinate strategies in world markets. The thrust is strategic and integrative. In addition, the class will study global marketing strategies adopted by companies in Japan and Europe, as well as newly developed countries.

(3 credits)

Investments & Portfolio Management (FIN 4152)

This course discusses risk and return relationships that are important for investment analysis and management. The course focuses on fundamental security analysis of common stock, bonds, convertible securities, preferred stock, options, and commodities. Investment opportunities in mutual funds, real estate, and other specialized investments are covered. Portfolio management techniques also are stressed.

(3 credits)

Latin America Global Immersion (MGT 3703)

This experiential course educates students about the challenges and opportunities of conducting business within an economic context and political and cultural system quite different from the US. Students will gain an understanding of the economic, cultural, political, and social forces that affect business development through an immersive visit to Latin America, where they will engage in opportunities to experience the Latin American culture, and interact with business owners in various industries.

(1.5 credits or 3 credits)

Latin America Management Program (MGT 4203)

This experiential program runs from late May to early June, or during spring break. The trip is designed to help participants build a broader, deeper, and richer understanding of the economic, cultural, political, and social context of present-day Latin America.

(1.5 credits)

Management of Financial Service Institutions (FIN 4158)

The operations and management of commercial banks is the primary area of emphasis in this course. Students apply the principles of corporate finance to the analysis and management of depository financial institutions. The course concentrates on: (1) the financial and regulatory environment in which depository institutions operate, (2) the microeconomics of modern depository institutions, and (3) the nature of the decision-making processes in depository institutions.

(3 credits)

Management of High Performing Organizations (OPS 4185)

Today's high performing service and manufacturing organizations are faced with a stunning array of "best practices" from which to choose. This course surveys a number of contemporary practices, developing a framework for assessing which are most appropriate for a particular organization in achieving a competitive advantage. It includes both hands-on application of best practices to issues in your organization, as well as discussion of their strategic role. The particular practices included in the course will be tailored to the needs of the participants, but may include the following: quality management, JIT, Theory of Constraints, reengineering, process analysis, benchmarking, statistical process control, fast product development, and cycle time reduction.

(3 credits)

Management of Services (OPS 4183)

The service sector of the U.S. economy now accounts for more than 68% of the GDP and 71% of employment. This includes such services as financial, health care, transportation, consulting, food, recreation, entertainment, retail, legal, government, business support, utilities, as well as those services internal to manufacturing such as human resources, accounting, purchasing, information, legal, marketing, and administration. The aim of this course is to take a strategic perspective on ways to manage the resources and processes involved in producing the service outputs of these kinds of organizations. This will involve issues of strategy, capacity, staffing and scheduling, innovation, and the use of technology. Specific issues addressed include: design of innovative services; service quality, including the importance of defections and service recovery; service strategies; examining the service encounter: facilities, waiting, human interaction, use of technology, productivity; and service capacity and demand management.

(3 credits)

Managing e-Operations & the Supply Chain (OPS 4186)

Today's e-business environment is one where products and processes can be outmoded within months. Survival in this environment of fierce competition, shorter product life cycles and heightened customer expectations is a key issue. The supply chain choices that today's organizations make have a critical influence on strategic business outcomes. Recent developments in information technology have created the opportunity to revolutionize how organizations design and manage their supply chains, in order to gain a strategic competitive advantage. One such development has been the introduction and rapid rise in popularity of enterprise resource planning (ERP) systems. While supply chain management has been primarily tactical in the past, this course focuses on the important strategic concepts surrounding supply chain management. Issues to be addressed include: identification of supply chain design with product and process development; identification and implementation of ERP systems; supply chain integration with e-business strategies; strategic partnering and outsourcing; and supply chain dynamics.

(3 credits)

Marketing Communications (MKT 4107)

MBA students whose career plans involve making marketing-mix decisions need to understand advertising management. In addition to advertising, this course addresses elements of a marketing communications program such as promotions, direct mail, publicity, packaging, and point of sale material. The objectives are: (1) to increase students' understanding of important issues in planning and executing marketing communications campaigns; (2) to introduce students to theories and models that will improve their abilities to make marketing communications decisions; and (3) to acquaint students with contemporary research in marketing communications.

(3 credits)

Marketing Research (MKT 4108)

This course includes topics such as information systems, syndicated data services, secondary and primary data collection, and data analysis and interpretation. Student groups follow the process of developing, implementing, and managing a market research project. Particular emphasis is placed on projects involving primary data collection.

(3 credits)

Marketing Strategy & Planning (MKT 4109)

This is a decision-oriented course concerned with solutions to problems of product, price, promotion, and distribution channels. Students are expected to locate their own marketing plan projects and to prepare a professional marketing plan. The course makes extensive use of case studies and instructional methods include slides, examples, and videotapes.

(3 credits)

Negotiations (MGT 4360)

Modern managers negotiate every day, in both their professional and personal life; however, most managers have no formal training in the negotiations process. This course fills that void by empowering students with an understanding of the dynamics underlying the negotiations process. That understanding will provide the baseline from which students can first identify, then refine, and ultimately optimize their particular negotiating styles. The course focuses equally upon the theoretical, conceptual and operational dimensions of the topic. Class sessions are devoted to lecture, discussion, and negotiations exercises.

(1.5 credits)

Project Management (OPS 4187)

Many professional assignments are projects, including research and development studies, advertising campaigns, installation of new equipment, construction projects and consulting assignments. Project management is an often-used management technique for accomplishing specialized missions or work, when the normal organizational structure of methods of assignment is not sufficiently responsive, flexible or effective. This course is designed to convey the tools and methods to be effective in managing projects and leading the people responsible for executing the tasks that comprise a project. It emphasizes development of both technical skills, such as the use of PERT, CPM and Microsoft Project to manage the activities in a project, and skills in managing project teams. Specific topics include: project planning, project scheduling, development of contingency plans, resource allocation, Microsoft Project, project monitoring and information systems, project control, management of project teams, project organization, role of the project manager, and conflict resolution.

(3 credits)

Quantitative Methods II (MGT 4131)

This second course in the quantitative methods sequence builds on the foundation created in the first course. This portion often focuses on the use of management science modeling techniques including Monte Carlo simulation and optimization.

(1.5 credits)

South Asia Global Immersion (MGT 3707)

This experiential course, currently focused on India and Nepal, educates students about the challenges and opportunities of doing business in, and with, one of the world's fastest growing major economies. The course includes study of the South Asian business context, and a two-week immersive visit focusing

on various domestic and multinational companies and managers in locations throughout India and Nepal. The program also includes visits to major historical and cultural sites.
(3 credits)

Strategic Management of Technology (OPS 4188)

It is widely accepted that the environment confronting organizations today is becoming increasingly competitive as the length of product life cycles continues to decrease, the market place becomes increasing global, and the pace of technological change accelerates. As a result, organizations in all industries are searching for ways to improve and enhance their competitiveness and attain world-class standards. Firms typically enhance their competitiveness by developing new products and services, and/or developing new processes for producing and delivering products and services. This course focuses on the strategic role technology plays in the pursuit of obtaining a sustainable competitive advantage. More specifically, this course is organized into the following four modules: process technology and its relationship to strategy; managing product and process development; process evaluation, selection, and implementation; and emerging technologies.
(3 credits)

Topics in Finance (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 each offering)

Topics in Management (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 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 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 each offering)

Value Creation (FIN 4159)

Value creation, in the context of financial management, is the process by which companies earn returns on the capital invested in excess of the cost of that capital. A manager's financial goal is to maximize the creation of economic values. This course explores operating and financial strategies for creating value and links those strategies to valuation models for planning and controlling results. Three prominent models are used to compute valuations including EVA, CFROI and the Ferner Model. Readings are assigned from such well-known authors as William Fruhan, Alfred Rappaport, and Bennett Steward, author of *Quest for Value*, the text used in this course.
(3 credits)

Charlotte Saturday MBA Degree Program Curriculum

| Courses | Credit Hours |
|---|---------------------|
| First year – spring | |
| MGT 4600 Introduction to Strategy | 1.5 |
| MGT 4630 Quantitative Business Methods | 3.0 |
| MGT 4650 Personal & Team Development | 1.5 |
| MKT 4604 Marketing Management | 3.0 |
| First year – summer | |
| MGT 4610 Behavior and Leadership in Organizations | 3.0 |
| MGT 4640 Financial Accounting | 3.0 |
| MGT 4641 Managerial Accounting | 1.5 |
| MGT 4663 Business Law | 1.5 |
| First year – fall | |
| FIN 4650 Financial Management | 3.0 |
| MGT 4662 Managerial Economics | 3.0 |
| OPS 4683 Operations Management | 3.0 |
| Second year – spring | |
| ITM 4690 Information Technology Management | 3.0 |
| MGT 4609 Leadership & Ethics | 3.0 |
| Elective or Immersion Course | 3.0 |
| Second year – summer | |
| MGT 4661 Macroeconomics | 3.0 |
| Elective or Immersion Course | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Second year – fall | |
| MGT 4620 Global Strategic Management | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Elective Elective(s) totaling 3 hrs | 3.0 |
| Required Credit Hours | 39.0 |
| Elective Credit Hours | 15.0 |
| Total Credit Hours | 54.0 |

Charlotte Saturday MBA Degree Program Course Descriptions

FIRST YEAR REQUIRED COURSES

SEMESTER 1 (SPRING):

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)

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)

Personal & Team Development (MGT 4650)

This course focuses on improving the performance (during the program and afterwards) of every student and every team. Through self-assessment, reflection, planning, and self-discipline, this course encourages the student to expand his/her desire and capacity for discerning a sense of purpose, attaining goals through focused self-discipline and effective teamwork, and improving their self-awareness.

(1.5 credits)

Quantitative Business Methods (MGT 4630)

It is all too common for decision-makers in today's modern business world to be overwhelmed by the vast amount of data our computer systems accumulate about customers, products, markets, and internal operations. Therefore, the purpose of this course is to acquaint you with some important quantitative modeling tools that will enhance your ability to effectively use this data to better understand customers and markets, and to improve products, services, and operations. While the course consists of a combination of traditional statistics and management science topics, emphasis will be placed on the process of modeling decision-making situations from data collection to communication and implementation of the solution. As will be demonstrated, effectively using data to model a decision-making situation requires the analyst to consider how the data will be obtained, what forms of analysis are most relevant, what assumptions are being made, what the results really mean, and what the limitations of the analysis are. Topics in this portion of the course typically include an overview of basic probability theory, descriptive statistics, decision analysis, regression analysis, and hypothesis testing.

(3 credits)

SEMESTER 2 (SUMMER):

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)

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 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)

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)

SEMESTER 3 (FALL):

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)

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)

SECOND YEAR REQUIRED COURSES

SEMESTER 4 (SPRING):

Information Technology Management (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)

Leadership & Ethics (MGT 4609)

An interdisciplinary exploration of leadership and organizational development fundamentals as applied to a business setting. The course focuses on building leaders' knowledge, skills, abilities, attributes, and attitudes (KSA3s) necessary to enact effective leadership. The course explores topics such as: self-leadership, ethical decision-making, character development, emotional intelligence, conflict management, challenging conversations, motivation, power and influence, leadership theories, leading people who are different from you, and shaping an organization to get results with integrity. Hands-on activities are used to develop students' ability to apply concepts to effectively exercise influence to accomplish team objectives.

(3 credits)

SEMESTER 5 (SUMMER):

Macroeconomics (MGT 4661)

A study of the causes and consequences of growth, unemployment, inflation and business cycles in the domestic U.S. economy is intertwined with world trade, international flow of funds, domestic monetary and fiscal policy, and international political-economic events. Macroeconomic models are heavily used and continuously confronted with actual past performance of U.S. and world economies and present macroeconomic conditions. Topics include whether deficits matter, exchange-rate fluctuations, the international debt crisis, monetary policy activism and business cycle forecasting.

(3 credits)

SEMESTER 6 (FALL):

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)

ELECTIVE COURSES:

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

Advanced Financial Management (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)

Advanced Negotiating Skills (MGT 4665)

The Negotiations course provides students with an understanding of the dynamics underlying the negotiations process and focuses equally upon the theoretical, conceptual and operational dimensions of negotiations. This advanced course takes the fundamentals to unique and challenging negotiation situations the students will most likely find themselves in as they progress through their careers: dispute resolution, multiple parties, multi-cultural, online, consulting skills, etc. Students will also focus on helping their organizations build negotiating competence.

(1.5 credits) P—MGT 4613

Asia Management Program (MGT 3704)

This program is an experiential course that is designed to familiarize participants with the challenges and opportunities of doing business in, and with, some of the most important countries and economies in 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. It also includes participation in an international case competition, and incorporates visits to major historical and cultural sites as part of the educational experience.

(3 credits)

Business-to-Business Marketing (MKT 4605)

This course encompasses management activities that enable a supplier firm to understand, create and deliver value to other businesses, governments and institutional customers in traditional and Internet markets. There are four guiding principles of business-to-business marketing: make value the cornerstone, focus on business processes, emphasize doing business across borders, and accentuate working relationships and business networks. As 80% of current Internet transactions are business-to-business (B2B), the course will pay particular attention to emerging models, strategies and examples from the "New Economy." Students will learn techniques of value assessment and methods for devising innovative value propositions. Classes are set in a seminar format, featuring the discussion of articles and analyses of management cases, a negotiation exercise, and a business market simulation game.

(3 credits)

Capital Markets & Institutions (FIN 4656)

This course is about financial or capital markets - how they work, how they might work better, and, in some instances, how they do not work at all. Students concentrate on the following major topics: (1) the pricing of financial assets, (2) the determination of interest rates in a competitive international financial market, (3) the organization and regulation of financial markets, (4) the development of innovations in financial markets, and (5) the basic characteristics of the financial markets and institutions, and the impact of changes to the system.

(3 credits)

Database & Internet Marketing (MKT 4609)

This course covers two distinct, but related, topics in the application of information technology for developing marketing strategy. The first emphasizes the use of appropriate tools and techniques for extracting relevant marketing information from databases and data warehouses. The second focuses on the use of Internet-based technologies for consumer market applications, including building customer relationships and brand equity.

(3 credits)

East Asia Global Immersion (MGT 3706)

This experiential course, currently focused on China and Taiwan, educates students about the challenges and opportunities of doing business in, and with, one of the world's fastest growing major economies. The course includes study of the East Asian business context, and a two-week immersive visit focusing on various domestic and multinational companies and managers in locations throughout China and Taiwan. The program also includes visits to major historical and cultural sites.

(3 credits)

Emerging Information Technologies (ITM 4691)

Current and emerging technologies are examined within an organizational strategy framework. Managerial concepts are developed and employed to help understand and assess the myriad of information technologies such as emerging computer platforms, telecommunications, networking, data management and the Internet. The focus is on understanding relevant managerial issues relating to information technologies, rather than on the design or development of such technologies.

(3 credits)

Entrepreneurial Essentials (ENT 4612)

Entrepreneurial activity is encompassed in the decisions of today's managers - YOU. Issues you face are multifaceted and require an integrative perspective. Consider the fact that you make decisions in an environment that is challenged by ambiguity, rapid change, and limited resources - all at the heart of entrepreneurial activity. Topics include: how to apply concepts of entrepreneurship to help guide your own career potential; computing valuation of ventures through expected returns as venture capitalists do when proposing investments; and analyzing other ventures through due diligence concepts and make a reasonable recommendation on if or how the venture should proceed. This course is designed to examine how to apply the concepts of business modeling and lean launching to a broad array of opportunities - your own ventures, social ventures, or corporate entrepreneurship.

(3 credits)

Environmental Sustainability (MGT 4680)

This course examines firm-level strategy through the lens of sustainability. The core question addressed is: "how do firms adopt environmental sustainability principles and practices within their core strategies?" This is a strategy elective. The course examines a company's business strategies and corporate strategy with a sustainability lens.

(1.5 credits)

European Business Studies Program (MGT 4702)

This two-week course runs from late May to early June and focuses on business developments in the European community. Students select a trip to either Oxford University in England; Vienna, Austria, Budapest, Hungary, and Prague in the Czech Republic; or cities in France and Germany.

(3 credits)

Healthcare Operations Management (MGT 4786)

This course provides concepts used to manage continuous financial performance and quality improvements within the Health Care industry. It provides a thorough understanding of the main concepts of operations management with a focus on key performance improvement integrative frameworks that provide the foundation for successful applications of these approaches. It will teach you to evaluate methods of performance management with particular emphasis on the improvement and maintenance of the quality of care.

(3 credits)

Impact Investing (MGT 4635)

This course provides an opportunity to explore impact investing. This type of investing is a high potential approach to long-term and sustainable societal, environmental, and financial value creation. Successful impact investing takes a unique understanding as compared to established investment theories and practices.

(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 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)

International Finance (FIN 4657)

This course uses cases to provide an understanding of the foreign exchange market, the impact of foreign exchange volatility on the cash flows and competitive positions of firms, and the use of derivative contracts (forwards, futures, options and swaps) for risk management. Use of foreign direct investment strategies, strategic investment decision-making and financing international growth are discussed in the context of value creation in a globally competitive environment.

(3 credits)

International Marketing (MKT 4606)

International Marketing examines the various issues involved in entering foreign markets and conducting marketing operations on a global scale in consumer, industrial, and service sectors. Students learn to identify and evaluate opportunities in overseas markets, develop and adapt marketing strategies to specific national market needs and constraints, and coordinate strategies in world markets. The thrust is strategic and integrative. In addition, the class will study global marketing strategies adopted by companies in Japan and Europe, as well as newly developed countries.

(3 credits)

Investments & Portfolio Management (FIN 4654)

This course discusses risk and return relationships that are important for investment analysis and management. The course focuses on fundamental security analysis of common stock, bonds, convertible securities, preferred stock, options, and commodities. Investment opportunities in mutual funds, real estate, and other specialized investments are covered. Portfolio management techniques also are stressed.

(3 credits)

Latin America Global Immersion (MGT 3703)

This experiential course educates students about the challenges and opportunities of conducting business within an economic context and political and cultural system quite different from the US. Students will gain an understanding of the economic, cultural, political, and social forces that affect business development through an immersive visit to Latin America, where they will engage in opportunities to experience the Latin American culture, and interact with business owners in various industries.

(1.5 credits or 3 credits)

Latin America Management Program (MGT 4703)

This experiential program runs from late May to early June, or during spring break. The trip is designed to help participants build a broader, deeper, and richer understanding of the economic, cultural, political, and social context of present-day Latin America.

(1.5 credits)

Management of Financial Service Institutions (FIN 4658)

The operations and management of commercial banks is the primary area of emphasis in this course. Students apply the principles of corporate finance to the analysis and management of depository financial institutions. The course concentrates on: (1) the financial and regulatory environment in which depository institutions operate, (2) the microeconomics of modern depository institutions, and (3) the nature of the decision-making processes in depository institutions.

(3 credits)

Management of High Performing Organizations (OPS 4685)

Today's high performing service and manufacturing organizations are faced with a stunning array of "best practices" from which to choose. This course surveys a number of contemporary practices, developing a framework for assessing which are most appropriate for a particular organization in achieving a competitive advantage. It includes both hands-on application of best practices to issues in your organization, as well as discussion of their strategic role. The particular practices included in the course will be tailored to the needs of the participants, but may include the following: quality management, JIT, Theory of Constraints, reengineering, process analysis, benchmarking, statistical process control, fast product development, and cycle time reduction.

(3 credits)

Management of Services (OPS 4684)

The service sector of the U.S. economy now accounts for more than 68% of the GDP and 71% of employment. This includes such services as financial, health care, transportation, consulting, food, recreation, entertainment, retail, legal, government, business support, utilities, as well as those services internal to manufacturing such as human resources, accounting, purchasing, information, legal, marketing, and administration. The aim of this course is to take a strategic perspective on ways to manage the resources and processes involved in producing the service outputs of these kinds of organizations. This will involve issues of strategy, capacity, staffing and scheduling, innovation, and the use of technology. Specific issues addressed include: design of innovative services; service quality, including the importance of defections and service recovery; service strategies; examining the service encounter: facilities, waiting, human interaction, use of technology, productivity; and service capacity and demand management.

(3 credits)

Managing e-Operations & the Supply Chain (OPS 4686)

Today's e-business environment is one where products and processes can be outmoded within months. Survival in this environment of fierce competition, shorter product life cycles and heightened customer expectations is a key issue. The supply chain choices that today's organizations make have a critical influence on strategic business outcomes. Recent developments in information technology have created the opportunity to revolutionize how organizations design and manage their supply chains, in order to gain a strategic competitive advantage. One such development has been the introduction and rapid rise in popularity of enterprise resource planning (ERP) systems. While supply chain management has been primarily tactical in the past, this course focuses on the important strategic concepts surrounding supply chain management. Issues to be addressed include: identification of supply chain design with product and process development; identification and implementation of ERP systems; supply chain integration with e-business strategies; strategic partnering and outsourcing; and supply chain dynamics.

(3 credits)

Marketing Communications (MKT 4607)

MBA students whose career plans involve making marketing-mix decisions need to understand advertising management. In addition to advertising, this course addresses elements of a marketing communications program such as promotions, direct mail, publicity, packaging, and point of sale material. The objectives are: (1) to increase students' understanding of important issues in planning and executing marketing communications campaigns; (2) to introduce students to theories and models that will improve their abilities to make marketing communications decisions; and (3) to acquaint students with contemporary research in marketing communications.

(3 credits)

Marketing Research (MKT 4603)

This course includes topics such as secondary and primary data collection, and data analysis and interpretation. Student groups follow the process of developing, implementing, and managing a market research project. Particular emphasis is placed on projects involving primary data collection.

(1.5 credits)

Marketing Strategy & Planning (MKT 4608)

This is a decision-oriented course concerned with solutions to problems of product, price, promotion, and distribution channels. Students are expected to locate their own marketing plan projects and to prepare a professional marketing plan. The course makes extensive use of case studies and instructional methods include slides, examples, and videotapes.

(3 credits)

Negotiations (MGT 4613)

Modern managers negotiate every day, in both their professional and personal life; however, most managers have no formal training in the negotiations process. This course fills that void by empowering students with an understanding of the dynamics underlying the negotiations process. That understanding will provide the baseline from which students can first identify, then refine, and ultimately optimize their particular negotiating styles. The course focuses equally upon the theoretical, conceptual and operational dimensions of the topic. Class sessions are devoted to lecture, discussion, and negotiations exercises.

(1.5 credits)

Project Management (OPS 4687)

Many professional assignments are projects, including research and development studies, advertising campaigns, installation of new equipment, construction projects and consulting assignments. Project management is an often-used management technique for accomplishing specialized missions or work, when the normal organizational structure of methods of assignment is not sufficiently responsive, flexible or effective. This course is designed to convey the tools and methods to be effective in managing projects and leading the people responsible for executing the tasks that comprise a project. It emphasizes development of both technical skills, such as the use of PERT, CPM and Microsoft Project to manage the activities in a project, and skills in managing project teams. Specific topics include: project planning, project scheduling, development of contingency plans, resource allocation, Microsoft Project, project monitoring and information systems, project control, management of project teams, project organization, role of the project manager, and conflict resolution.

(3 credits)

South Asia Global Immersion (MGT 3707)

This experiential course, currently focused on India and Nepal, educates students about the challenges and opportunities of doing business in, and with, one of the world's fastest growing major economies. The course includes study of the South Asian business context, and a two-week immersive visit focusing

on various domestic and multinational companies and managers in locations throughout India and Nepal. The program also includes visits to major historical and cultural sites.
(3 credits)

Strategic Management of Technology (OPS 4688)

It is widely accepted that the environment confronting organizations today is becoming increasingly competitive as the length of product life cycles continues to decrease, the market place becomes increasing global, and the pace of technological change accelerates. As a result, organizations in all industries are searching for ways to improve and enhance their competitiveness and attain world-class standards. Firms typically enhance their competitiveness by developing new products and services, and/or developing new processes for producing and delivering products and services. This course focuses on the strategic role technology plays in the pursuit of obtaining a sustainable competitive advantage. More specifically, this course is organized into the following four modules: process technology and its relationship to strategy; managing product and process development; process evaluation, selection, and implementation; and emerging technologies.
(3 credits)

Topics in Finance (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 each offering)

Topics in Information Technology Management (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 each offering)

Topics in Management (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 each offering)

Topics in Marketing (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 each offering)

Topics in Operations Management (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 each offering)

Value Creation (FIN 4659)

Value creation, in the context of financial management, is the process by which companies earn returns on the capital invested in excess of the cost of that capital. A manager's financial goal is to maximize the creation of economic values. This course explores operating and financial strategies for creating value and links those strategies to valuation models for planning and controlling results. Three prominent models are used to compute valuations including EVA, CFROI and the Ferner Model. Readings are assigned from such well-known authors as William Fruhan, Alfred Rappaport, and Bennett Steward, author of *Quest for Value*, the text used in this course.

(3 credits)

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

Chapter VI

Graduate Programs Certification & Evaluation Document

I. The Certification Committee

- I.a Purpose.** This document sets forth the certification and evaluation requirements and policies for the graduate programs at Wake Forest University School of Business.¹ The administration of these requirements and policies is the responsibility of the Dean of the School of Business. The Dean, at his/her discretion, may delegate these responsibilities to the Certification Committees or, in special circumstances, to any other committee.

The Graduate Business Programs Certification Committee, with responsibility for MSM, MBA, and MSBA programs, is composed of five voting faculty members appointed by the Dean (one will act as chairperson) and other non-voting members that may include administrators of the various graduate degree programs and others as deemed necessary, or designees as deemed appropriate. Decisions of this committee shall be made according to the majority vote of those present and voting. Electronic voting is permissible.

The Graduate Accounting Program Certification Committee, with responsibility for the MSA program, is composed of five voting faculty members appointed by the Dean (one will act as chairperson) and other non-voting members that may include administrators of the MSA degree program and others as deemed necessary, or designees as deemed appropriate. Decisions of this committee shall be made according to the majority vote of those present and voting. Electronic voting is permissible.

- I.b Duties.** The duties of the Certification Committees upon delegation by the Dean are:

1. To interpret the certification documents for each of the school's graduate degree programs.
2. To monitor the academic progress of each student in each of the school's graduate degree programs and impose requirements to remedy academic deficiencies.
3. To approve specialized courses of study (e.g., individualized reading courses, research projects, independent/directed study courses, etc.) and course and inter-program transfers.
4. To certify that students have met their respective program's minimum requirements for graduation.
5. To certify all candidates for degrees and certificates on behalf of the School of Business faculty.
6. To review and adjudicate petitions for readmission to the school's graduate programs from students who withdrew, were dismissed or took a leave of absence. One exception to this duty is the hearing of petitions for readmission from students who have been dismissed as a result of the honor code process – the Certification Committees do not hear or adjudicate such petitions.

¹ The certification and evaluation requirements and policies for the undergraduate programs at the School of Business are the responsibility of the College.

7. To perform other duties relevant to the administration of the certification and evaluation process as might be requested by the faculty and as might be assigned by the Dean.

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.² A student in good academic standing may enroll in up to 18 credit hours per semester (15 for MSA without prior approval) and must enroll in no fewer than 4.5 credit hours per half semester.

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 Probation, Suspension, and Dismissal

A student who does not achieve satisfactory academic performance in a particular semester may be subject to probation, suspension, or dismissal. 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 on academic probation 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 probation. A student who has been dismissed is separated from his or her program.

If a student is placed on academic probation 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 his/her 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.³ The Certification Committee also may require higher than minimum academic performance in future course work.

² 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.

³ 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.

Dismissal. 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 dismissal 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 probation 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.

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

II.d Appeal. A student who has been dismissed from a program shall have the right to petition for reinstatement 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 notification of dismissal. The petition must be a written document that (a) requests reinstatement, (b) discusses in detail the extenuating or mitigating circumstances that led to dismissal, 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 for a personal appearance before the Certification Committee to support his or her written petition. The request for a personal appearance should accompany the petition for reinstatement.

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 dismissed 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 associate dean. 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. Attendance starts from the first day of classes. Fractions of a week count as a full week.

II.f Leave of Absence. A student may request a leave of absence from his/her program associate dean for a period of up to two years. The student must clear all accounts with the University Financial and Accounting 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 16 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.

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 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:

| <u>Letter Grade</u> | <u>Quality Points</u> |
|---------------------|-----------------------|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B ⁻⁴ | 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.

⁴Occasional 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 probation, suspension, or dismissal from the school.

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 (WD). The grade of Withdrawn ("WD") 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 will be dismissed from his/her program.

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 probation, and may at the discretion of the Certification Committee be dismissed from his/her program. Dismissal from the program will be based on the Certification Committee's assessment of the students' 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 probation, the student can be dismissed 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 associate dean 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 Elective Course Addition/Drop. A student who is allowed to take elective courses may add or drop an elective course prior to the beginning of the third “class equivalent” session.⁵ A student who wishes to add a course after the drop/add period may do so only with the written permission of the instructor. Students wishing to drop a course after the drop/add period 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” (“WD”), a “Withdrawal-Passing” (“WP”), or a “Withdrawal-Failing” (“WF”) being recorded on the transcript. If a “WD” or “WP” is given, the course will remain on the transcript but will not factor into GPA calculations. If a “WF” is given, 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 associate dean who will study the matter, work with the parties, and reach a final resolution. Documentation regarding student complaints and resolutions is kept on file in the Graduate Student Academic Services office until the student graduates, at which point it is securely destroyed. A summary log of complaints is kept for institutional accreditation purposes.

IV. Readmission

IV.a Procedure. A student who has withdrawn from his/her program or obtained a leave of absence may petition the Certification Committee for readmission. Petitions for readmission will be considered only for those students who request readmission within two years of the date that they withdrew from the program or were granted a leave of absence. 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.

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. 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 dismissed, or was granted a leave of absence under academic duress, the Certification Committee will review the student’s record to determine the most appropriate

⁵ A “class equivalent” session is defined as one 75 minute course of instruction.

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 credits hours from an international trip can count towards a student's required credit hours for graduation.

VI. *Transfers, Transfer Credits, and Exemptions*

- VI.a Policy.** In general, transfer credit for or exemption from a required course is not permitted. Also, courses taken prior to enrollment at the School of Business will not receive credit towards graduation requirements. Only courses taken at AACSB accredited schools will be considered for transfer credit.

- VI.b Eligible Courses.** Courses taken at other institutions or from other units of Wake Forest University after a student's initial enrollment in the School of Business may, under certain circumstances and with the advanced approval of the Certification Committee, be applied toward graduation credit hour requirements. Treatment of credit hours and GPA for transfer courses are outlined in section VI.d and VI.e.

In the event that a student does receive approval from the Certification Committee for transfer credit, at least 75% of 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 taken outside the School of Business curriculum must be submitted to the Certification Committee, through the Graduate Student Academic Services office, prior to enrolling in the course. The petition for transfer credit must include:

1. The name of the course.
2. The institution and program (department) which will offer the course.
3. The catalog description of the course.
4. The name of the instructor, his/her phone number and e-mail address.
5. The name of the course text or texts, and the course syllabus, if available.
6. Sufficient demonstration that the intended course does not duplicate material offered within the student's program curriculum.
7. The intended 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.

- VI.d Wake Forest Courses.** For courses to be taken in other academic units of Wake Forest University, in addition to the information outlined in VI.c, the petition must also include:

1. Approval of the instructor.
2. Approval of the dean of the academic unit in which the course is to be taken.

The Certification Committee will review the petition and respond to the student. If approved, the response will indicate the number of credits to be applied toward graduation and the minimum grade requirement. While there is no requirement that the approved course be a graduate level course, the student should understand that 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.e Academic Performance Status of Transfer Courses. If a student completes a transfer course, earns a grade at or above the 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 a transfer course. The credits approved by the Certification Committee will be applied toward the student's graduation requirements.

Courses taken for graduation credit at the School of Business, but are in: 1) other units of Wake Forest University, or 2) a School of Business program other than the one in which a student is currently enrolled, will appear on the student's record of academic performance and will be designated as such. Grades earned will count in the computation of the student's GPA based on the credit values approved by the Certification Committee.⁶

Any extra tuition or fees involved in taking a course from another unit of the University are the responsibility of the student.

VI.f Transferring to a Different Program. A student who wishes to transfer from one program to another should contact his/her current program associate dean to see if such a transfer is feasible. If so, the student should contact the enrollment management staff of the 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.

⁶ 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.

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.