University’s Mission Statement

James B. Duke’s founding Indenture of Duke University directed the members of the University to “provide real leadership in the educational world” by choosing individuals of “outstanding character, ability and vision” to serve as its officers, trustees and faculty; by carefully selecting students of “character, determination and application;” and by pursuing those areas of teaching and scholarship that would “most help to develop our resources, increase our wisdom and promote human happiness.”

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Adopted by the Board of Trustees on February 23, 2001.
The information in this bulletin applies to the academic year 2012-2013 and is accurate and current, to the extent possible, as of September, 2012. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University prohibits discrimination and harassment, and provides equal employment opportunity without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, or age. The university also makes good faith efforts to recruit, employ, and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university also does not tolerate harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office of the Vice-President for Institutional Equity, (919) 684-8222. Further information, as well as the complete text of the harassment policy, may be found at: www.duke.edu/web/equity/.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with e-mail accounts as well as access to e-mail services from public clusters if students do not have personal computers of their own. All students are expected to access their e-mail accounts on a regular basis to check for and respond as necessary to such communications, just as they currently do with paper/postal service mail.

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at (919) 684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

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

The Bulletin of Duke University publishes the following titles: The Fuqua School of Business, Nicholas School of the Environment, Undergraduate Instruction, the Graduate School, The Medical Center, The Divinity School, Information for Prospective Students, Information for Graduate Studies, Summer Session, Graduate Program in Nursing, The School of Law, and The Duke Community Standard in Practice: A Guide for Undergraduates. Bulletins are also available online at: http://www.registrar.duke.edu/registrar/studentpages/student/bulletins.html
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University Administration

General Administration
Richard H. Brodhead, PhD, President
Victor J. Dzau, MD, Chancellor for Health Affairs; and President and Chief Executive Officer, Duke University Health System, Inc.
Peter Lange, PhD, Provost
Tallman Trask III, MBA, PhD, Executive Vice President
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
Michael Merson, MD, Interim Vice President and Vice Provost, Global Strategy and Programs
Larry Moneta, EdD, Vice President, Student Affairs
John J. Noonan, MBA, Vice President, Facilities
Benjamin Reese, PsyD, Vice President, Office for Institutional Equity
Richard Riddell, PhD, Vice President and University Secretary
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Robert Shepard, PhD, Vice President, Alumni Affairs and Development
Timothy Walsh, MBA, Vice President for Finance
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Paul Wynn, Jr., MBA, EdD, Vice President, Durham and Regional Affairs
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William Boulding, PhD, Dean, Fuqua School of Business
William L. Chameides, PhD, Dean, Nicholas School of the Environment
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David F. Levi, JD, Dean, School of Law
Paula B. McClain, PhD, Dean, Graduate School
Stephen Nowicki, PhD, Dean and Vice Provost, Undergraduate Education
Laurie L. Patton, PhD, Dean of Arts and Sciences
Nancy Allen, MD, Vice Provost, Faculty Diversity and Faculty Development
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Susan Roth, PhD, Vice Provost for Interdisciplinary Studies
James Siedow, PhD, Vice Provost for Research
Keith Whitfield, PhD, Vice Provost for Academic Affairs
Neal F. Triplett, MBA, President & CEO, DUMAC

The Fuqua School of Business Administration
William Boulding, PhD, Dean
Jennifer Francis, PhD, Senior Associate Dean for Programs
Richard Ammons, MBA, Associate Dean for Development and Alumni Relations
Jim Anton, PhD, Senior Associate Dean for Faculty, Research, and Centers
Elizabeth Hogan, MBA, Assistant Dean for Marketing
Jill Tomlinson, MBA, Associate Dean for Finance and Administration
Katharine Amato, MBA, Associate Dean for MMS Programs
Karen Courtney, Assistant Dean for Executive MBA Programs
Sheryle M. Dirks, MA, Associate Dean for the Career Management Center
John Gallagher, PhD, Associate Dean for Executive MBA Programs
Paula Greeno, MBA, Assistant Dean for Global Business Development
Liz Riley Hargrove, MA, Associate Dean for Admissions
Randi Haskin, Assistant Dean for Information Technology
Valerie Hausman, MBA, Assistant Dean for Global Executive Education and Kazakhstan
Russ Morgan, PhD, Associate Dean for the Daytime MBA Program

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Alvaro G. de Molina
Brian Lloyd Derksen, Deputy Chief Executive Officer, Deloitte Touche Tohmatsu LLP
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Megan Falcon Forlines, MMS Class of 2012 Student Representative, The Fuqua School of Business
Richard Palmer Fox, Independent Director and Consultant J. Rex Fuqua, Chief Executive Officer, Fuqua Capital Corporation
Brandon Vincenzo Gregor, MBA Class of 2013 Student Representative, The Fuqua School of Business
Stephen Grygar, MBA Class of 2013 Student Representative, The Fuqua School of Business
Gerald L. Hassell, Chairman, President and Chief Executive Officer, BNY Mellon
Michael E. Heisley, Chairman Emeritus, The Heico Companies, LLC
Michael R. Hemmerich, Managing Director, Hemmerich Capital, LLC
Pedro Herrán, III, Partner, Girardot Capital Management, LLC
Joseph M. Hogan, CEO, The ABB Group
Berik Kaniyev, Principal, Lancaster Group
Valery Katkalo, Vice Rector, St. Petersburg University and Dean, Graduate School of Management, SPbU
Mark W. Kehaya, Partner, Meriturn Partners
Thomas F. Keller, Dean Emeritus, The Fuqua School of Business
Leo Kevin Kelly, CEO, Heidrick & Struggles
Jefferson W. Kirby, Managing Member, Broadfield Capital
J. Richard Leaman III, Managing Director, Moelis & Company
Judson C. Linville, Chief Executive Officer, Citi Cards, CitiGroup
Owen Arthur May, Managing Partner and Co-Founder, MD Global Partners LLC
D. Richard Mead, Jr., Chief Executive Officer, D.R. Mead & Company
Jose Antonio Mejia, President, Nickoli Investments
John William Mendel, Executive Vice President, Automobile Sales, American Honda Motor Company
Haruo Naito, President and Chief Executive Officer, Eisai Co., Ltd.
Dennis M. Nally, Chairman, PricewaterhouseCoopers International, Ltd.
Adil Amin Nathani, Managing Principal, QMS Capital Management LP
Steve Nelson, Managing Partner, Wakefield Group
Peter Michael Nicholas, Jr., Founder, Chairman, President, and Chief Executive Officer, IC Sciences Corporation
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Jean Derek Penn, Managing Director, Head of Equities, Pershing, LLC
Richard Dal Pilnik, Executive Vice President and President, Global Commercial Solutions, Quintiles
Christine P. Richards, Executive Vice President, General Counsel and Secretary, FedEx Corporation
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Teresa Miles Walsh, CEO and MD, Access Media Advisory LLC
Jesse J. Wu, Worldwide Chairman Consumer Group, Johnson & Johnson
## The Fuqua School of Business Academic Calendar*

The academic calendar below reflects the activities of The Duke MBA program (daytime) only. Academic calendars for the Cross Continent, Global Executive, Weekend Executive, MMS Foundations of Business, and MMCi programs are available online at: [http://www.fuqua.duke.edu/student_resources/academics/academic_calendars/](http://www.fuqua.duke.edu/student_resources/academics/academic_calendars/).

### The Duke MBA Daytime Academic Calendar 2012-2013

<table>
<thead>
<tr>
<th>July 2012</th>
<th>Date(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-20</td>
<td>Language Institute (no classes on weekends)</td>
<td></td>
</tr>
<tr>
<td>15-19</td>
<td>Math Review Course (optional)</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>23-27</td>
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<td></td>
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<tr>
<td>30</td>
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<td></td>
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<tr>
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<td></td>
</tr>
<tr>
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<td>1-3</td>
<td>Class of 2014 Orientation (mandatory)</td>
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<td></td>
<td>6</td>
<td>First Day of Classes - First Year Students</td>
</tr>
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<td></td>
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<td></td>
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<td></td>
<td>28-31</td>
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</tr>
<tr>
<td></td>
<td>28-29</td>
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<td>31</td>
<td>First Year Pre-term Schedule (begins)</td>
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<td>September 2012</td>
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<td></td>
<td>1</td>
<td>Pre-Term Accounting Review (continued)</td>
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<td></td>
<td>6</td>
<td>Fall 1 Session begins</td>
</tr>
<tr>
<td>October 2012</td>
<td>16</td>
<td>Fall Session 1 ends</td>
</tr>
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<td>18-20</td>
<td>Fall 1 exams</td>
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<td></td>
<td>21-28</td>
<td>FALL BREAK</td>
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<td></td>
<td>29</td>
<td>Fall 2 Session begins</td>
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<tr>
<td>November 2012</td>
<td>21-23</td>
<td>THANKSGIVING BREAK</td>
</tr>
<tr>
<td>December 2012</td>
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<td>Fall 2 Session ends</td>
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<td></td>
<td>13-15</td>
<td>Term 2 exams</td>
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<td></td>
<td>16</td>
<td>WINTER BREAK BEGINS</td>
</tr>
<tr>
<td>January 2013</td>
<td>7-11</td>
<td>Managerial Improvisation Course</td>
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<td></td>
<td>17</td>
<td>Spring 1 Session begins</td>
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<tr>
<td></td>
<td>21</td>
<td>Martin Luther King day - no classes</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Classes follow Monday schedule</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Classes follow Tuesday schedule</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Normal schedule resumes</td>
</tr>
<tr>
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<td>26</td>
<td>Spring 1 Session ends</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Spring 1 exams</td>
</tr>
<tr>
<td>March 2013</td>
<td>1-2</td>
<td>Spring 1 exams continued</td>
</tr>
<tr>
<td></td>
<td>3-17</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Spring 2 Session begins</td>
</tr>
<tr>
<td>April 2013</td>
<td>26</td>
<td>Spring 2 Session ends</td>
</tr>
<tr>
<td></td>
<td>29-30</td>
<td>Spring 2 exams</td>
</tr>
<tr>
<td>May 2013</td>
<td>1</td>
<td>Spring 2 exams continued</td>
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<td></td>
<td>11</td>
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<td></td>
<td>12</td>
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</tr>
</tbody>
</table>

* Dates of the Fuqua academic calendar are subject to change by the provost of Duke University.
Preface

In his indenture establishing Duke University, James Buchanan Duke called for, among many other components of a research university, a school of business administration. The Board of Trustees of Duke University, in 1969, established the Graduate School of Business Administration with a mandate to provide programs in management education of the highest quality. In 1980 the school was renamed to honor J.B. Fuqua of Atlanta, Georgia, who was a member of the University Board of Trustees and Board of Visitors at The Fuqua School of Business. Fuqua was an active participant in the life of the school until his death in 2006.

The mission of The Fuqua School of Business is to provide the highest quality education for business and academic leaders, and promote the advancement of the understanding and practice of management through research. Our approach is to prepare men and women to meet their career opportunities with a strong education which balances generalist and functional skills, as well as with an awareness of the need to balance individual leadership and a sense of team. We seek students who possess high academic standards and demonstrate the ability to think creatively. These are important qualities for business leadership and are reflected in the orientation of our entire program. As a school, we are committed to retaining our flexibility and our responsiveness to management needs as they arise in the business communities of the world.

Our heritage at Duke is a tradition of excellence in education. At Fuqua we have built on this heritage to develop programs that enable graduates to meet the challenges of leadership in business, government and educational organizations.
General Information

Duke University

In 1839 a group of citizens from Randolph and adjacent counties in North Carolina assembled in a log schoolhouse to organize support for a local academy founded a few months earlier by Brantley York. Prompted, they said, by “no small share of philanthropy and patriotism,” they espoused their belief that “ignorance and error are the banes not only of religious but also civil society which rear up an almost impregnable wall between man and happiness.”

Union Institute, which they then founded, was reorganized first in 1851 as Normal College to train teachers, and eight years later as Trinity College, a liberal arts college, which later moved to the growing city of Durham, North Carolina. With the establishment of the James B. Duke Indenture of Trust in 1924, Trinity College became Duke University.

Today, Duke is a two-campus institution with a student body of about 13,600, of whom about 7,200 are enrolled in the graduate and professional programs offered by the School of Law, Divinity School, Graduate School, School of Medicine, School of Nursing, Pratt School of Engineering, Sanford School of Public Policy, Nicholas School of the Environment and The Fuqua School of Business. These schools are dedicated to preparing qualified individuals for professional leadership and developing excellence in education for the professions.

The Campus. The main campus (West) of Duke University is a beautifully designed complex of buildings in Gothic architecture, bordered on the east by the Sarah P. Duke Gardens and on the west by the 8,000-acre Duke Forest. This campus is dominated by the Duke Chapel, whose 210-foot-high tower houses a 50-bell carillon. The William R. Perkins Library is one of the largest research libraries in the country. The facility for The Fuqua School of Business is located on West Campus near the intersection of Science Drive and Towerview Drive. The East Campus is a smaller complex of Georgian-style buildings and has, as major points of interest, Lilly Library and the Mary Duke Biddle Music Building. Durham is a part of the Research Triangle, an area formed by Duke University, the University of North Carolina at Chapel Hill, and North Carolina State University at Raleigh. The Research Triangle Park, a 5,400-acre campus for research laboratories, governmental agencies and research-oriented industries, is recognized as one of the world’s leading science centers.

Durham, located near the center of the state, has easy access to the Great Smokies of the Appalachian Mountains and to the scenic and historic beaches of the Outer Banks. The area offers varied cultural and recreational activities ranging from concerts, opera, dance, theater, and recitals to intramural and collegiate sports, boating, skiing, camping, and other outdoor activities.

The Fuqua School of Business. Recognizing the importance of business education, Duke University’s Board of Trustees established the Graduate School of Business in 1969, with the mandate to provide management education programs of the highest quality. The school began with two programs; an undergraduate major in management science, which no longer exists, and an MBA program that graduated its first class of twelve students in 1972. Since that time, the school has grown to include six major academic programs, a tenure-track faculty of 98, and more than 1,500 masters degree candidates enrolled in daytime and executive MBA programs as well as a new Masters of Management Studies program and Master of Management in Clinical Informatics program. The school also offers non-degree executive education programs and seminars.

J. B. Fuqua, formerly Chairman of The Fuqua Companies in Atlanta, Georgia, supported the school generously in its development. In honor of Mr. Fuqua’s contribution to the school and personal participation in its growth, the school was renamed The Fuqua School of Business in 1980 by proclamation of the Board of Trustees.

In January of 1983, The Fuqua School of Business moved into its present location on Fuqua Drive on Duke University’s West Campus. The Thomas F. Keller Center for MBA Education, designed by Edward Larrabee Barnes, offers one of the finest settings for management education in the United States. The 148,000-square-foot space provides
for the instruction of MBA students in a variety of degree programs. The east wing of the Keller Center includes six
amphitheater-style classrooms, the 458-seat Harold S. Geneen Auditorium, the Kirby Reading Room, and numerous
seminar, breakout, and interview rooms.

In May 1989, Fuqua opened the 112,000-square-foot R. David Thomas Executive Conference Center. Named after
the founder of Wendy's International, Inc., the center has 113 guest rooms, three classrooms, a 250-seat dining room
and a 110-seat clubroom. The center was designed to be a comfortable and efficient facility to serve Fuqua's executive
students. The Thomas Center is connected to the east wing of the Keller Center by a covered walkway.

The 61,000-square-foot Wesley Alexander Magat Academic Center opened in fall 1999. The center houses the
majority of faculty offices as well as seminar and meeting rooms. In 2002, the 77,000-square-foot Lafe P. and Rita D.
Fox Student Center opened. Included in the Fox Student Center are a student lounge, dining facilities, student lockers
and showers, administrative offices, and a glass-enclosed atrium that serves as the "living room" of the school.

The latest addition to The Fuqua School of Business facilities is the Doug and Josie Breeden Hall, opened in August
2008. Breeden Hall is the new front door of the School for students and visitors. The building includes a three-story
atrium at the Science Drive entry, three 70-seat lecture rooms, two small auditoriums (126- and 146-seat), a team room
suite, two large meeting rooms, offices, and the newly expanded Ford Library. The 91,000 square feet of space brings
the Fuqua campus size to nearly 500,000 square feet.

Resources of the University

The Library System. The libraries of the university consist of the Perkins Library system and four professional
school libraries: The Ford Library at the Fuqua School of Business, the Goodson Law Library, the Medical Center
Library, and the Divinity Library. The Perkins Library system includes the main library of the university, the Perkins/
Bostock Library, and three branches: the Lilly Library, the Music Library, and the Marine Lab Library in Beaufort,
NC. As of June 2011, Duke Libraries contained approximately 6,400,000 volumes and ranked among the twenty largest
academic libraries in the United States. More than 61,000 serials are received regularly. The collection includes more
than 11,000,000 items in manuscript and archival collections, 130,000 maps, and 4,300,000 microforms.

The Duke Libraries are creating unique digital collections along several themes: advertising & consumer culture;
documentary photography and film; Duke University history; and transcultural experience. The Digital Collections
Program has begun experimentation with film and video digitization, launching its first collection of approximately
130 digitized videos (Diamonstein-Spielvogel Video Archive) in both iTunes U and YouTube in fall 2009.

The William R. Perkins Library. The Perkins/Bostock Library houses most of the books and journals in the
humanities and social sciences, large files of United States federal and state documents, public documents of many
European and Latin American countries, publications of European academies and learned societies, and special
collections from South Asian, Far Eastern, and Slavic countries. The manuscript collection of approximately 11 million
items is particularly strong in all phases of life in the South Atlantic region, including the largest collection of
Confederate imprints in the United States. It also includes significant papers in English and American literature.

Tours of the Perkins/Bostock Library are given frequently during orientation week and upon request throughout
the year. Handbooks about library services and facilities are also available in each of the libraries.

The Ford Library. The Ford Library occupies a new 21,000 sq ft. facility in Breeden Hall that features 225 reader
spaces, a database instruction center, and the J.B. Fuqua collection, an archive of materials about the school's primary
benefactor. The Library houses the principal business collections for the university, comprising 50,000 print books and
journals and a comprehensive collection of e-books and e-journals. The Library also offers an extensive collection of
career materials for MBA students and provides easy access to career databases, such as the Vault Online Career Library
and Wetfeet Insider Guides. The Library includes an extensive media collection including audio books on a wide range
of topics, as well as 1600 popular films on DVD, available to Fuqua students and their families. In addition, the Library
offers the latest technology in online business information and over fifty databases for business research.

The Ford Library's collection is tailored to the curriculum and research interests of faculty members and students.
Important areas of the collection are accounting, entrepreneurship, finance, health sector management, global business
management, managerial economics, marketing, organizational behavior, and operations management. Recent
acquisitions are focused on key business issues in the curriculum, such as leadership, ethics, global business
management, and the social responsibility of business. The Ford Library spends more than $1,200,000 annually on
library materials and databases to support faculty research and classroom teaching for students.

Faculty and students worldwide have access to subscription databases from major business information producers
such as Bloomberg, Capital IQ, Euromonitor, Factiva, Forrester, Frost & Sullivan, Hoovers, Lexis-Nexis, MarketLine,
Mintel, OneSource, ProQuest, Standard & Poors, and Thomson. These databases contain information on companies,
industries, and other topics of interest to business students and faculty. Databases are available throughout the Library, on student laptops, as well as in computer labs throughout the building and can be accessed at any time, worldwide.

Librarians assist students conducting online research during reference hours and offer library information technology instruction throughout the year. The library's online catalog locates books in all Duke Libraries, as well as in the libraries at neighboring universities. In addition, the library provides online access to other computer systems that locate books and journals in other libraries, and obtains these materials on loan for Fuqua faculty and students.

Information about The Ford Library may be obtained from library staff or the library's Web site at http://library.fuqua.duke.edu/index.html. In addition, brochures describing the library's collections and services are available at the circulation desk.

**Technology at Fuqua**

The Fuqua School of Business has long recognized the strategic and functional value of properly utilizing information technology tools. To this end we have developed a strong IT organization that is composed of five primary parts: the Technical Support Center (TSC), Enterprise Systems and Services (ESS), Applications and Integration Services (AIS), AV Multimedia Services and Distance Learning Support for Fuqua’s Executive MBA Programs, and our Web and Interactive Services team. These groups manage and support the various aspects of computing at Fuqua and coordinate their efforts to provide a world-class computing environment for students, faculty, staff, and guests.

The Technical Support Center is responsible for supporting the client computing systems of faculty, staff, PhD candidates, and students in the Daytime MBA and MMS programs as well as the Student Computing Space. The Student Computing Space consists of 228 computing systems including a 62 seat computer lab, 66 six-person computer-equipped team rooms and express computing stations for quick web and email access as well as network printers available for student use. The Student Computing Space is continually updated and upgraded to ensure the best possible computing experience for students while at Fuqua.

Fuqua is continually involved in exploring new client computing paradigms and devices. Students are often involved in device trials and faculty and staff are outfitted with the latest client computing technology well before many corporate environments. Fuqua students, faculty, and staff have worked directly with companies to evaluate new client side computing technologies. These trials allow faculty, students, and IT staff to stay on the leading edge of capabilities and emerging technologies needed to support Fuqua's objectives for innovation in teaching and learning.

Fuqua's intranet, FuquaWorld, provides faculty, staff, and students with a centralized online portal for accessing Duke and Fuqua-related resources including announcements, discussion boards, integrated scheduling, course schedules, career resources, class roster photos, and team collaboration resources. Additionally, the Team Tools feature in FuquaWorld provides students with powerful collaboration tools for sharing online resources including network storage, discussion groups, task lists, and schedules.

Fuqua's integrated calendaring and scheduling environment enables students to easily manage their personal and group schedules via the web or through clients such as Microsoft Outlook or Mail for Mac OS X. With just one click, students are able to add their course schedules or other campus events directly to their personal calendars. Group scheduling capabilities are also provided to simplify scheduling of team and group meetings by allowing students to view the availability of others and send out team meeting invitations.

Fuqua's main web space provides visitors, media, and prospective students with current information about Fuqua programs, global Fuqua events, faculty research, and emerging capabilities. Prospective and incoming students are able to request program information, schedule campus visits, register for recruiting events, and attend online virtual information sessions.

The A/V Multimedia team at Fuqua is responsible for managing our teaching and meeting environment. Teaching and meeting spaces are appropriately outfitted with state-of-the-art presentation and communication equipment. We also manage video capture and production technology at the school. If you have questions about how to use the technology any of our spaces, or if you need additional technology, please contact the Multimedia Department at multimedia@fuqua.duke.edu

The world of IT is constantly evolving. Fuqua IT is constantly adapting to meet the academic and collaboration needs of our students, faculty and staff and welcomes input and feedback from all constituents.
Programs of Study

The Duke MBA—Daytime

The Duke MBA—Daytime program prepares individuals for leadership in challenging management careers. The program emphasizes the understanding and application of analytical tools and concepts drawn from a broad array of management fields of inquiry. Students are asked to provide structure for unstructured situations and to propose solutions to complex problems. By studying analytical tools, theories, and examples, students learn to identify the common threads in seemingly different business situations and to grasp the essential nature of unfamiliar management problems.

The faculty use a variety of teaching styles. In some courses, lectures are used; in others, the case method predominates. In still others, there is a mix of many styles, including role playing and student presentations. Depending on the course, the work done outside of class is likely to consist of: (1) reading texts or articles; (2) working problem sets; (3) researching and writing papers; and/or (4) preparing cases and discussing them in small study groups.

The school has made a deep commitment to the use of technology in business education. Students will be expected to master sophisticated and cutting edge computer technology including spreadsheets and statistical packages. A number of courses emphasize leadership and managerial skills. Therefore, the school is committed to improving the communication skills of its students.

The Fuqua School of Business is a member of the Graduate Management Admission Council, and is accredited by the American Assembly of Collegiate Schools of Business and the Commission on Colleges of the Southern Association of Colleges and Schools to award masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.

CURRICULUM

The MBA degree requires four semesters, divided into a total of eight terms (plus the Global Institute term), of full-time academic work totaling at least seventy-nine units of graduate course credit. Students who are proficient in a particular subject may be granted an administrative exemption or pass an exemption exam and subsequently be allowed to substitute advanced course work for one or more core courses. All students must pay four semesters of full tuition.

Modern management often requires analytical reasoning which focuses on precise statements of relationships between variables. In contemplating the future, concepts of probability become especially important. For these and other reasons much of the course work assumes a firm grasp of mathematical concepts. Applicants are strongly encouraged to come prepared with the necessary background. A working knowledge of calculus is essential; evidence of this preparation is required for admission. Fuqua also offers a variety of preparatory software programs as well as pre-term workshops to ensure each student has the requisite knowledge mastered.

Integrative Leadership Experiences. The Integrative Leadership Experiences (ILEs) are designed to address areas of the curriculum that are difficult to present in a traditional classroom setting and are better addressed via nontraditional and multiple formats. The ILEs are organized to reflect the stages of a student’s development as he or she progresses through the program. The first ILE focuses on the three pillars of Fuqua’s culture: team, leadership, and ethics. The second ILE involves an experience-based series of activities that build upon the leadership themes that are developed during the first year at Fuqua. The Integrative Leadership Experiences form one of the most exciting and innovative components of Fuqua’s curriculum.

Courses. The Duke MBA—Daytime program combines a foundational core of required courses with a generous selection of electives. Courses are taught in two and one-quarter hour classes that meet twice weekly during six-week terms (see the Fuqua School of Business academic calendars). This shorter term structure allows students to take more classes with the same number of faculty contact hours as a semester or quarter system. These extended class periods
enable faculty to cover complex topics during a single class session and permit valuable participation by members of the corporate community. For students, the extended periods also mean ample time for simulations, case presentations, questions, and discussion. Classes meet Mondays and Thursdays or Tuesdays and Fridays. Wednesdays are a day off from classes.

THE FIRST YEAR

The Global Institute. The Fall semester of the Duke MBA program begins with a four-week-long Global Institute held in August. The Institute features two core courses: “Leadership, Ethics, and Organization” and “Global Institutions and Environment.” The Global Institute begins the process of becoming a collaborative leader with a deep understanding of the multifaceted global business environment.

During the first year, students are immersed in the core curriculum. The core courses provide a firm foundation in economics, statistics, accounting, finance, marketing, operations management, and strategy. Complementary skills courses help develop communication and computing skills. Students can potentially begin taking electives in the fall of the first year.

A typical first year schedule:

FIRST SEMESTER

Summer
Global Institute
(four-week term)
- Leadership, Ethics, and Organizations
- Global Institutions and Environment
- CLEAD-1

Fall 1
- Probability and Statistics
- Managerial Economics
- Financial Accounting
- Management Communication I
- Flexible Scheduling: core courses in finance for those with exemptions
- Business Computer Applications
  (Students have the option of completing this course prior to arrival on campus.)

Fall 2
- Global Financial Management
- Marketing Management
- Foundations of Strategy
- Management Communication II
- Flexible Scheduling: Potential Elective if core is exempted or taken in Fall 1

SECOND SEMESTER

Spring 1
- Operations Management
- Elective
- Elective

Spring 2
- Elective
- Elective
- Elective

THE SECOND YEAR

In the second year, Duke MBA students typically take three elective courses per term; a fourth elective can be added as an overload. Students must take a minimum of nine electives during the second year. Students are able to tailor their course of study to meet their specific educational and career goals. Concentrations are offered in various disciplines, though the school does not require formal concentrations. Students are able to pursue up to two concentrations of interest. Fuqua's elective course offerings change in response to the needs and interests of the students and the business community. These electives, taught by some of the leading professors and practitioners in business, help students develop expertise in functional skills and analytical thinking. The result is a well-rounded, yet focused, management education—a blend of practical know-how, critical thinking, communication skills, and a strategic, global perspective.

Also attractive to students is the opportunity to take up to four approved courses in other schools or departments at Duke University, such as the School of Law, the Nicholas School of the Environment, the Sanford School of Public Policy, and the Department of Economics of the Graduate School. With approval, two of the four outside courses may

Programs of Study 15
be at the undergraduate level, for example, an undergraduate foreign language course. This option is not available to joint-degree students who already take a substantial number of non-Fuqua classes.

**Concurrent Degree Programs**

In the spirit of interdisciplinary cooperation, The Fuqua School of Business offers several joint degree programs in conjunction with other graduate and professional programs at Duke University. Concurrent degree programs offer the advantage of earning two degrees in less time than would be required to earn the two separately. These options for study are available through the Graduate School, the Pratt School of Engineering, the School of Law, the Sanford School of Public Policy, the Nicholas School of the Environment, the Medical School, and the School of Nursing.

Students who are in any of the joint degree programs offered by The Fuqua School of Business must complete a minimum of sixty-five graduate credits at Fuqua, exclusive of what requirements exist for the other degree. Because the two degrees are interconnected, students must complete all requirements for both degrees in order to receive either degree. Because joint degree students already take a substantial number of non-business courses, they may not count additional non-Fuqua courses toward their degree. They may participate in Fuqua's international exchange program which allows students to study for a term or semester at an overseas business school.

**The MBA–JD.** The concurrent MBA-JD Program requires four academic years of study that meet the requirements for both the MBA and JD degrees. If you would like to apply for the MBA-JD program, please note that there is a single application for the concurrent degree, hosted by the Law School Admission Council at www.lsac.org. Please do not complete The Duke MBA application if you wish to be considered for the MBA-JD program. Additional information about the School of Law may be obtained from the admissions office, Duke University School of Law, Box 90393, Duke University, Durham, NC 27708-0393, tel.: (919) 613-7200.

**The MBA–MF and the MBA–MEM.** The concurrent MBA and Master of Forestry or Master of Environmental Management degrees normally require three years of study. To apply for these concurrent degrees, you need ONLY fill out The Duke MBA application as both The Fuqua School of Business and The Nicholas School of the Environment utilize the same application form. Please be certain to fill out the portion of this application devoted exclusively to the MBA-MF or MBA-MEM concurrent degree applicants. Additional information on the environmental programs may be obtained from the director of admissions, Nicholas School of the Environment and Earth Sciences, Box 90330, Duke University, Durham, NC 27708-0330, tel.: (919) 613-8070.

**The MBA–MPP.** The concurrent MBA degree and Master of Public Policy degree requires three years of study. Prospective students must apply for admission to each program and be admitted by both schools independently. Additional information about the public policy program may be obtained from the director of admissions, Sanford School of Public Policy, Box 90239, Duke University, Durham, NC, 27708-0239, tel: (919) 613-9205.

**The MBA–MD.** The program will require five years to complete and begins with two years at the School of Medicine. Prospective students must apply for admission and be admitted by both schools independently. Additional information about the Duke University School of Medicine program may be obtained from the Office of Admissions, School of Medicine, Box 3710 Duke University Medical Center, Durham, NC 27708, tel.: (919) 684-2985.

**The MBA–MS in Nursing.** The program can be completed in two and one-half to three years. In most cases, the student will begin the program at the School of Nursing. Prospective students must apply for admission and be admitted by both schools independently. Additional information about the Duke University School of Nursing program may be obtained from the Office of Admissions, School of Nursing, Box 3322 Duke University Medical Center, Durham, NC 27708, tel.: (919) 684-4248. For more information about joint degrees, please visit [http://www.fuqua.duke.edu/programs/other_programs/joint_degree_programs/](http://www.fuqua.duke.edu/programs/other_programs/joint_degree_programs/).

**The Duke MBA—Weekend Executive**

The Duke MBA—Weekend Executive program is specifically designed to meet the needs of rising executives who remain on the job while completing this rigorous academic program. The Weekend Executive program offers mid- to high-level managers a general management education, and includes the tools, concepts, and strategies required for senior leadership. Fuqua's Weekend program is widely recognized as one of the leading academic programs to prepare working professionals for a rapidly changing, globally competitive business environment. The degree earned by Weekend Executive students is the same prestigious Duke MBA offered through Fuqua's other three MBA degree-

The Weekend Executive program began at Duke in 1984 and has continued to grow in reputation and applicant quality. Combining superb academics and up-to-the-minute research with the experience and knowledge of established managers from diverse industries, the program has provided managers from across the U.S., Canada, Mexico, and Puerto Rico an unsurpassed grounding in the fundamentals of business management.

The Weekend Executive curriculum emphasizes the fundamentals of business and management theory: accounting, decision sciences, economics, finance, management, marketing, operations management, leadership, and strategy. This is accomplished in a rigorous academic setting with student colleagues of similar high-caliber intellectual capabilities and experience. Faculty use a variety of teaching methods in the Weekend Executive classroom, including lectures, case studies, class discussions, simulations, and group projects.

Students travel back and forth between a living business laboratory and the Fuqua campus twice each month. This unique interchange enables students to bring experiences from the workplace to the classroom for analysis and to apply acquired knowledge immediately upon returning to work. No other degree program has such a direct and immediate impact for participants and their companies.

The Weekend Executive program meets Friday-Saturday every other weekend. Applicants should be in a managerial position, have a preferred minimum of seven years of professional experience, and have corporate support. The program requires nineteen months of study, and includes six terms of course work. The Weekend Executive program requires fifty-one credits, which includes 13 core courses and 4 elective courses. Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; e-mail: admissions-info@fuqua.duke.edu; Web site: www.fuqua.duke.edu; telephone: (919) 660-7700, Fax: (919) 684-2818; (courses are listed in the chapter “Courses of Instruction” on page 69).

The Duke MBA—Global Executive

The Duke MBA–Global Executive is an innovative MBA program for executives of global corporations. In this fifteen-month MBA degree program, students learn the core functional areas of business and how to integrate these concepts effectively in a global organization. The program’s unique format combines classroom sessions on three continents with distance education via advanced Internet-enabled technologies. The high-ranking executives in the program come from all over the world and average fourteen years of successful work experience. With a flexible format that combines multiple international program sites with interactive technologies, you can work and live anywhere in the world while participating in the program.

In the Global Executive program, students are able to:
• enhance careers and create opportunities with the Global Executive’s top ranking and international reputation;
• experience the maximum learning with minimum disruption to careers and personal lives through the Global Executive program’s unique combination of place and space;
• combine intensive classroom learning and real-world lessons in international settings to gain a better overall understanding of global business practices;
• broaden knowledge, experience, and skill sets with a rigorous general management curriculum that has a global focus and is taught by a top-rated faculty;
• acquire firsthand experience using technological tools to coordinate projects across barriers of time and space in a multinational team environment;
• establish a strong international network of important contacts with Fuqua’s class of high achieving global business leaders.

The curriculum focuses on global management and consists of a set of specially-designed courses to capitalize on the program’s unique format. These courses are woven into an integrated structure consisting of five terms. The first four terms consist of a reading period, a two week residential period at one of several sites around the world, and a post-residential period of Internet-enabled distance education. The fifth term is held at Duke’s Durham campus and is preceded by the reading and distance learning components.

Residential classes convene at sites in Europe, Asia, the Middle East, and North America, five times for a total of nine weeks during the course of the program. Class sessions include lectures, cases, simulations, and visiting speakers from government and business organizations in the region. Fuqua professors deliver the balance of the instruction using interactive software applications. These communication tools allow faculty and students to hold extended dialogues without the normal constraints of classroom and office hours.
Students completing the Global Executive program learn to manage effectively in countries in different economic regions of the world. The knowledge and skills students gain in this program provide a clear competitive advantage for their companies and themselves in the global economy.

The program’s unique format makes it an ideal choice for companies that are reluctant to lose valued managers. Global Executive students receive a unique education in global business and earn a world-class MBA degree from one of the most prestigious universities, while continuing to make significant contributions to their company.

Applicants to the Global Executive program must have a minimum of ten years professional experience, and currently should have international managerial responsibilities within their companies. The program requires fifteen months of study and includes five terms of coursework.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120, e-mail: admissions-info@fuqua.duke.edu; Web site: www.fuqua.duke.edu; telephone: (919) 660-7700, fax (919) 684-2818; (courses are listed in the chapter “Courses of Instruction” on page 69).

The Duke MBA—Cross Continent

The Duke MBA—Cross Continent program allows high-potential managers with three to nine years of professional work experience to earn an internationally-focused MBA degree in 17 months. Utilizing a format that minimizes the disruption of careers and family life, the program is designed to be completed while students continue their full-time employment anywhere in the world.

Students must attend a total of eight weeks of residential instruction over the six term program. In non-residential weeks, students spend approximately twenty hours per week continuing their studies using Internet-enabled learning. Students participate in on-line chat sessions led by their faculty and meet virtually with their team to complete academic assignments from any location in the world.

During the 17-month program, Cross Continent students are together for six residencies. The six terms take place in Dubai, New Delhi, Shanghai/Kunshan, St. Petersburg, and on Duke University’s campus in Durham, North Carolina. Since students continue to work full-time while participating in the program, the knowledge they develop is reinforced immediately as they apply it in the workplace. Students’ face-to-face interaction on three continents combined with their participation in international virtual teams reinforces their ability to think in a global context.

The Cross Continent program’s curriculum covers management, marketing, operations, economics, finance, accounting, strategy, and decision sciences. Students take ten core courses, two multi-term courses over five terms, and four elective courses to earn their degree. The Duke MBA—Cross Continent enables students’ employers to fit professional development into their most valued employees’ careers in a mutually beneficial manner. Students earn a world-class MBA degree that fits their current lifestyle and the organization develops high-potential employees. Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University: e-mail: admissions-info@fuqua.duke.edu, Web site: www.fuqua.duke.edu, telephone: (919) 660-7700, fax: (919) 684-2818.

Health Sector Management (HSM) Certificate

The Health Sector Management (HSM) certificate is available to students in all of Fuqua's MBA cohorts including Daytime and Executive MBA formats. The HSM program is designed to explore and provide focus for students regarding the structure, function, ideals and realities of the U.S healthcare system including healthcare finance, services, product distribution, marketing and utilization across the following primary commercial segments in the healthcare system: pharmaceuticals, medical devices, biotechnology, hospitals, long-term care facilities, physicians, pharmacies and distributors of medical products, insurance, managed care and health information technology.

The HSM program is targeted to professionals from all areas of health care including the pharmaceutical, biotechnology, insurance industries, physicians, and other health care providers and professionals with management responsibilities. This program is also suited for executives from supporting sectors, such as consulting, finance and technology. The program provides the complete Duke MBA degree plus in-depth training specific to the business of health care. Eighteen credits of study are required for the successful completion of the HSM Certificate.

**REQUIREMENTS FOR THE CERTIFICATE**

**Core Courses:**

Fundamentals of Health Sector Management - A Global Perspective
*Economics and Strategy of Health Sector Management
Health Care in the 21st Century
Health Sector Management Project Course (EMBA Only)

**Elective Courses** (The Daytime program requires Three electives and the EMBA program requires Two electives):
(depending upon availability)
*Medical Device Commercialization
*Economics & Management of the Pharmaceutical Industry
*Health Care Marketing
*Biotechnology: Mgmt of Drug Discovery
*Provider Strategy
*Healthcare Law and Policy
*Healthcare Operations and Service

**Master of Management in Clinical Informatics**

The Master of Management in Clinical Informatics is intended to prepare graduates to work in the health care industry as informatics professionals. The curriculum provides a blending of informatics and business principles, preparing graduates to apply business principles to strategic decisions regarding, evaluation, implementation, and use of informatics in the health care industry. Graduates will work in health care providers, payers, and vendor organizations.

The curriculum for the Master of Management in Clinical Informatics involves 12 required courses that carry 3 hours credit per course and one Ethics seminar course that carries no hour credit, but is required to graduate. There are no elective courses and no course exemptions. Course substitutions are not permitted, and students progress through the program as a single cohort. This structure reflects the importance of the following issues: 1) the need to ensure the appropriate balance between the breadth and depth required to successfully prepare for a work role in health informatics; 2) the need to ensure that students have uniform quality with respect to depth of exposure to concepts and frameworks in a given area; and 3) the value of intact cohorts which will allow us to enhance teaming skills in repeated contexts. The curriculum capstone is the Practicum which students will complete over the Spring 1 and Spring 2 terms. The practicum will provide the students with a hands-on, real work project in which they can bring to bear the multidiscipline approach of the MMCi program.

The Master of Management in Clinical Informatics program meets Friday-Saturday every other weekend. Students interested in the program should contact MMCi Admissions, Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: mmci@fuqua.duke.edu; web site: [www.fuqua.duke.edu](http://www.fuqua.duke.edu).

**Master of Management Studies: Foundations of Business**

The Master of Management Studies: Foundations of Business is a pre-experience master’s degree intended to help students obtain core technical business skills and subject matter knowledge that is incremental to their undergraduate degree. Students with a master’s degree or PhD in a non-business field who do not have work experience are also strong candidates for the MMS: Foundations of Business.

The curriculum for the MMS: Foundations of Business involves 15 required courses offered over five 6-week terms (3 courses per term). Each course meets twice a week for 2.25 hours. Classes meet Monday and Thursday or Tuesday and Friday. Wednesdays are reserved for large group work, such as discipline-specific business simulations, Career Management Center activities, teambuilding, and professional development seminars.

There are no elective courses and no course exemptions. Course substitutions are not permitted, and students progress through the program as a single cohort. This structure reflects the importance of the following issues: 1) the need to ensure the appropriate balance between the breadth and depth required to successfully prepare for an entry-level position; 2) the need to ensure that students have uniform quality with respect to depth of exposure to concepts and frameworks in a given area; and 3) the value of intact cohorts which will allow us to enhance teaming skills in repeated contexts.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; e-mail: admissions-info@fuqua.duke.edu; Web site: [www.fuqua.duke.edu](http://www.fuqua.duke.edu); telephone: (919) 660-7700; fax: (919) 684-2818.

* This course is eligible for CME credit for physicians.
Doctor of Philosophy

The PhD in Business Administration program prepares candidates for research and teaching careers at leading educational institutions and for careers in business and governmental organizations where advanced research and analytical capabilities are required. The PhD program places major emphasis on independent inquiry, on the development of competence in research methodology, and on the communication of research results. Students are introduced at the outset of the program not only to rigorous course work, but also to the research activities of the faculty and of other students. (A ratio of doctoral students-in-residence to faculty of less than one-to-one facilitates this opportunity to work closely with faculty.) The school offers programs of research and training in the areas of accounting, decision sciences, finance, management, marketing, operations management, and strategy.

The program requires that doctoral candidates must acquire expertise in their chosen area of study and in research methodology. This competence may be gained from course work, participation in seminars, and independent study. Each student completes a comprehensive exam or alternative requirements (e.g., a major area paper) at the end of the second year or the beginning of the third year of residence. The final requirement is the presentation of a dissertation. The PhD program usually requires four to six years of work. The student and the faculty in his/her area determine the specific program of study.

Non-degree Executive Education Programs

Fuqua’s non-degree executive education programs provide leadership and management development for executives and managers across various functions, industries and geographies. Program participants are coached by world-renowned Duke faculty to think in new ways, open up to see the big picture and “act on their feet” to capitalize on opportunities in real world situations.

Advanced Management Program (AMP)

AMP is designed for senior managers and executives with at least 15 years of professional experience, who have responsibility for corporate or divisional strategy and its implementation. The program is conducted in a split session format with two, 2-week sessions delivered around a six week intersession, giving participants applied learning time at work and less life disruption.

AMP creates leaders of consequence who understand the interconnectedness of business and culture worldwide and know how to navigate the complexity to create positive impact for their organizations. The content and topics covered in each week are related to four key themes: Global Perspective, Consequential Leadership, Business Innovation & Social Relevance and Execution. Faculty, speakers and consultants who are experts in their fields are brought in to present and cultivate class discussion and shared experiences. Each week concludes with an experiential learning exercise in which the participants are asked to immerse themselves in a simulation, bringing to bear the knowledge and concepts learned throughout the weeks before to produce results.

Duke Leadership Program (DLP)

DLP is ideal for anyone with current or anticipated leadership responsibilities, ranging from high-level executives and managers, managers expecting to take on leadership roles and those who are not in management positions but are expected to lead and influence others in the course of their work. The program provides a framework for understanding and improving participants’ individual leadership styles. Central to the course is a 360-degree assessment that explores participants’ strengths and weaknesses in six leadership behavior areas or domains and identifies specific challenges and opportunities. Participants work one-on-one with experienced executive coaches to develop a personalized plan for successful leadership that can be implemented immediately.

Managing the Unexpected (MU)

This program is ideal for managers at all levels who must react quickly and decisively to unanticipated changes, professionals working to cultivate a culture of innovation, and business leaders faced with making critical decisions during stress or crisis. Managing the Unexpected is a unique blend of academic research, practical knowledge and improvisation techniques that create a powerful learning experience. This program improves participants’ overall management and leadership skills by training them to benefit from intuitive judgment, leverage available resources and act in the moment. Duke faculty members explore applied management theory through group discussions and interactive sessions that blend traditional improvisation exercises with applied business simulations. Participants refine their abilities to respond to unanticipated challenges, promote innovation and creative problem solving, build trust and teamwork and foster better communication.

To learn more, visit www.ee.fuqua.duke.edu, telephone 1-919-660-8011, or e-mail ExecEd-info@fuqua.duke.edu.
Admissions

OVERVIEW

The Fuqua School of Business is a challenging and rigorous academic institution, to which admission is highly selective. Acceptance is based on the ability to excel, not only academically, but also in the business community. All admitted applicants must possess outstanding intellectual ability and strong academic credentials. In addition, applicants must have demonstrated leadership and managerial skills through their professional and extracurricular activities. The coursework frequently requires students to work together in teams, so each student must also possess excellent interpersonal skills. To be eligible for admission, a student must have earned a bachelor's degree from an accredited college or university. No specific undergraduate major is considered preferable to any other. The demands of the curriculum call for mathematical skills and aptitude, along with the ability to perform successfully in a program that emphasizes logical and analytical reasoning. The Fuqua School of Business offers six programs: The Duke MBA - Daytime, The Duke MBA - Cross Continent program, The Duke MBA - Global Executive program, The Duke MBA - Weekend Executive Program, the Master of Management Studies (MMS): Foundations of Business program and the Master of Management in Clinical Informatics program.

APPLICATION REQUIREMENTS

Application

The application for admission can only be submitted using the online application form. Instructions for completing an application are located in the online application. The applications for all programs are accessible through Fuqua's Web site at www.fuqua.duke.edu. An application for admission will not be evaluated until all supporting materials have been received.

Interview

• The Duke MBA - Daytime: We offer two interview options: Open Interviews and Invitation-Only Interviews. Open Interviews occur in Durham, from September 10 - October 16, 2012. After October 16, interviews are by invitation only based on a review of the completed application. Invited applicants may select to interview in Durham as well as in locations around the world. All Early Action applicants located within the U.S. should plan to travel to Durham during the Open Interview period to complete their interview. No interview invitations will be extended for applicants residing in the U.S. unless they live on the West Coast. For Early Action Applicants, invitation only interviews will be extended during the last half of the Open Interview season, and will ONLY be extended to applicants residing on the West Coast of the U.S., and to applicants residing Internationally. All other applicants are expected to travel to Durham
• The Duke MBA - Global Executive, The Duke MBA - Weekend Executive, The Duke MBA - Cross Continent: Interviews are required and can be conducted on campus in Durham, NC or via phone.
• MMS: Foundations of Business: Interviews are by invitation only based on a review of the completed application.
• MM: Clinical Informatics: Interviews are required and can be conducted on campus in Durham, NC or via phone.

Resume

Resumes should be one page and submitted electronically.
Essay questions
• Each program has specific essay questions that need to be answered. The essay questions can be found on the Web site www.fuqua.duke.edu and on the applications.
• Candidates who applied between July 2011 and May 2012 are considered re-applicants. All re-applicants are required to complete the Re-applicant Essay in addition to the Applicant Essays.
• Applicants have the opportunity to submit an optional essay to explain any extenuating circumstances of which the Admissions Committee should be aware.

GMAT and GRE
• Daytime MBA, Cross Continent, Weekend Executive, MMS: Foundations of Business and MM: Clinical Informatics: The GMAT or GRE is required. The test must have been taken in the last 5 years and score reports must be sent to the Office of Admissions directly from the GMAT or GRE testing services.

Transcripts
• A legible, scanned copy of your official transcript(s) must be uploaded into the online application for each college or university attended. All courses and grades must be listed and the degree granted and the date conferred must be clearly visible on the transcript.
• Daytime MBA - Duke University requires that all entering students provide evidence of successful completion of at least one college level calculus course with a passing grade equivalent to a C or better prior to matriculation.

Recommendations
• Daytime MBA, MMS: Foundations of Business, and MM: Clinical Informatics: Two letters of recommendation are required with the exception of re-applicants, who must submit only one additional recommendation. All recommendations should be submitted through our online system.
• Weekend Executive, Cross Continent and Global Executive programs: Two letters of recommendation are required. One of the letters must be from a current immediate supervisor. All recommendations should be submitted through our online system.

Sponsorship Letter
• Cross Continent, Weekend Executive, Global Executive - Are required to submit a letter from your current employer outlining your company's support of time and/or financial commitment. Proprietors or principals of a company can provide a letter of self-sponsorship.

Non-refundable Application Fee
• Daytime MBA, Weekend Executive, Global Executive and Cross Continent programs: A $225 USD application fee, payable by VISA or MasterCard. The application fee is paid electronically with submission of the online application.
• MMS: Foundations of Business: A $100 USD application fee, payable by VISA or MasterCard. The application fee is paid electronically with submission of the online application.

INTERNATIONAL APPLICANT REQUIREMENTS (Applies to All Programs)
• International applicants who did not earn an undergraduate degree from a school whose primary language of instruction is English must submit a valid Test of English as a Foreign Language (TOEFL), Pearson Test of English (PTE), or International English Language Testing System (IELTS) score. This requirement is waived for international applicants holding non-technical master's degrees or a non-technical PhD from colleges or universities where English was the language of instruction. All test scores are valid for two years.
• International applicants who completed their education in a non-English speaking program should make arrangements to have their academic records translated and sent along with the originals. Where American-style transcripts are not used, the applicant should include all available records, including courses, grades, degrees, and rank in class. These records should be certified by the appropriate university officials.
• Request for Temporary Visa, Proof of Financial Support Forms: All international students must submit proof of sufficient funding to maintain a student at Duke University.
• Financial Aid. Fuqua is pleased to be able to offer scholarship aid to international applicants. However, scholarship funds are limited and awards will not be sufficient to fund all tuition and living expenses. International applicants are not eligible for federal student aid and must demonstrate that they have
sufficient resources to fund their two years of study. Fuqua is pleased to offer a loan program for international students in which no U.S. co-signer is required. Further details are available on Fuqua's financial aid Web site.

- Language Institute. Two years are required to complete The Duke MBA-Daytime program and all students are required to carry the normal full course load. All instruction is in English, so those who have a different native language may want to consider the advantages of attending the Language Institute offered at Fuqua. Language Institute information will be sent to all international applicants, and may be a condition of admission for incoming international students. If you need more information on the Language Institute, please contact Mark Brown, Director, Language Institute, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120 USA. E-mail: mtb2@duke.edu, Tel.: (919) 660-7868 or (919) 660-7865, Fax: (919) 660-2905.
Financial Information

Tuition and Fees

Tuition varies for each of the programs at The Fuqua School of Business. Current information on tuition costs are available on the Web at http://www.fuqua.duke.edu/financialaid/. The Fuqua School of Business endeavors to make it possible for all qualified students to attend Duke University. The Financial Aid Office is committed to working together in partnership with all students to provide the appropriate guidance and counseling needed to assist them with obtaining financial resources.

All charges are due and payable at the times specified by the university and are subject to change without notice. A charge will be imposed for any student’s check returned to the university unpaid.

The Duke MBA—Daytime degree requires four semesters of full-time academic work totaling at least seventy-nine units of graduate credit. In some cases, it is possible for a student to complete these seventy-nine credits in fewer than four semesters. This will not reduce tuition costs. Students are required to pay four semesters of tuition in the daytime MBA program.

Refund Policies*

The Duke MBA—Daytime

After the beginning of classes, tuition refunds will be made on a pro-rated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Global Institute for incoming students</td>
<td>100% Tuition for the semester</td>
</tr>
<tr>
<td>Before Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>During the first week of Global Institute for incoming students</td>
<td>80% Tuition for the semester</td>
</tr>
<tr>
<td>During the first week of Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>During the first week of Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>During the second or third week of Global Institute for incoming students</td>
<td>60% Tuition for the semester</td>
</tr>
<tr>
<td>During the second or third week of Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>During the second or third week of Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>During the final week of Global Institute for incoming students</td>
<td>20% Tuition for the semester</td>
</tr>
<tr>
<td>During the fourth or fifth week of Fall Term 1 for returning students</td>
<td></td>
</tr>
<tr>
<td>During the fourth or fifth week of Spring Term 1 for all students</td>
<td></td>
</tr>
<tr>
<td>After the fifth week (each semester)</td>
<td>None</td>
</tr>
</tbody>
</table>

WITHDRAWAL FROM EXECUTIVE MBA PROGRAMS

Should a student choose to withdraw from one of the Executive MBA programs, he/she must inform the director of the program in writing. Tuition refunds will be made according to the following schedule. Tuition paid from loans may be returned to the lender and not to the student. Please review the Student Handbook provided to all enrolled students for additional details on refunds.

* Refund policy refers only to tuition payments; the initial deposit is non-refundable.
**The Duke MBA—Cross Continent**

Tuition refunds for The Duke MBA—Cross Continent program will be made according to the following schedule:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the term</td>
<td>100% Tuition for the term</td>
</tr>
<tr>
<td>Before the first day of residency</td>
<td>75% Tuition for the term</td>
</tr>
<tr>
<td>Before the last day of residency</td>
<td>20% Tuition for the term</td>
</tr>
<tr>
<td>After the last day of residency</td>
<td>None</td>
</tr>
</tbody>
</table>

**The Duke MBA—Global Executive**

Tuition refunds for The Duke MBA-Global Executive will be made according to the following schedule:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the term</td>
<td>100% Tuition for the term</td>
</tr>
<tr>
<td>Before first day of residency</td>
<td>75% Tuition for the term</td>
</tr>
<tr>
<td>Before the last day of residency</td>
<td>20% Tuition for the term</td>
</tr>
<tr>
<td>After the last day of residency</td>
<td>None</td>
</tr>
</tbody>
</table>

**The Duke MBA – Weekend Executive**

Tuition refunds for The Duke MBA – Weekend Executive program will be made according to the following schedule:

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the term</td>
<td>100% Tuition for the term</td>
</tr>
<tr>
<td>Before orientation/first weekend of classes</td>
<td>75% Tuition for the term</td>
</tr>
<tr>
<td>Before second weekend of classes</td>
<td>20% Tuition for the term</td>
</tr>
<tr>
<td>After the second weekend of classes</td>
<td>None</td>
</tr>
</tbody>
</table>

**Master of Management Studies: Foundations of Business**

After the beginning of classes, tuition refunds will be made on a pro-rated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before classes begin (each semester)</td>
<td>100% Tuition for the semester</td>
</tr>
<tr>
<td>During the first week of classes (each semester)</td>
<td>80% Tuition for the semester</td>
</tr>
<tr>
<td>During the second or third week of classes (each semester)</td>
<td>60% Tuition for the semester</td>
</tr>
<tr>
<td>During the fourth or fifth week of classes (each semester)</td>
<td>20% Tuition for the semester</td>
</tr>
<tr>
<td>After the fifth week (each semester)</td>
<td>None</td>
</tr>
</tbody>
</table>

**Master of Clinical Informatics**

After the beginning of classes, tuition refunds will be made on a pro-rated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

<table>
<thead>
<tr>
<th>Time of Withdrawal</th>
<th>Refund Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the start of the term</td>
<td>100% Tuition for the semester</td>
</tr>
<tr>
<td>During the first weekend of classes</td>
<td>75% Tuition for the semester</td>
</tr>
<tr>
<td>Before the end of second weekend of classes</td>
<td>20% Tuition for the semester</td>
</tr>
<tr>
<td>After the second weekend of classes</td>
<td>None</td>
</tr>
</tbody>
</table>

**Payment Policies**

**Payment of Accounts.** Following first enrollment in The Fuqua School of Business, monthly invoices are available online. Questions should be directed to the University Bursar’s Office at [www.bursar.duke.edu](http://www.bursar.duke.edu). As a part of the agreement of admission to Duke University, a student is required to pay all invoices as presented. A late payment charge will be assessed for all charges not paid in full by the late payment date, and certain restrictions may be applied.

**Late Payment Charge.** If the total amount due on the student’s invoice is not received by the bursar by the invoice late payment date, a penalty charge will be accrued from the billing date of the invoice. The late payment charge is assessed at a rate of the 1 1/4 percent per month (15 percent per annum) applied to the amount outstanding.
Debts. An individual will be in default if the total amount due is not paid in full by the late payment date. A student in default will not be allowed to receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. No records are released until students have settled with the bursar for all indebtedness. Failure to pay all university charges on or before the times specified by the university will bar the student from class attendance until the account is settled in full. In addition, an individual in default may be subject to withdrawal from school.

Transcript Fee. All Fuqua students will be charged in the first semester a one-time mandatory fee of $40 for transcripts. This entitles the student to an unlimited number of Duke University transcripts.

MBA Association Fee. All daytime MBA students are assessed a nonrefundable fee to be used to support the activities of the MBA Association.

MMS Association Fee. All Foundations of Business students are assessed a nonrefundable fee to be used to support the activities of the MMS Association.

MMCi Association Fee. All Masters of Clinical Informatics students are assessed a nonrefundable fee to be used to support the activities of the MMCi Association.

Recreation Fee. All full-time Fuqua students will be charged a recreation fee each semester which provides them with unlimited use of on-campus recreation facilities.

Graduate Student Activity Fee. All full-time Fuqua students will be charged a Graduate Student Activity Fee each semester while they are in residence.

MBA and MMCi First Year Pre-Term Fee. All entering daytime MBA and MMCi students will be charged in the first semester a one-time mandatory pre-term registration fee.

University Parking Permit. Any full-time Fuqua student wishing to park in a university owned parking lot must purchase a parking permit from the Duke University Parking Office. This is normally done on-line during the spring or summer.

Student Health Fee. All full-time Fuqua students are assessed a nonrefundable fee for the Student Health Center each semester. This fee supports a number of services and activities that foster a healthy campus community. Specifically, the fee covers most services rendered within the Student Health Center (SHC) and Counseling and Psychological Services (CAPS) during each enrolled semester. An optional summer health fee for daytime students not enrolled in summer sessions is also available through the SHC business office in the Duke Student Health Center. For more information, see http://healthydevil.studentaffairs.duke.edu/.

Student Medical Insurance. The university has made arrangements for a Student Medical Insurance Plan to cover all daytime, MMCi, and Foundations of Management students at their expense, for a twelve-month period. For an additional fee a student may obtain coverage for a spouse and children. Medical insurance is essential to protect against the high cost of medications, unexpected illnesses, and injuries which would require hospitalization, surgery, or the services of specialists outside the Duke Student Health Center. Therefore, all students are required to have medical insurance that is comparable to the Duke-sponsored medical insurance plan. International students with an F-1 or J-1 visa status are required to purchase the Duke Student Medical Insurance Plan. Others may waive the Duke Student Medical Insurance Plan upon proof of equivalent coverage. The Student Medical Insurance Plan provides protection twenty-four hours per day during the full twelve-month term of the policy for each student insured. Students are covered on and off campus, at home, while traveling between home and the school and during interim vacation periods. Coverage, services, and costs are subject to change each year as deemed necessary by the university. For information regarding coverage, consult the Duke University Bursar’s Office website, www.bursar.duke.edu.

Restrictions. Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must be observed also. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.

2012-13 ESTIMATED COST OF ATTENDANCE FOR 9-MONTH PERIOD
DUKE MBA—DAYTIME FIRST-YEAR STUDENT

<table>
<thead>
<tr>
<th>Required Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$52,900</td>
</tr>
<tr>
<td>Student Health Insurancea</td>
<td>$2,115</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$600</td>
</tr>
</tbody>
</table>
MBA Association Fee $450
Graduate Student Government Activity Fee $34
Graduate Recreational Facilities Fee $128
Transcript Fee (one-time fee / first year only) $40
Pre-Term Fee (one-time / first year only) $1,580
Total Educational Expenses $57,847

Educational Supplies
Books, Supplies, and Course Packs $1,270

Living Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>$7,506</td>
</tr>
<tr>
<td>Food</td>
<td>$4,410</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$3,294</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,584</td>
</tr>
<tr>
<td>Total Estimated Other</td>
<td>$16,794</td>
</tr>
</tbody>
</table>

Total Estimated Budget for First-Year Student $75,911

2012-13 ESTIMATED COST OF ATTENDANCE FOR 11-MONTH PERIOD
DUKE MMS (Master of Management Studies)

Required Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$44,900</td>
</tr>
<tr>
<td>Student Health Insurance(^\text{a})</td>
<td>$1,755</td>
</tr>
<tr>
<td>Student Health Fee</td>
<td>$786</td>
</tr>
<tr>
<td>MMS Association Fee</td>
<td>$375</td>
</tr>
<tr>
<td>Graduate Student Government Activity Fee</td>
<td>$34</td>
</tr>
<tr>
<td>Graduate Recreational Facilities Fee</td>
<td>$128</td>
</tr>
<tr>
<td>Transcript Fee (one-time fee / first year only)</td>
<td>$40</td>
</tr>
<tr>
<td>Total Educational Expenses</td>
<td>$48,018</td>
</tr>
</tbody>
</table>

Educational Supplies

Books, Supplies, and Course Packs $1,552

Living Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>$9,174</td>
</tr>
<tr>
<td>Food</td>
<td>$5,390</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$4,026</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,936</td>
</tr>
<tr>
<td>Total Estimated Other</td>
<td>$20,526</td>
</tr>
</tbody>
</table>

Total Estimated Budget for First-Year Student $70,096
Financial Aid endeavors to make it possible for qualified students to attend Duke even though their own resources may be insufficient. Financial aid is available in the form of fellowships/scholarships and through various student loan programs.

Financial Aid Application Process. All students applying for financial assistance (scholarships, fellowships, loans, or work study) must complete The Fuqua School of Business Financial Aid Application which is available on Fuqua’s web site, www.fuqua.duke.edu. Students who expect to apply for federal loan assistance must complete the Free Applications for Federal Student Aid (FAFSA) as soon after January 1 as possible. The FAFSA results are not required for scholarship consideration.

SCHOLARSHIPS AND FELLOWSHIPS

Each year a number of merit-based scholarships are available to incoming daytime MBA and MMS students. The decisions regarding scholarships are made by a committee. Your offer of admissions will indicate when you can expect to hear regarding possible fellowship/scholarship assistance. The criteria for selection are prior academic achievement, demonstrated qualities of leadership, involvement in extracurricular activities, and professional accomplishments. Awards for daytime MBA students are for the two years of the MBA program and range from partial tuition to full tuition and may only be applied to tuition payments. Awards for MMS students cover part of the tuition. Funding is limited and is awarded as applicants are admitted to the program. New funding for awards is not available in the second year of the daytime MBA program; thus students who enroll without a fellowship or scholarship award should not anticipate an award in their second year.
Named Scholarships And Fellowships For The Daytime MBA Program

Listed below are the named awards for students who have already been awarded a Fuqua Scholarship. Selection of recipients is made during the summer/fall. Some awards do have a special application process to honor endowment restrictions. All special applications are coordinated through the financial aid office. Named awards replace or cover a portion of The Fuqua School of Business merit scholarships already awarded, but do not provide additional scholarship funding to the recipient.

Rex and Ellen Adams Scholarship Endowment. This endowment was established in 1995 to provide scholarship support for minority students at the Fuqua School of Business.

Harshavardhan V. Agadi Scholarship Fund. This endowment was established in 2009 to provide whole or partial scholarships to female graduate professional students who are citizens of India and who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University.

Alliance One International, Inc. Scholarship. This endowment was established in 1992, as the Monk-Austin, Inc. Endowed Scholarship Fund, to provide scholarship support to M.B.A. students at the Fuqua School of Business. Primary consideration should be given to students from North Carolina. The endowment's name was changed in 1996 and again in 2006 to reflect changes in the corporation's name.

Fuqua Alumni Minority Scholarship. This endowment was established in 1996 to provide scholarship support to graduate minority students enrolled in the Fuqua School of Business with a preference given to African-American students.

Susan S. and Davis S. Bagwell Minority Scholarship. This endowment was established in 1986 to be used for unrestricted purposes at the discretion of the dean of the Fuqua School of Business. In 2007, the purpose of the endowment was amended and restated. This endowment provides whole or partial scholarships to minority graduate professional students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University. Bank of America Endowed Scholarship Fund This endowment was established in 1995 to provide scholarship support for graduate students in the Fuqua School of Business.

W. Joseph and Diane Biggers Scholarship Endowment This endowment was established in 1991 to provide scholarship support to students enrolled at the Fuqua School of Business.

Martin L. Black, Jr. Fellowship Fund This endowment was established in 1974 to honor Martin L. Black by providing scholarships for Duke students in accounting. Awards are to be made to students on the basis of academic performance during the first year in the MBA program as well as having an interest in the field of accounting.

Myra and William Waldo Boone Endowment for the Fuqua School of Business. This endowment was established in 1995 to provide financial aid to deserving Canadian students in the Fuqua School of Business.

Bovender Family/HCA Minority Scholarship Quasi Endowment Fund for the Fuqua School of Business. This endowment was established in 2004 by action of the Board of Trustees to provide merit-based scholarship support for students enrolled in the Fuqua School of Business.

F. Calabrese Endowment Fund. This endowment was established in 1986 to provide scholarships in the Fuqua School of Business. First preference shall be given to students who have participated in intercollegiate athletics either at Duke University or the Catholic University of America, then to those who have participated in intercollegiate athletics at any other institution of higher education.

Chase Manhattan Scholarship. This endowment was established in 1988 to support MBA students in the Fuqua School of Business.
**Fuqua Class of 1987 Endowed Scholarship.** This endowment was established in 1988 to provide support to any second year student who meets the following criteria: 1) did not receive Fuqua School support in the first year, 2) first year academic standing, 3) active in school and/or extracurricular activities.

**Fuqua Class of 1988 Endowed Scholarship.** This endowment was established in 1988 to provide support to any second year student who meets the following criteria: 1) did not receive Fuqua School support in the first year, 2) first year academic standing, 3) active in school and/or extracurricular activities.

**Julian Connally Scholarship Fund.** The endowment was established in 1983 to provide financial aid for students in the Fuqua School of Business.

**Walter Albert and Bertha Barefoot Corbett Memorial Endowment for the Fuqua School of Business.** This endowment was established in 1975 to honor Mr. Corbett's parents and to support the Graduate School of Business Administration.

**Claudia B. Davis Scholarship Fund.** This endowment was established in 2007 to provide scholarship support to graduate professional students who are pursuing social entrepreneurship and are, or shall be at the time of receipt of the scholarship, enrolled in The Fuqua School of Business at Duke University.

**Robert L. Dickens Scholarship Endowment Fund.** This endowment was established in 2006 in response to the Financial Aid Initiative challenge to provide scholarship support to graduate professional students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University.

**Donald R. Draughon Scholarship Endowment Fund.** This endowment was established in 1999 to provide scholarship support for students at the Fuqua School of Business. Preference in awarding the scholarship shall be given to students from North Carolina.

**Ernst and Young Health Care (HC) Scholars Endowment Fund.** This endowment was established in 1998 to provide support of a fellowship or fellowships for the Health Sector Management Program within the Fuqua School of Business of Duke University. Graduate students accepted into this program should have a GPA of 3.1 (on a scale of 4.0) or higher, demonstrated leadership qualities, and a possible interest in a professional services career.

**James R. Felts Memorial Scholarship.** This endowment was established in 1987 to provide financial aid to students in the Department of Health Administration.

**Mary R. Few Memorial Scholarship Endowment Fund for the Fuqua School of Business.** This endowment was established in 1997 to provide scholarships for female students in the Fuqua School of Business. Need-based grants to first year students are preferred.

**Marsland Fousse Family Global Scholarship Fund.** This endowment was established in 2006 in response to the Financial Aid Initiative to provide scholarship support to graduate students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University.

**Charles H. Frenzel Health Administration Scholarship Endowment Fund.** This endowment was established in 1991 to provide scholarship support to students in the health administration program.

**Thomas F. Frist, M.D. Merit Scholarship.** This endowment was established in 1984 to provide merit scholarships for students enrolled in the Department of Health Administration.

**Fuqua Scholarship Fund Established 2007.** This endowment was established in 2007 to fund scholarships for graduate professional students in the Fuqua School of Business at Duke University.

**Robert A. and Annie Lewis J. Garda Endowment Fund.** This endowment was established in 1988 to support an outstanding MBA student in the Fuqua School of Business.

**Garda Scholarship Endowment Fund.** This endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide merit-based scholarship support for graduate students at the Fuqua School of Business. The recipient thereof will be selected for two years according to merit, based on criteria established by the Fuqua School of Business.

**Carol and Watts Hamrick Scholarship Fund.** This endowment was established in 2006 in response to the Financial Aid Initiative challenge to provide scholarship support to graduate students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University.

**Fuqua School of Business Scholarship Endowment, Funded by the James G. Hanes Memorial Fund Foundation.** This endowment was established in 1987 to provide scholarships in the Fuqua School of Business at Duke University. The award was established in 1987 by the generous support of the James G. Hanes Memorial Fund to provide support for outstanding students at The Fuqua School of Business.
P. Huber Hanes Fund #4 This endowment was established in 1939 to provide general scholarship aid, scholarship aid for junior and senior students majoring in business administration, scholarship aid to students in the School of Religion, scholarship aid for alumni children, and a fund for the Duke University Press to finance the publication of one book each year. The fund was later revised and split between four areas. This segment provides scholarship support for students in the Fuqua School of Business.

Susan Kelly and William B. Haskett III Scholarship Endowment Fund. The endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide need-based scholarship support for M.B.A. students at the Fuqua School of Business who are in active military service or who have been honorably discharged from the military.

Karl and Nancy Hemmerich Fellowship Endowment Fund. This endowment was established in 2000 to provide fellowship support for students enrolled at the Fuqua School of Business.

Patrick J. and Judith E. Henry Scholarship Endowment Fund. This endowment was established in 1999 to provide scholarship and fellowship support for graduate students in the Fuqua School of Business.

Vivian Edward Hollinshead Scholarship. This endowment was established in 1980 to provide scholarships for students in the Graduate School of Business Administration.

Edward A. Horrigan, Jr. Business Scholarship. This endowment was established in 1988 for the Edward A. Horrigan, Jr. Business Scholarship Fund in the Fuqua School of Business. The scholarship shall be awarded by the school to American-born, USA citizens who are largely dependent upon financial aid for the cost of their education.

Richard and Mamie Howerton Scholarship. This endowment was established in 1987 to fund scholarships for health administration students.

Health Administration Alumni Endowment Fund. This endowment was established in 1981 to provide scholarships for students studying in the Department of Health Administration.

Ludwig J. and Sophie M. Jaeger Endowment Fund. The endowment was established in 1985 to be used for merit scholarship in health administration.

Ery Kehaya Leadership Scholarship Fund. This endowment was established in 2004 to provide whole or partial scholarships to second year, graduate professional students with demonstrated academic excellence and qualities of leadership while enrolled in the Fuqua School of Business at Duke University.

Thomas Crafton Keller Memorial Fund. This endowment was established in 1982 to provide scholarships to students enrolled in the Fuqua School of Business.

Ruth and Harry Kiefer Scholarship Endowment Fund. The endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide scholarship support for daytime M.B.A. students with a military background at the Fuqua School of Business.

William A. and Anne L. Klopman Endowment Fund. This endowment was established in 1987 to provide scholarships to students enrolled in the Fuqua School of Business.

Wesley A. Magat Memorial Scholarship Endowment Fund. This endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide scholarship support for graduate students at the Fuqua School of Business.

Walter and Marjorie Manley Scholarship Endowment Fund. This endowment was established in 1991 to provide scholarship support to students in the Fuqua School of Business. The scholarship shall be awarded by the school to a deserving MBA candidate as determined by the Fuqua School's financial aid committee.

Catherine E. Massey Scholarship Endowment Fund. This endowment was established in 2006 in response to the Financial Aid Initiative to provide scholarship support to female graduate professional students who are, or shall be at the time of receipt of the scholarship, enrolled in the Fuqua School of Business at Duke University.

J. Alexander McMahon Scholarship Endowment Fund in the Health Sector Management Program. This endowment was established in 2002 to provide scholarship support for students in the Fuqua School of Business who are pursuing a concentration in health sector management (HSM). Preference in awarding the scholarship shall be given to minority HSM students who plan to seek careers in health care provider institutions. If, in any given year, there are no qualified students meeting the criteria set forth in the foregoing sentence, then preference shall be given to HSM students who plan to seek careers in health care provider institutions.

Mead Scholarship for Business Administration. This endowment was established in 1976 to provide scholarship aid to students in the Fuqua School of Business.
Helen A. and Bruce C. Miller Scholarship Fund. This endowment was established in 2004 by Helen A. and Bruce C. Miller to provide whole or partial scholarships to graduate professional students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University.

Nan Gray and Albert C. Monk III Scholarship Endowment Fund. This endowment was established in 2000 to provide scholarship support for graduate students at the Fuqua School of Business.

James H. Moschovitis Endowment. This endowment was established in 1990 to provide unrestricted support for the Fuqua School of Business at the discretion of the dean of the school.

North Carolina Treasury Management Association Endowment. This endowment was established in 1986 to be used at the discretion of the dean of the Fuqua School of Business.

Norfolk Southern Corporation Scholarship Endowment. This endowment was established in 1995 to provide scholarship support for graduate students at the Fuqua School of Business. Recipients shall be determined in accordance with the guidelines established and then in use by the University.

Marshall I. & Sarah W. Pickens Scholarship. This endowment was established in 1969 to provide one or more scholarships in the Graduate School of Hospital Administration at Duke University.

Georgiana and Ira Platt Scholarship Fund. This endowment was established in 2007 to provide scholarship support to graduate professional students who are, or shall be at the time of receipt of the scholarship, enrolled in the Fuqua School of Business at Duke University.

Stephen Knight Pond Endowment. This endowment was established in 1991 to be used for the Stephen Knight Pond Scholarship Fund in the Fuqua School of Business. The scholarship shall be awarded by the school to an MBA candidate with sales or sales management experience before entering the school.

Truby G. PROCtor, Sr. Memorial Scholarship. This endowment was established in 1994 to provide scholarship support for students in the Fuqua School of Business.

Howard C. Ris Scholarship Endowment. The endowment was established in 1987 to provide scholarships to students enrolled in the Fuqua School of Business at Duke University.

Pamela S. Rodriguez and Carlos Jose Rodriguez-Peyton Scholarship Fund. The endowment was established in 1999 in response to The Duke Endowment challenge and amended in 2005. Income shall be used to provide scholarship support to students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University and reside in Latin America. If no students meet this criterion, preference will be given to United States citizens of Latin American descent.

Thomas B. Roller Endowment Fund. This endowment was established in 2000 to provide scholarship support for students at the Fuqua School of Business.

Rollins Scholars Endowment Fund. This endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide scholarship support for students in the Fuqua School of Business.

Sacerdote Family Scholarship Endowment Fund. This endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide merit-based scholarship support for students at the Fuqua School of Business. The recipient of the scholarship will be selected for two years according to merit, based on admissions criteria established by the school.

William A. and Marion F. Schultz Fund. This endowment was established in 1982 to be used for scholarship assistance and shall be awarded in accordance with the guidelines established and then in use by the Duke University Program of Health Administration.

Catharine A. and Daniel M. Searby Scholarship Endowment Fund. This endowment was established in 2002 to provide support for Rollins Scholars at the Fuqua School of Business.

ServiceMaster Scholarship Endowment. This endowment was established in 1984 to provide merit scholarships for students enrolled in the Duke University Department of Health Administration.

Charles T. Smith, Jr./KPMG Peat Marwick Scholarship Endowment. This endowment was established in 1994 to provide scholarship support for qualified candidates with preference for minority graduate students in the Fuqua School of Business.

Mark A. Spreen Endowment. This endowment was established in 1992 to be used for the Mark A. Spreen Scholarship Fund in the Fuqua School of Business. The scholarship shall be awarded by the school to a deserving MBA candidate as determined by the financial aid committee.
J. Paul Sticht Fellowship Endowment Fund. This endowment was established in 1984 as the R. J. Reynolds Industries Fellowship to award fellowships to alumni of Grove City College who matriculate in the graduate business program of the Fuqua School of Business at Duke University. The fellowships are awarded on the basis of excellence in academic accomplishment and leadership achievement, on merit alone, regardless of financial need. In 2006, the purpose was amended so that if there are no candidates from Grove City College, then distributions from the fund may be used for other students on the basis of academic accomplishment and leadership achievement, on merit alone, regardless of financial need.

Textron Scholarship Endowment This endowment was established in 1996 to provide scholarship support for graduate students at the Fuqua School of Business, with a preference for American ethnic minority students, international students, or women students.

Thanksgiving Foundation Endowment Fund. The endowment was established in 1999 in response to The Duke Endowment challenge. Income shall be used to provide scholarship support for students at the Fuqua School of Business.

Robert E. Toomey Scholarship in Health Administration The endowment was established in 1989 to provide financial assistance to Health Administration students.

Herman and Johanna Vander Weide Endowment This endowment was established in 1986 to provide scholarships for students enrolled in the Fuqua School of Business.

Ann Vander Weide Endowment. This endowment was established in 1991 to provide scholarships for students enrolled in the Fuqua School of Business.

Kathleen Kaylor and G. Richard Wagoner, Jr. Fellowship Fund This endowment was established in 2006 in response to the Financial Aid Initiative challenge to provide fellowship support to graduate professional students who are, or shall be at the time of receipt of this scholarship, enrolled in the Fuqua School of Business at Duke University.

Need-based Scholarship for MMS Students

The Fuqua School of Business has limited need-based scholarship funds available that will be offered to MMS candidates demonstrating limited resources. As funds are limited, all applicants who wish to be reviewed for a need-based scholarship are required to complete and submit a needs analysis worksheets and federal tax forms. Please visit the Financial Aid section of our website (www.fuqua.duke.edu) to learn more about the required documents.

Although students in Graduate and Professional programs are considered “Independent” for federal student aid programs, parental information is required for need-based institutional aid to show the financial strength that can potentially support the student. Need-based scholarship recipients are expected to have a level of self-help (i.e. student loans) as a part of their financial aid resources to help finance their MMS program.

International students are not exempt from completing the student and parent needs analysis worksheets. Please answer the items on the worksheets that pertain to you. If you have not filed U.S. federal tax forms, please provide us with equivalent tax documents from the country in which you have filed. Please be certain that tax documents submitted to our Financial Aid Office are officially translated into English.

Financial Aid Programs

The Fuqua School of Business participates in long-term federal and alternative student loan programs and the Federal Work-Study Program. The federal student aid need-based programs are available to students who demonstrate need according to federal guidelines. Students applying for federal loans and work-study must complete the “Free Application for Federal Student Aid” (FAFSA). The FAFSA may be completed using any of the following: (complete only one FAFSA) (1) The online FAFSA is available at www.fafsa.ed.gov. (2) The paper version is available by calling (800) 433-3243 after January 1. Complete or request the FAFSA application that applies to the upcoming academic year.

Federal Direct Student Loan Programs

Direct Unsubsidized Stafford Loan. This is a federal student loan that enables graduate students to borrow up to $20,500 per academic year. The student is responsible for the interest that accrues while he/she is enrolled in school. The interest may be paid while you are enrolled in school or you can allow the lender to capitalize the interest and add it to the principal at the time of repayment. The aggregate loan limit for the federal Stafford Loan program is $138,500 (undergraduate and graduate combined).

The interest rate for the Federal Direct Stafford Loan program is fixed at 6.8 percent. The Department of Education (the Federal Government) is the lender and they set the interest rates for Federal Direct Student Loans.

The Unsubsidized Stafford Loans has a 1% origination fee. The fee is deducted from the loan proceeds at disbursement.
Unsubsidized Stafford Loans have a six month grace period. Repayment does not begin until six months after the student graduates, withdraws, or is enrolled less than half-time.

Federal Perkins Loan. This is a federal student loan program, which is campus based and administered by Duke University and The Fuqua School of Business. The annual federally authorized loan limit provides for loans up to $8,000 per academic year, with an aggregate loan limit of $60,000 per student. Due to limited funding, we are unable to offer this loan to all eligible students with financial need. The Fuqua School of Business awards these funds based on a student’s determined financial need and available loan funds. The interest rate on Federal Perkins Loan is fixed at 5 percent and is subsidized during in-school enrollment and the 9-month grace period. The interest will begin to accrue nine months after graduation or termination of enrollment.

Federal Direct Graduate PLUS loans may be used to supplement or replace expected contributions up to the Standard Cost of Attendance. There are educational loan sources available to graduate and professional students that offer assistance to supplement or replace the expected student contribution used in determining student eligibility for the Federal Direct Stafford Loan and Federal Perkins Student Loan. These student loans are offered by the Department of Education. The Graduate PLUS loan has a fixed interest rate at 7.9 percent. Also, it has a 4% origination fee. A 6-month grace period after the student leaves school is available upon request. All programs provide deferment of payments while enrolled full-time.

Alternative (Private) Student Loans

Like the Direct Graduate PLUS Loan, alternative student loans may be used to supplement or replace expected contributions up to the Standard Cost of Attendance. There are educational loan sources available to graduate and professional students that offer assistance to supplement or replace the expected student contribution used in determining student eligibility for the Federal Direct Stafford Student Loan and Federal Perkins Student Loan. Alternative student loans are private loans that are offered by various banks and lending institutions. Interest rates on alternative student loans will vary (depending on the lender). Many lenders use Prime or 3-month LIBOR to help determine rates. These loans may have processing fees that are deducted at each disbursement or charged at repayment. All programs provide deferment of payments while enrolled full-time and may offer at least a six-month grace period after graduation before repayment begins. Because the terms and conditions vary more than Federal Direct Student Loan programs, additional information detailing these programs will be provided along with the individual financial aid award notification when eligibility for a federal loan is determined.

International Student Loan Program

Duke University has partnered with Coastal Federal Credit Union to provide an international student loan program to our Fuqua students. This loan was established to make loan funds available to all admitted international students without the need of a U.S. co-signer. International students will be eligible to apply for funds equal to the total cost of attendance for the academic year in the daytime MBA, MMCi, and MMS programs. This amount may be increased for approved miscellaneous expenses that may include spouse and child living expenses, Global Academic Travel Experience (GATE) courses, and Exchange expenses. Executive MBA students may borrow the full cost of tuition less deposit and other financial aid. The loan program offers a competitive rate of prime plus 5% with no origination fee. Repayment of this international student loan begins six months after graduation (or withdrawal) from school.
Students enter business school with diverse career interests and various levels of job search and career planning skills. As such, the services provided by the Fuqua Career Management Center (CMC) are designed to meet a wide range of interests and needs.

The CMC helps students identify their career goals and teaches them how to market themselves effectively to target employers. "We don't just provide services and resources to help students find jobs now," explains Associate Dean Sheryle Dirks. "We want them to graduate with career-building strategies and skills they can use throughout their careers."

**The CMC functions to:**
- Educate you about hiring trends in job functions, industries and companies of interest;
- Prepare you for your job search;
- Support you throughout your job search process;
- Market Fuqua students and alumni to a range of employers;
- Connect you to the global job market through appropriate channels in the Fuqua and Duke networks, which may include recruiting events on and off campus

**We offer group and individual services to help you to answer the big-picture questions:**
- What do you want to do?
- What is your overall job search strategy?
- What is your branding statement or value proposition?
- What is your personal marketing plan?
- What barriers will you face?

**We help you refine your job search tools:**
- Two-minute presentation
- Target company list
- Library and industry resources
- Networking correspondence
- Resume reviews
- Cover letter reviews
- Mock interviews

**We help you maximize your success:**
- Offer evaluation
- Offer negotiation
- On-the-job objectives and questions

**Strong Recruiting Partnerships**

The CMC also partners with employers to help them achieve their recruiting and talent acquisition goals. This support includes hosting recruiting events and interviews on-campus, creating convenient recruiting channels for employers who chose not to visit campus, helping companies make strategic recruiting decisions, and marketing Fuqua students and alumni to new companies. As a result, the number, diversity and quality of these organizations make for an impressive portfolio of recruiting partners.
The Fuqua Culture

The Fuqua culture is one of the things that makes the Fuqua experience special. It is a culture built on collaboration and teamwork, which teaches its students how to become effective team members on the road to becoming powerful individual and team leaders. It also typifies the cultural and educational diversity of the student body.

Team Fuqua. "Team Fuqua" is how students, faculty, and staff have come to refer to Fuqua's team-based working environment. It refers not only to the many teams in which students work on class projects throughout their time here, but also to the cooperative approach that all of us at Fuqua take to accomplish the many tasks at hand.

During your first year you will hear much about "Team Fuqua." Students worried about competing with fellow students will be pleasantly surprised upon arriving at Fuqua. Through the concept of "Team Fuqua," the Fuqua community stresses success through teamwork among students, faculty, and the administration. Consequently, students are more preoccupied with learning from and challenging each other rather than competing for grades. In addition, the faculty and administration are very accessible and cooperative, and treat the entire practice as a mutual learning experience; they even invite students to call them by their first names.

In addition to academics, daytime MBA students actively participate in a variety of clubs, organizations and extracurricular activities—simply put, Fuqua prides itself on being "student-run." Each club and organization has a variety of leadership positions enabling Fuqua students to test and learn some of their new skills in a more practical environment. These experiences can be personally and professionally rewarding. Fuqua's clubs and organizations are a great way to get to know other students with similar interests or to explore and learn about new opportunities and experiences. While students have to be selective about what activities they get involved in, their extracurricular involvement contributes significantly to the value of their experience here at Fuqua and to the success of the school overall.

Fuqua is a more casual place than one might think. Jeans, shorts, and T-shirts are accepted attire for most daytime lectures and events; suits are expected for evening meetings with recruiters and other formal events. The Student Center has a lower level changing room area where students can leave their business attire and change in the middle of the day for an upcoming event or interview.

Unique to Fuqua is the daytime class structure, with no classes scheduled on Wednesdays. The mid-week respite helps provide Fuqua students with some breathing room during the school’s rigorous 6-week terms—ensuring students have the opportunity to focus on academics (team meetings), professional development (with various business and professional symposia), extracurricular activities (club meetings and intramural activities), and dedicated personal time (with family and friends).

Fuqua students reserve long hours for studying, working on team projects, and attending classes. On Friday evenings, the MBA Association sponsors "Fuqua Fridays," the perfect end to a stressful week. These socials often have themes whereby students and families enjoy socializing with each other, coupled with a variety of free food and beverages for all. After the Fuqua Friday event concludes many people go out together for dinner and late-night entertainment at various locations throughout the Durham-Chapel Hill area.

Fuqua Values. Fuqua Values are ideals that, if accepted and adhered to, help the school become a more effective community. The Fuqua Values Statement is as follows:

Our goal is to help each other achieve excellence by playing an active role in the global learning community. We commit ourselves to being involved and contributing members of the community and to
creating a respectful, courteous, and supportive environment, which strives for continuous improvement and long-term success.

**Celebrating Diversity.** Faculty, staff, and students who served on the Diversity Task Force in 1992-93 wrote the following statement (The statement is displayed on the east end of the Keller Building Mallway):

The Fuqua School of Business appreciates and values the differences inherent in our community. As an organization, we are committed to building and sustaining an environment that is conducive to capitalizing on the diversity within our community as a source of intellectual, personal, and professional growth and innovation.

In addition to continuously exploring ways to facilitate a more inclusive environment, Fuqua serves as host for a number of events each year in an effort to promote and celebrate diversity in all its forms.

**Academic Freedom**

Freedom of inquiry and the free exchange of ideas are essential for the fulfillment of the university's mission. Academic freedom is a right and responsibility of students as well as faculty. Students who believe that their academic freedom has been abridged should submit a written complaint to their academic dean. The dean may enlist the faculty in establishing the merits or extent of the complaint by appointing a disinterested two-person subcommittee of the Faculty Hearing Committee to provide advice. Cases not resolved by the dean may be brought to the attention of the provost. Students may also seek advice of the student ombudsperson in resolving a complaint.

**The Honor Code of the Fuqua Community**

Duke University expects and will require the cooperation of all its students in developing and maintaining high standards of scholarship and conduct. The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or which are put into effect from time to time by the appropriate authorities of the university.

The Fuqua School of Business has established its own Honor Code. Any student in accepting admission indicates a willingness to subscribe to, and be governed by, these rules and regulations and acknowledges the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate, for failure to abide by such rules and regulations or for conduct adjudged unsatisfactory or detrimental to the university.

Violations of the code and certain university regulations are adjudicated before the Fuqua Judicial Board, composed of representatives of the student body and the faculty.

**THE FUQUA SCHOOL OF BUSINESS HONOR CODE**

(Complete version available at: [http://www.fuqua.duke.edu/about/honor_code](http://www.fuqua.duke.edu/about/honor_code))

**PREAMBLE:** Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

The objective of The Fuqua School of Business Honor Code is to promote these standards. As the Fuqua community benefits from the atmosphere of trust fostered by the Honor Code, each member is responsible for upholding the spirit as well as the letter of the Code.

**SCOPE OF THE HONOR CODE:** The Honor Code and the Honor Code Bylaws address violations or actions committed by students of The Fuqua School of Business or others taking classes at Fuqua. PhD students are members of the Graduate School of Duke University and are governed by the Judicial Code and Procedures of the Graduate School. Harassment issues will be handled by Duke University’s Harassment Committee. In addition, matters not addressed by the Honor Code may be covered by Fuqua or Duke University policies.

Before matriculating at The Fuqua School of Business, all students will be provided a copy of the Honor Code and the Honor Code Bylaws. Each student will sign a statement indicating that he or she accepts the provisions of the Honor Code and the Honor Code Bylaws without reservations.

**VIOLATIONS:** Violations of The Fuqua School of Business Honor Code consist of the following:

**Lying:** Lying includes, but is not limited to, communicating untruths in order to gain an unfair academic or employment advantage.
**Cheating:** Cheating includes, but is not limited to, using unauthorized materials to complete an assignment; copying the work of another person; unauthorized providing of material or information (e.g., proprietary course information) to another person; using the work of another without giving proper credit (e.g., plagiarism); and working on course material outside of the time constraints imposed by the instructor. In the event a student is unclear as to what constitutes unauthorized material and/or the appropriate time constraints, he or she has a duty to seek clarification from the course instructor. Instructors are responsible for defining the manner in which assignments should be completed.

**Stealing:** Stealing includes, but is not limited to, taking the property of another member of the Fuqua community without permission, defacing or vandalizing the property of The Fuqua School of Business, or the misuse of Fuqua resources.

**Failure to Report:** Any party having knowledge of an Honor Code violation without reporting it will be considered an accessory to the violation and subject to penalty if found guilty.

**STUDENT JUDICIAL REPRESENTATIVES:** Students in each program will elect student Judicial Representatives. These students are expected to help educate the student community about the Honor Code; provide advice to students, faculty and administration on Honor Code matters, and, if necessary to serve on the Judicial Board.

**CHARGES:** If any member of the Fuqua community believes that an Honor Code violation has occurred, then he or she may approach the suspected violator to clarify what happened. If after the approach the person making the allegation realizes no violation occurred, then the issue may be dropped. However, if the person making the allegation chooses not to approach the individual or after approaching the individual still believes a violation may have occurred, he or she must promptly bring the matter to the attention of the associate dean for the program or a student member of the Judicial Board.

The associate dean, together with two student investigators, will promptly investigate the matter. The associate dean may delegate his or her role in the investigation to another member of the faculty or staff, if necessary. The two student investigators will be appointed by the associate dean and must be members of the same program as the accused. All investigation participants will be bound by a confidentiality agreement. The accused will be notified that they are under investigation and will be given a copy of these bylaws and reminded of their rights. Upon completion of the investigation, the investigators will decide whether to initiate formal proceedings.

After the investigation is completed, the associate dean will notify the accused of the investigators' decision. If formal charges are filed, the accused will be notified that he or she is being charged with an Honor Code violation and that proceedings will be held. Charges may be one or more of the following: lying, cheating, stealing, or failure to report a violation, as defined above. This notification will be at least five days prior to a formal hearing before the Judicial Board. The notification will consist of a written list of charges and other supporting material that the associate dean and the two student investigators deem relevant. The same notification will be simultaneously provided to the members of the Judicial Board.

**RIGHTS:** Anyone suspected of a violation has the following rights:

- The right to be informed that he or she is under investigation
- The right to avoid self-incrimination
- The right to seek advice from other members of the Fuqua community
- The right to receive any materials related to his or her case distributed to the Judicial Board in advance of the hearing no less than forty-eight hours before the hearing
- The right to have an advisor present at the Judicial Board hearing, although it is not the responsibility of The Fuqua School of Business to provide such an advisor, and the advisor’s presence is limited to offering advice to the accused; the advisor may not address the board or any witnesses.
- The right to present witnesses and evidence at the Judicial Board hearing
- The right to a fair and impartial hearing by the Judicial Board
- The right to confront witnesses at the Judicial Board hearing
- The right to appeal a verdict or penalty for the following reasons:
  - The discovery of substantial new evidence
  - Failure by the investigators or the Judicial Board to follow these Honor Code Bylaws
JUDICIAL BOARD PROCEEDINGS: A formal hearing of the charges will be held before the Judicial Board after the associate dean has initiated formal proceedings. The Judicial Board hearing will be convened no earlier than five business days and no later than fifteen business days after the accused has been notified of the charges against him or her and of the date, time and place of the Judicial Board hearing.

The Judicial Board will consist of three faculty members appointed by the Dean of The Fuqua School of Business or his/her representatives, three student representatives, and a chair. The chair will be a member of the faculty, appointed by the dean, and will have non-voting status except in the case of a tie vote. Faculty representatives will hear all Honor Code cases. The students on the board should be selected from the Judicial Representatives of the program of the accused, including two students from the graduating class of the accused and one from another class. If there are not enough student Judicial Representatives available, the chair may appoint other students to serve on the board. At least five of the six voting members and the chair must be present to hold a hearing. The associate dean (or his/her designee) will attend the hearing to represent the investigative team. The chair is responsible for running the proceedings and moderating all discussions.

If the accused chooses to be present at the beginning of the hearing, the chair will ask the accused if he or she understands his or her rights as enumerated above. If the accused answers in the negative, the chair will explain these rights and the hearing will proceed. The chair of the Judicial Board will then read the charges against the accused and request a plea of guilty or innocent on each charge.

If the accused pleads guilty, the chair will invite the accused to make a statement describing the violation(s) and the circumstances leading to the violation(s) and discuss any extenuating or mitigating circumstances. The accused may offer evidence or call witnesses to support his or her statement. If necessary, the associate dean may also present evidence and call witnesses. The members of the Judicial Board, the associate dean, and the accused may question all witnesses and may examine any physical evidence that may be presented.

If the plea is not guilty or the accused chooses not to be present, the associate dean will then present the evidence and call witnesses (if any) supporting the charge(s) against the accused. Once the case against the accused has been presented, the chair will give the accused the opportunity to present his or her defense. The accused may also offer evidence or witnesses to refute the charges and may discuss any extenuating or mitigating circumstances. The members of the Judicial Board, the associate dean, and the accused may question all witnesses and may examine any physical evidence presented.

After both sides have presented arguments and made closing statements, the accused, witnesses, and the associate dean will leave the room. The Judicial Board will then discuss the case and vote on the guilt or innocence on each charge. Members of the Judicial Board should vote “guilty” if they believe there is convincing evidence that the accused violated the Honor Code. Specifically, board members should vote "guilty" if they believe that the probability that the accused violated the Honor Code exceeds 90 percent. A simple majority vote of the Judicial Board will decide the verdict. If the verdict is guilty, the Judicial Board will then decide on a penalty or penalties, again determined by a simple majority vote.

If necessary, the chair of the Judicial Board may adjourn the hearing or deliberations concerning guilt or penalties. However, the board must conclude its proceedings within twenty business days of the first Judicial Board hearing.

A complete record (written, audio, or video) of the proceedings will be made and this record and any evidence will be retained by the associate dean to serve as a reference for future cases. All participants in the hearing must maintain the confidentiality of all those involved.

PENALTIES: In the event of a conviction, the Judicial Board will determine an appropriate penalty. These include, but are not limited to, the following:

Cheating Violations
- Minor Penalty: reprimand and recommended failure of the assignment or course
- Moderate Penalty: suspension for one term
- Severe Penalty: suspension for not less than one semester or expulsion

Stealing Violations
- Minor Penalty: restitution
- Moderate Penalty: restitution and suspension for one term
- Severe Penalty: restitution and suspension for not less than one semester or expulsion
**Lying Violations:** Lying to gain an unfair academic advantage will be treated as a cheating violation. Lying to gain an unfair employment advantage will have the following penalties:

- **Minor Penalty:** interviewing with the company involved will be prohibited
- **Moderate Penalty:** loss of all interviewing privileges at The Fuqua School of Business and suspension for one term
- **Severe Penalty:** loss of all interviewing privileges at The Fuqua School of Business and suspension for not less than one semester or expulsion

**Failure to Report:** Failing to report a violation will be treated as an accessory to the unreported violation.

**Honor Code Violations:** Convictions of an Honor Code violation may limit the student's ability to participate in The Fuqua School of Business activities and may result in the loss of scholarship or fellowship support. If a convicted student chooses to run for or serve in an elected or appointed office, the Judicial Board may require that the student body be informed of the details of the conviction. During a period of suspension or following expulsion, a student may not use any resources or facilities of The Fuqua School of Business nor participate in activities conducted by the school or its student organizations.

All convictions of Honor Code violations will be noted on the student's transcript. Except in the case of expulsion, a student can petition the Dean of The Fuqua School of Business to have these notations removed from his or her transcript after some time has expired. The Judicial Board will determine the time period, with the following recommendations:

- **Minor Penalties:** one year
- **Moderate Penalties:** two years
- **Severe Penalties:** four years

The time periods will run from the date of the conviction or the end of the suspension if there is one.

**NOTIFICATION:** The chair or another member of the Judicial Board will notify the accused and the associate dean of the verdict and penalty as soon as reasonably possible. Regardless of the outcome of the case, the chair of the Judicial Board will publish a brief summary of the case for the benefit of the students and faculty of The Fuqua School of Business. The summary will include the following: class of the accused, charges brought, verdict, and penalty. The summary should be published shortly after the conclusion of the proceedings.

**APPEALS:** As noted above, any person convicted of an Honor Code violation has the right to appeal a verdict or penalty if substantial new evidence is uncovered or if the associate dean or the Judicial Board failed to abide by these Bylaws.

Appeals must be initiated in writing and should be made directly to the Dean of The Fuqua School of Business. The Appeals Committee will consist of the dean or the dean's appointee, a tenured faculty member appointed by the dean and a student appointed by the dean. The Appeals Committee may uphold the decisions of the Judicial Board, reverse a verdict or change a penalty, or send a case back to the Judicial Board to hear new evidence.

Appeals based on failure to abide by these bylaws must be initiated within fifteen business days of a conviction. The Appeals Committee must respond to the appeal within ten business days of the appeal. The Appeals board will publish a summary of its conclusion for the benefit of the students and faculty of The Fuqua School of Business.

**REVISION:** At any time, the Judicial Board may review the Honor Code and propose revisions to it or the Honor Code Bylaws. Any proposed revisions must be approved by a vote of the faculty and a vote of all students of The Fuqua School of Business. In each vote, approval will be determined by a simple majority of those voting. The new Honor Code and Honor Code Bylaws become effective immediately after both bodies approve it.

**Fuqua Community Standard**

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold...
these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity. To uphold the Fuqua Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

The Fuqua Community Standard embodies Fuqua’s Guiding Principles (Honor Code, Learning Partnership, Diversity Statement, and Team Charter). Community entails a sense of connectedness to others and their welfare, feeling part of Duke University every day and being responsible for its continual improvement. Community refers as well to a feeling of connection to the region of the world in which we are located. It posits the counterbalancing of group benefit with individual needs and wants, and a Duke identity with the many personal identities based on demographics and interest. The kind of environment we strive to achieve is one in which civility (but not docility) reigns; an environment in which ideas are promulgated, and challenged, in a stimulating give and take; an environment in which learning (whether from peers, faculty, administrators, or others in the Duke and broader communities) is accomplished with openness, honesty, and respect. The Honor Code is a driving influence in the community standard because it expresses our institution’s core values and a concomitant set of expectations for behavior.

Because behavior is derivative of fundamental values, the Community Standard applies off campus as well as on. The principles it articulates, while lofty in one sense, are firmly grounded in individual decisions made on the ground every day about every aspect of the Fuqua experience, in academic and co-curricular activities alike: in the classroom, hotels, regions of the world, and wherever else students may go. In addition, the Standard asks that students not only reflect on their own behavior, as important as that is, but that they also act to encourage the integrity of their peers. By inspiring and supporting each other, students can shape their environment so that it reflects the ideals expressed in the Fuqua Community Standard.

The Standard, therefore, expresses our goals for the Fuqua community in the broadest sense and is foundational to life as a Duke student. Duke University seeks to engage all students in its tradition of honor, a tradition that defines the institution and helps to guide students during their Fuqua experience and beyond. The students here today, who are the beneficiaries of the efforts of those who preceded them, have an extraordinarily important role to play in perpetuating and strengthening this tradition.

**STUDENT’S OBLIGATION TO ACT**

The Fuqua community stresses the commitment that students share with all members to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Other than situations involving the Fuqua Honor Code, there are no disciplinary sanctions associated with the failure to act; however, students are nonetheless expected to take action—to do something—as a responsibility of membership in the Duke Community.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student’s level of comfort and confidence. These alternatives are not mutually exclusive.

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting the Fuqua School of Business staff or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity refer to the Fuqua Honor Code.

**POLICIES**

Duke University has high expectations for students’ scholarship and conduct. In accepting admission, students indicate their willingness to subscribe to and be governed by the rules and regulations of the university, which flow from the Fuqua Community Standard. These policies reflect Duke University’s fundamental values—honesty, fairness, respect, and accountability.

Students acknowledge the right of the university to take disciplinary action, including suspension or expulsion, for failure to abide by the regulations or for other conduct adjudged unsatisfactory or detrimental to the university community.

The Fuqua School of Business may conduct off-campus programs and residencies during which students, faculty, and staff reside in off-campus facilities across or outside of the United States. Students of The Fuqua School of Business represent the School and Duke University at all times during these off-campus programs.
and residencies. As such, they are expected to conform to the University’s and School’s policies and standards regardless of whether or not they are participating in an official, program-related activity at the time.

When attending programs and residencies across or outside of the United States, students are expected to conform to local laws and those customs appropriate for foreign travelers. In these circumstances, students are often being held to two different standards of behavior. One standard is reflected in the local law and custom. The other is the standard of behavior expected by The Fuqua School and the student’s program. Given circumstances where these two standards conflict, students are expected to conform to the more conservative or restrictive norms.

Students and groups may be held accountable for any violation of university policy that may or may not be included in this guide, whether on or off campus. In addition to local ordinances and state and federal laws, as well as laws of the country in which Fuqua students may be present under the auspices of The Fuqua School, the following policies govern the Fuqua community.

Alcohol

As a community of scholars and learners, Duke University expects those within its community to be responsible with the use of alcohol. This policy shall guide the role of alcohol everywhere on the Duke campus and at all events sponsored by Duke organizations, schools, or administrative units. Students, staff, and faculty members are encouraged to learn about the social, physiological, and psychological consequences of drinking and alcohol abuse. Excessive and high-risk drinking can lead to negative consequences for the Duke community, including assault, illness, injury, litter, noise, property damage, and driving under the influence. All members of the Duke community share responsibility for creating an environment that limits dangerous drinking behaviors and, therefore, reduces the likelihood of these negative outcomes.

The following shall guide the role of alcohol in the Duke community:

- All possession, consumption, and distribution of alcohol at Duke University shall be in accordance with applicable North Carolina state laws.
- Members of the Duke community are responsible for behaving in a manner that is not disruptive or endangering to themselves or others. Being under the influence of alcohol shall not be a mitigating factor for an individual’s behavior.
- When persons under 21 years of age can reasonably be expected to be present at an event, proper precautions must be taken to restrict distribution and consumption of alcohol to persons of legal drinking age.
- Advertising or other communication that references the availability of alcohol at a function may neither promote alcohol as the focus of the event nor promote excessive drinking.

Unsafe/Irresponsible Behavior. Unsafe or irresponsible behavior is defined as actions that are harmful or potentially harmful to one’s self or others involving the use of alcohol. Such behavior includes, but is not limited to:

- consuming an excessive quantity in a short amount of time;
- participating in or facilitating drinking games or progressive parties;
- consuming through beer bongs;
- use or attempted use of fraudulent identification or another’s identification to obtain alcohol; and
- making alcohol available to underage drinkers.

Community Expectations Violation. It shall be a violation of the alcohol policy to engage in an action while under the influence of alcohol that is disruptive to the community. Such behavior includes, but is not limited to:

- driving;
- exhibiting disorderly conduct, damaging property, and/or fighting;
- littering;
- running away or hiding from university or public officials, including law enforcement;
- vomiting and/or urinating in public; and
- cursing and/or shouting at others.

General Provisions Violation. Additionally, Duke University has established the following general provisions regarding alcohol:
Only university-approved bartenders are permitted to distribute alcohol on campus, including alcohol from common-source containers.

All students on university property consuming or possessing alcohol must carry a valid driver’s license, state identification card, military identification card, or passport.

Alcohol may not be brought in glass containers to on-campus BYOB events.

No alcoholic beverages are permitted within the confines of campus athletic facilities during sporting events.

The use of alcoholic beverages as a prize is prohibited.

Health and Safety Intervention. Because health and safety of students are of primary importance, students are encouraged not only to look out for their own health and safety but also for that of their peers. When a person’s health and/or safety is threatened or appear(s) to be in jeopardy, immediate action should be taken to prevent injury/illness/danger. The action may be a call to Duke Police (911; 684-2444 from non-campus phones) or Student Health* (681-WELL (9355)) for assistance and guidance. Whatever the particular need/problem, it is important to respond in a responsible and timely manner.

Formal disciplinary action for a violation of the alcohol policy will not be taken against students for whom medical assistance is sought, or against those who seek medical assistance for themselves or for others, provided that the student/group has not violated other university policies that warrant formal disciplinary action.

A student who receives medical assistance may be required to meet with a substance abuse specialist for education, assessment, and possible referral for treatment. The student may also be required to complete an educational assignment. A group that facilitates the acquisition of alcohol may also be required to notify its advisor, provide an educational program for members, and/or change its processes for hosting events.

In the event that a student fails to meet with the specialist, chooses not to participate in the treatment program outlined, or exhibits a pattern of abusive behavior with alcohol, the student may be subject to formal disciplinary action and/or placed on a Leave of Absence or Involuntary Administrative Withdrawal until he/she produces documentation that appropriate treatment has been successfully sought.

Resources. The following resources are available to members of the Duke community:

• Duke Police and Emergency Medical Service: 911 or (919) 684-2444. Professionals will respond to assess the medical needs of an individual who is incapacitated or at-risk.

• Counseling and Psychological Services: (919) 660-1000. CAPS offers evaluation, consultation, counseling, and referrals for students concerned about alcohol use.

• Personal Assistance Service: (919) 416-1727. PAS offer assessment, short-term counseling, and referrals for employees and faculty members concerned about alcohol use.

• Duke Addictions Program: (919) 684-3850. DAP offers evaluation, consultation, and treatment for individuals with alcohol and other substance abuse issues, as well as support services for family members.

• Holly Hill Hospital: (800) 447-1800. 24-hour confidential advice on alcohol abuse.

Classroom Disruption

Students who behave in the classroom in such a way that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

Disorderly Conduct

Disorderly conduct is contrary to the mission of the university and will be addressed through the disciplinary process. Disorderly conduct is defined as:

• any unreasonable or reckless conduct by an individual or group that is inherently or potentially unsafe to other persons or their real or personal property; and/or

* Only applicable to Daytime MBA and MMS students.
any behavior by an individual or group that disrupts the peace or interferes with the normal operation of the university or university-sponsored activities.

Disorderly conduct includes, but is not limited to: interrupting or interfering with the carrying out of the duties of a university or public official, including law enforcement; vomiting and/or urinating in public; and, indecent exposure.

**Drugs and Drug Paraphernalia**

Though a portion of our programs may take place outside of North Carolina, as a policy The Fuqua School of Business applies North Carolina statues to all of its programs. Duke University prohibits members of its community, both individuals and groups, from manufacturing, selling, delivering, possessing, using, or being under the influence of a controlled substance without legal authorization as defined under North Carolina statutes. A controlled substance includes any drug, substance or immediate precursor covered under the North Carolina Controlled Substances Act, including but not limited to opiates, barbiturates, amphetamines, marijuana, and hallucinogens.

The possession of drug paraphernalia is also prohibited under North Carolina state law and university policy. Drug paraphernalia includes all equipment, products and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

In addition to disciplinary action for a violation of this policy, the Fuqua School of Business may require a student to take a leave of absence, and return to campus may be conditional upon proof of completion of a substance abuse treatment program.

**DukeCard**

As stated on the back of the DukeCard, the card “should be carried at all times and presented upon request to any university official. [It] is not transferable. The transfer of an ID card to another person, or the possession of another person’s ID card, may result in confiscation of the card and [disciplinary] action.”

**Failure to Comply**

A student may be held accountable for failure to comply with:

- directions, requests, sanctions rendered as a result of a disciplinary process, or orders of any university representative or body acting in an official capacity, or impeding with the carrying out of such directives;
- instructions of law enforcement officials acting in an official capacity; and/or sanctions rendered during the disciplinary process

**Falsification/Fraud**

Honesty and integrity are critical components of the Fuqua Community Standard. A student or group may be subject to disciplinary action for any of the following actions:

- any intentional misrepresentation of fact (by action or concealment), including furnishing false information, to any university official;
- any intentional misrepresentation of fact (by action or concealment) to obtain or attempt to induce another to surrender a right, benefit or property; and/or
- forgery, alteration, or misuse of any official document, record, key, access code or instrument of identification, or possession of such forgery.

**Gambling**

It is against North Carolina state law and Duke University policy to gamble, with the exception of the state lottery. A person/organization is gambling if he/she/it operates, plays, or bets at any game of chance at which any money, property, or other thing of value is bet. Raffles of any kind, including those sponsored by student groups, are also prohibited. A “raffle” is defined as “a game in which the prize is won by random drawing of the name or number of one or more persons purchasing chances” (N.C.G.S.§14-309.15). Poker nights and casino games are permitted only if no admission is charged, no buy-in is required, and no real money is wagered.

**Hazing**

Hazing is a serious infraction of university regulations. The potential for hazing typically arises as part of a student’s introduction to or initiation in an organization (fraternity, sorority, athletic team, or other group)
in which there is often a perceived or real power differential between members of the organization and those newly joining it.

**Hazing defined.** Hazing is defined as any action taken or situation created, whether on or off university premises, that is harmful or potentially harmful to an individual’s physical, emotional, or psychological well-being, regardless of an individual’s willingness to participate or its bearing on his/her membership status. Such activities and situations include, but are not limited to:

**Level I Violations**
- marching in line
- road trips
- wearing apparel which is conspicuous and not normally in good taste, and/or inappropriate for the time of year
- calisthenics
- line-ups
- pledge/signature books
- periods of silence
- standing for a length of time
- personal servitude
- activities that would not normally construe hazing but because of time, place, or manner make them inappropriate

**Level II Violations**
- sleep deprivation or interruption of consecutive sleep hours
- expected or forced consumption of food, drink (including alcohol), or other substance
- acts of humiliation or degradation (including streaking or wearing degrading or humiliating apparel)
- restrictions on eating or bathing
- acts that disrupt academic instruction or learning of others
- interruption or interference of academic commitments

**Level III Violations**
- branding
- paddling in any form
- compromising (sexual) situations

Both individuals and groups may be held accountable under this policy. The action of even one member of a group may result in both individual and group responsibility. The following questions can help individuals/groups assess the appropriateness of an activity:

- Does the activity promote and conform to the ideals, values, and mission of both the university and organization?
- Is it an activity that all members (current and initiates) engage in together?
- Would the group’s advisor, the national headquarters of a fraternity/sorority, and/or other university officials approve of the activity?
- Will this activity increase new members’ respect for the group and all members of the group?
- Is the activity free of mental anguish or physical discomfort?
- Does the activity have inherent value in and of itself?

[Adapted from the Fraternity Executive Association, the North American Interfraternity Conference, Inc., and Washington University.]
The Duke Harassment Policy*

The Duke Harassment Policy is an important component of our commitment to work and learning environments that are inclusive, respectful and free from harassing conduct. The harassment policy prohibits harassment of any kind. It includes, but is not limited to, sexual harassment. The harassment policy applies to all persons enrolled at or employed by Duke University or Duke University Health System. The full harassment policy can be found in the student bulletin or by using the above link.

Duke's policy prohibiting discrimination insures that all members of the community are provided equal employment opportunity regardless of his/her race, color, sex, religion, national origin, disability, sexual orientation, veteran status, gender identity, or age.

Harassment occurs when either:

- There is conduct that, because of its severity and/or persistence, interferes significantly with an individual's work or education, or adversely affects an individual's living conditions; or
- A person uses a position of authority to engage in unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature.
- The Duke Harassment Policy prohibits retaliation against you for reporting a concern, filing a complaint, or participating in an investigation of harassment.
- The conduct that is complained about is evaluated from the perspective of a reasonable person similarly situated to the person complaining and in consideration of the context of the behavior.
- You should also know that harassment is distinguished from behavior that, even though unpleasant or disconcerting, is appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities.

Discrimination/Equal Opportunity

Duke University prohibits discrimination and provides equal employment opportunities without regard to race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex or age. These demographic traits are commonly referred to as protected classes. Prohibited discrimination occurs when you are subjected to an adverse employment action based upon one or more of the protected classes above.

Title IX

There are various federal laws that address discrimination issues. One such law, Title IX of the Education Amendment Act of 1972, requires all entities receiving any form of federal funds and financial assistance to prohibit sex discrimination in their education programs or activities. Title IX applies to all aspects of education programs and activities at Duke University.

Duke University and Health System have a responsibility to ensure compliance by demonstrating that our education programs or programs are operated in a manner consistent with Title IX regulations and provisions.

Sexual harassment is a form of discrimination prohibited by Title IX. If you feel you have been subjected to sexual harassment or discrimination, you should seek assistance as soon as possible. The Office for Institutional Equity is responsible for implementing and monitoring Duke University and Duke University Health System Title IX compliance.

Dr. Benjamin D. Reese, Jr., Ph.D., Vice President, Office for Institutional Equity is the Title IX Coordinator. Contact Dr. Reese.

Retaliation is Prohibited

You have the right to raise concerns, ask questions about our policies prohibiting harassment or discrimination. You also have the right to submit a complaint under our harassment, non-discrimination policies or Title IX.

How Can We Help

Our policies help to insure the Duke community is free from harassing and discriminatory behavior. The Office for Institutional Equity is here to help assist you in an effective and efficient manner. If you feel you

* The full policy can be found at the following link: http://studentaffairs.duke.edu/conduct.
are experiencing harassing conduct or discrimination, the most important thing you can do is to get help. Important resources to assist you are explained below.

Who Should I Contact?
If you think you have been harassed or you have any questions about the harassment policy, you can get help from any of the following:
• Duke’s Student Affairs Office of Student Conduct;
• the harassment prevention advisor for your program - contacts are noted in the Fuqua Bulletin;
• your program Dean; or
• You may also directly contact Duke’s Office of Institutional Equity; their telephone number is: (919) 684-8222.

Disability & Accommodations Grievance Procedure
This program also provides a grievance procedure for resolution of complaints from faculty, students, staff and the public alleging discrimination based on disability, the Disability Accommodations Grievance Procedure. Individuals who have been denied accommodations through the Disability Management System Office may also utilize the grievance procedure. For more information, please contact our office.

Property/Facilities/Services
Students and groups are expected to respect the property of others (including that of the university) and may be subject to disciplinary action for the following:
• theft of the property and/or services of another;
• damage, destruction, or defacement of the property of another, including
• littering or chalking of university property;
• wrongful appropriation of the property and/or services of another;
• unauthorized possession and/or use of the property of another, including knowingly being in possession of stolen goods (this includes unauthorized use of vehicles, equipment, services, the Duke University name and logo);
• unauthorized access, entry, and/or use of university or non-university facilities or property, including but not limited to buildings, classrooms, residential rooms, athletic areas, Central Campus pool, parking areas, roofs, ledges, and tunnels; and/or
• violation of any policy or guidelines pertaining to specific usage of a university facility.
[Wording adopted from Eastern Michigan Student Conduct Code]

Physical Abuse, Fighting, and Endangerment
Any physical abuse, fighting, and/or endangerment to an individual or group is specifically prohibited. This behavior includes, but is not limited to:
• physical violence (initiating or responding to) or attempted physical violence against another person or group. This includes fighting.
• threat of physical violence against another person or group.
• any action that endangers the health, safety or welfare of a person or group.
• attempting to, or actually harming oneself.
[Wording adopted from Eastern Michigan University Student Conduct Code.]

Sexual Misconduct2
Introduction. Sexual misconduct, including acts of sexual violence, is a form of sexual harassment that is prohibited under federal law and the Duke University Harassment Policy. The following special policies and procedures are in place regarding allegations of student-to-student physical sexual misconduct. Complaints of sexual misconduct in which either the complainant or respondent is not a student are addressed through the Harassment Policy. Complaints of non-physical sexual harassment between students are addressed through the Harassment Policy using the undergraduate/graduate/professional school disciplinary process as applicable.2 Complaints regarding student-to-student physical sexual misconduct may be filed with the
director of the Office of Student Conduct (919-684-6938; conduct@duke.edu; http://www.dukejams.com; 107 West Union Building; Box 90893, Durham, NC 27708).

The Office for Institutional Equity (OIE) is responsible for implementing and monitoring Duke University's compliance with federal regulations concerning harassment and discrimination. Concerns, complaints, or questions may be directed to the Title IX coordinator, Dr. Benjamin Reese, Jr., Vice-President for Institutional Equity, Office for Institutional Equity, 114 S. Buchanan Blvd. Bay 8, PO Box 90012, Durham, NC 27708. His phone number is (919) 684-8222 and his email address is ben.reese@duke.edu.

Retaliation prohibited. Federal regulations and university policy protect against retaliation directed at any individual who files a complaint under this policy or participates in a complaint investigation. A complaint of retaliation may be initiated with Dr. Reese for any retaliatory actions resulting from the filing of a complaint under this policy.

NOTE: Any university employee--as well as any student who serves in a peer-advising role (e.g., resident assistant or first-year advisory counselor)-- informed of an allegation of sexual misconduct involving a student is expected to notify the Office of Student Conduct. University employees who serve in a professional role in which communication is privileged under North Carolina law (e.g., medical providers, therapists, rape crisis counselors, clergy) are not bound by this expectation, except as required by law.

Upon receipt of a report the Office of Student Conduct will take appropriate responsive action to ensure that the educational environment at Duke University is free of discrimination and a hostile environment. Additionally, as appropriate, steps may be taken to remedy the effects of the harassment on the complainant. This may include commencement of the disciplinary process against an accused student.

Sexual misconduct defined. Sexual misconduct is defined as any physical act of a sexual nature perpetrated against an individual without consent or when an individual is unable to freely give consent. Acts of a sexual nature include, but are not limited to, touching or attempted touching of an unwilling person's breasts, buttocks, inner thighs, groin, or genitalia, either directly or indirectly; and/or rape, forcible sodomy, or sexual penetration (however slight) of another person's oral, anal or genital opening with any object. Sexual misconduct also includes sexual exploitation (defined as taking non-consensual, unjust sexual advantage of another for one's benefit or the benefit of another party), gender-based relationship violence, and gender-based stalking. These acts may or may not be accompanied by the use of coercion, intimidation, or through advantage gained by the use of alcohol or other drugs.

Consent defined. The university's definition of sexual misconduct mandates that each participant obtains and gives consent in each instance of sexual activity. Consent is an affirmative decision to engage in mutually acceptable sexual activity given by clear actions or words. It is an informed decision made freely and actively by all parties. Relying solely upon non-verbal communication can lead to miscommunication. It is important not to make assumptions; if confusion or ambiguity on the issue of consent arises anytime during the sexual interaction, it is essential that each participant stops and clarifies, verbally, willingness to continue. Students should understand that consent may not be inferred from silence, passivity, or lack of active resistance alone. Furthermore, a current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one's responsibility to obtain consent.

Conduct will be considered "without consent" if no clear consent, verbal or nonverbal, is given. It should be noted that in some situations an individual's ability to freely consent is taken away by another person or circumstance. Examples include, but are not limited to, when an individual is incapacitated due to alcohol or other drugs, scared, physically forced, passed out, intimidated, coerced, mentally or physically impaired, beaten, threatened, isolated, or confined.

The use of alcohol or other drugs. The use of alcohol or other drugs can have unintended consequences. Alcohol or other drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and effectively given. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of the use of alcohol or drugs on another's ability to give consent. Being intoxicated or high is never an excuse for sexual misconduct.

Additional information including examples of sexual misconduct, support services, resources, and procedures can be found in Appendix B and online at: http://studentaffairs.duke.edu/conduct.
Solicitation

Recognized student organizations may use the West Campus Plaza for the purpose of sales, distribution, or promotion of events (also known as “tabling”). Tabling is administered by University Center Activities & Events. Contact UCAE at 919-684-4741, 101 Bryan Center, or visit: http://www.events.duke.edu/facility/ucae/ for more information and detailed guidelines. Solicitation is prohibited within a 200-foot radius of the West and East Campus bus stops. Commercial or outside solicitors (including student employees of outside vendors) are prohibited without permission of the appropriate space manager.

Stalking

Duke University prohibits stalking and cyberstalking. A student who repeatedly follows or sends unwanted communication to another—placing a person in reasonable fear for his/her safety or causing a reasonable person emotional distress—is in violation of this policy.

Unauthorized Surveillance/Photography

Capturing or recording audio, video, or photographic images of an individual in a location or under circumstances in which that person has a reasonable expectation of privacy, including, but not limited to, shower/locker rooms, residence hall rooms, and restrooms, without that individual’s express/explicit consent, is prohibited. Also prohibited is the storing, sharing, and/or other distribution of such unauthorized surveillance/photography (no matter whether directly or indirectly obtained) by any means, electronic or non-electronic.

[Wording adopted from Rice University.]

Weapons/Firearms/Explosives

Though a portion of our programs may take place outside of North Carolina, as a policy The Fuqua School of Business applies North Carolina statues to all of its programs. It is against North Carolina state law and university policy to possess and/or use a gun, rifle, pistol, or other firearm of any kind, or any powerful explosive on university property. Additionally, other than when permitted by the vice president for Student Affairs (or his/her designee) for legitimate educational purposes, students are not permitted to possess and/or use on campus any weapon, including but not limited to mace, BB gun, stun gun, paintball gun, potato gun, realistic-looking toy gun, air rifle, air pistol, sword, bowie knife, dagger, slingshot, switchblade knife, blackjack, and metallic knuckles.

Other Violations

Other violations for which students or groups may be subject to disciplinary action include, but are not limited to:

- Violating any other published or posted university regulation not specifically mentioned in this document.
- Acting as an accomplice through action or negligence to the commission of any prohibited act.
- Attempting or intending to commit any violation of laws and/or university policies.
- Violating local ordinances or state or federal laws (as determined through the university’s disciplinary process), including those related to noise, housing occupancy, and/or the use or distribution of alcohol.

THE DISCIPLINARY PROCESS

Bringing a Complaint Against a Student or Group

Complaints regarding student or group behavior may be filed with the Fuqua School of Business, or in cases of harassment, with the Office for Institutional Equity. These offices work together in order to determine the most appropriate venue for resolution. In any situation where a party is unsure of whom to call, he/she may contact his/her academic program office.

Any alleged violation of university policy, including academic dishonesty, is within the scope of the Fuqua School of Business. If the Fuqua School of Business determines that another office is more appropriate to handle the situation, the case may be referred to that office.
**Interim Restrictions**

Prior to investigation and resolution, interim restrictions may be placed on a student to protect the health and safety of students or the community. These restrictions may include a “no contact order,” removal of campus privileges, suspension of activity, or suspension from the university.

An interim suspension from the university may be imposed by the dean of the school, or designee, and shall become effective immediately without prior notice whenever there is evidence that the continued presence of the student poses a substantial and immediate threat to him/herself, to others, or to the university community. Should an interim suspension be issued and resolution of the matter that prompted it not be resolved within two weeks, the interim suspension may convert to an administrative leave of absence.

**Participation**

The university invites students to participate fully in all aspects of the disciplinary process. If a student elects not to participate in any part of the process (e.g., submitting a written statement or participating in a hearing), the Fuqua School of Business may proceed without benefit of that student’s input. A student will be held accountable for any sanctions issued as a result of a hearing.

**Investigation**

The academic program designee will gather information regarding the alleged incident in order to determine the appropriate means of resolution. Investigations may include interviews, a review of related documents, requests for written statements from any person involved in the alleged incident, and review of material available electronically. Students are encouraged to be forthright and as specific as possible when offering information related to an investigation, but may choose the extent to which they share information.

Cases may be dropped for insufficient information, or informal resolution or disciplinary action. In order for a case to be referred for disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual may be responsible.

**Referral for Disciplinary Action**

If a case is referred for disciplinary action, the student will be notified of the incident in question and the policy violation(s) under consideration, and will be given an opportunity to respond. There are several means by which to resolve disciplinary situations.

Disciplinary hearings are not trials and are not constrained by rules of procedure and evidence typically used in a court of law. The university disciplinary system operates under a standard of fairness, which includes an opportunity for the student to be notified of the alleged incident and policy violations under consideration and an opportunity to be heard.

**Resolution through Agreement**

If a student accepts responsibility for (an) alleged violation(s), the academic program designee may propose an appropriate sanction(s) based on the specifics of the case, precedent and university interests.

If the student accepts responsibility and agrees to the proposed sanction(s), the student waives his/her right to appeal, the resolution becomes final, and the outcome is recorded on the student’s disciplinary record. If the student accepts responsibility, but is unable to agree to the proposed sanction(s), the case will be forwarded to a hearing to determine (an) appropriate sanction(s).

If the student denies responsibility, the case will be forwarded to a hearing to determine responsibility and (a) sanction(s) as appropriate.

**Disciplinary Hearing Types**

There are two types of hearings. Most cases are decided upon through an administrative hearing, which is a discussion between the student/group and the Associate Dean or designee. Cases that are serious in nature, involve complicated facts, and/or involve students/groups with previous disciplinary violations may be forwarded to the Fuqua Conduct Board (FCB) for resolution. Students who face a possible sanction of suspension or expulsion may request to have his/her case heard by a panel of the FCB. Groups who face possible dissolution may request a hearing by a panel of the FCB.

**Administrative Hearings**

An administrative hearing is a discussion between a student/group alleged to be in violation of university policy and an academic program designee. Students/groups will be notified (typically via e-mail) of the specific violations under consideration in advance of an administrative hearing. The Associate Dean, or designee, will
review the complaint with the student or group and give the student/group an opportunity to respond. The Associate Dean or designee will determine whether the student/group is responsible for the alleged policy violation, and, if so, issue (an) appropriate sanction(s). Administrative hearings are conducted in private.

Upon proper notice, if a student/group fails to attend an administrative hearing, the Associate Dean, or designee, may proceed to resolve the case without benefit of that student’s/group’s input.

All decisions of responsibility are based on clear and convincing information, except for allegations of discrimination and/or harassment-related behaviors (including sexual misconduct), which are decided based on the standard of preponderance of evidence. In determining sanctions, the Associate Dean, or designee, will take into account the interests of the student/group and the university, previous violations of the student/group, and prior university response to similar violations.

The Associate Dean, or designee, has the right to refer the case discussed in an administrative hearing to the Fuqua Conduct Board. Additionally, If a student/group does not accept the administrative hearing resolution, he/she/it may request by the stated deadline a hearing before the Fuqua Conduct Board.

**Fuqua Conduct Board Hearings**

The Fuqua Conduct Board is a group of faculty and staff appointed to hear infractions of university and Fuqua policy. The board is charged with determining whether a student’s/group’s actions constitute a violation of Fuqua or university policy and, if so, an appropriate response. In determining an appropriate response, consideration is given to the student’s/group’s interests as well as the university’s interest in maintaining high standards.

The Senior Associate Dean of Programs, or designee, will appoint five panelists which will include a combination of faculty and staff. One panelist will be appointed to be the chair of the hearing panel. The Chair is responsible for running the proceedings and moderating all discussions.

All FCB hearings are conducted in private. Any student whose presence is required by the conduct officer at a hearing will be excused from any other university responsibility.

**Accused Students.** Accused students are entitled to the following procedural rights when facing a hearing before the Fuqua Conduct Board:

- to be informed that he or she is under investigation;
- the right to seek advice from other members of the Fuqua community;
- to be given an opportunity to respond to allegations;
- to choose the extent to which he or she shares information;
- to be notified of a hearing at least 120 hours (five days) in advance (notification will include the time, date and location of the hearing and witnesses); to know of and review written evidence and charges presented to the hearing panel at least 120 hours (five days) in advance;
- The right to have an advisor from the university community present at the Conduct Board hearing, although it is not the responsibility of The Fuqua School of Business to provide such an advisor;
- to have up to two character statements submitted on his/her behalf that may not specifically address the issue at hand;
- to a fair and impartial hearing;
- to rebut any witness testimony presented against him or her;
- to present additional witnesses or information at the hearing (the relevancy of which may be determined by the Board);
- to be found responsible only if the evidence meets a clear and convincing burden of proof (or preponderance of evidence standard in discrimination and/or harassment-based allegations); and
- to appeal based upon clearly stated grounds.

**Advisors.** Accused students are encouraged to seek advice and support from whomever they choose throughout the disciplinary process. The advisor may not be a member of the FCB and may not serve as a material or expert witness. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing. An advisor who attends a board hearing with a student must be a current Duke student, or a Duke-employed faculty or staff member.
An advisor may accompany a complainant to any FCB hearing including a case involving discrimination and/or harassment. The advisor must be a current Duke student or a Duke-employed faculty or staff member.

Notice. An accused student will be notified of a FCB hearing at least 120 hours (five days) in advance. The notice will include the date and time of the hearing, the specific charges at issue, and copies of all written information given to the hearing panel. The conduct officer also may include information clarifying or noting any additional information gathered through the investigation without expressing any personal opinion about the merits of the case. At times of the year when 120 hours of notice is not practical due to a student’s academic calendar, pending graduation, study abroad, GATE trip, program residency, or participation in a university-sponsored activity, a student must either waive this right or not participate in the pending activity until the matter is resolved.

The complainant will also be notified of the hearing if his/her presence is required. At his or her request, the complainant may also receive—within the parameters of FERPA—a copy of the written information given to the hearing panel.

Upon proper notice, if the student fails to attend the hearing, the hearing panel may proceed in his/her absence.

Witnesses. The conduct officer may request the presence of any witness with pertinent information about a case. If a witness is unidentified or unavailable to attend the hearing, his/her statement may not constitute a sole or substantial basis for determining responsibility. If he/she is necessary and unidentified or unavailable, the conduct officer or the chair of the hearing panel may suspend or dismiss the proceedings.

The accused student/group may bring relevant material witnesses to speak on his/her/its behalf. Absent exceptional circumstances, the accused student/group should inform the conduct officer in writing at least 24 hours in advance of the hearing the names of the witnesses and to what they will attest. The panel may determine the extent to which witnesses will be permitted in the hearing, including relevancy of questioning and information presented.

Two written character references may be submitted to a hearing panel before a hearing begins. Character references may only address the character of the accused and may not address the specific issue at hand. An accused student also may request the attendance of any person who has submitted a written statement against him/her.

Procedure. The general course of procedure for FCB hearing is as follows: introductions; confirmation that the accused understands his/her rights; reading of the chargers; plea(s) from the accused; opening comments from complainant(s) (if applicable); opening comments from accused; questions; testimony/questions of other material witnesses (if applicable); closing comments from complainant (if applicable); closing comments from accused.

The panel may impose time limits on any stage of the procedure. The panel may also determine the relevance of any witness or information to be presented and/or considered.

Information to be Considered by the Panel. The panel may consider any information it deems relevant, including documentation and expressions of opinion. If the panel needs additional information during a hearing, such as verification of a fact at issue, an expert opinion, etc., the panel may request such information and may suspend its decision until such information is obtained. The accused student/group will have the right to respond to any additional information that is to be used in considering an outcome.

Outcome. Based on clear and convincing information (or preponderance of evidence in discrimination and/or harassment-based allegations) considered during the hearing, the panel may find a student/group responsible for an alleged violation by majority vote. The panel, also by majority vote, may dismiss any charge.

 Upon finding a student/group responsible for a violation of university policy, the panel may determine and impose an appropriate sanction(s). Consideration may be given to the nature of and circumstances surrounding the violation, the student’s/group’s acceptance of responsibility, prior disciplinary violations, the impact of a sanction on the student/group, precedent cases, university interests and any other information deemed relevant by the hearing panel. All sanctions must be decided by majority vote with the exception of suspension or expulsion of an individual or dissolution of a group. These sanctions must be supported by at least 4 of the 5 members of a panel.

Notification and Record of the Hearing Outcome. The panel chair and/or academic program designee will notify the accused student/group of the outcome of the hearing. A written hearing report describing the outcome, with a brief explanation of the reasoning, will be given to the accused student/group. A copy of the
written hearing report will be placed in the precedent files with any personally identifying information removed. (The precedent files are not updated immediately in order to help protect confidentiality.)

The complainant will be informed of the outcome of a hearing in accordance with federal guidelines.

An audio recording of each hearing (does not include deliberations) will be made by the Fuqua Conduct Board and kept on file for three years. Reasonable care will be taken to create a quality recording and minimize technical problems; however, technical problems that result in no recording or an inaudible one will not be a valid argument for appeal.

SANCTIONS

Any disciplinary action by The Fuqua School of Business may result in penalties (singly or in combination), including, but not limited to, those from the following list. In determining appropriate sanctions, consideration may be given to the nature of and circumstances surrounding the violation, the student’s acceptance of responsibility, prior disciplinary violations, the impact of a sanction on the student, precedent cases, university interests and any other information deemed relevant.

Expulsion

Dismissal and permanent removal from the university without possibility of readmission or reinstatement. A permanent notation to that effect is made on the student’s permanent academic record.

Degree Revocation

A student’s degree may be revoked. In such a case, a permanent notation to that effect is made on the student’s permanent academic record.

Suspension

A suspension is an involuntary dismissal from the university for a specified period of time, which may include the current semester/term and such additional semesters/terms as deemed appropriate by the hearing panel. (Exclusion from campus will be considered in cases resulting in a suspension.)

Readmission as a student in good standing is coordinated through the academic dean of the program or designee and, in addition to guidelines set forth by the academic dean or designee, is contingent upon satisfaction of any requirements stated in the original sanction. Upon a student’s readmission to and matriculation in the university, the student is placed on disciplinary probation for the remainder of his/her graduate career.

As suspension constitutes an involuntary withdrawal from the university, a permanent notation to that effect is made on the student’s permanent academic record.

A student who is suspended after having satisfied all degree requirements must apply for readmission in accordance with normal procedures. If readmitted, the student’s degree will be awarded at the regular conferral date for the final semester of the suspension period. The student may not participate in commencement exercises until readmitted.

In the event that a disciplinary suspension and an academic withdrawal occur simultaneously, the two withdrawals are to be in effect consecutively.

Dissolution (Group)

The privilege of a group to be recognized at Duke University also may be suspended or revoked (dissolution).

Disciplinary Probation

A status imposed on a student for a specific period of time during which another violation of university policy or violation of any of the conditions of the probation shall result in an augmented disciplinary action, including the possibility of suspension. Disciplinary probation may include a restriction of the student’s privileges or eligibility for activities.

Formal Warning

A formal written reprimand for violation of the specified policy(ies).
Admonition
A written notice indicating violation of the specified policy(ies). The resolution of this case will not become part of the student’s disciplinary record (i.e., it will be treated as an informal resolution) unless there is a subsequent university policy violation.

Withdrawal of Privileges
This may include, but is not limited to, withdrawal of the privilege to have a car on campus, park on campus, attend or participate in university programs or activities (such as sporting events, intramurals, performances, graduation exercises, host/sponsor events, etc.), or maintain computer account privileges.

Exclusion
A student or group may be excluded from access to or use of specified university-owned premises and/or facilities.

No Contact Order
A student may be prohibited from communicating with a named individual.

Restitution
Payment for all or a portion of injury or damages to person(s) or property caused by an individual.

Fine
Payment to Duke University of a reasonable sum of money by an individual or group.

Mental Health/Medical Assessment and/or Treatment
A student may be recommended or required to seek a mental health/medical assessment from CAPS, Student Health, or other appropriate professional. The Fuqua School of Business will not be privy to the contents of that assessment without the permission of the student but may require verification that the assessment was completed and that the student followed through with recommendations of the professional.

APPEALS
A student/group found responsible through a hearing of the Fuqua Conduct Board (or, a complainant in a discrimination or harassment-related case) or an Administrative hearing may appeal the outcome of the hearing by the stated deadline. The appeal is not a re-hearing of the case; it is a written statement to the Dean of the Fuqua School of Business, or designee, specifically stating the grounds for the appeal and any supporting information. The exclusive grounds upon which an appeal may be made are:

• New information (available after the hearing) of a nature that the verdict or sanction may have been different;
• Procedural errors within the hearing process which may have substantially affected the fairness of the hearing; and/or
• The finding of responsibility was inconsistent with the weight of the information.

The Dean, or designee, will review the appeal, the hearing report and any evidence included in the hearing. (In cases of suspension or expulsion for individuals and dissolution for groups, the accused may make a written request in the appeal to meet with the Dean or designee. When granted, the student or group president will meet alone with the Dean or designee.) The Dean, or designee, may consult in confidence with other members of the university community (or persons brought forth by the student/group as part of the appeal) in order to substantiate the grounds for appeal or to seek clarification of issues raised in the appeal.

If the grounds for appeal are substantiated, the Dean, or designee, may determine a final resolution to the case or refer the case back to the conduct officer for further review and/or a new hearing. (If the case is referred for a new hearing, the Dean, or designee, may recommend that alternate violations be considered.) A written decision will be delivered to the student/group and the conduct officer.

Disciplinary Records/Student Status
When students/groups are found responsible for a violation of university policy through an administrative, FCB, or accept responsibility through an agreement, the case will be recorded on a student’s/group’s disciplinary record. (See “Admonition” under “Sanctions” for recording of these resolutions.) The record will be maintained by the Fuqua School of Business and kept in accordance with FERPA. Individual disciplinary
records are kept on file for eight years from the date of a student’s matriculation, except in cases resulting in suspension or expulsion, in which disciplinary records are kept indefinitely.

**Status of a Student/Group Pending Final Resolution of a Disciplinary Case**

Until a final resolution is determined; the status of a student/group will not change unless interim restrictions have been imposed to protect the health and safety of the student/group or the university community. A student with disciplinary action pending, however, may not participate in commencement exercises until his/her case is resolved.

**Disciplinary Hold**

At any time after the filing of a complaint, the conduct officer or designee, after consulting with a student’s academic dean, may place a “disciplinary hold” on the academic and/or financial records of any student pending the outcome of proceedings or to enforce a disciplinary sanction. A “disciplinary hold” may prevent, among other things, registration, enrollment, matriculation, the release of transcripts, and the awarding of a degree.

**Disciplinary Action While Civil/ Criminal Charges Pending**

Students may be accountable to both civil authorities and to the university for acts that violate local, state or federal laws. (Students are encouraged to seek advice of legal counsel when they face criminal charges.) Disciplinary action through university processes concurrent with criminal action does not subject a student to “double jeopardy.”

The university operates under different policies, procedures and standards and thus, will not be bound by the findings of a court of law. If the court’s outcome satisfies the university’s interests, such outcome may be recorded on the student’s disciplinary record without invoking the university disciplinary process. Should any criminal proceeding result in a felony conviction, as a result of an incident on or off campus, the vice president for Student Affairs reserves the right to summarily dismiss a student.

University disciplinary action will normally proceed during the pendency of a criminal or civil action. A student may request, however, that the university disciplinary process be placed on hold until criminal actions are resolved. The conduct officer or designee will decide whether this request will be granted. In such a case, interim restrictions may be imposed. The university reserves the right to proceed with the disciplinary process at any point.

**Appendix (to Community Standard)**

**APPENDIX A—IN VolUNTARY ADMINISTRATIVE WITHDRAWAL**

Students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others may be subject to involuntary administrative withdrawal from the university if their behavior renders them unable to effectively function in the university community. Such behavior includes, but is not limited to, that which:

- Poses a significant threat of danger and/or harm to self and/or other members of the university community; and/or
- Interferes with the lawful activities or basic rights of other students, university employees, or visitors.

Any member of the university community who has reason to believe that a student may meet the standard for an involuntary administrative withdrawal may contact the vice president for Student Affairs or his/her designee. The vice president or designee will conduct a preliminary review in consultation with professionals from Student Health and/or Counseling and Psychological Services, the student’s academic dean, and/or other relevant individuals. The vice president or designee will meet, when possible, with the student in question to discuss the information that has been presented and give the student an opportunity to respond. The vice president or designee may mandate that the student be evaluated by a specified health professional within a given time frame if an evaluation has not already been conducted.

In the instances described above the vice president for Student Affairs or designee may confer with the Fuqua dean who has final authority over implementation of an involuntary administrative withdrawal. A written statement citing the reasons for an involuntary administrative withdrawal will be forwarded to the student’s academic dean, who will withdraw the student from the university.

At any point in the process the student may request a voluntary withdrawal.
APPENDIX B—DUKE UNIVERSITY’S SEXUAL MISCONDUCT POLICY

Introduction. Sexual misconduct, including acts of sexual violence, is a form of sexual harassment that is prohibited under federal law and the Duke University Harassment Policy. The following special policies and procedures are in place regarding allegations of student-to-student physical sexual misconduct. Complaints of sexual misconduct in which either the complainant or respondent is not a student are addressed through the Harassment Policy. Complaints of non-physical sexual harassment between students are addressed through the Harassment Policy using the undergraduate/graduate/professional school disciplinary process as applicable.2

Complaints regarding student-to-student physical sexual misconduct may be filed with the director of the Office of Student Conduct (919-684-6938; conduct@duke.edu; http://www.dukejams.com; 107 West Union Building; Box 90893, Durham, NC 27708).

The Office for Institutional Equity (OIE) is responsible for implementing and monitoring Duke University's compliance with federal regulations concerning harassment and discrimination. Concerns, complaints, or questions may be directed to the Title IX coordinator, Dr. Benjamin Reese, Jr., Vice-President for Institutional Equity, Office for Institutional Equity, 114 S. Buchanan Blvd. Bay 8, PO Box 90012, Durham, NC 27708. His phone number is (919) 684-8222 and his email address is ben.reese@duke.edu.

Retaliation prohibited. Federal regulations and university policy protect against retaliation directed at any individual who files a complaint under this policy or participates in a complaint investigation. A complaint of retaliation may be initiated with Dr. Reese for any retaliatory actions resulting from the filing of a complaint under this policy.

NOTE: Any university employee-- as well as any student who serves in a peer-advising role (e.g., resident assistant or first-year advisory counselor) -- informed of an allegation of sexual misconduct involving a student is expected to notify the Office of Student Conduct. University employees who serve in a professional role in which communication is privileged under North Carolina law (e.g., medical providers, therapists, rape crisis counselors, clergy) are not bound by this expectation, except as required by law.

Upon receipt of a report the Office of Student Conduct will take appropriate responsive action to ensure that the educational environment at Duke University is free of discrimination and a hostile environment. Additionally, as appropriate, steps may be taken to remedy the effects of the harassment on the complainant. This may include commencement of the disciplinary process against an accused student.

Sexual misconduct defined. Sexual misconduct is defined as any physical act of a sexual nature perpetrated against an individual without consent or when an individual is unable to freely give consent. Acts of a sexual nature include, but are not limited to, touching or attempted touching of an unwilling person's breasts, buttocks, inner thighs, groin, or genitalia, either directly or indirectly; and/or rape, forcible sodomy, or sexual penetration (however slight) of another person's oral, anal or genital opening with any object. Sexual misconduct also includes sexual exploitation (defined as taking non-consensual, unjust sexual advantage of another for one's benefit or the benefit of another party), gender-based relationship violence, and gender-based stalking. These acts may or may not be accompanied by the use of coercion, intimidation, or through advantage gained by the use of alcohol or other drugs.

Consent defined. The university's definition of sexual misconduct mandates that each participant obtains and gives consent in each instance of sexual activity. Consent is an affirmative decision to engage in mutually acceptable sexual activity given by clear actions or words. It is an informed decision made freely and actively by all parties. Relying solely upon non-verbal communication can lead to miscommunication. It is important not to make assumptions; if confusion or ambiguity on the issue of consent arises anytime during the sexual interaction, it is essential that each participant stops and clarifies, verbally, willingness to continue. Students should understand that consent may not be inferred from silence, passivity, or lack of active resistance alone. Furthermore, a current or previous dating or sexual relationship is not sufficient to constitute consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one's responsibility to obtain consent.

Conduct will be considered "without consent" if no clear consent, verbal or nonverbal, is given. It should be noted that in some situations an individual's ability to freely consent is taken away by another person or circumstance. Examples include, but are not limited to, when an individual is incapacitated due to alcohol or other drugs, scared, physically forced, passed out, intimidated, coerced, mentally or physically impaired, beaten, threatened, isolated, or confined.
The use of alcohol or other drugs. The use of alcohol or other drugs can have unintended consequences. Alcohol or other drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and effectively given. The perspective of a reasonable person will be the basis for determining whether one should have known about the impact of the use of alcohol or drugs on another's ability to give consent. Being intoxicated or high is never an excuse for sexual misconduct.

Examples of Sexual Misconduct

Angela and Aaron have been in an ongoing relationship for a year-and-a-half and have engaged in consensual sexual intercourse. One night while becoming intimate, Angela stops and says she doesn't feel like having sex that night. Aaron continues to touch her, saying that she got him excited and it wasn't fair of her to lead him on like that. Again Angela tells him she does not want to have sex, and then is silent. Aaron decides she has given in, and proceeds to have sexual intercourse with her. This is a violation of the Sexual Misconduct Policy. Aaron had sexual intercourse with Angela against her will. The fact that Angela has freely consented to sexual intercourse with Aaron in the past does NOT mean he has her consent in this situation.

Erin is talking to several of her friends in the hallway at a crowded party. Ryan, a student she knows from chemistry class, comes up behind her and places his arms around her waist. She says hi to Ryan and continues her conversation. After a while, she realized that Ryan has moved his hands up to her breasts. She turns to him and tells him to stop, saying she doesn't want to be touched in that way and that he should have more respect for her. He laughs, tells her she takes herself too seriously, and again begins to grope her. This is a violation of the Sexual Misconduct Policy. Ryan touched Erin in a sexual way without her consent, and continued to do so after she told him to stop. This behavior is a form of sexual misconduct.

Kristen and Myra have been intimate for a few weeks. One night, Myra calls Kristen and asks her to come over. When she arrives, Myra kisses Kristen passionately and leads her into the bedroom. They each express their excitement and desire to "hook up," and are soon making out heavily in Myra's bed. After a while, Kristen tries to engage in oral sex with Myra. Myra tells Kristen that she really likes her, but that she doesn't feel ready for that. Kristen tells Myra she's just being shy, and ignores her when she repeats that she doesn't feel ready. Finally, Kristen threatens to reveal on the Internet that Myra is a lesbian. Because Myra has not yet come out to her friends and family, she becomes frightened and silent. Kristen proceeds with oral sex. This is a violation of the Sexual Misconduct Policy. Because of Kristen's manipulative and threatening arguments, Myra was afraid and unable to freely give her consent. Kristen did not receive consent from Myra and has committed sexual misconduct.

Liz and Tom have been together for six months. She often tells her friends stories of Tom's sexual prowess, and decided to prove it to them. One night, she and Tom engage in consensual sexual intercourse. Without Tom's knowledge, Liz sets up her digital camera to videotape them having sex. The next evening, she uploads the video to an online video-sharing site and discusses it with her friends online. This is a violation of the Sexual Misconduct Policy. Tom's consent to engage in sexual intercourse with Liz did NOT mean Liz had obtained his consent to videotape it. This is a form of sexual exploitation.

Andrew and Felix have been flirting with each other all night at a party. Around 12:30 a.m., Felix excuses himself to find a bathroom. Andrew notices Felix slurring his speech. Andrew wonders if Felix went to the bathroom to vomit. When Felix returns, the two begin flirting more heavily and move to a couch. As the conversation continues, the two become more relaxed and more physically affectionate. Andrew soon suggests they go back to his room, and Felix agrees. As they walk down the stairs, Andrew notices that Felix looks unstable and offers his arm for support and balance. When they get back to his room, Andrew leads Felix to the bed and they begin to become intimate. Felix becomes increasingly passive and appears disoriented. Andrew soon begins to have sexual intercourse with him. The next morning, Felix thinks they had sex but cannot piece together the events leading up to it. This is a violation of the Sexual Misconduct Policy. Felix was clearly under the influence of alcohol and thus unable to freely consent to engage in sexual activity with Andrew. Although Andrew may not have known how much alcohol Felix had consumed, he saw indicators from which a reasonable person would conclude that Felix was intoxicated, and therefore unable to give consent. Andrew in no way obtained consent from Felix.

Denise is an undergraduate teaching assistant in Paul's economics class. She notes that he has not been performing well on take-home assignments and exams. Both of them have come to tailgate, each with their own group of friends. Denise has consumed one can of beer, while Paul is rather intoxicated. Denise sees Paul and approaches him. She flirts with him, telling him that she can help him improve his grades if he will hook-
up with her. As Paul turns to walk away, Denise grabs his buttocks and squeezes them. This is a violation of the Sexual Misconduct policy. Denise, in a position of power over Paul as his teaching assistant, attempted to arrange a quid pro quo sexual relationship. Additionally, she did not seek consent from Paul to touch him, even if a reasonable person could conclude that Paul was not too intoxicated in order to provide consent.

**Support Services and Options for Survivors of Sexual Misconduct**

A variety of support resources are available on campus and in the community to assist students in dealing with sexual or dating violence, whether it happened recently or in the past. Following is a list of helpful resources. Additional resource information is available at [http://studentaffairs.duke.edu/wc](http://studentaffairs.duke.edu/wc).

Information, advocacy, counseling and emotional support. The Office of Gender Violence Prevention and Intervention (GVPI) provides education, advocacy, and support for students who are victims of sexual and dating violence as well as their friends and families. Male or female students who are victims can get information, support and accompaniment regarding medical treatment, reporting options, academic and residential relief, referrals, legal interventions, and counseling. Walk-in or scheduled appointments with the GVPI Coordinator are available during business hours by calling 919-684-3897, emailing womenctr@duke.edu, or by visiting the Women's Center located at 107 Few Fed Building near the bus stop across from the Allen Building. Emergency after-hours assistance is available by calling 919-886-6814. All services are free and confidential.

Counseling and Psychological Services (CAPS) also offers ongoing counseling services; call 919-660-1000 for an appointment. For 24-hour crisis information and referral, contact the GVPI information line at 919-681-6882, the dean-on-call (pager number 919-970-4169), or the Durham Crisis Response Center at 919-403-6562 (for 24-hour hotline). All services are confidential and do not require making a formal report to the police.

Medical concerns. Seek medical attention immediately to have the most options for the prevention of pregnancy and sexually transmitted infections. Even if you do not think you are injured, you may have injuries as a result of sexual assault that you cannot see. For immediate and urgent medical concerns, go directly to the Emergency Department (ED) of Duke Medical Center (off Erwin Road near Trent Hall). You can call the Duke Police Department (911 or 919-684-2444 from non-campus phones) for transportation without having to make a report. The services available are: medical care, evidence collection, emergency contraception, and sexually transmitted disease prevention.

Evidence can be collected anonymously. Evidence is best collected within 72 hours of the assault. Even if you do not think you would like to pursue a criminal case now, you may have the evidence collected anonymously with a blind report that includes no identifying information other than a case number; you may decide later whether filing a police report is right for you. The State of North Carolina will cover the cost of the evidence collection. Medical treatment a victim receives-including but not limited to physical exam and pregnancy and STI prophylaxis-will be covered by a Rape Victims Assistance Fund through the State of North Carolina. Contact the GVPI coordinator at the Women's Center for more information and assistance with this process.

For less immediate medical concerns, schedule an appointment at Student Health (919-681-WELL). The services available are: medical care, emergency contraception and sexually transmitted disease prevention. The student health fee covers all services, except for a minimal charge for emergency contraception. You may call GVPI for someone to accompany you to the ED or Student Health.

**Reporting to the police.** Sexual misconduct may also be criminal in nature, and a student may choose to file a report with law enforcement. Duke Police (911 or 919-684-2444 from non-campus phones) will respond to emergencies and non-emergencies to provide assistance by intervening in cases of assault, providing transportation to the Emergency Department, taking reports of an assault, investigating and participating in legal or disciplinary action. They are responsible for notifying the community in a case of continuing danger, issuing a trespass order that requires an individual to stay away from campus or a particular area of campus when needed, and providing referrals and information including how to obtain a restraining order. Assaults that occur off campus may fall under the jurisdiction of the Durham Police Department or other law enforcement agency. Students may contact the Durham Police directly (911 off campus or 919-560-4427/560-4609) or the GVPI office or Duke Police can help facilitate reporting. Blind reporting-filing a report without your name attached to it-is an available option with both Duke and Durham's police departments. Regardless of whether a complainant pursues a criminal complaint, the university will investigate the incident in question and take appropriate responsive action to ensure that the educational environment at Duke is free of harassment.
and to prevent the recurrence of a hostile environment, and, as appropriate, to remedy the effects of the harassment on the complainant.

**Reporting Sexual Misconduct for University Action**

The Office of Student Conduct receives complaints of a possible violation of this policy for investigation and possible remedial actions, including adjudication through the university's disciplinary process or other remedies designed to reasonably minimize the recurrence of such conduct as well as mitigate the effects of the harassment. Reports must be filed within one (1) calendar year from the date of the alleged incident.

**Investigation.** The conduct officer, or designee, may meet with the complainant to hear or clarify his/her account of the incident and review the investigation process and possible remedies, including the disciplinary process. A formal investigation may be launched, which may include the use of an independent investigator to investigate the complaint, interview witnesses, and collect additional information. After an initial investigation, the conduct officer or designee may ask further clarifying questions of the complainant, accused, or witnesses. A determination will be made on whether to proceed with the disciplinary process based on sufficient information to believe that a policy violation may have occurred. Should a determination be made not to proceed with the disciplinary process, the complainant may meet with the conduct officer to review that decision. During the investigation and until resolution of the matter, interim restrictions may be issued as deemed appropriate by the conduct officer or designee, including restrictions on contact between the complainant and the accused, exclusion from areas of campus, removal or relocation from residential areas, etc.

**Hearing procedures.** If an investigation supports moving forward with a hearing, every effort will be made to convene a hearing panel within 30 business days of receipt of the formal complaint. A three-person hearing panel will preside over a case that is referred to the Undergraduate Conduct Board, comprised of two faculty or staff members and one student. [Hearings involving students within other communities (Fuqua, Law, Divinity, Medical, etc.) will proceed based on that community’s procedures. Hearings involving students from multiple communities will be adjudicated by the University Judicial Board.] A finding of responsibility must be based on a unanimous vote using a "preponderance of evidence" standard; any sanction must be decided by a majority vote with the exception of suspension or expulsion, which must be supported unanimously. A complainant may have an advisor (a member of the university community) present during a hearing, but as with the accused's advisor, he/she may only confer quietly or through notes with the complainant and may not address the panel.

Participants are reminded that any information shared during a hearing is confidential. The hearing panel will decide what testimony, witnesses, or other information is relevant, and may exclude information or a witness that is deemed duplicative or immaterial. Absent exceptional circumstances, the complainant or accused should inform the conduct officer in writing at least 24 hours in advance of the hearing the names of any witnesses he/she wishes to testify and to what they will attest.

**Information for complainants.** Complainants will be treated with respect before, during, and after the disciplinary process. The university will make all reasonable efforts to ensure the preservation of confidentiality, restricting information to those with a legitimate need for it. Complainants will be informed of the university's disciplinary process and possible outcomes. The university will communicate substantive and, when warranted, procedural developments regarding the investigation. The alleged conduct may also be criminal in nature, and complainants have the right to report such conduct to local law enforcement, which does not preclude university disciplinary action. Regardless of whether a complainant pursues a criminal complaint and/or the university's grievance process through this outlined policy, the university may investigate the incident(s) in question and will take appropriate responsive action to ensure that the educational environment is free of discrimination and the prevent the recurrence of a hostile environment-and, if appropriate, remedy the effects of the harassment on the complainant. Remedies available to a complainant may include, but are not limited to: reasonable academic accommodations, on-campus housing reassignment, a "no contact" order between the accused and the complainant, and disciplinary action against the accused as determined through the disciplinary process. See [http://studentaffairs.duke.edu/conduct](http://studentaffairs.duke.edu/conduct) for additional information about the disciplinary process.

Complainants have the right to (and are strongly encouraged to seek) counseling and support available through resources such as Gender Violence Prevention and Intervention (GVPI) in the Women's Center, Counseling and Psychological Services (CAPS), and Durham Crisis Response Center (DCRC).
Complainants may request changes to academic and living situations and will be notified as to what changes are reasonably available. Complainants also have access to disciplinary advisors to guide them through the disciplinary process.

Allegations of sexual misconduct will be investigated in a thorough and timely manner, typically within 15 business days of receipt of a complaint. An advisor (who is a member of the university community) may accompany complainants to any meeting with the conduct officer or to a hearing. Complainants have the right to receive—within the parameters of FERPA—a copy of the written information given to a hearing panel, and written notice of the outcome of an investigation. Complainants may offer relevant material witnesses to speak on their behalf. (Note that a hearing panel may exclude witness testimony deemed irrelevant or duplicative.) Complainants may also submit two written character references to a hearing panel before the hearing begins. Complainants will be given the opportunity to make opening and closing statements to a hearing panel.

**Information for accused students.** Students accused of sexual misconduct who proceed to a hearing have similar rights as a student accused of any other policy violation (unless noted otherwise). For undergraduates, this includes the right to a 120-hour/five day notice in advance of a hearing, the right to bring material witnesses to speak on his/her behalf (written testimony of two character witnesses may be submitted to a hearing panel before the hearing begins), the opportunity to make opening and closing statements, and the right to ask questions (directed through the hearing panel) of any witness present. (Note that a hearing panel may exclude witness testimony deemed irrelevant or duplicative.) Students within other communities (Fuqua, Law, Divinity, etc.) should consult their respective school's bulletin for any different or additional rights.

An accused student may request changes to academic and living situations, and will be notified as to what changes are reasonably available. Accused students can expect a presumption of innocence throughout the disciplinary process unless found responsible through an impartial and fair hearing using a "preponderance of the evidence" standard, and will be treated with respect throughout the process.

Disciplinary advisors are made available to the accused and should be consulted at the onset of an investigation. Their role is to educate accused students about the disciplinary process and provide support. An advisor (a disciplinary advisor or any other member of the university community) may accompany the accused to a hearing, but may only confer with the accused.

**Notification of hearing outcome, sanctions, and appeal.** The accused will receive verbal notification of the outcome of a hearing no sooner than two business days and no later than five business days after the hearing. The complainant will be notified of the outcome of a hearing consistent with federal law. (Note that re-disclosure by the complainant of a "not responsible" decision to anyone without the prior consent of the accused is a violation of the Family Educational Rights and Privacy Act.) Notification will be individually given to the accused and complainant at approximately the same time. A written hearing report outlining the decision and rationale of the hearing panel will be later delivered to the accused and the complainant consistent with the Family Educational Rights and Privacy Act. Sanctions for a finding of responsibility include, but are not limited to, expulsion, suspension, disciplinary probation, recommended counseling, and/or other educational sanctions deemed appropriate by the hearing body. Students who are found responsible for a violation of this policy have a right of appeal based on the following grounds: 1) new information (available after a hearing) of a nature that the verdict or sanction may have been different; 2) procedural errors within the hearing process which may have substantially affected the fairness of the hearing; and 3) the finding of responsibility was inconsistent with the weight of the information. Complainants have the same rights of appeal afforded to accused students. Appeals will typically be decided within 10 business days of submission.

**University-Wide Policies**

In addition to the Honor Code, Fuqua Community Standard, and Career Code of Conduct, all students must abide by the University-Wide Policies established by Duke University for the entire student population. These policies can be found at: [http://web.duke.edu/policies/students/universitywide/index.php](http://web.duke.edu/policies/students/universitywide/index.php)

**Non-Discrimination Statement**

Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The university prohibits discrimination on the basis of race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity. The university also makes good faith efforts to
recruit, employ and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

The university also does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Dr. Benjamin D. Reese, Vice-President of the Office for Institutional Equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, North Carolina 27708. Dr. Reese’s office telephone number is (919) 684-8222 and his email address is ben.reese@duke.edu.

Questions or comments about harassment or discrimination can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at: http://www.duke.edu/web/equity/.

For further information on notice of nondiscrimination, you can contact the appropriate federal office by visiting the website: http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm for the address and phone number of the office that serves your area, or call 1 (800) 421-3481.

Any member of the Fuqua community who believes that he or she has been harassed, or needs administrative support for any other reason, is encouraged to discuss their situation with the designated program leads noted below, who are available to assist:

**Daytime MBA Program:**
- Nichole Miller, Director: 919-660-3741
- Heather Duhart, Assistant Director: 919-660-1932

**Executive MBA Programs:**
- Ellen Wilbur, Director: 919-660-7938

**MMS and MMCi Program:**
- Kevin Hoch, Associate Director: 919-660-7655

**Accommodations**

The Duke Student Disability Access Office has been charged with the responsibility of exploring possible coverage and reasonable accommodations for qualified undergraduate, graduate and professional students who are disabled in compliance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008.

In order to receive consideration for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, a student must have a physical or mental impairment that substantially limits one or more major life activities in comparison to the average person in the general population.

Students who wish to be considered for reasonable accommodations at the Fuqua School of Business must identify themselves to the Duke University Student Disability Access Office. A comprehensive website (http://www.access.duke.edu/students/requesting/index.php) provides complete policy and procedural information for students requesting to be considered for reasonable accommodations.

**Student Activities**

**MBA Student Association.** The association serves as a liaison between the daytime students and faculty and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as admissions and career placement, technology and facilities, intramural sports participation, alumni, and social events. Recently, Fuqua expanded its cabinet to include a position on sustainability, which has helped improve Fuqua’s already strong emphasis on environmental issues.

**Clubs, Organizations and Events.** Each year, Fuqua daytime students organize a multitude of activities related to their professional and personal interests. Student organizations serve as outlets for creativity and leadership and also encourage camaraderie and social interaction with classmates and between classes. In keeping with the Team Fuqua culture, our first- and second-year MBA students work closely together, with the second-years often taking on a mentoring role.

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*Student Life 61*
Many of the student clubs serve as hosts to guest speakers from the business community and jointly organize programs, conferences, and symposia. This creates valuable opportunities for students to broaden their understanding of fields of professional interest.

Among student-organized annual programs are Week-in-Cities tours, the Conference on Entrepreneurship and Venture Capital, the Consulting Symposium, MBA Games, and the Week on Wall Street. Given the diversity of interests of the incoming class, new clubs and organizations are launched annually.

**MMS Student Association.** The MMS student association serves as a liaison between MMS students and faculty and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as career placement, discipline and industry-specific clubs, admissions, technology, facilities, intramural sports participation, alumni, and social events.

**MMCI Student Association.** The MMCI student association serves as a liaison between MMCI students and faculty and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as career placement, discipline and industry-specific clubs, admissions, technology, facilities, intramural sports participation, alumni, and social events.

**Co-curricular Activities.** Graduate students at Duke University are welcome to use such university recreational facilities as swimming pools, tennis courts, and a golf course, and to affiliate with the choral, dance, drama, music, and religious groups. Doctoral students may become junior members of the American Association of University Professors and may affiliate with Phi Beta Kappa and social fraternities.

A full program of cultural, recreational, and religious activities is presented by the Office of Intercultural Affairs, the Duke University Parish Ministry, the Duke University Union, the Office of University Life, as well as recreational clubs. The Duke University Union sponsors a wide range of programs through its committees which are open to all segments of the campus community. Included are touring Broadway shows; rock, jazz, and pop concerts; speakers; films; a film-making program; a student-run television station; art exhibits in two galleries; and a broad program in crafts located in Southgate House and the Bryan Center.

The university center complex includes the Bryan Center, which houses the Information Center, two drama theaters, a film theater, lounges, stores, meeting rooms, game room, art gallery, and other facilities; the West Union, which includes dining facilities; and Flowers Building, which includes student publications, Page Auditorium, and the university box office.

Inquiries should be directed to the Intramural Office, 105A Card Gymnasium; the Office of University Life; Duke Chapel; the Duke University Union, Bryan Center. Detailed and updated information for the fall and spring semesters can be found in the *Arts Calendar*, available each Friday. Updated information for the summer session is in the *Summer Session Calendar*, published at the beginning of each summer term; and the *Duke Chronicle*, published each Monday through Friday during the fall and spring and each Wednesday during the summer. Copies of the Duke University calendars may be obtained at the information desk, Flowers Building, or the calendar office, Page Building.

**Intramural and Recreational Sports.** The Duke recreational and intramural programs provide all students with opportunities to participate in some form of healthful, informal, and competitive physical activity. In a typical year, more than 3,000 students compete for many intramural titles and trophies.

The men’s and women’s intramural programs include many different activities (e.g., bowling, cross-country, golf, handball, horseshoes, table tennis, volleyball, soccer, softball, and track). In addition, special events in other areas of interest are held. Various performing clubs offer the student opportunities to take part in extracurricular activities. Through coeducational intramurals, the student is encouraged to participate on a less competitive level, promoting relaxed social and physical activity. Opportunities for competition between men and women are provided in areas that include archery, badminton, basketball, softball, racquetball, squash, table tennis, tennis, volleyball, and water polo.

The university’s varied athletic and recreational facilities and equipment are available for use by students. The facilities for recreation include: a golf course, lighted tennis courts, three swimming pools, squash and racquetball courts, three gymnasia, a weight training room, outdoor handball and basketball courts, an archery range, horseshoe courts, an all-weather track, numerous playing fields, jogging and exercise tracks, and informal recreational areas. More than 30 sports clubs dealing with gymnastics, scuba diving, sailing, cycling, crew, riding, fencing, football, frisbee, ice hockey, kayaking, lacrosse, badminton, karate, rugby, soccer, and other activities are available to interested students.
Fuqua specifically hosts two key athletic events each year. The first is an international rugby competition featuring teams from MBA programs from across the US and from as far away as Australia. Additionally, at the end of the year, Fuqua hosts a competitive events weekend with UNC’s Kenan-Flagler, entitled “The Blue Cup”.

**Graduate and Professional Student Council (GPSC).** The Graduate and Professional Student Council is the representative body for the students of graduate departments and professional schools. The council provides a means of communication between schools and between graduate students and the administration. The council selects graduate students for membership on university committees. Representatives of each department and officers of the council are selected annually.

**Living Accommodations**

Most daytime MBA students live off campus in housing or apartments not owned by the university. However, Duke University has residential facilities in which some graduate and professional students may live.

**Graduate and Professional Student Apartments.** Apartments in this complex are available throughout the calendar year for continuous occupancy to single students attending graduate and professional school and undergraduate schools. All apartments are completely furnished by the university; an itemization of furnishings is included with the floor plans sent out in the application packet. All utilities—water, heat, air-conditioning, and electricity—are provided. Central Campus Apartments’ residents are responsible for making arrangements to pay for telephone service and residents must provide their own phones. Efficiency, two-bedroom, and three-bedroom apartments are rented to students. Efficiency units are very limited in number and are generally not available to new students. Spaces in apartments for single students are provided on an individual basis with each student paying rent per academic year to the university. This method permits students to share apartments with others of their choice. When this is impractical, the Department of Housing Management strives to place persons with similar interests together.

**Off-Campus Housing.** The Duke Community Housing Office maintains a listing of rental apartments, rooms, and houses provided by property owners or real estate agencies in Durham. These listings are available at [http://studentaffairs.duke.edu/hdrl/graduate-professional-students#node-1483](http://studentaffairs.duke.edu/hdrl/graduate-professional-students#node-1483). Staff is available to answer off-campus housing questions, provide a general orientation to the Durham area, and help you through your search process. Information on commercial complexes in the Durham area is provided to accepted applicants. Except for assuring that owners sign a statement of nondiscrimination, off-campus property is in no way verified and neither the university nor its agents negotiate between owners and interested parties. The telephone number for the Duke Community Housing office is (919) 684-4304. The search for accommodations should begin as soon as possible after acceptance to the business school. A visit of two or three days will allow the opportunity to make use of the community housing office and to inspect the availabilities personally.

**Food Services**

Duke Dining operates a variety of dining facilities including cafeterias, a la carte restaurants, fast food facilities, salad bars, and seated dining restaurants. Graduate and professional students may choose to pay for food purchases in cash, or they may opt to open a DukeCard FLEX account. The FLEX account may be used to purchase any food items sold by DUFS, any items sold in the university stores, and to purchase beer and wine, where available. The FLEX account may be used at Fuqua.

For more information about opening either a FLEX account or a dining account, contact the DukeCard Office at: [http://dukecard.duke.edu/](http://dukecard.duke.edu/).

In addition to the above university food services, The Fuqua School of Business has its own food court located in the Fox Student Center, which serves a diverse menu of food options during normal business hours.

**Other Services**

**Bus Service.** Free on-campus bus service is provided by the university connecting East, West, North, and Central Campuses, Science Drive, and intermediate on-campus locations. Printed schedules are available at the Bryan Center Information Desk, the Housing Management service offices, and from the transportation office. Schedules are also posted at each of the major bus stops. Routes and schedules are available weekdays.
University Stores. University Store operations on campus sell textbooks, school supplies, health and beauty items, room accessories, gifts, clothes, and food items. Items may be purchased with cash, check, Visa, or MasterCard, or on the DukeCard flexible spending account (see description under Food Services).

The Bryan Center is the location of four of the stores’ operations: the University Store sells school, office and computer supplies, and gift items with Duke University’s official logos; the Duke University Bookstore sells textbooks, technical reference books, study aids, and computer software; the Gothic Bookshop stocks new fiction and nonfiction titles; and the Lobby Shop sells magazines, newspapers, health and beauty aids, and snack foods.

Health Care

Medical Care. The Duke Student Health Center is the primary care clinic for daytime MBA and MMS students. The health center is located within the Duke Clinic in the Sub-Basement Orange Zone, and is accessible from a special entrance on Flowers Drive, across from Duke Gardens. A wide range of services are offered, including general medical care, women's health care including gynecological exams, men's health care, nutrition counseling, sports medicine consults, nurse consults, allergy clinic, and travel clinic. There is a laboratory and pharmacy on site. Radiology services are provided by the Department of Radiology at the Duke Clinic. Dermatology and Endocrinology appointments are available on a fee for service basis (i.e., not covered by the health fee). Dental services are not available through Student Health.

Students are encouraged to use the Duke Student Health Center as their portal of entry to other health resources as needed, including the specialty clinics at Duke University Medical Center. This will help with coordinating and providing cost-effective care. During the regular academic year, students are seen by appointment (681-WELL) or schedule the appointment online at http://studentaffairs.duke.edu/studenthealth/make-appointment; students who walk-in may be worked into the clinic schedule, but this may involve a long wait so appointments are strongly encouraged. For problems arising after hours and on weekends, students should the Nurse Advice Line at 919-966-3820 for treatment options. In the event of a life-threatening emergency, students should call 911 or go directly to the nearest Emergency Department. If necessary, Duke Police (911 or 684-2444) will provide on-campus transportation to the Duke University Hospital Emergency Department.

Additional information can be found on their Web site: http://studentaffairs.duke.edu/studenthealth.

Counseling and Psychological Services. Counseling and Psychological Services (CAPS) provides a comprehensive range of counseling and psychological services to assist and promote the personal growth and development of Duke students. The professional staff is composed of clinical social workers, psychologists, and psychiatrists experienced in working with young adults. Among services provided are personal, social, academic, and career counseling. CAPS also offers short-term seminars and groups focusing on a variety of topics throughout the year. Check their Web site for offerings and registration information: http://studentaffairs.duke.edu/caps/. A policy of strict confidentiality is maintained concerning information about each student’s contact with the CAPS staff. Individual evaluations and brief counseling /therapy as well as career and skills development seminars are covered by student health fees. There are no additional charges to the students for these services. Appointments may be made by calling (919) 660-1000 or visiting CAPS, 214 Page, West Campus.

Health and Wellness Resources

The following information includes Duke-Wide and Fuqua specific resources that are available to students to help with personal health, wellness, and safety.

- Duke Health and Safety Resources:
  - Duke Emergency - http://emergency.duke.edu
  - Durham Police - http://www.durhampolice.com
  - Gender Violence Resources - http://studentaffairs.duke.edu/wc/gender-violence
• Duke Reach (reporting resource for if you have a concern about another student’s behavior or health) - [http://www.student_affairs.duke.edu/dos/dukereach](http://www.student_affairs.duke.edu/dos/dukereach)
• The Graduate School Resources Webpage - [http://gradschool.duke.edu/student/](http://gradschool.duke.edu/student/)

**Fuqua-Specific Health and Wellness Resources:**

• MBAA Health and Wellness Committee - provide a myriad of health and wellness program initiatives including Health Clinics, De Stress Workshops, Workout programs, and others
• COLE Fellows - they can provide valuable insight and perspective, and sometimes just talking about things can really help. More information can be found at: [http://cole.fuqua.duke.edu/about/team/fellows.html](http://cole.fuqua.duke.edu/about/team/fellows.html)
• CMC Counselors - here to help you with the overall career process. More information can be found at: [http://www.fuqua.duke.edu/mba_recruiting/contact_us/career_management_center_staff](http://www.fuqua.duke.edu/mba_recruiting/contact_us/career_management_center_staff)
• Student Life Staff - specifically, Heather Duhart. Fuqua can be a stressful place and she is happy to talk with you and help you manage what can be a challenging time. More information can be found at: [https://fuqua.campusgroups.com/daytimeoffices/student-life](https://fuqua.campusgroups.com/daytimeoffices/student-life)
Academic Regulations

Registration

Students enrolled in The Fuqua School of Business will receive registration instructions from the Fuqua Registrars prior to the beginning of each term as appropriate. In the case of independent studies, courses outside the school, audits and overloads, it will be necessary to obtain the permission of the instructor and the associate dean, or the program director, or one of the Fuqua Registrars.

Late Registration. All students are expected to register at the times specified by the university.

Change of Registration. Registration may be changed during the drop/add period only.

For information about your specific program, please visit your program handbook or website.

Leaves of Absence. If a student is in good standing (both academically and financially), he or she may be granted a leave of up to one academic year. Students must petition for the leave and, to the extent possible, describe their plans for the period of the leave. The associate dean in charge of the student’s program must approve the request for the leave. Such leaves may be extended for up to one additional year by a second petition to the appropriate associate dean. Fuqua does not allow leaves of absence longer than two academic years. If a leave expires without the student re-entering the program, the student will be withdrawn from the program. Multiple leaves may be granted, but the total period of the leave cannot total more than two years.

Transfer Credit. No course work done before matriculation at Fuqua is transferable in any of the degree programs.

Academic Requirements

Grading—All programs. We use the following grading scale: Superior Pass (SP)-4.0; High Pass (HP)-3.5; Pass (P)-3.0; Low Pass (LP)-2.5; and Fail (F)-0. The grade review procedure is available upon request.

Graduation and Continuation Requirements for The Duke MBA (Daytime) students. To graduate, students must complete at least seventy-nine credits and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete a minimum of forty-five credits in the first academic year of the program and seventy-nine credits by the end of the second academic year. Courses designated as required must be taken at the designated times unless the student has earned an exemption from the course, either by receiving an administrative exemption based on prior coursework or by passing an exemption exam.

2. Students’ grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

<table>
<thead>
<tr>
<th>Threshold for Dismissal</th>
<th>1.5 strikes</th>
<th>2 strikes</th>
<th>2.5 strikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year, Summer 1 and Fall 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year, Fall 2, Spring 1, and Spring 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
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</tbody>
</table>

Thus, for example, a student who earns one F and one LP in Summer 1 and Fall 1 of the first year of the program will be dismissed. A student who earns one F in Summer 1 or Fall 1 and one LP later in the first year would not.
Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

Students who earn an F in a required course must retake and pass that course at Fuqua. Per University policy, Fs remain on the student's transcript and figure into the GPA even after retaking the course. They also continue to count in the strike total.

**Graduation and Continuation Requirements for Weekend, Cross Continent, and Global MBA students.**

To graduate, students must earn a GPA of at least 3.0, complete all required courses and a total of at least fifty-one credits in the Weekend Executive MBA, forty-eight credits in the Cross Continent MBA, and forty-five credits in the Global Executive MBA. There are no exemptions from required courses.

Students who earn an F in a required course (and who are allowed to continue in the program) will be placed on a mandatory one-year academic suspension. The student will retake and pass that course the next time the course is offered in the student’s program. At that point, he or she will be allowed to join the subsequent cohort of students, picking up where he or she left off. If the student does not meet the requirements within the allotted time period, the student will be dismissed from the program.

Per university policy, a grade of F remains on the student’s transcript and figures into the GPA even after retaking the course. Grades of F also continue to count in the strike total.

To ensure satisfactory progress toward completion of graduation requirements, students’ grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate throughout the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

<table>
<thead>
<tr>
<th>Weekend Executive and Global Executive</th>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 or 2</td>
<td>1.5 strikes</td>
</tr>
<tr>
<td>Term 3 or 4</td>
<td>2 strikes</td>
</tr>
<tr>
<td>After Term 4</td>
<td>2.5 strikes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Continent</th>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms 1, 2, or 3</td>
<td>1.5 strikes</td>
</tr>
<tr>
<td>Terms 4 or 5</td>
<td>2 strikes</td>
</tr>
<tr>
<td>After Term 5</td>
<td>2.5 strikes</td>
</tr>
</tbody>
</table>

Thus, for example, a student who earns one F and one LP in Term 1 of these programs will be dismissed. A student who earns one F in Term 1 and one LP in Term 4 would not. Students who are dismissed from the program under this system may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

**Graduation and Continuation Requirements for Master of Management Studies: Foundations of Business and Master of Management in Clinical Informatics students.**

To graduate, students must complete at least thirty-six credits in the Master of Management in Clinical Informatics program and at least forty-three credits in the Master of Management Studies program, complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.

2. Students’ grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal follows:

<table>
<thead>
<tr>
<th>Threshold for Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer, Fall 1, Fall 2, Spring 1 and Spring 2</td>
</tr>
</tbody>
</table>
Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

Students who earn an F in a required course must retake and pass that course or its equivalent. Per University policy, Fs remain on the student's transcript and figure into the GPA even after retaking the course. They also continue to count in the strike total.

Conferring of Degrees

Degrees will be conferred three times each year: May, September 1, and December 30. All are invited to attend the university commencement exercises in May. Fuqua Scholars, the top 10 percent of the graduating class based on GPA, are formally recognized at this time.

Other Information

Student Records. Duke University adheres to a policy of compliance with the Family Education Rights and Privacy Act. The policy 1) permits students to inspect their education records, 2) limits disclosure to others of personally-identifiable information from education records without students' prior written consent, and 3) provides students the opportunity to seek correction of their education records where appropriate.

An explanation of the complete policy on student records may be obtained from the associate registrar of the university. Students are assessed a one-time transcript fee of $40. Official transcripts may be sent by the university registrar at the signed request of the student. There are two ways to get a transcript. Current students or alumni who graduated within the past year may request a transcript on-line via ACES.

All others should use the Transcript Request Form: [http://www.registrar.duke.edu/registrar/studentpages/student/transcriptrequest.htm](http://www.registrar.duke.edu/registrar/studentpages/student/transcriptrequest.htm). Print, complete, and sign the form, and submit it to the Office of the University Registrar by fax, mail, or in person. Transcript Request Forms are available at the Office of the University Registrar office or from the Web site listed immediately above.

No information contained in student records (academic or otherwise) is released to persons outside the university or to unauthorized persons on the campus, without the consent of the student. A student grants consent by signing a form authorizing the release of data. Specific consent is required for the release of information to any person or organization outside the university, and it is the responsibility of the student to provide the necessary authorization and consent.

Reciprocal Agreements with other Graduate and Professional schools at Duke. Anyone who is a full-time graduate student in a full-time degree granting program at Duke is eligible to take daytime elective courses at Fuqua with approval of the instructor, Fuqua Registrars and appropriate administrator at the students home program.

Reciprocal Agreements with Neighboring Universities. Under a plan of cooperation between Duke University and the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, North Carolina Central University in Durham, and North Carolina State University in Raleigh, students properly enrolled in The Fuqua School of Business during the regular academic year, and paying full fees to this institution, may be admitted to a maximum of two courses per semester and four courses total at one of the other institutions in the cooperative plan. Under the same arrangements, students in the graduate schools in the neighboring institutions may be admitted to course work at Duke University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke University tuition coverage. This option is not available for joint degree students or Foundations of Business students.

DukeCards. Graduate students are issued Duke University identification cards which they should carry at all times. The DukeCards are the means of identification for library privileges, athletic events, and other university functions or services open to them as university students. Students will be expected to present their cards on request to any university official or employee. DukeCards are not transferable and fraudulent use may result in loss of student privileges or suspension. A student should report the loss of a DukeCard immediately to the DukeCard office.
The Duke MBA

ACCOUNTING (ACCOUNTG)

501. Financial Accounting Review. 0 units.

590. Financial Accounting. Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. Instructor: Staff. 3 units.

591. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, decision analysis, finance, and operations management. Instructor: Staff. 3 units.

592. Corporate Financial Reporting. Provides an in-depth examination of corporate accounting measurement. Helps students appreciate the diverse environmental factors associated with corporate disclosure, understand contemporary practices in corporate financial reporting, and analyze and interpret financial information critically with a view toward evaluating the financial health of a firm. Prerequisite: Accounting 590. Instructor: Staff. 3 units.

593. Measurement and Control of Product Costs. Study of the relationship between product costing systems and strategic analysis. Strategic planning depends heavily on the output of cost accounting systems since decisions based on incorrect product costs are likely to be wrong. Furthermore, productivity improvements cannot usually be made unless reliable cost data are available. Recently many firms have discovered that their cost systems do not supply reasonable information. Apparently profitable products actually lose money because relevant data for decisions are not obtainable. Use of case studies and articles examines why many cost systems are unsatisfactory, what the symptoms of cost system failure are, and how to appropriately structure an improved system. Instructor: Staff. 3 units.

595. Business Planning. Presents corporate, security, and tax issues for analysis and resolution through examining a series of problems involving common business transactions. The problems will include such topics as the formation of closely held and public corporations, stock redemption, the sale of a business, merger and other types of combination transactions, and recapitalization, division, and dissolution of corporations. Instructor: Staff. 3 units.

596. Accounting for Mergers and Acquisitions. Examines advanced topics in financial accounting from the perspective of the professional accountant. Specific attention is devoted to the accounting and reporting problems of complex corporate enterprises. Topics include consolidated financial statements, foreign currency transactions, and international reporting issues. Prerequisite: Accounting 590. Instructor: Staff. 3 units.

597. Financial Statement Analysis. Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm's competitive strategy through the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. Instructor: Staff. 3 units.

598. Valuation and Fundamental Analysis. Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. Prerequisite: Accounting 590. Instructor: Staff. 3 units.
599. Management Planning and Control. The aim in this course is more effective use of information in management, through, for example, statistical models for forecasting, probability models for control, and management science models for planning. The course also explores, from a more qualitative perspective, broad issues of control and performance evaluation in service industries, not-for-profit organizations, and multinational operations. Instructor: Staff. 3 units.

600. Financial and Managerial Control in Service Organizations. Concepts from both financial accounting and managerial accounting are extended and applied to for-profit and nonprofit service organizations. The financial accounting portion examines how accounting systems in such organizations differ from manufacturing firms and how these differences affect financial analysis and valuation of service organizations. The managerial portion focuses on the use of accounting information in internal decision making. Issues include costing of activities in service organizations, activity-based management, control of operations, and performance evaluation. Intended for individuals who are seeking positions in service fields, such as health care, consulting, banking, and transportation. Instructor: Staff. 3 units.

601. Taxation and Global Management Decisions. Offers a general framework for thinking about how tax rules affect business decisions. The framework aids in understanding the effects of taxes on business decisions, and devising effective tax planning strategies. Specific applications of the framework covered in the course include: tax aspects of mergers, acquisitions, and LBOs; tax arbitrage; compensation policy (for example, stock options, stock appreciation rights, deferred compensation, fringe benefits); taxation of competing organizational forms (for example, limited partnerships and pass-through entities); taxation of investments; and international tax planning strategies. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

DECISION SCIENCES (DECISION)

502. Summer Mathematics Review. Instructor: Staff. 0 units.

610. Probability and Statistics. Examines structures for managerial decision making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. Instructor: Staff. 3 units.

611. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

613. Strategic Modeling and Business Dynamics. Managers must operate in an environment with many uncertainties, and they are faced with a variety of risky choices involving many conflicting factors. They need to take account of uncertainties and multiple objectives and to select appropriate risk postures. Decision analysis provides a framework for analyzing decision-making problems under uncertainty by breaking them down into more manageable parts. The study of decision analysis involves some formal methods, but perhaps even more important, it suggests a useful way of thinking about and approaching risky decisions. Instructor: Staff. 3 units.

614. Forecasting. The need for forecasting and data analysis arises in every area of business: in finance, accounting, strategic planning, production and supply chain management, marketing, and sales. This course will cover the most commonly used statistical forecasting techniques, including multiple regression and time-series models, at a more advanced level than the core statistics course. Managerial issues in forecasting will also be discussed. The course will emphasize hands-on computing with a full-feature statistics package. Instructor: Staff. 3 units.

615. Advanced Decision Models. Surveys the methodologies of operations research and shows how they can be applied to decision-making situations. The course will be concerned primarily with selecting which tool to use in various situations, rather than algorithmic details. Topics to be covered may include dynamic programming, stochastic programming, integer programming, nonlinear programming, Markov chains, inventory theory, and linear model formulation. Instructor: Staff. 3 units.
616. Business Computer Applications. Provides students with the exposure required to achieve functional literacy with Fuqua's core set of business software tools. Classroom demonstrations show the principal features of the software and how it might be used in core course work for the MBA program. Students demonstrate their own competence with the tools by completing a set of required computer assignments on which the course grade is based. Course is available online in advance of the term for students who want to work ahead. Instructor: Staff. 2 units.

617. Information Management. This course introduces the student to the fundamental concepts of organizing, modeling, and managing information using a new generation of personal computer database management software. Today, information management extends to any type of information that can be stored in a computer, such as traditional numerical and text-based information, images, sound, graphics, animation, and video. While these new definitions of computer-based information are evolving, new personal computer software tools are emerging that focus on the needs of the sophisticated end-user to manage and access this information. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

ECONOMICS (MGRECON)

780. Managerial Economics. This course examines market behavior and focuses on the actions and reactions of business firms and consumers in a variety of market environments. Different market structures are analyzed, including perfect competition, monopoly and oligopoly. The main objectives of the course are: (i) To master the basic tools of microeconomics: supply and demand, consumer and producer theories, and market structure analysis, (ii) to introduce the analytical foundations for managerial decision-making and the formulation of a firm's competitive strategy, and (iii) to provide a framework for analyzing the role of government in a market economy. Instructor: Staff. 3 units.

781. Global Economic Environment of the Firm. Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

782. Environmental Economics. The course provides students with the economic tools needed to study environmental issues and inform firm decision making in the presence of environmental regulation. It covers the ways in which markets fail to efficiently allocate resources in the presence of externalities along with mechanisms to correct those failures, including tax-based solutions, such as emissions taxes, solutions based on the creation and design of missing markets, such as tradable emission permits, and solutions based on international cooperation governed by treaties. The course addresses firms' environmental responsibility, whether it pays to be 'green,' and how firms can shape regulation to secure competitive advantage. Instructor: Staff. 3 units.

783. Economics of International Business and Multinationals. This course is designed to equip the manager with the tools necessary to effectively manage a multinational company. Using cases and economic analysis, it examines managerial challenges facing multinationals in doing business across borders. Focus is on understanding the source of competitive advantage; considering the impact of trading regimes; understanding different cultures and business norms; and understanding the forces that have caused the "globalization" of products, markets, and consumers. This course will provide future managers with the analytical and practical tools necessary for problem solving and decision making for multinationals in the context of international business. Instructor: Staff. 3 units.

784. Game Theory for Strategic Advantage. This course offers a radical departure from the traditional approach to "game theory for business". Where others teach about rationality, dominant strategies, and Nash equilibrium, this pathbreaking course explores the strategic implications of irrationality, reveals four distinct ways NOT to play dominant strategies, and casts a critical eye on the equilibrium paradigm. You will emerge from this class a deeper strategic thinker, readier to seize upon opportunities for strategic advantage in the games you play. Important application areas range from economics and strategy (e.g. price wars) to finance (e.g. liquidity in asset markets) to entrepreneurship (e.g. raising venture capital) and organizational behavior (e.g. social norms). Instructor: Staff. 3 units.

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785. Managing the Governmental Relationship. Provides the student with an ability to understand and manage private sector problems and opportunities created by government programs. By examining the processes used by the legislative, executive, and judicial branches to create, implement, and enforce laws and regulations, the prospective manager will be prepared to compete effectively in markets controlled or affected by government activities. The course will consider the management problems created by the United States antitrust laws and various government agencies regulating environmental hazards, energy, and health and safety. Instructor: Staff. 3 units.

786. Economic Models for Consulting Practices. The purpose of this course is to give students hands-on experience in applying econometric tools, primarily regression analysis, to managerial problems. The course extends the introductory statistics course by providing extensive applications of the tools of regression analysis. It complements the elective in time-series analysis, but there is very little overlap between the two electives. The course is designed for quantitatively oriented students who wish to learn more about statistical analysis and who wish to develop the ability to estimate statistical models derived from both micro- and macroeconomic theories. Instructor: Staff. 3 units.

788. Competitive Analysis. The course provides insights needed to understand the behavior of firms in imperfectly competitive industries; introduces elements of game theory as a framework for the study of strategic interactions; and analyzes various aspects of the organization of industries. Course includes three basic themes: (1) firms typically operate under imperfect or incomplete information and make decisions under uncertainty; their actions may reveal some of their private information; (2) firms’ decisions usually are of a dynamic nature and involve intertemporal trade-offs; (3) industries are not static, but evolve over time driven by market forces, as well as by the strategic decisions of the firms. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

ENERGY AND THE ENVIRONMENT (ENRGYENV)

626. Modeling and Analysis for Environmental Sustainability. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: Consent of the associate dean and instructor. Instructor: Staff. Variable credit.

FINANCE (FINANCE)

645. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

646. Corporate Finance. Examines the implications of modern financial theory for various decisions faced by corporate financial officers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, leasing, the cost of capital, mergers and acquisitions, and international financial management. Theory, empirical evidence, and case analysis all play significant roles in the course. Theory and empirical evidence together yield implications for corporate financial decision making. Case analysis forces students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

647. Investment. This class provides a rigorous treatment of the fundamentals of investments, investment management, and asset pricing. Topics include asset allocation, asset pricing models, portfolio management, performance evaluation, the interaction between capital markets and the macro economy, as well as alternative
investments such as hedge funds and private equity. The course should be valuable from the perspective of the individual investor, the corporate financial manager, and the investment manager. Instructor: Staff. 3 units.

648. Derivatives. The purpose of this course is to extend the student's knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets for the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

649. Securities Regulation. A study of the federal and state securities laws and the industry they govern with emphasis on the regulation of the distribution process and trading in securities. Instructor: Staff. 3 units.

650. Structuring Commercial and Financial Transactions. 3 units. C-L: Law 384

651. Entrepreneurial Finance. The course is designed to introduce to the challenge and pitfalls of financing new enterprises. Broadly speaking, entrepreneurial financing decisions have a life cycle. The cycle begins with identifying opportunities, moves to marshaling resources to take advantage of these opportunities and executing the business plan, and ends with harvesting the venture's success. Accordingly, the course has three sections: Identifying and Valuing Opportunities, Structuring Deals, and Harvesting Opportunities. This course complements FINANCE 660, Venture Capital and Private Equity. Students would benefit from being exposed to the material in both courses. Entrepreneurial Finance focuses on the perspective of the entrepreneur, while VCPE focuses on that of the venture capitalist. Instructor: Staff. 3 units.

653. Fixed Income Securities. This course explores the most important issues in global debt markets. It describes fixed income securities and markets, develops tools for valuing these securities and managing their risk. The major topics include: 1. Fixed income instruments and basic yield concepts. 2. Risk management concepts such as duration, convexity, and value-at-risk. 3. Risk management tools such as interest rate futures, options, swaps, caps, and floors. 4. Models of interest rates such as one-factor and multi-factor models of interest rates. 5. Understanding credit risk in corporate bonds and prepayment risk in mortgages. Instructor: Staff. 3 units.

654. Advanced Corporate Finance. Examines in depth the major financial decisions faced by the firm. Topics include dividend policy and capital structure decisions of the firm, as well as the pricing of various financial instruments. While the major emphasis of the course is on the traditional and recent theories regarding corporate financial decision making, much time is devoted to the consideration of empirical evidence supporting/refuting the various theoretical propositions. Time permitting, some special topics such as mergers and acquisitions and lease financing will be considered. Instructor: Staff. 3 units.

655. International Corporate Finance. Four dimensions characterize the special problems encountered by the international financial officer. They are: (1) the multiplicity of currencies, and attendant problems related to nominal contacts; (2) the misalignment of exchange rates vis-a-vis commodities prices and the attendant problems of competitiveness; (3) the partial segmentation of capital markets producing potential differences in costs of capital across the world; and (4) the multiplicity of tax jurisdictions. These four issues will be addressed in this course with the objective of preparing the student for careers in corporations with large operations abroad or across borders, or for careers in international banks. Instructor: Staff. 3 units.

656. Global Asset Allocation and Stock Selection. The course objective is to deliver the theory and the quantitative tools that are necessary for global asset management. The focus of the course is on tactical rather than passive asset management. To this end, we develop the fundamental concepts of asset valuation in a world with time-varying risk and risk premiums. We also focus on the most recent advances in quantitative forecasting methods. A unique feature of this course is that students build their own asset management software. In addition, using some of the techniques in the course, they perform an out-of-sample asset allocation. The most recent data (from DATASTREAM) is used in this real-time allocation. Instructor: Staff. 3 units.

657. Financial Engineering. The objective of the course is to provide the quantitative tools which are necessary to price a variety of derivative instruments and to hedge the often substantial risks that are involved in taking positions in derivatives. The course is very applied by nature, with a focus on models and techniques that are currently being used in practice. The techniques are applied to the most recently available data in a series of practical exercises. Instructor: Staff. 3 units.

658. Corporate Restructuring. This course will focus on some of the important managerial problems associated with corporate restructuring, for example, business ventures that are strategically important, particularly projects related to new expansion, acquisitions, management buyouts, leveraged buyouts, divestments, and recapitalization. Both financial and strategic tools and techniques will be emphasized. Specific financial topics included will be alternative

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economic criteria, interpretation of study results and their use in decision making, and strategic valuation. The point of the course is that strategically important decisions must be based on sound analyses of both the financial and the strategic implications of the decision. Pre-requisite: Business students must have taken FINANCE 646, Corporate Finance, or be registered concurrently. Law students are required to take a corporate finance course, such as Finance 646 at Fuqua or the equivalent course at the Law School. It is also very strongly recommended that law students take Business Associations at the Law School before taking Corporate Restructuring. Instructor: Staff. 3 units. C-L: Law 324

659. Emerging Markets. Exploration of the corporate finance issues that are special to emerging economies. These economies will likely provide substantial growth opportunities in the world economy in the new millenium. The recent crises in Latin America and Asia reinforce the importance of having a better understanding of these markets. The goal of this course is to explore the finance side of emerging markets. Instructor: Staff. 3 units.

660. Venture Capital and Private Equity. Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

661. Raising Capital: Financial Instruments, Institutions, and Strategy. Develops a fundamental understanding of the many roles of investment banking firms in the capital marketplace. As financial intermediaries, investment banks originate, underwrite, and distribute new security issues, serving both their issuing clients and their investing customers. Investment bank services may also include advising clients, arranging lease financing, arbitraging profit opportunities, placing unregistered securities, and providing broker and dealer services. Topics include markets and market making, and syndication and underwriting. Instructor: Staff. 3 units.

662. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate--residential, office, retail, and land--from an investment and development standpoint. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

GLOBAL ACADEMIC TRAVEL EXPERIENCE (GATE)

580. Global Academic Travel Experience. Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member for up to six weeks of lectures and discussion about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. Then the study tour group departs for a foreign visit, usually ten days to two weeks long. Activities include visits to corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. Instructor: Staff. 3 units.

581. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

582. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

583. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

584. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

585. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

586. Global Academic Travel Experience. See description for 580. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. 3 units.
HEALTH SECTOR MANAGEMENT (HLTHMGMT)

705. Seminars in Health Care 1. This extensive series of seminars in the fall is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. Instructor: Staff. 1 unit.

706. Seminars in Health Care 2. This extensive series of seminars in the spring is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. Instructor: Staff. 1 unit.

710. Health Care in the 21st Century. Introduces Health Sector Management students to the interlocking segments of the industry (for example, doctors, hospitals, HMOs/PPOs, insurers, consultants, pharmaceuticals, and medical devices), their current status, and how they are changing. It will analyze Health Care Industry from a historical perspective to understand how the industry has evolved to its current state and to predict where it is likely to go in the next century. To better understand the current health care environment, the course will explore the industry from several perspectives: the provider/patient/payor interface, the changing demographics of health, growth of technology, emerging regulatory patterns, and comparative strategies of public health across nations. Instructor: Staff. 3 units.

711. Economics and Strategy of Health Sector Management. This course provides students with the tools to effectively address the emerging issues in the health care industry. The focus is specifically on health care economics and finance, and uses prominent health sector organizations as real-world models. The course provides the basis for second-year electives. Instructor: Staff. 3 units.

712. Medical Device Commercialization. Managing the commercialization process of lifescience innovations with a focus on medical device. Business development of the basic components of unmet need analysis, finance, strategy, market modeling, valuation and navigation strategies of the regulatory and reimbursement process in the backdrop of competition, regulation, and profitability at various milestone stages of company growth in an international marketplace. Analyze and challenge business models from the perspectives of entrepreneurship, corporate management, investor finance consultancy and innovation development with a return to investors and society. Instructor: Staff. 3 units.

713. Biotechnology: Management of Drug Discovery. A multi-disciplinary overview of drug development process examining the steps required to bring a novel scientific discovery to market. We focus on the scientific, clinical, ethical and financial aspects of this challenging business environment. Students will be introduced to relevant, real-world issues through examination of current events and industry trends, guest speakers from the industry, and key readings. Given that development of these technologies are characterized by large financial investments with long time horizons, financial analysis of these investments are critical. We have used cutting-edge finance concepts to develop unique analytic models that are used as a backbone for this class. The final project is the development of a strategy document for developing and financing a novel molecule utilizing these models as well as other course material. Instructor: Staff. 3 units.

714. Health Care Provider Strategy. This course provides students with the tools to understand, formulate and innovate strategy in today's global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. Instructor: Staff. 3 units.

715. Health Care Marketing. This course leverages and deepens core marketing knowledge by addressing how standard marketing analysis, tactics, and strategy apply within the health sector. Instructor: Staff. 3 units.

716. Management of Health Systems and Policy. Examines special aspects of health care law, financing, and health care policy. The provision of health care in the United States exists within a unique and complex environment. State and federal governments, through laws, programs, reimbursements, and payments, create a special environment for health care providers. Similarly, third-party insurers, and more recently, corporations, are taking active steps in modifying this environment. Good candidates for this course are MBA students who have an interest in health, biotechnology, pharmaceutical, and human resource management. Instructor: Staff. 3 units.

717. Economics and Management of the Pharmaceutical Industry. This course examines a number of economic issues relating to innovation, competition, and regulation in the pharmaceutical industry and their role in management decision making. We concentrate on factors that distinguish pharmaceuticals from other industries such as its strong research intensity, broader ties to the health care system, and the critical role of government regulations and policy.
The overall perspective is international, but the emphasis is on current market and policy developments in the United States. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

INTEGRATIVE LEADERSHIP EXPERIENCE (ILE)

565. Consequential Leadership 1. The primary objective of the first ILE is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1 unit.

566. Consequential Leadership 2. This ILE builds on the concepts and skills mastered in the first-year ILE1 and core courses by providing students with an integrated series of conceptual and experiential learning activities and group discussions that encourage a deeper level of understanding and awareness of leadership. The course emphasizes Personal Leadership, Ethical Leadership, and Teamwork and Community Building. Instructor: Staff. 2 units.

INTERDISCIPLINARY (FUQINTRD)

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

MANAGEMENT (MANAGEMT)

730. Leadership, Ethics and Organizations. Instructor: Staff. 3 units.

731. Organizational Design. Focuses on the choices and trade-offs involved in the structuring and management of organizations for global competition in a rapidly changing environment. Special emphasis is given to the actions and choices available to managers in continuously realigning the strategies of the firm and in redesigning the organization in fast moving global turbulent environments. As a means of relating theoretical concepts and empirical research to actual managerial problems, strategic change, and organization design, the course will integrate conceptual and managerial readings with case analyses and group presentations. Instructor: Staff. 3 units.

738. Managing Innovation in a Global Organization. Instructor: Staff. 3 units.

739. International Business Management. The course provides two different types of information to analyze and effectively make decisions. At a first level, it provides the student an understanding of important factors in the international environment (for example, economic, political, cultural, technological) that influence decisions. At a second level, it provides the student with an organized framework to proceed from an understanding of the international environment to develop strategic and cross-functional responses to specific challenges that MBAs face. Instructor: Staff. 3 units.

740. Legal Leverage. This course bridges the language gap between law and business by offering a relevant framework for executives to evaluate the legal consequences of their day-to-day business decision making. Legal principles that define the business landscape are introduced and evaluated as strategic planning tools to allow both entrepreneur and multinational executives the opportunity to effectively manage the delicate balance between minimizing risk and maximizing opportunity. Awareness of when and how legal issues arise allows executives to generate a range of business response options, thereby managing "at-risk" behaviors effectively and leveraging the avoided costs into net value. Instructor: Staff. 3 units.

743. Legal Environment of Business. This course provides an introduction to the nature and functions of our legal system and its importance to business managers. Major concepts are placed in historical context, with discussion of what the law ought to be and how it might change in the years ahead. The course will provide a focused treatment of selected rules in sufficient detail to be useful for future planning purposes. It will convey the dynamic interplay between business decisions and the ever-changing legal environment. Course will focus on regulatory law, or "public law," involving legal relationships between individuals or entities and the government, as well as portions of "private law" dealing with commercial transactions (e.g. law of contracts, torts, and property). Instructor: Staff. 3 units.

744. Managerial Decision Making. Explores what constitutes high-quality managerial decision making, how managers tend to predictably fall short of these standards, and how managerial decision making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both
745. **Negotiation.** Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

746. **Power and Politics in Organizations.** Examines the interplay of power and politics in organizational settings with particular emphasis on the use of influence strategies in managerial decision making. Specific topics to be included are understanding the role of power in organizations, its sources and conditions for use, political strategies and tactics, and specific organizational issues such as resource allocation, career politics, organizational change, and retrenchment. Relevant research and theory will be examined but students will be encouraged to make practical application in decision-making situations through case analyses and discussion, and the development of personal skills in the politics of management. Instructor: Staff. 3 units.

747. **Leadership.** This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects, but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership - both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

748. **Strategic Management of Human Assets and Organizational Change.** Provides an understanding of issues and challenges involved in the management of human resources in contemporary, complex organizations. The topics discussed include employee selection and placement, training and development, compensation and reward systems, performance evaluation, career development, human resource planning, international human resource management, and the contribution of human resource management to overall organizational effectiveness. The cultural and legal contexts of human resource practices are also addressed. Perspectives for this course are from the line or operating managers primarily. The roles of the personnel department and the personnel specialists are evaluated. Instructor: Staff. 3 units.

749. **Ethics in Management.** The purpose of this course is to help students understand the ethical problems that confront managers and to approach their role as managers with a sense of purpose and vision. The course does not presume to teach morality; it does not have the goal of teaching right and wrong. We will explore students' own ethical orientations, the values of practicing managers, and alternative approaches to ethical problems. Instructor: Staff. 3 units.

750. **Social Entrepreneurship.** This course is about the efforts of private citizens to develop innovative solutions to social problems. Social entrepreneurs are increasingly blurring the lines between the sectors, using for-profit and hybrid forms of organization to achieve social objectives. This creates new opportunities for applying business skills in the social sector. The objectives of this course are to introduce students to the concepts, practices, and challenges of social entrepreneurship, to equip students with frameworks and tools that will help them be more effective in theses pursuits, and to engage students in a joint learning process as we explore this emerging field. Instructor: Staff. 3 units.

751. **Managing E-Commerce Enterprise.** Using experience in the market-space and basic principles of economics, organization, and strategy, this course isolates the principles and strategic skills that e-commerce managers need. Sample topics: how firms gain competitive advantage from the Internet; telecommunications; software standards; Internet value chain; business models for Internet-delivered services; Internet organization. Instructor: Staff. 3 units.

752. **Managing Technology and Innovation.** Is intended to prepare the student for management in a technology-based or technology-intensive company. This course focuses on three types of technology management: managing technology, innovation, and R&D within the corporation; new business based on new technology and innovation; and bringing new technology and innovation into the corporation and utilizing it properly. This course will use a combination of readings, lecture/discussions, cases, and guest lectures by managers. Instructor: Staff. 3 units.
753. Managing Professional Services Organizations. This course is about managing knowledge services. It is designed for students who expect to establish or join professional service firms, or to serve as consultants to such firms, or to manage knowledge workers (for example, scientists) in a business organization. The knowledge work considered will include medicine, law, education, engineering, accounting and auditing, business consulting, banking, and other such services. Instructor: Staff. 3 units.

754. Mentored Study in Entrepreneurship. Course provides experiential learning within venture capital and entrepreneurial growth firms. Placements are coordinated based on student selections and approvals by mentoring organizations. Each study program is custom designed by agreement among the student, mentor, and program administrator. Students have a general management experience with a broad and multifunctional exposure to the mentor business. Students may participate during any two consecutive academic terms and must successfully complete both terms to receive credit. Scheduling is at the convenience of both parties. Credit/no credit grading only. Instructor: Staff. 3 units.

755. Entrepreneurship and New Venture Management. Provides an intensive, tutored field study of the formation of new business ventures. Students work in teams to develop market, strategic, operations, and financial aspects of original ideas toward completion of a full business plan. Entrepreneurs and new venture investors advise students on the progress of their work and evaluate final plans. Instructor: Staff. 3 units.

756. Managing Venture Growth. Exploration of the strategic challenges of managing growth in entrepreneurial organizations. Focusing on "adolescent" firms—firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses—the course investigates problems associated with fast growth and discuss alternative strategies that may be used to overcome these problems. Instructor: Staff. 3 units.

757. Managing Strategic and Organizational Change in Times of Increasing Disorder. Managers realize that the strategies, organization structures, and management practices, which served their adaptation requirements during stable times, are inadequate during times of increasing global environmental turbulence. Emphasis on the ever-present challenge of simultaneously aligning and re-orienting the firm's strategies and its organization in times of increasing disorder. It centers on large business enterprises whose operations stretch across national boundaries, and who are required to operate within and across national institutional systems, which are themselves buffeted by the major forces of change driving the transition to the postindustrial era. Instructor: Staff. 3 units.

758. Strategies for Corporate Survival and Renewal. Focuses on understanding the conceptual basis of firm survival and failure, coupled with identifying managerial strategies that help a business change and survive while its competitors decline and fail. We compare and contrast modes that firms use to undertake major business changes, including internal development, discrete resource exchange, alliances, and acquisitions. The course examines the limits that companies face as they attempt to lead and respond to changes in their competitive environments, and how some firms and their leaders manage to push the limits further than others. Instructor: Staff. 3 units.

759. Management and Organizational Design of Global Corporations. The course focuses on the management challenges associated with the development of strategies and the management of organizations in business enterprises whose operations stretch across national boundaries. The course emphasizes the way transnational corporations are different from purely domestic companies. The course addresses the choices and tradeoff involved in understanding the strategic and organizational challenges of managing transnational companies in a complex, increasingly interdependent, turbulent international environment. Instructor: Staff. 3 units.

760. Global Interdependence. Exploration of the interdependence among global forces of change. The ways in which people throughout the world define, organize, and maintain themselves continually undergo radical change. The major drivers are economic growth and advances in technology that have vastly increased the ability of organizations to move ideas, technology, capital, production sites, and distribution networks. Focus on ethnic identity, communication, trade, finance, religion, politics, property rights, organizations, and colonialism. Additionally, it examines the way these interact. Instructor: Staff. 3 units.

761. Cultural Setting of Business. The course defines culture and identifies the relevant dimensions to be used in the description of any of the many different cultures of the world. Two sets of dimensions are identified, those that differ by subject and those that differ by logical nature. The first constitutes the parts of the culture, for example, religion, politics, business, etc. The second identifies the components of a culture, those things that define a culture and every part of it. These are the concepts of truth, the beliefs, the values, the logic, and the decision rules. The fit between these components of a culture and the way business is done is analyzed. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.
898. **Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. **Independent Study.** Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. 3 units.

**MANAGEMENT COMMUNICATIONS (MGMTCOM)**

504. **Language Institute.** Course offered to International Students who will be attending Fuqua in the Fall. The course is listed as zero units so it will not effect the students' load in the full fall term. Instructor: Staff. 0 units.

567. **Leadership Communication I.** Instructor: Staff. 2 units.

568. **Leadership Communication 2.** Instructor: Staff. 2 units.

569. **Informing and Influencing Business Audiences.** Introduction to the foundations of effective management communication. Focus on communicating strategically and persuasively in professional business writing and presentations. Offers students opportunities to speak in front of the class with a variety of informational and persuasive purposes. The course helps students to: understand the communication process and the strategic decisions necessary to communicate to diverse audiences; produce documents that are suited to business readers; develop the ability to speak effectively and confidently; build critical thinking abilities; understand the elements of a strategic communication campaign; identify their communication strengths and understand areas needing improvement. Instructor: Staff. 2 units.

570. **Effective Advocacy.** Builds on the skills and concepts that students learned in Management Communications 569. Focus on advocacy skills, team skills, collaborative skills, and the ability to communicate strategically as a team in written and oral form. Students refine their ability to construct persuasive arguments and move beyond mere persuasion to advocacy. They learn how to challenge others' viewpoints and positions effectively and strategically. Students master the ability to manage questions and challenges gracefully in highly interactive communication situations. Students learn advocacy skills; manage communication; construct written and oral messages; analyze and respond to complex communication situations, and anticipate and answer challenges and counter arguments. Instructor: Staff. 2 units.

571. **Professional Project Communication.** Builds on the important advocacy skills that students learned in Management Communications 570. It focuses on successful communication with executives and managers from outside the school who have agreed to act as project mentors. The communication project culminates in delivery of a fully professional and persuasive seventy-five-minute presentation to these decision makers. The course tests students' abilities to analyze an audience, align and adapt to the needs of that audience, influence the decision makers with written documents and oral discussions prior to the final presentation, and adapt to feedback and challenges throughout the term. Students polish the skills they are likely to use during summer internships and throughout their business careers. Instructor: Staff. 2 units.

572. **Managerial Writing.** The ability to write clear, purposeful, persuasive documents is an important tool in a business career. This course will help you improve your skills in all phases of writing, from ideation and audience adaptation, to drafting and revision, to editing style and format. The classes will be interactive and collaborative, allowing students the chance to work closely with both the instructor and peers. Students will also have the chance to tailor the assignments to their individual needs and interests. Instructor: Staff. 2 units.

573. **Workshop in Managerial Improvisation.** Effective improvisation entails active listening, teamwork, risk taking, adaptability, spontaneity, focus, intuitive decision making, rapid problem solving, and the ability to keep a cool head in a crisis. In short, improvisation requires a set of skills desperately needed by today's leaders. Workshop in Managerial Improvisation is designed to improve participants' abilities to build trust, foster better communication, promote creativity, and respond quickly and decisively to unanticipated challenges through hands-on exercises that are provocative and immediately transferable in actual working situations. Instructor: Staff. 2 units.

574. **Curricular Practical Training.** Offers students an experiential learning opportunity in a U.S. work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

896. **Practicum.** Topics vary each semester offered. Instructor: Staff. 3 units.

898. **Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. Variable credit.
MARKETING (MARKETING)

795. Marketing Management. Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. Instructor: Staff. 3 units.

796. Market Intelligence. This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

797. Consumer Behavior. The number one survival threat to organizations is losing touch with their customers. Successful marketing strategies require a clear understanding of the thought processes, desires, and emotions that drive consumer behavior. This survey course is designed to provide students with a psychological framework for understanding - and specific techniques for influencing - customer choice. We will cover basic topics form the psychology literature such as subliminal perception, learning and memory, motivation, persuasion, and group influence. The goal of the course is to provide you with a sophisticated understanding of consumer behavior, and a specific set of tools you can use to predict and influence consumer choice. Instructor: Staff. 3 units.

799. Product Management. Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the "Mock Brand Review" in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

800. Marketing Communications Management. Includes the management of advertising, promotions, public relations, and the other more subtle ways companies communicate with their customers. Objective is to provide an approach to management that is thoughtful, sophisticated, and state-of-the-art, while being practical and relevant to "real world" communications planning, decision making, and control. Instructor: Staff. 3 units.

801. Electronic Commerce. This course gives students the necessary background of concepts, technologies, and applications required for participation in the rapidly growing electronic commerce industry. Examination of current electronic commerce practices as well as business models that will be enabled by likely future technologies. Topics: Internet technologies, online retailing, online advertising, new pricing models (for example, auctions), customer acquisition, customer service, marketing to customers, new business models, etc. Instructor: Staff. 3 units.

802. Marketing of Innovations. High technology markets are characterized by environments in which information on customers is either unavailable or it quickly becomes obsolete. This requires firms to develop abilities to understand unarticulated customer needs and to be able to forecast the development of nascent markets. Some of the topics covered in this course include: diffusion of innovations, technology forecasting and disruptive technologies. Instructor: Staff. 3 units.

803. Customer Relationship Management. Covers analytical approaches for CRM and customer valuation, dealing with: identification of prospects for customer acquisition; customer development via up-selling or cross-selling; and customer attrition/retention management. Database marketing and data mining techniques covered: decile analysis, RFM (reach/frequency/monetary) analyses, and response modeling using logistic regression and machine learning algorithms. Hands-on analysis of customer lifetime value; estimating return on marketing investment; identifying prospects for cross-selling; and building predictive models to select the best targets. Instructor: Staff. 3 units.

804. International Marketing. Develops students' knowledge of theoretical concepts and practical aspects of marketing for firms competing in countries with different cultural, legal, economic, and political environments.
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Designed both for those who plan to work for multinational companies and those who want to enrich their knowledge of the international marketplace. Instructor: Staff. 3 units.

805. Analysis for Marketing Decisions. Instructor: Staff. 3 units.

806. Strategic Marketing Planning. Course provides overview and resolution of issues encountered implementing marketing plans. Topics include: strategic marketing management in changing business environment; customer-oriented firms—how they manifest in management attitudes and practices; managing markets strategically—tasks and underlying principals; preparing a strategic marketing plan—components and desired characteristics; significance of segmentation; tools and techniques for customer and competitor analysis; situation analysis and its role in strategy formulation and marketing planning; determining if organization has a differential advantage or how it might obtain such an advantage. Instructor: Staff. 3 units.

807. Marketing Strategy. Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm's three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

808. Strategy and Tactics of Pricing. Profitable pricing is the harvest of a firm's efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

OPERATIONS (OPERATNS)

820. Operations Management. Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean production, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

822. Information Systems for Production Management. Focuses on tactical issues relevant to the management of material, labor, equipment, and inventories in production/distribution systems. Advanced models are formulated to structure the relationship between key decision variables and system performance in meeting customer delivery requirements while maintaining low costs and high quality. Particular emphasis is placed on control policies that effectively accommodate the fluctuations and uncertainties in both product demand and component supply that are typically encountered in real manufacturing environments. Topics include inventory management, aggregate production planning, master production scheduling, material requirements planning, shop floor controls, and just-in-time systems. Instructor: Staff. 3 units.

823. Operations Strategy. Explores the use of operations as a competitive weapon. The course investigates various frameworks for describing, analyzing, and assessing the strategic operations choices available to companies, with the goal of determining how a company's operations can contribute to competitive success, organizational learning, and world-class status. Among the strategic decision categories that will be examined are process and technology choices, facilities and capacity decisions, quality and productivity management, and performance measurement. Instructor: Staff. 3 units.

824. Service Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield
management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

825. Management of Technology. Examines the multiple impacts that technology has on the firm. Major issues of technology management will be discussed, including innovation, competitiveness, technology assessment, R&D strategy, positioning, manufacturing technologies, and productivity. These issues are encountered not only in the technology-based company, but in any organization. Also covered will be the incorporation of a new technology into an existing industry and the new entrepreneur-based companies that are formed to work with a technology. The course will focus primarily on management issues, using as models new technologies such as biotechnology, superconductivity, microelectronics, and fiberoptics. Instructor: Staff. 3 units.

826. Managing Innovative Production Systems. Examines how managers evaluate and implement changes in the firm's process technology. The course looks at both soft technologies, such as information systems, just-in-time control, and group technology, and the hard technologies, such as NC machines, robotics, flexible manufacturing systems, and computer integrated manufacturing. The course focuses on how to manage the changes in the structure of the firm, and how to use these systems to alter the competitive position of the firm. Instructor: Staff. 3 units.

827. Global Operations. Examines the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

828. Supply Chain Management. This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor-managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

STRATEGY (STRATEGY)

835. Foundations of Strategy. Why are some firms more profitable than others? This course explores the sources of sustained profits in the face of competitive pressures. In doing so, it introduces concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. Students should leave the course well prepared for focused electives on strategic issues. Instructor: Staff. 3 units.

836. Global Institutions and Environments. Instructor: Staff. 2 units.

837. International Strategy. Instructor: Staff. 3 units.

838. Entrepreneurial Strategy for Innovation-Based Ventures. This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

839. Strategic Alliances. Instructor: Staff. 3 units.

840. Business Strategy by Firms Based in Emerging Market Economies. Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as
rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

841. Strategy Implementation. Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. Instructor: Staff. 3 units.

842. Strategic Modeling and Business Dynamics. This course introduces concepts and modeling methods that enhance strategic thinking skills. You learn a flexible and powerful approach to structuring managerial problems and visualizing interconnections that make business systems dynamic. Understanding of business dynamics is developed through mapping, mathematical model building and structured experimentation. It investigates a wide variety of industries and issues including: competitive strategy; managing firm growth; reconciling apparently contradictory information; managing booming or cyclical industries and influencing public policy. It develops skills and concepts for use as a manager, consultant, analyst, investor or policy maker. Instructor: Staff. 3 units.

843. Intellectual Capital and Competitive Strategy. Competitive advantage relies critically upon a firm's management of the knowledge and know-how underpinning its product and process innovation. This course considers how firms manage intellectual capital from the vantage point of different types of firms' from start-ups to large incumbents' operating in different market environments as they change over time. It considers how firms should protect their intellectual capital, when firms should share their intellectual capital with other firms, how firms should go about acquiring the intellectual capital of others, and how firms can extract value from their intellectual capital through commercialization and licensing. Instructor: Staff. 3 units.

845. Entrepreneurial Execution and Planning. The focus of this course is the successful creation and early execution of a new venture. The course will concentrates on new enterprises based on substantial innovations with potential for high growth and funding by venture capitalists. The course is primarily based on case discussion, with the intent of allowing students to derive practical lessons from experience (both successes and failures) in actual ventures. The topics to be covered include: understanding whether there is a market, competitive position, growth, financing a new venture, building a team, early sales and marketing execution, building an operating plan. This course is a complement to the Entrepreneurial Strategy course. Instructor: Staff. 3 units.

896. Practicum. Topics vary each semester offered. Instructor: Staff. 3 units.

898. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

899. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

The Duke MBA—Cross Continent

ACCOUNTING (ACCOUNTG)

501C. Financial Accounting Review. Instructor: Staff. 0 units.

590C. Financial Accounting. Provides an introduction to the financial reporting process and to using financial reports. Students learn skills that can be used to read, analyze, and understand financial reports. The course focuses on fundamental accounting concepts and the economic events and transactions that form the basis of the information in financial reports. The course considers topical issues in financial reporting and makes considerable use of exercises and cases based on financial reports. Instructor: Staff. 3 units.

591C. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. Instructor: Staff. 3 units.

597E. Financial Statement Analysis. Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm's competitive strategy through
the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. Instructor: Staff. 3 units.

598E. Valuation and Fundamental Analysis. Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. Prerequisite: ACCOUNTG 590C. Instructor: Staff. 3 units.

898C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

DECISION SCIENCES (DECISION)

502C. Mathematics Review. Instructor: Staff. 0 units.

610C. Statistical Models. Develops students' ability to make inferences and predictions from data. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include exploratory data analysis, probability distribution, sampling and inference, and regression analysis. Instructor: Staff. 3 units.

611C. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

613E. Strategic Modeling and Business Dynamics. Managers must operate in an environment with many uncertainties, and they are faced with a variety of risky choices involving many conflicting factors. They need to take account of uncertainties and multiple objectives and to select appropriate risk postures. Decision analysis provides a framework for analyzing decision-making problems under uncertainty by breaking them down into more manageable parts. The study of decision analysis involves some formal methods, but perhaps even more important, it suggests a useful way of thinking about and approaching risky decisions. Instructor: Staff. 3 units.

898C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ECONOMICS (MGRECON)

780C. Managerial Economics. This course is about markets and how they work. We will examine the decisions of firms, consumers, and governments and how they interact to determine market outcomes. This will lead us to explore a variety of market structures, ranging from perfect competition to oligopoly (rivalry between a small number of competitors) to monopoly (one dominant firm). What we want to develop is the ability to analyze how and why these elements of market structure matter for managerial choices and strategic decisions. Instructor: Staff. 3 units.

781C. Global Economic Environment of the Firm. Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

782E. Environmental Economics. The course provides students with the economic tools needed to study environmental issues and inform firm decision making in the presence of environmental regulation. It covers the ways in which markets fail to efficiently allocate resources in the presence of externalities along with mechanisms to correct those failures, including tax-based solutions, such as emissions taxes, solutions based on the creation and design of missing markets, such as tradable emission permits, and solutions based on international cooperation governed by treaties. The course addresses firms' environmental responsibility, whether it pays to be 'green,' and how firms can shape regulation to secure competitive advantage. Instructor: Staff. 3 units.

783C. Economics of International Business and Multinationals. This course is designed to equip the manager with the tools necessary to effectively manage a multinational company. Using cases and economic analysis, it examines managerial challenges facing multinationals in doing business across borders. Focus is on understanding the source of competitive advantage; considering the impact of trading regimes; understanding different cultures and business norms;
and understanding the forces that have caused the "globalization" of products, markets, and consumers. This course will provide future managers with the analytical and practical tools necessary for problem solving and decision making for multinationals in the context of international business. Instructor: Staff. 3 units.

784C. Game Theory for Strategic Advantage. This course offers a radical departure from the traditional approach to "game theory for business". Where others teach about rationality, dominant strategies, and Nash equilibrium, this pathbreaking course explores the strategic implications of irrationality, reveals four distinct ways NOT to play dominant strategies, and casts a critical eye on the equilibrium paradigm. You will emerge from this class a deeper strategic thinker, ready to seize upon opportunities for strategic advantage in the games you play. Important application areas range from economics and strategy (e.g. price wars) to finance (e.g. liquidity in asset markets) to entrepreneurship (e.g. raising venture capital) and organizational behavior (e.g. social norms). Instructor: Staff. 3 units.

788E. Competitive Analysis. The course provides insights needed to understand the behavior of firms in imperfectly competitive industries; introduces elements of game theory as a framework for the study of strategic interactions; and analyzes various aspects of the organization of industries. Course includes three basic themes: (1) firms typically operate under imperfect or incomplete information and make decisions under uncertainty; their actions may reveal some of their private information; (2) firms' decisions usually are of a dynamic nature and involve intertemporal trade-offs; (3) industries are not static, but evolve over time driven by market forces, as well as by the strategic decisions of the firms. Instructor: Staff. 3 units.

898C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ENERGY AND ENVIRONMENT (ENRGYENV)

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ENTREPRENEURSHIP AND INNOVATION (ENTREPRN)

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

FINANCE (FINANCE)

645C. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

646E. Corporate Finance. Examines the implications of modern financial theory for various decisions faced by corporate financial managers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, the cost of capital, Islamic Finance, and payout. Theory, empirical evidence, and case analysis all play significant roles in the course. Case analysis allows students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

647E. Investment. The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). Instructor: Staff. 3 units.
648E. Derivatives. The purpose of this course is to extend the student's knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets of the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

658E. Corporate Restructuring. This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy and corporate law. Instructor: Staff. 3 units.

660E. Venture Capital and Private Equity. Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

662E. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate residential, office, retail, and land from an investment and development standpoint. Course is crosslisted with Law 378. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

HEALTH SECTOR MANAGEMENT (HLTHMGMT)

705C. Fundamentals of Health Sector Management I. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

706C. Fundamentals of Health Sector Management 2. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

707C. Fundamentals of Health Sector Management 3. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

708C. Fundamentals of Health Sector Management 4. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 0 units.

709C. Fundamentals of Health Sector Management 5. This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management.
The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. Instructor: Staff. 2 units.

711E. Economics and Strategy of Health Sector Management. This course provides students with the tools to effectively address the emerging issues in the health care industry. The focus is specifically on health care economics and finance, and uses prominent health sector organizations as real-world models. The course provides the basis for second-year electives. Instructor: Staff. 3 units.

714E. Health Care Provider Strategy. This course provides students with the tools to understand, formulate and innovate strategy in today's global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. Instructor: Staff. 3 units.

715E. Health Care Marketing. This course leverages and deepens core marketing knowledge by addressing how standard marketing analysis, tactics, and strategy apply within the health sector. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 4 units.

INTERDISCIPLINARY (FUQINTRD)

679C. Global Markets and Institutions I. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

680C. Global Markets and Institutions 2. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

681C. Global Markets and Institutions 3. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

682C. Global Markets and Institutions 4. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 0 units.

683C. Global Markets and Institutions 5. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 3 units.
688C. Culture, Civilization, and Leadership 1. The purpose of this course is to provide a theoretical framework for understanding and a physical context for experiencing the civilization, historical, and cultural aspects of each Cross Continent MBA residency region and applying them to develop a robust understanding of the complex challenges associated with leading a 21st century global firm. This course will be primarily experiential in nature. Students will engage in a set of structured activities and interactions affording them the opportunity to experience first-hand how the civilization, historical and cultural aspects of the region inform, influence and activate present day behavior, customs and practices. Instructor: Staff. 0 units.

689C. Culture, Civilization, and Leadership 2. The purpose of this course is to provide a theoretical framework for understanding and a physical context for experiencing the civilization, historical, and cultural aspects of each Cross Continent MBA residency region and applying them to develop a robust understanding of the complex challenges associated with leading a 21st century global firm. This course will be primarily experiential in nature. Students will engage in a set of structured activities and interactions affording them the opportunity to experience first-hand how the civilization, historical and cultural aspects of the region inform, influence and activate present day behavior, customs and practices. Instructor: Staff. 0 units.

690C. Culture, Civilization, and Leadership 3. The purpose of this course is to provide a theoretical framework for understanding and a physical context for experiencing the civilization, historical, and cultural aspects of each Cross Continent MBA residency region and applying them to develop a robust understanding of the complex challenges associated with leading a 21st century global firm. This course will be primarily experiential in nature. Students will engage in a set of structured activities and interactions affording them the opportunity to experience first-hand how the civilization, historical and cultural aspects of the region inform, influence and activate present day behavior, customs and practices. Instructor: Staff. 0 units.

691C. Culture, Civilization and Leadership 4. The purpose of this course is to provide a theoretical framework for understanding and a physical context for experiencing the civilization, historical, and cultural aspects of each Cross Continent MBA residency region and applying them to develop a robust understanding of the complex challenges associated with leading a 21st century global firm. This course will be primarily experiential in nature. Students will engage in a set of structured activities and interactions affording them the opportunity to experience first-hand how the civilization, historical and cultural aspects of the region inform, influence and activate present day behavior, customs and practices. Instructor: Staff. 0 units.

692C. Culture, Civilization, and Leadership 5. The purpose of this course is to provide a theoretical framework for understanding and a physical context for experiencing the civilization, historical, and cultural aspects of each Cross Continent MBA residency region and applying them to develop a robust understanding of the complex challenges associated with leading a 21st century global firm. This course will be primarily experiential in nature. Students will engage in a set of structured activities and interactions affording them the opportunity to experience first-hand how the civilization, historical and cultural aspects of the region inform, influence and activate present day behavior, customs and practices. Instructor: Staff. 0 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**MANAGEMENT (MANAGEMT)**

730C. Managerial Effectiveness. Provides an introduction to the study of the behavior of individuals and groups within organized settings. The relationship of organizations to their environments is also examined. Emphasis is given to managerial strategies which enhance organizational effectiveness. Topics include leadership, motivation and reward systems, decision making, power and politics, conflict management, and organization structure and design. A mixture of lectures, cases, and experimental exercises is used to develop managerial skills. Instructor: Staff. 3 units.

739C. International Business Management I. The course provides two different types of information to analyze and effectively make decisions. At a first level, it provides the student an understanding of important factors in the international environment (for example, economic, political, cultural, technological) that influence decisions. At a second level, it provides the student with an organized framework to proceed from an understanding of the international environment to develop strategic and cross-functional responses to specific challenges that MBAs face. Instructor: Staff. 3 units.

740C. Legal Leverage. This course bridges the language gap between law and business by offering a relevant framework for executives to evaluate the legal consequences of their day-to-day business decision making. Legal principles that define the business landscape are introduced and evaluated as strategic planning tools to allow both entrepreneur and multinational executives the opportunity to effectively manage the delicate balance between
minimizing risk and maximizing opportunity. Awareness of when and how legal issues arise allows executives to generate a range of business response options, thereby managing "at-risk"behaviors effectively and leveraging the avoided costs into net value. Instructor: Staff. 3 units.

744E. Managerial Decision Making. Explores what constitutes high-quality managerial decision making, how managers tend to predictably fall short of these standards, and how managerial decision making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable emphasis is placed on the psychological approaches to understanding decision making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

745E. Negotiation. Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

747E. Leadership. This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects, but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership - both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

752C. Managing Technology and Innovation. Is intended to prepare the student for management in a technology-based or technology-intensive company. This course focuses on three types of technology management; managing technology, innovation, and R&D within the corporation; new business based on new technology and innovation; and bringing new technology and innovation into the corporation and utilizing it properly. This course will use a combination of readings, lecture/discussions, cases, and guest lectures by managers. Instructor: Staff. 3 units.

753C. Managing Professional Services Organizations. This course is about managing knowledge services. It is designed for students who expect to establish or join professional service firms, or to serve as consultants to such firms, or to manage knowledge workers (for example, scientists) in a business organization. The knowledge work considered will include medicine, law, education, engineering, accounting and auditing, business consulting, banking, and other such services. Instructor: Staff. 3 units.

755E. Entrepreneurship and New Venture Management. This is a course about how to start and grow a business. The first part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on "adolescent" firms firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses the class will investigate growth-related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 3 units.

898C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

MARKETING (MARKETNG)

795C. Marketing Management. Successful design and implementation of a marketing program requires a thorough understanding of the internal (company) and external (competition and customer) environments and how these elements interact with decisions about the appropriate marketing mix (product, price promotion, and distribution). This course provides the student with the necessary framework, knowledge bases, and analysis tools and techniques to develop and/or critique all aspects of a marketing program. Instructor: Staff. 3 units.

796E. Market Intelligence. This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary
and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

799E. Product Management. Develops an understanding of the roles, activities, and responsibilities of the modern product manager- the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the "Mock Brand Review" in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

801C. Electronic Commerce. Electronic commerce involves the transformation of key business processes through the use of Internet technologies. The goal of the course is to give students the necessary background and concepts, technologies, and applications required for participation in the rapidly growing electronic commerce industry. Topics will include Internet technologies, online retailing, online advertising, new pricing models (e.g., auctions), customer acquisition, customer service, marketing to customers, new business models, etc. We will examine current electronic commerce practices as well as business models that will be enabled by likely future technologies. Instructor: Staff. 3 units.

802E. Marketing of Innovations. This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 3 units.

803C. Customer Relationship Management. Will cover analytical approaches for customer relationship management and customer valuation at each stage of the customer lifecycle, dealing with problems such as: identification of good prospects for customer acquisition; customer development via up-selling or cross-selling; and customer attrition/retention management. It will introduce issues, techniques and terminology associated with database marketing and data mining for analytical CRM. Techniques covered will include decile analysis, RFM (reach/frequency/monetary) analyses, and response modeling using logistic regression and machine learning algorithms. A series of hands-on analysis of customer databases using statistical software will address the following CRM problems: measuring customer lifetime value; estimating return on marketing investment; identifying prospects for cross-selling; and building predictive models to select the best targets for a marketing campaign. Instructor: Staff. 3 units.

807C. Marketing Strategy. Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm's three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. Instructor: Staff. 3 units.

808E. Strategy and Tactics of Pricing. Profitable pricing is the harvest of a firm's efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

807E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

808E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

OPERATIONS (OPERATIONS)  

820C. Operations Management. Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process
improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

824E. Services Operations Management. Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

828E. Supply Chain Management. This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor- managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 3 units.

898C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

STRATEGY (STRATEGY)

835C. Foundations of Strategy. Takes on the general manager's challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

838E. Entrepreneurial Strategy For Innovation-Based Ventures. This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.

840E. Business Strategy by Firms Based in Emerging Market Economies. Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

843C. Intellectual Capital and Competitive Strategy. Competitive advantage relies critically upon a firm's management of the knowledge and know-how underpinning its product and process innovation. This course considers how firms manage intellectual capital from the vantage point of different types of firms' from start-ups to large incumbents' operating in different market environments as they change over time. It considers how firms should protect their intellectual capital, when firms should share their intellectual capital with other firms, how firms should go about acquiring the intellectual capital of others, and how firms can extract value from their intellectual capital through commercialization and licensing. Instructor: Staff. 3 units.

844E. Technology Strategy. In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm's management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary

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marketing and manufacturing capabilities and secrecy. We will consider firms strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 3 units.

898C. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

The Duke MBA—Global Executive

ACCOUNTING (ACCOUNTG)

590G. Global Financial Accounting. Focuses on how economic events and transactions are communicated through the financial reporting process in both U.S. and non-U.S. jurisdictions. In this course, students will obtain a basic understanding of (1) the fundamental concepts that support financial reporting systems; (2) the role of judgements and estimates in the preparation and interpretation of financial reports; (3) how to read, analyze and interpret financial reports prepared in different countries; (4) the major differences across countries in financial reporting and some implications of those differences. Instructor: Staff. 3 units.

591G. Cost Management and Control in Global Organizations. Examines the use of accounting information in the development and implementation of a successful global corporate strategy and how control systems enhance the strategic planning process. Topics: cost behavior, measurement, and cost management; cost management innovations; strategic cost analysis; quality management and cost; planning and control in performance measurement, evaluation and transfer pricing in global organizations. Instructor: Staff. 3 units.

594G. Financial Reporting & Managerial Accounting in a Global Environment. This course has two complementary objectives, both linked to the use of accounting information to support decision-making, planning and control. The first objective is to increase understanding of how the financial reporting process, around the world, communicates decision-useful information to investors, creditors and other users of financial reports. The second objective is to increase understanding of how accounting information and non-accounting information is used to support the development, implementation, monitoring and evaluation of a successful global strategy. The course introduces the basics of financial reporting and managerial accounting, including cost management, control and performance evaluation. Instructor: Staff. 4.5 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

DECISION SCIENCES (DECISION)

610G. Statistical Models. Develops students' ability to make inferences and predictions from data. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include exploratory data analysis, probability distributions, sampling and inference, and regression analysis. Instructor: Staff. 3 units.

611G. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

612G. Statistical Models for the Global Executive. In the global economy, there is much uncertainty, and a great deal of information is available. In order to make informed decisions, executives must be able to make sense of key uncertainties and the associated risks. This includes learning to choose, analyze, and understand data concerning relevant variables and relationships; to make inferences and predictions on the basis of such data; and to use this information effectively in decision making. This course sharpens quantitative and analytical skills and develops tools for interpreting data and making forecasts. Instructor: Staff. 4.5 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ECONOMICS (MGRECON)

780G. Global Managerial Economics. Course examines market behavior and the actions and reactions of business firms and consumers in a variety of market environments. The impact of different market structures (including perfect competition, monopoly, and oligopoly) on production and consumption is analyzed. Specific topics include the following. Logic of interventions by national governments; International trade; Empirical demand analysis; Price
discrimination strategies; Pricing, entry and regulatory issues with application to the pharmaceuticals industry; Game theory, and tools for the analysis of strategic interactions among large players; Cartels and anti-trust in the world economy; Comparative analysis of competition and regulation policy in the U.S. and Europe. Instructor: Staff. 4.5 units.

781G. Global Economic Environment of the Firm. This course provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

FINANCE (FINANCE)

645G. Financial Management in a Global Economy. Introduces the fundamental principles of asset valuation and financing in global financial markets. Topics: financial instruments, world markets, and information; global fixed income valuation; global equity valuation; risk management through derivatives; international portfolio management; project evaluation in developed and emerging markets; capital structure; payout policies. Instructor: Staff. 3 units.

652G. Global Capital Markets. Managing a successful global business requires a sophisticated understanding of capital markets, both in terms of how capital markets operate and in terms of how they shape internal corporate financial decision-making. This course is designed to equip managers with both sets of tools. Thus, the course covers the fundamentals of asset pricing in global capital markets, which includes a description of the types of securities that trade around the globe and an analysis of the economic factors that help to determine the prices at which they trade. The course then studies how these same factors affect capital budgeting, financing growth, and related financial decisions that top managers face inside the firm. Instructor: Staff. 4.5 units.

658G. Corporate Restructuring. Examines the economics, law, and business strategies that underlie major corporate restructuring transactions in the U.S. and throughout the world. Includes mergers, acquisitions, tender offers, leveraged buyouts, and divestitures. Introduces analytical techniques used to assess the valuation consequences of these transactions. Reviews the structure of the large-scale, public corporation with emphasis on the conflict of interest that exists between corporate managers and stockholders. Discusses market forces and legal rules in the U.S. that resolve these conflicts. Compares the legal and institutional environment to that in other countries, particularly Japan and Germany. Examines the role of hostile takeovers and defensive tactics. Instructor: Staff. 3 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

INTERDISCIPLINARY (FUQINTRD)

675G. Leadership in a Global Economy: Markets and Institutions 1. This course studies the role of markets and institutions in shaping national and international commerce. To understand this global marketplace, this course will rely heavily on the framework of macroeconomics, international trade, and international finance. Some institutions analyzed in depth are the WTO and other trade organizations, the IMF, the World Bank, and Central Banks. As much as possible this course will not focus on any one country and will try to present a balanced view that will be useful for understanding our emerging multi-centric world. An underlying purpose of the course is to familiarize you with some of the major economic trends and current issues in various specific countries around the world. Instructor: Staff. 0 units.

676G. Leadership in a Global Economy: Markets and Institutions 2. This course studies the role of markets and institutions in shaping national and international commerce. To understand this global marketplace, this course will rely heavily on the framework of macroeconomics, international trade, and international finance. Some institutions analyzed in depth are the WTO and other trade organizations, the IMF, the World Bank, and Central Banks. As much as possible this course will not focus on any one country and will try to present a balanced view that will be useful for understanding our emerging multi-centric world. An underlying purpose of the course is to familiarize you with some of the major economic trends and current issues in various specific countries around the world. Instructor: Staff. 0 units.

677G. Leadership in a Global Economy: Markets and Institutions 3. This course studies the role of markets and institutions in shaping national and international commerce. To understand this global marketplace, this course
will rely heavily on the framework of macroeconomics, international trade, and international finance. Some institutions analyzed in depth are the WTO and other trade organizations, the IMF, the World Bank, and Central Banks. As much as possible this course will not focus on any one country and will try to present a balanced view that will be useful for understanding our emerging multi-centric world. An underlying purpose of the course is to familiarize you with some of the major economic trends and current issues in various specific countries around the world. Instructor: Staff. 0 units.

678G. Leadership in a Global Economy: Markets and Institutions 4. This course studies the role of markets and institutions in shaping national and international commerce. To understand this global marketplace, this course will rely heavily on the framework of macroeconomics, international trade, and international finance. Some institutions analyzed in depth are the WTO and other trade organizations, the IMF, the World Bank, and Central Banks. As much as possible this course will not focus on any one country and will try to present a balanced view that will be useful for understanding our emerging multi-centric world. An underlying purpose of the course is to familiarize you with some of the major economic trends and current issues in various specific countries around the world. Instructor: Staff. 0 units.

684G. Leadership in a Global Economy: Culture and Context 1. The purpose of this course is to provide a context for understanding critical cultural and historical differences and similarities across civilizations and apply those learnings to better understand current day management challenges unique to running a global firm. In this course students will consider the implications of the origins and evolution of civilization in every country they visit in order to understand the competitive advantages and challenges unique to each country as well as potential synergies across regions. Specific structured activities include interactions and assignments which afford students the opportunity to experience the regions first-hand. Students will engage in dialogue with global business leaders via the global leader keynote series; complete live case studies with senior executives in each region visited; and engage in an "Experience Day" which will bring the students directly in touch with an array of historic, cultural, and commercial experiences relevant to each country. Instructor: Staff. 0 units.

685G. Leadership in a Global Economy: Culture and Context 2. The purpose of this course is to provide a context for understanding critical cultural and historical differences and similarities across civilizations and apply those learnings to better understand current day management challenges unique to running a global firm. In this course students will consider the implications of the origins and evolution of civilization in every country they visit in order to understand the competitive advantages and challenges unique to each country as well as potential synergies across regions. Specific structured activities include interactions and assignments which afford students the opportunity to experience the regions first-hand. Students will engage in dialogue with global business leaders via the global leader keynote series; complete live case studies with senior executives in each region visited; and engage in an "Experience Day" which will bring the students directly in touch with an array of historic, cultural, and commercial experiences relevant to each country. Instructor: Staff. 0 units.

686G. Leadership in a Global Economy: Culture and Context 3. The purpose of this course is to provide a context for understanding critical cultural and historical differences and similarities across civilizations and apply those learnings to better understand current day management challenges unique to running a global firm. In this course students will consider the implications of the origins and evolution of civilization in every country they visit in order to understand the competitive advantages and challenges unique to each country as well as potential synergies across regions. Specific structured activities include interactions and assignments which afford students the opportunity to experience the regions first-hand. Students will engage in dialogue with global business leaders via the global leader keynote series; complete live case studies with senior executives in each region visited; and engage in an "Experience Day" which will bring the students directly in touch with an array of historic, cultural, and commercial experiences relevant to each country. Instructor: Staff. 0 units.

687G. Leadership in a Global Economy: Culture and Context 4. The purpose of this course is to provide a context for understanding critical cultural and historical differences and similarities across civilizations and apply those learnings to better understand current day management challenges unique to running a global firm. In this course students will consider the implications of the origins and evolution of civilization in every country they visit in order to understand the competitive advantages and challenges unique to each country as well as potential synergies across regions. Specific structured activities include interactions and assignments which afford students the opportunity to experience the regions first-hand. Students will engage in dialogue with global business leaders via the global leader keynote series; complete live case studies with senior executives in each region visited; and engage in an "Experience Day" which will bring the students directly in touch with an array of historic, cultural, and commercial experiences relevant to each country. Instructor: Staff. 0 units.
730G. Managerial Effectiveness for the Global Executive I: Managing Individual and Teams. Considers fundamental management concepts and the effects of globalization on traditional management practices. Topics: definition of global manager, national culture and work values, effective decision making, motivation, negotiation, teams, networks and business relationships, change management processes in cross-national organization; new ways of organizing, conducting, and evaluating work in the global firm, and business ethics. Instructor: Staff. 3 units.

731G. Managerial Effectiveness for the Global Executive II: Organizational Design. Considers options for organizing and leading companies in today's global environment. Topics: design and function of organizational relationships, competitive and cooperative relationships, organizational structure, culture, and learning; corporate innovation, formation of professional communities across firms, work coordination, and managing the distributed enterprise. Instructor: Staff. 3 units.

732G. Management for the Global Executive. Course addresses the human side of management, with special emphasis on what makes a manager effective in a global business environment. It explores issues in management that arise in all business settings and special issues that arise when management has to reach across cultural and national boundaries. The course will focus on three inter-related skill sets that are essential to being an effective manager: 1) making good decisions; 2) skills and knowledge needed to manage people and relationships; and 3) understanding how teams and organizations work, to design and implement effective organizational change. These three skill sets allow one to function well, as one manages the work of others to accomplish organizational goals. Instructor: Staff. 4.5 units.

733G. Leadership in a Global Economy: Personal Leadership and Talent Development 1. Using a model of leadership developed at Duke University ("The Sitkin-Lind Six Domains Model of Leadership"), the course will examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at "leading up" organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 0 units.

734G. Leadership in a Global Economy: Personal Leadership and Talent Development 2. Using a model of leadership developed at Duke University ("The Sitkin-Lind Six Domains Model of Leadership"), the course will examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at "leading up" organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 0 units.

735G. Leadership in a Global Economy: Personal Leadership and Talent Development 3. Using a model of leadership developed at Duke University ("The Sitkin-Lind Six Domains Model of Leadership"), the course will examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at "leading up" organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 0 units.

736G. Leadership in a Global Economy: Personal Leadership and Talent Development 4. Using a model of leadership developed at Duke University ("The Sitkin-Lind Six Domains Model of Leadership"), the course will examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at "leading up" organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 0 units.

737G. Leadership in a Global Economy: Personal Leadership and Talent Development 5. Using a model of leadership developed at Duke University ("The Sitkin-Lind Six Domains Model of Leadership"), the course will...
examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at "leading up" organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. Instructor: Staff. 3 units.

747G. Leadership. This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects, but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership - both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

MARKETING (MARKETING)

795G. Marketing in a Global Environment. Provides the strategic concepts and analytic tools required of effective marketing managers in the global environment. Goals: learn to identify customer needs and analyze market, determine which market segments to serve, and develop and manage marketing plans that deliver solutions to these segments. Instructor: Staff. 3 units.

798G. Global Marketing: Strategies and Tactics. Success in the global marketplace requires managing existing businesses profitably in mature developed economies while expanding into high-growth emerging markets. This course will help students formulate global marketing strategies and tactics required for these dual challenges. The course will examine methods to obtain customer insights and competitive intelligence for marketing decisions. These include qualitative frameworks as well as quantitative marketing research methods. The course will teach students how to use the information from market analysis to develop innovations that create value locally while leveraging the firm's global strengths. This course will end with a framework for evaluating marketing plans. Instructor: Staff. 4.5 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

OPERATIONS (OPERATIONS)

820G. Global Operations Management. Considers the decision problems that confront operations managers in a global environment. Topics covered include: introduction to operations strategy and global operations, evaluating and managing processes, managing inventories and supply-chains, vendor-managed inventories, supply-chain flexibility, lean manufacturing, service operations management, international services, international sourcing, the role of foreign factories, process development as a competitive weapon, and environmental issues in operations. Instructor: Staff. 3 units.

821G. Operations Management in a Global Environment. Operations management involves planning and controlling the processes used to produce goods and deliver services to customers. In a global environment, product and service supply chains have become more complex and decentralized: firms can utilize resources from different countries, markets are composed of customers with different cultures, supply chains involve many independent organizations in various countries. Managed well, an organization's operations can be a key source of competitive advantage. Topics that will be covered include: process analysis, mass customization, operations in service organizations, inventory management, postponement and quick response strategies, and management of global supply chains. Instructor: Staff. 4.5 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.
STRATEGY (STRATEGY)

835G. Foundations of Strategy. Deals with the work and understanding of strategic management. The course adopts the perspective of the managers within the corporation, business, division, plant, or other operating unit who must mesh their individual actions and responsibilities with the overall objectives of the firm. During the course, we will focus on the perspectives and skills required to diagnose and find realistic solutions for critical problems in complex business situations. Core topics include industry analysis, business analysis, international strategy, strategic planning, and strategy implementation. Instructor: Staff. 3 units.

840G. Dynamic Strategy in Global Environments. Course is designed for globally-oriented senior executives who regularly make strategic decisions that affect the long-term viability of their firms. Successful firms seek competitive advantages based on evolving combinations of cost, differentiation, and innovation that lead to strong performance. We frame strategic management around articulating a clear vision for how your firm will create value for existing and potential customers. We analyze key elements of competitive environments in traditional and emerging markets, and examine ways in which firms can build on their existing technological and organizational skills as well as create new capabilities to take advantage of emerging opportunities. Instructor: Staff. 4.5 units.

898G. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

The Duke MBA—Weekend Executive

ACCOUNTING (ACCOUNTG)

501W. Financial Accounting Review. Instructor: Staff. 0 units.

590W. Financial Accounting. Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. Instructor: Staff. 3 units.

591W. Managerial Accounting. Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. Instructor: Staff. 3 units.

597E. Financial Statement Analysis. Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm's competitive strategy through the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. Instructor: Staff. 3 units.

598E. Valuation and Fundamental Analysis. Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. Prerequisite: ACCOUNTG 590C. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

DECISION SCIENCES (DECISION)

502W. Mathematics Review. 0 units.

610W. Probability and Statistics. Examines structures for managerial decision making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. Instructor: Staff. 3 units.

611W. Decision Models. Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under
conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. Instructor: Staff. 3 units.

613E. Strategic Modeling and Business Dynamics. Managers must operate in an environment with many uncertainties, and they are faced with a variety of risky choices involving many conflicting factors. They need to take account of uncertainties and multiple objectives and to select appropriate risk postures. Decision analysis provides a framework for analyzing decision-making problems under uncertainty by breaking them down into more manageable parts. The study of decision analysis involves some formal methods, but perhaps even more important, it suggests a useful way of thinking about and approaching risky decisions. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ECONOMICS (MGRECON)

780W. Managerial Economics. This course considers how the actions of business firms, consumers, and the government—operating within a price system in a decentralized market economy—answer such basic resource allocation questions as what will be produced, how it will be produced, who will consume what is produced, and what resources to divert from present consumption to increase future consumption. The impact of various types of market structures (such as perfect competition, monopoly, and oligopoly) on economic efficiency will be discussed. Instructor: Staff. 3 units.

781W. Global Economic Environment of the Firm. Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. Instructor: Staff. 3 units.

782E. Environmental Economics. The course provides students with the economic tools needed to study environmental issues and inform firm decision making in the presence of environmental regulation. It covers the ways in which markets fail to efficiently allocate resources in the presence of externalities along with mechanisms to correct those failures, including tax-based solutions, such as emissions taxes, solutions based on the creation and design of missing markets, such as tradable emission permits, and solutions based on international cooperation governed by treaties. The course addresses firms' environmental responsibility, whether it pays to be 'green,' and how firms can shape regulation to secure competitive advantage. Instructor: Staff. 3 units.

788E. Competitive Analysis. The course provides insights needed to understand the behavior of firms in imperfectly competitive industries; introduces elements of game theory as a framework for the study of strategic interactions; and analyzes various aspects of the organization of industries. Course includes three basic themes: (1) firms typically operate under imperfect or incomplete information and make decisions under uncertainty; their actions may reveal some of their private information; (2) firms' decisions usually are of a dynamic nature and involve intertemporal trade-offs; (3) industries are not static, but evolve over time driven by market forces, as well as by the strategic decisions of the firms. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ENERGY & ENVIRONMENT (ENRGYENV)

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

ENTREPRENEURSHIP & INNOVATION (ENTREPRN)

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.
FINANCE (FINANCE)

645W. Global Financial Management. Provides an overview of corporate finance, financial markets, portfolio diversification, and asset pricing in a global setting. Since firms must understand financial instruments and how the market views them before making decisions about which ones to use, fundamental issues and models of risk, expected return, and asset pricing are presented. Learning modules require students to examine value bonds, stocks, derivative contracts, and capital budgeting techniques. Futures and options markets are introduced. Major corporate finance issues of debt and dividend policies are examined. Instructor: Staff. 3 units.

646E. Corporate Finance. Examines the implications of modern financial theory for various decisions faced by corporate financial managers. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. Topics include valuation, capital budgeting, capital structure, the cost of capital, Islamic Finance, and payout. Theory, empirical evidence, and case analysis all play significant roles in the course. Case analysis allows students to apply their knowledge of theory and evidence to real-world situations. Instructor: Staff. 3 units.

647E. Investment. The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). Instructor: Staff. 3 units.

648E. Derivatives. The purpose of this course is to extend the student's knowledge of security valuation and portfolio management by examining, in depth, the structure, valuation, and uses of derivative contracts. The course develops a general, but rigorous, framework for valuing futures and options contracts and shows the interrelations between these contract markets and the markets of the underlying securities. Specific examples are drawn from derivative contract markets on stocks, stock indexes, debt instruments, and foreign currencies. Instructor: Staff. 3 units.

658E. Corporate Restructuring. This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy, and corporate law. Instructor: Staff. 3 units.

660E. Venture Capital and Private Equity. Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. Instructor: Staff. 3 units.

662E. Real Estate Entrepreneurship. Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate residential, office, retail, and land from an investment and development standpoint. Course is crosslisted with Law 378. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

GLOBAL ACADEMIC TRAVEL EXPERIENCE (GATE)

580W. Global Academic Travel Experience. Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member at Fuqua to learn about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful
discussion with overseas managers and leaders. While overseas the study tour group visits corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. Instructor: Staff. 3 units.

INTEGRATIVE LEADERSHIP EXPERIENCE (ILE)

565W. Integrative Leadership Experience 1. The primary objective of the first ILE is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1.5 units.

566W. Integrative Leadership Experience 2. The primary objective of the second ILE is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. Instructor: Staff. 1.5 units.

HEALTH SECTOR MANAGEMENT (HLTHMGMT)

705W. Seminars in Health Care 1. This extensive series of seminars is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. Instructor: Staff. 0.5 units.

706W. Seminars in Health Care 2. This extensive series of seminars is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. Instructor: Staff. 0.5 units.

707W. Seminars In Health Care 3. This extensive series of seminars is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. Instructor: Staff. 0.5 units.

708W. Seminars in Health Care 4. This extensive series of seminars is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within health care sectors. Instructor: Staff. 0.5 units.

711E. Economics and Strategy of Health Sector Management. This course provides students with the tools to effectively address the emerging issues in the health care industry. The focus is specifically on health care economics and finance, and uses prominent health sector organizations as real-world models. The course provides the basis for second-year electives. Instructor: Staff. 3 units.

714E. Health Care Provider Strategy. This course provides students with the tools to understand, formulate and innovate strategy in today's global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. Instructor: Staff. 3 units.

715E. Health Care Marketing. This course leverages and deepens core marketing knowledge by addressing how standard marketing analysis, tactics, and strategy apply within the health sector. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 4 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

INTERDISCIPLINARY (FUQINTRD)

683W. Global Markets and Institutions. This course considers basic ideas in macroeconomics and links them to institutional arrangements that have evolved to address such issues as commerce involving goods, services and financial flows. It addresses how the same problem in trade and commerce is dealt with differently around the world. The objectives of the course are (1) to increase your understanding of macroeconomics so that you have the tools to analyze the structure and performance of specific national economies and global relationships and to analyze governmental policies that are intended to affect economic performance and (2) to increase your understanding of the role of formal and informal institutions in facilitating business transactions. Instructor: Staff. 3 units.
898E. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

MANAGEMENT (MANAGEMT)

730W. Leadership, Ethics, and Organizations. Instructor: Staff. 3 units.

731W. Organizational Design. Focuses on the choices and trade-offs involved in the structuring and management of organizations for global competition in a rapidly changing environment. Special emphasis is given to the actions and choices available to managers in continuously realigning the strategies of the firm and in redesigning the organization in fast moving global turbulent environments. As a means of relating theoretical concepts and empirical research to actual managerial problems, strategic change, and organization design, the course will integrate conceptual and managerial readings with case analyses and group presentations. Instructor: Staff. 3 units.

740W. Legal Leverage. This course bridges the language gap between law and business by offering a relevant framework for executives to evaluate the legal consequences of their day-to-day business decision making. Legal principles that define the business landscape are introduced and evaluated as strategic planning tools to allow both entrepreneur and multinational executives the opportunity to effectively manage the delicate balance between minimizing risk and maximizing opportunity. Awareness of when and how legal issues arise allows executives to generate a range of business response options, thereby managing "at-risk" behaviors effectively and leveraging the avoided costs into net value. Instructor: Staff. 3 units.

744E. Managerial Decision Making. Explores what constitutes high-quality managerial decision making, how managers tend to predictably fall short of these standards, and how managerial decision making can be improved. In the process, students diagnose specific biases in their own decision-making process so that they can improve both personal and professional decisions. Considerable emphasis is placed on the psychological approaches to understanding decision making and the role of uncertainty in judgment and choice. Course format includes lectures, case discussions, electronic bulletin board postings and computerized decision-making exercises, and individual and group simulations. Instructor: Staff. 3 units.

745E. Negotiation. Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. Instructor: Staff. 3 units.

747E. Leadership. This course addresses leadership as a topic separate from management. Effective leadership involves setting a tone, a focus, and a direction for an organization, its members, and other stakeholders. In contrast, effective management involves executing against the direction and tone set by leadership. To be effective in most business positions, we need a mixture of leadership and management, and the exact mix depends upon the situation, the role and the person. The purpose of this course is to provide not only knowledge about leadership and its effects, but also opportunities for reflection, study, debate, and practice that provide students with a context within which they can learn about leadership - both their own leadership and more general principles of effective leadership. This is a course for students who wish to take the time and exert the effort required to understand, confront and reflect on their own leadership strengths and weaknesses, and begin the process of becoming a more effective leader. Instructor: Staff. 3 units.

749W. Ethics in Management. The purpose of this course is to help students understand the ethical problems that confront managers and to approach their role as managers with a sense of purpose and vision. The course does not presume to teach morality; it does not have the goal of teaching right and wrong. We will explore students' own ethical orientations, the values of practicing managers, and alternative approaches to ethical problems. Instructor: Staff. 3 units.

752W. Managing Technology and Innovation. Is intended to prepare the student for management in a technology-based or technology-intensive company. This course focuses on three types of technology management: managing technology, innovation, and R&D within the corporation; new business based on new technology and innovation; and bringing new technology and innovation into the corporation and utilizing it properly. This course will use a combination of readings, lecture/discussions, cases, and guest lectures by managers. Instructor: Staff. 3 units.

755E. Entrepreneurship and New Venture Management. This is a course about how to start and grow a business. The first part of the course will concentrate on opportunity evaluation and business plan development. The second part of the course will explore the strategic challenges of managing growth. Focusing on "adolescent" firms that have moved beyond the initial start-up stage but that have yet to evolve into mature businesses the class will investigate growth-
related stumbling blocks and discuss alternative strategies that may be used to overcome these obstacles. Instructor: Staff. 3 units.

758W. Business Planning for New Ventures. This course provides a different look at entrepreneurship by focusing on how to obtain, evaluate, and manage venture capital for start-up companies. Students learn how to maximize the value of assets, obtain greater levels of funding, and how to position for an IPO. The course combines financial, marketing, technology, and operational aspects of choosing, managing, and evaluating venture capital firms. Instructor: Staff. 3 units.

898W. Special Topics. Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

MANAGEMENT COMMUNICATIONS (MGMTCOM)

899W. Independent Study. Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor. Instructor: Staff. Variable credit.

MARKETING (MARKETING)

795W. Marketing Management. Provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities in order to create value for customers. Attention is given to topics such as product policy, pricing, advertising and communications, marketing research, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. Instructor: Staff. 3 units.

796E. Market Intelligence. This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. Instructor: Staff. 3 units.

797W. Consumer Behavior. The number one survival threat to organizations is losing touch with their customers. Successful marketing strategies require a clear understanding of the thought processes, desires, and emotions that drive consumer behavior. This survey course is designed to provide students with a psychological framework for understanding - and specific techniques for influencing - customer choice. We will cover basic topics form the psychology literature such as subliminal perception, learning and memory, motivation, persuasion, and group influence. The goal of the course is to provide you with a sophisticated understanding of consumer behavior, and a specific set of tools you can use to predict and influence consumer choice. Instructor: Staff. 3 units.

799E. Product Management. Develops an understanding of the roles, activities, and responsibilities of the modern product manager—the person on the front lines of the implementation of branding strategy. Analytical skills are used in making product management decisions and written skills to communicate them. Emphasis on package goods brand management. Course consists of case discussions, lectures, presentations, and guest speakers. Representative topics include: organizing the product management team; brand franchise building activities; analyzing scanner data; and managing the mature brand. Course culminates with the "Mock Brand Review" in which student teams conduct brand reviews using actual brands. Instructor: Staff. 3 units.

802E. Marketing of Innovations. This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. Instructor: Staff. 3 units.

803W. Customer Relationship Management. The managing of customer relationships has emerged as a top priority for most firms. Examination of the theories, tools, and techniques that enable firms to obtain the durable competitive advantage that comes from having a meaningful relationship with individual customers. Students learn how to identify customers, differentiate customers based on their needs and their importance to the organization, interact with individual customers, and customize offerings to meet their particular needs. Includes database tools necessary to implement these processes. Instructor: Staff. 3 units.
807W. **Marketing Strategy.** Considers in greater depth the process of strategic thinking in marketing. Offers an opportunity to sharpen and extend skills in analyzing customers and competitors as well as to synthesize understanding of the managerial, organizational, and environmental implications of marketing activity. Instructor: Staff. 3 units.

808E. **Strategy and Tactics of Pricing.** Profitable pricing is the harvest of a firm's efforts to create value for its customers. Consequently, setting prices is a critical managerial decision. The course covers fundamental analytic tools, theories, and conceptual tools for formulating pricing strategy. It also covers pricing tactics, and some new economy pricing models. Topics include Customer Demand, Customer Sensitivity to Price, Psychology and Sociology of Pricing, Understanding Competitive Advantages and Competitive Reaction, Segmented Pricing, Bundling, Price Promotions, Advance Selling, Auctions, Price Making Process. The course will be taught using a variety of methods, including lectures, case discussions, and problem sets. Instructor: Staff. 3 units.

896W. **Practicum.** Topics vary every semester. Instructor: Staff. 3 units.

897E. **Concentration Project.** An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

898E. **Special Topics.** Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. 3 units.

**OPERATIONS (OPERATNS)**

820W. **Operations Management.** Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. Instructor: Staff. 3 units.

824E. **Services Operations Management.** Explores the role of operations in service organizations by examining in depth the nature, design, and delivery of services. The course addresses both strategic and operational issues, with an emphasis on the latter. It focuses on the unique role of the customer in a service process, and the strategic importance of managing this role. The course also examines service delivery issues including service capacity management, yield management and performance measures. These concepts and tools are applied to a broad range of service operations, including transportation companies, financial services, restaurants, and health-care services. Instructor: Staff. 3 units.

828E. **Supply Chain Management.** This course is designed to provide an understanding of the functional and strategic role of distribution both in manufacturing and service industries. Distribution strategies are evaluated in terms of costs, service to customers, and competitive impact. The costs and benefits of cooperation and coordination between different firms in a supply chain are investigated. The impacts of several recent innovations in this field are examined, such as vendor-managed inventories, cross docking, and quick response/accurate response. Instructor: Staff. 3 units.

896W. **Practicum.** Topics vary every semester. Instructor: Staff. 3 units.

**STRATEGY (STRATEGY)**

835W. **Foundations of Strategy.** Takes on the general manager's challenge to make sound strategic decisions under difficult conditions. Students are guided toward their own individual approaches to solving current business problems under uncertain, ambiguous, and dynamic conditions. Case analyses and guest speakers help put theory into practice, and to test out solutions. Students evaluate markets and strategies, functional area integration, leadership, and implementation. Some current topics: local rivalry, alliance management, capabilities, venturing, technology and market evolution, and real options. Instructor: Staff. 3 units.

838E. **Entrepreneurial Strategy For Innovation-Based Ventures.** This course provides prospective entrepreneurs with information and tools for evaluating opportunities for starting a new firm: how to choose markets for entry, when to enter, and what resources and capabilities it will take to enter and provide a platform for future growth. The course will focus on venture formation in innovation-intensive industries such as computers, software, pharmaceuticals, biotechnology, and communications equipment. The course is designed for students who hope to pursue start-up opportunities at some point in their career or pursue careers where evaluating start-ups would be helpful (e.g., venture capital, mergers and acquisitions). While this course can be taken alone, it is designed to be taken along with the more practice-oriented course, Entrepreneurial Execution. Instructor: Staff. 3 units.
840E. Business Strategy by Firms Based in Emerging Market Economies. Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. Instructor: Staff. 3 units.

844E. Technology Strategy. In R&D intensive industries like computers, semiconductors, software, biotech and pharmaceuticals, competitive advantage relies critically upon a firm's management of its R&D and the innovations that it produces. This course will consider how firms should manage their R&D and especially the innovations that R&D produces. We will consider technology strategy from the vantage point of different types of firms, from start-ups to large incumbents, operating in different market environments. After discussing how firms should approach the challenge of identifying promising technological opportunities, we will consider how firms should value innovations. We will then consider how they should protect their innovations using patents, lead-time advantages, complementary marketing and manufacturing capabilities and secrecy. We will consider firms strategies for commercializing their innovations and also how firms should approach the management of the R&D process itself. Instructor: Staff. 3 units.

897E. Concentration Project. An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. Instructor: Staff. 6 units.

Master of Management Studies: Foundations of Business

ACCOUNTING (ACCOUNTG)

510F. Introduction to Financial Accounting. This course provides you with a basic understanding of the construction and interpretation of corporate financial reports which are used by external parties (including investors, creditors, and regulators). Our goal is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how those transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. Instructor: Staff. 3 units.

511F. Principles of Cost and Managerial Accounting. Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. Instructor: Staff. 3 units.

512F. Fundamentals of Financial Analysis. This course focuses on financial analysis of a firm and on valuation of its shares. The course provides a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial information used in capital markets, and develops important Excel modeling skills pertaining to financial planning, analysis, and valuation. The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by having students: (i) evaluate the financial implications of a firm's articulated strategy; (ii) use that information to project the firm's financial statements several years into the future; and then (iii) apply various valuation techniques (such as free cash flow valuation and multiples approaches) to determine forecasted (target) prices of the firm's shares. Instructor: Staff. 3 units.

DECISION SCIENCES (DECISION)

502F. Business Math Review. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities,
functions, derivatives and their applications, the time value of money, and discounting. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. Instructor: Staff. 0 units.

516F. Quantitative Business Analysis. Instructor: Staff. 3 units.

517F. Spreadsheet Modeling and Decision Analysis. Successful management requires the ability to make good decisions by responding to challenges and taking advantage of opportunities in complex situations. However, many decision problems -- particularly those involving many uncertainties and many variables -- are difficult to grasp intuitively, and their stakes may be too high for trial and error. In such cases, spreadsheet models may be useful for exploring, evaluating, and improving the alternatives in a systematic fashion. This course provides an introduction to the "art" as well as the "science" of decision modeling with Microsoft Excel. The ideas and skills learned in this course are applicable in most areas of business. Instructor: Staff. 3 units.

ECONOMICS (MGRECON)

547F. Fundamentals of Business Economics. This course covers the fundamental ideas and tools of microeconomics. The course begins with: (i) supply and demand analysis, the basic tool for analyzing and understanding competition and the market determination of prices and quantities; (ii) consumer choices and market demand; and (iii) production and cost theory. The tools for market structure analysis are then developed and applied to monopoly and oligopoly markets as well as to price discrimination. Game theory tools are developed and applied to analyze strategic interactions. Instructor: Staff. 3 units.

FINANCE (FINANCE)

524F. Foundations of Capital Markets. This course provides a rigorous treatment of the fundamental principles of asset valuation, investments, and investment management. Topics include time value of money and discounting, diversification and risk, arbitrage and hedging, asset allocation, asset pricing models (including the capital asset pricing model (CAPM), factor models, and consumption-based asset pricing), active portfolio management, performance evaluation, and the interaction between capital markets and the macro economy. Instructor: Staff. 3 units.

525F. Foundations of Corporate Finance. This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. Instructor: Staff. 3 units.

MANAGEMENT (MANAGEMT)

544F. Foundations of Management and Organizations. The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. Instructor: Staff. 3 units.

MANAGEMENT COMMUNICATIONS (MGMTCOM)

505F. Business Communication 1. Instructor: Staff. 2 units.

506F. Business Communication 2. Instructor: Staff. 2 units.

MARKETING (MARKETING)

550F. Introduction to Marketing Analysis. Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company ("the 3 Cs"), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product
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("the 4 P's"). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. Instructor: Staff. 3 units.

551F. Fundamentals of Market Intelligence. This course is about gathering, analyzing, and interpreting data about markets and customers. In this course, students will learn: (i) to define decision problems and determine what information is needed (e.g., engage in backward marketing research by envisioning decisions that will be taken based on the research); (ii) to acquire trustworthy and relevant data and judge its quality (e.g., to utilize secondary research such as internal customer databases or knowledge management systems); and (iii) to analyze data relevant to classic marketing decisions (e.g., understanding state-of-the-art data analysis techniques). The context for learning these analysis skills will be common marketing decision problems, including target market selection, new product or service introduction, customer retention, and pricing. Instructor: Staff. 3 units.

OPERATIONS (OPERATNS)

554F. Introduction to Operations and Supply Chain Management. A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. Instructor: Staff. 3 units.

STRATEGY (STRATEGY)

557F. Principles of Strategy. How to identify business opportunities in dynamic competitive environments and develop skills necessary to be an effective strategy analyst as part of any business position. Tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm's strategic position with respect to rivals, the larger industry, and customers given the firm's internal resources and capabilities. Instructor: Staff. 3 units.

Master of Management Program in Clinical Informatics

ACCOUNTING (ACCOUNTG)

511CI. Principles of Cost and Managerial Accounting. Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. Instructor: Staff. 3 units.

DECISION SCIENCES (DECISION)

517CI. Spreadsheet Modeling and Decision Analysis. Successful management requires the ability to recognize a decision situation, understand its essential features and make a smart choice. However, many of these situations. Particularly those involving uncertainty and/or complex interactions may be too difficult to grasp intuitively, and the stakes may be too high to learn by experience. In these cases, we may benefit from using decision models. Simplified representations of these situations that allow you to consider the different possible scenarios and learn more about the problem. This course introduces several commonly used modeling tools (decision trees, Monte Carlo simulation, and optimization) and provides an introduction to the art of modeling in a Microsoft Excel environment. Familiarity with Excel is an important prerequisite for this course. Instructor: Staff. 3 units.

FINANCE (FINANCE)

525CI. Foundations of Corporate Finance. This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. Instructor: Staff. 3 units.

Courses of Instruction 106
HEALTH SECTOR MANAGEMENT (HLTHMGMT)

533CI. Clinical Informatics Ethics Seminar 1. 0 units.
534CI. Clinical Informatics Ethics Seminar 2. 0 units.
535CI. Clinical Informatics Ethics Seminar 3. 0 units.
536CI. Clinical Informatics Ethics Seminar 4. 0 units.
537CI. Health IT Business Solutions. Healthcare is highly regulated and associated with special needs and risks not present in other sectors. This course will assist the student in identifying the critical needs of the current health information systems including vendor, stakeholders, and healthcare organization perspectives. The course will include an examination of electronic health records, current and emerging use of clinical information systems, current themes and applications in clinical health information systems, technologies that support health care information systems, and system design, implementation, maintenance and overview and their impact on organizational resources and efficiency. Instructor: Staff. 3 units.
538CI. Data, Information and Knowledge Representation. 3 units.
539CI. Clinical Informatics Strategy. 3 units.
540CI. Secondary Use of Healthcare Data. 3 units.
541CI. Clinical Informatics Practicum. 3 units.

MANAGEMENT (MANAGEMT)

544CI. Foundations of Management and Organizations. The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. Instructor: Staff. 3 units.

MARKETING (MARKETNG)

550CI. Introduction to Marketing Analysis. Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company ("the 3 C's"), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product ("the 4 P's"). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. Instructor: Staff. 3 units.

OPERATIONS (OPERATNS)

554CI. Introduction to Operations and Supply Chain Management. A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. Instructor: Staff. 3 units.

STRATEGY (STRATEGY)

557CI. Principles of Strategy. This course helps you learn to identify business opportunities in dynamic competitive environments and, in turn, develops skills necessary to be an effective strategy analyst as part of any business position. We will tackle the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assessing strategy under increasing uncertainty. You will develop strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. The course develops the capability to assess a firm's strategic position with respect to rivals, the larger industry, and customers given the firm's internal resources and capabilities. Instructor: Staff. 3 units.
Doctor of Philosophy

BUSINESS ADMINISTRATION (BA)

901. Game Theory. Basic topics in noncooperative game theory: representations of games in normal and extensive form and solution concepts, including Nash equilibrium, subgame perfect Nash equilibrium, perfect Bayesian equilibrium, sequential equilibrium, perfect equilibrium, proper equilibrium, correlated equilibrium, iterated dominance, and rationalizability. Discussion of the relation between the normal and extensive form and the relations among the various solution concepts. Application of interest to the students covered as time permits. Instructor: Marx. 3 units.

910. Bayesian Inference and Decision. Methods of Bayesian inference and statistical decision theory, with emphasis on the general approach of modeling inferential and decision-making problems as well as the development of specific procedures for certain classes of problems. Topics include subjective probability, Bayesian inference and prediction, natural-conjugate families of distributions, Bayesian analysis for various processes, Bayesian estimation and hypothesis testing, comparisons with classical methods, decision-making criteria, utility theory, value of information, and sequential decision making. Instructor: Winkler. 3 units. C-L: Statistical Science 502


912. Dynamic Programming and Optimal Control. Basic models and solution techniques for sequential decision making under uncertainty. Discrete and continuous time models with finite and infinite planning horizon. Applications drawn from economics, finance, operations management and engineering. Instructor: Sun. 3 units.

913. Choice Theory. This seminar deals with the foundations and applications of the theory of rational choice, including Bayesian decision theory (subjective expected utility) as well as nonexpected utility theory, noncooperative game theory, and arbitrage theory. It will survey the classic literature in the field and discuss the interconnections among its branches; dissect a variety of paradoxes, puzzles, and pathologies; and discuss recent advances and controversies. The goal of this seminar is to equip students with an understanding of both the power and the limits of rational choice theory, so that they can construct as well as critically analyze rational choice applications in a wide variety of social science contexts. It will also suggest some new directions for choice-theoretic research that involve a synthesis of ideas from competing paradigms. Instructor: Nau. 3 units. C-L: Statistical Science 503

921. Organization Seminar: A Micro Focus. Individual and small-group behavior in organizations. Theories of motivation, decision making, interpersonal behavior, group processes, and leadership. A variety of research approaches and methods includes presentation of behavioral research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

922. Organization Seminar: A Macro Focus. The organization and the subunits which make up the organization. Topics include: contingency theory, institutional theory, and population ecology. Theories of organization, structure, decentralization, divisionalization, functional area integration, task design, incentives and rewards, information systems, and decision rules are developed with an orientation toward their choice and design for high performance. Includes presentation of research by members of The Fuqua School of Business and other researchers. Instructor: Staff. 3 units.

925. Behavioral Decision Theory. Examines the development of research in individual and group decision behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. The basic topic areas include: (1) decision problem structuring, (2) thinking about uncertainties, (3) risk taking, (4) dealing with conflicting values, and (5) combining individual judgments into a group decision. Instructor: Payne. 3 units. C-L: Psychology 716

931. Accounting Seminar: Empirical. This course focuses on empirical-archival research in accounting, emphasizing the framing of research questions, the research design and the research methods. Topics covered include: the value of relevance and stewardship roles of accounting information; valuation models; voluntary disclosure and accounting choice; earnings management; tax considerations. Prerequisites: PhD level course in microeconomics recommended; basic mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units.

932. Accounting Seminar: Analytical. This course focuses on the economic models underlying information economics-based theories of the usefulness of accounting information. Topics covered include: adverse selection, moral hazard, incentive contracting and disclosure. Prerequisites: PhD level courses in microeconomics and econometrics,
MBA level financial accounting course, and BA 931 is required; or approval by instructor on a case-by-case basis. Strong mathematics background in calculus, statistics and algebra. Instructor: Staff. 3 units. Instructor: Chen. 3 units.

933. Accounting Seminar: Behavioral. Introduces Accounting Ph.D. students to judgment/decision making research in accounting that is informed by cognitive and social psychology and economics and that relies on experimental research methods. Choices made by market participants such as securities analysts and investors, the determinants of those choices, and their effects on these and other participants in the economic system are considered. The course is designed for students whose major interests involve economics-based archival research in financial accounting and reporting issues who need to understand complementarities between archival and experimental research approaches. Instructor: Ashton. 3 units.

951. Introduction to Finance. This course introduces students to a wide range of research topics in empirical corporate finance. Topics covered are related to capital structure, compensation, corporate tax effects, entrepreneurship, financial intermediation, governance, mergers and acquisitions, payout, and venture capital (though, not every topic is covered every year). The course is intended for Ph.D. students. Masters or other students must have 1) already taken Finance I and received an "A", and 2) request instructor permission to take this course. Instructor: Staff. 3 units.

952. Finance II. This course is intended to introduce students to research topics in empirical corporate finance. The course is roughly divided into two parts. In the first part, we spend considerable amount of time on canonical early papers in corporate finance, most of which deal with the role of various capital market imperfections, such as taxes, moral hazard, or asymmetric information, in the determination of optimal capital structure. We also examine the empirical literature these early papers have spawned. In the second half of the course, we examine a range of current topics in empirical corporate finance and explore the tools used to address these questions. Instructor: Staff. 3 units.

953. Corporate Finance Theory - Finance III. This course looks at the foundations of the theory in corporate finance. Topics covered include adverse selection, contracting and agency problems, capital structure, initial public offerings, collateral and corporate finance, bubbles and corporate financing decisions, banking and bank runs, and coordination failures. Applications in corporate finance include optimal capital structure, voting, debt regeneration, investment decisions and market valuation, executive compensation, bank runs, initial public offerings, and secondary public offerings, collateralization and securitization. Instructor: Staff. 3 units.

954. Asset Pricing - Finance IV. This course covers central issues in the field of Asset Pricing. Topics covered in the course include (i) state price representation of dynamic asset pricing models (ii) present value and its implications for financial markets (iii) estimation issues in asset pricing (iv) dynamic consumption based models (v) dynamic household portfolio choice (vi) term structure models (vii) option markets (viii) production and asset prices, and (ix) recent developments in asset pricing. The course covers many of the recent ideas/articles in asset pricing. Prerequisite: None. Instructor: Staff. 3 units.

961. Seminar in Quantitative Research in Marketing. Research in marketing endeavors to explain consumer and firm behaviors and use these to abet managerial decision making. This course surveys quantitative research in marketing, with a focus on statistical and game-theoretic models. The goal of the course is to a) raise students' awareness of this literature and b) stimulate new research interests. By the end of the course, students should be familiar with the key issues and approaches in quantitative marketing, the strengths of these research streams, and the opportunities to extend them. Instructor: Staff. 3 units.

962. Seminar in Consumer Behavior. Examines the development of research in consumer behavior. Major emphasis is given to theoretical developments and empirical research, with a range of articles assigned for each topic. Topics include motivation and personality, perceptual processes, information search, choice processes, attitudes and persuasion, learning, and influence in consumer choice. Instructor: Staff. 3 units. C-L: Psychology 715

963. Marketing Models Seminar. The primary goals of this seminar are: (a) to review critically the most current research in marketing and (b) to gain a better understanding of and ability to build one's own model. After taking this course, students should be able to understand the assumptions and mathematical development of the current quantitative work in marketing and to use this understanding to develop meaningful extensions. Instructor: Staff. 3 units.

964. Experimental Design and Analysis Seminar. Examines issues in the design and analysis of experiments. Emphasis on analysis of variance (ANOVA), starting with the basic ANOVA model and examining multiple factor designs, blocking designs, nested models, within subject designs, repeated measure designs, and analysis of covariance. Instructor: Edell Britton. 3 units.

965. Automaticity. In this class, we explore the explosion of research in automaticity and nonconscious processes over the past 35 years, which was facilitated by the development of new cognitive and social-cognitive methodologies. During that time, automaticity has been applied to classical social psychological phenomena, including judgments,
attitudes, emotion, motivation, and behavior. We will review some representative examples of the wide range of theoretical and empirical work on automaticity. Our analysis will be closely linked with issues such as unconscious vs. conscious processing, attention, control, intentionality, and free will. Instructor: Chartrand. 3 units. C-L: Psychology 772

966. Social Cognition. This course is intended to provide an introduction to research in social cognition. Social cognition is the study of the cognitive underpinnings of social behavior. The focus is on better understanding how we think about ourselves and our social world. Specifically, researchers examine how we select, interpret, remember, and use social information to make judgments and decisions, and the downstream consequences of this process for affect, motivation, cognition, and behavior. Instructor: Chartrand. 3 units. C-L: Psychology 771

991. Selected Topics in Business. Allows the doctoral student the opportunity to study special topics in management on an occasional basis depending on the availability and interests of students and faculty. Instructor: Staff. Variable credit.

996. Curricular Practical Training. This course offers international students an experiential learning opportunity in a U.S. work environment. A paper will follow the practical training. Instructor: Staff. 1 unit.

997. Dissertation Research. For students actively pursuing research on their dissertation. Credit to be arranged. Prerequisite: student must have passed the preliminary examination and have the consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

998. Independent Study. Allows the doctoral student the opportunity to engage in study or tutorial on special topics on an individual basis under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.

999. Directed Research. Allows the doctoral student to engage in individual research projects under the supervision of a faculty member. Credit to be arranged. Prerequisite: doctoral program standing and consent of the director of the doctoral program and instructor. Instructor: Staff. Variable credit.
Faculty

The faculty of The Fuqua School of Business has developed a national reputation for both high quality teaching and research. One of the unique characteristics of this faculty is its diverse set of interests and professional backgrounds. Often an individual faculty member’s interests will span two or three different areas of expertise. This diversity of interests ensures that the students will be exposed to wide-ranging views of the environment in which they will live and work after completing their educational experience.

The student-faculty ratio in the school is maintained at a level permitting development of close professional relationships and encouraging individual assistance in academic and professional relationships. Activities are planned which maximize student-faculty interaction. Some of these are career-related while others are more involved with research and teaching activities.

A brief description of the background and main areas of interest of the faculty follows:

 Manuel Adelino, PhD, Assistant Professor of Finance; BA (Universidade Católica Portuguesa), PhD (MIT).  
 Professor Adelino’s research is in the area of household finance, real estate finance and corporate finance. His current work focuses on the role of the supply of credit on house prices and on resolution mechanisms for distressed homeowners. He teaches entrepreneurial finance.

 Alessandro Arlotto, PhD, Assistant Professor of Business Administration; PhD (University of Pennsylvania); AM (University of Pennsylvania); MS (University of Torino); BS (University of Torino). Professor Arlotto’s research interests are in applied probability, stochastic modeling, stochastic dynamic programming, combinatorial optimization, and applications to management science and economics. He teaches Probability and Statistics.

 Wilfred Amaldoss, PhD, Professor of Business Administration; MA (Indian Institute of Management), PhD (University of Pennsylvania)  
 Professor Amaldoss is interested in understanding strategic behavior in the context of interorganizational relationship and new product development. The National Science Foundation funds some of his research projects. Recent publication credits include “David versus Goliath: An Analysis of Asymmetric Mixed Strategy Games.”

 James J. Anton, PhD, Wesley A. Magat Professor of Business Administration, Sr. Associate Dean for Faculty; BS (Emory University), PhD (Stanford University)  
 Professor Anton’s research interests are in the area of industrial organization economics. He focuses on problems involving information, incentives, contracting, and property rights in markets where strategic rivalry between firms is an important feature. He has published papers on innovation incentives and intellectual property rights, competitive pricing, and sourcing in procurement contracts, auctions, incentive regulation, and antitrust issues in a variety of economics journals, including the American Economic Review, Quarterly Journal of Economics, and the RAND Journal of Economics, and also in law and policy journals. He also serves as coeditor of the Journal of Economics and Management Strategy. He has taught courses on managerial economics, competitive analysis, and macroeconomics in a variety of Fuqua degree programs.

 Dan Ariely, PhD, James B. Duke Professor of Behavioral Economics; PhD (Duke University) PhD and MS (University of North Carolina-Chapel Hill) BA (Tel Aviv University). Professor Ariely teaches a course in behavioral economics. He also holds appointments at the Center for Cognitive Neuroscience, the School of Medicine, and the department of Economics. Prior to joining Duke’s faculty, he held a joint appointment between MIT’s Program in Media Arts and Sciences and Sloan School of Management and served as the principal investigator of the Lab's eRationality group. Professor Ariely studies how people actually behave in the marketplace, as opposed to how they should or would perform if they were completely rational. His interests span a wide range of daily behaviors such as buying (or not), saving (or not), ordering food in restaurants, pain management, procrastination, dishonesty, and decision making under different emotional states. His research has been published in leading psychology, economics,
and marketing and management research journals, and has been featured occasionally in the popular press. He is also the author of *Predictably Irrational: The Hidden Forces that Shape Our Decisions*.

**Ashish Arora**, PhD, Rex Adams Professor of Strategy; BA (St. Stephen’s College, Delhi); MA (Jawaharlal Nehru University, Delhi); PhD (Stanford University). Professor Arora’s research interests are in understanding the process of technological change and, in particular, how different organizations can cooperate to sustain a market based division of labor in innovation.

**Alison H. Ashton**, PhD, Associate Professor of Business Administration, Emeritus; BS (Louisiana State University), MPA., PhD (The University of Texas at Austin)

Professor Ashton’s academic interests are in behavioral decision theory and accounting. Her published research includes studies of auditors as decision makers, as well as managers as users of accounting information. Her current research focuses on health care professionals, including the cost of professional services (i.e., surgery and medical education in a teaching hospital) and the impact of cost constraints on medical judgment and decision making.

**Robert H. Ashton**, PhD, CPA, L. Palmer Fox Professor of Business Administration, KPMG Research Scholar; BS (Middle Tennessee State University), MBA (Florida State University), PhD (University of Minnesota)

Professor Ashton’s teaching interests involve management accounting, with particular emphasis on strategic cost management, performance measurement and evaluation, and the role of accounting measures in implementing and monitoring firm strategy. Research interests center around behavioral decision theory and its application to management accounting and external auditing issues. He teaches extensively in Fuqua’s Executive MBA programs and in non-degree executive education settings. He has published three books and more than sixty articles in leading academic and professional journals in accounting, management, and cognitive psychology, and has served on the editorial boards of several top journals. Prior to joining the Duke faculty in 1986, he was on the faculties of the University of Texas, the University of Alberta, and New York University. He is a certified public accountant.

**Helmy H. Baligh**, PhD, Professor of Business Administration (Emeritus); BA (Oxford University), MBA, PhD (University of California, Berkeley)

Professor Baligh joined the Duke faculty after teaching at the University of Illinois. His major research is in the analysis and design of economic structures for both business and social purposes. He has participated in the development of the Master of Business Administration programs at Duke and at the University of Illinois with emphasis on curriculum. His publications include *Vertical Market Structures* (with Leon E. Richartz) and several articles in the areas of transportation, hospital administration, marketing, economics, culture, and organization structure design. He taught in the fields of marketing, economic decision making, organization design, the cultural setting of business and globalization.

**Ravi Bansal**, PhD, J.B. Fuqua Professor of Business Administration; BA, MA (University of Delhi), PhD (Carnegie Mellon University)

Professor Bansal’s interests are in financial economics, time series analysis, and macroeconomics. The focus of his research is constructing and testing theories that provide a better understanding of asset price movements. His research is published in leading journals such as *Journal of Political Economy, Journal of Finance*, and the *Journal of Econometrics*. He teaches courses in financial economics and aggregate economics.

**Sharon Belenson**, PhD, Assistant Professor of Strategy; BA (Tel-Aviv University); MA (Tel-Aviv University); PhD (London School of Economics & Political Science). Professor Belenson’s research interests are in economics of innovation and corporate finance as well as applied microeconomics and industrial organization.

**Alexandre Belloni**, PhD, Associate Professor of Decision Sciences; BS (Pontifical Catholic University), MS (Institute for Pure and Applied Mathematics), PhD (Massachusetts Institute of Technology)

Professor Belloni’s research interests are in mathematical programming, statistics/econometrics, probabilistic methods, complexity theory, and applications to economics, management science, marketing, and engineering. Before coming to Fuqua, he held post-doctoral fellow and research assistant positions at MIT as well as positions at IBM T. J. Watson Research Center in New York and CEPEL-Electrical Energy Research Center in Brazil.

**Fernando G. Bernstein**, PhD, Professor of Business Administration; Licenciado (University of Buenos Aires), PhD (Columbia University)

Professor Bernstein’s research interests are in stochastic modeling and operations management. His current research focuses on coordination issues facing decentralized supply chains and the integration of pricing and inventory decisions. He teaches courses on operations management and supply chain management.

**James R. Bettman**, PhD, Burlington Industries Professor of Business Administration and Director of the PhD Program; BA, MPhil, PhD (Yale University)
Professor Bettman is the author of *An Information Processing Theory of Consumer Choice, The Adaptive Decision Maker,* and *Emotional Decisions: Trade off Difficulty and Coping in Consumer Choice*; he has also published numerous articles in academic journals. He has served as a consultant to government agencies, as a member of editorial boards of scholarly publications, as president of the association for Consumer Research, as co-editor of the *Journal of Consumer Research*, and is currently the editor of *Monographs of the Journal of Consumer Research*. He is a fellow of the American Psychological Association, the American Psychological Society, and the Association for Consumer Research; he has also received the Converse Award, AMA/Irwin/McGraw-Hill Distinguished Marketing Educator Award, and Harold Maynard Award from the American Marketing Association and was awarded the Leo Melamed Prize for outstanding scholarship. He has chaired or co-chaired over twenty PhD committees at Fuqua. His teaching and research interests are in consumer behavior.

**William F. Boulding, PhD, J.B. Fuqua Professor of Business Administration; and Dean; BA (Swarthmore College), PhD (University of Pennsylvania)**

Professor Boulding is interested in model building relevant to managerial decision making. His current work focuses on the efficiency of various strategic options available to the firm. His teaching interests lie in the areas of marketing strategy and marketing management.

**Michael Bradley, PhD, F. M. Kirby Professor of Investment Banking; Emeritus; AB (University of Idaho), MBA (Syracuse University), PhD (University of Chicago)**

Prior to joining the Duke faculty, Professor Bradley was the Everett E. Berg Professor of Business Administration at the University of Michigan, where he also had an appointment in the law school. He has served on the faculties of the Universities of Chicago and Rochester. Professor Bradley’s teaching and research interests lie at the intersection of corporate finance and corporate law. He has published papers on corporate capital structure, mergers and acquisitions, takeover defenses and tactics, government regulation of the securities market, insider trading, fiduciary duties of corporate managers, corporate governance, and corporate bankruptcy. His work has been cited in textbooks, professional journals, and the decisions of numerous state and federal courts, including the United States Supreme Court.

**Michael W. Brandt, PhD, Kalman J. Cohen Professor of Finance; BA (Westminster College of Salt Lake City), MSc (London School of Economics), MBA (University of Chicago), PhD (University of Chicago)**

Professor Brandt conducts theoretical and empirical research in finance. His current work focuses on innovative solutions to asset allocation problems, issues arising in risk management, fixed income markets, and financial econometrics. Professor Brandt’s research has appeared in numerous journals, including the *Journal of Finance, Journal of Financial Economics,* and *Journal of Monetary Economics.* He serves as associate editor of the *Journal of Finance and Management Science,* and he is a faculty research fellow of the National Bureau of Economic Research (NBER). Prior to joining the Fuqua School of Business, Professor Brandt was at the Wharton School, University of Pennsylvania for six years, where he taught a derivatives course and a PhD level course on financial econometrics. He currently teaches a fixed income and risk management course and a PhD level course on theoretical and empirical finance.

**Alon Brav, PhD, Professor of Business Administration; BA (University of Haifa), PhD (University of Chicago)**

Professor Brav’s research is in the area of empirical asset pricing and behavioral finance. His current work focuses on market efficiency and the rational-behavioral debate in financial econometrics. Professor Brav’s research has appeared in the *Journal of Finance, Journal of Financial Economics,* and *Review of Financial Studies.* He teaches global financial management and investments.

**Douglas T. Breeden, PhD, William W. Priest, Jr. Professor of Finance; BS, (Massachusetts Institute of Technology), MA, PhD (Stanford University)**

Professor Breeden has served on faculties at the University of Chicago, Stanford, Duke, and North Carolina where he was the Dalton McMichael Professor of Finance. He is the founding editor of the *Journal of Fixed Income,* was associate editor for five journals in financial economics and was elected to the Board of Directors of the American Finance Association. He holds a PhD in Finance from Stanford and a BS from the Massachusetts Institute of Technology. He is the chairman and co-founder of Smith Breeden Associates, a money management firm. In Indiana, he is chairman of Community First Financial Group, a bank holding company, and Old Capital Golf Course. He served as Dean of the Fuqua School of Business from 2001 to 2007.

**David B. Brown, PhD, Associate Professor of Business Administration; BS, MS (Stanford University), PhD (Massachusetts Institute of Technology)**
Professor Brown's research interests focus largely on risk modeling, and tractable formulations for complex decision-making problems under uncertainty. Some of his current research topics include an aspiration level model of risk and information valuation for sequential decision-making. He teaches courses in decision models and optimization.

**Richard M. Burton, DBA, Professor of Business Administration; BS, MBA, DBA (University of Illinois)**

Professor Burton’s primary research interests are in the strategy, design, and management of organizations. He has published in organizational design and management, including the development of an expert system to aid managers in the choice of an appropriate organizational design. He teaches courses in organization design.

**Tanya L. Chartrand, PhD, Roy Bostock Family Professor of Business Administration; BS (Santa Clara University), MA, PhD (New York University)**

Before joining Fuqua, Professor Chartrand was a member of the top-ranked social psychology faculty at Ohio State University. She teaches a course on consumer behavior in addition to doctoral seminars on social cognition and automaticity. Her research interests focus on the noncons cious, automatic processes that guide cognition, emotion, motivation, and behavior in social interactions.

**Aaron Chatterji, PhD, Associate Professor of Business Administration; BA (Cornell University), PhD (Berkeley)**

Professor Chatterji is interested in entrepreneurship, innovation, and corporate social responsibility. His primary research stream examines sources of entrepreneurship and innovation in the medical device industry. His other work investigates the relationship between business and public policy, particularly as it relates to corporate social responsibility and social performance metrics. He has won several awards for teaching and research, including the teaching award in the Duke Executive MBA program (Cross-Continent) and research grants from the Kauffman Foundation and the United Nations.

**Li Chen, PhD, Associate Professor of Business Administration; BS (Shanghai Jiao Tong University), MS, PhD (Stanford University).** Professor Chen's teaching and research interests are in operations and supply chain management. Prior to joining the Duke faculty, he was co-founder and lead scientist at a supply chain software company in Silicon Valley. His current research focuses on developing new approaches to supply-chain information and control problems. He teaches supply chain management.

**Qi Chen, PhD, Professor of Business Administration; BA (Wuhan University), MA (University of Maryland), MBA, PhD (University of Chicago)**

Professor Chen’s interests are in accounting, corporate governance, and organizational design. The focus of his research includes theoretical modeling and empirical testing of the role of accounting information system in firms’ internal control mechanisms. He teaches courses in managerial accounting.

**Robert T. Clemen, PhD, Professor of Business Administration Emeritus; BA (Stanford University), MBA (University of Colorado, Colorado Springs), PhD (Indiana University)**

Professor Clemen has held positions as associate professor of decision sciences at the University of Oregon, senior researcher at Decision Sciences Research Institute in Eugene, Oregon, and senior scientist with Applied Decision Analysis, Inc., of Menlo Park, CA. His interests include both practical and theoretical aspects of decision analysis and the use of experts for risk assessment.

**Wesley Cohen, PhD, Frederick C. Joerg Professor of Business Administration, Professor of Economics and Management; PhD (Yale University)**

After teaching at Carnegie Mellon University for twenty years, Cohen joined the faculty of the Fuqua School of business in 2002. He is also a Research Associate of the National Bureau of Economic Research. Cohen's research has focused on the economics of technological change and R&D. He has published in numerous scholarly journals, including American Economic Review, Administrative Science Quarterly, Management Science, and co-edited the volume, Patents in the Knowledge-Based Economy. He recently served on the National Academies’ Committee on Intellectual Property Rights in the Knowledge-Based Economy as well as the National Academies’ Panel on Research and Development Statistics. He has taught courses on the economics of technological change, industrial organization economics, the economics of entrepreneurship, organizational behavior, corporate strategy, and the management of intellectual capital.

**John Coleman, PhD, Professor of Business Administration; BA (University of Wisconsin), PhD (University of Chicago)**

Professor Coleman’s interests are in macroeconomics, monetary and fiscal policy, financial economics, and international economics. The focus of his research is constructing and testing theories of real, monetary, and financial variables. He teaches courses in global macroeconomics and international financial policy.
**Jonathon N. Cummings**, PhD, *Associate Professor of Management*; BA (University of Michigan), MA (Harvard University), PhD (Carnegie Mellon University).

Prior to arriving at Fuqua, Professor Cummings taught for three years at the MIT Sloan School of Management. His current research on fostering innovation through geographically dispersed teams and networks is supported by a five-year NSF Early Career Award. He publishes at the intersection of organizational behavior and information systems research, including articles in *Management Science, Academy of Management Journal, Journal of Management Information Systems,* and *Communications of the ACM.*

**Brendan Daley**, PhD, *Associate Professor of Economics*; BS (Cornell University); PhD (Stanford University). Professor Daley’s research interests are in applied microeconomic theory, industrial organization and political economic theory.

**J. Gregory Dees**, PhD, *Clinical Professor*; BA (University of Cincinnati), MA, PhD (Johns Hopkins University)

Professor Dees’s primary research activities deal with the challenges of bringing entrepreneurial skills and business frameworks into the social sector. His current work focuses on effective strategies for expansion and replication of promising social sector initiatives. He previously taught at the Stanford Graduate School of Business, Harvard Business School, and the Yale School of Management. He teaches a course on social entrepreneurship.

**Preyas S. Desai**, PhD, *Spencer R. Hassell Professor of Business Administration*; BE, MBA (Gujarat University), MS, PhD (Carnegie Mellon)

Professor Desai’s primary research interests are management of marketing channels and marketing of durable goods. His work in marketing channels focuses on the role of various compensation schemes in solving channel coordination problems. His work in marketing of durable goods studies issues of leasing and selling, extended warranties, and product preannouncements. His teaching interests are marketing management, industrial marketing, pricing, and marketing planning.

**Francis de Vericourt**, PhD, *Adjunct Associate Professor of Business Administration*; MAG. (Ecole Nationale Superieure), DEA. (National Polytechnique of Grenoble), PhD (University of Paris 6)

Professor de Vericourt’s research and teaching interests include operations and service management, supply chain management, and operations research. His current research focuses on the development and application of mathematical decision models for dynamic systems such as supply chain, production and inventory systems.

**Shane Dikolli**, PhD, *Associate Professor in Accounting*; BBus, PGradDipBus (Curtin University of Technology), PhD (University of Waterloo)

Professor Dikolli is a Certified Practising Accountant (Australia). Prior to completing his PhD, Professor Dikolli worked as a staff accountant at Hendry Rae & Court (Chartered Accountants), a budgets and systems accountant at Curtin University, and a consultant at KPMG International Headquarters (Amsterdam). He has also held prior academic appointments at Curtin University, Wilfrid Laurier University (Canada), and the University of Texas at Austin. He currently teaches an MBA course in managerial accounting at The Fuqua School of Business. Professor Dikolli’s primary research interests focus on the economic effects of time horizons on the measurement and application of performance measures in the context of both incentive contracting and the management of business operations. His interests span both analytical modeling and empirical analysis. Professor Dikolli’s work has been accepted for publication in *Journal of Accounting Research, Journal of Accounting & Economics, Contemporary Accounting Research, European Accounting Review, Journal of Management Accounting Research, Journal of Accounting and Public Policy, Journal of Services Marketing, Behavioral Research in Accounting, Asian Review of Accounting,* and *Managerial Auditing Journal.* A list of his recent articles and working papers are available at [http://ssrn.com/author=298310](http://ssrn.com/author=298310).

**Scott Dyreng**, PhD, *Associate Professor of Accounting*; AS (Snow College), BS and MAcc (Brigham Young University), PhD (University of North Carolina). Professor Dyreng’s research interests are in corporate taxation, including accounting for income taxes, and affect of taxes on investment decisions and accounting information. His teaching interests are in managerial accounting and tax, including corporate control, transfer pricing, and decision making.

**Frank Ecker**, PhD, *Assistant Professor of Accounting*; BA (Berufsakademie, Manheim), MBA, PhD (University of Trier)

Prior to his graduate studies, Professor Ecker worked for DGZ Dekabank Luxembourg S.A. in the mutual funds department and for Deutsche Bank AG in their equities futures trading and private banking group. Before joining Fuqua, he was a lecturer in finance at the University of Trier. Professor Ecker teaches an elective course in valuation and
fundamental analysis. He focuses on empirical capital markets research. Specifically, he has examined the sources, operationalizations, and consequences of information risk.

**Julie A. Edell-Britton, PhD, Associate Professor of Business Administration; BA (University of Nebraska), MS, PhD (Carnegie Mellon University)**

Professor Edell’s teaching interests are in the area of marketing, with emphasis on advertising, customer relationship management, consumer behavior, and marketing research. Her current research is concerned with consumers’ emotional responses to advertising, service failures, and consumer decisions. Her work has appeared in the *Journal of Consumer Research* and the *Journal of Marketing Research*.

**Gregory W. Fischer, PhD, Professor of Business Administration; BA, MA, PhD (University of Michigan)**

Professor Fischer’s research focuses on individual judgment and decision-making and cognitive aspects of social behavior. His teaching interests are in managerial decision making, managerial effectiveness, and managing learning and change in complex systems.

**Gavan J. Fitzsimons, PhD, Professor of Marketing; BSc, (University of Western Ontario) MBA, (University of Western Ontario), MPh and PhD, (Columbia University)**

Professor Fitzsimons’ primary research interests are in the area of unintended effects of marketing actions. One major research stream explores the subject of how the act of collecting market research can have unanticipated effects on consumer judgments. A second major research stream focuses on consumer decision making, particularly with respect to consumer response to restricted choice environments. His work has been published in journals such as the *Journal of Consumer Research*, the *Journal of Marketing Research, Marketing Science, and Organizational Behavior and Human Decision Processes*. Prior to arriving at Fuqua, Professor Fitzsimons was a faculty member at both the Wharton School of the University of Pennsylvania and the Anderson School at UCLA. He currently teaches the marketing core class at Fuqua.

**Gráinne M. Fitzsimons, PhD, R. David Thomas Associate Professor of Management; BA (McGill University), MA (New York University), PhD (New York University).**

Professor Fitzsimons conducts research on interpersonal relationships, and on self-regulation and motivation. She is interested in how social processes promote versus impair productivity and achievement. This year, she will teach negotiations in the daytime MBA program.

**Jon Fjeld, PhD, Professor of the Practice of Strategy and Executive Director of the Center for Entrepreneurship and Innovation; BA (Bishop’s University), MA (University of Toronto), MS (University of North Carolina), MBA (Duke University), PhD (University of Toronto)**

Professor Fjeld’s interests are in entrepreneurship, strategy, organizational change, and ethics. In his professional experience he has served as VP of Engineering, Align Technology, Inc.; President and CEO, Raindrop Geomagic, Inc.; President and CEO and VP of Marketing, NetEdge Systems, Inc., and numerous senior management positions in networking and software at IBM. He also taught undergraduate and graduate courses in the department of philosophy at Duke.

**Jennifer Francis, PhD, Douglas and Josie Breeden Doctoral Professor of Business Administration; Sr. Associate Dean for Programs; BS, BA (Bucknell University), MS, PhD (Cornell University)**

Professor Francis first joined the Fuqua faculty in 1987, left to join the faculty at the University of Chicago, and returned to Duke University in 1999. She teaches an elective course in valuation and fundamental analysis and a doctoral seminar in empirical accounting research, and has previously taught the core course in managerial accounting. She is the winner of several awards for outstanding teaching at Duke University and the University of Chicago. Her research focuses on the relevance of financial reports to investors, equity valuation, and the role of securities’ analysts as information intermediaries. In addition to her research publications, she has written financial accounting cases related to the valuation of purchased research and development, the accounting for environmental liabilities, and the reporting of segment information, as well as managerial accounting cases in the areas of banking, consulting, and health care. She serves on the editorial boards of several of the leading accounting research journals.

**John P. Gallagher, PhD, Professor of the Practice of Business Computing and Associate Dean for the Executive MBA programs; BA (University of California, Berkeley), PhD (University of California, Santa Barbara)**

Professor Gallagher’s research interests focus on the use of advanced computing technology in group-oriented problem solving. In particular, he has addressed the application of computer based collaboration and communication technologies to teaching and learning.

**A. Ronald Gallant, PhD, Hanes Corporation Foundation Professor of Business Administration; AB (San Diego State University), MBA (University of California, Los Angeles), PhD (Iowa State University)**
Professor Gallant is Hanes Corporation Foundation Professor of Business Administration, Fuqua School of Business, Duke University, and Adjunct Professor of Statistics at the University of North Carolina at Chapel Hill. He is a fellow of both the Econometrics Society and the American Statistical Association and co-editor of the Journal of Econometrics. His research interests are in nonlinear statistical models in their relation to asset pricing models, financial time series analysis, and the biological sciences. Gallant lives in Chapel Hill with his wife, Marcia Gallant, who is a librarian. He has two children, Megan and Drew, who live in San Francisco and are software engineers.

Simon Gervais, PhD, Associate Professor of Finance; BSc, (Université Laval), MSc, (University of California at Berkeley), PhD (University of California at Berkeley)

Professor Gervais conducts theoretical and empirical research in finance. His current work looks at the effects of behavioral biases on financial markets and firm organization, the structure of the money management industry, and the optimal structure and design of exchanges. Professor Gervais’ research has appeared in the Journal of Finance and the Review of Financial Studies, and his paper "Learning to Be Overconfident" won the Barclays Global Investors/Michael Brennan Award as the best paper in the Review of Financial Studies in 2001. Prior to joining The Fuqua School of Business, Professor Gervais was at the Wharton School of the University of Pennsylvania for seven years, where he taught corporate finance and financial analysis. He currently teaches a course on corporate finance.

John R. Graham, PhD, D. Richard Mead, Jr. and Family Professor of Business Administration, BA (College of William and Mary), MA (Virginia Commonwealth University), PhD (Duke University)

Professor Graham works in the areas of corporate finance and investments. His recent research investigates corporate payout policy and how the incentives provided by the tax code affect corporate decisions. Professor Graham has also recently completed a project with Professor Campbell Harvey that compares academic theories to the way companies actually practice corporate finance.

Barney Hartman-Glaser, PhD, Assistant Professor of Business Administration, PhD (University of California at Berkeley); MS (Stanford University); BS (Stanford University).

Professor Hartman-Glaser’s research interests are in corporate finance, dynamic contracting, security design, mortgage markets, real options, real estate finance. He teaches Real Estate Finance.

Campbell R. Harvey, PhD, J. Paul Sticht Professor of International Business; BA (University of Toronto), MBA (York University, Toronto), PhD (University of Chicago)

Professor Harvey’s primary area of research is in international investment and corporate finance. His work focuses on asset pricing models that allow for expected returns and risks to change through time in world markets. Much of his research investigates the link between the business cycle and both risk and expected return in national markets. He has published more than 100 scholarly articles, chapters, and books in outlets including the Journal of Political Economy, the Journal of Finance, the Review of Financial Studies, and the Journal of Financial Economics. He teaches courses in global financial management, global asset allocation and stock selection, and emerging markets corporate finance.

David A. Hsieh, PhD, Bank of America Professor of Business Administration; BS (Yale University), PhD (Massachusetts Institute of Technology)

Prior to joining The Fuqua School of Business, Professor Hsieh taught at the Graduate School of Business, University of Chicago for eight years. His primary area of research is nonlinear dynamics in economics and finance, with a particular emphasis on empirical applications in risk management. Currently, he is doing research on hedge fund performance and compensation. He teaches international finance and money and capital markets.

Joel C. Huber, PhD, Alan D. Schwartz Professor of Business Administration; BA (Princeton University), MBA, PhD (University of Pennsylvania)

Professor Huber came to Fuqua from the Columbia University School of Business and the Krannert Graduate School of Management, Purdue University. His teaching interests include marketing of high technology, product marketing, and corporate strategy. His current research has focused on the use of computer-based interviewing to assess consumer reactions to promotions, price differences, and external quality ratings.

Xu Jiang, PhD, Assistant Professor of Business Administration; BA (University of Science and Technology of China), PhD (University of Minnesota)

Professor Jiang’s research is in the area of theoretical models in disclosure and economic consequences of accounting standards. His current work focuses on the economic consequences of accounting conservatism and fair value accounting. He teaches financial accounting.

John Joseph, PhD, Assistant Professor of Strategy; BA (Muhlenberg College), MBA (University of Pennsylvania); PhD (Northwestern University). Professor Joseph studies organizational adaptation and learning. His research investigates how multi-business firms utilize strategic planning and performance feedback to shape strategic decision making and the development of new capabilities and products. His published works include studies on strategic
planning at General Electric and new product development at Motorola. His current research focuses on innovation in the mobile device industry. Professor Joseph teaches the core foundations of strategy class.

**Wagner A. Kamakura, PhD, Ford Motor Company Professor of Global Marketing; BS, MS, PhD (University of Texas, Austin)**

Prior to joining The Fuqua School of Business, Professor Kamakura taught at the University of Iowa, University of Pittsburgh, and Vanderbilt University. Prior to joining academia, he has worked in market analysis, forecasting, and planning in Brazil. He is the author of *Marketing Segmentation: Conceptual and Methodological Foundations*, as well as numerous articles in academic journals. He has served as area editor of *Marketing Science* and associate editor of the *Journal of Consumer Research*. He is currently the editor of the *Journal of Marketing Research*, and a member of the editorial boards of *International Journal of Research in Marketing*, *Journal of Marketing*, *Journal of Consumer Research*, and *Marketing Science*. His current research interests are in market segmentation and market structure, database marketing, and the modeling of customer satisfaction, retention and profitability.

**Aaron Kay, PhD, Associate Professor of Management; BA (McGill University), PhD (Stanford University)**

Professor Kay researches organizational justice and commitment, interpersonal conflict and processes of motivated decision making. He has published numerous articles and edited two books on these and other topics. He teaches management in the Masters of Management Science program.

**Ralph L. Keeney, PhD, Research Professor of Business Administration Emeritus; BS (University of California, Los Angeles), PhD (Massachusetts Institute of Technology)**

Professor Keeney’s research interests are the areas of decision making and risk analysis, with a focus on problems involving multiple objectives. He had applied such work as a consultant for several private and public organizations addressing corporate management problems, environmental and risk studies, energy policy, and decisions about siting large facilities (e.g., power plants, waste facilities). Prior to joining the Duke faculty, Professor Keeney was a faculty member in management and engineering at MIT and at the University of Southern California, a research scholar at the International Institute for Applied Systems Analysis in Austria, and the founder of the decision and risk analysis group of a geotechnical and environmental consulting firm. Professor Keeney is the author of many books and articles and has served on the editorial boards of several journals. He was awarded the Ramsey Medal for Distinguished Contributions in Decision Analysis and is a member of the National Academy of Engineering.

**Thomas F. Keller, PhD, CPA, R.J. Reynolds Professor of Business Administration Emeritus; AB (Duke University), MBA, PhD (University of Michigan)**

Professor Keller specializes in accounting. His current research and teaching interests are principally in the areas of financial accounting and reporting. He has held several offices in the American Accounting Association, including editor of the *Accounting Review* (1972-75). He is the co-author and co-editor of several books in financial accounting. During the summer and fall of 1975, under the auspices of a Fulbright grant, he lectured in Australia and the Far East on a variety of topics related to the development of accounting theory and standards. He is currently a director of the Biogen, Inc., DIMON, INC., Hatteras Income Securities, Inc., Nations Funds, Inc., and Wendy’s International, Inc. He is also a director of the Triangle Community Foundation, the N.C. Zoological Society, and the Research Triangle Regional Partnership, and a trustee of Stillman college. He is a former director of the American Assembly of Collegiate Schools of Business, the national accrediting agency for business schools and is former chairman of the RTP World Trade Center. From 1974 to June 1996, he served as Dean of The Fuqua School of Business and from June 1999 to July 2001 he served as Dean of The Fuqua School of Business Europe.

**Gürhan Kök, PhD Associate Professor of Operations Management; MS, BS (Bilkent University, Turkey) PhD, MA (The Wharton School, University of Pennsylvania)**

Professor Kök’s research and teaching interests include analysis of inventory/production systems, supply chain management and operations management. His current research addresses such topics as management of product variety in retailing, inventory management in retail supply chains, and evaluating robustness of heuristics decision models.

**Elena Kulchina, PhD; Assistant Professor of Business Administration; BS (Far Eastern National University, Russia) PhD (University of Toronto, Canada)**

Professor Kulchina’s research is at the intersection of strategic management, entrepreneurship and international business. She is interested in the emergence and strategic decisions of new organizations in the international arena. Her current work focuses on foreign entrepreneurs—individuals who establish firms outside of their native countries—and location and agglomeration strategies of foreign firms.

**Richard P. Larrick, PhD, Michael W. Krzyzewski University Professor in Leadership; BA (College of William and Mary), MA, PhD (University of Michigan)**
Professor Larrick joined the Fuqua faculty after eight years at the University of Chicago’s Graduate School of Business. His research focuses on decision making, negotiation, and social perception. Some of the topics he's studied are the role of emotion in decision making, methods for improving decision making, and misperceptions in negotiation. His recent research has examined how perceptions of expertise affect social influence. Professor Larrick teaches courses on managerial effectiveness and power and politics.

Dan J. Laughhunn, DBA, Professor of Business Administration Emeritus; BS, MBA, DBA (University of Illinois)
Professor Laughhunn has served as a consultant to industry and universities on a variety of topics related to planning and budgeting. His teaching and research interests deal with the application of quantitative techniques to problems in production and finance. Professor Laughhunn also has been actively engaged in teaching executive development programs, both at Duke and at other universities.

Arie Y. Lewin, PhD, Professor of Business Administration; BS, MS (University of California, Los Angeles), MS, PhD (Carnegie Mellon University)
Professor Lewin is the director of the Center for International Business Education and Research (CIBER) at the Fuqua School of Business and editor-in-chief of the Journal of International Business Studies (JIBS). His current research centers on the co-evolution of new organizational forms. This research involves various empirical studies including a long-term cross-cultural comparative study of strategic reorientations and organization restructurings involving Fortune 1000 companies in the United States and their equivalent in major industrialized countries in Europe and Asia; transaction cost advantage of Internet network organization forms; and the impact of CEO succession on strategic reorientation and organization redesign. He has served as director of the Decision, Risk, and Management Science Program at NSF and is founding editor-in-chief emeritus of the international journal Organization Science.

Tracy R. Lewis, PhD, Martin L. Black, Jr. Professor of Business Administration; BA, PhD (University of California, San Diego)
Professor Lewis’ research interests include financial and commercial contracting theory, regulation and industrial organization, and the law and economics of innovation. He teaches a course in contract theory and a course on competitive strategy.

E. Allan Lind, PhD, James L. Vincent Professor of Leadership; BA (University of North Carolina at Chapel Hill)
Before coming to Duke, Professor Lind was on the faculties of the University of Illinois at Urbana-Champaign and Leiden University in the Netherlands. He was also a senior behavioral scientist at the RAND Corporation and a senior research fellow of the American Bar Foundation. Professor Lind’s research interests include international and cross-cultural management, distributed and virtual team performance, organizational justice, conflict management, and litigation in organizational contexts. His research includes studies conducted in the U.S., Japan, China, the Netherlands, France, Germany, and Great Britain. He teaches courses in global managerial effectiveness and ethics in management.

Patricia W. Linville, PhD, Associate Professor of Business Administration; BA (Florida Southern College), Ed.M. (Harvard University), PhD (Duke University)
Prior to coming to Duke, Professor Linville was a faculty member in the Department of Psychology at Yale University. Her research area is social cognition, focusing on social judgment and decision making, stereotyping and intergroup relations, and negotiation.

Giuseppe (Pino) Lopomo, PhD, Professor of Business Administration, Laurea (Università Bocconi), PhD (Stanford University)
Professor Lopomo’s research interests are in microeconomic theory, with emphasis on mechanism design, auction and bargaining theory, and industrial organization. He teaches courses in microeconomics and game theory.

Mary Frances Luce, PhD, Thomas A. Finch Jr. Professor of Marketing, (Duke University), BS (cum laude, Ball State University)
Professor Luce's general research interests involve understanding decision processing in high-stakes situations involving stress and negative emotion. One of her application areas of interest is medical decision making from the patient perspective. She is the author of Emotional Decisions: Tradeoff Difficulty and Coping in Consumer Choice; her work has also been published in journals such as the Journal of Consumer Research, The Journal of Marketing Research, Management Science, and Marketing Science. She has received research grants from the National Science Foundation and the Marketing Science Institute, and she is currently an associate editor of the Journal of Consumer Research. Luce was a faculty member at the Wharton School prior to joining the Fuqua faculty. She currently teaches a course on health care marketing.
Pranab Majumder, PhD, Adjunct Associate Professor of Business Administration; BTech. (Indian Institute of Technology), MBA (Indian Institute of Management), MS, PhD (University of Rochester)

Professor Majumder’s interests cover the interface of operations management with economics, marketing, and information technology. His current research includes the social implications of remanufacturing, environmental manufacturing, the effects of competition therein, the effect of customer choice behavior on retail inventories, and the effect of personnel policies in Markov models of service management. He teaches the core operations management course.

Leslie M. Marx, PhD, Professor of Business Administration; BA (Duke University), PhD (Northwestern University)

Professor Marx has research interests in game theory, industrial organization, and market microstructure. She has current research on collusion at auctions and contracting in vertical markets, including the use of most-favored-nation clauses. Her work in game theory and contracting appears in the Journal of Political Economy, The Review of Economics Studies, RAND Journal of Economics, and Games and Economic Behavior. Her research on the structure of the Nasdaq market appears in the Journal of Finance, the Journal of Financial Economics, and the Journal of Financial Intermediation. She is the recipient of a National Science Foundation research grant, a National Science Foundation Graduate Fellowship, and a Sloan Doctoral Dissertation Fellowship. Professor Marx was a member of the 1996 U.S. Olympic Fencing Team.

Ernst G. Maug, PhD, Adjunct Professor of Business Administration; Diplom Volkswirt (University of Frankfurt), MSc, PhD (London School of Economics)

Professor Maug, teaches finance in the Cross Continent Program and is also a professor of business administration at Humboldt University in Berlin, Germany. His main research interests are in corporate finance and in corporate governance. His current research includes shareholder voting, divestitures, compensation contracts for executives and portfolio managers, the role of large shareholders in corporate control, and proxy contests.

William Mayhew, PhD, Associate Professor of Accounting; BS (UNC-Wilmington), M.S. (UNC-Wilmington), PhD (University of Texas at Austin)

Professor Mayhew's research interests include corporate financial reporting and disclosure choices, capital market interpretations of those choices, and the intervening role of analysts as information intermediaries. His work has examined the competing roles of incentives and information signaling in the context of employee stock option valuation disclosures as well as capital market consequences of managerial classifications choices regarding short-term debt in the balance sheet. His current work examines how managers decide which analysts are allowed participation on quarterly earnings conference calls, investor relation consequences of missed earnings targets, and how financial analysts signal their ability to the marketplace. His research has been published or is forthcoming in the Journal of Accounting Research, Contemporary Accounting Research, and the Journal of Business, Finance and Accounting.

David McAdams, PhD, Associate Professor of Business Administration and Economics; BS (Harvard University); MS (Stanford University); PhD (Stanford University). Professor McAdams’ research portfolio includes both theoretical and empirical work on auctions in the broad field of microeconomics. His focus is on individual agents and their interactions within specific markets or industries. In microeconomics and macroeconomics, the focus is on the properties of economic systems, and in econometrics, the focus is on the measurement of economic relationships.

John M. McCann, PhD, Professor of Business Administration (Emeritus); BSME, MBA (University of Kentucky), PhD (Purdue University)

Professor McCann has taught at Cornell, the University of California at Berkeley, and has been a visiting professor at the University of Oregon. He has worked as an engineer and as a managing consultant at Data Resources, Inc. He founded and directed The Fuqua School’s Marketing Workbench Laboratory, a large research center that pioneered the use of expert systems in marketing and merchandising. Professor McCann most recently taught courses in electronic commerce and his research involves entrepreneurship, innovation, and entrepreneurial envisioning. He is currently vice-president for Product Development at Duke Corporate Education, Inc.

Carl F. Mela, PhD, T. Austin Finch Professor of Business Administration; BSEE. (Brown University), MBA (University of California, Los Angeles), MPhil., PhD (Columbia University)

Professor Mela’s research interests focus upon the long-term effects of promotion and advertising on consumer behavior. His research along these lines has received best paper awards from the Journal of Marketing Research, the International Journal of Research in Marketing, and the Marketing Science Institute. His teaching interests include marketing strategy and brand management.

Will Mitchell, PhD, J. Rex Fuqua Professor of International Management; BBA(Simon Fraser University), PhD (University of California, Berkeley)
Professor Mitchell studies business dynamics. His research investigates how businesses change as the environments in which they compete change and, in turn, how the business changes contribute to ongoing corporate success or failure. Much of his research focuses on business level technical change, including use of information technology, development of new product technology, and introduction of new organizational technology. His published work appears in journals such as Strategic Management, Administrative Science Quarterly, Management Science, Research Policy, and Industrial and Corporate Change. His current research focuses on how firms chose among and then manage different modes of change, such as acquisitions, alliances, discrete resource exchange, and internal development. He is studying the causes and effects of such changes for firms operating in several industrial sectors in North America, Europe, and Asia, including trucking services, medical sector, health services, telecommunications, and auto sector business. He serves as associate editor of Strategic Management Journal and sits on the editorial boards of several other academic journals in North America, Asia, and Europe. He teaches courses on business dynamics, corporate strategy, alliance strategy, and manufacturing strategy.

Marian Chapman Moore, PhD, Associate Professor of Business Administration (Emeritus); BA (College of William and Mary), MS (Virginia Commonwealth University), PhD (University of California, Los Angeles)
Professor Moore’s teaching interests include marketing strategy and planning, competitive analysis, and strategic relationships. Her current research activities are focused on understanding how managers learn about their competitors and factor that information into their own decision making, and on issues of advertising effectiveness.

Christine Moorman, PhD, T. Austin Finch, Senior Professor of Business Administration; BS (Northern Kentucky University), MBA, PhD (University of Pittsburgh)
Professor Moorman’s research seeks to understand the nature and effects of market information utilization activities by consumers, managers, and organizations. She is particularly interested in how information utilization impacts the design and implementation of marketing strategies and new product development as well as the effective consumer decisions and the functioning of markets. Her work has been published in the Journal of Marketing Research, the Journal of Marketing, and the Journal of Consumer Research. She sits on numerous editorial review boards and her work has been supported by the National Science Foundation and the Marketing Science Institute. Before joining the faculty at Fuqua, Professor Moorman taught at the University of Wisconsin–Madison. Her teaching interests are in marketing strategy and consumer behavior.

Andrés Musalem, PhD, Assistant Professor of Marketing; BSc, MBA (University of Chile), MA, PhD (University of Pennsylvania)
Professor Musalem's interests include retailing, sales promotion, pricing, customer relationship management, consumer response to out-of-stocks, and choice models. Most of his research is focused on the development of new econometric and statistical methods to estimate models of consumer and firm behavior from limited or aggregate information. In addition to his empirical work, he has also developed a game theoretic analysis of the profitability of CRM strategies to acquire, retain, and develop customer relationships in competitive and dynamic settings.

Robert F. Nau, PhD, Professor of Business Administration; BA (University of California at San Diego), MS, PhD (University of California at Berkeley)
Professor Nau’s research interests include the mathematical foundations of decision theory and game theory and their applications in economics and finance. Prior to coming to The Fuqua School of Business, Professor Nau taught at Tulane University and served as manager of information systems at Liberty Mutual Insurance Company. He has taught courses on decision models (management science), computers and information systems, statistical forecasting, and rational choice.

Per Olsson, PhD, Associate Professor of Business Administration; MSc, PhD (Stockholm School of Economics)
Professor Olsson’s teaching interests are in financial reporting and financial statement analysis, particularly the role of accounting information in investment decisions. His research focuses on valuation issues, particularly in an international setting.

John W. Payne, PhD, Joseph J. Ruvane Jr. Professor of Business Administration and Director of the Center for Decision Studies; BA, MA, PhD (University of California, Irvine)
Professor Payne’s primary research activities deal with decision behavior. He has investigated decision making under risk, consumer choice behavior, environmental resource valuations, the design of computer-based support systems, and jury decision making. He teaches courses in decision making and managerial effectiveness.

Aleksandar Pekec, PhD, Associate Professor of Business Administration; BS (University of Zagreb, Croatia), PhD (Rutgers University)
Professor Pekec teaches the core probability and statistics course. His main research interest is in analysis and design of mathematical models for decision-making. His recent work has focused on auction design, cooperative game models, social influence models, and on limitations of conclusions that can be drawn from optimization models. He
joined the Fuqua faculty after two years at BRICS, a research center and international PhD School at the University of Aarhus, Denmark.

**Manju Puri, PhD, J.B. Fuqua Professor of Finance;** BA (Delhi University), MBA (IIM Ahmedabad), PhD (New York University)

Professor Puri research interests are in financial intermediation and corporate finance. Her work focuses on understanding the role of banks as intermediaries that facilitate capital raising by firms from financial markets. Her recent work also examines venture capitalists as an important category of financial intermediaries, as the primary source of financing for entrepreneurial firms. Professor Puri’s research has appeared in numerous journals, including the *Journal of Finance, Journal of Financial Economics,* and the *Review of Financial Studies.* She is a faculty research fellow of the National Bureau of Economic Research (NBER), and associate editor of several journals. Her work has been supported by the National Science Foundation and Sloan Foundation Fellowship. Prior to joining The Fuqua School of Business, Professor Puri was at the Graduate School of Business, Stanford University. She currently teaches advanced corporate finance.

**Devavrat Purohit, PhD, Bob J. White Professor of Business Administration;** BA (Muskingum College), PhD (Carnegie Mellon University)

Professor Purohit’s research interests are in building analytic and empirical models to aid managers in developing marketing strategies. Much of his current work focuses on durable goods and high technology products. His teaching interests are in the areas of marketing strategy, marketing management, and marketing technology-intensive products and services.

**Adriano Rampini, PhD, Associate Professor of Business Administration;** lic. oec. (University of St. Gallen), MBA (University of Chicago), PhD (University of Chicago).

Professor Rampini's research interests are in financial economics and macroeconomics. The focus of his research is on how information and agency problems affect firm financing and on the interaction between macroeconomic conditions and firm financing. He also studies how information and agency problems affect government policy and taxation. Professor Rampini's research has appeared in numerous journals such as the *Review of Financial Studies,* the *Journal of Financial Economics,* the *Journal of Monetary Economics,* the *Journal of Economic Theory,* and the *Journal of Public Economics.* Previously he served on the faculty of Northwestern University. He currently teaches an MBA course on investments and a PhD course on corporate finance theory.

**David B. Ridley, PhD, Assistant Professor of Business Administration;** BS (University of Missouri), PhD (Duke University)

Professor Ridley's primary appointment is in the strategy area with secondary appointments in the Department of Economics and the Health Sector Management program. His research is concerned with the impact of business strategy and public policy on economic outcomes related to health. He has published a number of papers on the pharmaceutical industry -- investigating the role of business strategy (such as pricing and market entry) and government regulation on those strategies. His work on pharmaceuticals focuses on the demand for follow-on products, international price differences, and how government regulations affect these. He has extended insights from his work on follow-on drugs to an analysis of follow-on retailers in the market for bars and liquor stores, with particular emphasis on the role of regulations (such as zoning) on location and competition. At Duke University Professor Ridley has taught health economics, microeconomics, industrial organization, game theory, and pharmaceutical strategy and management.

**David T. Robinson, PhD, Professor of Finance;** BA (UNC-Chapel Hill), MSc (The London School of Economics), MBA, PhD (The University of Chicago)

Professor Robinson’s research interests lie in the intersection of corporate finance and the economics of organizations. His recent work has examined the contractual structure of strategic alliances and joint ventures, as well as the role of valuation in determining merger activity. Professor Robinson teaches entrepreneurial finance in the daytime MBA program. Prior to joining Duke, Professor Robinson taught for two years at Columbia University.

**Ashleigh S. Rosette, PhD, Associate Professor of Management, PhD (Northwestern University);** BBA, MPA. (University of Texas at Austin)

Professor Rosette’s research examines diversity in organizations and negotiations. Her current diversity research focuses on systems of privilege and workplace discrimination. Recent negotiation projects include the influence of inter-cultural differences and the strategic use of emotion on negotiated outcomes. She teaches courses in managerial effectiveness and negotiations.

**Katherine Schipper, PhD, Thomas F. Keller Professor of Accounting;** BA (University of Dayton), MBA, MA, PhD (University of Chicago)
Professor Schipper’s teaching and research interests are in financial reporting and corporate governance. In addition to her earned degrees, she also has an honorary degree from the University of Notre Dame. She was on the faculty of the Graduate School of Industrial Administration at Carnegie Mellon University for seven years and the faculty of the Graduate School of Business at the University of Chicago for sixteen years. She was the co-editor of the Journal of Accounting Research for fourteen years and has also been an editorial board member of several scholarly accounting journals. She served a five-year term as a member of the Financial Accounting Standards Board.

**Lukas Schmid,** PhD, Associate Professor of Finance, MSc (ETH Zürich); MSc (University of Lausanne); PhD (University of Lausanne & Swiss Finance institute). Professor Schmid is a theorist who works on the linkage between corporate finance and asset pricing issues. His main research interests lie in the intersection of asset pricing and quantitative modeling.

**Kevin A. Schulman,** MD, MBA, Professor of Medicine and Director of Health Sector Management Program; BA (Dartmouth College), MBA, (University of Pennsylvania), MD, (New York University School of Medicine)

Dr. Schulman’s research has centered on three broad themes: economic evaluation of clinical trials; health services research concerning access to care and the impact of managed care on clinical practice; and clinical decision making, especially the assessment of decision making for patients with life-threatening diseases. He teaches courses on the management of health systems and policy and the biotechnology and genomic revolutions. Dr. Schulman serves as director of both the Center for Clinical and Genetic Economics and the Center for the Study of Health Management.

**Kevin H. Shang,** PhD, Associate Professor of Business Administration; BS (National Chiao tung University), MBA (University of California, Riverside), PhD (University of California, Irvine)

Professor Shang’s teaching and research interests include operations management, supply chain management, and production planning and inventory control. His current research focuses on developing simple and effective solutions to optimal inventory policies in supply chain systems. These simple solutions not only facilitate teaching and implementation of inventory control, but also provide direction to management cross-disciplinary business functions. Professor Shang recently received the first place award of the 2001 MSOM student paper competition for his dissertation paper.

**James E. Sheldon,** LLM, Adjunct Assistant Professor of Business Administration; BA (Dartmouth College), JD (University of California), LLM (Boston University Law School), LLM (University of Stockholm)

Before joining The Fuqua School of Business, Sheldon practiced corporate, securities, and tax law for seven years in Boston and San Francisco. His teaching and research interests include entrepreneurship, business, and tax planning. He is a principal of the Technology Commercialization Group, a venture capital and consulting firm, and is a member of the bar in California, Massachusetts, and North Carolina.

**Blair H. Sheppard,** PhD, Professor of Business Administration; BA, MA (University of Western Ontario), PhD (University of Illinois)

Professor Sheppard teaches in the area of organizational behavior. His interests generally relate to the broad topic of managing relationships with organizations. Specific research interests include conflict management, justice, negotiation, organizational forms and strategy. He has published articles on all of these topics in a range of business and psychology journals and is coeditor of a biannual series entitled "Research on Negotiation in Organizations." His professional activities include executive education and consulting for a variety of organizations and active participation in professional associations. Sheppard currently serves as Chair of Duke Corporate Education, where he previously served as president and CEO.

**Sim B. Sitkin,** PhD, Professor of Business Administration; AB (Clark University), Ed.M. (Harvard University), PhD (Stanford University)

Professor Sitkin’s research focuses on the effect of formal and informal organizational control systems on risk taking, accountability, trust, learning, and innovation. His teaching interests include leadership, organizational learning and innovation, organizational control, and the management of organizational change. He has served on a number of academic editorial boards and review panels and currently serves as a senior editor of Organization Science and as associate editor of the Journal of Organizational Behavior. His consulting and executive development work has included a number of large and small organizations in the computer hardware/software, engineering, financial services, government, health care, hospitality, natural resources, office equipment, pharmaceutical, publishing, and transportation industries.

**Charles J. Skender,** MBA, CPA, Instructor; BS (Lehigh University), MBA (Duke University)

Professor Skender has attained eleven professional designations in accounting, financial planning, insurance, and management. He has served as a training consultant to Glaxo Wellcome, IBM, Starwood, and Wells Fargo. He
previously worked on the audit staff of Deloitte Haskins & Sells. Professor Skender has received multiple teaching awards at Fuqua. He was presented the NCACPA Foundation’s Outstanding Educator Award in 1995.

**Frank A. Sloan, PhD, J. Alexander McMahon Professor of Health Policy and Management, Director, Center for Health Policy, Law, and Management and Professor of Economics; BA (Oberlin College), PhD (Harvard University)**

Professor Sloan’s primary research interest is health economics. He has studied many facets of medical malpractice, hospitals, physicians’ services, families’ decisions about long-term care, pharmaceuticals, drinking and driving, and cost effectiveness analysis of medical technologies. In addition to teaching at Fuqua, he teaches undergraduate and graduate courses in the Department of Economics.

**Paula R. Sloan, Lecturer, BA (City University of New York), MAT (Harvard University), MS (University of California at Los Angeles)**

Ms. Sloan is known for her development of programs to help adults overcome math anxiety, and for her development of academic support programs for mid-career business people returning to academe. Prior to coming to Duke, she served on the faculty of The Owen Graduate School of Management at Vanderbilt University.

**James E. Smith, PhD, J. B. Fuqua Professor of Business Administration; BS, MS, PhD (Stanford University)**

Professor Smith’s research interests are primarily in the area of probabilistic modeling and decision analysis, focusing on issues associated with valuation and with modeling learning and flexibility. At Fuqua, Professor Smith teaches courses in probability and statistics, decision models, and decision analysis.

**Jack B. Soll, PhD, Associate Professor of Management; PhD (The University of Chicago); MBA (The University of Chicago); BA (Carleton College, Minnesota)**

Professor Soll’s area of expertise is the psychology of judgment and decision making. His current research looks at the strategies people use to collect and combine opinions, the interences people make about their own and others’ expertise, and the psychological processes leading to overconfidence in judgment.

**Jing-Sheng Song, PhD, Professor of Operations Management; BA (Beijing Normal University), MSc (Chinese Academy of Sciences), PhD (Columbia University)**

Professor Song studies design and management of production and inventory systems and coordination mechanisms in supply chains. Her current work includes finding simple and effective inventory policies along a supply chain, measuring supplier performance in vendor-managed-inventory programs, inventory-service tradeoffs in Assemble-to-Order systems, as well as channel coordination issues arose in the Internet age. Professor Song’s research has been supported by National Science Foundation and has appeared in several leading academic journals such as *Management Science, Operations Research, and Manufacturing & Service Operations Management*. She serves on the editorial board of *Management Science, Operations Research, Manufacturing & Service Operations Management*, and *IIE Transactions*. Professor Song teaches operations and supply chain management.

**Richard Staelin, PhD, Edward and Rose Donnell Professor of Business Administration; BS, MBA, PhD (University of Michigan)**

Prior to joining Duke’s faculty, Professor Staelin served as professor and associate dean at the Graduate School of Industrial Administration, Carnegie Mellon University. He was also a visiting professor at the Australian Graduate School of Management and at the University of Chicago. His professional activities include consulting work for both the public and private sectors, executive director of Marketing Science Institute, and publication of a book and over fifty journal articles. He was Fuqua’s associate dean for faculty for eight years and the editor of *Marketing Science* from 1995-1997. He was the initial managing director of Fuqua’s Global Executive MBA program and the managing director of the Siemens executive education programs. He was recently the winner of the AMA/Irwin Distinguished Marketing Educator Award and the Converse Award. He has chaired numerous PhD committees. His students are now teaching at many of the top business schools around the world. Professor Staelin’s current research interests include information search, channel management, strategy formulation, and managerial decision making.

**Peng Sun, PhD, Associate Professor of Decision Sciences; BE (Tsinghua University, Beijing China), PhD (MIT)**

Professor Sun conducts research on theoretical advancement and applications of decision making from data. His current work focuses on theoretical issues on evaluating OR models constructed from data and obtaining related managerial insights for making direct marketing decisions. He currently teaches a decision models course for the daytime MBA program.

**Peter Ubel, MD, Madge and Dennis T. McLawhorn University Professor of Business Administration; BA (Carleton College); MD (University of Minnesota)**

Prior to joining Fuqua, he was Professor of Medicine and Professor of Psychology at the University of Michigan; a primary care physician at the Ann Arbor Veterans Affairs Medical Center; Associate Director of the Michigan Robert
Wood Johnson Clinical Scholars Program; and Director of the Center for Behavioral and Decision Sciences in Medicine at the University of Michigan. Professor Ubel’s research explores controversial issues about the role of values and preferences in health care decision making, from decisions at the bedside to policy decisions. He uses the tools of decision psychology to explore ethical debates about topics like informed consent and health care rationing. Dr. Ubel has won many research awards, including a Presidential Early Career Award for Scientists and Engineers from President Clinton in 2000. He has written over 100 scientific articles, and his research has been widely reported in the popular media. Dr. Ubel has significant experience in communicating his research findings to broad audiences on radio and television, including guest appearances on Talk of the Nation, Fresh Air, and All Things Considered.

James H. Vander Weide, PhD, Research Professor of Business Administration; BS (Cornell University), PhD (Northwestern University)

Professor Vander Weide’s primary research and teaching interests are in the areas of corporate finance and managerial economics. He has written papers on topics such as capital budgeting, cash management, and the economic effects of government regulation. He has also served as a consultant on financial and economic issues to firms in the electric, natural gas, water, telecommunications, and insurance industries; and he has testified as an expert witness on financial and economic issues.

Rahul Vashishtha, PhD (University of Pennsylvania) Assistant Professor of Business Administration. Professor Vashishtha’s research focuses on the determinants of disclosure and its economic consequences, executive compensation, and the role of information in asset pricing. His recent work examines how firms’ disclosure policies get jointly determined along with capital structure. He teaches financial accounting.

Mohan Venkatachalam, PhD, Professor of Business Administration; BCom (Vivekananda College, India), ACA (The Institute of Chartered Accountants of India), PhD, (University of Iowa)

Before joining the faculty at Duke University, Professor Venkatachalam taught at the Graduate School of Business, Stanford University. Professor Venkatachalam’s teaching interest is financial accounting. His research interests span several areas including implications of financial and nonfinancial metrics for compensation and valuation, effect of accounting disclosures on valuation, derivatives, and corporate governance issues. Prior to obtaining his doctorate he has worked as a business accountant in India and as an internal auditor in the Sultanate of Oman.

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Professor Viswanathan teaches corporate finance and corporate restructuring. His current research interests are in the areas of bankruptcy law and market architecture. His prior research has been in the areas of corporate finance, non-linear asset pricing, and market microstructure and has been published in the Journal of Finance, Review of Financial Studies, the Journal of Business Journal of Business Economics, and Statistics and Journal of Finance and Quantitative Analysis.

Kimberly A. Wade-Benzoni, PhD, Associate Professor of Business Administration; BS (Cornell University), MS, PhD (Northwestern University)

Prior to joining Fuqua, Professor Wade-Benzoni served on the faculties at the Stern School of Business at New York University and the Kellogg School of Management at Northwestern University. Her research areas include conflict management and negotiation, intergenerational behavior, and inter-relationships between organizational and societal interests. She currently teaches dynamics of bargaining and managerial effectiveness.

Andrew B. Widmark, JD, Professor of the Practice of Real Estate; BS (Fairleigh Dickinson University), MBA (University of Pennsylvania), JD (Rutgers University)

Mr. Widmark teaches a course in fundamentals of real estate and a course in urban revitalization. He is president of Mark Properties, Inc. which owns and manages shopping centers and office buildings throughout ten states. He previously practiced law in New Jersey and has taught estate planning courses at the Rutgers University School of Law.

Kenneth C. Wilbur, PhD Assistant Professor of Marketing, produces original research at the intersection of media, advertising, and technology. His work on television advertising avoidance, digital video recorders, and click fraud has been published in Marketing Science and the Journal of Advertising. His current research examines hybrid advertising auctions, how consumers use TiVo, how advertising influences online search, and advertising effectiveness in the automotive, consumer package goods, and cruise industries. In 2007, he co-developed a new business process used in practice by P&G. Dr. Wilbur joined Duke after four years at the University of Southern California.

Robert L. Winkler, PhD, James B. Duke Professor of Business Administration; BS (University of Illinois), PhD (University of Chicago)

Prior to joining the Duke faculty, Professor Winkler was at Indiana University, and he has held visiting positions at the University of Washington, the International Institute for Applied Systems Analysis, Stanford University, and
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Ming Yang, PhD, Assistant Professor of Business Administration; BA (Nanjing University), PhD (Princeton University). Professor Yang’s research interests are corporate finance, microeconomic theory, and applied theory. His current work focuses on the interplay between security design and information acquisition in entrepreneurial finance. He teaches Foundations of Capital Markets.

Paul H. Zipkin, PhD, R.J. Reynolds Professor of Business Administration; BA (Reed College), MS (University of California), PhD (Yale University) Professor Zipkin teaches operations. His research investigates the design and operation of production and distribution systems and their analogues in service industries. He has written numerous scholarly articles and serves on the editorial boards of several journals. He co-edited a book, Logistics of Production and Inventory, and his most recently published book is Foundations of Inventory Management.
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