

APC New Program Proposal Guidelines (Revised as of November, 2021)

The nature of the APC review is to ensure due diligence in program planning. Programs subject to review are, broadly speaking, those that offer a major, minor, or certificate credential on the final transcript. We realize that new programs may differ in size, scope, resource needs, and potential revenue projections. For example, the amount of detail required for a new minor or certificate program that leverages existing resources will likely require much less detail than for a new major degree granting program with significant internal or external resource needs or one that does not correspond to an existing program. As such, these suggested sections should be used to format and structure your proposal but should also be viewed as guidelines and not as strict requirements. Proposals should be reviewed and approved by the Chair of the Department and Dean of the College in which the program will be offered, the College Educational Policy Committee, or equivalent, the appropriate Faculty Body, and the Dean of the Library, prior to submitting the proposal to the APC. Applicants should be prepared to present their findings to the APC committee and answer questions. Please contact the chair of the APC and/or review the APC by-laws for further clarification and possible exemptions. Program proposals should include the following sections:

1. Program overview, rationale, and expectations – This section should include an overview of the program, a justification for the program as understood in the context and demands of the discipline and academic and institutional goals and plans of the University, and define program objectives and expectations.

The new program, Nursing Administration and Nurse Executive Leadership replaces the former graduate program, Health Systems Administration and Case Management. This previous program was suspended to facilitate a comprehensive review and analysis of future trends in nursing administration and nurse executive leadership. This analysis resulted in the creation of a new program designed for nurse administrators in entry, middle and executive level nursing leadership positions. A newly created 35 credit online, full or part-time curriculum now provides a state of the art innovative program to prepare nurse leaders for administrative roles in diverse health care settings. As seen below, labor market intelligence data reveals that the need for nursing administration programs exists regionally and substantial job growth for these roles will continue through 2028 (EAB, 2020).

While a national nursing shortage exists for all specialties, the demand for nurse administrators and executive nurse leaders has been identified and programs providing this educational preparation represents one of the top three graduate programs best poised for growth with nursing administration projected to have the greatest job growth (EAB, 2020). This new program advances the university's strategic goals by providing a distinctive and rigorous education, strengthens academic quality through innovative curriculum development, creates premier student experiences for enhanced learning and incorporates expanded content to facilitate Seton Hall's achievement of its mission for current and future generations of graduate students seeking careers in nursing administration and executive leadership in health care.

2. External and internal market assessment – This section should include components relevant to the desired program target market(s). This section could cover such items as national, local, and regional demand for the program, competitive institutional benchmarks, employment opportunities, and projections and likelihood for new and current student enrollments. A

survey of existing students is one means to provide an internal market assessment. If the sole target market is the current student population external assessment is not required.

According to the American Association of Colleges of Nursing (2020), a shortage of Registered Nurses is projected nationwide. Due to retirement and workforce exits, the U.S. Bureau of Labor Statistics report that registered nursing is a top occupation in job growth through 2029 with the RN workforce expected to grow 7%. HRSA Health Workforce (2017) data projections identify New Jersey as one of four states projected to have a Registered Nurse shortage in 2030, with a deficit of 11,400 (demand for health care services -full-time equivalents).

EAB Global in partnership with Economic Modeling Specialists International (EMSI), a labor market analytics agency provides market insight research to guide academic programmatic strategies for partner institutions, including Seton Hall University. In April 2020, a Graduate Portfolio Health Care Market Insights Brief was completed for Seton Hall University. Based on EAB's analysis of labor market intelligence and workforce demand, Nursing Administration represented programs with "high regional employer demand and favorable competitive landscape" (EAB, 2020, p. 4). Regions included in this analysis included the states of New Jersey, New York, Connecticut and Pennsylvania. Labor market intelligence data indicates a projected national occupation actual growth of 71,500, indicating a potential future growth in the labor market demand nationwide for nurse administration.

According to EAB Competitive Opportunity Regional Data (2020), there were 27 competitors during the academic year 2017-2018. However, there was a decline in the average annual percentage in the number of competitors between 2015-2016 to 2017-2018 (-1.65) as well as the average actual growth in the number of competitors between 2015-2016 and 2017-2018 (-.50).

The College of Nursing maintains a stellar reputation of offering an innovative, state of the art curriculum in both undergraduate and graduate programs. Our national rating in U.S. News and Reports as top rated Master of Nursing programs provides a marketing advantage to prospective students. Our collegial partnerships with community health care institutions such as Atlantic Health Care, one of the largest health care organizations in the state (comprising three major medical centers) with top executive leaders as alumni of our nursing programs provides a distinct advantage to attract and recruit graduate students.

AACN Fact Sheet: Nursing Shortage. (2020).

<https://www.aacnnursing.org/Portals/42/news/Factsheets/Nursing-shortage-Factsheet.pdf>.

EAB. (2020). Graduate portfolio health check: Market Insights Brief. EAB: Washington, DC.

HRSA Health Workforce Data (2017). Supply and Demand Projections of the Nursing Workforce: 2014-2030.

<https://www.bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/nchwa-hrs-nursing-report.pdf>

U.S. Bureau of Labor Statistics. Occupational Outlook Handbook.

<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>

3. Internal impact – This section should describe the impact on and support needed from other schools and programs. Support may include cognate courses to be provided by other units

and possible cross-listings, duplication of existing courses offered by other campus units, and competition for students in other existing programs.

There will be no impact on other schools and support needed from other schools and programs within Seton Hall University. In the new MSN program, all courses and faculty remain in the College of Nursing. Since these are discipline specific courses unique to nursing, there is no duplication of existing courses offered by other campus units, nor is there any competition for students in other programs.

The MBA courses (30 credits) will remain the same as in the former Health Systems Administration/MBA Dual Degree.

Of note, the dual MSN/MBA program (formerly MSN, Health Systems Administration/Master of Business Administration) will continue as a new innovative program for students desiring both degrees. The new dual degree programs title is MSN in Nursing Administration and Nurse Executive Leadership/Master of Business Administration.

4. Program needs – This section should describe resource needs relevant to meeting the desired program objectives. Considerations may include such things as faculty numbers, current and future library holdings, instructional support and materials, facilities and classroom space, equipment and technology, and administrative needs. More information will be required for programs that are larger in scope and/or size as compared to smaller programs.

The program director will be Dr. Dorothy Carolina, a current full-time faculty member who has experience in nursing leadership as she has served as Executive Director of the New Jersey Board of Nursing and a nurse manager in hospital administration. Additional faculty will be Dr. Maureen Schneider, Interim President at Chilton Memorial Medical Center, who also served as curriculum consultant for this new program. No new faculty hires are needed. As with all of the graduate program directors, the faculty member in this role is responsible to recruit and admit students into the program along with the Director of Graduate Admissions. Once admitted, the program director, working with the department chair is responsible to schedule appropriate courses each semester to ensure students graduate in either the 2 or 3 year sequence. The program director is also required to mentor and advise all students in the program.

Current and future library holdings, instructional support and resources, and administrative needs will not differ from the previous master's program in Health Systems Administration. Consistent with all of the master's programs in the College of Nursing, this new innovative program will be online. The existing graduate secretary will provide staff assistance as needed.

5. Program evaluation – This section should describe how the program will be evaluated in light of the stated objectives and goals. Applicants should detail the need for any outside accreditation needed to open a new program or expand/modify an existing program.

Consistent with other programs in the College of Nursing, program evaluation will include standardized end of course student evaluations, faculty evaluations, and development and monitoring of end of program evaluation, and employee surveys.

6. Statements of support – Proposals should include:

- statements from the Chair of the Department and Dean of the College in which the program will be offered confirming adequate planning and resource availability
- a statement from the Dean of the Library, after consultation with the library liaison to the unit proposing the new program, confirming that current and future library resources are available to support the program
- evidence that the program has been reviewed and approved by the College Educational Policy Committee, or equivalent, and reviewed and approved by the appropriate Faculty Body

Programs requiring significant internal or external resources should also include a statement of acknowledgment from the Provost's office. For proposals that include courses from (or impact) multiple departments or programs (such as dual degree programs or interdisciplinary programs), a statement from all the involved departments and programs that they have been consulted must also be included. If the programs consulted still have objections after consultation, the program chairs or directors should briefly describe those objections.

The program was approved by the Graduate Department (Jan. 20, 2022), the CON EPC (Jan. 25, 2022) and the CON Faculty Assembly (Jan. 31, 2022). See attached letter of approval from the Director of the business component of the dual degree program

MSN Nursing Administration and Nurse Executive Leadership

Seton Hall University's College of Nursing attracts nurse leaders who are passionate about integrating leadership, business skills and knowledge within today's integrated healthcare systems. This program is designed to prepare nurse leaders to lead and assume roles which drive key business administrative and clinical decisions as well as formulate healthcare policy. Graduates will learn and apply innovative and creative strategies to direct and advocate for the provision of high-quality care across the spectrum of healthcare delivery systems.

The curriculum focus is on the evolving set of skills required in an integrated healthcare delivery system including informatics, marketing, reimbursement, risk management, negotiation, and corporate integrity. The program also provides administrative practicums which foster and support immersive experiences with nurse executives in various healthcare settings.

Students completing the curriculum are eligible to sit for the American Nurses Credentialing Center (ANCC) Nursing Administrator Examination; the Commission for Case Management Certification (CMCC) Examination, and upon completion of all the requirements may apply and sit for the American College of Healthcare Executive (ACHE) Board of Governors Examination to advance as a Fellow.

Curriculum Sequence

Master's in Nursing Administration and Nurse Executive Leadership

Full-time 2 Year Curriculum Sequence

First Semester: 9 credits:

- NURS 6123 Theoretical Basis for Advanced Nursing Practice (3 credits)
- NURS 6224 Nursing and Health Systems Administration (expanded content/objectives) (3 credits)
- NURS 6304 Care Management, Reimbursement Systems and Corporate Integrity (some content from NURS 7303 (removed from curriculum) plus additional updated content) (3 credits)

Second Semester: 9 credits:

- NURS 6501 Policy, Management and Economics for Population Focused Nursing... existing course that is not changed (3 credits)
- NURS 7141 Research (3 credits)
- NURS 6124 Forces in Healthcare (3 credits)

First Semester 2nd Year: 10 credits

- NURS 9919 Nursing and Research for Evidence Based Practice...existing course (3 credits)
- NURS XXXX Leadership Development, Management of Human Resources and Marketing (A new course with practicum) (4 credits)
- NURS 6306 Legal, Contract Negotiations and Risk Management Issues (addition of contract negotiations) (3 credits)

Second Semester 2nd Year: 7 credits

- NURS 6305 Healthcare Economics, Finance, and Business Models (new title, expanded
- NURS 7310 Nurse Administration, Health Systems and Organizational Complexity (was Managerial Internship). Expanded content/objectives. Practicum. (4 credits)

Total 35 credits

Master's in Nursing Administration and Nurse Executive Leadership

Part-time 3 Year Curriculum Sequence

First Semester: 6 credits:

- NURS 6123 Theoretical Basis for Advanced Nursing Practice (3 credits)
- NURS 6224 Nursing and Health Systems Administration (expanded content/objectives) (3 credits)

Second Semester: 6 credits:

- NURS 6501 Policy, Management and Economics for Population Focused Nursing.... existing course that is not changed (3 credits)
- NURS 7141 Research (3 credits)

First Semester 2nd Year: 6 credits

- NURS 6124 Forces (3 credits)
- NURS 6304 Care Management, Reimbursement Systems and Corporate Integrity (some content from NURS 7303 (removed from curriculum) plus additional updated content) (3 credits)

Second Semester 2nd Year: 6 credits

- NURS 6305 Healthcare Economics, Finance, and Business Models (new title, expanded content) (3 credits)
- NURS 6306 Legal, Contract Negotiations and Risk Management Issues (addition of contract negotiations) (3 credits)

First Semester 3rd Year: 7 credits

- NURS 9919 Nursing and Research for Evidence Based Practice...existing course (3 credits)
- NURS XXXX Leadership Development, Management of Human Resources and Marketing. A new course with practicum (4 credits)

Second Semester 3rd Year: 4 credits

- NURS 7310 Nurse Administration, Health Systems and Organizational Complexity (was Managerial Internship). Expanded content/objectives. Practicum. (4 credits).

Total 35 credits

Dual Degree Program: MSN in Nursing Administration and Nurse Executive Leadership/Master of Business Administration

Seton Hall University's College of Nursing and the Stillman School of Business, both recognized leaders in their fields partnered to offer nurse leaders the business knowledge and skills to lead effectively within today's integrated health care delivery system. Graduates receive both an MSN in Nursing Administration and Nurse Executive Leadership and an MBA (Masters in Business Administration). The program fully prepares nurse executives to understand, support and advocate for quality care while at the same time address administrative, financial, and business issues. In addition, graduates are prepared to assume leadership roles in a variety of healthcare settings including in the political arena with the development of healthcare policies and population health needs.

The MSN focuses on the evolving set of administrative skills demanded by today's nurse leaders in the fast-paced healthcare environment. The MBA provides a multi-disciplinary environment integrating the latest technology, business concepts and strategic planning process to meet the demands of a dynamic healthcare marketplace. Students are empowered with the requisite management skills to lead healthcare teams, address contemporary challenges, seek solutions, understand political landscapes review emerging trends and develop and implement strategies

The combined MSN/MBA program offers full time and part time options. Students take 29 credits in the College of Nursing and 30 credits in the School of Business.

Faculty members at the College of Nursing and the Stillman School of Business include distinguished educators, researchers and practitioners who bring real world management and leadership perspectives to the learning environment. All students are assigned the program director of the MSN/MBA program as their academic advisor.

MSN Nursing Administration and Nurse Executive Leadership/Master of Business Administration Course Requirement for the Dual MSN/MBA Degree

Full-time Course Sequence

First Year, First Semester: 9 credits:

- NURS 6123 Theoretical Basis for Advanced Nursing Practice (3 credits)
- NURS 6224 Nursing and Health Systems Administration (expanded content/objectives) (3 credits)
- NURS 6304 Care Management, Reimbursement Systems and Corporate Integrity (some content from NURS 7303 (removed from curriculum) plus additional updated content) (3 credits)

First Year, Second Semester: 9 credits:

- NURS 7141 Research (3 credits)
- NURS 6124 Forces in Healthcare (3 credits)
- NURS 6305 Healthcare Economics, Finance, and Business Models (new title, expanded content) (3 credits)

Second Year, First Semester: 7 credits

- NURS XXXX Leadership Development, Management of Human Resources and Marketing (A new course with practicum) (4 credits)
- NURS 9919 Nursing and Research for Evidence Based Practice...existing course (3 credits)

Second Year, Second Semester: 4 credits

- NURS 7310 Nurse Administration, Health Systems and Organizational Complexity (was Managerial Internship). Expanded content/objectives. Practicum. (4 credits)

Total 29 credits

Part-time Course Sequence

First Semester: 6 credits:

- NURS 6123 Theoretical Basis for Advanced Nursing Practice (3 credits)
- NURS 6224 Nursing and Health Systems Administration (expanded content/objectives, incorporated content from 7307) (3 credits)

Second Semester: 6 credits:

- NURS 7141 Research (3 credits)
- NURS 6304 Care Management, Reimbursement Systems and Corporate Integrity (3 credits)

First Semester 2nd Year: 6 credits

- NURS 6124 Forces (3 credits)
- NURS 6305 Healthcare Economics, Finance, and Business Models (new title, expanded content) (3 credits)

Second Semester 2nd Year: 7 credits

- NURS 9919 Nursing and Research for Evidence Based Practice...existing course (3 credits)
- NURS XXXX Leadership Development, Management of Human Resources and Marketing. A new course with practicum (4 credits)

First Semester 3rd Year: 4 credits

- NURS 7310 Nurse Administration, Health Systems and Organizational Complexity (was Managerial Internship). Expanded content/objectives. Practicum. (4 credits).

Total 29 credits

MBA Courses for Dual MSN/MBA Degree

(These courses have not changed from the previous Health Systems Administration/MBA Dual Degree Program)

- BMBA9450 The Launch Experience (2 credits)
- BMBA9451 Corporate Social Responsibility (2 credits)
- BMBA 9452 International Perspective (2 credits)
- BMBA 9453 Accounting for Decision-Makers (2 credits)
- BMBA 9454 Legal Environment (2 credits)
- BMBA 9455 The Role of Quantitative Analysis in Business Decision-Making (2 credits)
- BMBA 9456 Management Theory and Practice (2 credits)
- BMBA 9457 Market Decision-Making (2 credits)
- BMBA 9458 Information Technology Management (2 credits)
- BMBA 9459 Economics for Managers (2 credits)
- BMBA 9460 Financial Decision Making (2 credits)
- BMBA 9461 Business Consulting (3 credits)
- Guided Electives (5 credits)

Total credits: 30

Total Credits for Dual Degree 59 (29 MSN and 30 MBA)

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6123 Theoretical Basis for Advanced Nursing Practice

CREDITS: 3

PREREQUISITES: NONE

CO-REQUISITES: NONE

FACULTY:

COURSE DESCRIPTION:

The course focuses on the study of selected contemporary nursing and related theories. Major philosophical and theoretical orientations that provide the foundation for nursing practice are analyzed. Theory development and its connection to empirical research is evaluated.

COURSE COMPETENCIES:

1. Articulate the nature of theory, and the purposes and practices of theory development.
2. Identify barriers to theory development.
3. Analyze the connection and synergy between theory development and the process of empirical research.
4. Integrate a system of values consistent with advanced nursing theory into his/her own personal practice framework.
5. Use nursing theory as a framework to guide nursing practice.

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6224 Nursing and Health Systems Administration

CREDITS: 3

PREREQUISITES: NURS 6123 Theoretical Basis of Nursing

COREQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course addresses the political, social, legal, and ethical realities affecting nursing administrators in integrated health care delivery systems. Theoretical as well as operational perspectives are presented, particularly as they distinguish nursing administration from business administration. Content focuses on developing broad knowledge of the emerging nursing and health care issues facing nurse managers and executives. Leadership skills are identified in managing care for diverse client populations. Specific emphasis is placed on epidemiological, sociocultural, financial, and political issues in a multicultural environment. Students analyze the interactions of government authorities, delivery systems, the financing of healthcare, regulation, competition, organizational innovation.

COURSE COMPETENCIES:

1. Identify and articulate the social, economic, legal and political forces that influence the development, organization and financing of health care delivery systems in the United States.
2. Develop operating and capital budgets for a health care program and/or Department, providing evidence-based rationale for proposals.
3. Determine the significance and articulate the role of the nursing leader in collaborative relationships with financial, legal, human resource and public policy experts.
4. Evaluate intended and unintended outcomes of public, fiscal and human resource policy, including potential social, ethical and health impacts.
5. Apply fundamental cost accounting principles and methodology in planning, organizing, analyzing and controlling health care programs and the management of outcomes.
6. Analyze the financial position and efficiency of health care organizations using financial statement ratios and productivity measures.
7. Compare and contrast the relationships between quality management, risk management and utilization management.
8. Compare historical, legal and contemporary factors influencing the organization and management of human resources and health care delivery systems.

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6501 Addressing Policy, Management and Economics for Population Focused Nursing

CREDITS: 3

PREREQUISITES:

CO-REQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course examines health care economics and the management of clinical practice as it relates to the delivery of quality health care services in diverse health care settings. The course will analyze the dynamic interplay among the driving forces of economics, health policy, quality improvement, and standards of care in the delivery of health care services to maximize health outcomes of populations. Students will explore economic concepts and measurement tools to critically appraise a population health issue, design strategies to improve nursing care and evaluate the outcomes related to safety, fiscal principles, management strategies, and quality of care. The economics of population health will be explored.

COURSE COMPETENCIES:

1. Identify the elements of health care management and economic principles related to clinical practice in population health.
2. Analyze the relationships among population health and regulations, policies, fiscal management and the delivery of cost effective, outcome driven care.
3. Evaluate fiscal and clinical outcomes in diverse patient-care settings.
4. Apply knowledge of reimbursement mechanisms and the influence on quality and safety at the organizational, local, state, and national levels.
5. Evaluate the interrelationship between population health and economics as driving forces in the delivery of quality health care services.

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 7141 Nursing Research

CREDITS: 3 Credits

PREREQUISITES: Undergraduate level nursing research course
Course in basic statistics

CO-REQUISITES: None

FACULTY:

COURSE DESCRIPTION:

This course examines methods of nursing research. Critique of published quantitative and qualitative nursing research studies is conducted. Emphasis is placed on the utilization of knowledge to provide evidence-based nursing care. Students develop skills for preparing practice focused nursing research utilization projects.

Course Competencies:

1. Demonstrate proficiency in critique and analysis of nursing literature for use in evidence- based practice.
2. Utilize information technology to systematically review the literature on a topic of relevance to evidence-based practice
3. Design and evaluate clinical questions for EBP
4. Evaluate existing nursing research and guidelines to improve health outcomes
5. Design a plan for data collection to examine a specific practice issue.

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6124 Forces in Healthcare: Historical, Political, Legal, Economic, Ethical and Sociocultural

CREDITS: 3

PREREQUISITES: NONE

CO-REQUISITES: NONE

FACULTY:

COURSE DESCRIPTION:

This course examines the issues and concepts that are relevant to an understanding of the relationship among social and economic networks, bio-medical ethics and health policy. Emphasis will be placed on the process by which health care policy is formulated and on identifying the central issues within the social, ethical and political framework together with their supportive and non-supportive argumentation.

COURSE COMPETENCIES:

1. Articulate the forces that influence the financing of the healthcare system in the United States.
2. Analyze the forces affecting the health professions and related policy implications.
3. Analyze the forces currently affecting healthcare as a basis for planning change.
4. Evaluate current healthcare policies through interpretation of forces that contribute to their evolving nature.
5. Evaluate the role of the health care professions in formulating health care policy through mobilization of these forces.

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6304 Care Management, Reimbursement Systems, and Corporate Integrity (was Case Management)

CREDITS: 3

PREREQUISITES:

CO-REQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course examines integrated health care delivery systems and the reimbursement structures of services provided. Types of managed care organizations and their organization and operational structures are studied. Students analyze patient billing and accounting practices in healthcare delivery systems. Students will examine processes employed in negotiating and contracting with hospitals and healthcare providers, reimbursement, billing, and utilization of ancillary and emergency services. A focus is on billing and payment cycles within healthcare organizations. Students will identify major revenue streams, payer sources, and regulatory topics such as entitlement programs, DRGs, and prospective payment systems. Students will describe the role of care manager and transition of care roles in the health care arena. NEW Corporate Integrity principles, regulations and legal implications will be reviewed. Contemporary integrity issues will be discussed.

COURSE COMPETENCIES: expanded and new

1. Describe the processes and regulations that determine how healthcare systems are reimbursed for services
2. Differentiate the major health care reimbursement sources
3. Analyze the major types of managed care products and the key components of each
4. Analyze the impact of major payer class categories on financial operations
5. Discuss Corporate Integrity principles and the application in the healthcare arena (new)
6. Identify the essentials of managed care contracting and the strategies involved in contract negotiations, with a focus on the role of the nurse executive/administrator
7. Analyze the case management process with an emphasis on claims processing, denials, and the appeals process within a health care organization
8. Determine the significance of the roles of key financial professionals within a health care organization including the Chief Financial Officer, Legal and Corporate Integrity Officer, Care Manager, Transitions of Care roles, Financial/Managerial Accountants.

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6305 Healthcare Economics, Finance and Business Models (was Financial Management of HC Systems)

CREDITS: 3

PREREQUISITES:

CO-REQUISITES: NURS 6304, NURS 6501

FACULTY:

COURSE DESCRIPTION:

This course examines healthcare economics, finance and reimbursement services. Student will examine and analyze healthcare models and explore integrated delivery systems. During clinical experiences students will examine processes employed in negotiating and contracting with hospital and physicians, reimbursement, billing, and utilization of ancillary and emergency services. A major focus is on billing and payment cycles with healthcare organizations. Students will identify major revenue streams, payer sources and regulatory topics such as entitlement programs, DRGs, and prospective payment systems. The practicum format allows students to the opportunity to observe and participate in a variety of relevant experiences in an actual healthcare setting. EXPANDED

COURSE COMPETENCIES:

1. Explore the business and reimbursement models of various healthcare organizations NEW
2. Articulate the differences and provide examples of and the impact of reimbursement/payer sources NEW
3. Analyze the impact of major payer class categories on financial operations of various healthcare organizations NEW
4. Determine the significance key financial professional roles within a healthcare organization including the Chief Nurse Officer, Chief Financial Officer, Business Office Manager, and Financial/Managerial Accountants NEW
5. Develop operating and capital budgets for a healthcare program and/or department, providing evidence-based rationale for proposals
6. Articulate the role and significance of the nursing leader in collaborative relationships with financial, legal, human resource and public policy experts
7. Evaluate intended and unintended outcomes of public, fiscal and human resource policy, including potential social, ethical and health impacts
8. Apply fundamental cost accounting principles and methodology in planning, organizing, analyzing, and controlling healthcare programs and the management of outcomes
9. Analyze the financial position and efficient of healthcare organizations using financial statement ratios and productivity measures

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 6306 Legal, Contract Negotiation, and Risk Management Issues (contract negotiation is new)

CREDITS: 3

PREREQUISITES: NURS 6304

CO-REQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course examines the increased importance of legal issues in healthcare administration and the attendant risks that these present to administrators in the current environment of managed care. Students will study legal principles that guide nurses in general and specialized areas of practice. The course will introduce nursing law, nursing practice related to the legal system, and cover nursing law and the patient, nursing law and management, nursing specialization, and forensics. Risk management is the complex set of task, functions, and decisions carryout out with the objective of reducing organizational liability and losses. This course will address the broad and divergent elements of health care risk management, the art of negotiations and contracts that healthcare facilities and administrators who need to guard against unexpected financial losses from casualty, worker's compensation, and professional liability.

NEW The areas covered in basic contract negotiations will include terms, causation, contract liabilities, breeches, enforcement, and legal principles on evergreen versus short and long term contracting. Negotiation skills are an important function therefore the student will be exposed to appropriate conversations, use of legal terms, negotiating in difficult situations, and the role of the health care professional in negation and change. The course also examines techniques leading to successful implementation of negotiated contracts and process change in the practice setting.

COURSE COMPETENCIES:

1. Articulate the major legal issues inherent in nursing practice within healthcare organizations, including specialty areas
2. Analyze the major statutory and legal issues involved in employment, human resources management, and managed care
3. Differentiate elements of the legal/legislative process and methods of dispute resolution
4. Determine the significance of the risk management process, its elements in models of risk management and program design
5. Analyze the role of the risk manager within healthcare organizations
6. Assess the effectiveness of the strategies in financing risk and in settlement and litigation
7. Assess opportunities to controls risk in the workplace specifically risk management in high-risk hospital departments and integrated delivery systems
8. NEW Develop a systematic framework for understanding the art of negotiation in healthcare
9. NEW Analyze business and legal strengths and weaknesses for contract negotiation
10. NEW Adopt principles for contraction negotiation skills and utilize learned behavior and concepts to execute on the contract

11. NEW Describe how to manage negotiations in the healthcare arena across and behind the negotiating table
12. Develop an understanding of various business models and strategies for implementation planning.
13. Analyze healthcare business models related to both business and legal issues

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 9919 Using Research for Evidence-Based Practice

CREDITS: 3

PREREQUISITES: NURS 7141 Nursing Research or equivalent

CO-REQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course will build on knowledge of the essentials of research and the components of evidenced based practice (EBP). The student will acquire the knowledge and skills necessary to evaluate and apply evidence-based principles in clinical settings. Students will gain an understanding to the importance of scholarly writing utilizing APA guidelines.

COURSE COMPETENCIES:

1. Formulate clinical questions
2. Utilize information technology to systematically review the literature
3. Utilize analytic methods to critically appraise the literature and EBP guidelines
4. Apply relevant findings to develop practice guidelines
5. Use APA publication format when producing scholarly writing

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS XXXX Leadership Development, Management of Human Resources and Marketing

CREDITS: 4 (45 hours, clinical practicum included)

PREREQUISITES: NURS 6224, NURS 6304, NURS 6305, NURS 6306 NURS 6501

CO-REQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course will examine conceptual and theoretical frameworks of leadership, including concepts of leadership, empowerment, power, health public policy and marketing concepts as they relate to nursing in the healthcare setting. Nursing leadership theories will be explored with opportunities to serve as a foundation for management decision making.

Various standard and emerging management roles and levels of management decision making in healthcare organizations will be discussed. The course stresses the importance of developing nurse leaders who possess strong resource management skills related to recruitment and retention, evolving resource challenges, behavioral interviewing, corrective action plans, development of management goal setting for staff, change management skills, staffing and scheduling, payroll, and budgets.

As the healthcare industry continues to progress and technologically move forward it is essential for nurse leaders to understand and be prepared to have a full working knowledge of leadership and executive roles, staff roles, and workforce planning need in order to meet new resource challenges. This planning includes recruitment and retention of top talent, a diverse workforce, and the growth and development of all levels of staff. There will be an opportunity to utilize the competencies of the American Nurse Executives Competencies for leaders.

Students will have exposure, in the practicum experiences, to nurses who are providing leadership in all these areas within a health care system.

COURSE COMPETENCIES:

1. Discuss leadership theories and their application in management decision making in the healthcare organization
2. Discuss managerial, leadership and shared governance roles
3. Analyze differences in roles and organizational structures
4. Explore strategies and develop skills in human resource management of a diverse healthcare workforce
5. Demonstrate an understanding of leadership concepts and competencies
6. Demonstrate the integration of theory and practical application in the work environment
7. Discuss types of power and its uses and strategies in the health care organization
8. Analyze marketing principles, concepts, and the best use of tools such as social media and digital space in the healthcare arena

**SETON HALL UNIVERSITY
COLLEGE OF NURSING
Semester XXXX**

TITLE: NURS 7310 Nursing Administration, Health Systems and Organizational Complexity (formerly Management Internship in Health Systems Administration)

CREDITS: 4 (45 hours, clinical practicum included)

PREREQUISITES: NURS 6224, NURS 6304, NURS 6305, NURS 6306, NURS XXXX
(Leadership Development, management of Human Resources and Marketing)

CO-REQUISITES:

FACULTY:

COURSE DESCRIPTION:

This course addresses the political, social, legal, and ethical realities affecting nursing administrators in integrated health care delivery systems. Theoretical as well as operational perspectives are presented, particularly as they distinguish nursing administration from business administration. Content focuses on developing broad knowledge of the emerging nursing and health care issues facing nurse managers and executives. Leadership skills are identified in managing care for diverse client populations. Specific emphasis is placed on epidemiological, sociocultural, financial, and political issues in a multi-cultural environment. Students analyze the interactions of government authorities, delivery systems, the financing of healthcare, regulation, competition, and organizational innovation as part of their practicum experience.

Students develop practical knowledge about the inter-relationships of organizational within matrix-based health care system, health related organizations and the various roles of nurse managers, director, leaders and administrators within these units. Students have exposure to management practices and departmental operation initiatives in departments that interface with nursing units such as laboratory, pharmacy, radiology, security, housekeeping, and maintenance.

COURSE COMPETENCIES:

1. Describe the integration of nursing services and nursing services administration into the organization structure of a health care delivery system
2. Identify current issues affecting nursing services administration and the health care industry
3. Analyze the extent to which current issues have an impact on the operation of a healthcare delivery system
4. Differentiated mid-level manager and nurse executive leadership roles and strategies within a healthcare organization
5. Examine the integration and application of managed care concepts in a healthcare system
6. Analyze the impact of key epidemiological issues that impact consumers in a healthcare environment
7. Distinguish key element in the financing of health care services to multicultural groups of consumers.
8. Compare and contrast the relationships between quality management, risk management, and utilization management.



Our mission is to enrich each student's life through an ethics- centered education focusing on transforming concepts into business practice.

The Launch Experience

BMBA 9450 HYA

Professors: Steven Lorenzet, Ph.D. Lillie Tsang, MBA Office: Jubilee Hall 527 Phone: (973) 275-4827 Email: steven.lorenzet@shu.edu lillie.tsang@shu.edu	Office Hours: Tuesdays, 4:00-5:00, and by appointment
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Welcome Announcement

Welcome to The Launch Experience course, a 7-week hybrid course that begins your Stillman graduate educational journey. Its goal is to build a solid intellectual framework for your MBA program. The centerpiece of the TLE course is a weekend residency experience that focuses on the introduction and exploration of the fundamental skill sets associated with the Stillman School of Business. You will have opportunities to apply basic business principles through a dynamic, real-world case that emphasizes the integrative nature of business. As part of this course, you will receive personalized feedback that highlights your strengths and helps you delineate your learning goals. A post-residency online project involves creating your customized academic and career plans, as well as, as an exercise centered around one of the pillars of Stillman's mission: Ethics Centered Leadership.

Course Outcomes

At the successful conclusion of the course, students will:

- Gain an understanding of strategic analysis and strategic management and how various analytical tools can be used in management decision-making.
- Use data from assessment rubrics to evaluate their personal competencies across the several critical business skill sets, including: teamwork, leadership, and oral communication.
- Select a course of study for their MBA program that builds on their knowledge of the core business disciplines (e.g., Management, Marketing, Computing and Decision Sciences, Finance and Accounting) and inter-disciplinary fields of study (e.g., Supply Chain, Sport Management and Entrepreneurship).
- Integrate the above with their values and life goals to write a long-term development plan that includes both academic and career objectives.
- Consider business challenges and the impact of organizational decisions from different ethical perspectives.

Course Introduction of MBA Learning Goals & Objectives

- A. Servant Leadership** – to “possess the ability to change hearts, heal divisions and build community while displaying virtues of courage, foresight, empathy and stewardship of the common good.” <https://www13.shu.edu/about/hallmarks/leadership.cfm>. Students will be able to:
- Work collaboratively (in person and virtually) within and across multi-functional/cultural groups to maximize team effectiveness in achieving shared goals.
 - Identify and utilize individual strengths and skills and provide feedback to enable team members to maximize their contributions to the group's success.
 - Identify ways in which business can be used as an engine for social and environmental change.
 - Analyze and recommend how to manage the ethical risks in a business situation/organization.
- B. Functional Knowledge of Business Enterprises** – Students will have the ability to apply functional and cross-functional business knowledge in an integrative manner. Students will be able to:
- Demonstrate a fundamental understanding of functional areas in business including accounting, economics, data analytics, finance, information technology, law, management, and marketing.
 - Apply functional business knowledge in an integrative manner to effectively develop solutions for business enterprises.
- C. Analytical and Critical Thinking** – Students will have the ability to apply critical thinking and analysis skills to complex business situations/problems. Students will be able to:
- Select and apply appropriate qualitative and quantitative analytical tools and technology platforms to make business decisions while clearly identifying the assumptions and limitations of the analyses.
 - Articulate and justify appropriate and reasonable solutions to complex business issues.
- D. Global Management** – Students will have the ability to anticipate, identify, and respond to changes in global environments and articulate how to strategically leverage international opportunities. Students will be able to:
- Recognize and critically analyze the contribution and interdependencies of the cultural, political, economic, and legal domains in managing international business.
 - Evaluate and articulate how to leverage the opportunities and manage the risks associated with managing international business when examining multi-national strategies.
- E. Communication** – Students will have the ability to effectively and persuasively communicate in a wide variety of business settings with diverse audiences. Students will be able to:
- Write business documents that are concise, clear, and persuasive.
 - Make effective oral presentations in a persuasive manner that acknowledges and respects the diversity and interests of audiences.
 - Demonstrate effective use of advanced technology communications tools appropriate to business settings.

This course is designed to develop initial proficiency related to learning goals C and E. In addition, it is designed to develop initial proficiency in teamwork/leadership, and ethics and social responsibility.

Course Pre-requisites

Admission or provisional admission to the MBA program, or a graduate certificate program.

Course Format

This is a 7-week course requiring a weekend residency (online for spring 2022), preceded by online work and followed by post-residency work. A full calendar of events is listed below.

Course Interaction with Professors

We are active with email just about every day. As a result, when you send a message you can expect a reply the same day, or the next day.

Course Materials (to be read prior to January 29)

SWOT, Five Forces, Thanks for the Feedback

Harvard Business Publishing Course Pack. Please use the link below to purchase the coursepack. The total for the course pack is \$17.

<https://hbsp.harvard.edu/import/898032>

In addition to the coursepack, please also read the articles listed below and watch the video (free content).

BCG Matrix

[BCG Matrix: Portfolio Analysis in Corporate Strategy, Business to You](#)

Vaccine Ethical Analysis

<https://www.usnews.com/news/national-news/why-covid-19-vaccines-should-be-required-for-all-americans>

<https://www.usnews.com/news/national-news/why-covid-19-vaccines-should-not-be-required-for-all-americans>

<https://www.washingtonpost.com/transportation/2021/08/25/delta-employee-vaccines-covid/>

https://people.com/health/university-of-virginia-disenrolls-hundreds-for-violating-covid-19-vaccine-policy/?did=667140-20210823&utm_campaign=ppl-nonewsubs_relationship-builder&utm_source=people.com&utm_medium=email&utm_content=082321&cid=667140&mid=65239068182

Presentations

5 Best Practices for Telling Great Stories with Data (*white paper from Tableau Software*). You can **download the white paper from the course Blackboard site**.

[Create Slides People Will Remember](#)

Academic Policies and Procedures

1. Active class/online chat participation is required.
 - a. Basic courtesy to your fellow classmates, practice partners, faculty, and staff is expected. Avoid side conversations with classmates and do not use your computer for non-class purposes. This behavior is unprofessional, disruptive, and disrespectful.
 - b. Intelligent, timely, and consistent contribution to class discussion is expected.

- c. Late assignments are assessed a penalty of (2) points per day. Assignments that are one week overdue are not accepted.
2. Integrity is one of the hallmarks of the Stillman School, the rules of ethical conduct and academic honesty regarding cheating, plagiarism, etc. are strictly enforced. Breaches of these rules will result in an F for the course. Besides the grade consequence, if the instructors determines that an incident of academic dishonesty has occurred in this class (including the failure to report the dishonest act in this course of other students), then the instructor will notify the Dean's Office (regardless of the School/College to which the student is attached) so that a record of this breach can be placed in the student's file. A repeat incident of academic dishonesty by a Stillman student in any course will result in expulsion from the Stillman School. A repeat incident of academic dishonesty by a non- Stillman student will result in a prohibition for that student in taking any more courses in the Stillman School.

The following actions constitute forms of behavior that are considered academically dishonest and, therefore, are subject to punishment under the University's procedures.

- a. Sharing/copying of answers on assignments.
- b. Improperly attributed or unattributed use of source materials and/or the words or ideas of other individuals, whether published or unpublished. This includes failure to use quotation marks and/or proper footnotes when quoting another individual or source document.
- c. Unauthorized and/or unacknowledged collaboration in the preparation or writing of assignments.
- d. Failure to participate fully and equitably in assigned team projects and/or dishonestly presenting collaborative work as representing a fair share contribution by all team members.
- e. Buying, or selling of term papers, or reports and/or submission of another person's work as your own.
- f. Toleration, encouragement, and/or failure to report acts of academic dishonesty (thus condoning such behavior) are dishonest acts.
3. Students can bring any grade dispute, including disputes of grades centering on academic integrity, to the attention of the Dean and use the *Academic Grievance Procedure* to argue his/her claim. This procedure is described in the University's *Student Handbook*, which can be found on-line on the University's website.

Special Accommodations

Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003, email address dss@shu.edu. For further information, please go to <http://www.shu.edu/offices/disabilitysupport-services/index.cfm>.

Residency Schedule:

The Launch Experience weekend is an in-person experiential event that is comprised of: (1) Saturday afternoon classroom session, (2) Saturday night social and networking event, and (3) Sunday all day session. Attendance and participation in all sessions and events is required.

Saturday, January 29th MS Teams		
TIME	EVENT	ACTIVITY
1:15pm – 1:30pm	Check-in	
1:30pm – 5:00pm	Class introduction Preparation for case analysis Ethics module	Introduction to course structure and course assignments. Review of expectations and analysis tools for Sunday. Ethics module is introduced by Dr. Paula Alexander.
5:00-5:30	Intro to the Career Center Wrap-up and dismissal	Overview of the Career Center, Bob Franco, Associate Director, Career Center

Sunday, January 30th MS Teams		
TIME	EVENT	ACTIVITY
8:45am – 9:00am	Getting ready	Brief overview Room and coach/evaluator assignments
9:00am – 12:00pm	Team work session and case preparation	Research and analysis of Pfizer data to: <ul style="list-style-type: none"> - Create a SWOT analysis - Consider the Five Forces that shape competitive strategy - Consider financial position and indicators - Analyze Pfizer's portfolio using the BCG Matrix (focus on 5 products/services) - Generate and compile presentation for the CEO and Executive Committee of Pfizer
12:00pm – 1:00pm	Lunch	Free time for students to eat, work on presentation, etc.
1:00pm – 1:30pm	Final preparations	Teams making final preparations for presentations
2:00pm – 4:00pm	Case presentations	Teams will present their solutions to coaches and assessors, faculty and fellow students.
4:15pm – 4:30pm	Wrap-up and dismissal	Review and reflection

Assessment Instruments

Students will be assessed during both the work session and case presentations according to the teamwork/leadership, business analysis, and communication rubrics. These are available via Blackboard.

The following are required following the residency case analysis

Date	Requirement	Deliverable/Session Location
Monday, Jan 31st	Team presentation	Deliverable to be uploaded to MS Teams
Tuesday, Feb 8th 5:30pm to 6:30pm	Post-Residency Prep	MS Teams
Monday, Feb 14th	Feedback Reflection Paper	Deliverable in Blackboard

Monday Feb 21st	Ethics Case Paper	Deliverable in Blackboard
Monday Feb 28th	Academic and Career Plan	Deliverable in Blackboard
Tuesday, Mar 1st 5:30pm to 6:30pm	Class Review	MS Teams

Course Deliverables and Grading

The following are required components/deliverables within this course. All deliverables should be single-spaced and submitted via Blackboard by 6:00 pm. Please note policy on late or missing deliverables.

Academic Integrity Module (0 points)

The Academic Integrity module is intended to help set the tone for your experiences as a graduate student in the Stillman School. In particular, the importance of academic integrity and how to maintain it throughout your time as a graduate student. The module is not graded, but must be completed in order to earn credit for this course.

Case Analysis and Presentation (40 points)

Assessment of your individual and team performance throughout the residency, via assessment rubrics provided by coaches and assessors, as well as team presentation submitted post residency.

Feedback Reflection Paper (20 points) 2-3 single-spaced pages

Using the feedback provided in residency, reflect on Section 1: Review feedback from assessors Section 2: Self-assess using the same rubrics Section 3: Compare and contrast Section 4: Develop a plan for your personal development

Ethics-centered leadership case (20 points) 3-4 single-spaced pages

Pfizer engaged in extraordinary innovation, developing an effective vaccine against Covid-19. Evaluate the ethics of mandatory vaccine policies. Three ethics frameworks will be presented during TLE weekend. Using each of the three frameworks presented, in what respect do mandatory vaccine policies conform or not conform to each of the frameworks. Argue the pros and cons of your position with respect to each of the frameworks. State the rationale for your conclusions and provide support for your positions. Cite all four sources provided as well as three additional sources.

Academic and Career Plan (20 points) 1-2 single-spaced pages

Reflect and develop the following questions:

What was your primary reason for pursuing an MBA? What do you believe will be your next career move? What do you believe will lead to your success in achieving the next level in your career? If you have received a performance appraisal, how does your supervisor describe your strengths?

What do you believe may hinder your ability in achieving the next level in your career? If you have received a performance appraisal, how does your supervisor describe your developmental needs?
 Given your career aspirations, what MBA courses and experiences do you feel will help you achieve your goals?

Grade Ranges

Final grades will be assessed via the combined scores as follows:

A	≥ 93	B+	87-89	C+	77-79	D+	68-69
A-	90-92	B	83-86	C	73-76	D	65-67
		B-	80-82	C-	70-72	F	≤ 64

SETON HALL UNIVERSITY
W. PAUL STILLMAN SCHOOL OF
BUSINESSCORPORATE SOCIAL
RESPONSIBILITY

BMBA 9451

Spring 2022 HYA

Class: Thursdays, 6:30pm to 9:50
 pmMarch 17 – May 12
 Jubilee Hall TBD on March 17, April 7, May 5
 2022Other class meetings via
 TEAMS

	Prof. Paula Alexander Becker, Ph.D., J.D. Professor Steven A Wood	Ms. Tanya Dixon Administrative Assistant
Office	JH 644	JH 546
Office Hours	Tuesdays, 3:30 – 5:00 pm Thursdays, 4:30 – 6:00 pmAnd by appointment	
Email	Paula.Alexander@shu.edu	Tanya.dixon@shu.edu
		(973) 275-2531
Student Informatio nOffice	973-761-9222	

Required Text:

Paula Alexander, *Corporate Social Irresponsibility*, Routledge, 2015

ISBN-10: 0415721466/ ISBN-13: 978-0415721462

Recommended:

John Rawls, *A Theory of Justice* (Harvard University Press, 1971)

Mission, Seton Hall University: *To develop servant leaders in a global society*

Mission, W. Paul Stillman School of Business: *to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.*

COURSE OBJECTIVE: *To provoke seminar participants to think critically about ethical behavior in business.*

The relationship of a business enterprise to its stakeholders is examined. Questions are explored about socially responsible and ethical conduct of the enterprise using examples of problematic issues facing managers today. The ethical and global implications of each topic are explicitly discussed. Original library research is necessary to satisfy the case presentation, the roundtable discussion, as well as the corporate code of conduct requirements. Students work in teams for the Case and Roundtable assignments.

Schedule of Classes, Topics and Assignments

Class/Date	Topic	Assignment Due
Class 1A - R 03/17	CH1: Corporate Social Responsibility: The Challenge Systems Model of Business	Alexander, Forward and Chapter 1 Case: Merck and Vioxx
Class 1B – R 03/17	CH2: Business Stakeholders: Relationship of a business Enterprise to its stakeholders	Alexander, Chapter 2 Case: BP Oil Well Blowout
Class 2A – R 03/24	CH3: Ethics of Business Decision Making	Alexander, Chapter 3 Due: Horizon Analysis View: Total Denial Case: Unocal in Myanmar (Burma) Certification, Ethical Leadership, Module 1
Class 2B – R 03/24	CH4: Social Responsibilities of Business	Alexander, Chapter 4 View: Crude Case: Chevron/Texaco Oil in Ecuador
Class 3A – R 03/31	CH5: Managing the Business – Government Relationship I	Alexander, Chapter 5 Case: Microsoft Anti-Trust Litigation, US and EU (read only) BOOK REVIEW AND DISCUSSION: Power Inc and The Curse of Bigness: Anti-Trust in the New Gilded Age, by Tim Wu

Class 3B –R 03/31	CH6: Managing the Business – Government Relationship II	Alexander, Chapter 6 Case: Genetically Engineered Salmon Certification, Ethical Leadership, Module 2
Class 4A – R 04/07	CH8: Managing the Consumer-Business Relationship	Alexander, Chapter 8 View: The Insider Roundtable: GM Ignition Switch Certification, Ethical Leadership, Module 3
Class 4B – R 04/07	CH9: Managing the Environment	Alexander, Chapter 9 Case: Nuclear Plant Meltdowns: Fukushima compared to TMI and Chernobyl
04/14	Easter and Passover Holiday	
Class 5A - R 04/21	CH10: Relationship of the Enterprise to its Employees	Alexander, Chapter 10 View: The High Cost of Low PriceCase: Wal-Mart Certification, Ethical Leadership, Module 4
Class 5B – R 04/21	CH11: Global Labor Markets	Alexander, Chapter 11 View: The Dark Side of Chocolate Case: Rana Plaza Collapse in Bangladesh
Class 6A - R 04/28	CH7: Ethics of Supply ChainManagement	Alexander, Chapter 7 Case: Toyota Recalls
Class 6B - R 04/28	CH12: Reforming CorporateGovernance I	Alexander, Chapter 12 View: The Wizard of Lies (Madoff)Case: Madoff Ponzi Scheme Certification, Ethical Leadership, Module 5
Class 7A – R 05/05	CH13: Reforming CorporateGovernance II	Alexander, Chapter 13 View: Inside Job <i>and</i> The Big Short Roundtable: Lehman and Meltdown of Financial Markets and Institutions

Class 7B – R 05/05	CH14: Business Ethics, Corporate Governance and Firm Financial Performance	Alexander, Chapter 14 Roundtable: Executive Compensation and Clawbacks Certification, Ethical Leadership, Module 6 Post your certificate of completion onlineService Project Proposal Due
Class 8 – R 05/12	Corporate Code of Conduct	Post your Corporate Code of Conduct by 6 pm

What to expect in class: Classes will typically include four parts. Classes will include two cases.

- Lectures/ Discussions by the professors
- Student team presentations and discussions (Each student will develop and lead either a case discussion or aroundtable discussion as outlined later in the syllabus).
- Breakout discussion. All students will be assigned to breakout groups. Each group, led by a student, will formulate a response to an assigned question. Leaders will rotate each week.
- Breakout Group Responses presented to the entire class. Each discussion group's leader will present the response to the question assigned to their team.

Class Preparation: It is expected that all students will read both the chapter and the case in the textbook, *and* the team report posted two days prior to Thursdays' class, under "My Groups, In Class Presentations."

Once during the term, each student will be part of a case study or roundtable team (details below). For the assigned week, students will:

- Prepare a team report and post it two days prior to class under "My Groups, In Class Presentations."
- Conduct a class presentation. Students should focus on key points of their case or roundtable, relying on the class to have read the case and the longer reports posted prior to the class session. The objective of the presentations is to spark an informed and provocative class discussion.

In Class Protocol: Discussion-based learning requires engagement and collaboration to create a good learning environment. No cell phone texting, or using computers for email, internet surfing, etc. during class. Your participation grade is a significant component of your term grade and failure to actively engage will adversely affect it.

Absence Policy: Please notify Professor Alexander of a necessary absence, preferably *prior* to your absence. When you are absent, submit a written essay on the class topics, identifying key points and integrating the cases for each chapter.

Submit it on the week following your absence. Upload it under **Missed Class Assignments**.

General Guidance on FORMAT AND FOOTNOTES: Written reports should be 1.5 lines spaced, 12 font Times New Roman with one-inch margins. Footnotes, following either MLA or Chicago format, should be used and bibliographies attached to the Case/ Roundtable reports and the Code of Conduct. Footnotes and bibliography are not needed for the position paper.

Assignments and Grading:

Horizon Analysis	10%
Case OR Roundtable	25%
Position Paper	10%
Corporate Code of Conduct	35%
Ethical Leadership Certification	10%
Participation	<u>± 10%</u>
	100%

Case or Roundtable assigned and class meeting date:

Team members and their contact information:

HORIZON ANALYSIS

The objective of the Horizon Analysis is to surface your personal values, which you would bring to bear in judging an ethical dilemma in a business setting. In preparation for the Horizon Analysis, create a personal timeline, noting significant events and people in your life. Reflect on your life experience, and the values you developed over your personal timeline. Write a brief (two page) essay on your personal values, which you would invoke to judge ethically ambiguous situations.

Case Reports

Product	There are three elements: a Case Report , which serves as the basis for a team class presentation and a position paper completed individually by each student.
Case Report and Class Presentation Rubric (Team)	<ol style="list-style-type: none"> 1. Key Facts: Tell the story of the case. Give an “anatomy” of the decisions in the case. Also identify actions that gave rise to punitive damages. (An example of the “anatomy” of the decisions in the Flint Mi water case given by the professors.) 2. Identify stakeholders and their stakes (use table format – see Table 3.1 in textbook) 3. Dilemma or issue posed to management (identify one or two key issues) 4. Alternatives open to management. 5. Impact of alternative course of action on stakeholders (use a matrix format showing costs and benefits of each alternative) 6. What action management actually took 7. Cost/benefit of management’s actual course of action for each stakeholder (use a matrix format showing costs and benefits of management actual course of action; include punitive damages, if any) 8. Aftermath of incident and bring up to date to present day and current situation. 9. Lessons learned for the company itself and for other corporations.
Case Report Format and Posting	<p>Typical reports are 11 to 15 pages.</p> <p>Post the Report, 48 hours prior to class on Blackboard, My Groups, In Class Presentations</p> <p>Develop and post speaking notes, 2 pages, double-spaced. Use the speaking notes to guide the presentation of your case. Use a power point slide, when necessary, e.g. a diagram of the ignition switch the GM cas</p> <p>Upload both your case report and your speaking notes to Assignments.</p>
Team Class Presentation	<p>Professor Alexander will meet with each team after class the week prior to the case presentation. Each speaker is allotted 7 minutes.</p> <p>It is important for the team to practice its delivery at least one day prior to class for coherence, clarity, and adherence to allotted presentation time. Several practice sessions may be required so that each team member respects their presentation time allotted and does not over run. Other team members should make suggestions about their team members’ presentations.</p>
Position Paper (Individual)	<p>Write a position paper in executive memo format recommending a specific course of action to the company CEO and justifying your recommendations.</p> <p>The position paper should be written from the perspective of an expert adviser to the CEO imagined to be in real time. The writer’s time frame of reference is used for the date of the executive memo.</p>
Position Paper Length and Posting	2 pages; 12-point font Times New Roman; one-inch margins. Post 24 hours before class to Assignments
Research	Each team member must research and use a minimum of five sources in addition to the case given in the textbook. Include a bibliography.

Note on Grading	A 10-point penalty will be applied to any submission that fails to meet the required number of references or fails to have bibliographic reference sources.
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As noted in the class description, each student will be assigned to either a Case or a Roundtable.

Roundtable Reports

Product	There are three elements: a <i>Roundtable Discussion</i> , which serves as the basis for a <i>team classroundtable</i> and a <i>position paper</i> completed by each student.
Roundtable Concept	The Roundtable is modeled on the best talk shows which debate issues. Perspectives are identified as “voices” to be articulated in the development of the roundtable topic. The particular voices to be articulated are specified for each topic.
Case Report Format and Posting	In terms of team report to be generated, each person’s voice should be 5 - 7pages, basedon the case source and a minimum of six additional research sources. The group report will be a compilation of each voice, along with the bibliography for each voice. Post the collated Roundtable Report including a slide of the Discussion Questions 48 hours before class on Blackboard, My Groups, In Class Presentations. Also develop and post speaking notes, 2 pages, double-spaced. Use the speaking notes to guide the presentation of your case. Upload both your voice report and your speaking notes to Assignments.
Team Class Presentation	Each team speaker is allotted 7 minutes to highlight the key aspects of their “voice.” It is important for the team to practice its delivery at least one day prior to class for coherence, clarity and timeliness. Several practice sessions may be required so that each team member respects their presentation time allotted and does not over run. . Other team members should make suggestions about their team members’ presentations.
Position Paper (Individual)	The position paper should be written from the perspective of an expert adviser to the CEO imagined to be inreal time. The writer’s time frame of reference is used for the date of the executive memo.
Position Paper Length and Posting	6 to 8 pages; 12 point font Times New Roman; one-inch margins.Post 24 hours before class to Assignments
Research	Each team member must research and use a minimum of six sources in addition to the source given in thetextbook. Include a bibliography at the end of each voice.
Note on Grading	A 10-point penalty will be applied to any submittal that fails to meet the required number of references or failsto have bibliographic reference sources.

**Final Project: CORPORATE CODE OF
CONDUCT**

Product	A proposed Corporate Code of Conduct
Objective	Identify the ethical risks faced by a company and develop a management strategy and tactics to manage those risks.
Topic	<p>The topic and focus of the Code of Conduct should be a current, emerging ethical dilemma, which is still ongoing. The Professor will offer examples and suggestions.</p> <p>Note: The assignment is not to produce a comprehensive company code of conduct, but rather to focus on a single ethical risk.</p>
Choosing a Topic	The student proposes a topic to be approved by the Professor.
Length	<p>7 to 9 pages; 12-point font Times New Roman; one-inch margins.</p> <p>Footnotes and bibliography should follow either MLA or Chicago format (not counted toward pages).</p>
Research	A minimum of six references.
Submission	Upload your Code of Conduct to Assignments .
Note on Grading	A 10-point penalty will be applied to any submission that fails to meet the required number of references or fails to have bibliographic reference sources.

SERVICE PROJECT

The Service Project is a hallmark of the MBA program. The Stillman School of Business, in support of former President Sheeran's articulated mission of Seton Hall University to develop global servant leaders, requires of all MBA candidates a minimum of twenty hours of service to a community-based organization. The service project is ordinarily proposed in the Corporate Social Responsibility seminar, and it should be completed by the time an MBA candidate concludes the Capstone course. There is wide latitude in the nature of the service project, except that all twenty hours of the project should be engaged with a single not for profit, community-based organization.

Forms for proposing and reporting on the Service Project are available in both the Corporate Social Responsibility seminar on Blackboard and the Capstone course. The appropriate forms may also be obtained on Blackboard under Organizations, all Stillman graduate Business Students/ Service Project.

The service project proposal and the final report of the service project is uploaded on Blackboard, under Organizations, all Stillman graduate Business Students/ Service Project.

**SETON HALL UNIVERSITY STILLMAN
SCHOOL OF BUSINESS**

The International Perspective

“The mission of the Stillman School of Business is to enrich each student’s life through an ethics-centered education focusing on transforming concepts into business practices.”

BMBA 9452 WB

Term: SPRING 2022

ONLINE – SEVEN WEEKS: PRESENTATION DATES: January 23, January 30,

February 6, February 13, February 20, February 27, March 6 at 5:30 PM via TEAMS

Professor Richard J. Hunter, Jr. At

home: 908-285-8632

Huntermi@shu.edu

On-Line Office Hours: By phone or email as needed GENERAL

INFORMATION ABOUT THE MBA PROGRAM:

MBA Learning Goals & Objectives

1. Functional Knowledge of Business Enterprises - to demonstrate a fundamental understanding of functional areas in business and a deeper understanding in one's concentration; to be able to apply this knowledge in an integrative manner to effectively develop solutions for business enterprises.
2. Analytical and Critical Thinking - to be able to identify relevant issues, apply qualitative and quantitative problem solving tools, and recommend appropriate actions.
3. Global Management - to be able to anticipate, identify, and respond to changes in global environments and strategically leverage international opportunities.
4. Communication - to be able to write, speak, and present effectively and persuasively in a wide variety of business settings with diverse audiences.
5. Teamwork and Leadership - to be able to work collaboratively and effectively in a diverse and multi-functional team environment; to enable students as leaders who can inspire others to achieve their fullest potential.
6. Technology – to understand how technology is used to support business decision-making and strategy; to be skilled in the use of information technology resources.
7. Ethics and Social Responsibility - to be aware of ethical and social responsibility issues and their implications on business decision making; to develop an ethical mindset; to proactively identify, evaluate and address ethical challenges.

INTERNATIONAL PERSPECTIVES focuses on:

- Analytical and Critical Thinking
- Global Management
- Written Communication

Course Pre-requisites

Selected “Fundamental” course(s), or their corresponding official waivers, may be required of some students in this course. These prerequisite courses may include (if offered) are:

- International Student Seminar

Course Format Relating to Online Courses

Before you move forward with any online or hybrid/blended course, I suggest that you complete the short survey prepared by the Teaching, Learning and Technology Center (TLTC) to help you in your decision to pursue online learning.

Some of you may be unfamiliar with an online learning environment. While the subject matter is generally the same as a face-to-face (F2F) course the differences in platform and delivery are frequently a challenge for some students. Online courses require you to be self-directed and organize your work differently than your previous experience in F2F classes. Online does not mean less structure or work. It is not an “easier” course than one offered in a F2F environment.

It is important that you consider a number of factors before you enroll in an online or hybrid/blended course. Those factors include time management skills, learning style and technology skills and access. Online learning anticipates that you are an active learner ...someone who is motivated, self-directed and stays on task. If you prefer a more traditional lecture style learning environment where you use class meetings as an organizing structure to complete your assignments then an online course may not be the best choice. In my experience, considering these factors is an important prerequisite to enrolling in a course that offers an online or hybrid/ blended learning environment.

You do not have to be physically present in a classroom or attend at a set time, or place, to take this course. There are no required scheduled class meetings in this course. **However, there will be weekly presentations via TEAMS which will be recorded.**

You may complete the course at your own pace if you chose not to take part in the weekly presentations. If you are enrolled in an online course, you need to be self-motivated and stay on task. All of our course interactions will occur in the cloud using various applications like Teams and Blackboard. That said, however, you will have assignments that must be completed when due.

We will use **Microsoft Teams** as our primary communication and collaboration platform. Please email me or call me if you need to reach me or have a question.

If you are concerned with your comfort level with an online learning environment, please call me. I am happy to discuss your concerns.

In summary, you will need to be proficient in the use of:

- Blackboard

- Seton Hall's Outlook email system
- Microsoft Word and Office 365 (for Teams), and
- A web browser compatible with Blackboard. You will find the specific technology requirements listed in the Technology navigation link on our Blackboard course.

Course Information and Objectives

1. **This is an on-line course which will be supplemented by weekly presentations on Microsoft TEAMS.** The course is highly integrated and is designed to introduce the graduate student of business to the world of international business, international trade, foreign direct investment, international law and organizations, and political economy. The course provides information and insights from the broad perspectives of business, economics, finance, political and economic geography, risk management, marketing, ethics, and international law. It is expected that as an introduction to these fields, students will gain a core understanding of the concepts, ideas, and vocabulary of international business that might spur them on to seek a more in-depth treatment through specialized courses in the MBA graduate curriculum or through a concentration in International Business in the graduate program.
2. **The course consists of ten topics. Each topic has a series of learning objectives which will outline the outcomes students can expect to gain from the materials presented. The topics are based on the Master Syllabus created by Professor John Shannon and modified by Professor Hunter for his weekly presentations.**
3. **Format:** This class is synchronous in terms of topical coverage for seven weeks and will be conducted online on the basis of **course readings and other web based materials and sites provided for you on Blackboard. However, all presentations will be recorded and will be available to students following the presentations.**
4. **Suggested Procedures:** Please consult the course calendar found below. Before the first week of the course (by Wednesday January 19), students are expected to post a **brief, no more than 100 word, self introduction of information** that they wish to share with their classmates and a selection of a country they will follow in detail this semester.

On a weekly basis, every Sunday at 5:30 PM (SETON HALL TIME) students are invited to join a live MS Teams video presentation on the topic by the instructor. All presentations will be recorded for use by students who are unable to make the Sunday or Monday night presentation.

5. **Course Requirements and Course Calendar:** The academic week will begin on Monday and will conclude on the following Sunday evening after the presentation. I

will be posting the week's **PRESENTATION OUTLINE** EACH MONDAY FOR THE WEEK'S **TEAMS** MEETING AND A **"WHAT WE HAVE LEARNED"** POSTING EACH MONDAY OR LATE SUNDAY NIGHT COVERING THE PREVIOUS NIGHT'S PRESENTATION.

There will be a Midterm Examination which will be due by 9 PM on THURSDAY FEBRUARY 17 and the Final Examination which will be due by 9 PM on THURSDAY MARCH 10.

There will be **two discussion boards on two assigned topics:**

The student will post their first comment of approximately 500 words in the **Discussion Forum in Blackboard on the topic: "China: One Country, Two Systems?"** by **Tuesday February 1 by 9 PM** and will then be required to post two follow-up comments of approximately 150 words relating to their classmates comments by **Friday February 4 by 9 PM**. All postings and follow-up comments be supported by at least two source (provide the link). Wikipedia is **not** an approved source for postings.

The second discussion board topic concerns a **current issue in intellectual property protection** you chose. Students will post a comment of approximately 500 words in the corresponding **Discussion Forum in Blackboard** by **Tuesday February 22 by 9 PM** and then will be required to post two follow up comments of approximately 150 words by **Friday February 25 by 9 PM**. Proper protocol suitable for the work or business environment should be followed in all postings.

6. Grading and assessment: The final course grade will be determined by combining the grades on the midterm and final examinations (each counting 45% each) and the grade assigned to the student's posting on the discussion boards (10%).

7. Contact: You are encouraged to contact me at any time via email or by telephone. I will endeavor to answer all inquiries made by email within 48 hours.

8. Final grades: A [94-100]; A- [93-90]; B+ [89-88]; B [87-84]; B- [83-80]; C+ [79-78]; C [77-74]; C- [73-72]; D+ [71-68]; D [67-65]; F [<65].

ACADEMIC HONESTY

All work must be the student's own. Failure to abide by this rule will result in a failure for the course. No collaboration is permitted on the take-home examinations.

STATEMENT ON ACADEMIC HONESTY:

Students are expected to act honestly and ethically in all academic areas. Dishonesty, plagiarism or cheating in any form, including copying from another student, conferring or collaboration in any way on any examination or quiz without prior authorization, handing in any assignment that is not your own (i.e., taken from an internet site), failing to accurately and fully reference or cite any material found in a writing assignment or paper or answer on a quiz or test, will result in a failure for that assignment, the assignment of a "O" grade for the assignment, and the inability to drop that assignment as a grade. Please see the university web site for more information on Seton Hall's statement regarding academic honesty at <https://www13.shu.edu/offices/student-life/academic-professional-integrity.cfm>

I will report all instances of dishonesty, plagiarism, or cheating to the Dean's office.

I reserve the right to check with the Dean's Office to see if any prior dishonesty has occurred with a student. If such a situation has occurred in the past, or if a second act of dishonesty occurs during the same or subsequent semester in any of my courses by a student, the student will be given the grade of "F" for the course and the name of the student will be formally sent to the Associate Dean for further appropriate action.

Adopted: MAY 2017

STATEMENT REGARDING TECHNOLOGY YOU WILL NEED FOR THE COURSE

Procedures for submitting your work will be provided with each assignment. Typically you will submit digital versions of your work via a course management system called Blackboard. To access Blackboard:

- Go to the SHU homepage (www.shu.edu),
- Click on the PirateNet link in the upper-right corner.
- In the screen that appears, click on the Blackboard link.
- Log in to Blackboard using your SHU username and password.

COURSE CALENDAR

PRE-COURSE: MONDAY JANUARY 17 THROUGH WEDNESDAY JANUARY 19:

STUDENT DELIVERABLE: BRIEF BIOGRAPHICAL SKETCH AND CHOICE OF COUNTRY BY 9 PM WEDNESDAY JANUARY 19

ACADEMIC SCHEDULE:

WEEK ONE: MONDAY JANUARY 17 THROUGH SUNDAY JANUARY 23:

PRESENTATION NUMBER 1 VIA TEAMS ON SUNDAY JANUARY 23 AT 5:30PM: TOPIC 1

WEEK TWO: MONDAY JANUARY 24 THROUGH SUNDAY JANUARY 30 PRESENTATION NUMBER 2 VIA TEAMS ON SUNDAY JANUARY 30 at 5:30PM: TOPICS 2 AND 3

WEEK THREE: MONDAY JANUARY 31 THROUGH SUNDAY FEBRUARY 6 PRESENTATION NUMBER 3 VIA TEAMS ON SUNDAY FEBRUARY 6 at 5:30PM: TOPICS 4 AND 5

STUDENT DELIVERABLE: TUESDAY FEBRUARY 1 BY PMDISCUSSION BOARD POSTING NUMBER 1

FOLLOW-UP COMMENTS BY FRIDAY FEBRUARY 4 BY 9 PM

WEEK FOUR: MONDAY FEBRUARY 7 THROUGH SUNDAY FEBRUARY 13 PRESENTATION NUMBER 4 VIA TEAMS ON SUNDAY FEBRUARY 13 AT 5:30: TOPIC 6

STUDENT DELIVERABLE: MID TERM EXAMINATION BY 9 PM THURSDAY FEBRUARY 17. THE EXAMINATION WILL BE AVAILABLE IN BLACKBOARD ON MONDAY FEBRUARY 14 AT APPROXIMATELY 9 A.M.

YOU WILL HAND IN THE EXAM AS A WORD DOCUMENT ATTACHED TO AN EMAIL OR WRITTEN IN THE BODY OF AN

EMAIL ADDRESSED TO: hunterri@shu.edu

WEEK FIVE: MONDAY FEBRUARY 14 THROUGH SUNDAY FEBRUARY 20 PRESENTATION NUMBER 5 VIA TEAMS ON SUNDAY FEBRUARY 20 AT 5:30 PM: TOPIC 7

WEEK SIX: MONDAY FEBRUARY 21 THROUGH SUNDAY FEBRUARY 27 PRESENTATION NUMBER 6 VIA TEAMS ON SUNDAY FEBRUARY 27 AT 5:30: TOPIC 8

STUDENT DELIVERABLE: TUESDAY FEBRUARY 22 by 9 PM SECOND DISCUSSION BOARD COMMENT;

FOLLOW UP COMMENTS BY FRIDAY FEBRUARY 25 BY 9 PM

WEEK SEVEN: MONDAY FEBRUARY 28 THROUGH SUNDAY MARCH 6 PRESENTATION VIA TEAMS ON SUNDAY MARCH 6 AT 5:30: TOPICS 9 AND 10

STUDENT DELIVERABLE: FINAL EXAMINATION DUE BY 9 PM ON FRIDAY MARCH 11 BY 9 PM. THE EXAMINATION WILL BE AVAILABLE ON BLACKBOARD ON MONDAY MARCH 7 AT APPROXIMATELY 9 AM.

YOU WILL HAND IN THE EXAM AS A WORD DOCUMENT ATTACHED TO OR WRITTEN IN THE BODY OF AN EMAIL

ADDRESSED TO: hunterri@shu.edu

INTERNATIONAL PERSPECTIVES: DETAILED TOPIC OUTLINE

Introduction to the Course

Week 1: Topic 1 Global Perspectives: Class Notes: Pages 1-19

1. What is Globalization?
2. The Five Stages of Globalization
3. Strategies Employed by Companies Seeking to Penetrate International Markets:
 - a. International company
 - b. Multinational company (MNC)
 - c. Joint venture
 - d. Strategic alliance
4. Forces Spurring Globalization: Read Thomas Friedman, *"Globalization, Alive and Well"*
5. Negative Side of Globalization
 - a. Principles of Political and Economic Sovereignty: criteria and characteristics
6. World Economic Systems

SEE SUPPLEMENT POSTED ON BLACKBOARD

- *"Global Capitalism: The Suicide Version"*

Week 2: Topic 2: Traditional Measures of Growth and Development: Class Notes: pp. 20-60

1. GNP/GNI
2. GDP
3. GNP/GNI per capita
3. Purchasing Power Parity (PPP)
4. The "Big Mac" Index

Appendix: World Bank Country and Lending Groups

Week 2: Topic 3: Non-Traditional Methods of Growth and Development: Class:Notes pp. 61-75

1. The Human Development Index
2. Indebtedness
3. Other measures of Growth and Development

Week 3: Topic 4: Classification of countries: Class Notes: pp. 76-93

1. Developed countries
2. Newly Industrialized Countries
3. Developing Countries
4. Transition Economies Appendix:

Gorbachev and Reform

Week 3: Topic 5: Cultural Considerations: Class Notes: pp. 94-109

1. Cultural Considerations
2. Key Concepts in the Understanding of Culture: Ethnocentricity, “cultural imperialism,” and subcultures
3. Components of Culture
 - Aesthetics
 - Values
 - Attitudes
 - Cultural traits
 - Cultural diffusion
 - Manners
 - Customs
4. Social structure
5. Religion
6. Education (the phenomenon of the *brain drain*)
7. Framework for analysis: individual vs. group-oriented cultures

SEE SUPPLEMENT POSTED ON BLACKBOARD

- *“Indonesian Province Embraces Islamic Law and Caning”*
- *“Globalization Erodes India’s Caste System”*
- *“Unhappy returns: fear and loathing await fugitives from Belfast racism”*
- *“Interpreting Islamic Law for American Muslims”*
- *“15 International Business Customs That Could Make or Break a Deal”*
- *“Yugoslavia Is Again Reinvented, in Name and Structure”*
- *“Halal Food: Cut-Throat Competition”*

Week 4: Topic 6: Risks in International Business: Class Notes: pp. 110-134

1. Risks in International Business Transactions

- a. Distance
 - b. Communications and language barriers
 - c. Violence
 - d. Currency and Exchange Rate risks
 - e. Tariff and non-tariff barriers
- 2. Corruption and bribery
- 3. A focus on Political Risk:
 - a. Definition
 - b. Sources
 - c. Classification
 - d. Forms
- 4. Property seizure risks: *confiscation, expropriation, nationalization*
- 5. Managing political risk through avoidance and adaptation:
- 6. A Brief Focus on the Foreign Corrupt Practices Act

MIDTERM EXAMINATION: TOPICS 1-6

Week 5: Topic 7: Legal Issues in International Business: Class Notes: pp. 135-158

Part I: The International Legal Environment: Transnational legal systems

- 1. Common law
- 2. Civil or code law
 - a. Law and Regulation
- 3. Socialist law: The role and function of law in a socialist society
- 4. Islamic law

Part II: Introduction to International Law

- 1. Classification of International Law: Public and Private International Law
- 2. Sources of International Law
 - a. Treaties, conventions and other agreements
 - b. Customs and practices
 - c. General principles: *The Global Sullivan Principles*; *"CERES*
 - d. Judicial decisions
 - e. Writings of publicists
- 3. Some important concepts in International Law related to International Business
- 4. The CISG

SEE SUPPLEMENT POSTED ON BLACKBOARD

I. International Legal Environment

- *"Executive agreement"*
- *"Press Release Announcing U.S. Recognition of Israel"*

- *"Lessons of the Exxon Valdez"*
- *"Damages Cut Against Exxon in Valdez Case"*
- *"The Bhopal disaster and its aftermath: a review"*
- *"Indian Court Convicts 7 in Bhopal Gas Tragedy"*

II. Information on Select International Organizations

- *"The World Bank"*
- *"The World Bank's project cycle explained"*
- *"President, World Bank Group"*
- *"Past Presidents"*
- *"IMF Org Chart"*
- *"Managing Director of the IMF"*
- *"What the IMF Does"*
- *"The CISG And Member States"*

Week 6: Topic 8: International Intellectual Property Issues: Class Notes: pp. 159-174

1. Definitional considerations
2. Types of intellectual property: *Patents, Copyrights, and Trademarks*
3. Special issues relating to intellectual property
 - a. Commercial counterfeiting
 - b. Piracy
 - c. Palming Off or knockoffs
 - d. Trade secrets and misappropriation
 - f. False or misleading comparative advertising
 - g. Disparagement (trade libel or slander of title)
 - h. False or misleading comparative advertising
 - i. Grey Market goods
 - j. Trade Dress and Trade Dress Protection
 - k. Geographic or field of limitation restrictions
 - l. "Midnight production"
 - m. Compulsory licensing

SEE SUPPLEMENT POSTED ON BLACKBOARD

- *"The World Intellectual Property Organization- WIPO"*
- *"Gray Market Goods"*
- *"The WTO and Patents – Select Provisions"*
- *Compulsory Licensing"*
- *"The Text of Article 31"*

Week 7: Topic 9: An Introduction to International Trade: Class Notes: pp. 175-200

1. Global Trading System: Overview and History
 - a. Trade Barriers- Introduction
 - b. The GATT- Trade Rounds
2. Focus on the WTO
3. Dispute settlement under the WTO
4. A discussion of *dumping and subsidies*
5. The United States and World Trade
6. The International Trade Commission (ITC)

Week 7: Topic 10: Foreign Direct Investment: Chapter Notes: pp. 201-215

1. Definition of FDI
2. Negative and positive impacts of FDI
3. Manifestations of FDI
4. Characteristics of successful FDI activities

Appendix: List of Inward and Outward FDI

SEE SUPPLEMENT POSTED ON BLACKBOARD

- *"Public-Private Partnerships: BOOs and BOTs"*
- *"Golden Share"*
- *"Europe races to shield virus-hit firms from bargain hunters"*

FINAL EXAMINATION: TOPICS 7-10



Our mission is to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.

***BMBA 9453 HYB –
Spring 2022 second half***

Accounting for Decision Makers

Professor Mark Mishler
Jubilee Hall Room 635
mark.mishler@shu.edu

Office Hours: before and after class or by appointment

Classroom – In-Person with face masks required

61 Duffy Hall
 Monday evenings 6:30 pm – 8:40 pm

Administrative Assistant

Amy Timmes amy.timmes@shu.edu 973-761-9013

Course Materials

Harvard Business School Publishing casebook available at <https://hbsp.harvard.edu/import/920244>

It is recommended that you use any current introductory textbooks in financial and managerial accounting, such as Marshall, McManus, Viele's *Accounting: What the Numbers Mean*.

Course Description

This course introduces you to the foundational topics in accounting necessary for a career in business. You will learn the contents of financial statements, accounting for certain common transactions, basic financial statement analysis tools, and commonly-used managerial accounting techniques.

Course Objectives

At the end of this course you should be able to:

1. Apply the principles of accounting systems and procedures to a practical scenario.
2. Analyze financial statements using key financial ratios to assess a company's performance.
3. Recognize the importance of ethics and social responsibility in accounting

4. Examine how financial accounting choices are made, and describe their consequences
5. Explain the relationship of costs to activity and how this impacts cost-volume-profit analysis.
6. Describe the budgeting process for both operating and capital budgets.

MBA Learning Goals

Servant Leadership – to “possess the ability to change hearts, heal divisions and build community while displaying virtues of courage, foresight, empathy and stewardship of the common good.”

Functional Knowledge of Business Enterprises – Students will have the ability to apply functional and cross-functional business knowledge in an integrative manner.

Analytical and Critical Thinking – Students will have the ability to apply critical thinking and analysis skills in complex business situations/problems.

Global Management – Students will have the ability to anticipate, identify, and respond to changes in global environments and articulate how to strategically leverage international opportunities.

Communication – Students will have the ability to effectively and persuasively communicate in a wide variety of business settings with diverse audiences.

This course focuses on Servant Leadership, Functional Knowledge of Business Enterprises, Analytical and Critical Thinking, and Communication.

Prerequisite Information

Before taking this course, you must successfully complete BMBA 8008 or other courses approved as equivalent, such as undergraduate financial and managerial accounting courses. **This means before taking this course, students are expected to possess a basic understanding of accounting debits & credits; journal entries (for transactions, adjusting entries, and closing); financial statements; and economic principles.**

You should be familiar with Microsoft Excel.

Expectations

Students are expected to:

- Use their Seton Hall email address when emailing the professor
- Review the “start here” information posted in BlackBoard
- Review and follow the course calendar in the syllabus
- Participate in BlackBoard discussions
- Submit assignments on or before their deadline
- Submit original work, or cite sources when using the work of others

The instructor will:

- Respond to e-mail messages before the next weekday
- Grade assignments within one week of the assignment deadline

Grades

Student work products	Points	Percent
Assignments	500	70%
Attendance/participation	72	10%
Project	140	20%
Total	712	100%

Assignments

Assignments, as listed in the course schedule, are due at 11:59 pm on Sundays, to be submitted via BlackBoard. Assignments should address the questions provided, using Microsoft Excel (unless Microsoft Word is specified). When submitting your assignment, you are implicitly representing that it is your own work.

Students are responsible for verifying that their work was properly uploaded into BlackBoard. If there is a problem with posting to BlackBoard, then copy the assignment into a Word file and email it to me by the due date, but only after you have contacted technology support for assistance.

Late assignments/project

Late submissions after the due date/time will receive a reduced score of 10% per day for each of the first three days. Late submissions after the third day will receive a score of zero.

Class attendance/participation

The attendance/participation grade for each class is based on the posted rubric and students doing the following:

1. Be on time for the beginning of class
2. Attend throughout the class period
3. Post your name placard on your desk showing your first name on both sides
Studies show that engagement (engagement and learning) increases greatly when your name is posted. **Engaged students learn more and earn higher grades.**
4. Read the cases before class to be prepared to discuss cases in class and answer instructor questions

Project

Project instructions are provided in Week 7 and have student deliverables in Week 3, Week 4, and Week 7.

Grade ranges

Grade Ranges			
A	93.34% - 100%	C+	76.67% - 79.99%
A-	90% - 93.33%	C	73.33% - 76.66%
B+	86.67% - 89.99%	C-	70% - 73.33%
B	83.34% - 86.66%	D+	66.67% - 69.99%
B-	80% - 83.33%	D	60% - 66.66%
F		< 60%	

Grade appeals for any individual item must be submitted in writing via email within one week of posting or returning the assignment. Grade appeals received after this time will not be accepted.

Academic Honesty

Academic dishonesty will not be tolerated in this course. Such unacceptable actions include, but are not limited to: copying, sharing or obtaining information from any unauthorized source during examinations; copying from or unauthorized sharing of homework assignments with another student; attempting to take credit for the intellectual creation of another person as one's own work; falsifying information; giving or receiving information about a test, quiz or assignment solutions to students in other sections of the course.

Any student involved in academic dishonesty will be penalized in accordance with published University rules. In this class, penalties for copying, sharing or obtaining information from any unauthorized source during examinations or quizzes may range from failing the examination to failing the course. The penalty for attempting to take credit for the intellectual creation of another person as one's own work, or falsifying information will range from failing the assignment to failing the course. All such penalties will be reported to the Dean of the Stillman School, and do not preclude additional penalties to be administered by the Dean or Provost, such as suspension or expulsion.

Course Schedule – Spring 2022 Second Half – In Person

Week	Topic	Readings	Project	Harvard Case Assignment	Due times 11:59 pm
1 21-Mar-22	Introduction Apply accounting principles, processes, and procedures to a practical business scenario.			1. BreatheScreen, Inc.	27-Mar-22
			Introduction		none
2 28-Mar-22	Analyze financial statements using key financial ratios to assess a company's performance. <i>Introduce project</i>	Bruns - Introduction to Financial Ratios and Financial Statement Analysis		2. Amazon Financial Analysis (SHU spotlight) 3. AT&T Versus Verizon	03-Apr-22 03-Apr-22
3 04-Apr-22	Recognize the importance of ethics and social responsibility in accounting	A letter from Prison		4. Revenue Recognition: Salesforce.com	10-Apr-22
			Part 1		10-Apr-22
4 11-Apr-22	Examine how financial accounting choices are made, and describe their consequences			5. Accounting for the iPhone at Apple 6. Depreciation at Delta Air Lines and Singapore Air Lines (A)	24-Apr-22 24-Apr-22
			Part 2		24-Apr-22
18-Apr-22	Spring Break	No Class			
5 25-Apr-22	Managerial accounting - explain the relationship of costs to activity and how this impacts cost-volume-profit analysis.			7. Kanthal (A) 8. Bridgeton Industries	01-May-22 01-May-22
6 02-May-22	Decision making: - Budgeting process for both operating and capital decisions. - Incremental analysis and relevant costs			9. Sneaker 2013 10. LeMar Outdoor Play Products	08-May-22 08-May-22
7 09-May-22	Finalize project		Part 3		13-May-22



Our mission is to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.

***Legal
Environment of
Business Master
Syllabus
BMBA9454***

Professor: John H. Shannon Office: Stillman School of Business, 651 Jubilee Hall, South Orange, NJ 07079 Phone: 973.761.9516	Office Hours: by appointment
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Course Description

We will examine the variety of the legal challenges facing managers that can both help and hinder success. This course will provide a foundation of legal knowledge that will equip students to recognize the legal issues they will encounter as managers. We will examine the impact of constitutional law and regulation on business and re-view the areas of antitrust, employment and labor law, employment discrimination and a most important area in this knowledge economy, intellectual property. This course will assist in the development of legal awareness that will guide entrepreneurs and managers in a complicated legal environment.

Learning Goals/Course Outcomes

This course will help prepare students to meet the legal and regulatory challenges and opportunities they can expect to encounter as managers of private and public businesses. The course provides a conceptual framework for understanding the various legal tools available to managers engaged in evaluating and pursuing opportunities. The course will also provoke students to think critically about ethical behavior in

business. The relationship of various business enterprises to stakeholders will be examined. The ethical implications of each topic are explicitly discussed. The objective is not to teach business students how to think like lawyers, but rather to teach students how to become more ethically and legally astute so they can handle with confidence the challenges of management.

Students who have mastered the concepts and applications in this course will be able to (1) exhibit a working knowledge of the American legal system and how it impacts business, as well as developing a fundamental understanding of certain legal doctrines and theories of liability; (2) demonstrate analytical skills by identifying legal issues and concepts which arise in the context of business decision-making; (3) apply substantive legal theory and ethical decision-making considerations that enhance a manager's practical ability to recognize and respond to legal challenges in a business context; and (4) articulate ways in which legal acumen adds value to a business through risk-management, business planning and problem solving.

MBA Skills Development

1. Analytical and Critical Thinking - Employers want graduates who can examine a problem, opportunity or other situation; gather, analyze and synthesize relevant data from multiple sources; and then draw appropriate conclusions. Using adept reasoning, students in this course will learn to use both qualitative and quantitative data to solve complex business problems and shape emerging opportunities.
2. Communication - Managers need to effectively communicate up, down, across and outside the organization. This seminar will emphasize essential skills including: writing persuasive proposals, effective emails, and engaging oral presentations; practice active listening, coaching, interviewing, and impromptu oral presentations; and learn to communicate effectively via social media.
3. Teamwork and Leadership - Students study group dynamics, team development, and the influence of diversity, creativity, and conflict on team outcomes, while actively engaging in team-based projects and assignments designed to strengthen teamwork skills.
4. Persuasion, Negotiation & Selling - students will practice the principles of effective negotiation. In addition, this seminar will focus on using credibility, logic and emotion to sell ideas to others, and defending views before adversarial or skeptical audiences.

This course focuses on:

- Analytical and Critical Thinking
- Communication

MBA Learning Goals & Objectives

1. Functional Knowledge of Business Enterprises - to demonstrate a fundamental understanding of functional areas in business and a deeper understanding in one's concentration; to be able to apply this knowledge in an integrative manner to effectively develop solutions for business enterprises.
2. Analytical and Critical Thinking - to be able to identify relevant issues, apply qualitative and quantitative problem solving tools, and recommend appropriate actions.
3. Global Management - to be able to anticipate, identify, and respond to changes in global environments and strategically leverage international opportunities.
4. Communication - to be able to write, speak, and present effectively and persuasively in a wide variety of business settings with diverse audiences.
5. Teamwork and Leadership - to be able to work collaboratively and effectively in a diverse and multi-functional team environment; to enable students as leaders who can inspire others to achieve their fullest potential.
6. Technology – to understand how technology is used to support business decision-making and strategy; to be skilled in the use of information technology resources.
7. Ethics and Social Responsibility - to be aware of ethical and social responsibility issues and their implications on business decision making; to develop an ethical mindset; to proactively identify, evaluate and address ethical challenges.

This course focuses on:

- Analytical and Critical Thinking
- Communication
- Technology
- Ethics and Social Responsibility

Course Pre-requisites

Selected “Fundamental” course(s), or their corresponding official waivers, are required of all students in this course. These prerequisite courses are:

- BMBA 8009, Legal Studies Pre-qualifier
- International Student Seminar

Course Format

Before you move forward with any online or hybrid/blended course, I suggest that you complete the short [survey](#) prepared by the [Teaching, Learning and Technology Center](#) (TLTC) to help you in your decision to pursue online learning.

Some of you may be unfamiliar with an online learning environment. While the subject matter is generally the same as a face-to-face (F2F) course the differences in platform and delivery are frequently a challenge

for some students. Online courses require you to be self-directed and organize your work differently than your previous experience in F2F classes. Online does not mean less structure or work. It is not an “easier” course than one offered in a F2F environment.

It is important that you consider a number of factors before you enroll in an online or hybrid/blended course. Those factors include time management skills, learning style and technology skills and access. Online learning anticipates that you are an active learner ... someone who is motivated, self-directed and stays on task. If you prefer a more traditional lecture style learning environment where you use class meetings as an organizing structure to complete your assignments then an online course may not be the best choice. In my experience, considering these factors is an important pre-requisite to enrolling in a course that offers an online or hybrid/blended learning environment.

You do not have to be physically present in a classroom or attend at a set time, or place, to take one of my online courses. There are no scheduled class meetings in my online courses. If you are enrolled in an online course, you need to be self-motivated and stay on task. All of our course interactions will occur in the cloud using various applications like Teams and Blackboard. That said, however, you will have assignments that must be completed when due. We will use Teams as our primary communication and collaboration platform. Please DM me in either Teams if you need to reach me or have a question. We use Teams or Skype for Business for our video conversations, when necessary.

If you are concerned with your comfort level with an online learning environment, please DM me in Teams. I am happy to discuss your concerns.

Text and Other Course Materials

<i>Title</i>	<i>Legal Environment of Business eBook (custom)</i>
<i>Author</i>	Prekert, et al
<i>ISBN</i>	9781307737059
<i>Publisher</i>	McGraw-Hill Create
<i>Type</i>	Digital

URL	https://create.mheducation.com/shop/
Required	Yes
Description	Please note that this text is a course specific edition and the eBook is available for purchase online at https://create.mcgraw-hill.com/shop . Click browse all schools > NJ > Seton Hall > Legal Environment of Business to purchase the eBook.

Deliverables

Your grade in the course will be based on your performance on the following assignments. The assignments articulated below are representative of the types of assignments that will be required in this course. These are discussed below.

Quizzes

Each Module will conclude with a quiz covering the materials included in that module.

Examination(s)

Each Exam will follow each set of three (3) modules covering the materials included in those three (3) modules.

Discussion

Please be careful not to underestimate the requirements of the Discussion.

What is Required?

The discussion will begin with an article, video, podcast and/or question. You will prepare an initial response to the question(s) posed and engage in a discussion with your classmates during the comment phase of the discussion. You will engage in one

(1) discussion during the course. A discussion is defined as "an act or instance of discussing" and "consideration or examination by argument, comment, etc.". Please see the Discussion folder and the Calendar for details specific to the timing of your initial response, and comments, in the Discussion. You will post your initial response, and comments, to the Bb Discussion folder. Never post a Word or Google doc or pdf.

That said, our continuing discussion is an important part of the exercise. You will note that there is a comment period available in each discussion cycle. You should engage your classmates "... with commentary, reaction and/or analysis of their initial response and/or comment posts ..." during the comment period. The point of the exercise is to generate a robust conversation about the issue(s) at hand. These discussions, and your engagement, are essential to create the atmosphere of active learning and critical thinking that is an integral part of this course. All students must express their own opinions and engage with other students in the process.

The discussion is ongoing so simply posting your initial response will not be sufficient. You must engage

your classmates with commentary, reaction and/or analysis of their posts (see the comment period in each discussion cycle). Remember, discussion is defined as "an act or instance of discussing" and "consideration or examination by argument, comment, etc.". The good news is that the DB function in Bb will allow us to engage in either synchronous or asynchronous written exchanges that will stand in for live conversations. Be timely, do not wait until the end of the discussion period to engage in the conversation. Do not post all of your work at the same time. That will give others an opportunity to respond in a timely manner.

Initial Response

Your initial response to the discussion, in a minimum of 1,500 words, is your answer to the question(s) posed and issue(s) raised, a reflection of your consideration of the issue(s) that flow from those materials. You must post your initial response prior to the deadline shown in the Calendar. I fully expect that you will rely on sources in support of your position ... whether in your initial response to the discussion or during the continuing conversation that will follow. Please see the Writing on a Digital Platform section of this folder. When you do refer to a source you should create a hyperlink to the additional materials that help explain or support your position.

Engagement

You must also post a minimum of five (5) comments that are responsive to your classmates' initial responses. Your comments should be responsive, and also be substantive. In other words, simply posting an affirmation of the genius of author of the initial response is insufficient.

Content and Form

This Discussion deliverable involves both research and writing. Your initial response and comments will also require that you meet both the content and form requirements. The content requirements are straightforward. You must provide a thoughtful, substantive and well-reasoned submission that draws upon the course readings and materials and that details your perspective and analysis of the implications of the issue(s) raised in the question(s) posed. It is also important that you address any ethical issue(s) raised by the Discussion. You must also include sources sufficient to support all aspects of your submission. The content requirements represent a significant expectation of performance. I expect that your sources will be sufficient, both in quality and number, to support the breadth of analysis described above.

The form requirements are equally straightforward. These form requirements are generally described in terms of a word (rather than page) count, guidance as to expectations relative to your engagement during the comment period and the use of live, in-text hyperlinks in lieu of footnotes/endnotes (please see Writing on a Digital Platform below). When you use digital platforms to support your submissions you should incorporate multimedia (audio, video and images) in all of your writing deliverables.

Assessment

Assessment of your submissions will be based upon the extent to which you meet the minimum requirements described here. The discussion requirements are described with content and form, minimum word, source and comment counts requirements.

Page counts are irrelevant when working in digital platforms so the minimum word, source and comment counts will provide you with an expectation framework. You can improve your prospects for a strong outcome by exceeding the minimum requirements of the assignment.

To be clear, simply meeting the minimum requirements will result in an average grade.

Assessment of your submissions will also be based upon the extent to which you meet the content and form requirements as described above. You can improve your prospects for a strong outcome by expanding the scope of your content and analysis including addressing potential ethics issues, of the question posed, broadening the scope of the sources used to support that content and analysis and meeting the form requirements outlined above.

Your level of engagement, the clarity of your writing, spelling and grammar, your success in writing on a digital platform, appearance and satisfaction of both the content and form requirements; articulation of all potential issues presented and the quality and depth of analysis will be evaluated when assessing your submissions.

Discussion Recap

We will recap the discussion during the scheduled Teams video session after the discussion closes. The Discussion Recap is optional, attendance is not required. Please refer to the Deliverables folder and Calendar for details about the discussion schedule.

Writing on a Digital Platform

Many of you may be unfamiliar with writing on a digital platform. Since this may be the first time that many of you are working in a digital platform I suggest that you re-view Professor Gerald Lucas' essay, Writing Top Ten, as a starting point. If you are unfamiliar with the appropriate way to source your digital writing, and most of you will be, please review his discussion of Digital Citation for additional guidance on citation when using a digital platform. Since the correct use of hyperlinks will be important to your success in our course discussions I recommend that you consider his advice on using links in your digital writing.

When you use digital platforms to support your submissions you should incorporate multimedia (audio, video and images) in all of your writing deliverables. It is important for you to transition from thinking in terms of text on paper to a text+ environment. As Bo Ren suggests in his essay Why I Believe in Text,

"The future of text is going to be text+ (text + multimedia

e.g. photos, videos, gifs, podcasts etc). ... readers and users want text+ for a faster, more immersive, gratifying consumption experience. Multimedia stories are the future of text."

Please remember that:

- Mutual respect extends into the virtual classroom environment, and
- Engagement in these discussions is required, and
- Participation alone is not enough; a thoughtful and meaningful approach in your posts is required.

PERFORMANCE EXPECTATIONS

You are expected to work individually on all assignments unless otherwise noted. Procedures for

submitting your work will be provided with each assignment. Typically you will submit digital versions of your work via a course management system called Blackboard. To access Blackboard:

- Go to the SHU homepage (www.shu.edu),
- Click on the PirateNet link in the upper-right corner.
- In the screen that appears, click on the Blackboard link.
- Log in to Blackboard using your SHU username and password.

Summary of Course Requirements

Deliverables' Weights	
Discussion (1)	30%
Quizzes (6)	20%
Examinations (2)	50%
Total	100%

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
F	< 59%		

Learning Contract

You will be expected to sign a statement indicating that you have read and agree to abide by the standards regarding academic and professional integrity specified in the Student Handbook and the statement regarding academic dishonesty approved by the Stillman faculty. These standards will be provided to you at the outset of the course.

SPECIAL ACCOMMODATIONS

Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the

Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodations, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973.313.6003, email address DSS@shu.edu.

For further information, please go to <http://www.shu.edu/offices/disabilitysupport-services/index.cfm>.

Class Schedule

The following is a proposed course schedule. There will likely be changes to this schedule in terms of timing, content or both. Any changes will be announced in class and posted to BlackBoard. It is your responsibility to keep informed of any changes.

BEFORE WE LAUNCH

Review pre-course requirements at Blackboard site

MODULE 1

M1.1: THE CONSTITUTION

Learning Objectives: At the end of this module, students will be able to:

- To appreciate how the structure of the U.S. Constitution provides the frame-work for our federal government.
- To identify the importance of the supremacy clause and the contracts clause for business.
- To appreciate the power of the federal government to regulate business.
- To recognize the major amendments to the U.S. Constitution.
- To analyze the basic protections created by the First, Second, and Fourteenth Amendments.

Reading Materials:

- Chapter 6: The Constitution

Assignments (see course calendar for schedule):

- Complete Module 1 Quiz

M1.2: THE REGULATORY ENVIRONMENT

Learning Objectives: At the end of this module, students will be able to:

- To analyze the essential reasons for and requirements of administrative agencies.
- To evaluate the role of courts in reviewing the actions of administrative agencies.
- To appreciate the trade-offs involved in the regulatory processes.

Reading Materials:

- Chapter 15: The Regulatory Environment

Assignments (see course calendar for schedule):

- Complete Module 2 Quiz

M1.3: REGULATING COMPETITION - ANTITRUST LAWS

Learning Objectives: At the end of this module, students will be able to:

- To analyze the rationale for promoting a competitive business environment and the role of federal and state antitrust law in preserving competition.
- To evaluate how the Sherman Act scrutinizes agreements that unreasonably restrain trade.
- To analyze how the Sherman Act regulates monopolization in business markets.
- To identify the penalties for violating the Sherman Act and important exceptions to liability.
- To analyze how the Clayton Act expands the national policy to preserve competition in the marketplace.
- To evaluate the powers of the Federal Trade Commission in conjunction with and independent from the Justice Department..

Reading Materials:

- Chapter 16: Regulating Competition - Antitrust Laws

Assignments (see course calendar for schedule):

- Complete Module 3 Quiz [DISCUSSION \(VISIT](#)

[BLACKBOARD FOR DETAILS\)](#)

[M1 EXAM: M1.1, M1.2 AND M1.3 MATERIALS \(SEE COURSE CALENDAR FOR SCHEDULE\)](#)

[MODULE 2](#)

[M2.1: INTELLECTUAL PROPERTY](#)

Learning Objectives: At the end of this module, students will be able to:

- To recognize why intellectual property is important to our economy and explain how it creates incentives for investment.
- To identify the type of information that is protected by trade secret law and characterize circumstances that constitute misappropriation.
- To list the requirements for a valid patent and recognize important issues in the enforcement of patents.
- To categorize source indicators as trademark types and to differentiate between trademark dilution and infringement.
- To define copyright protection and fair use limitations.
- To describe the basic elements of the international system for protecting intellectual property rights.

Reading Materials:

- Chapter 11: Intellectual Property Assignments

(see course calendar for schedule):

- Complete Module 4 Quiz
- Discussion 2

M2.2: EMPLOYMENT LAWS

Learning Objectives: At the end of this module, students will be able to:

- To identify major employment laws and their significance for employers and employees.
- To explain the scope and limits of the employment-at-will doctrine.
- To identify the limits of privacy in the workplace and the role of workers' compensation laws.
- To discuss ways an employer should document employee performance in anticipation of potential employee litigation.

Reading Materials:

- Chapter 21: Employment Laws Assignments (see course calendar for schedule):
- Complete Module 5 Quiz

M2.3: DISCRIMINATION IN EMPLOYMENT

Learning Objectives: At the end of this module, students will be able to:

- To discuss the general provisions of Title VII, enforcement procedures, and the differences between disparate treatment and disparate impact.
- To identify the specific kinds of discrimination prohibited by Title VII.
- To discuss employment practices that may be challenged.
- To apply other federal statutes protecting against employment discrimination.
- To realize that state laws may offer additional protection against workplace discrimination.

Reading Materials:

- Chapter 20: Discrimination in Employment
- Complete Module 6 Quiz

M2 EXAM: M2.1, M2.2 AND M2.3 MATERIALS (SEE COURSE CALENDAR FOR SCHEDULE)

BMBA 9455 WB WBB

Quantitative Analysis For Business Decision Making

Spring 2022

6:30 PM – 8:50 PM, Asynchronous, Tuesdays, March 22-May 10, 2022

Mission Statement To enrich each student's life through an ethics-centered education focusing on transforming concepts into business practices

OBJECTIVES

To highlight the strategic role of Quantitative Analysis (QA) in the Decision Making Process in all Business related functional areas. Applications of quantitative concepts and techniques, such as Probability & Statistics, Data Analysis, Simulation, Regression, Modeling, Sensitivity Analysis, Supply Chain Management et al, to problems from Economics, Finance, Marketing and Law will be used to demonstrate

the power of the Analytical approach. Emphasis is placed both on the categorization and formulation of commonly encountered problems, as well as on methodology for solving and evaluating alternative solutions. Students will be expected to demonstrate their mastery of the course material by working as individuals or groups on "real-life" case studies for which they will submit written reports. Projects will involve quantitative, computer, and research skills. Readings will be assigned from leading national and international journals and newspapers.

Instructor: Dr. Jay Liebowitz, Visiting Professor, jay.liebowitz@shu.edu

PREREQUISITE COURSES and PROFICIENCIES

Formal courses - None
 Proficiencies - 1) Fundamental mathematical, statistical and computer concepts.
 2) A working knowledge of basic *Excel* functions.
 3) Use of *Blackboard*
 Students lacking any of these basic skills are expected to acquire them by taking *pre-qual* courses in Mathematics, Statistics and MIS.

COURSE MATERIAL

Text : Journal and Periodical Articles available on the Internet or Posted in BB; Harvard Business Case Studies and others.
 Software : Excel

GRADING: EXAMS AND CASES

Final Exam - 5/10/2022 - 30%
 Written Case Studies: - 40%
 Participation: - 30%

GROUP PROJECTS

- i) Group projects will be reviewed and discussed in class before being assigned.
- ii) Submitted projects **must** include an *Introduction* that contains a clear summary of

- the issue that is being addressed as well as a clearly stated response in non- technical jargon to all leading questions in my charge to you. In cases that involvedetailed technical justification please supply the details in an Appendix.
- iii) Submitted reports will be judged on writing, appropriateness of solution, clarity of explanation, and correctness of technical justification. Reports must be submitted on time in duplicate, i.e. 1 hard copy and 1 email copy. Late assignments are marked a zero.

HOMEWORK

- * HW problems are to be completed on time and maintained on computer or disc.
- * Questions on the Exam will be variations of the HW problems and having access to thedata will help you avoid having to input all of the data anew on the Exam.

ASSIGNED READINGS

Assigned Readings and Cases are available on BlackBoard or on the *Internet*, and shouldbe read prior (**not after**) in-class topic discussion.

Learning Goals

The Stillman School has listed specific learning goals for students participating in theMBA program. This course addresses the following goals in the manner described:

<u>Goal</u>	<u>By</u>
Analytical & Critical Thinking	Using Statistical and Quantitative models in business to better compete by making informed decisions. Real-life problems demonstrating theseconcepts will discussed in class.
Communication	Two Written Projects representing 50% of grade
Teamwork & Leadership	Two Projects involving teams of 3 students Production &
Distribution Systems	Transportation Problem, Linear Programming.
Technology	All techniques involve intensive use of ExcelEthics &
Social Responsibility	Review of the “Black Swan” and the 2008 Financial Meltdown.

Academic Dishonesty Policy

If the instructor determines that an incident of academic dishonesty has occurred, and thatincident is serious enough to warrant a failing grade, the student will be awarded an “F” grade. When an “F” grade is awarded as a result of academic dishonesty, the instructor will notify the Dean’s Office so that a note documenting the occurrence can be placed in the student’s file. Repeat incidents of academic dishonesty by a Stillman School studentwill result in expulsion from the Stillman School. Repeat incidents of academic dishonesty by a non-Stillman student will result in that student being prohibited from taking classes in the Stillman School. The Dean’s Office will undertake the responsibilityof enforcing the regulations regarding repeat incidents.

Acts of academic dishonesty include, but are not limited to, the following: (1) copying, sharing or obtaining information from any unauthorized source during projects, examinations, or quizzes; (2) copying from or unauthorized sharing of homework assignments with another student; (3) failing to properly cite sources (including ideas and phrases taken from articles, books, the Internet, etc.); (4) attempting to take credit for the intellectual creation of another person as one’s own work; (5) falsifying information; and (6) giving or receiving information about or during a test, quiz or assignment solutions to other students. Any instance of the above will not be tolerated and may carry a substantialpenalty for the student(s) involved.

Class Schedule

PLEASE NOTE: I WILL SUPPLY THE HARVARD BUSINESS CASES/EXERCISES.

Session	Topic
March 22, 2022	<p>Decision Analysis, AHP (Analytic Hierarchy Process) https://store.hbr.org/product/decision-analysis/917018?sku=917018-PDF-ENG (Decision Analysis by George Wu)</p> <p>The Use of AHP for IT Project Prioritization – A Case Study for Oil & Gas Company</p>
March 29, 2022	<p>Queueing Theory (will probably use the Temple TT case) https://hbsp.harvard.edu/product/KS1152-PDF-ENG?itemFindingMethod=Search Queueing Theory to the Rescue: Managing Security Screening Lines at Logan Airport</p>
April 5, 2022	<p>Simulation/Supply Chain Management (Coronavirus) https://www.washingtonpost.com/graphics/2020/world/corona-simulator/ (simulation/SCM) https://hbr.org/2020/03/coronavirus-is-a-wake-up-call-for-supply-chain-management (simulation/SCM)</p>
April 12, 2022	<p>Data Analytics and Intuition-Based Decision Making https://store.hbr.org/product/data-science-at-target/118016?sku=118016-PDF-ENG (Data Science at Target) If Numbers Could “Feel”: How Well Do Executives Trust Their Intuition Also, review the Fall 2021 and 2020 Distinguished Executive Lecture Series in Analytics at: https://www.shu.edu/business/how-to-succeed-in-business-analytics.cfm</p>
April 19, 2022	<p>Linear Programming https://hbsp.harvard.edu/product/W89C99-PDF-ENG?itemFindingMethod=Other (Petro Refinery: Linear Programming Exercise)</p>

(Continued on next page)

April 26, 2022 Artificial Intelligence (AI)
 EVIE.AI Case Study

May 3, 2022 Knowledge Management/Strategic Intelligence
 Successes and Failures of Knowledge Management (Liebowitz)

May 10, 2022: Excel/COVID-19 Group Projects Due; **FINAL EXAM**

Management

BMBA 9456

Spring 2022

Instructor Information

Instructor: Prof. Pamela
 AdamsOffice: Jubilee Hall
 Room #604
 Office Hours: via remote, by
 appointmentPhone: 973-761-9505
 Email: Pamela.adams@shu.edu
 Skype Name: Pamela.adams@shu.edu

Course Description

This course covers functional and behavioral aspects of managing organizations, such as planning, organizing, leading, and controlling with special focus on the changing organizational work environment. It will cover the roles managers play, the skills they need, and the processes they use in managing, with reference to the contexts of large corporations, small-to-medium organizations, entrepreneurial start-ups, government agencies and NGO's. The course will go over why individuals, groups, and organizations behave the way they do, and how to understand and change organizational behavior to make them more effective. It will emphasize translating ideas into actions, managing the work of people, and delivering organizational performance by creating an arena in which students have the opportunity to apply the concepts learned in class to real-world management situations.

Course Objectives

At the end of this course, students will be able to:

- Conduct a background analysis of a business situation using well-established frameworks
- Demonstrate a fundamental understanding of strategic business concepts
- Apply both a knowledge of business concepts and quantitative and qualitative tools to develop solutions for business enterprises
- Make decisions concerning the organization of a business to create competitive advantage
- Manage teams and organizational units in decision-making and policy execution tasks
- Write and deliver effective business cases and presentations related to strategic management decisions.

Course Schedule

Modules	Learning Objectives	Readings and Instructional Materials	Assignments	Assessments

Module 1 Strategy: Senior Management of Contemporary Organizations	<ul style="list-style-type: none"> • Demonstrate a fundamental understanding of the issues involved in the strategic decisions of firms • Apply a knowledge of quantitative and qualitative tools to develop solutions for business enterprises • Recognize and understand different business models and the factors that drive both cost and value • Apply critical thinking in complex business decisions 	Core curriculum reading in coursepack: Strategy Video lectures	.	
Module 2: Industry analysis	<ul style="list-style-type: none"> • Conduct a background analysis of a business situation using well-established frameworks • Locate appropriate sources of industry information • Understand the major economic concepts that determine differences in profitability across industries • Apply management concepts and frameworks to explain the profit potential of an 	Core curriculum reading in coursepack: Industry Analysis Video Lectures	<p>Review industry reports on course website</p> <p>Read case study. Analyze case and prepare business case analysis as per assignment</p>	Individual assessment of written case analysis.

	<p>industry</p> <ul style="list-style-type: none"> • Identify ways to leverage industry analysis to compete over time 			
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Module 3: Competing Globally	<ul style="list-style-type: none"> Understand the various strategies that firms may use to compete in global markets Understand the factors that determine when and how a firm should use each strategy Formulate, organize and present arguments in support of one strategy over another Understand the elements to consider to hedge risk when competing globally 	Core curriculum reading in coursepack: Competing Globally Video Lectures	Review article in coursepack on Income Statement	Assessment included in case assignment for Module 4.
Module 4: Making a business case	<ul style="list-style-type: none"> Better explain the business need for an idea Align a new business idea with strategic goals Apply quantitative analysis to calculate the risks and returns of a business idea Organize a presentation of a business idea to stakeholders 	Reading in Coursepack: Building your Business Case Video Lectures	Read case study. Analyze case and prepare business case analysis as per assignment.	Individual assessment of written case presentation.
Module 5: Organizational Design	<ul style="list-style-type: none"> Demonstrate an understanding of the basic concepts of organizational 	Reading in coursepack: Organizing for Performance	Read case study and apply theory to practice.	Individual assessment with exam.
	<p>design.</p> <ul style="list-style-type: none"> Assess the strengths and weaknesses of different types of organizational structures. 	and Organizational Design Video Lectures	Individual exam at end of module.	

	<ul style="list-style-type: none"> Recognize changes in global environments and propose ways to leverage international opportunities through organizational design. 			
Module 6: The Behavioral Side of Management: Decision-Making	<ul style="list-style-type: none"> Apply appropriate decision making processes Identify and manage common obstacles to effective decision making Identify and manage the human variable and personal biases in decision making Apply concepts to enhance personal development and organizational performance 	Core curriculum reading in coursepack: Decision Making Video Lectures		Individual assessment included in assignment in Module 7.
Module 7: Leadership and Team Building	<ul style="list-style-type: none"> Understand what it takes to build, participate in and lead teams more effectively Develop criteria by which to evaluate the performance of teams Identify skills in building teams that enable team members to 	Core curriculum reading in coursepack: Leading Teams Video Lectures	<p>Read case study and apply theory to practice.</p> <p>Individual assignment for Modules 6 and 7.</p> <p>Optional exercise:</p>	Individual assessment with written case analysis.

	maximize their contributions to the group's success		Leadership competencies survey.	
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	<ul style="list-style-type: none"> Understand the main evolution of teams in the 21st century from stable, bounded teams to more fluid and unbounded teams. 			
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Course Materials

Students will need the following materials to complete the course:

- A coursepack to be purchased from Harvard Business School entitled BMBA9456. This coursepack is available at www.hbsp.harvard.edu. The cost of the coursepack is \$87.97 payable to Harvard Business Publishing via the link provided. Once you have purchased the coursepack you will have access to the readings and cases from your pc. For an additional \$2 you may purchase digital access to the coursepack via smartphone or tablet.

Coursepack URL <https://hbsp.harvard.edu/import/895777>

Additional materials will be available through the Blackboard course site.

Prerequisite Information

There are no pre-requisites for this course except for having completed the Launch Experience course at the beginning of the MBA program.

Since this is an online course, students are expected to be proficient in the use of Blackboard and Skype. Students should also have basic Internet skills.

It is highly recommended that student also know Microsoft power point or another presentation software, and Microsoft excel or another spreadsheet software. Students will be expected to make presentations and simple graphs and tables.

It is also recommended that students have a basic knowledge of accounting terms.

Expectations

Students are expected to:

- Use their Seton Hall email address when emailing the Instructor and fellow students
- Review the how to get started information located in the course content area

- Introduce yourself to your team members as you begin to work in a team by posting a self-introduction in the appropriate discussion forum
- Interact online with instructor/s and peers
- Review and follow the course calendar carefully
- Complete tasks and submit assignments by the corresponding deadlines

The instructor will:

- Respond to discussion boards, blogs, and journal postings within 24 hours on weekdays, within 48 hours on weekends and holidays.
- Respond to [emails/messages] within 24 hours on weekdays, within 48 hours on weekends and holidays.
- Grade assignments within 7 days of the assignment deadline

Discussion Forums

Students are invited to organize their own discussion boards. Students are invited to share their ideas and perspectives on all topics, and to share their personal experiences related to the management issues addressed in the course. One of the greatest benefits of completing an MBA program is the opportunity to learn from other students. So sharing your ideas, perspectives and experiences is an important contribution to the success of all students in the program.

The professor will not normally participate in the discussion boards except to set up relevant issues or questions to be discussed as needed or requested. The professor may intervene in the discussion if it is noted that the comments are totally incorrect or inappropriate in some sense.

Assignments/Activities

The course is organized along 7 modules. Within most modules, there are interactive exercises to complete within the readings.

There are four written assignments to complete for the course, one of which is a written Exam on the material covered.

For Module 5 there is an assignment or Exam that relates directly to the contents of that specific module and should be completed by the end of the module.

For Modules 1 and 2, 3 and 4, and Modules 6 and 7, there is one integrative assignment that covers the contents of both modules.

Finally, there is an optional exercise to complete in Module 7.

In the following table both intermediate tasks and final deliverables are identified to provide a more complete picture of the workload involved in this course.

(D) Indicates a written deliverable that will be graded and used for course assessment.

See the section on Grading for a full explanation of grading policies.

Module	Tasks (T) or deliverable (D)	Due date and time	Team or individual assessment	Submission format
1) Strategy	Readings and video lectures (T)			
2) Industry Analysis	Readings and video lectures (T)			
	Written Individual analysis of business case (D)		Individual	Upload document to Blackboard site
3) Competing Globally	Readings and video lectures (T)			
4) Developing a Business Case	Readings and video lectures (T)			
	Written business case presentation (D)		Individual	Upload document to Blackboard site
5) Organizational Design	Readings and video lectures (T)			
	Complete Exam (D)		Individual	Complete on Blackboard course site
6) Decision-making	Readings and video lectures (T)			
	Complete Exam (D)			
7) Teams and Leadership	Readings and video lectures (T)			
	Written business case analysis (D)		Individual	Upload document to Blackboard site

Grading Policies

The course includes a total of 4 written assignments or exams.

The assignments are weighted as follows:

Modules 1 and 2	Written case analysis	25%
Modules 3 and 4	Written case presentation – Modules 3 and 4	25%
Module 5	Exam	25%
Modules 6 and 7	Written case analysis for Modules 6 and 7	25%
Total		100%

In general, late work will not be accepted. If accepted, the work will be penalized 5% of the grade for every day it is late. Therefore, if the work was graded 85, and was handed in two days late, it would receive a grade of 75.

There are no provisions for extra credit. If a student is worried about their grade, they should speak with the professor as early as possible to discuss ways to pull up their scores. Students must speak with the professor about any particular grade within 48 hours of receiving the grade. After that, no grade changes will be made.

Please Note: Grades will not be calculated on Blackboard. You will see the score given for your assignment of the week. But note that this grade will then be weighted for the final course grade according to the scale given for assignment weights above. These calculations will be done off line and entered for your final grade.

Critical and analytical thinking will be evaluated according to the standard rubric used in the MBA program. If you are not familiar with this rubric, please contact the professor.

Written case analyses will be graded according to the following rubric:

Trait	Developing (70-79)	Competent (80-89)	Exemplary (90-100)
Identifies/summarizes problem or issue	Issue/problem to be considered critically is stated but description or clarification of terms/background/context is missing	Issue/problem to be considered critically is described so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated clearly and described comprehensively delivering all relevant information for understanding
Quality of evidence	Information taken from source(s) without any interpretation or evaluation. Viewpoints of others taken without question	Information is taken from source(s) with enough interpretation or evaluation to develop a coherent analysis. Viewpoints of experts/sources subject to questioning	Information taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis. Viewpoints of experts/sources are questioned thoroughly
Assumptions	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting position	Identifies own and others' assumptions and several relevant contexts when presenting position	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting position.

Student's position/perspective	Specific position (perspective, thesis/hypothesis) is stated simplistic and obvious.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of the issue. Others' perspectives are acknowledged.	Specific position (perspective, thesis/hypothesis) is imaginative and takes into account the complexities of the issue. Limits of the position (perspective/thesis/hypothesis) are acknowledged and synthesized.
Conclusions, implications, and consequences	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and stated outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to prioritize evidence and perspectives.
Use of tools/platforms	Selects an inappropriate or ineffective tool/method and fails to identify assumptions and limitations	Selects an appropriate tool/platform/method for analysis, but does not fully identify assumptions or limitations	Selects best tool/platform/method for analysis and clearly identifies assumptions and limitations.
Use of data	Provides data, but does not identify patterns, issues or strategies	Uses data appropriately to identify some relevant patterns, issues and strategies	Uses data appropriately to identify all relevant patterns, issues and strategies.

You will also be assessed (although not graded) on your written communication skills according to the following rubric:

Traits	Developing	Competent	Exemplary
Context & Purpose	Minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).	Demonstrates <i>adequate</i> consideration of context, audience, and purpose and has <i>clear focus on assigned task(s)</i> (e.g., the task aligns with audience, purpose and context)	Demonstrates a <i>thorough</i> understanding of context, audience, and purpose that is response to the assigned task(s) and focuses on <i>all elements</i> of the work.
Content Development	Uses <i>appropriate and somewhat relevant</i> content to develop <i>simple ideas</i> in some parts of the work.	Uses <i>appropriate, relevant and compelling</i> content to explore ideas within the context of the discipline and shape the whole work.	Uses <i>appropriate, relevant and compelling content</i> to illustrate <i>mastery</i> of the subject, conveying the writer's understanding, and shaping the whole work.

Sources and Evidence	<p>Demonstrates an attempt to use sources to support ideas in the writing. Lacks sophistication in identifying supporting evidence for argument.</p> <p>(Digital Writing Platform) Demonstrates an attempt to use digital sources and add hyperlinks, but lacks ability to use them effectively or chooses sources that are not credible.</p>	<p>Demonstrates <i>consistent use</i> of credible, relevant sources to support ideas that are situated within the discipline and genre/form of the writing.</p> <p>(Digital Writing Platform) Demonstrates <i>consistent use</i> of credible, relevant online sources to support ideas.</p>	<p>Demonstrates <i>skillful use</i> of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline, genre and form of writing.</p> <p>(Digital Writing Platform) Demonstrates <i>thorough and effective</i> use of hyperlinks, video sources, and other appropriate digital evidence/sources for this form of writing.</p>
Control of Syntax and Mechanics	<p>Uses language that sometimes impedes meaning because of errors in usage.</p>	<p>Uses straightforward language that generally conveys meaning to audience. The language in the writing sample has few errors.</p>	<p>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>

The grading scale used for the course is the following:

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
F		< 59%	

Table 1: Grade Scale

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS at:

Email: dss@shu.edu

Phone: 973-313-6003

Fax: 973-761-9185

Duffy Hall room 67

Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook. In addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. **Dependability:** candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. **Respect & Empathy:** candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.

3. Open-mindedness: candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet), and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic "0" for the assignment.)
5. Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.

Academic misconduct is any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's code of appropriate student conduct is never considered an excuse for academic misconduct, so I recommend that you review the Student Handbook. If I suspect that a student has committed academic misconduct in this course, I will take action. This includes 'self-plagiarism' – i.e. re-using work done for another course in this class. The sanctions for the misconduct may include a failing grade in this course and suspension or dismissal from the University.

So, unless an idea is completely and fully your own, you must cite the sources of your ideas, information, concepts or any other material used in your work, even if you convey the material in your own words (i.e. paraphrased or summarized). You must also cite the sources of data and statistics in your work.

Citations generally consist of the authors' last name with the date of publication (see APA 6th edition Style Manual). Direct quotes should be surrounded by quotation marks and the citation should include the page number of where the quote was found. Citations for information taken from websites should include the entire URL (i.e. the web address) and the date accessed (cut and paste the URL into your document and add the date).

Other sources of information on academic integrity to which you can refer:

- Ten Suggestions for Preserving Academic Integrity (oaa.osu.edu/coam/ten-suggestions.html)
- 8 Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me directly.

Market Decision Making BMBA 9457 Spring 2022



INSTRUCTOR:

Professor Greg P. Licciardi

PHONE/E-MAIL:

**917-539-9043, greglicciardi@gmail.com,
gregory.licciardi@shu.edu**

MEETING TIME/PLACE:

Wed 6:30 PM – 8:30 PM

LOCATION:

TBA

CREDIT HOURS: 2

REQUIRED TEXT:

**Harvard Business Review assigned case studies and
business media articles**

Class Materials: I will assign articles, case studies, study guides, etc. to supplement the in-class presentations and discussions. It is the student's responsibility to obtain these readings if a class session is missed. All reading assignments will be posted to Blackboard.

Course Overview:

This course highlights the strategic role of marketing with a focus on customer experience. Specifically, it focuses on how managers from every department contribute to creating customer value. Fundamental marketing concepts such as the 4Ps, segmentation approaches, productpositioning, branding, and product-market lifecycle are used to solve business problems and discover new opportunities. **See below class map which details class discussions and assignments.**

Market Decision Making applies to anyone interested in the Advertising, Marketing, Technology, Research, Sales and Product Management professions. **This MBA course will cover the following areas:**

- Customer Experience value creation and measurement as it relates to the 4Ps of marketing.
- Analytical and Critical Thinking – we will identify, analyze, and solve complex business problems gearing around marketing issues. Additionally, we will examine and learn when and how to apply appropriate qualitative and quantitative analytical tools to measure performance and guide strategy.

- Marketing Management— We will analyze how the cultural, political, economic domains impact marketing decision making.
- Communications – We will focus on the importance of being able to write, speak, and present effectively and persuasively in a wide variety of business settings with diverse audiences.

Course Readings: (Students are responsible for purchasing each HBR case study.)

- Decision Driven Marketing, HBR case study
- Headspace Vs Calm: A Mindful Competition, HBR case study
- The Ultimate Marketing Machine, HBR case study
- Walmart: In search of Renewed Growth, HBR case study
- Navigating the New Era of Influencer Marketing HBR case study
- Why We Buy Products Connected to Place, People and Past HBR article

Course Learning Outcomes

By the end of the course, you should ...

CLO 1. To explain the notion of “value creation” in the context of marketing behavior.

CLO 2. To explain the marketing management process and its drivers and how it may be optimized in an ever-changing fast paced competitive business environment.

CLO 3. To develop a strategic approach utilizing marketing to add value to the customer experience.

Teaching Philosophy

Today’s marketing marketplace is rapidly changing as new digital technologies are interconnecting, automating and transforming traditional marketing methods. My goal for this class is to provide the students with a broad understanding of today’s marketing management trends and how they are integrated into and affect business decision making. Class meetings will consist of lectures, current events, article discussions, guest speakers and presentations. ALL students are expected to participate in these discussions sharing information and individual experiences. A combination of lecture/discussions, written assignments and student presentations will be used to achieve the goals of this course.

On-time attendance is required at ALL classes.

I have attempted to include in this syllabus all assignment descriptions and administrative information you will need to satisfy the course requirements. It is highly recommended that you read thoroughly before preparing any assignment.

Finally, I enjoy and encourage student contact. I can be reached at gregliciardi@gmail.com, Gregory.licciardi@shu.edu or on my cell at 917-539-9043. I will also make myself available for individual appointments before/after class or over Zoom/Teams. If you are having difficulty in the course or experience a situation that affects your class performance, do let me know right

away. Do not wait until the end of the course, allowing a minor difficulty to escalate into a serious problem.

Notes on the Instructor

Professor Greg Licciardi received his MBA from Fordham and his undergraduate degree from Rutgers University with his father graduating from Seton Hall. He is also an Adjunct Professor at Fordham.

Professor Licciardi currently works as Vice President of Partnerships for Clarim Media (Worth, Techonomy and CDX brands) which is owned by the Founder of 1-800 Flowers, Jim McCann). Professor Licciardi is also an International Coaching Federation (ICF) trained executive coach. Previously, he had worked for Global Data Corporation as Chief Revenue Officer for Elite Traveler Media Group. In addition, he has held senior management roles at Travel + Leisure/American Express Publishing, National Audubon Society and Univision.

Professor Licciardi has extensive experience developing and selling cross platform marketing campaigns to Fortune 50 companies and has won numerous awards. During his career, Professor Licciardi has received extensive marketing and management training which he will apply in his course. Professor Licciardi is also the Founder and President a dog lifestyle e-commerce website which focuses on innovative dog products called **Doggy Cloud**.

Assignments and Grading:

1. Attendance/participation.....	10%	Scale:	
2. Brand Audit	30%	A =	95 to 100% C+ = 77 to 79.9%
3. Written Assignments	30%	A- =	90 to 94.9% C = 73 to 76.9%
4. Individual Dynamic Insights		B+ =	87 to 89.9% C- = 70 to 72.9 %
Pres.....	15%	B =	83 to 86.9 D + = 65 to 69.9%
5. Final		%	D = 60 to 64.9%
Quiz	15%	B- =	80 to 82.9% F = below 60%
Total	100%		

ACADEMIC HONESTY

Each student is responsible for maintaining high standards of academic honesty and ethical behavior. Therefore, all students' work must be original and written in their own words. They may quote authors where necessary, but they must be appropriately referenced. No cheating, plagiarism or any other type of dishonest behavior will be tolerated. Copying the work of a current or past student, or plagiarizing in any way, will result in a grade of "F" for the course.

Class Participation

Class participation not only demonstrates preparedness, but also enhances the learning experience. Since much of the class will be based on discussion rather than lecture, you are strongly encouraged to participate in discussions of the exercises, articles, cases, and other topics raised in class. To get the most out of a class discussion, you must do the readings and analyses and come to class prepared for discussion. Along with reading the assigned articles and cases think about and be able to discuss how the topics can be applied to current news events. This course is designed to help you assemble and support persuasive qualitative and quantitative arguments.

Your presence in class is essential to your ability to understand and apply the material covered in this course. Therefore, *attendance is mandatory*. **Our first two classes, Jan 19th and 26th will be virtual over Teams during our regularly scheduled class time.** During Teams virtual classes, **it is required that you have your video turned on** unless there is a circumstance which prevents you from being on video. This does not mean that you cannot miss class; you are the best judge of your own priorities and it is understandable that, at times, other commitments (or illness) may prevent you from attending class. If for some reason you cannot attend a class, please inform me prior to the missed class session. Also, if you miss class, it is your responsibility to obtain the lecture or discussion notes and handouts and recordings.. *Excessive absences* do reflect a lack of commitment to the course and will lead to a lowering of your grade. Class participation is also important to your overall grade. Perfect attendance without participation will result in a low participation grade.

Overall it is important that your comments fit into and build on previous ones. So, participation also involves *active listening*. Below are some guidelines for what I consider quality participation.

Lecture / Discussions: Quality participation means making a substantive contribution that moves our discussion forward. Examples include: drawing useful implications out of facts and principles presented in the cases and articles; engaging in a thoughtful dialogue with other class members; asking interesting questions; enhancing class discussions with real world examples and experiences.

Case/ Article Preparation and Discussions: The success of the case/article method relies on your preparation and active participation. That material is never learned by merely sitting back and listening to others discuss what you have not prepared! Therefore, it is essential that you thoroughly prepare each assigned case/article. This requires much more than simply reading the case or having the answers to the questions. You have to think about the case and relate it to the material discussed in class, articles assigned and current events.

Current Events Dynamic Insights Assignment

Search for an article on a new media offering/technology or advertising campaign that shows success with increasing engagement targeting a defined audience. The focal article should be from a credible source such as the New York Times, Wall Street Journal, Advertising Age, Media Post, Bloomberg, etc. Focal article examples include: 1) Twitter launches a new video snapchat like product targeting millennials. 2) Coke creates a taste challenge channel on Youtube which will stream within National TV ads airing on ESPN and other sports networks targeting sports enthusiasts. 3) Mercedes comes out with a new campaign that celebrates lifetime achievements including academy award winning actors and hall of fame athletes. Campaign includes a Mercedes exclusively sponsored shows on A&E and Netflix.

Dynamic Insights Written submission: Lead a class discussion (approximately 12 minutes), share with the class a summary on the article and how it relates to what we are learning in class. Also share your opinion on how you feel the company mentioned in the article is performing well or needs improvement.

Company/Brand Audit and Presentation

As stated in the Course Overview, this class will focus on the strategic use of the 4 Ps of Marketing (i.e., Product, Price, Place, & Promotions) to serve the customer.

An audit portrays a description of a brand or a company as outlined in the modules we discussed. Working in groups of 2, you will discuss in detail how the 4 Ps of Marketing are used effectively by the company (Pfizer or a related company to Pfizer) while also sharing your opinion on how the company can improve their marketing decision making process and strategy. The paper should be 3-5 page in length with presentation being no longer than 12 mins in length. There will also be a few minutes allotted for Q&A/feedback at the end of each presentation. A hard copy of your paper should be submitted on the date of your presentation.

Suggested outline for preparing the Audit:

- Who is the company or brand?
- What does this company or brand do to create revenue?
- Detail each of the P's of Marketing for this company or brand
- In your opinion, is the company or brand doing well or is there much room for improvement?

The audits grade will be evaluated based on your written assignment and presentation. [Course](#)

Website

This course will have a Blackboard website which contains various course-related information including PowerPoint slides and grades. You should check this site periodically for course updates and announcements.

Deadline policy

Meeting deadlines is of extreme importance in the business world. Failure to do so can result in loss of clients, promotions, or even jobs. Therefore, in this class you are expected to hand in assignments on or before their due dates. Under no circumstances late assignments will be accepted, and a grade of "0" will be given for that assignment.

Feedback

Student feedback is essential for course improvement. I encourage continuous teaching evaluation. Suggestions for improvement are always appreciated.

Note Regarding Syllabus ...

While this syllabus has been written to be as complete and thorough as possible, there may still be some changes as the semester progress. Any changes to this syllabus will be announced in class.

It is the responsibility of the student to be aware of any such announcements made in class. Also, it is the student's responsibility to be aware of all handouts, assignments, and announcements given in the class.

Finally, there is a lot of material being covered in this class that may be new to you. Do not worry or become overwhelmed - this is the way of the world in today's advertising/media industry, everything is new and changing rapidly. This will be an exciting class for all of us to explore together the new IMC and advertising frontier. No one is expected to be an expert on any of the topics we are covering. The most important thing is that you come to class with an open mind and be ready to learn some really cool exciting stuff that will set you apart as you enter the vast, ever-changing marketing and advertising sales field!

Important Notes on Written Assignments

The page limits have been set carefully to allow the amount of space needed to fulfill the assignments. If they seem too short, it is likely that your ideas are not as clear as they should be. Assignments that exceed the page limits *will be marked down*.

In addition to the content, written assignments will be graded on writing quality. It is important in business writing to be clear, direct and persuasive. The overall impression is also very important. Spelling errors, sloppy formats, poor grammar, etc., give a first impression of sloppy thinking, carelessness, and lack of regard for your own ideas.

Every assignment should include the following information: your name(s), course name, date submitted, references and the title of the assignment.

A hard copy needs to be submitted on the assigned due date. An emailed copy can be sent in addition.

Late assignments can affect your grade. If you will not be able to attend class during which an assignment is due, please provide me with the assignment *before* class. You can do this by handing it to me in person, putting it in my mailbox (located at 6th floor, Faculty Center Room 602), or e-mailing it.

Class Map

PROFESSOR LICCIARDI
JAN 19TH
<ol style="list-style-type: none"> 1. Setting course goals and expectations 2. Student Introductions 3. Review the Syllabus 4. Current events 5. Review Dynamic Insights assignment and schedule 6. Review Brand Audit 7. What is modern-day marketing lecture
<p>Assignments due by the beginning of the next class, Jan 26th class.</p> <ol style="list-style-type: none"> 1. Read Decision-Driven Marketing HBR case study. <u>Answer the Question (1-2 pages):</u> How does decision-driven marketing improve performance? – Provide a couple examples. What are marketing “decisions at the seams” and why are they important to the success of a marketing campaign? 2. Keep up on current media/advertising news/events 3. Complete and submit Student information sheet 4. Sign up for Dynamic Insights presentation

JAN 26TH

1. Current Events
2. 4 Ps of Marketing
3. Decision Driven Marketing case discussion
4. Brand Audit overview
5. Dynamic Insights presentations

Assignments: Due by the beginning of the next class, Feb 2nd.

1. Read Headspace Vs Calm: A Mindful Competition, HBR case study: Written Assignment (1-2 pages): What does the future hold for the rivalry between Calm and Headspace? Will both brands continue to co-dominate the wellness space or will one ultimately prevail? What are marketing methods they can use to edge out the other?
2. Keep up on current events

Feb 2nd

1. Current Events
2. Segmentation lecture
3. Headspace vs Calm case study discussion
4. Dynamic Insights presentations
5. **Snow blower improv in-class activity**

Assignments: Due by the beginning of the next class, Feb 9th

1. Read The Ultimate Marketing Machine, HBR case study. Written Assignment (1-2 pages): How do you feel marketers can meet the challenges of today's digital fast paced marketplace? Provide an example.

FEB 9TH

1. Current events
2. The Ultimate Marketing Machine HBR case study discussion
3. Customer experience lecture
4. Dynamic Insights Presentation
5. **Consumer Journey Discussion and Improv activity**

Assignments: Due by the beginning of the next class, Feb 16th.

1. Read Walmart: In search of Renewed Growth, HBR case study. Written Assignment (1 page) Answer the question: Was moving upscale the right strategy for McMillon and why? Share your opinion.

Feb 16th	(12)
<ol style="list-style-type: none"> 1. Current Events 2. Dynamic Insights Pres 3. Discuss Walmart case study 4. Guest Speaker: Glenn Roginski from Pfizer 5. Ethics lecture 6. Consumer experience in-class Improv exercise 	
<p>Assignments: Due by the beginning of the next class, Feb 23rd.</p> <ol style="list-style-type: none"> 1. Read Navigating the New Era of Influencer Marketing: How to be successful on Instagram, TikTok and company, HBR case study. <u>Written Assignment</u> (1-2 pages): What are the benefits and challenges to influencer marketing? Share an example. 	
FEB 23RD	
<ol style="list-style-type: none"> 1. Current Events 2. Dynamic Insights Presentation 3. Global business lecture 4. Discuss New Era of Influencer Marketing case study. 	
<p>Assignments: Due by the beginning of March 2nd class.</p> <ol style="list-style-type: none"> 1. Read Why We Buy Products Connected to Place, People and Past HBR article. <u>Written Assignment</u> (1 Page): Share an example of a company playing into this concept in their marketing and explain how it is effective? 	
MARCH 2ND	
<ol style="list-style-type: none"> 1. Current Events 2. Dynamic Insights presentations 3. Why We buy products connected to place, people and past article discussion. 4. Marketing Research and strategy lecture 5. Mad Men Kodak Carousel video 	
<p>Assignments: Due by the beginning of class on March 9th.</p> <ol style="list-style-type: none"> 1. Prepare for final quiz 2. Prepare for brand audit presentation 	
MARCH 9TH	
<ol style="list-style-type: none"> 1. Brand Audit Presentations – Each group to present 5-7 minute overview. 2. Final Quiz 	





Our mission is to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.

Information Technology Management

BMBA 9458

Instructor Information

Professor: Benjamin J.

Pearl, CPA Office: JH

672

Phone Number: 973-761-9218

(Office) 908-370-9449

(Mobile)

E-mail address: benjamin.pearl@shu.edu

Secretary: Evonne Pinckney 973-

761-9222 Office Hours: Scheduled

by appointment Email:

benjamin.pearl@shu.edu

OR text 908-370-9449. Please identify yourself as a student in this class

Course Description

Information technology (IT) has transformed all aspects of 21st century business and everyday life. It is vital that future managers in every area of business have a working knowledge of modern IT, practical experience in its use, and management perspective on how IT is used in organizations.

This course introduces information technologies that are critical to modern business and discuss applications in various aspects of business operations.

Learning Goals/Course Outcomes

At the end of this course, students will be able to:

- Explain the role of data, information, and knowledge in informing an organization's systems and strategy.
- Describe and be able to articulate the transformative impact of technology on standard business practices.
- Apply new business models in the digital firm such as cloud computing, web services, and crowdsourcing initiatives.

MBA Learning Goals

Servant Leadership – to “possess the ability to change hearts, heal divisions and build community while displaying virtues of courage, foresight, empathy and stewardship of the common good.”

Functional Knowledge of Business Enterprises – Students will have the ability to apply functional and cross-functional business knowledge in an integrative manner.

Analytical and Critical Thinking – Students will have the ability to apply critical thinking and analysis skills in complex business situations/problems.

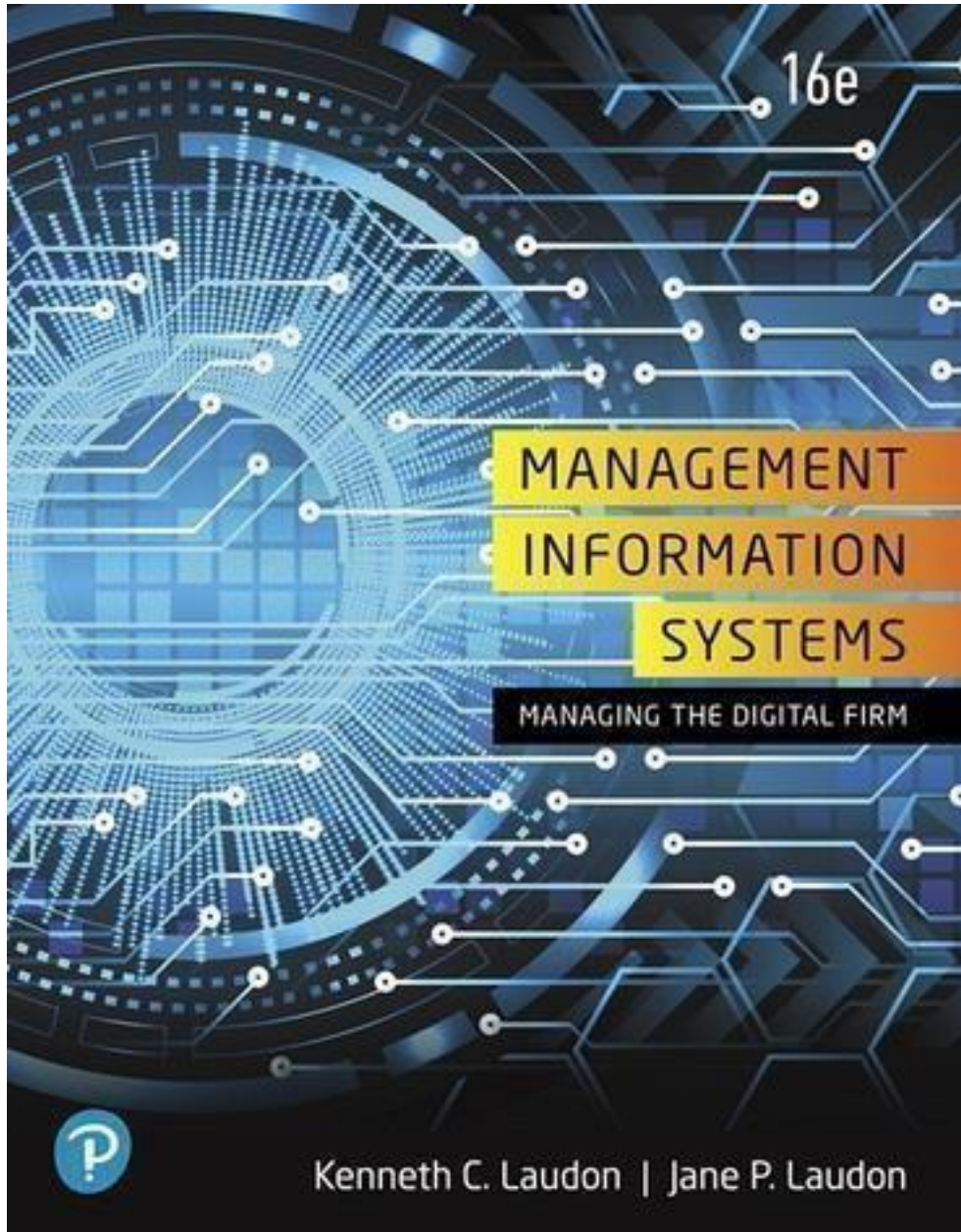
Global Management – Students will have the ability to anticipate, identify, and respond to changes in global environments and articulate how to strategically leverage international opportunities.

Communication – Students will have the ability to communicate in a wide variety of business settings effectively and persuasively with diverse audiences.

This course focuses on Servant Leadership, Functional Knowledge of Business Enterprises, Analytical and Critical Thinking, and Communication.

Course Materials

Management Information Systems, Managing the Digital Firm, Sixteenth Edition. Kenneth C. Laudon and Jane P. Laudon, Pearson (ISBN-13: 9780135192115). Purchase of this product will grant access to an eTextBook on VitalSource.com. After you have completed your purchase, instructions on how to redeem your access code will be available on your account page.



<https://www.pearson.com/store/p/management-information-systems-managing-the-digital-firm/P100001176668/9780135192115>

SAGE knowledge

Selected Business Cases from Sage. Here is a link to Sage Business Cases, which can be found within Seton Hall's Library Resources (you would not be required to purchase these materials):

<http://ezproxy.shu.edu/login?url=http://sk.sagepub.com/cases>

Prerequisite Information

Before taking this course, you are required to successfully complete BMBA8020 or another course approved as equivalent.

Course Format

We will communicate primarily through our Blackboard course. It is required that all students are proficient in the use of the following:

- a. Blackboard
- b. Seton Hall's Outlook email system
- c. Microsoft Office and
- d. A web browser compatible with Blackboard. Specific technology requirements are listed in the Technology navigation link on our Blackboard course.

You will be presented with material by date and topic, and after studying the material, you will work on a related assignment and/or a discussion thread. Some of these materials will be cases relevant to the topic being introduced. I will lead these discussions and will provide additional information on what additional written material you will need to submit. All assignments will be collected via Blackboard.

Expectations

Students are expected to:

- ✓ Use their Seton Hall email address when emailing the Instructor and fellow students
- ✓ Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion forum
- ✓ Interact with instructor and peers
- ✓ Review and follow the course calendar
- ✓ Submit assignments by the corresponding deadline

The instructor will:

- ✓ Respond to discussion boards, blogs, and journal postings within 2 days
- ✓ Respond to email/message correspondence within 1 day
- ✓ Grade assignments within 5 days of the assignment deadline

Discussion Forums (35% of Total Grade Assessment)

Participation in the discussion threads associated with the topics, situations, or cases that are part of the course is of paramount importance to your success in this course. Your participation grade will be based on your work on the discussion threads (5 points possible per thread) and you must meet participation guidelines (i.e., active participation to each thread, timely responses to peer students (**a minimum of two responses**), meet due date of 11:59 pm EST Sunday, as per thread posting guidelines, minimum of 175 words per thread) to pass the course. Your participation will be assessed using the following rubric:

Contributions	Description	Points Assigned
Provocative	Response goes beyond simply answering the prompt; attempts to stimulate further thought and discussion	5
Substantial	Response provides most of the content required by the prompt, but does not require further analysis of the subject	4
Superficial	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning	3
Incorrect	Response does not accurately address the prompt; rambling and/or without consistency	2
None	No response provided to the prompt within the associated timeframe	0

Case Assignments (55% of Total Grade Assessment)

A case portrays an actual strategy situation. It provides a scenario for use in strategy diagnosis and strategy choice. The cases offer an opportunity to analyze an organization's Information Technology Management strategies. Based on the analysis, you then develop recommendations that can be used to evaluate a situation(s) and where applicable, decision alternatives.

It is not necessary to provide a summary of the case. You are writing a report. Start with the decision situation involved in the case. Everyone is responsible for reading each case, so we all have the same base line. To help you start the analyses and focus your attention, you will be provided questions related to the cases (please check Blackboard for these and/or the Laudon e-text).

The cases will be evaluated based on 15 points, using the Stillman rubric modified as follows:

CRITERIA	Unsatisfactory 1	Below Expectations 2	Meets Expectations 3	Above Expectations 4	Outstanding 5	Score
Organization	Disorganized: connecting path of information lacks clear sections of opening, middle, and conclusion.	Some organization but jumps around. Vague sections. Lacks clear opening, etc.; thesis statement may be weak.	Organization is logical and generally clear. Attempt at opening and conclusion presented.	Segments are identifiable, clear and flow well. Well organized, logical, easy to follow. Clear thesis with sufficient support.	Strong opening, supporting middle and a strong conclusion. Very well organized. Clear, strong thesis that is well supported.	
Grammar and Punctuation	Many errors in grammar, punctuation, sentence structure, etc.	There is more than one grammatical, punctuation error, etc., per page: enough to distract the reader. Few paragraphs are used correctly.	There are few grammatical and/or punctuation errors. Paragraph use needs some improvement.	In general, the work consists of correct grammar and punctuation. Minimal errors & generally correct paragraph use.	The work has been carefully proof-read. There are virtually no grammatical or punctuation errors. Excellent use of paragraphs.	
Spelling	Many errors in spelling: on average, more than two errors per page.	There are one or two spelling errors per page.	There are few spelling errors; three or fewer in 500 words.	Almost entirely, the work consists of correctly spelled words. (Only one or two misspelled words).	The work has been carefully proof-read. There are virtually no misspelled words.	

Grades

Work products	Description	Percentage
Participation in Discussion Threads	Active Participation in Discussion Threads based on keytopics within course. See Discussion Thread Rubric.	35
Cases	Prepare a written report of each assigned individual case. Each report should answer the questions given. See Case Assignment Rubric.	55
Exam	Objective answer format for in-scope Chapters covered in the Laudon publication	10
Total		100

There will be no late policy or extra credit policy for this course.

Grade Ranges			
A	95% - 100%	C+	77% - 79%
A-	90% - 94%	C	73% - 76%
B+	87% - 89%	C-	70% - 72%
B	83% - 86%	D+	65% - 69%
B-	80% - 83%	D	60% - 64%
F		< 59%	

Table 1: Grade Scale

Course Schedule

Please refer to Course Calendar

NOTE: Course Schedule may be subject to change

Technology Service Desk

The first point of contact for any technology related question or problem is Seton Hall University's Technology Service Desk. Contact the Technology Service Desk by phone by calling (973) 275-2222 or via e-mail at servicedesk@shu.edu

The Technology Service Desk is staffed by IT professionals Monday through Friday from 8 a.m. through 11 p.m. The Technology Service Desk provides phone support for most University applications, including the Blackboard Learning Management System, Microsoft Windows, and the Microsoft Office suite.

For more tips and technical information, go to [Seton Hall's Technology Blog](#).

Statement on Students with Disabilities

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester.

For more information or to register for services, contact DSS

at: Email: dss@shu.edu

Phone: 973-313-6003

Fax: 973-761-9185
Duffy Hall room 67

Academic and Professional Integrity Policy

Students are expected to follow the Academic and Professional Integrity Policy outlined in the Student Handbook In addition to the specific Academic and Professional Integrity Policy of his/her major school or college:

1. Dependability: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.
2. Respect & Empathy: candidates are respectful in their address, writing, language, and physical space toward faculty, university staff, school personnel, peers, and students in the field.
3. Open-mindedness: candidates respect the context and experience of others; developing the skills to use that information in classroom conversation, writing, and lesson planning.
4. Integrity: candidates submit original work, fully cite all sources associated with the development of their work (including information from the internet) and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity. (Original student work is expected. Any work containing plagiarized material will result in an automatic "0" for the assignment.)
5. Passion for the profession: candidates display in action, word, and commitment their passion for the profession of teaching, the right for all children to have access to positive and productive learning environments, and a recognition that life as a teacher means dedication to life-long learning.



Seton Hall University

Stillman School of

Business

BMBA 9459: Economics for Managers (Online)

Instructor: Billy Bataille

Classroom: Virtual

Email: edner.bataille@shu.edu

Office: Virtual Office

Office Hours: Virtual Office hours are held by appointment.

Also, you can contact me by email using the contact information mentioned above. I respond to all messages within 24 hours.

Textbook Information:

Required Course Material: MyEconLab Access Code

You must purchase a MyEconLab access code as it is necessary to complete graded homework.

The same access code will grant you access to an E-Textbook.

Instructions to purchase the access code are provided to you on Blackboard.

Additional Readings:

Students will be required to read the e-textbook as well as other material or articles. The list of all assigned readings will be provided via email, and will be posted on Blackboard.

Class Schedule & Due Dates for All Graded Work *

*This schedule is tentative. Please check Blackboard and your email inbox regularly for any changes.

Week	Topic	Chapter Readings	Graded Work
1	Introduction: Gains from Trade, the PPF, Supply & Demand	2 & 3	Chapter 3 MyEconLab Homework due by Sunday Mar. 20 th Quiz #1 on Chapters 2 & 3 on Sunday Mar. 20 th Discussion Forum: Meet & Greet/Networking due by Thursday Mar. 20 th (response to prompt) Sunday Mar. 20 th (3 responses to classmates)
2	Global Markets in Action/International Trade Policy	7	TeachEcoKnowmics Blog Comment #1 due by Sunday Mar. 27 th Chapter 7 MyEconLab Homework due by Sunday Mar. 27 th Discussion Forum on Globalization due by Sunday Mar. 27 th (response to prompt)
3	Output, Costs & Perfect Competition	11 & 12	Chapter 11 MyEconLab Homework due by Sunday Apr. 3 rd Discussion Forum on Globalization due by Sunday Apr. 3 rd (3 responses to classmates) Midterm Examination on Chapters 11 & 12 on Sunday Apr. 3 rd
4	Monopoly, Monopolistic Competition, Oligopoly, Marketing & Pricing Strategy	Excerpts from 13, 14 & 15 and other Chapters	TeachEcoKnowmics Blog Comment #2 due by Sunday Apr. 10 th Quiz #2 on Chapters 13-15 & on Marketing & Creating Value due by Apr. 10 th Discussion Forum on Monopolies & Oligopolies due by Sunday Apr. 10 th (response to prompt)
5	Fiscal Policy	27 & 30	TeachEcoKnowmics Blog Comment #3 due by Monday Apr. 18 th Chapter 30 MyEconLab Homework due by Monday Apr. 18 th Discussion Forum on Monopolies & Oligopolies due by Monday Apr. 18 th (3 responses to classmates)
6	Monetary Policy	25 & 31	TeachEcoKnowmics Blog Comment #4 due by Sunday Apr. 24 th Final Project on the Business Cycle & the Economy due by Sunday Apr. 24 th
7	The Principal Agent Problem, Externalities, Private & Public Goods	16, 17, 20.3 & The Principal Agent Problem	TeachEcoKnowmics Blog Comment #5 due by Sunday May 1 st Chapter 16 MyEconLab Homework due by Sunday May 1 st
8	AI and the Future of the Labor Market	PPTs on AI	Final Examination on Chapter 16, 17, the Principal Agent Problem, Fiscal & Monetary Policy on Sunday May 8 th

Performance Assessment:

<i>Assignments</i>	<i>Out of 1,000 Points</i>
5 MyEconLab Homework	40 pts. = 200 pts.
5 TeachEcoKnowmics Blog Comments	20 pts. each = 100 pts.
3 Discussion Forums	50 pts. each = 150 pts.
2 Quizzes	75 pts. each = 150 pts.
1 Midterm Examination	125 pts.
1 Final Examination	125 pts.
1 Final Project	150 pts.

Your final course grade will consist of five MyEconLab homework assignments, two quizzes, three discussion forums, one midterm examination, five TeachEcoKnowmics Blog comments, one final project, and one final examination. More details on the composition and the due dates for each assignment will be provided below or will be forthcoming. Grades and feedback will be posted to Blackboard (see My Grades) within 72 hours of the assignment's due date. Your overall course grade will thus be out of 1,000 points.

MyEconLab:

I have created a MyEconLab shell that can be accessible from Blackboard. These problems that are contained in this third-party platform are graded, but they can also be used as practice for quizzes and examinations. They will help you to further your understanding of the course material.

Please follow the instructions that can be found in the MyEconLab section of your Blackboard Homepage to gain access to the above mentioned problems.

Performance Grid:

93-100: A	90-92.9: A-	87-89.9: B+
83-86.9: B	80-82.9: B-	77-79.9: C+
73-76.9: C	70-72.9: C-	67-69.9: D+
63-66.9: D	60-62.9: D-	< 60: F

No make-up examinations or extra-credit assignments will be given in this class for reasons of fairness to other students.

"The mission of the Stillman School of Business is to enrich the life of each student through a nationally recognized educational experience that is inspired by innovative teaching, supported by applied research, and guided by a values-centric curriculum."

Course Description:

This course, which is part of the common body of knowledge in the MBA program, offers a managers approach to decision making designed to increase efficiency and, in turn, profitability across three settings: economics, and international economics. Included is coverage of government policies at the micro and macro levels designed to promote well-functioning markets. In particular, this course will focus on the causes and consequences of supply and demand, externalities, the principal-agent problem, production costs, perfect competition, monopolies, fiscal and monetary policy and globalization which affect our domestic and world economy. We will use critical thinking to analyze matters related to our economy and its impact on our population. We will apply Ethics and Social Responsibility to our understanding and analysis of businesses and policymakers decisions. We will also integrate technology to increase our understanding and analysis economic events.

University Proficiency infused: Numeracy and Critical Thinking.

Course Learning Objectives:

Students will:

1. Learn and demonstrate working knowledge of fundamental economics concepts, in particular in the business setting.
2. Research appropriate statistical data and information, and identify their relevance and the assumptions needed to analyze economic issues in the business setting.
3. Identify the relevant economic issues present in various domestic and global issues, and the stakeholders involved.
4. Apply economic analysis quantitatively and graphically.
5. Identify and recommend possible course(s) of action that can be applied in the business setting and provide evidence to support these recommendations.
6. Identify and apply the relevant business ethical framework to various contexts.
7. Engage with diverse audiences through clear, persuasive, and grammatically correct documents, visual aids and presentations.

8. Leverage internet-based communications tools when appropriate.

Course Learning Outcomes

Upon completing this course, the student will have complete three main outcomes:

First, the student will learn about fundamental economic concepts and theories such as the model of supply and demand, externalities, the principal-agent problem related issues, production costs, perfect competition, monopolies, fiscal and monetary policy and international trade which affect our domestic economy and business decisions, as it is important to acquire currency in these issues.

Second, upon mastering the material, the student will be able to apply economic analysis quantitatively, graphically, and orally to economic issues. Lectures, papers, examination questions, and other assignments will be designed to help the student to achieve this outcome.

Lastly, upon completing this class, the student will be able apply economics to the business setting.

Because economics has a wide range of applications, I hope to expose the student to thought-provoking material and supplemental reading to hopefully extend the student's appreciation of the subject matter and to help the student to apply economics to the business setting.

School of Business Learning Goals

The Stillman School of Business has specified the following learning goals for students participating in the MBA program.

1. *Functional Knowledge of Business Enterprise* – to demonstrate a fundamental and deeper understanding of functional areas in business and of one's concentration; to be able to apply this knowledge in an integrative manner to effectively develop solutions for businesses.
2. *Analytical and Critical Thinking* – to be able to identify relevant issues, apply qualitative and quantitative problem solving tools, and recommend appropriate actions.
3. *Global Management* – to be able to anticipate, identify, and respond to changes in global environments and strategically leverage international opportunities.
4. *Communication* – to be able to write, speak, and present effectively and persuasively in a wide variety of business settings with diverse audiences.
5. *Teamwork and Leadership* – to be able to work collaboratively and effectively in a diverse and multi-functional team environment; to enable students as leaders who can inspire others to achieve their fullest potential.
6. *Technology* – to understand how technology is used to support business decision-making and strategy; to be skilled in the use of information technology resources.
7. *Ethics and Social Responsibility* – to be aware of the ethical and social responsibility of

decision making for businesses; to identify, evaluate and address ethical challenges.

Prerequisites:

- BMBA 8008 Accounting (Required for BMBA 9453)
- BMBA 8009 Legal Studies (Required for BMBA 9454)
- BMBA 8011 Economics (Required for BMBA 9459)
- BMBA 8013 Finance (Required for BMBA 9460)
- BMBA 8018 Mathematics (Required for BMBA 9455)
- BMBA 8019 Statistics (Required for BMBA 9455)
- BMBA 8020 Information Technology Management (Required for BMBA 9455 and 9458)

Access to Class and Virtual Hours:

Accessing Blackboard is easy. Simply go to <http://www.shu.edu> and click on "PirateNet" in the upper right hand corner. Then, click on Blackboard and enter in your PirateNet credentials. Your BMBA 9459 class will appear in the list of courses once you enter in your username and password.

Blackboard Information:

It is very important you do the following as soon as possible:

- Ensure that you are able to login to Blackboard and to Blackboard Collaborate
- Please review the Blackboard or Blackboard Collaborate, student resources available at <https://www13.shu.edu/offices/technology/blackboard/index.cfm>
- If you require assistance please contact the 24/7 Service Desk via phone at (973) 275-2222, or email at servicedesk@shu.edu

Technology Requirements:

Students must possess basic computer skills and have regular access to appropriate computer hardware, software, speakers, microphone (if applicable), webcam (if applicable), and internet connectivity to fully participate in the coursework.

Class Preparation:

The following actions will help ensure a good academic experience:

- Complete all recommended readings.
- Actively engage and contribute positively to discussions, read assigned chapters/readings before participating in discussions and completing all required class activities/assignments.
- Read all assigned materials thoroughly and actively participate in all activities.
- It is important that you plan to invest sufficient time to complete all assignments.

Course Format:

This course is designed to be an asynchronous online class. This class is web-enhanced via Blackboard. Blackboard will allow you to access some of the following and more: online discussions, quizzes, examinations, a final project, your TeachEcoKnowmics blog, your TeachEcoKnowmics YouTube Channel, web-links, videos, supplemental course material, webpage activities and PowerPoints. Our format will enable video lectures, discussions, readings, critical thinking, and reflection, class presentation, interactive activities, videos and literature integration.

Attendance Policy/Late Policy:

As can be seen from the syllabus, class participation and attendance is very important to your success in this class. All assignments and examinations must be completed as scheduled unless a valid, *verifiable* reason for failing to do so is provided. Examples of valid excuses include significant illness/injury or death of a close relative. Verification must be provided from (parent, health care provider, etc.). A minimum of 15 points will be deducted from any late work.

Academic Honesty:

The Seton Hall University Student Code of Conduct defines plagiarism and can be found at: <https://www13.shu.edu/offices/student-life/community-standards/upload/Seton-Hall-University-Student-Code-of-Conduct.pdf>. Anyone who cheats or plagiarizes will receive course grade of “F”.

Controversial Subject Matter and Classroom Decorum:

In this class we will be discussing subject matter that some students may consider controversial. Some students may find some of the readings and/or comments in class very challenging. Our purpose in this class is to explore this subject matter deeply and consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully.

Disabilities Statement:

Students at Seton Hall University who have a physical, medical, learning or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodations at the University as per the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act. In order to receive such accommodation, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan. The DSS phone number is 973-313-6003, email address: DSS@shu.edu. For further information, please go to Duffy Hall Room 67 or: <http://www.shu.edu/offices/disabilitysupport-services/index.cfm>.

**SETON HALL UNIVERSITY STILLMAN
SCHOOL OF BUSINESS DEPARTMENT
OF FINANCE**

***Our mission is to enrich each student's life through an ethics-centered education
focusing on transforming concepts into business practice.***

COURSE SYLLABUS

PROFESSOR: Tony Loviscek

COURSE: Financial Decision Making (BMBA 9460)

SEMESTER: Spring 2022

OFFICE: Stillman School of Business, Jubilee Hall, 615

OFFICE HOURS: M-F, 10:00 A.M.-5:00 P.M. and by appointment

TELEPHONE: Work: (973) 761-9127

Home: (908) 956-5190

Fax: (973) 761-9217

E-MAIL: Anthony.Loviscek@shu.edu and Tony@Covingtonadvisors.com

ADMINISTRATIVE Connie Francis: Constance.Francis@shu.edu

SUPPORT: Telephone: 973-275-2106

CO-REQUISITE: The Role of Quantitative Analysis in Decision Making (BMBA 9455)

COURSE DESCRIPTION

The course offers an approach to decision making from a finance perspective blended with selected topics in financial accounting and economics. The emphasis is on problem-solving by using quantitative applications. Topics covered include measures of time, return, risk, financial performance, and the economics underlying them at micro and macro levels. These topics serve as the foundation for applications involving the time value of money, capital budgeting, asset pricing, and derivatives.

COURSE OBJECTIVE

By the end of the course, students should be confident to make individual and business financial decisions, with emphasis on critical thinking and ethical formation. To these ends, assignments will involve current, real-world situations, “transforming concepts into business practice.”

REQUIRED TEXT

Brigham, Eugene and Houston, Joel. *Fundamentals of Financial Management* (Concise 9th edition) (Mason, OH: South-Western, 2016)

TOPICAL COVERAGE AND DATES

I. Micro Topics: Introduction March 17

- A. Time, return, and risk: concepts that anchor the practice of finance
 - 1. Corporate governance and the management-shareholder relationship
 - 2. Ethical considerations

Reading: Brigham and Houston, Chapter 1 (pp. 9-22)

Expected outcome: At the end of this short module, the student should have begun to develop an awareness of the role of time, risk, and return in both individual and business situations within an ethical framework.

II. More Micro Topics: Financial Statements

March 17-March 31

NOTE: WE WILL NOT HAVE CLASS ON MARCH 24

- A. Financial Statement Analysis: How to measure firm performance
 - 1. A look at some metrics to determine financial performance: revenues, profit margins, cash holdings, cash flows, and relative valuation ratios

Reading: Brigham and Houston, Chapter 4 (pp. 101-117);

Expected outcome: By the end of this module, students should be equipped to break down financial statements into twelve select criteria to assess financial performance.

III. More Micro Topics: Constructing and Estimating a Model of Risk March 31-April 7

- A. Models: Role in Decision Making, Specification, and Estimation
 - 1. Time series and cross-sectional models and examples of each
- A. Time series and cross-sectional models of return and risk, with an ethical touch
 - 1. Using Excel to estimate the model of risk
 - 2. R-squared, F values, estimated coefficients, their meaning, and their respective t values

Reading: Brigham and Houston, Chapter 8 (pp. 265-274)

Expected outcome: This two-part module should enable students to measure both return and risk by using applications in Excel, with special attention on simple mean-variance measures and basic regression analysis

IV. Additional Micro Topics April

7

- A. Analysis of firm behavior and performance
 - 1. Market structure, price elasticity of demand, pricing power, profit margins, and financial performance
 - 2. When incentives, returns, and risks go awry: the case of the Long Island carting industry

Problem Set 1, Due Date: Friday, April 21

Expected outcome: This module should reinforce the modules on financial performance and regression analysis by showing how market structure influences pricing power and, in turn, financial performance with an ethical dimension

V. Macro Topics **April 21**

- A. Overview of Financial Markets and Business Cycles
 - 1. Money and near monies: M1, M2, and their components
 - 2. Interest rates, the Federal Reserve System, monetary policy, and fiscal policy
 - 3. Term structure of interest

Reading: Brigham and Houston, Chapter 6 (pp. 195-207)

Expected outcome: At the conclusion of this module, the student should have an increased awareness of the functions of financial markets and the signals they send, including the all-important topic of the term structure of interest: the relationship between short-term and long-term interest rates.

VI. Applications of the Time Value of Money **April 21-April 28**

- A. Applications of present and future values
 - 1. Loans, and amortization
 - 2. Pricing of bonds and stocks, including an overview of bond ratings and default risk
 - 3. Capital budgeting, including net present value and the internal rate of return; and weighted average cost of capital (WACC)

Reading: Brigham and Houston, Chapter 5 (pp. 145-158 and 160-161), Chapter 7 (pp. 222-236 and 241-252), and Chapter 9 (pp. 312-314), 10 (pp. 350-352 and 363-366), and 11 (pp. 378-387)

Expected outcome, Although covered one at a time, the three modules are linked by the time value of money. At the end of the first module, the student will have learned how loans are priced. In the second module, the student will have learned how to price bonds and stocks. At the conclusion of the third module, the student will have seen how the concept of net present value applies with respect to expected cash flows, and discounted by a measure of interest rate risk, including the weighted average cost of capital.

VII. Return, Risk, and Asset Pricing **April 28-May 5**

- A. Diversification and portfolio analysis
- B. Reviewing the model of risk
 - 1. Beta and unsystematic risk again
- C. CAPM and extensions
- D. Options: puts and calls at a glance

Reading: Brigham and Houston, Chapter 8 (pp. 275-297) and 2 (pp. 49-53)

Expected outcome: After coverage of this module, the student will have developed an appreciation for the role of risk and its impact on return in the case of investment portfolios, including the role of diversification and derivatives in reducing portfolio risk.

Problem Set 2: Due Date: Friday, May 20 (tentative)

GRADING PROCEDURES

As implied above, the problem set substitutes for in-class examinations. This method of assessment adds flexibility to the class schedule in two ways: (1) it increases in-class contact hours and (2) gives students more opportunities to work with real-world data and problems.

The student's letter grade will be determined by the following weighted averages, either one of two methods:

Problem Set I, 30% and Problem Set II, 70%.

Problem Set I, 25%, Problem Set II, 65%, and class participation, 10%

The following guidelines determine letter grades: A = 92% - 100%; A- = 90% - 91%; B+ = 86% - 89%; B = 82% - 85%; B- = 80% - 81%; C+ = 76% - 79%; C = 72% - 75%; C- = 70% - 71%; D+ = 66% - 69%; D = 60% - 65%; and F = 0% - 59%.

ADDITIONAL INFORMATION

There are three major points of interest. First, given the analytical and quantitative nature of the course, and its reliance on real-world problems, students should be prepared to work with computer applications and spreadsheet programs, especially with respect to some fundamentals of statistics. Second, and as an extension of the first point, students can expect that the numbers will be realistic. That is, the data will be of the kind that decisionmakers use (e.g., money, interest rates, stock prices, etc.). So there will be explicit efforts made, per the course objective, to bridge the gap between concept and practice. Third, given the time allotted for the completion of each problem set, a more detailed examination of each problem will be expected than what is normally expected with an in-class examination. Attention to detail is important; verbosity is not. Each paper **MUST** be typed/word processed. As well, each paper must follow **proper rules of expression**. In other words, each paper should follow the approach used in a good textbook (i.e., full sentences, no slang phrases, etc.). In addition, wherever appropriate, citations should be used, following standard rules for footnotes (or endnotes) and bibliography. Failure to comply with any of these basic rules will mean penalties on letter grades. Please be advised that only in the **most unusual of circumstances** (e.g., emergency closing of school) will an extension be given beyond the allotted time for the completion of a paper. Remember the five "P's" of life: "Proper planning prevents poor performance." In addition, working in groups is permitted and encouraged; however, each student must hand in his or her ***OWN*** work (i.e., not copied from someone else or from other sources).

As a guide, in terms of professionalism, integrity, and the rules governing the practice of finance, the Stillman School, as collectively agreed to by the faculty, will not tolerate

academic dishonesty of any kind, including, but not limited to, copying, sharing, or obtaining information from sources without proper citation, attempting to take credit for work that is not one's own, and falsification of information. Any act of dishonesty that falls under this guide will result in a letter of complaint placed in the student's academic file, leading to the possibility of expulsion from the Stillman School. In the end, in terms of return to risk in an information-rich world, "honesty is the best policy."

The course outline and assignment structure are subject to change depending on the instructor's perception of students' progress.



Our mission is to enrich each student's life through an ethics-centered education focusing on transforming concepts into business practice.

Business Consulting
BMBA 9461 NA – 3 Credits

Professor: Elizabeth McCrea, M.B.A., Ph. D. Work Phone: 973-761-9210 Email: Elizabeth.McCrea@shu.edu (this is the best way to reach me)	Practice Partner: TBA? Cell phone: Email:
Professor's Office Hours: Location: Jubilee Hall Room 607 or online Days/Times: Tues. & Thurs. 11 a.m. – 12:30 p.m. <i>I'm happy to meet with you at any other mutually convenient days/times either face-to-face or via Zoom or MS Teams; just email me for an appointment! 📧</i>	Secretary: Ms. Tanya Dixon Secretary phone: 973-275-2531 Secretary email: tanya.dixon2@shu.edu
Semester: Spring 2022	Course Dates: January 25 – May 17, 2022
Course Location: Muscarelle Hall Room 205/207	Course Hours: Tuesdays 6:30 – 8:40 p.m.

Course Description

In this **synchronous** course you will put concepts into practice by advising a real organization. The project will provide an opportunity to apply the knowledge, skills and abilities (KSAs) you have gained over the course of your Stillman School of Business educational experience. You will be randomly assigned to a functionally diverse consulting team that will engage with a client on a real strategic issue or issues. Your team will meet with representatives from the organization, gather primary and secondary data, analyze the situation, define the organization's specific challenges or opportunities, and then propose appropriate, actionable recommendations. The issues will likely cover a broad spectrum across multiple disciplines giving you a chance to apply many of the tools and concepts you learned in your Stillman MBA program. In addition, you will practice critical business skills like communication, peer coaching, problem solving, critical thinking, adaptability, teamwork, and conflict resolution.

Note: BMBA 9461 Business Consulting is what is commonly called a “flipped” course, in which class time is spent working on the semester-long project. This means completing your pre-session preparation (e.g., watching videos, reading articles, completing quizzes & exercises) is extremely important, since we will not be reviewing the material during class time. (Always happy to answer a question, though.) All course resources are posted in Blackboard.

Course Pre-requisites

Completion of all MBA Core courses. It is advisable that most concentration and elective courses be completed as well.

Course Learning Outcomes

Students will:

1. Put *concepts into practice* by applying and integrating knowledge and tools from a range of business disciplines to a real-world situation.
2. Perform a *situation analysis* using a broad range of skills acquired throughout the MBA curriculum such as analytical thinking, and functional knowledge (accounting, decision-making, economics, finance, management, marketing, business law and ethical/corporate social responsibility considerations).
3. *Conduct primary and secondary research*, analyze and interpret the data, generate key insights, and, after making reasonable assumptions, *formulate actionable recommendations*.
4. Complete a hands-on consulting project using *teamwork, effective communication, problem-solving and client customer service*.
5. Deliver a *professional presentation*.
6. Practice professional *self-development*.

Course Format

MBA Assessment: This course plays a critical role in the Stillman MBA Assessment Program. While attendance for all class sessions is extremely important, it is **mandatory** that you attend the last class session for the final presentation to the client and other MBA assessment activities. Please schedule all personal and business obligations with this requirement in mind.

Project-based: This project-based course will provide students with a hands-on opportunity to participate in a real-world consulting engagement. However, this is not a course in “how to do consulting.” Rather, the consulting assignment is an opportunity to integrate and apply the knowledge, skills, and abilities you gained during the MBA program to a complex, real-world situation.

Team-based: The course is team-based, and much of your grade will be determined by the final products your team produces. Although there will be multiple teams working for the same client, it is important to note that it is **NOT** a competition. Your grade will be judged versus a professional standard, **NOT** in comparison to the recommendations, presentations, etc. of the other teams. Therefore, you are encouraged to share information and support the other teams in the class.

Participation-based: This is a “hands-on” course based on action learning principles. Your preparation and participation are critical to achieving the course objectives for yourself and your classmates. Obviously, you can’t participate if you are not present. ***Please notify me and your teammates via e-mail of any absence, in advance if at all possible, or as soon as you can if advance notice is not feasible.*** You are responsible for obtaining and completing any missed materials, notes, or assignments from other class members.

Research-based: To give your client actionable recommendations you will need to do a deep dive into your client’s situation. This will entail:

- Gathering data from the client. You must keep all information you receive from your client confidential. Also, note that some clients are not comfortable sharing proprietary data. In those situations, your team will have to find creative ways to estimate data, make reasonable assumptions, etc.
- Completing secondary research of existing materials. The Business Librarian, Ms. Chelsea Barrett (chelsea.barrett@shu.edu), at the SHU library can help guide your search for relevant databases and other resources.
- Primary research. The kind of primary research your team collects depends upon your client and its situation, but it may include customer interviews, focus group studies, site observations, expert interviews, and/or a survey.

Action Learning: This course is based on Action Learning (AL), a pedagogical approach particularly appropriate for adult learners. In AL, student teams—with the support of the course instructor and the practicepartners—are responsible for planning, organizing, leading and controlling both the project and their own learning.

Action learning tackles problems through a process of first asking questions to clarify the exact nature of the problem, reflecting and identifying possible solutions, and [then] moving on toward consideration of strategies and possible action. **Questions** prevent the group from solving the wrong problem and precipitously jumping into wrong action. In addition, the **reflective inquiry** process of action learning builds group cohesiveness, promotes systems thinking, introduces innovative strategies, and generates individual and team learning (Marquardt, 2004: 28).

Self-reflection and team reflection are critical to both your own professional development and the success of the team. AL assumes that you will show initiative and take action when your reflections uncover a knowledge, skill and/or ability gap. In action learning you are empowered to find your own resources, read up on topics where your knowledge is lacking, and ask for coaching from the instructor, practice partner, and/or fellow teammates when you deem it necessary for your professional growth. It is the role of the team and the instructor to support you on this personal professional development journey, and, of course, you are expected to contribute to the efforts of your teammates.

Client Site Visit. Whenever feasible, your team should plan for a site visit (for some clients it is not feasible). Past teams have found it extremely helpful to see their client's place of operations. Not all team members have to attend the trip and/or not everyone has to go at the same time. This visit is arranged directly with the client at a mutually convenient time.

COURSE MATERIALS

All course materials (readings, videos, etc.) are posted in Blackboard under the relevant session date in the left-hand menu. Please complete the readings and watch the videos before the assigned date since we will be working with the material in class. There will be several brief, formative quizzes to give you an incentive to keep up with the materials and to check your understanding.

If, during your research for this project, you find relevant and useful articles, websites, data sources, videos, or other materials, **please forward them to the instructor** so that they can be posted in Blackboard for others to use as well. Remember, this class is NOT a competition. Sharing information can potentially improve outcomes for the client (which is our goal).

EVALUATION CRITERIA:

Component	Weight
Individual	
Individual contributions to the team	20%
Individual assignments, quizzes, and class participation	20%
Team Consulting Project	
Team presentations & assignments	20%
Final presentation to the client & MBA assessors	40%
TOTAL	100%

Individual components:

Contributions to the team - Each team member will assess the quality of both her/his/their own contributions to the team's success and the quality of his/her/their teammates' contributions **twice** during the semester (during Spring Break and at the project's conclusion on May 10th). The first assessment is for your professional development. The second assessment will be factored into your final grade.

Assignments, quizzes & participation – During the semester you will complete several individual assignments, including the teamwork feedback surveys. In addition, to provide an incentive to keep up with the course materials, there will be brief quizzes on the readings and videos. Finally, you are expected to actively contribute to this class, both for your own benefit and for the benefit of your classmates and the instructors. This includes—but is not limited to—regular attendance, completing the assignments ahead of the relevant class session, and participating fully and wholeheartedly in team activities and class discussions. All students must display courtesy and respect to their fellow classmates at all times. Excessive absences will negatively impact your grade.

Team components:

You will be randomly assigned to a team before the first class session. The goal will be to make each team as diverse as possible, with a range of functional, educational and experience backgrounds. I will make every effort to assign you to the client you prefer, but it may be necessary to assign you to your second choice to ensure balanced, diverse teams.

Each team will designate one person to serve as the **client liaison**. This person will coordinate all communications with the client. It is highly recommended that all teammates, practice partners, the professor and any other relevant stakeholders be copied on all emails or other correspondence.

Presentations & assignments

Regularly during the semester, your team will do short presentations to the instructor and practice partner. The goals for these presentations are three-fold. First, we will give you advice on your platform skills. The ability to give a professional presentation will serve you well throughout your career, no matter which path you take. Second, we will give you feedback on your presentation slides. While opinions often vary as to what makes a “good” slide, there are some best practices that we can share. Finally, we will give you feedback on the presentation content to ensure you and your team are on track for the final presentation.

There are also many team assignments as noted in the schedule. All team members should contribute to all these assignments, but the team is free to divide the work as it sees fit.

All members of the team will earn the same grade on the team assignments and presentations.

Final presentation to the client

Your team will develop a strategic action plan for your client to help it reach its goals. As noted above, this will involve gathering BOTH primary and secondary data, conducting a situation analysis of the organization, determining its strengths, weaknesses, threats and/or potential opportunities, and proposing realistic courses of action. Your team will pitch your recommendations to the client and MBA program assessors during the MBA program assessments. **Each team member must deliver part of the final presentation** and answer questions from the audience, which will include the client, the instructors and MBA program assessors.

While in most circumstances I am more than willing to work with you to accommodate your work schedule, **attendance at the MBA Assessment on May 10th is required for graduation.**

Project Deliverables: Each team will produce a strategic action plan for its client consisting of these three parts:

1. A presentation deck that communicates the key aspects of your **recommendations** (i.e., your “main” deck). The team may choose whichever software it prefers (PowerPoint, Prezi, Google Slides, Keynote or similar). This deck will be used to support your 20-minute presentation to the client(s), faculty, and the MBA assessors on May 10th.
2. A Question & Answer deck, that you can use to answer questions during the Q&A portion of the presentation. It is a detailed, supporting deck that should contain the **data and analyses** that support your recommendations (Note: some call this the “supporting deck” or the “appendix”).
3. A repository in the course’s MS Team that contains **all** the materials you generated during the semester, including all your analyses; your references (links or pdfs); primary data from any surveys, focus groups, expert interviews, etc.; copies of articles that would be relevant to the client; etc. The client will be given access to the MS Team **at the end of the project**.

Everything (the presentation deck, the detailed deck and the repository) must be **uploaded and finalized by 5:30 p.m. on Tuesday May 10th**.

Assessment: The complete strategic action plan (presentation slides, detail deck and appendix) will be assessed by the client, as well as the practice partners and the professor. As noted above, the MBA program assessors will also be present at the final presentations. The assessment rubric has been posted in Blackboard (see May 10th).

Your course grade will be calculated using the standard Seton Hall University grading scale:

	B+ = 88 - 89.9%	C+ = 78 - 79.9%	D+ = 68 - 69.9%
A = 92 - 100%	B = 82 - 87.9%	C = 72 - 77.9%	D = 62 - 67.9 %
A- = 90 - 91.9%	B- = 80 - 81.9%	C- = 70 - 71.9%	D- = 60 - 61.9%
			F = below 59.9%

IMPORTANT DATES

(see <https://www.shu.edu/academics/academic-calendar.cfm#spring%202022> for more info)

Date	Day of Week	Event
Jan. 19	Wednesday	Classes Begin - Add/Drop and Late Registration Begin
Jan. 26	Wednesday	Add/Drop and Late Registration End
Feb. 1	Tuesday	Deadline for graduate degree candidates to file Application for Degree for Spring 2022 in Banner Self-Service
Mar. 7 - 12	Monday - Saturday	Spring Break
Apr. 14-18	Thursday-Monday	Easter Break
May 10	Tuesday	Last Day of Classes & MBA Assessment
May 20	Friday	MBA Commencement (tentative)

Spring 2022 MBA Business Consulting Course Schedule

NOTES:

1. This schedule is subject to change at the instructor's discretion, due to client needs, or due to changes in Seton Hall University policy. All schedule changes will be announced in class and posted in Blackboard.
2. This course is synchronous, and we will be meeting regularly once a week. Currently, most class sessions are scheduled to be face-to-face on campus. Students who are in the online MBA program may attend these sessions remotely. **University policy states that all other students should be attending in person, unless otherwise noted.**
3. There are a few online sessions planned, during which ALL students will meet synchronously via Microsoft Teams. See the details below.
4. Some of the videos posted in the folders below are from LinkedIn Learning. You have FREE access to LinkedIn learning through PirateNet. You should not have to purchase an account.
5. All course materials (readings, videos, worksheets, etc.) and quizzes are accessed via Blackboard (see the relevant session dates in the left hand menu). Please let me know at Elizabeth.McCrea@shu.edu if there are broken links, or if you have any problems accessing any of the materials.

Date	Themes and activities
Jan. 25 (session 1)	<p>Venue: All synchronous online (per SHU policy) via MS Teams</p> <p>Theme: Course kickoff.</p> <p>Before class: (1) Complete the student survey (due Sunday January 23rd at 11:59 p.m.). (2) Update your resume and have it available during class time (contact Ms. Teresitia N Walters teresitia.walters@shu.edu in the Career Center) if you need help with this.)</p> <p>During class: (1) Review the course format, syllabus & schedule, introduce the consulting project, and discuss MBA Assessment. (2) Meet project teammates, complete team KSA inventory, and complete team charter (team assignments). (3) Begin researching your client, its environment, its competitors, etc.</p> <p>After class: (1) Upload team charter & team KSA inventory in Bb by 11:59 p.m. Monday Jan. 31st</p>
Feb 1 (session 2)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme(s): Client meeting preparation.</p> <p>Before class: (1) Watch the Business Model Canvas, Interviewing, & Death by PowerPoint videos that are posted in Blackboard. (2) Take the quizzes associated with the videos (individual assignment).</p> <p>During class: (1) As a team, draft a preliminary Business Model Canvas for your client's organization (see template in Blackboard). (2) Use the gaps in the BMC to help generate questions for the client meeting next week (team assignment). (3) Prepare a brief (5 minute) presentation of your client's BMC. (4) Continue researching your client & its industry/business.</p> <p>After class: (1) Upload Business Model Canvas template & your list of questions for your client in Bb by Monday 2/7 at 11:59 p.m. (team assignments).</p>

Date	Themes and activities
Feb. 8 (session 3)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme: Client meeting</p> <p>Before class: (1) Continue researching your client & its industry/business environment. (2) Watch the Critical Thinking and How to take client meeting minutes videos that are posted in Blackboard. (3) Take the video quizzes (individual assignments).</p> <p>During class: (1) Interview your client. (2) Write up team meeting minutes (follow the advice in the videos. Do <u>not</u> transcribe the meeting; just capture the main points). (3) Write up a meeting reflection: What did you learn during the meeting? What gaps do you still have in your understanding of the organization and/or the project? What are your <u>preliminary</u> thoughts as to how you might address the <u>gaps in your knowledge</u>? (Do not start working on solutions!)</p> <p>After class: (1) Send the team's meeting minutes to your client & copy the instructor by 11:59 p.m. Monday 2/14 (2) Upload meeting reflection (team assignment) by 11:59 p.m. Monday 2/14.</p>
Feb. 15 (session 4)	<p>Venue: All synchronous online via MS Teams</p> <p>Themes: Problem statement generation</p> <p>Before class: (1) Watch the Research videos. (2) Take the individual quiz on the videos (individual assignments).</p> <p>During class: (1) Deliver your 5 minute BMC presentation. Remember: no note cards! (2) Draft your Problem Statement (refer to the Critical thinking video from 2/8) and prepare a brief <5 minute presentation for next week. (3) Update the BMC and draft a research plan (how will you fill in your knowledge gaps)?</p> <p>After class: (1) Upload your problem statement and your research plan in Bb by Monday 2/21 at 11:59 p.m. (team assignments).</p>
Feb. 22 (session 5)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Themes: Strategy Statement & Project Planning</p> <p>Before class: (1) Watch What is Strategy?, Can you say what your strategy is?, and project planning using Teams videos. (2) Complete individual quizzes on this week's materials.</p> <p>During class: (1) Deliver your problem statement presentation. (2) Work on your client's existing strategy statement (3) Use Teams (or other project management tool) to plan out the rest of the semester. What tasks need to be accomplished by 5/10? Who will be responsible for seeing that they are done? What tasks are dependent on other tasks being finished first?</p> <p>After class: (1) Upload your client's current strategy statement in Bb by Monday 2/28 at 11:59 p.m. (team assignment).</p>

Date	Themes and activities
Mar 1 (session 6)	<p>Venue: All synchronous online via MS Teams.</p> <p>Themes: Internal Analysis (Strengths & Weaknesses)</p> <p>Before class: (1) Watch Primefact & VRIO videos & take quizzes. (2) Review your notes from your core classes and the functional analysis resources posted in Bb. Which of these analyses will provide needed information about your client's strengths & weaknesses?</p> <p>During class: (1) Deliver your strategy statement presentation. (2) Apply the functional knowledge you learned in your core classes (finance, marketing, management, etc.) to your client. Use the references in the folder posted in Bb, or use whatever tools make the most sense for your project. (3) Prepare an internal analysis presentation (strengths & weaknesses) for next week. For now, focus on identifying your clients current state. (4) Continue to work on your research efforts & update your plan.</p> <p>After class: (1) Upload your client's current strengths & weaknesses in Bb by Monday 3/7 at 11:59 p.m. (team assignment).</p>
Mar 8	<p>Spring Break *** No class meeting ***</p> <p>(1) Interim teammate feedback survey due by 11:59 p.m. on 3-14-2022 (See Bb for link). Providing constructive, actionable feedback is an important business skill. Please complete the survey carefully and mindfully.</p> <ul style="list-style-type: none"> • Yes! You must submit an assessment of your own team behaviors. Self-reflection is also an important business skill (perhaps one of the most important). • The ratings are about <u>behavior</u> not grades. In other words, a rating of 1 does <u>not</u> equal an A, a rating of 2 does <u>not</u> equal a B. • Remember, only ONE person can be "the best" on your team at any given behavior. If two or more people have performed at a very high level, but more or less equally, then rate them both the second level, which describes very high quality work.
Mar 15 (session 7)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme: External Analysis (Opportunities & Threats)</p> <p>Before class: (1) Watch the External Analysis and 5 forces videos & complete individual quizzes on the material.</p> <p>During class: (1) Deliver you 5 minute internal analysis (strengths & weaknesses) presentation. (2) When not presenting, work on an external analysis (opportunities & threats) for your client. (3) Continue to work on your research efforts and update your project plan.</p> <p>After class: (1) Upload your client's current opportunities & threats in Bb by Monday 3/21 at 11:59 p.m. (team assignment).</p>

Date	Themes and activities
Mar 22 (session 8)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme: Interim client meeting</p> <p>Before class: (1) Watch the Business Development video and complete the individual quiz. (2) Prepare for the client interim meeting: What knowledge gaps do you still have? What assumptions do you want to verify? What other questions have surfaced since your prior meeting? Where are you still confused?</p> <p>During class: (1) Meet with your client to confirm the project's direction and ask additional questions. (2) Write up meeting minutes & a meeting reflection. Do you need to make any adjustments to your plan?</p> <p>After class: (1) Send the team's meeting minutes to your client & copy the instructor by 11:59 p.m. Monday 3/28. (2) Upload meeting reflection (team assignment) by 11:59 p.m. Monday 3/28.</p>
Mar 29 (session 9)	<p>Venue: All synchronous online via MS Teams.</p> <p>Theme: SWOT & Business Development</p> <p>Before class: (1) Watch the SWOT explained correctly video and take the individual quiz.</p> <p>During class: (1) As a team, complete the SWOT analysis worksheet and begin formulating recommendations (recall last week's business development video as well). (2) Prepare a brief 5-7 minute presentation on your conclusions from the SWOT analysis for presentation next week. How will this help you make recommendations to your client? What are the "seeds, weeds & needs"? (3) Deliver a 5 minute presentation of your external analysis conclusions (outline the opportunities & threats facing your client).</p> <p>After class: (1) Upload your client's SWOT analysis in Bb by 11:59 p.m. on Monday 4/4.</p>
Apr 5 (session 10)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme: Ethical considerations</p> <p>Before class: (1) Watch the Triple Bottom Line & ethics videos and review the ethical decision making framework. (2) Take individual quiz.</p> <p>During class: (1) Are there sustainability (people, profit, planet) and/or other ethical issues that can be integrated into your recommendations? (2) When not presenting, begin crafting your recommendations to the client. How can they mitigate threats, overcome weaknesses, and leverage their resources to pursue opportunities? The recommendations should be realistic given your client's resources and should be supported by your research and analyses. (3) Also make sure your materials (raw data, articles, analyses, etc.) are well-organized in your MS Teams folders. The folders should contain all the material you gathered, reviewed, generated, and/or analyzed during this project, even if it did not make it into the presentation. This is valuable information for your client. (4) Deliver your SWOT analysis presentation to the faculty.</p>

Date	Themes and activities
Apr. 12 (session 11)	<p>Venue: All synchronous online via MS Teams.</p> <p>Theme: Crafting recommendations & presenting to executives.</p> <p>During class: (1) Watch the Presenting to Executives and telling stories with data videos and complete the individual quiz.</p> <p>(2) Continue working on crafting recommendations based on your research and analyses. Integrate the knowledge and skills you have gained from your MBA program, as well as the material you learned in this course. Keep the triple bottom line in mind.</p> <p>(2) Draft your 20 minute presentation to your client.</p> <ul style="list-style-type: none"> • Make sure you are telling an engaging, cogent story, supported by evidence. • Remember, you are presenting to the client, so do NOT include information they already know, unless it is being used as evidence to support one of your recommendations. • Every member of the team must deliver a segment of the presentation. <p>(3) Rehearse!</p> <p>After class: (1) Upload your presentation deck in Bb by 11:59 p.m. on Monday 4/18.</p>
Apr 19 (session 12)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme: Formal presentation rehearsal #1</p> <p>Before class: (1) Finalize your slide deck for your presentation.</p> <p>(2) Rehearse!</p> <p>During class: (1) Present to faculty and MBA coaches. Time slots will be assigned randomly.</p> <p>(2) Continue building supporting slide deck. You should anticipate any questions that may be raised and have a slide available that will support your answer.</p> <p>(3) Continue organizing MS Teams channel supporting deck and appendices.</p> <p>After class: (1) Revise presentation deck based on the feedback you received and upload into Bb by 11:59 p.m. on 4/25.</p> <p>(2) Rehearse!</p>
Apr 26 (session 13)	<p>Venue: All synchronous online via MS Teams.</p> <p>Theme: Revise presentations</p> <p>During class: (1) Revise your recommendations based on the feedback you received.</p> <p>(2) Revise your 20 minute presentation deck. Confirm that you:</p> <ul style="list-style-type: none"> • are telling an engaging, cogent story, supported by evidence. • have compelling evidence (e.g., charts, graphs) backing up your recommendations. These should be available in a well-organized supporting slide deck that you can refer to during Q&A. • have an organized set of folders that contain ALL the material you have gathered, reviewed, generated, and/or analyzed during this project, even if it did not make it into the presentation. This is valuable information for your client. <p>(3) Rehearse!</p> <p>After class: (1) Upload your revised presentation deck in Bb by 11:59 p.m. on Monday 5/2.</p>
May 3 (session 14)	<p>Venue: On campus for in-person teams; synchronous online for 100% Online teams.</p> <p>Theme: Formal presentation rehearsal #2</p> <p>Before class: Revise presentation deck.</p> <p>During class: (1) Present to faculty and MBA coaches. Time slots will be assigned randomly.</p> <p>(2) Continue working on presentation deck, supporting deck and MS Teams folders.</p> <p>After class: (1) Upload your final presentation deck in Bb by 5:30 p.m. on Tuesday 5/10.</p>

Date	Themes and activities
May 10 (session 15)	<p>Venue: Faculty Library; 6th floor Jubilee Hall (tentative) & synchronous online for 100% online teams</p> <p>Theme: *** MBA ASSESSMENT ***</p> <p>Before class: Attendance is required. Please plan to arrive <u>early</u> (around 6:00 p.m.).</p> <ol style="list-style-type: none"> (1) Rehearse, rehearse, rehearse!! (2) Verify that all materials--including the final presentation and the supporting slides have been uploaded into the shared MS Teams folder. The client will be given access to this folder after the presentations. (3) If you are presenting in person, please provide hardcopies of your presentation deck for the client and MBA Assessors. (4) All students should be wearing formal business attire (as if you were going to a job interview at a bank). <p>During class: Please note: given the large number of teams and the packed agenda, class may run late.</p> <ol style="list-style-type: none"> (1) Present recommendations to your client and MBA assessors. (2) Complete final teammate evaluations, online course evaluation & MBA program survey. (3) Participate in the MBA program exit interview with deans & faculty. (4) Take part in the course wrap-up and class picture. (5) Celebrate!! 🎉📸

MBA Learning Goals & Objectives

Although this capstone course will likely incorporate all the MBA Learning Goals & Objectives, particular emphasis will be on the following (see below for definitions):

- Functional Knowledge of Business Enterprises -
- Analytical and Critical Thinking -
- Communication -
- Teamwork and Leadership -
- Ethics and Social Responsibility -

Servant Leadership – to “possess the ability to change hearts, heal divisions and build community while displaying virtues of courage, foresight, empathy and stewardship of the common good.”

(<https://www13.shu.edu/about/hallmarks/leadership.cfm> (This combines previous learning goals of Teamwork and Leadership with Ethics and Social Responsibility.)

LEARNING OBJECTIVES - Students will be able to:

- Work collaboratively (in person and virtually) within and across multi-functional/cultural groups to maximize team effectiveness in achieving shared goals.
- Identify and utilize individual strengths and skills and provide feedback to enable team members to maximize their contributions to the group's success.
- Identify ways in which business can be used as an engine for social and environmental change.
- Analyze and recommend how to manage the ethical risks in a business situation/organization.

Functional Knowledge of Business Enterprises – Students will have the ability to apply functional and cross-functional business knowledge in an integrative manner.

LEARNING OBJECTIVES - Students will be able to:

- Demonstrate a fundamental understanding of functional areas in business including accounting; economics, data analytics; finance; information technology; law; management; and marketing.
- Apply functional business knowledge in an integrative manner to effectively develop solutions for business enterprises.

Analytical and Critical Thinking – Students will have the ability to apply critical thinking and analysis skills in complex business situations/problems.

LEARNING OBJECTIVES - Students will be able to:

- Select and apply appropriate qualitative and quantitative analytical tools and technology platforms to make business decisions while clearly identifying the assumptions and limitations of the analyses.
- Articulate and justify appropriate and reasonable solutions to complex business issues.

Communication – Students will have the ability to effectively and persuasively communicate in a wide variety of business settings with diverse audiences.

LEARNING OBJECTIVES - Students will be able to:

- Write business documents that are concise, clear, and persuasive.
- Make effective oral presentations in a persuasive manner that acknowledges and respects the diversity and interests of audiences.
- Demonstrate effective use of advanced technology communications tools appropriate to business settings.

NOTE: Global Management is a learning objective that is integral to the MBA curriculum, but it will not be explicitly addressed in this course due to the local nature of most consulting clients.

Global Management – *Students will have the ability to anticipate, identify, and respond to changes in global environments and articulate how to strategically leverage international opportunities.*

LEARNING OBJECTIVES - Students will be able to:

- *Recognize and critically analyze the contribution and interdependencies of the cultural, political, economic, and legal domains in managing international business.*
- *Evaluate and articulate how to leverage the opportunities and manage the risks associated with managing international business when examining multi-national strategies.*



April 6, 2022

To: Academic Policy Committee

I give my full approval and support of the new MSN in Nursing Administration and Nurse Executive Leadership program. The graduate department in the College of Nursing in consultation with Dr. Maureen Schneider, Chief Nurse and Operations Officer, and Interim President, Chilton Medical Center, created this new, 35 credit program. This program will replace the former Health Systems Administration Program which was sunset after graduating the last students in the program in January 2022. This program has new course content and two completely new courses including a second practicum.

The Stillman School of Business Associate Dean, Dr. Steven Lorenzet supports the dual MSN/MBA program including 29 nursing credits and 30 MBA credits for a total of 59 credits for this program.

The programs were approved at all steps including the College of Nursing Graduate Department, the CON EPC and the CON Faculty Assembly and was presented to the Provost's Office at the last Deans' meeting with full approval.

Sincerely,

A handwritten signature in blue ink that reads "Marie Foley". The signature is written in a cursive style.

Marie Foley, PhD, RN, CNL

Dean and Professor



March 31, 2022

To: Academic Policy Committee

The graduate department under the leadership of Dr. Maureen Schneider, Dr. Marie Foley, Dr. Kathleen Neville, and myself have developed and approved a new Nursing Administration and Nurse Executive Leadership Program. This program is a substantial revision of the previous Health Systems Administration Program. The new program includes 2 new courses and updated content and competencies in all courses. The new program is 35 credits, up from 30 credits.

In addition, we have worked with Dr. Steven L, the Director of the Dual MSN/MBA program. He is in support of the updated curriculum that now will include 29 credits in the MSN program. The MBA courses will remain the same (30 credits). The dual degree program will now require 59 credits (up from 55 credits).

The programs were approved by the Graduate Department, the CON EPC and the CON Faculty Assembly.

Sincerely yours,

A handwritten signature in dark ink, reading "Judith Lathian". The signature is written in a cursive, flowing style.

Professor and Chair of the Graduate Department



April 1, 2022

To: Academic Programs Committee

I have reviewed the new MSN in Nursing Administration and Executive Nursing Leadership program. The program is substantially updated from the previous MSN in Health Systems Administration, including the addition of two new courses and an increase in credits from 30 to 35.

I met with Dr. Judith Lothian and Dr. Maureen Schneider to discuss the impact of the proposed changes on the MSN/MBA curriculum. I am in full support of the proposed changes which, due to the credit structure of the MSN/MBA, will result in the MSN part of the dual degree program increasing from 25 to 29 credits. The proposed changes will enhance the learning experience for students and further strengthen the program's curriculum.

Sincerely,

Steven Lorenzet

Steven Lorenzet
MBA Director