

# 2021 - 2022 Graduate Business Bulletin

## LEAVEY SCHOOL OF BUSINESS



SANTA CLARA UNIVERSITY  
LEAVEY GRADUATE SCHOOL OF BUSINESS

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# **Leavey School of Business 2021-2022 Graduate Business Bulletin**

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# Welcome From the Dean

Go anywhere, from here.

This place is for the bold. The tenacious. The ambitious. A place to embrace the challenge of transforming ideas into action. A place that cultivates ethical business leaders who transform the world.

Here you'll collaborate with the most brilliant minds in entrepreneurship, ethics, innovation, and theory. And you'll do it all from the most prolific business environment on earth, Silicon Valley.

The Santa Clara University School of Business connects you, our students and alumni, in a strong network of successful people that spans industries and generations in and around Silicon Valley. Our network transcends us, providing invaluable connections at any stage in one's career. Being a Santa Clara Bronco creates an instantaneous bond with others who have been through our programs, creating a lasting and lifelong community always within reach.

Our program sits at the intersection of business and education, allowing you to apply what you're learning in real-time---to both local businesses and your own work---thus reaping the benefits of our program long before you graduate from our halls.

Our Jesuit ethics and principles of social justice are deeply instilled in our community. They are what set us apart. We not only teach standard business practices, we teach you about the triple bottom line---people, profit and planet---and how to do what's best for all three.

The Leavey School's robust relationship with Silicon Valley, where experimentation and risk-taking are the norms, not the exceptions, provides hands-on experience for you and access to bright, eager leaders of tomorrow for global companies headquartered in the world's most dynamic economy.

So, whether you're searching for a degree, a program, or certificate, whether it's to rise above your peers, shift a career, or ignite a vision, from here you can go anywhere.

***Welcome!***

Naren Agrawal

Dean, Leavey School of Business





# School of Business Mission

The Mission Statement for the Leavey School of Business defines our values, our distinctive characteristics, our goals, and our motivation. The mission statement sets a standard for our activities that is consistent with our aspirations. It offers a way to differentiate the Santa Clara Business School experience, and it leaves open the opportunity for the development of new curriculum, new scholarly pursuits, and new programs that change our students and our community.

## Our Vision

At the center of innovation, the Leavey School of Business cultivates ethical business leaders who transform the world.

## Our Mission

Inspired by Silicon Valley's spirit of entrepreneurship and innovation, the Leavey School of Business is committed to collaborative learning and original, rigorous, and impactful scholarship. Through these pursuits we develop principled and creative leaders who transform people, organizations, industries, and society for the common good.

## Leavey School of Business Desired States

In support of our mission, we established five desired states:

### 1. Undergraduate Education

The Leavey School of Business undergraduate experience provides a rigorous liberal arts and professional education highlighting ethical leadership and commitment to service and justice. Our setting in the Silicon Valley provides the opportunity to focus on innovation, global perspectives, and lifelong learning---all enhanced by the engagement of the Leavey School of Business with Silicon Valley leaders and businesses.

### 2. Graduate Education

Leavey School of Business students learn how to engage with and shape Silicon Valley. Our unique curriculum emphasizes technical excellence and ethical development and prepares students for the fast-paced world of innovation, entrepreneurship, and global enterprises and marketplaces. Our rich partnerships with local employers create the ideal environment of a cutting-edge, networked, and dynamic learning experience.

### **3. Research**

We are committed to rigorous and original research that significantly contributes to the knowledge of practitioners, students, policy-makers, and the general public. The Leavey School of Business is internationally recognized for its high-quality research production. While we view publication in premier refereed journals as a strong signal of excellence in scholarship, we also encourage influential applied research that assists firms and decision makers in Silicon Valley, our nation, and our global community.

### **4. Business Outreach**

The Leavey School of Business has strong connections and relationships with institutions, companies, and other organizations in Silicon Valley. These close relationships provide mutually beneficial opportunities for faculty and students.

### **5. External Perception of the LSB**

The Leavey School of Business is a top quality academic institution with a global reputation, integrally involved with visionary and principled leaders of Silicon Valley and beyond.

# Santa Clara University

Located in the heart of California's Silicon Valley, Santa Clara University is a comprehensive Jesuit, Catholic university with more than 8,800 students. Founded in 1851 by the Society of Jesus, California's oldest operating higher education institution offers a rigorous undergraduate curriculum in arts and sciences, business, and engineering, plus nationally recognized graduate and professional programs in business, law, engineering, education, counseling psychology, pastoral ministries, and theology. The University boasts a diverse community of scholars offering a values-oriented curriculum characterized by small class sizes and a dedication to educating students for competence, conscience, and compassion. The traditions of Jesuit education--educating the whole person for a life of service--run deep in all of its curricular and co-curricular programs.

The University was established as Santa Clara College on the site of the Mission Santa Clara de Asís, the eighth of the original 21 California missions. The college originally operated as a preparatory school and did not offer collegiate courses until 1853. Following the Civil War, enrollment increased, and by 1875 the size of the student body was 275. One-third of the students were enrolled in the collegiate division; the remainder attended the college's preparatory and high school departments.

Santa Clara experienced slow and steady growth during its first 60 years, becoming the University of Santa Clara in 1912, when the schools of engineering and law were added. In 1925, the high school was separated from the University and took the name of Bellarmine College Preparatory in 1928. The Leavey School of Business opened in 1926, and within a decade, became one of the first business schools in the country to receive national accreditation.

For 110 years, Santa Clara was an all-male school. In the fall of 1961, women were accepted as undergraduates, and Santa Clara became the first coeducational Catholic university in California. The decision resulted in an admissions explosion--from 1,500 students to more than 5,000. The size of the faculty tripled, and the University began the largest building program in school history, building eight residence halls, a student union, and an athletic stadium. In 1985, the University adopted "Santa Clara University" as its official name.

For more on Santa Clara University, including University Vision, Mission, and Fundamental Values, Academic Programs, Centers of Distinction, Faculty, Student Body, Alumni, and Campus, visit the [Undergraduate Bulletin](#).

# **Graduate Business Programs**

## **Statement of Purpose**

Santa Clara University's Business School develops men and women of competence, conscience, and compassion who can provide leadership in technologically advanced and rapidly changing global environments. The development of competence is reflected in our commitment to teaching excellence and the scholarly research necessary to animate instruction and foster the creation of knowledge. The development of conscience is enhanced through an emphasis on reflective inquiry that is both professionally rigorous and ethically sound. Compassion is at the intersection of competence and conscience, and is fostered through an appreciation of multiple perspectives and recognition of the human being as part of every equation.

## **Mission Statement of the Graduate Business Programs Office**

The Santa Clara University Graduate Business Programs team works to provide the LSB graduate community with an outstanding educational, co-curricular, and career-management experience.

## **MBA Programs Learning Objectives**

MBA students at Santa Clara University learn to:

- Understand the changing environment--social, economic, technological, legal, political, and cultural-- within which firms operate and how the environment impacts business decisions and survival
- Understand factors that influence and improve the performance of culturally diverse teams and organizations Gather, analyze, and interpret data in order to make better decisions



- Address the organizational impacts of technology, rapid change, global integration, and a culturally diverse workforce Effectively communicate analyses and conclusions in support of a desired course of action
- Be sensitive to the challenge of making ethical decisions and acting as a responsible corporate citizen where these imperatives may conflict with enhancing shareholder value

## **MS Programs Learning Objectives**

See program specific chapter.

## **Professional Orientation**

The MBA Program at Santa Clara University is designed specifically to meet the needs and concerns of working professionals. To allow students to pursue their MBA degrees while continuing their careers, classes are scheduled in the evening or weekend. The curriculum blends instruction in theory with practical applications, enriched by faculty engaged in state-of-the- art research and students who deal daily with real-life organizational concerns.

## **Academic Standards**

Santa Clara's MBA Program has a reputation for quality, providing both academic rigor and practical relevance. Admission standards are selective, as the courses are demanding and the expectations from both the faculty and fellow students are high, although the atmosphere is still collegial and not competitive. While the MBA degree is considered a final professional degree, we look to admit students focused on receiving an education, not simply a piece of paper, for their time and effort. Students should be prepared for an intensive course of study encompassing all the major functional and disciplinary areas and involving both quantitative and qualitative skills.

## **Accreditation**

Santa Clara University was in the original group of MBA programs in 1961 accredited by AACSB International--the Association to Advance Collegiate Schools of Business. The AACSB is the specialized accrediting organization that conducts periodic in-depth reviews of business schools to ensure that their curricula, faculty, and students meet the highest standards of excellence. Re-accredited in 2016, Santa Clara's program has consistently met the high standards of the AACSB. Less than 10% of the world's 13,000 business programs have earned AACSB Accreditation. Santa Clara is also accredited by the Western Association of Schools and Colleges (WASC). Such regional accreditation is a prerequisite for the specialized program accreditation provided by AACSB International.

## **Student Body**

Approximately 750 students are enrolled in the MBA and M.S. Programs. Entering MBA students represent a variety of undergraduate and graduate fields of study. MBA students, on average, have 8 years of work experience at time of admission. The average grade point average of entering MBA students is 3.3, and the average GMAT score is 616. This blend of academic backgrounds and work experience provides opportunities for enhanced learning both in and out of the classroom.

Many of our MBA students are working professionals -- people who work full time in local companies and take three to four courses each quarter. Students come from more than 500 organizations that comprise a list of Silicon Valley's most vibrant businesses. Additionally, many of our M.S. students are international students who add to the diversity of our community. Our Online Programs have students from over 10 different states enrolled in the program.

## **Alumni**

Since 1961, more than 15,000 men and women have received their MBA or M.S. degrees from Santa Clara University. As one of the first MBA programs to be accredited by AACSB International, SCU's Leavey School of Business has been educating the next generation of leaders who shape our world for decades. Among our University alumni are more than 2,000 company presidents and senior corporate executives, many of them leaders in global technology companies. Our graduates have gone on to be leaders in Fortune 500 firms, startup and early growth companies, as well as in family

and non-profit organizations. The high regard for the Santa Clara MBA degree also is reflected in the number of Silicon Valley and San Francisco Bay Area companies that have a relationship with the university.

The Business School's External and Alumni Relations team offer various events throughout the year. These events are designed to provide opportunities to connect with fellow alumni, faculty, and staff, as well as provide lifelong learning forums. Leavey School of Business alumni are very involved in these networking events. They serve on information panels, welcome new alumni at commencement, host local reunions, share their stories with prospective students, and participate in coaching students through our professional institutes and clubs. For more information, [visit our website](#).

Leavey School of Business Office of Alumni and External Relations is located in the Dean's suite in Lucas Hall.

Phone: 408-554-4523

Email: [business-alumni@scu.edu](mailto:business-alumni@scu.edu)

## What Sets Santa Clara Apart

- Distinguished full-time faculty who are active scholars committed to excellence in teaching
- Small class sizes ensuring strong, personal connections between faculty and students
- Outstanding student body, most employed full-time at leading Silicon Valley firms, who are able to contribute to class discussion based on actual business experience
- More than 450 years of Jesuit educational tradition, emphasizing analytical rigor and ethical inquiry
- Strong alumni connections--more than 15,000 men and women have graduated from the program since 1961; more than 9,000 have remained in the Bay Area
- Evening, weekend and online class schedules and office hours designed to meet the needs of working professionals
- Stunningly beautiful and secure campus located in the heart of Silicon Valley--the most dynamic business region in the world

- A rigorous AACSB-accredited program that provides a solid grounding in all the major functional areas, plus exposure to the best theory, tempered by the lessons of practical experience
- Active advisory board consisting of distinguished CEOs and business leaders
- An integrated curriculum designed for the general manager, with the opportunity to customize course selection to match individual needs and aspirations
- State-of-the-art business school building featuring spacious classrooms, team project rooms, business service center, and videoconferencing capabilities throughout
- Variety of top rankings for our graduate business programs in US News & World Report, Poets & Quants and Princeton Review.

# Admissions

## General Requirements

Applicants for admission to the MBA and M.S. programs must have a U.S. bachelor's degree from an accredited college or university or its foreign equivalent before registering in the Leavey School of Business.

## Commitment to Excellence through Diversity

The Leavey School of Business actively shares the University's commitment to excellence through diversity. SCU is dedicated to increasing the ethnic and cultural diversity of the student and faculty community, and to activities and actions that will lead to a more just and humane society. SCU strongly encourages applications from individuals with non-traditional backgrounds who have high potential and aptitude.

## Application Procedure

Applicants for the Evening MBA and the Online MS Programs in Marketing, Finance & Analytics , and Business Analytics may apply to begin study in the fall or spring quarters. Online MBA accepts applications to begin study in the fall, winter, spring and summer quarters. MSIS applicants may apply to begin study in the fall and winter quarters. Executive MBA, MSBA, and MSFA applicants may apply to begin in the fall quarter only.

MBA and M.S. program information and additional details are available in the [Graduate Business Programs Admissions Office](#), by phone at 408-554-4539.

Applicants must complete and submit the following items before the Admissions Committee will render an admissions decision:

1. Application form, resume, and essay responses (completed online)
2. Two completed Letters of Recommendation
3. Official transcripts from all higher education institutions attended, or presently attending (including all junior/community colleges and extension programs). All applicants who hold a bachelor's degree from outside the United States are required

to have their official transcripts evaluated by [WES](#) using their ICAP evaluation.). We require course-by- course, cumulative GPA, and U.S. degree equivalency evaluation CAPS (electronic delivery). Exceptions are made for applicants who hold an undergraduate or graduate degree from an accredited U.S. university.

4. Admissions interviews are scheduled at the discretion of the Admissions Committee, but are required for the Evening MBA, Online MBA, Online MS Programs and Executive MBA Programs.
5. Official Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) score. Scores are valid for five years. We accept the Executive Assessment exam for Executive MBA only. Waivers are available for qualified applicants.
6. Official Test of English as a Foreign Language (TOEFL) score, International English Language Testing System (IELTS), or Duolingo if required. Scores are valid for two years. Applicants who attended universities outside the US, UK, Canada and Australia are required to take the TOEFL, IELTS or Duolingo exam. Applicants whose first language is not English must achieve a minimum score of 100 on the TOEFL (internet-based test), a 7 on the IELTS, or 125 on Duolingo. This requirement also may be met by scoring at or above the 50th percentile on the verbal portion of the GMAT or GRE, or if the applicant has a degree from an accredited U.S. university. Applicants whose native language is not English are required to fulfill the language requirement, even if their language of instruction was English.
7. Non-refundable application fee. The online application fee must be paid by credit card and submitted electronically at the time of application submission

Foreign-born admitted students requesting student visas must submit, after being accepted for admission and placing their deposit, a current financial statement (no more than 90 days old) showing adequate funds for tuition, fees, and living expenses for the first year of study, and they must be enrolled in at least eight units each quarter. Santa Clara University is authorized under federal law to enroll nonimmigrant students.

- Official transcripts are submitted to BusinessCAS or sent electronically to gradbusiness\@scu.edu.
- GMAT/GRE and TOEFL/IELTS scores sent directly from the test center to the Graduate Business Admissions Office.



The Admissions Committee will not review applications until all materials have been received. Online Programs provides an SCU Alumni Expedited Pathway Opportunity for SCU Alumni. Refer to the Online Programs chapter for more information.

## **International Students**

The Global Engagement Office issues official immigration Form I-20 for students who need "Certificate of Eligibility for Nonimmigrant Student Status" to international students who do not hold U.S. passports or Lawful Permanent Residence, and who wish to reside in the U.S. in F-1 student immigration status. Online Programs cannot admit students on an F-1 visa.

### **Submission Deadlines for I-20 Request Packets**

*In order to make sure we can process your I-20 in enough time for you to get your visa stamp, enter the U.S., arrive at SCU and complete your check-in and ISW before classes start, your I-20 Request packet must be submitted by the following deadlines:*

#### **Students requesting Initial or Change of Status I-20:**

- Fall Quarter - July 1
- Winter Quarter - November 1
- Spring Quarter - February 1

#### **Students transferring their F-1 SEVIS immigration record from another U.S. school or university:**

- Summer Start - Select Programs Only, June 1
- Fall Quarter August 1
- Spring Quarter March 1

## **Admissions Contingencies**

Applicants may be admitted with one or more contingencies. All contingencies are documented on the student's Program Plan Card or acceptance letter, which is provided to the student at the time of admission. All contingencies must be fulfilled by the timeline indicated on the student's Program Plan Card or acceptance letter (some contingencies are required to be satisfied prior to enrollment or by end of the student's first term in residence, refer to your admission letter for required completion dates.) Students who do not fulfill his or her contingency requirements by the requested date(s) will not be permitted to register for classes until the contingency is fulfilled or will have their acceptance rescinded.

## State Authorization for Online Programs

Santa Clara is approved and welcomes application for enrollment into online programs from residents in the following states:

Arizona, California, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Louisiana, Maine, Massachusetts, Montana, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Virginia, Washington, and West Virginia.

For more information, refer here: <https://www.scu.edu/student-right-to-know-act/online-education-information-for-students/>

## Application Deadlines

The completed application package should be sent as early as possible. The deadlines are:

### On-Campus Programs

- Fall Quarter (All programs) Round 1: April 1; Round 2: MBA Programs June 1; MS Programs May 1
- Winter Quarter (MSIS) October 15
- Spring Quarter (Evening MBA, MSIS) January 20

### Online Programs

- Fall Quarter (Online MBA): August 29 and (Online MS Programs): September 5

- Winter Quarter (Online MBA): December 8
- Spring Quarter (Online MBA): March 6 and (Online MS Programs): March 13
- Summer Quarter (Online MBA): May 29

## Admissions Decisions

Admissions decisions are made throughout the year on a rolling basis. Applicants are admitted on the basis of academic ability indicated by college records and GMAT/GRE scores, demonstrated management potential (including work experience and recommendations), and motivation to complete a demanding academic program. Once accepted, a non refundable tuition deposit is required prior to registration. The deposit is applied toward the student's first-term tuition.

## Deferment

Candidates admitted to the MBA and MS programs may petition for an admission deferment to the next subsequent term. Acceptance of the deferment request is at the discretion of the Admissions Committee and requires submission of the non-refundable deposit.

If a deferment request is granted, candidates may be given a deferment of up to one year beyond that for which they were originally accepted (MBA only). Otherwise, they must formally re-apply. Official transcripts of course work taken in the interim must be submitted for review prior to the first quarter of enrollment.

The candidate must meet the requirements of the curriculum in effect at the time of first enrollment, not that of the admitted quarter.

## Reapplication

Students admitted to the program who cease registering for classes and do not apply for a leave of absence, who never register or take a leave of absence for longer than 4 consecutive quarters, must formally re-apply for admission. If the original application is on file, re-application requires only a completed application form, updated resume, and

paid application fee. If the original application is no longer on file, essay responses, recommendation letters, official GMAT/GRE score, and updated transcripts must be resubmitted.

Re-admission is not guaranteed. Applicants re-admitted must meet the requirements of the curriculum in effect at time of readmission, and must enroll for the respective quarter. Credit is not guaranteed for previously completed course work. Deferrals are not permitted.

## **Request for Courtesy Student Status**

Students currently enrolled in an Association to Advance Collegiate Schools of Business (AACSB)-accredited MBA program at another institution and who want to enroll at SCU may apply for courtesy student status. Courtesy Students may take a maximum of 6 units to be transferred to their MBA program in progress. The application must include a completed application form, resume, application fee, MBA transcript, and a letter from the current MBA program director clearly stating the specific courses the student will be permitted to complete at SCU. Registration is on a space-available basis and occurs after the registration period for matriculated students. Refer to Chapter 13 for course descriptions.

## **Veterans and Veterans Dependent Assistance**

Santa Clara University has been certified by the Department of Veterans Affairs as qualified to enroll students under applicable federal legislation and regulations, including Chapter 35 (child of a deceased or 100 percent disabled veteran, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability), Chapter 31 (rehabilitation), Chapter 30/1606 (active duty Montgomery G.I. Bill®), Chapter 33 (Post 9/11 GI Bill®), and Yellow Ribbon. Individuals interested in attending under any of the veteran assistance programs should contact the Veterans Administration and the University Office of the Registrar. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.



## Financial Information

Students assume responsibility for all costs incurred as a result of enrolling at Santa Clara University. It is the student's responsibility to be aware of his/her account balance, financial deadlines, refund policies, financial aid information, and to maintain current valid address information at all times to ensure receipt of all University correspondence in a timely manner. All major correspondence is sent to the student's SCU gmail account, which is the official email system used by the University. Students are responsible for checking their Santa Clara email regularly for important information and updates.

## Financial Terms and Conditions

Students are required to accept the financial terms and conditions outlined by the University in order to continue their enrollment at SCU. Students will be prompted to accept the terms and conditions, on an annual basis, upon their login to eCampus. Students will not have access to their Student Center until they have read and agreed to the information contained on the page(s) prompted. By accepting SCU's financial terms and conditions, students are agreeing to pay and to abide by all policies and procedures as published.

## Tuition and Fees

The Board of Trustees, upon the recommendation of the President and the Provost, sets the annual academic year tuition rate and the summer session tuition rate for all programs. Tuition and fees are reviewed and updated prior to the start of the next academic year. Students are charged tuition based on the rates approved by the Board of Trustees. Refer to: [www.scu.edu/about/tuition.cfm](http://www.scu.edu/about/tuition.cfm) for details. Tuition and fee rate differences found in other publications will not be honored.

- **Evening MBA/MSIS tuition, per quarter unit.....\$1,198**
- **Evening MBA/MSIS course audit fee, per quarter unit (for alumni only).....\$719**
- **M.S. Programs (MSF, MSBA) and online program tuition, per quarter unit.....\$1,318**



- Online MS Marketing.....\$1,113
- Executive MBA tuition per quarter tuition (continuing cohort).....\$21,442
- Executive MBA tuition, per quarter tuition (incoming cohort).....\$22,343
- Late registration fee.....\$100
- Late payment fee (per monthly payment deadline ).....\$100
- Course drop/swap fee (per course).....\$50
- Graduate Business Student Association Fee (per quarter).....\$50

*This fee is payable each quarter of registration regardless of the number of units for which the student is registered.*

## Mandatory Health Insurance

### Annual Graduate Student Health Insurance

***Santa Clara University requires all degree seeking students enrolled at least half-time in their school or college to have health insurance (excluding certificate and online programs).*** This requirement helps to protect against unexpected high medical costs and provides access to quality health care.

Students may purchase the university sponsored Student Health Insurance Plan but are not required to if they can provide proof of other insurance coverage comparable to the Student Health Insurance Plan as outlined in the benefit and waiver requirements on our [website](#). Students with comparable health insurance must complete the Online Waiver Form with their own insurance information. For details and deadlines on completing the waiver or on-line insurance enrollment option go to [www.scu.edu/cowell](http://www.scu.edu/cowell) and click on Student Health Insurance.

### Attention: F-1 and J-1 International Students

#### F-1 VISA STUDENTS

All F-1 visa international students, regardless of number of units, must be enrolled in the SCU-sponsored health insurance plan unless the student meets the **waiver exception** below. Please see Cowell website at [www.scu.edu/cowell/insurance](http://www.scu.edu/cowell/insurance) for detailed information.

- Currently an enrolled dependent on a spouse/parent/partner or employee US based

and Affordable Care Act compliant plan.

## **J-1 VISA STUDENTS**

All J-1 visa international students, regardless of number of units, will be automatically enrolled into the SCU-sponsored health insurance plan.

### **Annual 2021-2022 Waiver Deadlines**

All students will be subject to the waiver and insurance billing process as outlined below:

- **By July 23, 2021** -- Health Insurance Waiver must be completed to avoid [having your student account]{.underline} charged the annual premium on **July 27, 2021**.
- **After July 27, 2021** -- Online Health Insurance Waiver form must be completed by the **waiver deadline of September 24, 2021** in order to have the health insurance charge reversed from your student account within 3-5 business days.
- **[By August 21, 2021** -- If the health insurance credit is not posted to your student account and financial arrangements to cover health insurance charge are not completed, then a **late payment fee will be charged and a hold will be placed on your student account.**]{.underline}
- **By September 24, 2021** -- The Online Health Insurance Waiver must be completed in order to have the health insurance charge reversed within 3-5 business days.
- **After September 24, 2021** -- The health insurance charge will remain on your student account. **THIS CHARGE WILL NOT BE REVERSED.**

All students are welcome to use the Cowell Center regardless of their insurance. Graduate students who have medical insurance other than the university sponsored Anthem plan, may access health care services by paying a quarterly fee. Any fees associated with a student's visit will be billed to their student account for payment. We DO NOT bill insurance companies. Students may request a receipt from the receptionist at the Cowell Center so they may file a claim form with their insurance company.

### **COVID-19 Vaccination Requirement**

- Santa Clara University requires that all graduate and undergraduate students be fully vaccinated against COVID-19 for Fall 2021.
- Vaccines meeting the University requirement include those approved by the Centers for Disease Control (CDC) and/ by the World Health Organization (WHO) Organization (WHO) are listed below:

- Pfizer/BioNTech
  - Astrazeneca-SK Bio
  - AstraZeneca/Oxford
  - Serum Institute of India
  - Johnson & Johnson/Janssen
  - Moderna
  - Sinopharm
  - Sinovac
- Students who are partially vaccinated or vaccinated with a vaccine not approved by the FDA or WHO will be required to receive a vaccine no later than **14 days after arrival in the US**.

### **Additional Vaccination Requirements**

**All incoming students (undergraduates, graduates, transfers, and re-admits) are required to comply with the Santa Clara University immunization requirements.**

**See requirements below.**

- **All students:**
  - Measles, Mumps and Rubella (MMR)
  - Varicella (Chickenpox)
  - Tetanus, Diphtheria and Pertussis (Tdap)
  - Hepatitis B vaccine (Hep B)
  - Meningococcal conjugate (Meningitis) Menactra or Menveo
- **Students living on-campus:**
  - Meningococcal B - Bexsero or Trumenba.
- **Students from outside the US** (click [here](#) for a list of high burden TB countries):  
Tuberculosis Screening (Blood Test): T-SPOT or Quantiferon Gold.

**Detailed information on vaccination requirements can be found [here](#).**

New students are required to provide their full immunization record online through the Cowell Center My Student Health Portal from the [MySCU Portal](#). An *official* immunization record from your doctor is required. The deadline to submit your immunization record is October 8, 2021.

### **Self- Reported Medical History Form**

New students are required to complete their Medical History Form online through the Cowell Center, My Student Health Portal from the [MySCU Portal](#). The deadline to submit your Medical History Form is October 8, 2021.

### **How to Submit Immunization Record and Self-Reported Medical History Form**

An official immunization record from your doctor is *required* and can be uploaded through the COWELL CENTER, My Student Health Portal, at [MySCU Portal](#).

The required Medical History form is located within the COWELL CENTER, My Student Health Portal.

To upload and complete both documents, please follow the steps below.

To access the MY SCU Portal you will need your SCU username and password.

1. Once inside the MY SCU Portal, please click on the COWELL CENTER, My Student Health Portal.
2. Once inside COWELL CENTER, My Student Health Portal, please confirm your date of birth.

Once inside your portal, please follow the directions for required documentation.

## **Other Fees**

- Non-refundable application fee: \$148
- Enrollment deposit
  - Evening MBA, MSIS: \$750
  - MSFA, MSBA: \$1,000
  - Executive MBA: \$1,500

- Parking permits are required for all users of University parking facilities. Permits can be purchased at Campus Safety Services in the parking garage. Parking per term may be arranged through Campus Safety Services.

## Billing and Payment Procedures

### Student Accounts and Billing

Students assume responsibility for all costs incurred as a result of enrolling at Santa Clara University and agree to abide by applicable University policies and procedures. Students may designate a third party (e.g. spouse, parent, family member) to be an Authorized Payer for the purpose of reviewing the student account and billing information and remitting payment on their behalf. However, it is still the student's responsibility to make sure all financial obligations are completed by the published deadlines. Students receive monthly bills electronically via a third-party vendor that are accessible through University eCampus. A billing notification will be sent to the student's assigned SCU gmail account and to the e-mail address of any Authorized Payer. Students may also forward their billing statements electronically to any third party they authorize for remitting payment. In compliance with FERPA, Family Educational Rights and Privacy Act of 1974, Santa Clara University is prohibited from providing your student financial and non-directory academic information to a third party including parents, spouse, guardian, etc., without a release. This information includes, but is not limited to, all student billing items, awarded financial aid, enrollment status and various student financial or academic information. Students can complete the FERPA information through eCampus. Log into eCampus, click the Academic tile, click FERPA release, and complete the required information.

Students are obligated to pay their applicable tuition and fees by the published term payment deadline. Students enrolling after the initial payment deadline may be required to pre-pay for tuition before enrollment is granted. **Registered students who do not formally withdraw from the University are responsible for all tuition and fees assessed to their account, as well as any penalty charges incurred for nonpayment. Nonattendance does not relieve the student of his or her obligation to pay tuition and fees.**

**Additional** information, including detailed instructions on Santa Clara University's billing and payment procedures, are located at [www.scu.edu/bursar](http://www.scu.edu/bursar).

## Billing Dates and Deadlines - Please Refer to Academic Calendar

Fall	Billing available August 1	Payment due August 21
Winter	Billing available December 1	Payment due December 21
Spring	Billing available March 1	Payment due March 21
Summer	Billing available May 1	Payment due May 21

## Payment Methods

*Santa Clara University offers a variety of payment methods to students to assist with their financial obligations. Please visit our Bursar's office website for additional payment information: <https://www.scu.edu/bursar/paymentoptions/>.*

### Payment by Electronic Check

A student or Authorized Payer can make online payments by processing a fund transfer directly from his/her *personal* checking or savings account through our third-party vendor's website accessible via the University eCampus system SCU Pay Site. Please note that a bank may reject a fund transfer if it exceeds a specific amount. Check with your bank about daily limits to prevent returned payment transactions. Payers are able to make electronic check payments online without incurring a transaction fee.

### Payment by Mail

Payment for student account charges can be mailed to the University's cash management service lockbox. Please enclose a copy of the billing statement with your paper or cashier's check made payable to Santa Clara University and mail both items to: SCU Payment Processing, PO Box 550, Santa Clara CA 95052-0550.

### Payment In Person

Payments for student account charges may be made in person by personal/cashier's check, money order or cash at the OneStop office located in the Admissions & Enrollment Services Building. There are computer kiosks located in the OneStop office for the convenience of students and payers to make online payments. The University does not accept debit or credit card payments for student account charges.

### International Payment by Wire Transfer

International students may submit payment quickly and securely through eCampus. Authorized Payers and other third-party payers can make payments by accessing the following link: <https://payment.flywire.com/pay/payment> .. Students are able to benefit from excellent exchange rates and payment can usually be made in the student's home currency.

### **Payment Plans**

Currently enrolled students may be eligible to enroll in a monthly payment plan to assist with budgeting needs. The online *only* monthly payment plan can be accessed by logging into eCampus and selecting the Financial Account Tile. There is a \$40 non-refundable enrollment fee each quarter and students must have a US bank account to enroll in the term plan. The first payment along with the enrollment fee are due upon enrollment and all subsequent payments will be processed automatically each month thereafter. Plans are subject to rebalancing based upon changes in enrollment and/or financial aid. Participants must enroll each quarter; there is no automatic re-enrollment. Information about these plans is available on the Bursar's Office website:

[www.scu.edu/bursar](http://www.scu.edu/bursar)

### **Delinquent Payments**

If all charges on a student's account are not cleared by payment, financial aid, or loan disbursement by the payment deadline, a late payment fee will be assessed to the student's account and a hold will be placed on the student's record. A hold on a student's record prevents the release of diplomas and certifications, prevents access to any registration services, and may limit access to other University services. Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University. All unpaid balances will accrue 10 percent interest per annum on the balance remaining from the date of default, in accordance with California state law.

Delinquent student accounts may be reported to one or more of the major credit bureaus and may be forwarded to an outside collection agency or an attorney for assistance in recovering the debt owed to the University. The student is responsible for all costs incurred to collect outstanding debt, including but not limited to accrued interest, late fees, court costs, collection fees, and attorney fees. All outstanding bills and costs of collection incurred by the University must be **paid in full prior to a student re-enrolling at the University.**

### **Refunds for Credit Balances**

Refunds will be granted only for student accounts reflecting a credit balance. A refund will not be granted based on anticipated aid. All financial aid must be disbursed on to a student's account before a refund is processed. It is the student's responsibility to make sure all necessary documentation is complete and submitted to the Financial Aid Office so that aid can be disbursed properly and in a timely fashion. Payment received by personal check will have a 14 calendar day hold before a refund can be issued; electronic check payments require a 7 calendar day hold. Additional information related to refund policies can be found on the Bursar's website: [www.scu.edu/bursar/refund](http://www.scu.edu/bursar/refund)

## **Billing Disputes**

If a student wishes to dispute any charges on his or her billing statement, a written explanation should be forwarded to: Santa Clara University, Bursar's Office, 500 El Camino Real, Santa Clara, CA 95053-0615. The Bursar's Office must receive written correspondence within 60 days from the billing statement date on which the item in question appeared. Communication can be made by telephone, but doing so will not preserve the student's rights.

Communication should include the student's name, SCU identification number, the amount in question, and a brief explanation. Payment for the amount in question is not required while the investigation is in progress; all other items not in question must be paid by the due date. If the amount in question is found to be correct, payment must be submitted to the Bursar's Office immediately upon notification.

## **Tuition Refund Policy**

Students who formally withdraw from the University or drop courses are eligible for tuition refunds in accordance with the policies outlined below. No refunds are made for any fees. Certain graduate programs do not follow the Bursar's Refund policy. Please be sure to refer to your academic calendar or contact the Record's office for additional information. The effective date used for the determination of any tuition refund is the date on which notification of withdrawal is received by the student's respective Records Office or the date in which the student drops his or her course online--not the last date of attendance. Students who fail to drop a course, even if they do not attend, or fail to notify the University of their intent to withdraw, regardless of the reason, will be responsible to pay all tuition and fee charges.



Neither informing an individual faculty member, an academic department, nor the Dean's Office constitutes an official withdrawal from the University. The official date of withdrawal from the University cannot be backdated prior to the date on which the student submits the applicable withdrawal form or the Records Office receives notification.

## 4 Unit Courses

Students who drop a 4 unit courses or withdraw from the University will receive a tuition refund in accordance with the following:

- By the end of the first week of classes -- full tuition refund for the term, less any applicable fees
- By the end of the second week of classes -- a 50 percent tuition refund for the term, less any applicable fees
- By the end of the third week of classes -- a 25 percent tuition refund for the term, less any applicable fees
- After the third week of classes -- no tuition refund for the term

*Please note: Students may drop courses online until 11:59 p.m. on the Sunday immediately following the beginning of the term and still receive a 100 percent refund. However, this is only valid if a student has no registration holds and does not require assistance from a staff member. All other transactions must be completed by 12pm on the first Friday of the term.*

## 2 Unit Courses

Students who drop 2 unit courses or withdraw from the University will receive a tuition refund in accordance with the following:

- Prior to the second class meeting - a full tuition refund, less any applicable fees
- No tuition refund as of the second class meeting and thereafter

## Saturday Courses

Students enrolled in a weekend course in which the first class meeting is after the first week of the term must provide written notification to their respective Records Office of their intent to withdraw or drop any weekend/off cycle course(s). Failure to comply with

this process will result in an irreversible forfeit of tuition.

The following refund schedule applies:

- Students will receive a full tuition refund, less any applicable fees, if written notification is received by 5 p.m. on the Tuesday immediately following the first class meeting.
- Students will receive a 50 percent tuition refund, less any applicable fees, if written notification is received by 5 p.m. on the Tuesday immediately following the second class meeting.

## 1 Unit Courses

Students enrolled in a course must provide written notification to their respective Records Office of their intent to withdraw or drop any course(s). Failure to comply with this process will result in an irreversible forfeit of tuition.

The following refund schedule applies:

- Students will receive a full tuition refund, less any applicable fees, if written notification is received within two business days **prior to** the first class meeting.
- Students will receive 50 percent tuition refund, less any applicable fees, after the first class meeting and prior to the second meeting.
- If the course has only one session no refund will be granted.

## Executive MBA Program

The Executive MBA tuition is a flat rate amount, and charged in equal amounts over the respective quarters of the program. Registration is processed by the program office each quarter, which generates the quarterly charge.

The following refund and withdrawal policies apply:

- Students will receive a full tuition refund of the first quarter charge, less any applicable fees, if written notification to the Office of Graduate Programs is received within one business day prior to the first day of classes.
- Students will receive a full tuition refund of the first quarter charge, less a \$3,000 penalty and any applicable fees, if written notification to the Office of Graduate Programs is received within one business day prior to the first day of fall classes on

campus.

- The EMBA program is cohort based, and continuous enrollment is required. Students who wish to withdraw in subsequent quarters must notify the Office of Graduate Programs in writing within two business days prior to the first day of classes in order to avoid the quarterly tuition charge and any applicable fees.
- Students are prohibited from dropping individual classes within a quarter. There are no partial refunds for dropped courses within the term.

### ***Leave of Absence***

A leave of absence request must be made in writing to the Graduate Business Programs Office. Students approved must return the following year and join the next EMBA cohort at the quarter when the leave was granted. Students are limited to one leave of absence during the duration of the program, and are not charged during the leave period, as registration generates billing.

## **Financial Hardship**

Students who withdraw from the University or drop courses due to an illness, injury, or psychological/emotional condition are eligible for a tuition refund in accordance with the schedule above. Tuition insurance may be purchased to cover tuition charges for diagnosed medical or mental health related withdrawals that occur after the first week of the term.

Santa Clara University degree students who withdraw from the University or who are administratively withdrawn from the University after the third week of the term due to a qualifying financial hardship may be eligible for an allocation from the student hardship fund for 25 percent of the tuition charges for that term. Qualifying financial hardships include: (1) death, disabling injury, medical emergency, (2) loss of job by an independent student, (3) medical or other emergency involving a dependent of an independent student, and (4) student deployment for active military duty. The Vice Provost for Student Life or designee, in consultation with the Financial Aid Office, will determine qualifying financial hardships and any allocation from the student hardship fund. Students must submit a request for an allocation from the student hardship fund by the end of the applicable term.

Santa Clara University reserves the right to change tuition, room and board, fees, or other costs, to modify its services, or change its programs at any time. In addition, no refunds of tuition, room and board, fees or other costs will be made because of curtailed

services resulting from strikes, acts of God, civil insurrection, riots or threats thereof, changed economic conditions, national emergency, or other causes beyond the control of Santa Clara University.

## Tuition Insurance Protection

Students and families may protect themselves against financial loss due to unexpected withdrawal from the University by purchasing tuition insurance coverage. The University has partnered with A.W.G. Dewar, Inc. , to offer this low cost plan to protect from loss of funds paid for tuition should it be necessary to *completely* withdraw from the University during the term for diagnosed medical or mental health reasons. Plan enrollment is available annually or quarterly. Enrollment must be completed prior to the first day of the quarter. . Information on the tuition insurance plan is available on the Dewars' website at: [www.collegerefund.com](http://www.collegerefund.com) or the Bursar's Office website at: [www.scu.edu/bursar/tuitionprotection](http://www.scu.edu/bursar/tuitionprotection) .

## Financial Aid

Financial assistance for Graduate Business Programs students is available. The University Financial Aid Office administers student loan programs and other state or federal grants (except veterans' assistance) and federal work-study. Contact the Enrollment Services Center at 408-551-1000 or visit the [Financial Aid website](#). Partial scholarships are available for admitted students through the Leavey School of Business.

## Financial Scholarships

For those students who demonstrate outstanding academic achievement, the Graduate Business School provides limited student aid in the form of merit scholarships that covers partial tuition. These funds are awarded at the time of admission by the Graduate Business Admissions Office and disbursed by the Financial Aid Office. No additional application is required. The merit-based scholarships are based on previous outstanding accomplishments such as community service, professional accomplishments and outstanding scholarship. Decisions are made at the discretion of the Graduate Business Admissions Office, and scholarships can only be granted once.

## Federal Direct Loans

Financial aid is available to MBA/M.S. students who are U.S. citizens or eligible non-citizens. To apply, complete the [Free Application for Federal Student Aid](#).

### ***William D. Ford Federal Direct Unsubsidized Loans***

The unsubsidized William D. Ford Federal Direct Loan is a federally funded low-interest student loan administered by the United States Department of Education. Under the Federal Direct Loan program, a student may borrow funds for education-related expenses. Loan information:

- Non need-based
- Must be enrolled at least half-time
- Federal Loan rates determined by lender
- FAFSA required annually
- Must complete Entrance Counseling & a Master Promissory Note
- Must meet satisfactory academic progress standards
- Repayment begins six months after enrollment drops below half time

Subject to federal change

Additional information may be obtained from the Enrollment Services Center located in the Schott Admissions & Enrollment Services Building, 408-551-1000.

### ***William D. Ford Federal Direct Graduate PLUS Loans***

Graduate students may need to borrow beyond the unsubsidized loan to pay for their education. The William D. Ford Direct Graduate PLUS Loan program is designed to provide additional federal assistance to students. Federal Direct Graduate PLUS Loans are not based on financial need, but do require credit approval.

Loan information:

- Non need-based with credit approval Must be enrolled at least half-time
- Federal Loan rates determined by lender
- FAFSA required annually
- Must complete Entrance Counseling & a Master Promissory Note Must meet satisfactory academic progress standards
- Repayment begins 60 days after final disbursement

Subject to federal change

Additional information may be obtained from the Enrollment Services Center located in the Schott Admissions & Enrollment Services Building, 408-551-1000.

## **Private Alternative Loans**

Private alternative educational loans are available from private lenders for students whose cost of attendance has not been met with other financial aid. The Free Application for Federal Student Aid (FAFSA) is not required to apply for a private alternative educational loan. Private alternative educational loan programs differ from the William D. Ford Federal Direct Loan program in several ways:

- Annual and total loan limits are higher
- Interest rates are normally variable rates that change on a quarterly basis
- Loans and interest rates are based on credit approval and approval is not guaranteed
- Loans are not federally guaranteed; therefore, do not have the same deferments, forbearance, cancellation and consolidation benefits

The terms and conditions for private alternative educational loans vary greatly. Students are advised to compare loan programs before choosing a lender. Interest rates, fees and other provisions of these programs are subject to change by the lender. Additional information may be obtained from the Enrollment Services Center located in the Schott Admissions & Enrollment Services Building, 408-551-1000.

## **Deadlines**

The Financial Aid Office has established deadlines for the programs it administers. All students requesting financial aid from the University should contact the Enrollment Services Center at the earliest possible date, and request specific deadline information and appropriate application materials. All financial aid deadlines are posted on the [Financial Aid website](#). The Enrollment Services Center and the Financial Aid Office communicate with students through SCU email addresses only.

## **Veterans and Veterans' Dependents Assistance**

Santa Clara University is certified by the Department of Veterans Affairs as qualified to enroll students under applicable federal legislation and regulations, including Chapter 35 (child of a deceased or 100 percent disabled veteran, widow of any person who died in the service or died Santa Clara University is certified by the Department of Veterans Affairs as qualified to enroll students under applicable federal legislation and regulations, including Chapter 35 (child of a deceased or 100 percent disabled veteran, widow of any person who died in the service or died of a service-connected disability, or wife of a veteran with a 100 percent service-connected disability), Chapter 31 (rehabilitation), Chapter 30/1606 (active duty Montgomery G.I. Bill), Chapter 33 (post 9/11 GI Bill). Individuals interested in attending under any of the veterans' assistance programs should contact the Veterans Administration and the University Office of the Registrar at 408-554-7831.

## **Return of Federal Title IV Funds**

All students who withdraw completely from the University and who have federal financial aid, including federal student loans, are subject to the return of Title IV funds policy. Under this policy, it is assumed that a student earns his or her aid based on the period of time he or she remains enrolled. Unearned Title IV funds, other than federal work-study, must be returned to the federal aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of earned Title IV aid.

During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time he or she remains enrolled. That is, the percentage of time during the period that the student remained enrolled is the percentage of disbursable aid for that period that the student earned. Institutional costs play no role in determining the amount of Title IV funds to which a withdrawn student is entitled

A student who withdraws after the 60 percent point of the enrollment term earns all Title IV aid disbursed for the period.

All funds must be returned to federal programs before being returned to state or institutional aid programs and/or the student. This return of funds allocation will be made in the following specific order and will be applied to all students who have received federal Title IV assistance:

- Unsubsidized Federal Direct Loans (other than Direct Graduate PLUS Loans)  
Subsidized Federal Direct Loans
- Federal Direct Graduate PLUS Loans

- Other Federal, State, private or institutional assistance programs

## **Verification of Information**

The United States Department of Education requires all institutions disbursing federal financial aid funds to verify the accuracy of the information students submit as a basis for aid awards. Each year, a percentage of students receiving federal financial aid funds are randomly selected for verification of the information on which awards were based. Students selected for verification may be required to submit additional documents and verify information, such as household size and number of family members enrolled in college. The University reserves the right to request similar information for verification purposes for any student awarded aid. Information collected may result in changes to a financial aid award and, in some cases, the repayment of funds already received. Failure to comply with the request for this information will result in the cancellation of financial aid funds.



# Academic Information

## Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the confidentiality of the University records of Santa Clara University students. The University is authorized under provisions of the Act to release directory information to any person on request, unless a student explicitly requests in writing that the University not do so and keep directory information confidential.

"Directory Information" includes the following items:

- Name
- Address (campus, local and/or permanent; e-mail) Telephone number
- Date and place of birth Photographic image
- Major field of study, classification, dates of attendance, expected graduation date, degrees, and honors received Most recent previous educational institution attended
- Participation in officially recognized activities, including intercollegiate athletics height and weight of participants on intercollegiate athletic teams

No other information may be released concerning a student without the written authorization of that student. If a student prefers not to have any information about herself/himself released to anyone, that student must fill out a non-disclosure form and submit it to the Office of the Registrar. Requests for non-disclosure may be filed with the Office of the Registrar during the registration period and throughout the academic year. Once filed, the request remains in effect until the fall term begins for the following academic year--regardless of when the request was filed--unless a written request to remove it is received. Requests for non-disclosure by students in their last term of enrollment remain in effect until cancelled by the student. Requests from former students are honored at the University's discretion.

Certain records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. Parents' financial information, including statements submitted

with scholarship applications, also is excluded by law from inspection. Third parties may not have access to educational records or other information pertaining to students without the written consent of the particular student.

Former or current borrowers of funds from any Title IV student loan program should note carefully that requests for nondisclosure of information will have no effect on preventing Santa Clara University from releasing information pertinent to employment, enrollment status, current address, and loan account status to a school lender, subsequent holder, guarantee agency, U.S. Department of Education, or an authorized agent.

Students have the right to inspect and review their educational records at the following offices:

- The Office of the Registrar maintains official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record.
- The Deans, in their respective offices, maintain working academic files
- The Office of Student Life maintains records relating to a student's nonacademic activities.
- Records relating to a student's financial status with the University are maintained in the various student financial services offices.

Students have the right to request the amendment of their educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of a student's privacy or other rights. Students may direct complaints regarding academic records to the Dean of the college or school in which they are enrolled or to the University registrar. In addition, students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Santa Clara University to comply with the requirements of FERPA. Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5920.

Detailed information can be found on the [Family Compliance Office website](#):

*Complete information on Santa Clara University's student records policy can be found [here](#)..*

## Campus Security and Crime Statistics Act

The U.S. Department of Education requires universities that receive Title IV funding to disclose certain information, including institutional graduation rates, athlete graduation rates, financial assistance awarded, and crime statistics. Information presented in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is made available to assist current and potential students and employees in making informed decisions regarding their attendance or employment with Santa Clara University. To view the Santa Clara University reports, visit the [Campus Safety Services website](#).

A paper copy of the annual crime statistics report may be obtained by writing to Campus Safety Services, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053.

## Academic Regulations

### Student Responsibility

***All official communication from the University and Graduate Business Programs is sent to the student's Santa Clara University email address.***

The student is personally responsible for knowing all of the academic regulations in the MBA or M.S. Program in which they are enrolled. Failure to understand these regulations and requirements does not relieve the student of responsibility. The student is responsible for resolving any holds placed on his or her record.

### Honor Code

As an institution of higher education rooted in the Jesuit tradition, Santa Clara University is committed to creating and sustaining an environment that facilitates students' academic, personal, and ethical development. This commitment balances freedom of individual choice and expression with the expectation that individual members of the community will:

- Be honest
- Demonstrate self-respect and respect for others
- Demonstrate respect for the law and University policies, procedures, and standards.

Engaging in any form of academic dishonesty, such as plagiarism (representing the work or ideas of others as one's own without giving proper acknowledgment), cheating (e.g., using unauthorized resources or assistance on coursework, copying the work of

another person, falsifying data, sabotaging the work of others, and the unauthorized use of electronics, media, or data), or other acts generally understood to be dishonest by faculty or students in an academic context will subject the student to disciplinary action.

Every student is required to sign the honor code and adhere to its conditions.

## Academic Integrity

The University is committed to academic excellence and integrity. It is the student's responsibility to do his/her own work and to cite sources of information, whether paraphrased or quoted. For assistance in identifying when something should be [cited please check here](#). In addition, course syllabi commonly elaborate on the specifics of academic integrity appropriate for the individual class.

Final responsibility for assigning grades remains with the instructor of the course. If the student wants to withdraw from the course but the instructor's signature is required, the instructor is within his/her rights to sign or decline to sign an approval of the withdrawal.

Students should check with their program to ensure they understand program requirements.

## Academic Integrity Protocol

The Leavey School of Business is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of "F" for the course. In addition, a student found guilty of a dishonest act may be subject to sanctions, up to and including dismissal from the University, as a result of the student judicial process as described in the Graduate Business Programs Bulletin. A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action.

### ***Allegations within the Context of a Course***

These procedures are intended to protect the integrity of the instructional program and of student academic achievement. Any member of the Santa Clara University community with a suspicion or evidence of academic dishonesty of some kind as described in the Student Conduct Code (e.g., plagiarism, falsification of data, misrepresentation of research, or the use of prohibited materials during an examination,

and other acts generally understood to be dishonest by faculty or students in an academic context) may initiate an allegation of student academic dishonesty. The following describes procedures for resolution by due process.

If the allegation arises within the context of a course or academic assignment, its resolution begins with the instructor responsible for that course or assignment, who informs the student of the suspicion. If the instructor judges on the basis of available evidence that an academic violation has occurred, the instructor applies an academic sanction and notifies the student of the reason for the academic sanction. The instructor decides on the severity of the academic sanction (e.g., refusal to accept an assignment, "F" on the particular assignment, or "F" for the entire course). The instructor will report in writing to the department chair, to the Dean (who may delegate this to the appropriate administrative resource in the Leavey School of Business), and to the Office of Student Life what violation of academic integrity has occurred and what academic sanction has been applied. The Office of Student Life will pursue the matter as a violation of the Student Conduct Code through the University judicial process. This process is not intended to limit academic freedom.

### ***Appeal Process for Academic Sanctions***

If, after discussion with the instructor concerning the academic sanction applied, the student wants to challenge the instructor's decision, the student will contact the chair of the department in which the course is offered. If the instructor is the department chair, then the appeal is made to the dean of the school or college in which the course is offered or his/her designate, and the dean or designate refers the case to the chair of a closely related department.

The department chair hearing the appeal has the option to convene an ad hoc panel if he or she believes that the complexity of the case warrants doing so. The student suspected of committing academic dishonesty has the right to bring a support person whose only role is to accompany the student to the hearing. The panel will include two full-time faculty members from the department in which the course was offered, one full-time faculty member from a closely related department, and two students who are trained student judicial board members. Staff in the

Office of Student Life will arrange for the participation of the student panel members. The charge of the panel is to study all previously considered and newly developed evidence, review statements of all parties concerned, interview all parties concerned, and make a recommendation to the department chair.

The parties involved have the right to file an objection to the appointment of a particular faculty member or student to the ad hoc panel. This objection must be based upon a belief that the named faculty member or student is unable to conduct an impartial evaluation and therefore will not review the case in an impartial manner. The objection is filed with the chair hearing the appeal who will make a ruling on this objection. If necessary, the chair will then appoint a different faculty member or student.

After reviewing all relevant materials and information, including the recommendation of the ad hoc panel when one is convened, the department chair will consider all evidence available, confer with all parties concerned, inform all parties of her or his recommendation regarding the alleged violation, and report the recommendation to the student, to the Dean (who may delegate this to the appropriate administrative resource in the Leavey School of Business), and to the Office of Student Life. However, final responsibility for assigning grades remains with the instructor of the course.

Decisions may only be appealed to one level above the instructor. All proceedings are intended to be confidential.

If the student wishes to withdraw from the course, the instructor's approval is required for the withdrawal process. The instructor may refuse to approve of the withdrawal and assign an appropriate grade.

### ***University Judicial Process***

When the Office of Student Life receives the report, the Senior Assistant Dean will meet with the student to discuss the relevance of the violation to the Student Conduct Code. Whether further judicial sanctions are applied or not, the report of academic dishonesty will remain on file in the Office of Student Life for the remainder of the student's enrollment at Santa Clara University. The student involved has the right to include a statement as part of these files.

If it is ruled that the student committed an academic integrity violation, the Office of Student Life will administer a judicial sanction that would range from a letter of warning to expulsion from the University. The severity of the judicial sanction depends on the severity of the circumstances, including the student's judicial history and previous academic integrity violations.

### ***Allegations Outside a Course***

If the allegation involves a situation outside the context of a course, resolution begins with the Office of Student Life. The Senior Assistant Dean will confer with all parties concerned. After hearing all evidence and conducting further investigation as needed,

the assistant dean will either hear the case or refer it to a judicial board in accordance with the University Judicial Process. The outcome of the hearing will be communicated to those involved.

## **Attendance**

Students are expected to attend class sessions. Specific attendance requirements are set by the faculty in the syllabi of individual courses and are binding. Students should select courses carefully in a quarter when an unavoidable absence is necessary. Attendance during the first week of the quarter is critical. Students are not automatically dropped from a class if they do not attend.

## **Completion Requirements**

The requirements for the MBA or MSIS degree must be completed within six years of admission, including leaves of absence and any other break in attendance. Requests for an extension of the six-year completion requirement must be made in writing and include a detailed plan of how and when the requirements will be met. Approval of the extension request is at the discretion of the senior director, Graduate Business Programs Academic Support and Records. For, MSFA and MSBA program completion requirements, contact the M.S. Programs Director.

## **Academic Standing**

Students must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

If a student has a cumulative GPA below 3.0 during the first 17 units of study, he/she will be placed on academic warning. After completing 17 units, students must maintain a cumulative GPA of 3.0 to remain in good standing. Students on academic probation have the following 2 quarters of attendance to meet the minimum 3.0 cumulative GPA requirement. If the student fails to increase the cumulative GPA to 3.0, he/she may be disqualified from the program.

A student is allowed to appeal a disqualification one time only. The process begins with the student submitting a written appeal, including the steps to be taken to reestablish good academic standing. Further registration will not be allowed until the written appeal has been approved. Upon approval, the student will be responsible for adhering to the

plan outlined in the appeal. If, at any time, the conditions of the appeal are not met, or the student is not consistently making academic progress, the student will be withdrawn from all classes and required to leave the program.

Academic probation and disqualification status are noted on the student's transcript but academic warning status is not noted. Because of the short timeframe of the MSBA and MSF programs, the above policy has been revised for these students as follows:

**Please review the chapters for M.S. programs in this bulletin for academic standing policies.**

The administration will contact faculty midway through the term to acquire a status update on academic performance, and to ensure that students are aware of academic resources and tutoring in an attempt to assist the student in improving performance.

*If a student has a cumulative GPA below a 3.0 at the end of his/her final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional coursework in the SCU graduate business school.*

## Grading

*The grading system is as follows:*

A	B	C	F
A = 4.0	B+ = 3.3	C+ = 2.3	F = 0.0
A- = 3.7	B = 3.0	C = 2.0	
	B- = 2.7	C- = 1.7	

The A grade indicates distinguished performance and competence; the A- and B+ ranges indicate excellent performance and competence; and a B grade demonstrates work meeting academic and professional standards. Grades in the B- and C+ ranges are given for acceptable performance levels in a particular course but are insufficient for meeting overall performance requirements and graduation requirements. A C- grade is the minimal passing grade. A grade of F is given for performance that insufficiently demonstrates academic and professional competence. Instructors may assign grades without pluses and minuses at their discretion.

The University also uses the following designators for which no unit credit or grade point value is granted:



I: Incomplete

N: Continuing work

NS: No Show

W: Withdrawn

## Repeating Failed Courses

When a student repeats a course after failing to pass it on the first attempt, the grade received on the second attempt shall replace the initial grade in the calculation of the student's GPA upon receipt of a petition from the student. A failed course may be repeated only once. The Academic Support and Records Office must approve requests for a third attempt. If approved and the course is successfully repeated on the third attempt, only one of the previous F grades will be replaced in the calculation of the student's GPA. All attempts are reflected on the student's transcript. A course completed with a passing grade may not be repeated. A student who fails an elective has the option of taking the same course again (if offered) and the student's GPA will be recalculated. The student may take a different elective but it will not count as a repeated course, and the grade will not replace the grade from the failed course. The program is under no obligation to offer electives to allow a student to repeat the elective course that was not successfully completed. A failing grade received as a sanction for a violation of the academic integrity protocol may not be replaced.

## Disputing Grades

If, after completing a course, a student receives a grade that he/she wishes to dispute, the following steps must be taken:

- A student shall first resolve the grade issue with the instructor.
- If the issue remains unresolved, the student may submit a written appeal to the appropriate department chairperson.
- If, after review by the department chairperson, there is still no resolution, the student may submit a formal appeal to the Senior Assistant Dean of Graduate Business Programs.
- If a change in grade occurs, the instructor will submit the grade change to the Graduate Business Programs Office to be recorded and posted. ***The instructor of record is the only person who can authorize a grade change.***

## Incomplete Grades

An "I" (Incomplete) grade may be assigned by the instructor when a student does not complete some essential portion of the assigned work in a class because of extraordinary circumstances beyond the student's control. The unfinished work must be completed and given to the instructor within *three weeks* of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension. A request for an extension must be submitted in writing by the instructor and approved by the University registrar within the original three-week period. Extensions shall not be for longer than two academic quarters after the incomplete was assigned, excluding summer session. An incomplete that has not been completed within the specified deadline or has not received an approved extension will be converted to a grade of "F."

## NS (No Show) Grades

The "NS" (No Show) grade is assigned when a student fails to attend and does not drop a course for which he/she has registered. The NS grade does not impact the student's GPA but cannot be changed or removed from the transcript. No adjustment in tuition will result from the awarding of a mark of "NS" in a class.

## Withdrawn (W) Grades

A "W" (Withdrawn) is assigned by the Office of the Registrar when a student completes the formal requirements for dropping a class or withdrawing from the University after the quarter's add/drop period. A mark of "W" cannot be changed to any other grade. A "W" is included in the student's academic record and appears on the student's transcript but has no effect on the student's GPA.

## Registration

Each quarter, a registration period is held to allow all graduate business students to enroll in classes. Students are assigned appointment times in the eCampus system during the designated initial registration period. Appointment times are assigned based on the number of units a student has accumulated plus current enrollment (some exceptions apply). During the initial registration period, students may register for no more than 10 units (does not apply to M.S. students). Upon completion of the initial

period, students may add, drop, or swap classes until the end of the first week of classes. Students may drop classes at any time during the quarter until the designated last day to drop classes. (See Tuition Refund Policy in Chapter 3.)

Prior to registering for classes, a student must resolve any registration holds that have been placed on his/her student record. To resolve a hold, the appropriate office(s) must be contacted. To navigate the eCampus registration system effectively, students are encouraged to monitor their accounts and clear any holds. Students will not be able to add or swap any classes until their records are clear. New students are encouraged to clear any holds as soon as possible related to pre-program competencies and missing transcripts identified at time of admission.

Once classes have begun, students may withdraw from courses without prior approval up to the seventh week of the quarter. After that date, the student must get approval from the Graduate Business Programs Office. Courses cannot be dropped once the final exam has been administered. (See Tuition Refund Policy in Chapter 3.)

## **Wait Lists**

After the initial registration period, waitlists are used to enroll students during the open enrollment period. Students are allowed to add themselves to the waitlist through eCampus for courses that have reached capacity during the initial registration period. Students who are on waitlists will be enrolled into available spaces provided they do not have time or section conflicts. The student is responsible for monitoring her/his position on the waitlist. Pending no conflicts exist, students will be registered automatically and are responsible for dropping the class if enrolled via waitlist.

At the end of initial registration, classrooms are assigned and capacities are increased accordingly. Once capacities have been increased, the waitlists are scheduled and processed until the day before classes begin. All waitlists are then purged and students can add themselves to a class if space becomes available up until the last day to add a class.

*Note: The only way to enroll in a course is through eCampus. Instructors cannot add students to their class rosters.*

## **Leave of Absence**

All students who do not register by the end of the first week of any quarter of the academic year, excluding summer quarter, will be placed on the inactive list unless they have been given leaves of absence. A leave of absence request must be made in writing

to the Graduate Business Programs Office. If a leave of absence is requested after registration has occurred, the student is responsible for dropping all classes in addition to filing for the leave of absence.

A leave of absence will be granted only for a specified period of time and normally not for more than one year. If the approved period for the leave of absence is exceeded and the student does not contact the Graduate Business Programs Office to request an extension by the end of the first week of the current quarter, the student must re-apply to the program and will be considered for readmission as a new applicant. A leave of absence is not required for students who do not attend summer quarter.

Leaves of absence are included in the six year program completion requirement.

## **Program Withdrawal**

To withdraw from the University, a written notification must be submitted to the Graduate Business Programs Office. The student is responsible for dropping courses through eCampus separately from withdrawal from the University.

Withdrawal from the University is not officially complete until the student clears obligations with the Bursar's Office. Students on deferments or federal loans also must clear their financial obligations with the Bursar's Office. Refund checks for approved graduate course withdrawals are issued by the Bursar's Office. It is the student's responsibility to contact that office and request disbursement. (See Tuition Refund Policy in Chapter 3.)

## **Readmittance**

A student who does not register for any quarter, excluding summer quarter, and does not apply for a leave of absence, will be placed on the inactive list. When a student is placed on the inactive list, an application for admission accompanied by a reapplication fee of \$148 must be submitted. The student then will be considered for readmission on the same basis as a new applicant. The student also will be required to fulfill any additional requirements and satisfy any curriculum changes the business school may adopt during the interim period between registrations. Credit is not guaranteed for previous completed course work and no further leaves of absence will be allowed.

If the student has attended another school, all transcripts must be sent to the Graduate Business Programs Admissions Committee, Leavey School of Business, Santa Clara University, 500 El Camino Real, Santa Clara, CA 95053. All course work taken in the

interim must be satisfactorily completed, and the student must be in good standing, in order to be considered for readmission.

## **Concurrent Enrollment**

A student in the MBA or M.S. Programs will not be allowed concurrent enrollment in Santa Clara University's other academic programs or at any other university. Exceptions are J.D./MBA, J.D./MSIS, 4+1 Programs, and courses taken elsewhere to satisfy pre-program competencies. Once a student has enrolled, no transfer credit for course work done at another university will be granted without permission from the Senior Director, Graduate Business Programs Academic Support and Records. Due to the nature and rigor of the MBA and M.S. Programs, a student's full attention is required to maintain good standing in the program.

## **Jesuit Transfer Agreement**

Students who leave the Santa Clara area to pursue other work or personal opportunities may participate in the Jesuit Transfer Agreement. Under this agreement, students who have completed 50 percent or more units at SCU may attend another AACSB-accredited MBA Program at one of the participating Jesuit schools and transfer units back to SCU to complete their degrees.

To begin this process, the student must schedule an appointment with the MBA Programs staff to review his/her academic history and discuss the participating school's requirements. Providing the student is in good academic standing and has completed 50 percent or more of the degree requirements at SCU, the degree will be granted by Santa Clara University.

If a student has less than 50 percent of the units required to award an MBA degree at SCU, they may apply to a participating Jesuit school and transfer the units already earned at SCU to that institution. Under this agreement, the student transferring out of Santa Clara University is required to meet all application and admission criteria of the receiving school. Upon admission to the receiving school, students will be informed of which units will be transferred from SCU to the institution. The receiving school will award the degree. Note: This agreement does not apply to Online MBA. For more information [visit http://jesuitmba.org/](http://jesuitmba.org/).

## **Courtesy Students**

*Incoming*

Students who have been admitted to the Leavey School of Business as visiting students from another AACSB-accredited MBA Program are considered courtesy students.

During the application process, courtesy students will be asked to submit a list of pre-approved courses from their sending institution. Upon admission, this list of courses will be kept in the student's file for reference during the registration period. The Graduate Business Programs Office will register all courtesy students for the approved classes on a space-available basis after SCU degree-seeking students have registered.

Once registration has occurred, courtesy students will be responsible for checking their eCampus accounts for billing and tuition information. All bills will be sent to the SCU email address assigned to the courtesy student. Information regarding the billing process can be obtained by contacting the One Stop Enrollment Center.

Upon completion of the courses approved by the sending institution, courtesy student records will be inactivated. Official transcripts are to be requested by the student directly from the Office of the Registrar.

### *Outgoing*

Students who need to complete their MBA program outside of SCU, and cannot take advantage of the Jesuit Transfer Agreement, may apply for courtesy student status at another AACSB-accredited MBA Program/Business School. A maximum of six graduate units are allowed for transfer back to Santa Clara University. Courses for transfer must be pre-approved by the Graduate Business Programs Office. Credit will be given for approved coursework completed with a B or better grade and upon receipt of the official transcript.

## **Principles for Faculty and Student Conflict of Interest**

The Leavey School of Business is committed to the development of good business practices in an open and collaborative environment. The faculty makes a reasonable effort to prevent conflicts of interest or the appearance of conflicts from developing with enrolled Graduate Business students. The following guidelines apply:

- The educational purposes within the classroom and University are foremost and supersede commercial interests.
- Student work is regarded as the intellectual property of the author(s), and written permission must be received prior to use outside the classroom.
- Neither faculty nor students shall be asked to sign nondisclosure agreements for class-related work.

- Faculty and students should not expect that any discussion of general or specific economic or organizational matters, or information that is disclosed in the course of that discussion, can be considered confidential, either implicitly or explicitly.
- Faculty and students should not engage in financial or business relationships with one another while they are teaching and/or enrolled in a course together.

## **Petitions and Grievances**

Requests for exceptions to Leavey School of Business policies must be made in writing and submitted to the Graduate Business Programs Office. Student grievances regarding courses and policies should be sent to the Graduate Business Programs Office.

## **Academic Advising**

MBA and M.S. advisors are available as needed for all students. Please contact your program office for dates and availability.

## **Curricular Practical Training**

Santa Clara University offers international students with F-1 immigration status in the MBA/MSBA/MSIS/MSFA programs the opportunity to engage in Curricular Practical Training in accordance with Student and Exchange Visitor Program (SEVP) regulations.

To be eligible to participate in CPT, students should contact the Global Engagement Office. Eligible students will be manually enrolled by their program office.

## **Exceptions to Academic and Administrative Policies and Regulations**

The Bulletin contains the academic and administrative policies and regulations that govern enrollment of students at Santa Clara University. Students are responsible for knowing all academic and administrative policies and regulations affecting their program of study and for abiding by all such policies and regulations during their period of enrollment at the University. Continued enrollment is subject to compliance with the academic and administrative policies and regulations as described herein and otherwise published by the University. Failure to understand the policies and regulations does not relieve a student of his or her responsibility for adhering to the policies and regulations.

The University Registrar is tasked with ensuring that degree requirements, academic program policies and regulations, registration policies and regulations, grading policies and regulations, and academic credit evaluation as described in the Bulletin are implemented appropriately.

On rare occasions, students may request an exception to policy. Requests must be associated with issues or events of an extreme nature that were unforeseen and beyond the control of the student. Poor performance in course work; missed deadlines; change of major or educational plans; or a course grade's adverse effect on the student's grade point average, probationary standing, or other eligibility are not sufficient reasons for granting an exception.

Students should submit their request and the appropriate documentation using the following link: <https://www.scu.edu/registrar/forms/>. The Office of the Registrar will review the request for exception with three business days from the date of submission and notify the student of the decision.

### ***Appealing the Decision of the Office of the Registrar***

A student, who does not agree with the decision of the Registrar, can request an appeal by submitting a formal request for reconsideration to the Office of the Registrar. The request should describe the specific situation and explain the basis of the request for reconsideration. The student should also provide any relevant documentation. All requests for reconsideration must be submitted within ten business days of the original decision of the Office of the Registrar.

Once the request for an appeal is received, the Office of the Registrar will convene a three person panel consisting of an Associate Dean of the relevant College or School, the Dean of Academic Support Services (or designee), and an Associate Dean of Student Life (or designee). The panel will use the general standard that the basis of appeal must be related to issues or events of an extreme nature that were unforeseen and beyond the control of the student. The panel will review requests for exception within fifteen business days from the date of submission and notify the student of the decision within two business days.



# MBA Curriculum

*Note: Refer to designated chapters for curriculum details specific to the Masters of Science in Information Systems, Finance, Business Analytics, and Executive MBA Programs.*

The Santa Clara MBA program is designed to develop leaders with a broad business, economic, and social perspective who are capable of managing change in dynamic environments. Students develop a breadth of understanding through coursework in accounting, economics, finance, management, marketing, and operations management and information systems; and depth by concentrating electives in particular functional cross-disciplinary areas.

## Program Design

The design of the curriculum was guided by several overarching goals:

1. Provide students with the skills and bodies of knowledge that support successful, fulfilling careers in business.
2. Alignment with LSB's primary point of distinction: Engagement with Silicon Valley.
3. Strong content related to Entrepreneurship and Innovation (in both new and established firms) and blending theory and practice to help students put ideas into action.
4. Commitment to the Jesuit ideals of ethics, integrity and corporate and individual social responsibility.

## Overview of Curriculum

The Santa Clara MBA curriculum consists of 70 units across 15 core courses (44 units), and 26 additional units of free electives. While entering students have a recommended schedule for their first year, there is considerable flexibility in the pace and order in which courses are taken (with the caveat that all prerequisites must be satisfied before enrolling in a particular course). Please note that the Evening MBA and Online MBA programs follow the same curriculum and requirements.

## Schedules

During the fall, winter, spring, and summer quarters, classes generally meet twice per week for ten weeks for 95 minutes per session. 2-unit courses generally meet twice per week for five weeks covering the first or second half of a quarter. In all quarters, final exam periods are two hours.

## Program Outline and Core Course Descriptions

### Core (44 Units)

#### ***ACTG 3000. Financial Accounting***

Introduces the roles, concepts, principles, legal requirements, and impacts of external financial reporting. Covers basic financial statements and the analysis and recording of transactions, with a focus towards interpretation of reported results. Studies the more common and significant transactions impacting firms. *Prerequisite: None.* (4 units)

#### ***ECON 3000. Managerial Economics***

This course will introduce economic foundation for managerial decisions. The course analyzes the economic behavior of individuals and firms and explores how their interactions in markets affect managerial decisions. Basic concept of market, price elasticity, theory of consumer and theory of firm will be studied to incorporate economic theories in managerial decision making. How key managerial decisions are made in different industrial structures will be discussed. *Prerequisite: OMIS 3202.* (4 units)

#### ***FNCE 3000. Financial Management***

This course provides an introduction to finance. It addresses the theory and practice of financial management, the generation and allocation of financial resources. The main objective is to provide a foundation in the basic concepts of finance, including the time value of money, cash and working capital management, the role of financial markets, portfolio theory, asset pricing, and the risk-return tradeoff, and to expand awareness of institutions and practices in business and finance. *Prerequisite: ACTG 3000.* (4 units)

#### ***IDIS 3700. Effective Business Communications***

Intensive practice in forms of communication specifically for business settings, geared to the student's level of prior preparation. The focus will be primarily on oral communication and writing to support the oral communication. Emphasis on communicating complex issues and quantitative data to inform, advocate or persuade. *Prerequisite: None.* (2 units)

***MGMT 3000. Leading People and Organizations***

Provides students with theories, frameworks, and empirical research on the topic of leadership and team dynamics to help students enhance their own leadership capabilities. Topics include empirically-grounded models of leadership, importance of self-awareness in leadership, effective group & team dynamics, group decision-making, conflict resolution, and design thinking. *Prerequisite: None.* (4 units)

***MGMT 3200. Ethics for Managers***

This course is an introduction to business ethics that focuses specifically on the kinds of ethical issues that managers typically encounter. Course topics include the psychological factors that influence moral decision-making, normative approaches for dealing with ethical issues in management, and application of these concepts to cases describing real life ethical dilemmas managers have faced in a variety of organizational and environmental settings. *Prerequisite: None.* (2 units)

***MGMT 3050. Strategic Analysis***

This course focuses on how managers position their businesses to create and sustain an advantage relative to rivals in the face of uncertainty, rapid change, and competition. Strategy involves understanding the utility of different choices and tradeoffs -- choosing what actions to avoid is as important as choosing what to do. As a result, the course covers a variety of tools, frameworks, theories and concepts for analyzing a firm's strategic position and the environment in which it is operating. By uncovering the factors that make some strategic positions strong and viable, students develop the ability to evaluate the effects of changes in resources and capabilities, industry forces, macro environmental forces, and technology on industry structure and firm behavior and, in turn, on a firm's opportunities for establishing and sustaining a superior position relative to rivals. *Prerequisite: ALL core courses.* (4 units)

***MKTG 3000. Marketing Is Everything***

Focuses on decisions faced by managers concerning market segmentation, targeting, and positioning. Covers concepts such as new product development, pricing strategies, distribution channels, customer relationships, and performance metrics within a strategic

planning framework. Students apply these key concepts and frameworks to cases and to formulating a comprehensive marketing plan centered on sustainable profitability and capabilities. Cases cover various environments and industries, especially those of concern to Silicon Valley firms. *Prerequisite: None.* (4 units)

***MKTG 3200. Doing Business in Silicon Valley***

Introduces the Silicon Valley business ecosystem with a focus on how innovative new companies are launched, financed, and built into the next generation of market leaders. Includes the foundation for effective business communication. *Prerequisite: None.* (2 units)

***OMIS 3000. Business Analytics***

Business Analytics is the scientific analysis of data to make better business decisions. Students in this course will learn to use analytics platforms across a wide variety of applications such as marketing, finance, and supply chain management. They will become familiar with current technological environments for statistical/machine learning and visualization. *Prerequisite: OMIS 3200 & OMIS 3202.* (4 units)

***OMIS 3200. Quantitative Methods***

Introduces probability and statistical analysis, emphasizing applications to managerial decision problems. Discusses descriptive statistics, probability theory, sampling distributions, statistical estimation, hypothesis testing, and simple and multiple regressions. Additional topics may include exploratory data analysis, analysis of variance, and contingency tables. *Prerequisite: None.* (2 units)

***OMIS 3202. Analytical Decision Making***

This course covers how to rigorously formulate decision problems, understand mathematical optimization, deal with the uncertainties inherent in real business problems, while introducing computer-modeling tools like important Excel add-ons, R, Mathematica, CrystalBall, and @Risk. *Prerequisite: OMIS 3200.* (2 units)

***OMIS 3250. Analysis, Design, and Management of Enterprise Platforms***

Introduces the information technology infrastructures that enable within and across firm operations, and the competitive advantages that information technology can offer various firms. Focuses on how firms effectively utilize information technology resources in their business models and operations. *Prerequisite: OMIS 3200.* (2 units)

***OMIS 3252. Operations Management***

This course introduces how firms get the right products and services to the right people, in the right place, at the right time and cost. In addition to firms that provide physical goods, this course covers information-enabled, supply- demand matching networks like Uber and AirBnB that vastly reduce cost and increase convenience in operationally intensive industries. *Prerequisite: OMIS 3200 & OMIS 3202.* (2 units)

### ***Required "Challenges in" Selective***

Students are required to take at least one of the courses on the "Challenges in" elective list during their final quarter of the program. If pre-requisites and scheduling allows, students are able to take additional "Challenges in" electives as part of their free electives. These classes are case-style. These courses are numbered "3052" in various disciplines. *Prerequisite: Taken in the last quarter of the program.* (2 units)

## **Free Elective Courses (26 Units)**

Elective courses expand a student's knowledge in areas of particular interest or importance to the student's career and educational goals. Electives may be taken any time during the program assuming the prerequisite coursework is complete. Electives can also be used to earn a concentration in a particular area. Any course offered in conjunction with the MBA program, with the exception of those otherwise required, is considered an elective. For descriptions of elective courses, please consult Chapter 13. New courses are continually being developed and may not be listed.

## **Independent Study**

A student may elect to register for independent study to fulfill an elective requirement (2 or 4 units). Independent study courses are numbered 3698 (e.g., OMIS 3698, MGMT 3698, etc.). A student may take only one independent study course during their program. To obtain permission to register for independent study, students should prepare a complete proposal at least one quarter in advance of the quarter in which they wish to undertake the study. The proposal must be reviewed and signed by a tenured faculty member who thereby agrees to supervise and evaluate the study. The proposal is then reviewed by the department chair who must approve the proposal. The proposal must then be submitted to the Graduate Business Programs Office for final review. A signed copy of the proposal must be on file with the Graduate Business Programs Office before registration. An independent study is graded in the same manner as all other courses.

## **Concentrations**

Santa Clara University's MBA program has a general management perspective but also provides an option for students to complete a concentration. When a student petitions for a concentration prior to graduation the concentration is reflected on her/his official transcript pending completion of all required courses before the degree is awarded. Although the awarded concentration will appear on the student's official degree transcript, it does not appear on the student's diploma. Concentrations require at least 12 elective units in a specific area, and coursework completed outside of Santa Clara University does not satisfy concentration requirements. See below for more information.

## **Data Science and Business Analytics Concentration**

*Faculty Coordinators: Sanjiv Das (Finance and Business Analytics) and Xiaojing Dong (Marketing and Business Analytics)*

### **Learning Objectives**

Develop critical thinking skills for strategic evaluation and implementation of current data science (and big data) paradigms, including problem definition. Understand and acquire technical expertise in various quantitative fields such as statistics, econometrics, calculus, optimization, and software paradigms (e.g., R, Python, Databases/SQL, Tableau, etc.), that underlie various analyses undertaken by corporations. Learn how to build models (theoretical, statistical and econometric) to characterize business situations, develop strategies, and use these models to analyze business problems. Students will learn to collect, verify and use data to achieve enhanced business decisions, and present value-added strategies to senior management.

### **Requirements**

12 units from a combination of the courses below:

- ECON 3422/MKTG 3588 - The Analytics of Optimal Pricing and New Product Decisions (3 units/4 units)
- FNCE 2402 - Math for Finance and Analytics (4 units)
- FNCE 2404 - Introduction to Time Series (2 units)
- FNCE 2408 - Analytics for Finance (Panel Data) (2 units)
- FNCE 3483 - Applied Time Series Analysis (2 units)
- FNCE 3489 - Mathematical Finance (4 units)
- FNCE 3490/OMIS 3490 - Data Science and Machine Learning (3 units)

- IDIS 3802 - Python Programming for Business Analytics (4 units)
- MKTG 3597 - Marketing Analytics (4 units)
- MKTG 3802 - Mobile Marketing (4 units)
- MSIS 2534/2634 - Natural Language Processing (2 units)
- MSIS 2636 - Deep Learning (4 units)\*
- MSIS 2637 - Reinforcement Learning (2 units)\*
- MSIS 2627 - Big Data Modeling and Analysis
- OMIS 3366/MSIS 2403 - Database Management Systems (4 units)
- OMIS 3374 - Artificial Intelligence (4 units)
- OMIS 3385 - Supply Chain Analytics (2 units)
- OMIS 3386 - Business Intelligence and Data Warehousing (3 units)
- OMIS 3392 - Econometrics for Business Analytics (4 units)

MSIS 2636 and MSIS 2637 require completion of prerequisite OMIS 3490 - Machine Learning (4 units) prior to enrollment.\*

## **Marketing Concentration**

*Faculty Coordinator: Desmond Lo*

### **Learning Objectives**

Describe and apply current and evolving marketing frameworks to both high tech and non-high tech environments. Integrate marketing processes with other traditional business elements to develop creative strategies and plans to further institutional objectives. Utilize marketing concepts and approaches to optimize customer satisfaction and contribute to societal well-being

### **Requirements**

12 units of any graduate level MKTG elective courses.

## **Entrepreneurship and New Venture Creation Concentration**

*Faculty Coordinators: Jennifer Woolley (Management)*

### **Learning Objectives**

Develop an analytical framework for evaluating new business opportunities. Review special operating problems of new enterprises including the problems of survival in the early years, maintaining growth in an orderly fashion, and maintaining momentum as the firm approaches maturity. This involves developing and integrating an understanding of the accounting, finance, marketing, operations and management issues that start-ups face. Identify the unique entrepreneurial challenges faced by startups in high-technology sectors of the economy--these include infotech, biotech and clean tech. This involves reviewing the salient characteristics of these sectors, identifying the key strategic issues associated with them, and providing tools/frameworks to address these challenges. Provide an opportunity for students to evaluate their own abilities and goals in regard to small business opportunities. A minimum of 12 units is required for this concentration

### **Requirements**

- MGMT 3802 - Entrepreneurial Opportunities and Innovation (4 units)

The remaining 8 units may come from any of the below courses:

- FNCE 3460 - Mergers, Acquisitions & Corporate Restructuring (4 units)
- FNCE 3480 - Emerging Company Finance (2 units)
- FNCE 3481 - Emerging Company Finance II (2 units)
- FNCE 3482 - Business Valuation (4 units)
- MGMT 3504 - Innovation in Silicon Valley (4 units)
- MGMT 3512 - Leadership of Dynamic Organizations (4 units)
- MGMT 3538 - Leading Teams and Projects (4 units)
- MGMT 3544 - Strategic Business Negotiations (4 units)
- MGMT 3548 - Social Benefit Entrepreneurship (4 units)
- MGMT 3718 - Venture Capital Essentials (2 units)
- MKTG 3569 - Small Business Entrepreneurship (4 units)
- MKTG 3572 - New Product Innovation (4 units)
- MKTG 3592 - Internet Marketing and eCommerce (4 units)



- MKTG 3728 - Social Media Marketing (2 units)
- MKTG 3801- Social Media Marketing (4 units)
- OMIS 3391 - Accelerating Innovation: Procure, Partner or Invest (4 units)

## **Finance Concentration**

*Faculty Coordinator: Meir Statman (Finance)*

### **Learning Objectives**

Know the valuation of financial securities such as stocks, bonds, options and futures, and their financial markets Apply finance in corporate settings, such as the choices of investment projects and their management. Apply finance in investment settings, such as the construction of investment portfolios. Know the links between finance and other business functions such as marketing and operations.

### **Requirements**

12 units of any FNCE graduate level electives

## **Food Entrepreneurship**

*Faculty Coordinator: Gregory Baker (Management)*

### **Learning Objectives**

- Explain the unique characteristics of the food and agricultural industries
- Demonstrate an understanding of the basic food industry segments and value chains
- Identify how socio-economic trends and technological progress provide emerging food industry opportunities
- Survey the institutions, policies, laws, and regulations that are relevant to the operation of food and agribusiness firms
- Explain food branding strategies and the foundational principles of new product development as applied to food products
- Demonstrate an understanding of the techniques and practices used by successful food industry innovators and entrepreneurs to discover and develop new opportunities

- Apply innovation strategies to the analysis of firms and segments in the food industry

### **Requirements**

Three, four-unit courses are required to complete the curriculum. Currently, only the three numbered courses, below, are offered in the MBA program, and, ideally, all students completing the concentration in Food Entrepreneurship will complete all three to ensure that they have a broad perspective of the industry. Almost all students are in the program for at least two years and most students take longer. Each of the three courses has been offered at least once every two years, so students will have the opportunity to take all three courses during their time in the MBA program. All courses will be offered at least every other year, except for the independent study course, which would be available every quarter.

- MGMT 3540 - Food Industry Management (4 units)
- MGMT 3541 - Strategy Development in Food & Beverage Industries (4 units)
- MGMT 3543 - Global Food, Startup Culture and Climate Change: A Look Forward (4 units)
- MGMT 3XXX - Food Entrepreneurship Independent Study

## **Leading Innovative Organizations Concentration**

*Faculty Coordinator: Kelly Patterson (Management)*

### **Learning Objectives**

- Demonstrate how to create, organize and sustain systems and processes necessary for success in rapidly changing and turbulent environments
- Give examples of how one can lead in complex systems with grace and competence, and how one can leverage the strengths of other people, partners, and organizations
- Describe the impact of systems on people and people on systems
- Delineate interpersonal competencies and awareness of the social and moral dimensions of decisions

### **Requirements: Minimum of 12 units**

- MGMT 3512 - Leadership of Dynamic Organizations (4 units)

8 additional units from the following courses (Students wishing to emphasize in Innovation should include at least some of the courses marked)\*\*

- IDIS 3612 - Management of the High-Technology Firm Seminar (3 units)
- MGMT 3526 - Strategic HR Management (2 units)
- MGMT 3532 - Managerial Communications (3 units)
- MGMT 3538 - Managing Teams and Projects (4 units)
- MGMT 3540 - Food Industry Management (4 units)
- MGMT 3544 - Strategic Business Negotiations (4 units)
- MGMT 3546 - Spirituality and Business Leadership (4 units)
- MGMT 3548 - Social Benefit Entrepreneurship (4 units)
- MGMT 3551 - Coaching for Leadership Development (2 units)
- MGMT 3801 - Management Consulting (4 units)
- MGMT 3802 - Entrepreneurial Opportunities and Innovation (4 units)
- MKTG 3566 - Small Business Entrepreneurship (3 units)\*\*
- MKTG 3572 - New Product Innovation (4 units)\*\*
- OMIS 3368 - Software Project Management (3 units)
- OMIS 3390 - New Product Development (4 units)
- OMIS 3802 - The Sustainability-Focused Business (3 units)
- OMIS 3391- Operationalizing Innovation (4 units)

## International Perspective

The Santa Clara MBA program recognizes the increasing importance of obtaining an international perspective on business and society. Students are exposed to multinational business issues and multicultural perspectives in many of the required courses. MBA students have the option to participate in study abroad opportunities during the MBA program. Recent study abroad locations have included Brazil, China, France, England, Vietnam, Germany, New Zealand, Turkey, and India. Leavey School of Business faculty lead all trips. The Global Business Perspectives courses are considered elective

courses. Students must be in good academic standing to be eligible for enrollment. A maximum of two global perspective courses may be taken toward a student's elective requirements.

## MBA Anywhere Program

The SCU Anywhere Program allows students to take electives on-campus or online from another Master's program. This applies to the Evening MBA, Online MBA, Online MS in Marketing and Online MS in Finance and Analytics Programs. The SCU Anywhere Program will offer greater flexibility and course availability for all Online and Evening MBA students. Students may take up to 12-units of elective credit in another program. Tuition fees will be based on the student's original program.

**Evening MBA students** must complete an online student success seminar before they begin their first online course. Students will have access to the online student success seminar approximately 4 - 6 weeks before the course begins. Online courses are largely asynchronous, structured with weekly modules, and students login at their convenience to complete their coursework. For all courses, Module 0 provides an overview of each course (including the syllabus) and opens the Friday before the first day of instruction. Students may access the full course beginning on the first day of class. Online courses will take place at [{.underline}](http://onlinelearning.scu.edu/). If you encounter technical difficulties, call 833-822-2276 or email mba\@scu.edu.

**Online students** must use a separate Camino tile for on-campus courses. Do not access it via [{.underline}](https://onlinelearning.scu.edu/). Instead, access it through the Camino tile via [\[SCU's Single Sign-On Portal\]{.underline}](#).

## STEM MBA Program

The new designation certifies the Data Science and Business Analytics [\[curriculum\]{.underline}](#) as a Science, Technology, Engineering, and Mathematics program by the U.S. Department of Homeland Security and reflects a curricular focus on business skills with an emphasis on STEM applications. International students in the DSBA program who are on an F-1 visa will now be able to work in the U.S. for up to three years following graduation under the Optional Practical Training (OPT) program. Read the Press Release [\[here\]{.underline}](#).

*Faculty Coordinators: Sanjiv Das (Finance and Business Analytics) and Xiaojing Dong (Marketing and Business Analytics)*

### **Learning Objectives**

Develop critical thinking skills for strategic evaluation and implementation of current data science (and big data) paradigms, including problem definition. Understand and acquire technical expertise in various quantitative fields such as statistics, econometrics, calculus, optimization, and software paradigms (e.g., R, Python, Databases/SQL, Tableau, etc.), that underlie various analyses undertaken by corporations. Learn how to build models (theoretical, statistical and econometric) to characterize business situations, develop strategies, and use these models to analyze business problems. Students will learn to collect, verify and use data to achieve enhanced business decisions, and present value-added strategies to senior management.

### **Requirements**

12 units from a combination of the courses below:

- ECON 3422/MKTG 3588 - The Analytics of Optimal Pricing and New Product Decisions (3 units/4 units)
- FNCE 2402 - Math for Finance and Analytics (4 units)
- FNCE 2404 - Introduction to Time Series (2 units)
- FNCE 2408 - Analytics for Finance (Panel Data) (2 units)
- FNCE 3483 - Applied Time Series Analysis (2 units)
- FNCE 3489 - Mathematical Finance (4 units)
- FNCE 3490/OMIS 3490 - Data Science and Machine Learning (3 units)
- IDIS 3802 - Python Programming for Business Analytics (4 units)
- MKTG 3597 - Marketing Analytics (4 units)
- MKTG 3802 - Mobile Marketing (4 units)
- MSIS 2534/2634 - Natural Language Processing (2 units)
- MSIS 2636 - Deep Learning (4 units)\*
- MSIS 2637 - Reinforcement Learning (2 units)\*
- MSIS 2627-Big Data Modeling and Analysis

- OMIS 3366-Database Management Systems (4 units)
- OMIS 3374 - Artificial Intelligence (4 units)
- OMIS 3385 - Supply Chain Analytics (2 units)
- OMIS 3386 - Business Intelligence and Data Warehousing (3 units)
- OMIS 3392 - Econometrics for Business Analytics (4 units)

MSIS 2636 and MSIS 2637 require completion of prerequisite OMIS 3490 - Machine Learning (4 units) prior to enrollment.\*

## Graduate Transfer Credit

Graduate transfer credit may be granted if specific requirements are met. A maximum of two courses (6 quarter units) of graduate credit from another AACSB-accredited master's program may be transferred for either required or elective courses if the course was:

- Open to graduate students only
- Completed by the student with the equivalent of a B or better grade
- Part of an incomplete master's degree program when taken no more than six years prior to application to the SCU master's program AND is Considered by the Graduate Business Policy Committee to be functionally equivalent to a course or combination of courses offered by Santa Clara's master's program.

Graduate transfer credit is granted on a course-by-course basis. No credit will be given for coursework done elsewhere while in a SCU master's program without prior approval. This restriction does not apply to students participating in the Jesuit Transfer Agreement.

## Prerequisites

Before registering for electives, students are responsible for ensuring that they have completed all the prerequisites. Prerequisites for each course are listed in the course descriptions in this bulletin. Course prerequisites are reviewed annually by the academic departments.

Although not explicitly stated in the description of individual courses, when a course is named as a prerequisite, then its prerequisites also are included by reference, and all prerequisites must be satisfied before a student can enroll.

Ecampus, the Web-based registration system, does not allow enrollment in any class or onto any waitlist if the prerequisites for that course have not been completed successfully. The system recognizes current enrollment in prerequisite classes at the time of registration. Course instructors cannot waive prerequisites.

*Note: Graduation will not be approved until all prerequisites, required courses, and other requirements of the program, have been fulfilled.*

## Graduation Petition Process

In order to graduate, all MBA students must complete and submit an online Petition to Graduate. The information provided in the petition will be used to order and mail the diploma and list all graduates' names in the SCU commencement book. **If this data changes after the petition has been submitted, students must re-submit an amended petition. Students failing to do so could be omitted from the commencement book and ceremony.**

To be eligible to graduate, Graduate Business students must complete:

- All required coursework with passing grades specific to the year in which they began the program
- The required number of units specific to the year in which they began the program
- The program with a cumulative GPA of 3.0 or higher
- AND, not have any I or N grades on their transcripts

Deadlines to submit a Petition to Graduate are as follows:

- June graduation February 1
- September graduation May 1
- December graduation August 1
- March graduation November 1





# Global Business Perspectives

Global Business Perspectives are one- to two- week intensive courses examining the contemporary and dynamic global business environment. These courses provide intensive first-hand experience of global markets and products, leading to action and engagement, while students observe the challenges of overcoming cultural and local factors working against globalization. Students will analyze the global context of business and the human impact at hand, while practicing the skills to address such issues in Silicon Valley and abroad. The Global Business Perspectives courses are electives and may count toward concentrations, depending on topics covered.

## Learning Objectives

Upon completion of a Global Business Perspectives course, students will be able to:

- Recognize, classify and express different cultural patterns of significance to business and commerce
- Compare and contrast the social, legal, and political aspects of international business environments
- Evaluate the business risk facing US organizations operating abroad and foreign organizations operating in the US
- Express and evaluate ethical issues associated with global business, through analysis and reflection

## Application Requirements

Global Business Perspectives enrollment is through an application process. Students must complete an application and meet all requirements to be considered for a course.

*Note: Students will be charged the registration deposit only if the application is accepted. Deposit is non-refundable unless the program is canceled.*

## Participation Requirements

All students are expected to meet the following requirements at the time of application, as well as throughout the period leading up to and including the designated Global Business Perspectives course:

- Minimum of two quarters residency in the MBA program
- Cumulative GPA of 3.0
- Good standing within the University

### **Participation Limitation**

Students may participate in a maximum of two Global Business Perspectives courses in their MBA program.

### **Payment**

Students are responsible for submitting payment of all travel-related administrative fees prior to the travel component.

### **Withdrawal from Program**

Students who no longer wish to participate in a Global Business Perspectives course must notify the Graduate Business Programs Office in writing and will be responsible for the non-refundable deposit. Students also may be responsible for travel-related administrative fees depending on the timeliness of the notification to the travel component. Students agree to be charged the non-refundable deposit at time of application.

### **Course Cancellation**

The Graduate Business Programs reserves the right to cancel a Global Business Perspectives course at any time due to low enrollment and other circumstances beyond the control of the University, including but not limited to unforeseen Acts of God. If this should occur, all deposits will be fully refunded.

## Combined/Dual Degree Programs

The Leavey School of Business, in partnership with the School of Law, offers two combined degree programs; the J.D./MBA Program and the J.D./MSIS Program.

The Combined Degree Programs are designed to permit students interested in obtaining both the J.D. degree and the MBA or MSIS degree to complete both degrees in less time than if earned independently. This can be accomplished because certain course work taken at the School of Law can be transferred for credit toward the MBA or MSIS degree, and, conversely, certain course work taken at the Leavey School of Business can be transferred toward the J.D. degree.

The J.D./MBA dual degree prepares students to approach problems from the perspectives of both a business person and a lawyer. Joint degree lawyers will better understand the business problems that give rise to legal problems, such as issues in marketing, personnel policies, or financing. They can do more than simply determine whether a proposed solution is "legal"; joint degree lawyers can design and formulate an effective and imaginative solution that meets legal requirements and permits clients to best achieve their business objectives.

The J.D./MSIS degree allows students to develop a deep technological understanding of the legal issues in the Information Technology industry and to learn how to use technology effectively in a law practice. The joint degree may be especially useful for potential:

- In-house lawyers for technology companies
- Lawyers representing computer software and hardware companies in technology license agreements or in litigation
- Information security lawyers
- Litigators who plan to develop expertise in complex e-discovery

## Admission

To participate in a Combined Degree Program, students must first be admitted to the School of Law. During the first year of the J.D. Program students apply to the MBA or MSIS Program, following the regular admissions procedures, including taking the GMAT

or GRE standardized test. Enrollment in the J.D./MBA Program is limited to full-time students with 45 units or less in the law school, including current enrollment. Students must be in good standing in the Law School to be considered for admission into the MBA or MSIS programs. To participate in a Combined Degree Program, students must first be admitted to the School of Law. During the first year of the J.D. Program students apply to the MBA or MSIS Program, following the regular admissions procedures, including taking the GMAT or GRE standardized test. Enrollment in the J.D./MBA Program is limited to full-time students with 45 units or less in the law school, including current enrollment. Students must be in good standing in the Law School to be considered for admission into the MBA or MSIS programs.

## **General Requirements for the J.D./MBA Program**

While enrolled in the program, students must:

- Satisfy the academic requirements of each school
- Complete the same number of quarter units of credit (business) and semester units of credit (law) as other recipients of the respective degrees, including all courses required by each school
- Plan a specific, individualized academic program with, and approved by, both the School of Law J.D./MBA Program advisor and the Leavey School of Business J.D./MBA Program advisor
- Business School units must have a grade of C or better and will transfer to the School of Law transcript as CR/NC grades

## **Combined Curriculum**

### **Law School**

#### **General Requirements**

General JD requirements are listed in the School of Law Bulletin. Please consult with the School of Law for more information.

#### **Specific J.D./MBA Requirements**

A student may transfer 12 quarter units from the business school to the law school. Twelve quarter units translate to 8 semester units. Consequently, a J.D./MBA student must take 78 units at the law school. However, the business school units will not transfer over to the law school until the student is within two business school classes of graduating from the business school. MBA units must have a grade of C or better and will transfer to the law transcript as Credit/No Credit grades. The first year is spent exclusively in the School of Law. During the second year, students are required to take primarily business classes. Thereafter, work is taken concurrently in the business school and the law school.

*Students must be within **2 courses** of earning the MBA when finishing the law program. Otherwise, they must complete 8 additional units of JD coursework.*

## Business School

*Note: The below information applies to students starting the MBA program in Fall 2013 and later or those continuing students opting to change to the newly enhanced curriculum.*

### General Requirements

The SCU MBA curriculum consists of 70 quarter units of required courses, concentration elective courses, and free elective courses.

### Specific J.D./MBA Requirements

A student may transfer eight semester units from the law school to the business school transfer eight semester units from the law school to the business school (Approved courses are listed below). Eight semester units translate to 12 quarter units. Thus, a J.D./MSIS student will take 39 units from the MSIS curriculum specified as below:

In no event will any such individualized academic program include more than 12 quarter units at the business school for which credit also is obtained at the law school, or more than 8 semester units at the law school for which credit also is obtained at the business school.

Under a typical schedule, students complete the program and receive both degrees in three and one-half or four years.

Note: Students who withdraw from the J.D. Program will not be granted transfer credit toward the MBA degree for courses taken in the School of Law

## General Requirements for the J.D./MSIS Program

While enrolled in the program, students must:

- Satisfy the academic requirements of each school
- Complete the same number of quarter units of credit (business) and semester units of credit (law) as other recipients of the respective degrees, including all courses required by each school
- Plan a specific, individualized academic program with, and approved by, both the School of Law J.D./MSIS Program advisor and the Leavey School of Business J.D./MSIS Program advisor

## Combined Curriculum

### Law School

General JD requirements are listed in the School of Law Bulletin. Please consult with the School of Law for more information.

#### Specific J.D./MSIS Requirements

- A student may transfer 12 quarter units from the business school to the law school. Twelve quarter units translate to 8 semester units. Thus, a J.D./MSIS student must take 78 units at the law school. However, the business school units will not transfer over to the law school until the student is within two business school classes of graduating from the business school. MSIS units must have a grade of C or better and will transfer to the law transcript as Credit/No Credit grades.
- The first year is spent exclusively in the School of Law. During the second year, students are required to take mostly MSIS classes. Thereafter, work is taken concurrently in the business school and the law school.

### Business School

#### General Requirements

The SCU MSIS curriculum consists of a total of 48 units) comprising non-waivable required courses and electives.

### **Specific J.D./MSIS Requirements**

A student may transfer eight semester units from the law school to the business school transfer eight semester units from the law school to the business school (Approved courses are listed below). Eight semester units translate to 12 quarter units. Thus, a J.D./MSIS student will take 36 units from the MSIS curriculum specified as below:

A. Preprogram Proficiency (Applicants must have successfully completed one course in each of the following areas)

- Programming Language

B. Core Business Knowledge (2 courses)

- ACTG 2608 - Financial Accounting (2 units)
- MSIS 2604 - Information Systems Strategy & Management (4 units)

C. Core Information Systems (6 courses)

- MSIS 2601 - Object-Oriented Software Design (4 units)
- MSIS 2602 - Information Systems Analysis & Design - Systems Modeling (4 units)
- MSIS 2603 - Database Management Systems - Fundamentals of SQL (2 units)
- MSIS 2613 - Database Management Systems - Design, Development and Administration (2 units)
- MSIS 2607 - Data Analytics - Python (4 units)
- MSIS 2606 - Software Project Management (4 units)

D. Specialization (10 units)

- See listing of electives in MS in Information Systems chapter

E. Capstone (1 course)

- Capstone or other Faculty Director approved course.

F. Approved Law School Courses (8 semester units--12 quarter units)

- Law 228 - Technology Licensing (2 units)
- Law 388 - Intellectual Property (3 units)
- Law 429 - Mass Communication: Television, Cable, Satellite Video and Convergence (3 units)

- Law 520 - Mass Communication: Telephone, Broadband Networks and Convergence (3 units)
- Law 533 - Broadband Regulatory Clinic (3 units)
- Law 539 - E-Discovery (1 unit)
- Law 793 - Cyberspace Law (3 units)
- One or more of Patents/Copyrights/Trademarks/Trade Secrets courses
- Other Law School courses may also be selected with the approval of the Law School and Business School J.D./MSIS program advisors.

In no event will any such individualized academic program include more than 12 quarter units at the business school for which credit is also obtained at the law school, or more than 8 semester units at the law school for which credit is also obtained at the business school.

Under a typical schedule, students complete the program and receive both degrees in three and one-half or four years.

*Note: Students who withdraw from the J.D. Program will not be granted transfer credit toward the MSIS degree for courses taken in the School of Law.*

## Dual Degree Pathways

Students who have completed a graduate business degree program at SCU may transfer up to 12-quarter units towards another SCU graduate business degree, provided they are equivalent corresponding courses. The following stipulations need to be met:

- Core courses transfer first and then any eligible elective courses
- Courses must be completed in the past five years
- Courses completed with a grade of B or better
- Subject to approval from the Faculty Director and Graduate Business Programs Office





## **Executive MBA Program**

The Executive MBA program offers an accelerated path to the degree for experienced managers. The program is organized around cross- functional themes focusing on contemporary business challenges. Tailored to meet the needs of Silicon Valley executives, all aspects of the curriculum center on issues of substantive and pragmatic concern. In particular, course work and assignments are constructed to integrate current work challenges students face. Highlights of the program include degree completion in 20 months, a Friday/Saturday biweekly schedule, and a rigorous curriculum that meets Association to Advance Collegiate Schools of Business International (AACSB) requirements.

Students have the opportunity to connect with Silicon Valley companies that are globally renowned for being on the forefront of business practices. The design places great emphasis on innovation throughout the curriculum. A key component is an international experience in the midterm of the program.

## **Entrance Requirements**

To be admitted to the Executive MBA program, the applicant must have at least eight-plus years of full-time work experience and a record of accomplishment leading people, projects, or programs. Strong applicants will be those who already hold the kind of leadership positions that many people attending conventional MBA programs hope to attain. Successful applicants also will show a high degree of academic aptitude as measured by prior coursework. Knowledge of basic statistics is a program prerequisite; however, no prior business education is necessary. Admission is in the fall term only.

## **Policies and Procedures**

Executive MBA students must adhere to the policies and procedures described in this bulletin. Please refer to Chapter 3 in this bulletin for tuition and refund policies.

## **Course Descriptions**

The following is a detailed description of the Executive MBA curriculum. The total program requirement is 62 units, comprised of 56 core units and 6 units of electives.

## **Term One**

### ***EMBA 900. Leadership in Dynamic Environments***

The program begins with a three-day residential weekend taught by Dr. Barry Posner, an internationally renowned leadership expert. In this intensive weekend seminar students receive 360-degree feedback about themselves as leaders, learn about and develop skills related to the practices of exemplary leaders, and determine action plans for improving themselves as leaders back in their workplaces. The weekend also helps orient students to setting personal goals, working effectively in small groups, and expanding their learning processes. (3 units)

### ***EMBA 901. Strategic Management***

Strategy is inherently dynamic. This course focuses on the processes by which managers position their businesses to create and sustain an advantage relative to rivals in the face of uncertainty, rapid change, and competition. Strategy involves understanding the utility of different choices and tradeoffs -- choosing what not to do is as important as choosing what to do. As a result, the course will expose you to frameworks and concepts for analyzing a firm's environment and competitive position to inform the strategic decision making process. By uncovering the factors that make some strategic positions strong and viable, we shall develop the ability to evaluate the effects of changes in resources & capabilities, industry forces, macro-environmental forces, and technology on industry structure and firm behavior and, in turn, on a firm's opportunities for creating, capturing and sustaining superior profits relative to rivals. (4 units)

### ***EMBA 902. Managing Organizations & Teams***

Regardless of your particular industry, functional role, or technical expertise, as you advance in your career, your time will increasingly focus on managing, motivating, and communicating with individuals and teams in your workplace---and on designing jobs, reward systems, and entire organizations for accomplishing these tasks. Indeed, organizational leaders estimate that they can spend up to 30% of their time focusing on interpersonal issues. This course is concerned with understanding the behavior that takes place within organizations to help you become a more influential leader and to increase the effectiveness of both you and your organization. It focuses on helping you better understand the nature and dynamics of social behavior as they relate to performance in real-world business settings, and draws heavily on research from the

fields of psychology, social psychology and sociology. Using a combination of case analyses, videos, exercises, and field projects, the course relates existing theory and research in the social sciences to organizations by reviewing basic concepts about interpersonal, team, and organizational behavior. (3 units)

### ***EMBA 903. Analytics***

A recent EMBA student noted, "Knowledge of analytics will be table stakes in just a few years." For this reason we have made Analytics one of the major pillars of our business curriculum. This course does not aspire to produce data scientists; more often our executive graduates will have responsibility for how much and what kind of data to use, analytics technology selection, interpretation of findings, and how to perform the human intervention that remains necessary until we are prepared to let machines directly call the shots. These tasks require balancing considerations such as accuracy of the algorithms, time and cost of computing, interpretability of outputs, and susceptibility to bias. But competence at making these tradeoffs is simply not attainable without at some point examining the math and accruing hands-on practice. To that end, we will study the technical details enough to develop an instinct about whether the outputs make sense, and we will use data and software in every session. Our specific technical content will be the foundations upon which every cutting-edge Machine Learning/AI application is built: statistics and mathematical optimization. Students will learn to take a dataset (e.g., attributes of past customers) and explore it numerically and visually. They will use this to create models that predict something about the next customer (e.g., how much will this customer spend?). Students will then construct models that can recommend a course of action, accounting for constraints on the allowable actions (e.g., due to resource limitations) and the consequences of the actions (e.g., profit margins). (6 units)

## **Term Two**

### ***EMBA 904. Macroeconomics in the Global Economy Theory, Empirics, and Policy***

The macroeconomic and global economic environment in which businesses operate can profoundly influence firm performance. This course helps managers understand the determinants of national output, income, and expenditure, employment and unemployment, inflation, interest rates, financial crises, international movements of capital, exchange rates, and many other macroeconomic variables. Economic models are utilized to explain how these variables are interrelated and to predict how they change over time, enabling managers to make well-informed decisions important to the success of their businesses. The course has a strong empirical component and utilizes economic data extensively to examine recent and historical economic events to illustrate

how the models work. Emphasis is placed on the role of government policy (fiscal, monetary, and regulatory) in promoting economic growth, reducing the output loss and unemployment associated with recessions, controlling inflation, preventing or mitigating the consequences of financial crises, and reducing inequality. The course stresses the importance of the global economy to U.S. businesses and covers the international linkages among countries in goods and financial markets, including the determinants of exchange rates, the current and capital account balances, and international debt. (3 units)

### ***EMBA 905. Financial Accounting***

Every day businesses and markets generate data that must be quickly and accurately captured and reported for use by decision makers. This course introduces the roles, concepts, legal requirements and impacts of financial reporting. We cover the basic financial statements and the analysis and recording of transactions, with a focus towards interpretations of reported results. By the end of this course, students should be able to demonstrate a specific working knowledge of the following course objectives: The impact on accounting of a changing regulatory environment, globalization and politics, including the role of the SEC and international standard setters; The accrual basis of accounting, including the double entry accounting system for recording business transactions and adjustments, as well as the key issues in the timing and recording of revenues and expenses; The application of Generally Accepted Accounting Principles (GAAP), an introduction to International Financial Reporting Standards (IFRS), and how GAAP is used to prepare, explain and analyze the primary financial statements; The ability to perform a financial analysis and make investment and lending decisions using a set of corporate financial statements. (3 units)

### ***EMBA 906. Corporate Finance***

This course covers valuation and how valuation is used to make corporate business decisions. It goes into the details of building financial models for decisions ranging from undertaking a new product to acquiring a company. It also covers the determination of funding needs, sources of funding, and general capital structure policy (6 units).

## **Term Three**

### ***EMBA 907. Creativity for Innovative Business***

Creativity is one of the most important skills needed for tomorrow's workforce. It is necessary for effective problem solving, developing successful strategies, and driving innovation. Organizations must be creative and innovative to survive. This experiential

course will explore creativity in the business context and the implications for individuals. We will focus on exercises and activities designed to enhance creativity of managers so that they can use non-obvious techniques to break down business problems and craft new and innovative solutions. Students will learn about and apply creative thinking tools, explore and develop their own creative processes, and collaborate in team creative problem solving. (1 unit)

### ***EMBA 908. Marketing Strategy***

Marketing has a rich and multifaceted role in the modern organization. It is charged with focusing on the customer, providing value and recapturing value for the firm. Strategic marketing management involves determining which customers an organization should serve by analyzing customer needs, segmenting the market by selecting a target segment and then determining the 4-P's (Product, Pricing, Promotion and Place) for the chosen segment. Product managers, channel leaders, sales leaders and CMOs are some of the stakeholders involved in this process. Today's marketers have an increasing amount of data available to them and the modern practice of marketing involves effectively using this data to inform decision making. This course provides information necessary for an experienced executive to develop a working knowledge of marketing. Going beyond the fundamental 4P's of marketing the course also introduces the rigorous lens of the three C's---the customer, competitors and the company. The course also emphasizes data driven marketing and the idea the customers are heterogeneous in their needs. (3 units)

### ***EMBA 909. Managerial Ethics***

This course is an introduction to business ethics that focuses specifically on the kinds of ethical issues that managers typically encounter. Course topics include the psychological factors that influence moral decision-making, normative approaches for dealing with ethical issues in management, and application of these concepts to cases describing real life ethical dilemmas managers have faced in a variety of organizational and environmental settings. (2 units)

### ***EMBA 910. Managing Operations, Technologies & Supply Chains***

The objective of this course is to consider the operations of a supply chain from a managerial perspective. It focuses on improving the performance of the firm and its supply chain through coordination among multiple sites, functions, and economic factors (customers and suppliers). Students learn to design and implement both cross-functionally, within the firm, and across an industry value chain among interacting firms.

These strategies include optimizing supply chain facilities, coordinating information and material flows, managing supplier relations, and managing customer order fulfillment processes. (6 units)

## **Term Four**

### ***EMBA 911. New Business Ventures***

The objectives of this course are to provide an opportunity for a person to evaluate his or her own abilities and goals in regard to new business venturing opportunities and develop an analytical framework for evaluating new business opportunities. A person can engage in this activity by buying an existing enterprise, starting a new firm, or participating in such activities in a larger, parent company. In these cases, it is necessary to make an analysis of existing and potential markets, competition, and the marketing strategies which may be employed. An analysis of people and facilities requirements also is essential, and ultimately all of the plans for the enterprise must be converted into a detailed financial plan. Another objective of this course is to understand the challenge of developing viable revenue projections based on a coherent market logic. This market logic usually involves the need to combine several market opportunities into a "sensible but compelling" profit and loss projection. review some of the special operating problems of new enterprises including the problems of survival in the early years, maintaining growth in an orderly fashion, and maintaining momentum as the market in which the entity competes approaches maturity. Class time will be devoted about equally to a discussion of cases and concepts and presentations by guest lecturers who have had experience in business venture creation. Speakers will include entrepreneurs, risk capital investors, venture capitalists and selected Leavey School faculty. (4 units)

### ***EMBA 912. New Product Innovation***

The development, management and marketing of new and innovative products and services (or offerings) are critically important for the success of organizations, whether they are startups or large organizations. However, this endeavor is fraught with risk and uncertainty due to which many new offerings fail in the marketplace, despite a huge expenditure in money, time and resources by firms. Hence, managers need to develop a comprehensive understanding of the design, development, management and marketing of new and existing offerings in various contexts such as high tech, B2B, B2C, services, SaaS, electronics, hardware etc. In this course, we focus on state of the art quantitative and qualitative tools and techniques which are utilized by innovative companies in managing products and services. It is especially tailored for professional managers who

are interested in new product development & innovation, product management & marketing as well as product strategy consulting. It is also designed to help current and aspiring entrepreneurs make better strategic and tactical decisions for their offerings. (4 units)

## Term Five

### ***EMBA 913. Negotiating Strategies***

We negotiate every day: with potential employers, coworkers, roommates, landlords, parents, bosses, merchants, service providers, spouses, and even our children. What price we want to pay, how much we want to be paid, who will do the dishes, all of these are negotiations. Yet, although people negotiate all the time, most know very little about the strategy and psychology of effective negotiations. Why do we sometimes get our way whereas other times we walk away feeling frustrated by our inability to achieve the agreement we desire? Negotiation is the art and science of securing agreements between two or more interdependent parties. It is a craft that must hold cooperation and competition in creative tension. The purpose of this course is to understand the theory and processes of negotiation as it is practiced in a variety of settings. Largely experiential, the course will provide you with the opportunity to develop your skills by participating in negotiations and integrating your experiences with the principles presented in the assigned readings and course discussions. (2 units)

### ***EMBA 914. Corporate Entrepreneurship***

Business leaders of the twenty-first century must continually redefine industries, recreate differentiators, and rejigger operations to remain relevant. This course provides students with the tools for navigating dynamic competitive environments and innovation challenges. The emphasis will be on the organizational capabilities, culture, systems, and structures needed to align with strategic imperatives, to embed innovation throughout the organization, and to support corporate transformation. Experiential exercises such as case discussions, role-playing, and debate help prepare students to lead an innovation revolution in their organization. (1 unit)

### ***EMBA 915. Strategy and Business Model Innovation***

Strategic leaders of the twenty-first century must continually redefine industries, recreate offerings and strategy, and rejigger operations to remain relevant. This course provides students with the tools for navigating dynamic competitive environments with strategic innovation for both young firms and established firms. The emphasis is on how to develop and implement a robust innovation strategy and how to align the innovation



strategy with business and corporate level strategies. Experiential exercises such as case discussions, simulations, and role-playing help prepare students to lead an innovation revolution in their organization. (2 units)

***EMBA 916. Sustaining Impact as a Leader***

The intent of the final seminar is to reflect upon your personal experiences of leadership, what it means to be leaders, and what inner issues leaders have to deal with in the course of leading (regardless of the content or context). The seminar is also an opportunity to look ahead, and develop leadership strategies for dealing with complex interpersonal, group and organizational issues. Since this seminar culminates the EMBA program and students' experiences with one another, we'll take advantage of the special relationships and *esprit de corps* formed to provide a reflective and contemplative environment. This final seminar, more than possibly any other in the EMBA program, focuses on opening students up to some of life's most perplexing and ongoing questions. As Socrates remarked, "The unexamined life is not worth living." (3 units)

# Master of Science in Business Analytics

The Master of Science in Business Analytics (MSBA) program is a full-time degree program that equips students with the business skills and practical experience to ready themselves for careers in data science and analytics. Program requirements are completed with classes that will also include students from the MBA and other M.S. programs. The MSBA program is taught by the same faculty as the MBA program, and has the same Association to Advance Collegiate Schools of Business International (AACSB) accreditation. A new cohort is admitted once a year.

## Admissions

- Admissions intake once a year (Fall Quarter, September start)
- Deferments are generally not permitted
- Two years of professional work experience recommended, but not required
- An interview is required

Applicants also must have successfully completed the following areas prior to enrollment:

- One (1) course in level calculus
- One (1) course in college level statistics

Applicants must complete and submit the following items before the Admissions Committee will render an admissions decision:

- Submit an online application form and \$148 application fee paid by credit card
- Resume
- Business Essays
- Academic Records and Transcripts\*
- Official GMAT or GRE exam results

- Official TOEFL exam results. If your first language is not English, submit your official TOEFL (preferred) or IELTS test score. TOEFL is waived if the Verbal section of the GMAT or GRE is above the 50% mark.
- Two (2) Letters of Recommendation

Online application fees must be paid by credit card and submitted electronically.

Applicants must have their official GMAT or GRE score reports sent directly to the Graduate Business Admissions Committee. Applicants whose first language is not English must either achieve a minimum score of 100 on the TOEFL (internet-based test) or a 7 on the IELTS.

Foreign-born admitted students requesting student visas must submit a current financial statement (no more than 90 days old) showing adequate funds for tuition, fees, and living expenses for the first year of study, and they must be enrolled in at least 8 units each quarter. Santa Clara University is authorized under federal law to enroll nonimmigrant students.

Applicants are responsible for the appropriate submission of all application materials, including:

- Application form, resume, fee, and essay responses submitted online
- Recommendation letters and transcripts
- GMAT/GRE and TOEFL/IELTS/PTE scores sent directly from the test center to the MSBA Admissions Committee

The MSBA Admissions Committee will not review applications until all materials have been received.

\* Undergraduate degrees conferred outside of the US are required to be evaluated by WES using their ICAP, course-by-course evaluation.

Please refer to <https://www.scu.edu/business/ms-business-analytics/> for additional information.

## Academic Information

The MSBA program requires 42 units to complete the degree.

Below are the required courses and their corresponding units:

- FNCE 2502 - Math for Finance and Analytics w/ R (4 units)
- ECON 2509 - Econometrics w/ R (4 units)
- MSIS 2507 - Data Analytics - Python (4 units)
- MKTG 2505 - Marketing Analytics (4 units)
- MSIS 2503 - Database Management Systems - Fundamentals of SQL (2 units)
- MSIS 2508 - Data Science & Machine Learning (4 units)
- MSIS 2510 - Prescriptive Analytics (4 units)
- Up to 6 units of experiential learning

Students can then choose additional elective units to complete their degree. A sample of the electives offered are as follows:

- MSIS 2513 - Database Management Systems - Design, Development & Administration (2 units)
- FNCE 2524 - Time-Series Analysis (2 units) - additional prerequisite required.
- FNCE 2525 - Analytics of Finance (2 units) - additional prerequisite required.
- FNCE 2526 - FinTech (4 units) - additional prerequisite required.
- MSIS 2527 - Big Data Modeling and Analytics (4 units)
- MSIS 2528 - Applied The Business of Cloud Computing (2 units)
- MSIS 2529 - Dashboards (2 units)
- MSIS 2536 - Deep Learning (2 units)
- MSIS 2537 - Reinforcement Learning (2 units)
- MSIS 2538 - Cloud Computing Architectures (4 units)
- MSIS 2539 - Data Visualization (2 units)

Additional electives may be added and will be numbers 25xx.

*Note: Please refer to Chapter 13 for all course descriptions.*

## **Course Waiver Policy**

Due to the full-time nature of the MSBA program, a student requiring a leave of absence will be required to withdraw from the program. Alternatives to continuing his/her education should be discussed with the MS Program Director.

## **Program Withdrawal**

Students who want to withdraw from the program and the university must notify the Graduate Business Programs Office of their intent in writing. Some portion of the tuition may be refunded and will be determined at time of withdrawal notification. Withdrawal from the university is not complete until the student clears obligations with the Bursar's Office.

## **Transferring into Another Graduate Business Program**

Transferring into another graduate business program is possible if the student is in good academic standing and has a minimum GPA of 3.0. A transfer will be granted only once, by application, and is at the discretion of the director of admissions and the senior assistant dean.

Applications can be submitted between September 15th and March 15th of each academic year. Students wishing to apply for a transfer to another graduate business program will need to complete the following:

- M.S. transfer application
- A brief personal statement (1 page) advocating transfer
- A recommendation from a SCU faculty member attesting to performance and supporting the transfer
- The Faculty Director(s) and Senior Assistant Dean will review the application, personal statement, and recommendation in concert with the student's GRE/GMAT score and academic performance in the current M.S. program before making a decision on the request. A transfer back to the MSBA is not possible once the student is approved to transfer to another graduate business program.
- For information regarding entrance into the MBA program after completion of the MSBA program, contact the Graduate Business Admissions Office, 116 Lucas Hall.

## **Academic Standing**

To qualify for the MSBA degree, a student must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

Students who receive an F in a required course are eligible for **immediate dismissal** based on the availability of the course and its requirement as a prerequisite for other courses.

If a student has a cumulative GPA below a 3.0, he/she will be placed on academic probation. A student then has one quarter to raise the GPA to a cumulative 3.0 or they will be dismissed from the program. Students failing required classes may be dismissed immediately if it is mathematically impossible to return to good standing and remain on track to graduate with his/her class.

The administration will contact faculty midway through the term to acquire a status update on academic performance to ensure students are aware of academic resources and tutoring in an attempt to resolve matters before they affect GPA.

If a student has a cumulative GPA below a 3.0 at the end of his/her final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional graduate course work in the Leavey School of Business.

## Student Responsibility

Students enrolled in the MSBA program are required to follow the same policies and procedures as students in the evening MBA program. Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## MSBA Core Course Descriptions

### ***MKTG 2505. Marketing Analytics***

Prepares managers to identify the competitive advantages that come from leveraged analytics, apply and implement tools, evaluate advantages and limitations, ask relevant business questions and interpret and communicate the output from tools and models to achieve profitable business decisions. *Prerequisite: MKTG 2500 & MSIS 2506.* (4 units)

***MSIS 2503. Database Management Systems - Fund of SQL***

This course presents technical and managerial approaches to the analysis, design, and management of business data, databases, and database management systems. The topics include structured and unstructured data management, a comparison of relational and object-oriented databases, relational database conceptual and logical design, and database implementation and administration. (2 units)

***MSIS 2507. Data Analytics - Python***

Data analytics involves the application of scientific methodologies to extract, understand, and make predictions based on data sets from a broad range of sources. Data analytics requires knowledge and skills from three areas: (i) programming, (ii) math/statistics, and (iii) domain specific expertise. (4 units)

***MSIS 2508. Data Science and Machine Learning***

This course introduces participants to quantitative techniques and algorithms that are based on big and small data (numerical and textual). We also analyze theoretical models of big systems for prediction and optimization that are currently being used widely in business. It introduces topics that are often qualitative but that are now amenable to quantitative treatment. The course will prepare participants for more rigorous analysis of large data sets as well as introduce machine learning models and data analytics for business intelligence. (4 units)

***ECON 2509. Econometrics w/ R***

Covers the basic conceptual foundations and tools of econometrics and apply them to case studies with real-world data. The key statistical technique used in this course is multiple linear regression and R programming. (4 units)

***FNCE 2502. Math for Finance and Analytics w/ R***

To provide a comprehensive background in the mathematical topics required for learning Quantitative Finance (QF) and Business Analytics and Data Science (BADs). The mathematical topics covered include Calculus, Linear Algebra and Probability Theory. Applications of these topics in a variety of business contexts will be included. (4 units)

**MSBA Elective Course Descriptions:**

***FNCE 2523. Introduction to FinTech***

FinTech has rapidly become a prevalent part of our vernacular, and an understanding of the evolution of traditional finance methods is an important part of a Finance majors arsenal. This course covers the evolution of traditional finance methods -- namely, the disruptions and innovations that have transformed: (i) how we access capital; (ii) how we allocate or invest capital; (iii) how we settle or transfer capital; and (iv) how we monitor and maintain the integrity of financial institutions and transactions. (2 units)

***FNCE 2524. Introduction to Time Series***

This course is designed to provide comprehensive introduction to forecasting methods used in Time Series Analysis. The class covers a range of topics in time series forecasting. The class will provide you with a language to describe time series data and ultimately cover modeling techniques such as ARIMA, SARIMA, and GARCH to produce forecasts. (2 units)

***FNCE 2525. Analytics for Finance***

This course covers key issues in panel data analysis, with an emphasis on their applications in empirical research, especially empirical corporate finance. The course aims to introduce various econometric methods for analyzing panel data and develop core techniques to identify causal relations in the data. We will begin with the standard linear regressions, and extend to pooled, fixed effect and random effect regression models, instrumental variables, differences in differences, selection models, and regression discontinuity. Students will be exposed to a broad range of applications in finance through reading academic papers and conducting their own empirical analysis. (2 units)

***MSIS 2527. Big Data Modeling and Analytics***

This course is about Big Data and its role in carrying out modern business intelligence or actionable insight to address new business needs. This course is a lab led and open source software rooted course. Students will learn the fundamentals of Hadoop framework, NoSQL databases and R Language. The class will focus on storage, process analysis and aspects of Big Data. Students will have access to a MapR Hadoop Image. The image is enhanced by Instructor to include MongoDB and R. (4 units)

***MSIS 2529. Dashboards***

This course enables you to transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive



and reliable information. This course introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards. (2 units)

***MSIS 2539. Data Visualization***

This course enables you to explore data, identify insights and develop evidence-based arguments using data visualization techniques. Completing this course equips you with a moderate level of data literacy, the ability to interpret, construct and convey arguments through the functional and truthful visual presentation of data. You will wrangle data, customize data visualization technologies and programmatically develop data visualizations. (2 units)

***OMIS 2596. MSBA Internship***

Enriches the academic experience of MSBA students through a structured experiential-learning program. Designed as a partnership between the Leavey School of Business, partner employers, and the MSBA student, the experiences gained through an internship complements classroom learning, and provides an extension of the classroom experience, integrating theory and practice. Course cannot be repeated for credit. Course only offered in Summer quarter. (1 unit)

***OMIS 2597. MSBA Internship***

A continuation of the internship curriculum started in OMIS 2596. Course cannot be repeated for credit. Course only offered in Fall quarter. *Prerequisite: OMIS 2596 and MSBA student.* (1 unit)

# Master of Science in Finance and Analytics

Introduced in June 2019, the Master of Science in Finance and Analytics (MSFA) is designed to produce graduates who have the skills to:

- Interpret and analyze financial information with cutting-edge tools, and develop financial models to assist decision-making
- Understand ethical standards in business and recognize and evaluate issues of ethics and integrity facing finance
- Develop and strengthen skills in leadership and collaboration

The MSFA program is a full- or part-time degree program which equips the students with the analytical skills and practical experience to ready themselves for careers in corporate finance, banking, consulting, and government. With finance elective courses the student can focus in corporate finance, investment management, or capital markets. The MSFA program is taught by the same faculty as the MBA program, and has the same Association to Advance Collegiate Schools of Business International (AACSB) accreditation. A new cohort is admitted each year.

## Admissions

Admissions requirements for the MSFA program are similar to those for the evening MBA program (please refer to the Admissions section, Chapter 2) with the following exceptions:

- Admission is offered only once a year
- Deferments are generally not permitted
- Professional work experience recommended, but not required
- An interview is required

Applicants also must have successfully completed the following areas prior to enrollment. Course work must be completed from an accredited university and have a letter grade assigned (pass/no pass is not acceptable) :

- One (1) course in college level calculus
- One (1) course in college level statistics

Additionally, candidates must successfully complete the following areas prior to enrollment. Completion of these courses may be from online sources designated by the program:

- One (1) course in linear algebra
- One (1) course R programming
- One (1) course in Python programming

[Please refer to the website for more information.](#)

## Academic Information

The MSFA program requires 36 units to complete the degree. Below is the required curriculum, listed by term. A 10- or 16-month full-time program is offered. Below is an example of the 10-month program. Schedule subject to change.

### Fall Quarter (12 units)

- FNCE 2400 - Corporate Finance & Financial Analysis (4 units)
- MSIS 2402 - Math for Finance and Analytics with R (4 units)
- MSIS 2403 - Database Management Systems- Fundamentals of SQL (2 units)
- ECON 2409 - Econometrics (2 units)

### Winter Quarter (12+ units)

- FNCE 2405 - Investments (4 units)
- MSIS 2407 - Data Analytics with Python (4 units)
- MSFA practicum
- MSFA electives (4+ units)

### Spring Quarter (12 units)

- MSFA practicum
- MSFA Electives (remaining required units)

All electives will be numbered 2421 or higher. Students may ask for permission to take one class outside of the approved electives, but they must meet the prerequisites of the class and there must be space available.

Note: Please refer to Chapter 13 for all course descriptions.

## **Course Waiver Policy**

Students in the MSFA program may receive credit for coursework taken previously in limited circumstances. A minimum grade of B is required in each class accepted for waiver credit. All waiver credit **MUST** be from a comparable Graduate Level Program.

The determination of whether prior coursework or professional qualification is sufficient for credit may be made by the Graduate Business Program Office staff. In unusual situations, students may be asked to prepare a petition outlining their prior preparation for faculty review.

This policy applies to matriculated students only. Course waivers may reduce the unit load in a given quarter. International students are required to maintain the term-unit load requirements as outlined by the Global Engagement Office at Santa Clara University. Policies for a non- matriculated students may be different.

## **Leaves of Absence**

Due to the full-time nature of the MSFA program, a student requiring a leave of absence may be required to withdraw from the program. Alternatives to continuing their education should be discussed with the director, M.S. Programs.

## **Program Withdrawal**

Students who want to withdraw from the program and the university must notify the Graduate Business Programs Office of their intent in writing. Some portion of the tuition may be refunded and will be determined at time of withdrawal notification. Withdrawal from the university is not complete until the student clears obligations with the Bursar's Office.

## Transferring into Another Graduate Business Program

Transferring into another graduate business program is possible if the student is in good academic standing and has a minimum GPA of 3.0. A transfer will be granted only once, by application, and is at the discretion of the faculty director and the senior assistant dean. Applications can be submitted between September 15th and March 15th of each academic year.

Students wishing to apply for a transfer to another graduate business program will need to complete the following:

- M.S. transfer application
- A brief personal statement (1 page) advocating transfer
- A recommendation from a SCU faculty member attesting to performance and supporting the transfer

The Faculty Director and Senior Assistant Dean will review the application, personal statement, and recommendation in concert with the student's GRE/GMAT score and academic performance in the current M.S. program before making a decision on the request. A transfer back to the M.S. in Finance is not possible once the student is approved to transfer to another graduate business program.

For information regarding entrance into the MBA program after completion of the MSF program, contact the Graduate Business Admissions Office, 116 Lucas Hall.

## Academic Standing

To qualify for the MSF degree, a student must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

Students who receive an F in a required course are eligible for **immediate dismissal** based on the availability of the course and its requirement as a prerequisite for other courses.

If a student has a cumulative GPA below a 3.0, they will be placed on academic probation. A student then has one quarter to raise the GPA to a cumulative 3.0 or they will be dismissed from the program. Students failing required classes may be dismissed immediately if it is mathematically impossible to return to good standing and remain on track to graduate with his/her class.

If a student has a cumulative GPA below a 3.0 at the end of his/her final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional graduate course work in the Leavey School of Business.

## **Student Responsibility**

Students enrolled in the MSFA program are required to follow the same policies and procedures as students in the evening MBA program. Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## **MSFA Core Course Descriptions:**

### ***FNCE 2400. Corporate Finance and Financial Analytics***

Introduces the basic concepts and tools of finance. Reviews balance sheet and income statement categories. Emphasizes the time value of money, present value calculations, the opportunity cost of capital, valuation of simple securities, and evaluating investment opportunities in a capital budgeting system. (4 units)

### ***MSIS 2402. Math for Finance & Analytics with R***

The objective of this course is to provide a comprehensive background in the mathematical topics required for learning Quantitative Finance (QF) and Business Analytics and Data Science (BADs). The mathematical topics covered include Calculus, Linear Algebra, and Probability Theory. Applications of these topics in a variety of business contexts will be included. (4 units)

### ***FNCE 2405. Investments***

Explores investment securities and markets; reviews valuation tools; analysis of stocks, bonds, and derivatives. Introduces constructing portfolios and controlling investment risks. Focuses on learning how to value assets given forecasts of future cash flows. Concentrates on the risk characteristics of different asset classes. (4 units)

### ***MSIS 2407. Data Analytics W/ Python***

Data analytics involves the application of scientific methodologies to extract, understand, and make predictions based on data sets from a broad range of sources. Students will learn skills that cover the various phases of exploratory data analysis: importing data, cleaning and transforming data, algorithmic thinking, grouping, aggregation, reshaping, visualization, time series, statistical modeling, and data exploration and communication of results. The course will utilize data from a wide range of sources and will culminate with a final project and presentation. (4 units)

### ***MSIS 2403. Database Management Systems-Fundamentals of SQL***

This course aims to give an understanding of and hands-on experience with the most widely used database tools. The objective of this course is to convey intermediate to advanced database concepts and to acquaint students with state-of-the-art software tools. The course will rely on classroom discussions, media articles and cases, as well as programming exercises and an integrative group project. Use of database software is required. A lab fee is required. (2 units)

### ***ECON 2409. Econometrics***

Covers the basic conceptual foundations and tools of econometrics and teaches students to apply them to case studies with real-world data. The key statistical technique used in this course is multiple linear regression. (2 units)

## **MSFA Elective Course Descriptions:**

### ***FNCE 2404. Introduction to Time Series***

This course is designed to provide a comprehensive introduction to forecasting methods used in Time Series Analysis. The Class covers a range of topics in Time Series Forecasting. This class will provide you with language to describe time series data and

ultimately cover modeling techniques such as ARIMA, SARIMA and GARCH to produce forecasts. (2 units)

***FNCE 2408. Analytics for Finance***

This course covers key issues in panel data analysis, with an emphasis on their applications in empirical research, especially empirical corporate finance. The course aims to introduce various economic methods for analyzing panel data and develop core techniques to identify causal relations in the data. Students will be exposed to a broad range of implications in finance through reading academic papers and conducting their own empirical analysis. (2 units)

***FNCE 2423. Introduction to FinTech***

FinTech has rapidly become a prevalent part of our vernacular, and an understanding of the evolution of traditional finance methods is an important part of a Finance majors arsenal. This course covers the evolution of traditional finance methods -- namely, the disruptions and innovations that have transformed: (i) how we access capital; (ii) how we allocate or invest capital; (iii) how we settle or transfer capital; and (iv) how we monitor and maintain the integrity of financial institutions and transactions. (2 units)

***FNCE 2428. Alternative Investments I: Partnerships & Venture Capital***

This is the first of two courses that cover alternative investments. Alternative investments contrast to widely-held investments like stocks, bonds and mutual funds. This course covers how these investments are generally structured along with a closer study of a particular category, venture capital. (2 units)

***FNCE 2431. Introduction to Fixed Income***

Provides an introduction to fixed income. It covers the valuation and application of basic fixed-income securities and an introduction to select credit derivatives. The main objective is to provide a foundation in the basic concepts and mathematics of these securities and their applications, holistically as it pertains to a means to (i) immunize investment portfolios; (ii) raise capital, and (iii) hedge attendant risks. (2 units)

***FNCE 2452. Challenges In Finance: Corporate Financial Transactions***

This course goes over the techniques utilized in large scale corporate financial transactions. The course discusses the strategic use and value-add of each type of transaction, the appropriate context for using them, alternative implications, and valuation principles. (2 units)



### ***FNCE 2453. Corporate Finance***

This course deals with the basic and advanced concepts of corporate finance, particularly the role of the financial manager and the goal of financial management. The course focuses on agency conflicts and corporate governance, capital structure, payout policy, financial distress, options derivatives/hedging, and international issues. (4 units)

### ***FNCE 2457. International Financial Management***

Studies financial issues specific to firms operating internationally. Examines the global financial environment, agency problems and corporate governance, international financial markets, exchange rate behavior, and corporate hedging decisions using currency options, currency futures, forward & cross-currency interest rate swaps by the multinational corporation (MNC) and understanding international parity relations. (4 units)

### ***FNCE 2460. Mergers, Acquisitions & Corporate Restructuring***

Examines corporate governance and corporate restructurings. Emphasizes how corporate ownership, control, and organizational structures affect firm value. Other topics include valuing merger candidates, agency theory, and takeover regulation. Places a heavy emphasis on case projects and/or class presentations. (4 units)

### ***FNCE 2461. Applied Portfolio Management I***

This course introduces the practical aspects of investment management. This is one part of a two-course sequence. The two proposed courses will provide students a framework to gain a detailed understanding of dynamics and factors affecting today's investment managers. (2 units)

### ***FNCE 2462. Applied Portfolio Management II***

This course builds on the material covered in Applied Portfolio Management I and focuses on the practical aspects of portfolio performance evaluation and risk management. (2 units)

### ***FNCE 2480: Emerging Company Finance***

Covers financial topics most relevant to newly formed companies, with an emphasis on Silicon Valley-style startups that target large markets and raise outside capital. (2 units)

### ***FNCE 2481. Emerging Company Finance II***

This course focuses on the issues faced by start-up CFOs, and is directly relevant to entrepreneurs, founders and the early employees at start-ups who are evaluating, communicating, and implementing new business opportunities. *Prerequisite: FNCE 2480.* (2 units)

### ***FNCE 2482. Business Valuation***

Discusses implementing finance theory for valuation problems. Provides practical valuation tools for valuing a company and its securities. Covers valuation techniques including discounted cash-flow analysis, estimated cost of capital, market multiples, free-cash flow, and pro forma models. *Prerequisite: FNCE 2400 and MSFA.* (4 units).

### ***FNCE 2404. Time Series Analysis 1***

This course is designed to provide a comprehensive introduction to forecasting methods used in Time Series Analysis. The class covers a range of topics in time series forecasting. The class will provide you with a language to describe time series data and ultimately cover modeling techniques such as ARIMA, SARIMA, and GARCH to produce forecasts. *Prerequisite: FNCE 2402 and MSFA.* (2 units)

### ***FNCE 2484. Financial Engineering***

Examines the design, valuation and risk management of derivative securities. Including structured products, arbitrage, theory, futures, equity options, bond options, credit derivatives, swaps and currency derivatives. Mathematical modeling of Derivatives including implementation and applications in investments, corporate finance & risk management. (4 units)

### ***FNCE 2486. Behavioral Corporate Finance***

This course identifies the key psychological obstacles to values maximizing behavior, along with steps that managers can take to mitigate their effects. The objective of the course is to help students learn how to put the traditional tools of corporate finance to their best use, and mitigate the effects of psychological obstacles that reduce value.

***MSIS 2428. Big Data Modeling & Analytics*** This course is a lab led and open source software rooted course. Students will learn the fundamentals of Hadoop framework, NoSQL databases and R language. The class will focus on storage, process and analysis aspects of Big Data. Students will have access to a MapR Hadoop image. The image is enhanced by instructor to include MongoDB and R. (4 units)

## **MSIS 2429. Dashboards**

This course enables you to transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. This course introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards. *Prerequisites: MSIS 2407, 2403 and MSFA. (2 units)*

## **MSIS 2431. Machine Learning**

This course introduces participants to quantitative techniques and algorithms that are based on big data (numerical and textual) or are theoretical models of big systems or optimization that are currently being used widely in business. It introduces topics that are often qualitative but that are now amenable to quantitative treatment. The course will prepare participants for more rigorous analysis of large data sets as well as introduce machine learning models and data analytics for business intelligence. *Prerequisites: MSIS 2407, 2402, 2403 and MSFA. (4 units)*

## **MSIS 2439. Data Visualization**

This course enables you to explore data, identify insights, and develop evidence-based arguments using data visualization techniques. Completing this course equips you with a moderate level of data literacy, the ability to interpret, construct and convey arguments through the functional and truthful visual presentation of data. You will wrangle data, customize data visualization technologies, and programmatically develop data visualizations. *Prerequisite: MSIS 2429. (2 units)*

## **MSIS 2459. Financial Markets & Institutions**

This course analyzes the main functions of financial institutions such as commercial banks, investment banks and insurance companies from the perspective of a corporate issuer, and reviews the recent developments in the financial service industry. (2 units)

# Master of Science in Information Systems

The Master of Science in Information Systems (MSIS) program at Santa Clara University is designed to equip leaders in information technology management with the tools to harness the power of information. Created by the same outstanding faculty that provides the premier MBA education for Silicon Valley, the MSIS degree focuses on the application of technology for solving real organizational and business problems. Much of the course work is project-based, connecting learning to actual challenges in the field. Students learn how to integrate emerging technologies into organizational practices and to successfully manage complex, technically centered change processes.

## Admissions

Applicants for admission to the MSIS program must have a U.S. bachelor's degree from an accredited college or university or its foreign equivalent before registering in the Leavey School of Business. Applicants also must have successfully completed at least one course in each of the following areas prior to enrollment:

- A programming language
- Statistics

## Submitting an Application

Applicants for the MSIS program may apply to begin study in the fall and winter quarters. MSIS program information and additional details are [available here](#). Admission correspondence also may be sent via **email to [msadmissions@scu.edu](mailto:msadmissions@scu.edu)**.

Applicants must complete and submit the following items before the Admissions Committee will render an admissions decision:

- Submit an online application form and \$148 application fee paid by credit card
- Resume
- Business Essays
- Academic Records and Transcripts\*

- Official GMAT or GRE exam results
- Official TOEFL exam results. If your first language is not English, submit your official TOEFL (preferred) or IELTS test score. TOEFL is waived (if the Verbal section of the GMAT or GRE is above the 50% mark).
- Two (2) Letters of Recommendation

Online application fees must be paid by credit card or electronic check and submitted electronically.

Applicants must have their official GMAT or GRE score reports sent directly to the Graduate Business Admissions Committee. Applicants whose first language is not English must either achieve a minimum score of 100 on the TOEFL (internet-based test) or a 7 on the IELTS.

Foreign-born admitted students requesting student visas must submit a current financial statement (no more than 90 days old) showing adequate funds for tuition, fees, and living expenses for the first year of study, and they must be enrolled in at least 8 units each quarter. Santa Clara University is authorized under federal law to enroll nonimmigrant students.

Applicants are responsible for the appropriate submission of all application materials, including:

- Application form, resume, fee, and essay responses submitted online
- Recommendation letters and transcripts
- GMAT/GRE and TOEFL/IELTS/PTE scores sent directly from the test center to the MSIS Admissions Committee

The MSIS Admissions Committee will not review applications until all materials have been received.

\* Undergraduate degrees conferred outside of the US are required to be evaluated by WES using their ICAP, course-by-course evaluation.

## **Admissions Contingencies**

Applicants may be admitted with one or more contingencies. All contingencies are documented on the student's Program Plan Card which is provided to the student at the time of admission. All contingencies must be fulfilled by the end of the student's first term

in residence. Students who do not fulfill their contingency requirements by the end of their first term in residence will not be permitted to register for classes until the contingency is fulfilled.

## Application Deadlines

The completed application package should be sent as early as possible. The deadlines are:

**Fall Quarter** \ Round 1: April 1 (For scholarship consideration) \ Round 2: May 1 (Final deadline) \ **Winter Quarter** \ October 15

## Admissions Decisions

Admissions decisions are made throughout the year. Applicants are admitted on the basis of academic ability as indicated by college records and GMAT/GRE scores, demonstrated technical management potential (including work experience and recommendations), and motivation to complete a demanding academic program. Once accepted, a non refundable tuition deposit is required prior to registration. The deposit is applied toward the student's first-term tuition.

## Academic Standing

To qualify for the MSIS degree, a student must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

Students who receive an F in a required course are eligible for **immediate dismissal** based on the availability of the course and its requirement as a prerequisite for other courses.

If a student has a cumulative GPA below a 3.0, they will be placed on academic probation. A student then has one quarter to raise the GPA to a cumulative 3.0 or they will be dismissed from the program. Students failing required classes may be dismissed immediately if it is mathematically impossible to return to good standing and remain on track to graduate with their class.

The administration will contact faculty midway through the term to acquire a status update on academic performance to ensure students are aware of academic resources and tutoring in an attempt to resolve matters before they affect GPA.

If a student has a cumulative GPA below a 3.0 at the end of their final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional graduate course work in the Leavey School of Business.

## Student Responsibility

Students enrolled in the MSBA program are required to follow the same policies and procedures as students in the evening MBA program. Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## Academic Information

### Curriculum Clusters

#### **1. Core Business Knowledge (2 courses)**

Gives students an understanding of the context in which information systems operate. Students acquire a basic knowledge of business and organizational requirements that enables them to understand how information systems are designed and successfully implemented. Students must complete all of the following courses:

- ACTG 2608 - Financial and Managerial Accounting ( 2 units)
- MSIS 2604 - Information Systems Strategy & Management (4 units)

**2. Core Information Systems Knowledge 6 courses)** Teaches students about the technical aspects of information systems design and the strategic issues around the use of such systems. Students must complete all of the following courses:

- MSIS 2601 - Object-Oriented Software Design (4 units)
- MSIS 2602 - Information Systems Analysis & Design - Systems Modeling(4 units)
- MSIS 2603 - Database Management Systems - Fundamentals of SQL (2 units)
- MSIS 2613 - Database Management Systems - Design, Development & Administration (2 units)

- MSIS 2607 - Data Analytics - Python (4)

### **3. Specialization**

Offers a variety of electives to help students develop capabilities in a specific area. An example of available electives:

- COEN 250 - Information Security Management (2 units)
- COEN 252 - Computer Forensics (4 units)
- MSIS 2621- Business Intelligence and Data Warehousing (4 units)
- MSIS 2622 - ERP Systems (4 units)
- MSIS 2627 - Big Data Modeling and Analytics (4 units)
- MSIS 2628 - Applied Cloud Computing (2 units)
- MSIS 2629 - Dashboards(2 units)
- MSIS 2630 - Web Programming (2 units)
- MSIS 2631 - Machine Learning (4 units)
- MSIS 2634 - Natural Language Processing (2 units)
- MSIS 2651 - Mobile Programming (2 units)
- MSIS 2636 - Deep Learning (2 units)
- MSIS 2637 - Reinforcement Learning (2 units)
- MSIS 2638 - Cloud Computing Architectures (4 units)
- MSIS 2639 - Data Visualization (2 units)
- MSIS 2650 - Artificial Intelligence (4 units)

### **4. Integration and Application (10 units)**

Explores how information systems are designed and used, and how broad social and ethical questions must be considered in thinking about the use of such systems.

Students may complete a major application project as part of this cluster. Students must complete the following course and one of the Capstone options:

- MSIS 2606 - Software Project Management (4 units)
- Up to 6 units of experiential learning units.



## Experiential Learning Options:

The primary objective of the MSIS Capstone sequence is to offer students the opportunity to complete the final step (beyond the core and elective requirements) in earning a Master of Science in Information Systems by participating in an experiential learning process and to apply the knowledge learned in the program to real life applications.

The program offers four options to students to achieve this objective:

1. The Thesis option (6 units; MSIS 2644)
2. The Industry Practicum option (a sequence of 2 and 4 unit courses for a total of 6 units; MSIS 2540 & 2542.
3. The Capstone Design Project option (a sequence of 2 and 4-unit courses for a total of 6 units; MSIS 2645, 2646,
4. Additional Coursework: a set of three MSIS elective courses (6 units)

Each student is required to begin the capstone option selection process by interviewing with the capstone advisor. The advisor will determine the most appropriate option for each student. The four options are described below.

Students can individually or as a team of two propose a research project to one of the MSIS faculty. This option requires approval by the supervising faculty member and the director of the MSIS program. Full time students selecting this option should begin their project no later than the beginning of their second year of study. The objective of this option is to study an information system topic in detail and advance the state of the knowledge in that field theoretically, or to apply the state-of-the art information system technology to solve a problem. The outcome of this option is development of a final report and the successful submission of a research manuscript to a referred journal for publication. This option may span two or more quarters.

### ***The Industry Practicum Option (MSIS 2540, 2542 -- 6 units)***

In this option, students work with a sponsoring company, where they join forces with employees, managers, and executives to develop and implement practical, hands-on solutions to a company's information technology challenges. This option spans a minimum of two quarters. Students are responsible for the entire process, from project requirements to implementation. During the process, students form valuable working relationships with each other, faculty mentors, and leaders in the company with which they work.

This option consists of two MSIS Capstone courses: MSIS 2540 (2 unit), MSIS 2542 (4 units) and is viewed as a single project-oriented course. The objective of this option is to solve a practical problem by applying and integrating the methods and concepts studied in the MSIS program. An industry capstone project must be a real project, with an identified sponsor or client. MSIS students will be interviewed and a team is selected by the Capstone Program Manager to complete each capstone project. Student teams will be limited in size, with typically four or five students in a group. The student team will define the problem, perform a feasibility study, analyze the problem, design a solution, and implement that solution to satisfy the sponsoring client. Participation in this option is competitive and there are only a limited number of such projects per year. The process for this option is as follows:

- MSIS students interview with the Capstone Program Manager.
- A team is made of four or five students. MSIS Program director assigns a MSIS faculty advisor to the project. The team registers for MSIS 2540 (2 units).
- The team in coordination with the sponsoring company defines the problem and performs a feasibility study. The team develops a formal project plan with specific milestones and begins the process of creating a final project plan for presentation and approval of the sponsored client.
- The team registers for MSIS 2542 in the next subsequent quarters. The student team and the advisor meet as needed to discuss the project, address questions, and assess progress toward completion.
- The student team should complete the project over approximately two quarters. A project is considered complete when all its milestones are achieved and the final project report has been accepted by the advisor and the client. A formal sign-off by the sponsoring company is required. The time span of the project may exceed two quarters.
- There will be a single grade for MSIS 2540 & 2542. That grade will be assigned after the completion of the project. Students may take one elective course while taking this option.
- Students with a full time job are discouraged from taking additional courses while enrolled in this option.

Upon completion of the Industry Practicum Option, student participants must submit the MSIS Completion of Capstone Project form with the appropriate faculty signatures (faculty director and advisor) and assigned grade to the Graduate Business Programs

Office. The grade will be submitted to the Office of the Registrar for posting for all courses.

***The Capstone Design Project Option (MSIS 2645, 2646, -- 6 units)***

Students selecting this option can satisfy their capstone requirement by working on a self-defined information systems project approved by the MSIS program director. This option, upon approval, is expected to span a minimum of two quarters and students are encouraged to start the process once they have completed most of their core courses. Students are responsible for the project completion, and students should submit all deliverables stated in their project proposal, including a working prototype and the final report summarizing their results and the learning experiences

This option consists of three MSIS Capstone courses: MSIS 2645 (2unit) (for project proposal) & MSIS 2646 (4 units)) (for project execution). It is intended that MSIS 2645 (2unit) will be completed in three months, during which students are expected to write a successful project proposal, identify knowledge and skills needed for project execution, required data and resources necessary for project completion. T Given the length of the design project option, students deciding to pursue this option should contact the MSIS Capstone Project Manager one year before expected graduation date.

The design project option is initiated by students and supervised by a faculty. The objective of the design project is to focus on an area of personal/group interest, possibly a start-up concept, solving a self-initiated problem by applying and integrating the knowledge gained in the MSIS program. Students will develop extra-curricular skills (decision making, negotiation, making contacts, confidence building, and teamwork) and demonstrate skills and competencies to enhance employability and entrepreneurship. MSIS students will be interviewed and a team is selected by the Capstone Project Manager. The team will be limited in size, with typically three or four students in a group. The team will define the problem, perform a feasibility study, analyze the problem, design a solution, and implement the project.

The process for this option is as follows:

- One or more students prepare a 1-2 page preliminary project proposal, which should include rationale for conducting the design project, description of the problem(s) of interest, learning objectives, data or other resources to be used, required reading, expected expertise and support, and deliverables upon project completion.

- This preliminary project proposal is submitted to the Capstone Project Manager. The Capstone Project Manager at this stage could ask the students to change/revise the preliminary project proposals to ensure consistent format and quality of the proposal. Upon acceptance of the proposal, he selects the remaining team members based on the preliminary project proposal, required skills and experiences. The MSIS Program Director and the Capstone Project Manager will then assign a MSIS Faculty Advisor to the project.
- The team registers for MSIS 2645 (2 unit)
- The team, in coordination with the MSIS Faculty Advisor, will finalize the problem definition and develop a formal project proposal which should include:
  - A clear description of the problem/creative enterprise A preliminary survey/review of relevant literature
  - A description of the proposed methodology
  - Expected outcome/product (which will include a fully functional prototype) Method of evaluation
  - The time frame and project schedule Meeting schedule
  - Online platform used for team discussion and keeping research diary
- Next the team registers for MSIS 2646 A project is considered complete when all its milestones are achieved, a working prototype is produced, and the final project report has been accepted by the Faculty Advisor and the MSIS Program Director. Note that the time span of the project execution depends on the team progress and may exceed two quarters.
- There will be a single grade for MSIS 2645, MSIS 2646 . That grade will be assigned after the completion of the project.
- Students may take one elective course while taking MSIS 2646 & this option. Students with a full-time job are discouraged from taking additional courses while enrolled in this option.

***Capstone: Additional Coursework (6 units)***

This option will require approval of the MSIS director and is only intended for exceptional circumstances in which a student cannot select one of the other three options. In such a case, the student is required to take The additional electives will require approval of the MSIS director. It is also noted that this option requires nine units of additional

coursework to satisfy the capstone requirement and results in a total of Students are discouraged from choosing this option. However, under special circumstances, a student granted this option acknowledges and accepts that this option requires an additional es.

## MSIS Graduation Petition Process

In order to graduate, all MSIS students must complete and submit an online Petition to Graduate. The information provided in the petition is used to order and mail the diploma and list names in the SCU Commencement Book. **If this data changes after the petition has been submitted, students must re-submit an amended petition. Students failing to do so could be omitted from the commencement book and ceremony.**

In order to be eligible to graduate, MSIS students must complete:

- All required coursework specific to the year in which they began the program
- The required number of units specified to the year in which they began the program  
The total program with a cumulative GPA of 3.0 or higher
- Not have any I or N grades listed on their transcripts

Deadlines to submit a Petition to Graduate are as follows:

- June graduation February 1
- September graduation May 1
- December graduation August 1
- March graduation November 1

Students wishing to participate in the June Commencement Ceremony must complete all degree requirements by the end of the Spring quarter.

To [Petition to Graduate](#), please visit the website.

## MSIS Curriculum Core:

### ***MSIS 2601. Object-Oriented Analysis & Programming***

Provide students with an overview of object-oriented programming methodology using the Java Programming Language. Course will present different programming paradigms, including structured (procedural) and object oriented, compare and contrast these

approaches, object oriented programming concepts including data abstraction, abstract data types, classes and objects, inheritance, polymorphism, encapsulation, packages and interfaces, and multithreaded programming. To support GUI-based Java applications, concepts and tools such as event handling, Generics programming, Swing, and JavaFX, (libraries and classes introduced in JDK 8 and beyond) windowing systems and frameworks are introduced to support modern lightweight development of Java-based Applets. *Prerequisite: Knowledge of C programming language or equivalent.* (4 units)

***MSIS 2602. Information Systems Analysis & Design - Systems Modeling***

Methodology to assist in the analysis and design of computer-based information systems for business applications. Tools include data flow diagrams, flowcharts, Structured English, pseudo code, hierarchy charts, structure diagrams, and Warnier-Orr charts. Application of these tools to a systems development project is required. Cross-listed with OMIS 372. Credit will not be given for both. (4 units)

***MSIS 2603. Database Management Systems - Fundamentals of SQL***

This course aims to give an understanding of a hands-on experience with the most widely used database tools. The objective of this course is to convey intermediate to advanced database concepts and to acquaint students with state-of-the-art software tools. The course will rely on classroom discussions, media articles and cases, as well as programming exercises and an integrative group project. Use of database software is required. A lab fee is required. Cross-listed with OMIS 366. Credit will not be given for both. *Prerequisite: Experience with computer usage.* (2 units)

***MSIS 2604. Information Systems Policy and Strategy***

Strategic management and deployment of information systems and technologies (ISTs) to improve business competitiveness. An examination of the role of IST strategy in enabling companies to effectively manage in the turbulent and dynamic business environment brought about by the Internet. Analysis of new business opportunities in electronic commerce brought about by ISTs, including organizational redesign that these technologies require. An examination of implementation and change management issues related to IST deployment in the new environment. Focuses on drawing lessons from the experiences of leading companies that are deploying ISTs to define and support their e-commerce strategies. Cross-listed as OMIS 378. Credit will not be given for both. (4 units)

***MSIS 2606. Software Project Management***

An overview of software project development methodology, covering both technical and managerial aspects of software development. Examines alternate software life cycle models and introduces modern techniques for definition, design, implementation, and validation of software products. Prerequisite: Knowledge of or experience with a high-level programming language, or permission from an instructor. (4 units)

***MSIS 2607. Data Analytics - Python***

Data analytics involves the application of scientific methodologies to extract, understand, and make predictions based on data sets from a broad range of sources. Data analytics requires knowledge and skills from three areas: (i) programming, (ii) math/statistics, and (iii) domain specific expertise. The objective of this course is to teach the programming skills relevant to data science. Students will learn to use a complete set of open source tools for data science in Python, including the Jupyter Notebook, NumPy, Pandas, Seaborn, scikit-learn, Colab, and many others. Students will learn skills that cover the various phases of exploratory data analysis: importing data, cleaning and transforming data, algorithmic thinking, grouping, aggregation, reshaping, visualization, time series, statistical modeling, and data exploration and communication of results. The course will utilize data from a wide range of sources and will culminate with a final project and presentation. (4 units)

***MSIS 2613. Database Analysis, Design & Management***

Course presents technical and managerial approaches to the analysis, design, and management of business data, databases, and database management systems. The topics include structured and unstructured data management, a comparison of relational and object-oriented databases, relational database conceptual and logical design, and database implementation and administration (2 units)

***ACTG 2608. Financial Accounting***

This course introduces the roles, concepts, legal requirements and impacts of financial reporting. Financial statements and the analysis and recording of transactions, with a focus towards interpretations of reported results are covered. (2 units)

**MSIS Curriculum Electives:**

***MSIS 2621. Business Intelligence and Data Warehousing***

Introduces the business, technology, and managerial issues related to BI and DW solutions. Students will acquire practical skills in collecting business requirements, planning, defining, designing and developing a BI solution. Emphasis is placed on

learning how to derive business value from BI and DW solutions. Hands-on experience will be obtained using a variety of BI tools. (4 units)

***MSIS 2622. Enterprise Systems and Analytics***

Enterprise systems are data troves that can be used to improve business performance. Enterprise systems offer historic data that can be used to optimize business processes or uncover fraudulent activities. Gives students an understanding of enterprise system fundamentals, design options for business processes, and enterprise systems data. (4 units)

***MSIS 2623. Financial Information Systems***

Course examines the analysis, design, and implementation of enterprise information systems as they relate to the accounting function and the financial management of a firm. Particular emphasis is placed on learning not only what functions the systems provide, but also understanding their technological structure and the linkages with business strategy. Moreover, this course is intended to enable students to develop the ability to recognize organizational situations for which information system controls and assurance would help achieve organizational goals and to participate in the planning, development, and implementations of control devices in highly automated contexts.

*Prerequisites: ACTG 300 and knowledge of database management systems.* (3 units)

***MSIS 2624. E-Business Technologies: Virtualization and Cloud Computing***

Studies strategic management and deployment of information systems and technologies (ISTs) to improve business competitiveness. Examines the role of IST strategy in enabling companies to effectively manage in the turbulent and dynamic business environment brought about by the Internet. Analyzes new business opportunities in electronic commerce brought about by ISTs, including the organizational redesign that these technologies require. Reviews the implementation and change management issues related to IST deployment in the new environment. Focuses on drawing lessons from the experiences of leading companies that are deploying ISTs to define and support their e-commerce strategies. (3 units)

***MSIS 2627. Big Data Modeling and Analytics***

Learn to analyze a massive amount of data with distributed computations using Spark's high-level data transformations. This class will teach scalable approaches to process large amounts of text with MapReduce, Spark, and Amazon Athena (an interactive query service that makes it easy to analyze data in Amazon S3 using standard SQL) (4 units)

***MSIS 2628. Applied Cloud Computing***



Computing is migrating to cloud. In this course, you will understand as-a-service concepts by using services from major cloud providers and learn how to deploy and manage cloud infrastructure. This course focuses on hands-on skills required to operate on the three prime cloud service platform from Amazon, Google, and Microsoft. This course will offer an applied perspective on the core features of these platforms such as load balance, auto-scaling, serverless computing, and cloud AI. (2 units)

***MSIS 2629. Dashboards***

This course enables you to transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. This course introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards. (2 units)

***MSIS 2630. Web Programming***

The course will focus on the design and development of web based applications using a number of currently popular tools and strategies; also to be explored is the use of databases as data repositories for web applications. Core technologies including HTML, CSS, JavaScript, PHP, and MySQL will be emphasized. (2 units)

***MSIS 2631. Machine Learning***

The course will prepare participants for more rigorous analysis of large data sets as well as introduce machine learning models and data analytics for business intelligence. The course will be a rigorous and broad treatment of AI, machine learning, and deep learning. The course will use both R and Python programming languages to undertake hands-on learning in ML. (4 units)

***MSIS 2638. Cloud Computing Architectures***

Technologies make Cloud Computing possible and how IT leverages these technologies to make the enterprise computing environment more efficient. Students will learn how hardware virtualization is made possible through computer architecture advancement, hypervisor-based virtualization and container-based virtualization, and microservices. (4 units)

***MSIS 2639. Data Visualization***

Transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. Introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards. (2 units)

***MSIS 2641. Information Technology: Ethics and Public Policy***

This course examines the intersection of law and commerce as it relates to technology companies such as those based in Silicon Valley. Students will learn to understand how to operate in this environment and the typical issues that arise in this environment as they relate to contracts, securities, intellectual property, privacy, and employment. (2 units)

***MSIS 2801. Mobile Payment and e\_Commerce Security***

This course reviews the advancements in mobile payments, crypto-currency and on-line transaction security and will prepare you to engage in platform and application development for this emerging new market. You will learn the fundamentals of secure chip-cards processing as mandated by the Europay, MasterCard and Visa (EMV). Various mobile payment technologies will be discussed in details with a special focus on the pros and cons of Near Field Communication (NFC), secure element, Host Card Emulation (HCE), Bluetooth, QR codes, tokens and eWallets. The course covers online transaction security risks such as Heartbleed, and fraud prevention methods including multi-level authentication, biometrics, cloud-based security and Fast Identification Online (FIDO). The course concludes with a discussion on role of crypto-currency and future trends. (2 units)

***MSIS 2803. The Internet of Things***

This course introduces students to the principles underlying the Internet of Things (IoT). It starts with the history of various technologies that have enabled IoT. It will cover types of IoT architectures, sensor technologies, hardware platforms, communication protocols at various IoT stacks, machine-to-machine communication, IPv6-based solutions, the IEEE 802.15.4 standard that governs and defines IoT protocols, the IoT cloud infrastructure, and security and remote management of IoT devices. This course will also provide students with the application skills necessary to cement the IoT principles learned. Students who would like to take on leadership or managerial roles will find the principles learned in this course very helpful in implementing a unique and effective IoT-based business strategy for their organization. Students will be required to work in teams to design and build working a IoT system. (2 units)

***MSIS 2804. Mobile App Development for Business Applications***

Mobile platforms and apps have become core components of business today. With over 2.5 million apps available for smartphones, understanding the basic concepts underlying mobile apps has become a core necessity for business practitioners - particularly for executives and entrepreneurs. Business professionals now need to obtain in-depth knowledge of what is inside a mobile app, how one gets built, and where the business value resides. The best and most practical way for these professionals to develop this knowledge is for them to actually build a set of mobile apps, hands-on from the ground up. This course presents the business and technical foundation for mobile platforms and app development. (2 units)

***MSIS 2805. How Engineers, Business People and Lawyers Communicate with Each Other***

Students from business, engineering, and law learn to understand each others perspectives, speak each others language, and work together effectively in a collaborative environment. Students from different schools will be organized into teams to work together on a simulated project involving a technological matter, such as privacy/security or IP. (2 units)

***MSIS 2696. MSIS Internship***

Enriches the academic experience of MSBA students through a structured experiential-learning program. Designed as a partnership between the Leavey School of Business, partner employers, and the MSIS student, the experiences gained through an internship complements classroom learning, and provides an extension of the classroom experience, integrating theory and practice. Course cannot be repeated for credit.

*Prerequisite: MSIS 2696 and MSIS student.* (1 unit)

***MSIS 2697. MSIS Internship***

A continuation of the internship curriculum started in MSIS 2696. Course cannot be repeated for credit. *Prerequisite: MSIS 2696 and MSIS student.* (1 unit)

## Online Programs

Online Programs at the Leavey School of Business include the Online MBA, Online MS in Marketing, Online MS in Finance and Analytics and Online MS in Business Analytics. The admission requirements, tuition, learning objectives, degree requirements, faculty, policies, and procedures are the same as their corresponding on-campus counterparts. The online option caters to a broader population of students and expands our ability to offer cutting-edge, digital modes of education. Courses are asynchronous enabling students to study at their own pace and schedule at [onlinelearning.scu.edu](https://onlinelearning.scu.edu). The only required on-campus component is a 3-day on-campus residency at the start (all programs) and end (Online MBA only) of the program.

## Admissions

Applicants for admission to an online program must have a U.S. bachelor's degree from an accredited college or university or its foreign equivalent before registering in the Leavey School of Business. Admissions standards are the same as the on-campus programs (see Chapter 2), but to apply to the online program students must reside in a state where SCU has authorization. an [authorized state](#). The Online MBA new cohorts start in Fall, Winter, Spring and Summer. The Online MS programs welcome new cohorts in Fall and Spring only. College-level calculus and statistics are prerequisites for the Online MS Finance & Analytics and Online MS Business Analytics programs. All prospective students can apply at <https://businesscas.org/apply/>.

The SCU Online Programs Alumni Pathway provides an expedited application process for SCU alumni. We believe in the strength of our undergraduate population and therefore for alumni accelerating the start of their graduate business education. The Alumni pathway waives the application fee, letters of recommendation, GMAT/GRE scores (waiver available), and personal essays if alumni applicants achieved a 3.0 GPA or above from the Leavey School of Business or a 2.5 GPA or above from the School of Engineering or STEM program. Online MS Programs will allow for a 3.0 GPA or above from the Leavey School of Business, College of Arts and Sciences, School of Education and Counseling Psychology, School of Law, School of Theology, or 2.5 or above from the School of Engineering or STEM program.

Currently, online programs cannot admit students on a F1 visa.

## Student Success Seminar

Before the program begins students enroll in the Student Success Seminar. This is an open course, non-graded, to orient students to the online learning platform. It is highly recommended that students complete the seminar before starting their courses. The seminar sets expectations for what is needed to be academically successful as an online student and helps students plan for their own success. This course is available at [onlinelearning.scu.edu](https://onlinelearning.scu.edu).

## Residency Requirement

Each online program at the Leavey School includes a three-day residency to kick-off the program. All residencies consist of four parts: orientation, networking & career, in-person coursework, and immersion in Silicon Valley and Santa Clara University. The manner in which each of these is manifest varies by the needs of the program. Since all online program residencies occur on the same weekend faculty and students have the chance to mingle across programs and disciplines. Ultimately, the residency puts names to faces for online students, and creates a community for students who will not necessarily be in close proximity throughout the program. Other online students (at LSB) have consistently pointed to the relationships begun during their residency as a critical factor to their feeling connected to their cohorts and understanding what it means to "be a bronco."

### Opening Residency Dates

- Fall 2021: September 17 -- 19, 2021 (All Programs)
- Winter 2022: January 7 -- 9, 2022 (Online MBA only)
- Spring 2022: March 25 -- 27, 2022 (All Programs)
- Summer 2022: June 10 -- 12, 2022 (Online MBA only)

### Closing Residency Dates (Online MBA only)

- Fall 2021: December 3 -- 5, 2021
- Winter 2022: March 11 -- 13, 2022
- Spring 2022: June 3 -- 5, 2022
- Summer 2022: August 26 -- 28, 2022

## Career Requirement

To support their long-term career success and professional development, all online graduate programs require that by the completion of their program, online students meet with the SCU Graduate Business Career team, complete designated workshops, career coaching sessions, resume reviews, and career reflections. The requirements can be completed at any time while enrolled at SCU.

## Online MBA

The Leavey School of Business is proud to offer an Online MBA that blends strong ethics and values with the innovative and entrepreneurial spirit of Silicon Valley. Utilizing a dynamic curriculum, students will learn what it means to be a discerning, forward-thinking leader and, in turn, how to become one. Our ultimate goal is to provide motivated professionals the education and access necessary to become influential in business while making the world a better place.

## Residency

MGMT 3000 launches the program and includes a required 3-day, on-campus residency. Students generally complete core courses before enrolling in electives. The program concludes with MGMT 3052, also a 3-day, on-campus residency experience. Both residency experiences require coursework prior to and after the weekend.

## Silicon Valley Dashboard

Designed to help turn ordinary professionals into Silicon Valley Professionals (SVPs), the Online MBA program provides a curriculum based in innovation and principled leadership. Throughout their [SVP Journey](#), students will be able to track their progress with the [Silicon Valley Professional dashboard](#). This integrative portfolio lets participants coordinate their elective courses and co-curricular experiences with their professional goals and invites them to reflect on their professional development during the program. The dashboard also acts as a networking resource, allowing students to interact with instructors, classmates, and mentors, and it provides a way for them to solicit and receive feedback on their current progress.

## Curriculum

The Santa Clara MBA curriculum consists of 70 units across 42 core courses, one required elective (2 units) and 26 additional units of free electives. Students work with a Student Success Coordinator to understand and map out their degree path.. Online

MBA courses at Santa Clara consist of a mixture of 4-unit, 10-week courses and consecutively taught 2-unit, 5-week courses. Full Course Descriptions can be found in Chapter 5: MBA Curriculum.

## Online MBA Curriculum Core (42 units)

- MGMT 3000 - Leading People and Organizations (4 units)
- ACTG 3000 - Financial Accounting (4 units)
- ECON 3000 - Managerial Economics (4 units) *Prerequisite: OMIS 3202*
- FNCE 3000 - Financial Management (4 units) *Prerequisite: ACTG 3000*
- IDIS 3700 - Effective Business Communications (2 units)
- MGMT 3200 - Ethics for Managers (2 units)
- MGMT 3050 - Strategy (4 units) *Prerequisite: ALL Core courses*
- MKTG 3000 - Marketing is Everything (4 units)
- MKTG 3200 - Doing Business in Silicon Valley (2 units)
- OMIS 3000 - Business Analytics (4 units)
- OMIS 3200 - Quantitative Methods (2 units)
- OMIS 3202 - Analytical Decision Making (2 units) *Prerequisite: OMIS 3200*
- OMIS 3250 - Analysis, Design and Management of Enterprise Platforms (2 units) *Prerequisite: OMIS 3200*
- OMIS 3252 - Operations Management (2 units) *Prerequisite: OMIS 3202*

## Required Elective (2 units)

- MGMT 3052 - Challenges In (2 units) *Prerequisite: Taken in the last quarter of the program*

## Free Elective Courses (26 units)

Elective courses expand a student's knowledge in areas of particular interest or importance to the student's career and educational goals. Electives may be taken any time during the program assuming the prerequisite coursework is complete. Electives



can also be used to earn a concentration in a particular discipline. Any course offered in conjunction with the MBA program, with the exception of those otherwise required, is considered an elective. For descriptions of elective courses, please consult the website. New courses are continually being developed and may not be listed.

Concentrations (see Chapter 5: MBA Curriculum) are available to online students: Data Science and Business Analytics, Leading Innovative Organizations, Marketing, and Finance.

## SCU Anywhere Program

The SCU Anywhere Program allows students to take electives on-campus or online from another Master's program. This applies to the Evening MBA, Online MBA, Online MS in Marketing and Online MS in Finance and Analytics Programs. The SCU Anywhere Program offers greater flexibility and course availability for all Online and Evening MBA students. Students may take up to 12-units of elective credit in another program. Tuition fees will be based on the student's original program.

## Student Responsibility

Students enrolled in the Online MBA program are required to follow the same policies and procedures as students in the Evening MBA program. Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## Graduation Petition Process

In order to graduate, all students must complete and submit an online Petition to Graduate. The information provided in the petition will be used to order and mail the diploma and list all graduates' names in the SCU commencement book. **If this data changes after the petition has been submitted, students must re-submit an amended petition. Students failing to do so could be omitted from the commencement book and ceremony.**

To be eligible to graduate, Graduate Business students must complete:

- All required coursework with passing grades specific to the year in which they began the program
- The required number of units specific to the year in which they began the program
- The program with a cumulative GPA of 3.0 or higher
- AND, not have any I or N grades on their transcripts

Deadlines to submit a Petition to Graduate are as follows:

- June graduation February 1
- September graduation May 1
- December graduation August 1
- March graduation November 1

# Online Master of Science in Business Analytics

The Online Master of Science in Business Analytics (MSBA) program offers a robust educational experience that teaches the advanced analytics methodologies needed to take student's business careers to the next level. Created by the world-renowned faculty of the Leavey School of Business---and expertly curated by an advisory board of industry leaders---our dynamic Online MSBA curriculum delivers the essential principles, practices, and analytical tools to solve modern business challenges and accelerate student's careers. The online version of the program would maintain identical program learning objectives and content as the on-campus program. The curriculum emphasizes the fundamentals of data-driven decision making and the advanced tools to make sense of a vast amount of data. The program prepares students to be professionals in the fast-paced world of big data and artificial Intelligence.

## Admissions

Applicants for admission to the Online MS Business Analytics program must have a U.S. bachelor's degree from an accredited college or university or its foreign equivalent before registering in the Leavey School of Business.

## Submitting an Application

Applicants for the Online MS Business Analytics program may apply to begin study in the fall and winter quarters. Online MS Business program information and additional details are [available here](#). Admission correspondence also may be sent via **email to [onlinemsba@scu.edu](mailto:onlinemsba@scu.edu)**. Refer to Chapter 2: Admissions for admissions requirements.

## Academic Standing

To qualify for the Online MS Business Analytics degree, a student must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A

grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

If a student has a cumulative GPA below a 3.0, he/she will be placed on academic probation. A student then has one quarter to raise the GPA to a cumulative 3.0 or they will be dismissed from the program. Students failing required classes may be dismissed immediately if it is mathematically impossible to return to good standing and remain on track to graduate with his/her class.

The administration will contact faculty midway through the term to acquire a status update on academic performance to ensure students are aware of academic resources and tutoring in an attempt to resolve matters before they affect GPA.

If a student has a cumulative GPA below a 3.0 at the end of his/her final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional graduate course work in the Leavey School of Business.

## **Student Responsibility**

Students enrolled in the Online MS Business Analytics program are required to follow the same policies and procedures as students in the evening MS Business Analytics program. Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## **Academic Information**

The Online Master's in Business Analytics consists of six core courses worth 32 total units of credit, plus a further 10 units of elective courses which can be completed over 3 to 5 courses.

### **Core Prerequisites**

Due to the heavily quantitative nature of the Online Master's in Business Analytics, applicants should provide evidence of successful completion of coursework in the following subject areas during or following their undergraduate education:

- **Statistics:** Content should include topics in statistics, descriptive statistics, regression, probability, random variables and distributions, the central limit theorem, confidence intervals and hypothesis testing for 1 and 2 populations, goodness of fit, and contingency tables
- **Calculus 1:** Content should include differential and integral calculus; key concepts of limit, derivative, and continuity; derivatives in graphing and optimizing functions; and fundamental theorem of calculus

## Curriculum Clusters

### **1. Core Courses (7 courses)**

Gives students an understanding of the context in which information systems operate. Students acquire a basic knowledge of business and organizational requirements that enables them to understand how information systems are designed and successfully implemented. Students must complete all of the following courses:

- MSIS 2502 - Math for Finance and Analytics with R (4 units)
- ECON 2509 - Econometrics w/ R (4 units)
- MKTG 2505 - Data Science & Marketing (4 units)
- MSIS 2503 - Database Management Systems - Fundamentals of SQL (2 units)
- MSIS 2507 - Data Analytics - Python (4 units)
- MSIS 2508 - Data Science & Machine Learning (4 units)
- MSIS 2510 - Prescriptive Analytics (4 units)

### **2. Experiential Learning (1 course, choose one of the following)**

There are two ways that Online MS Business Analytics students may fulfill the experiential learning program requirement for the program: Practicum or Capstone experiences. Both of these experiential learning projects require students to use real data and to take their classroom learnings and apply them to real problems.

Experiential learning in the Online MS Business Analytics program offers a unique opportunity to connect directly to leading companies and potential employers. Standout organizations serve as practicum partners for the program, including Cisco, Intuit, Credit Suisse, Oracle, Nuveen, Franklin Templeton Investments, and many more.

- IDIS 3598-P - Practicum (6 units)

- IDIS 3598-C - Capstone (6 units)

### **3. Specialization/Electives (choice of 10 units)**

Offers a variety of electives to help students develop capabilities in a specific area.

Students must complete nine of the following courses or course units must equal to 10 units total:

- MSIS 2513 - Database Management Systems - Design, Development & Administration (2 units)
- FNCE 2524 - Time-Series Analysis (2 units)
- FNCE 2525 - Analytics of Finance (2 units)
- FNCE 2526 - FinTech (2 units)
- MSIS 2527 - Big Data Modeling and Analytics (4 units)
- MSIS 2528 - Applied The Business of Cloud Computing (2 units)
- MSIS 2529 - Dashboards (2 units)
- MSIS 2533 - Mobile Payment & Blockchain (2 units)
- MSIS 2534 - Internet of Things (2 units)
- MSIS 2536 - Deep Learning (4 units)
- MSIS 2527 - Reinforcement Learning (2 units)
- MSIS 2538 - Cloud Computing Architecture (2 units)
- MSIS 2539 - Data Visualization (2 units)

## **Online MS Business Analytics Graduation Petition Process**

In order to graduate, all Online MS Business Analytics students must complete and submit an online Petition to Graduate. The information provided in the petition is used to order and mail the diploma and list names in the SCU Commencement Book. **If this data changes after the petition has been submitted, students must re-submit an amended petition. Students failing to do so could be omitted from the commencement book and ceremony.**

In order to be eligible to graduate, Online MS Business Analytics students must complete:

- All required coursework specific to the year in which they began the program
- The required number of units specified to the year in which they began the program  
The total program with a cumulative GPA of 3.0 or higher
- Not have any I or N grades listed on their transcripts

Deadlines to submit a Petition to Graduate are as follows:

- June graduation February 1
- September graduation May 1
- December graduation August 1
- March graduation November 1

Students wishing to participate in the June Commencement Ceremony must complete all degree requirements by the end of the Spring quarter.

To [Petition to Graduate](#), please visit the website.

## Online MS Business Analytics Curriculum Core:

### ***MSIS 2502. Math for Finance and Analytics with R***

The objective of this course is to provide a comprehensive background in the mathematical topics required for learning quantitative finance (QF) and business analytics and data science (BADs). The mathematical topics covered include calculus, linear algebra, and probability theory. Applications of these topics in a variety of business contexts will be learned with R. (4 units)

### ***ECON 2509. Econometrics with R***

Covers the basic conceptual foundations and tools of econometrics and applies them to case studies with real-world data. The key statistical technique used in this course is multiple linear regression and R programming. (2 units)

### ***MKTG 2505. Data Science & Marketing***

Prepares managers to identify the competitive advantages that come from leveraged analytics, apply and implement tools, evaluate advantages and limitations, ask relevant business questions and interpret and communicate the output from tools and models to achieve profitable business decisions. (4 units)

***MSIS 2503. Database Management Systems - Fundamentals of SQL***

This course presents technical and managerial approaches to the analysis, design, and management of business data, databases, and database management systems. The topics include structured and unstructured data management, a comparison of relational and object-oriented databases, relational database conceptual and logical design, and database implementation and administration. (2 units)

***MSIS 2507. Data Analytics - Python***

Data analytics involves the application of scientific methodologies to extract, understand, and make predictions based on data sets from a broad range of sources. Data analytics requires knowledge and skills from three areas: (i) programming, (ii) math/statistics, and (iii) domain specific expertise. (4 units)

***MSIS 2508. Data Science & Machine Learning***

This course introduces participants to quantitative techniques and algorithms that are based on big and small data (numerical and textual). We also analyze theoretical models of big systems for prediction and optimization that are currently being used widely in business. It introduces topics that are often qualitative but that are now amenable to quantitative treatment. The course will prepare participants for more rigorous analysis of large data sets as well as introduce machine learning models and data analytics for business intelligence. (4 units)

***MSIS 2510. Prescriptive Analytics***

This course helps participants understand the principles of optimization in business decisions and prepare computer based models from problem descriptions and determine optimal solutions using software tools. This course also prepares participants to interpret solutions to obtain insights regarding sensitivity to inputs, resource constraints, and their profitability impacts. (4 units)

## **Experiential Learning:**

***IDIS 3598-P. Practicum***



Practicum projects are defined by external partners who provide a dataset and the question of interest. Starting from a real-world problem and using input from the partner, students will refine the problem to scope the project, apply analytical tools to generate insights, interpret the findings, summarize the findings in a report, and present them to the partner or faculty supervisor. Practicums occur over two quarters and are worth 2 units of course credit each quarter or 4 total units. (6 units)

### ***IDIS 3598-C. Capstone***

Capstone projects use data and examine analysis questions provided by faculty over the course of one quarter. Students refine the problem to scope the project, apply analytical tools to generate insights, interpret the findings, and summarize the findings in a final report. In certain situations, students with full- or part-time jobs or with an internship can approach their employers to find a suitable project if desired. In those instances, the employer and faculty would provide supervision. (6 units)

## **MS Business Analytics Curriculum Electives:**

### ***MSIS 2513. Database Management Systems - Design, Development & Administration***

Course presents technical and managerial approaches to the analysis, design, and management of business data, databases, and database management systems. The topics include structured and unstructured data management, a comparison of relational and object-oriented databases, relational database conceptual and logical design, and database implementation and administration. (2 units)

### ***FNCE 2524. Time-Series Analysis***

This course is designed to provide a comprehensive introduction to forecasting methods used in Time Series Analysis. The class covers a range of topics in time series forecasting. The class will provide students with a language to describe time series data and ultimately cover modeling techniques such as ARIMA, SARIMA, and GARCH to produce forecasts. (2 units)

### ***FNCE 2525. Analytics of Finance***

This course covers key issues in panel data analysis, with an emphasis on their applications in empirical research, especially empirical corporate finance. The course aims to introduce various econometric methods for analyzing panel data and develop core techniques to identify causal relations in the data. We will begin with the standar

linear regressions, and extend to pooled, fixed effect and random effect regression models, instrumental variables, differences in differences, selection models, and regression discontinuity. Students will be exposed to a broad range of applications in finance through reading academic papers and conducting their own empirical analysis. (2 units)

***FNCE 2526. FinTech***

FinTech has rapidly become a prevalent part of our vernacular, and an understanding of the evolution of traditional finance methods is an important part of a Finance major's arsenal. This course covers the evolution of traditional finance methods -- namely, the disruptions and innovations that have transformed: (i) how we access capital; (ii) how we allocate or invest capital; (iii) how we settle or transfer capital; and (iv) how we monitor and maintain the integrity of financial institutions and transactions. *Prerequisites: FNCE 2452, 3452, 3000 (Financial Management)* (4 units)

***MSIS 2527. Big Data Modeling and Analytics***

Big Data and its role in carrying out modern business intelligence for actionable insight to address new business needs. This course is a lab led and open source software rooted course. Students will learn the fundamentals of Hadoop framework, NoSQL databases and R language. The class will focus on storage, process and analysis aspects of Big Data. Students will have access to a MapR Hadoop image. The image is enhanced by instructor to include MongoDB and R. *Prerequisites: MSIS 2506, 2507 and 2503.* (4 units)

***MSIS 2528. Applied Cloud Computing***

Computing is migrating to cloud. In this course, students will understand as-a-service concepts by using services from major cloud providers and learn how to deploy and manage cloud infrastructure. This course focuses on hands-on skills required to operate on the three prime cloud service platforms from Amazon, Google, and Microsoft. This course will offer an applied perspective on the core features of these platforms such as load balance, auto-scaling, serverless computing, and cloud AI. (2 units)

***MSIS 2529. Dashboards***

This course enables students to transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. This course introduces and discusses the

fundamental design principles and technology of dashboards and allows students to design, implement, and critique dashboards. *Prerequisites: FNCE 2402 & MSIS 2403.* (2 units)

### ***MSIS 2801. Mobile Payment and eCommerce Security***

This course reviews the advancements in mobile payments, crypto-currency and on-line transaction security and will prepare students to engage in platform and application development for this emerging new market. They will learn the fundamentals of secure chip-cards processing as mandated by Europay, MasterCard and Visa (EMV). Various mobile payment technologies will be discussed in detail with a special focus on the pros and cons of Near Field Communication (NFC), secure element, Host Card Emulation (HCE), Bluetooth, QR codes, tokens and eWallets. The course covers online transaction security risks such as Heartbleed, and fraud prevention methods including multi-level authentication, biometrics, cloud-based security and Fast Identification Online (FIDO). The course concludes with a discussion on the role of crypto-currency and future trends. (2 units)

### ***MSIS 2803. Internet of Things***

This course introduces students to the principles underlying the Internet of Things (IoT). It starts with the history of various technologies that have enabled IoT. It will cover types of IoT architectures, sensor technologies, hardware platforms, communication protocols at various IoT stacks, machine-to-machine communication, IPv6-based solutions, the IEEE 802.15.4 standard that governs and defines IoT protocols, the IoT cloud infrastructure, and security and remote management of IoT devices. This course will learn IoT principles learned. Students who would like to take on leadership or managerial roles will find the principles learned in this course very helpful in implementing a unique and effective IoT-based business strategy for their organization. Students will be required to work in teams to design and build a working IoT system. (2 units)

### ***MSIS 2536. Deep Learning***

Introduction to the topic of Deep Learning Neural Networks (DLNs), Linear Learning models using Logistic Regression, and adding hidden layers to create Deep Feedforward Neural Networks. Detailed algorithms are used to train these networks using Stochastic Gradient Descent and the resulting algorithm called Backprop. Training processes of these networks are used with the Tensor Flow tool and the MNIST and CIFAR-10 image data-sets. Some specialized DLN architectures include the following: (a) Convolutional Neural Networks (ConvNets), (b) Recurrent Neural Networks (RNNs),

(c) Reinforcement Learning. Model parameter initialization, underfitting and overfitting are discussed as well as techniques such as Regularization. Issues such as the Vanishing Gradient problem that often cause problems during training are also discussed. (4 units)

### ***MSIS 2537. Reinforcement Learning***

Reinforcement Learning is introduced as a way to do optimal control in cases when a system model is not available and information about the Value Function is obtained by analyzing its sample paths. RL Algorithms, Temporal Difference Learning, Q-Learning, on-policy and off-policy learning, policy exploration vs exploitation, Deep Learning Neural Networks as function approximators for RL systems, The Deep Q Network (DQN) algorithm, Policy Gradient methods such as the REINFORCE algorithm in combination with Value Function and Policy Gradient methods are explored. Applications of these concepts in the areas of Game Playing systems, Finance and Robotics are also discussed. (2 units)

### ***MSIS 2538. Cloud Computing Architecture***

Cloud computing is the on-demand availability of computer system resources, especially data storage and computing power, without direct active management by the user. The widespread adoption of hardware virtualization and the availability of low-cost computers and storage devices with high-capacity networks together with service-oriented architecture has led to growth in cloud computing. This course will study what technologies make Cloud Computing possible and how IT leverages these technologies to make the enterprise computing environment more efficient. There are three parts to this course. The first part will study how hardware virtualization is made possible through computer architecture advancement. The second part will discuss the two main solutions in the virtualization layer which are hypervisor-based virtualization and container-based virtualization. The third part of the course will study the microservices and the containers workflow orchestration. This course includes hands-on labs in virtual machines creation based on different technologies like hypervisors (VMware) and container (Docker). We will also explore different workflow orchestration tools like Docker Swarm and/or Google Kubernetes. (2 units)

### ***MSIS 2539. Data Visualization***

This course enables students to explore data, identify insights, and develop evidence-based arguments using data visualization techniques. Completing this course equips them with a moderate level of data literacy, the ability to interpret, construct and convey

arguments through the functional and truthful visual presentation of data. Students will wrangle data, customize data visualization technologies, and programmatically develop data visualizations. (2 units)

# Online Master of Science in Finance and Analytics

The Online MSFA program helps students develop the in-depth knowledge needed to excel in a management or C-suite role in the financial sector, or in a finance leadership role in any organization. Students will learn the intricacies of corporate finance, investments, and analytical tools as they build a rock-solid foundation of finance acumen.

## Submitting an Application

Applicants for the Online MS Finance and Analytics program may apply to begin study in the fall and spring quarters. Online MS Finance and Analytics program information and additional details are [available here](#). Admission correspondence also may be sent via email to [onlinemsfa@scu.edu](mailto:onlinemsfa@scu.edu). Refer to the Chapter 2: Admissions for admissions requirements.

## Academic Standing

To remain in good academic standing, a student in the Online MS Finance and Analytics program must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

If a student has a cumulative GPA below a 3.0, he/she will be placed on academic probation. A student then has one quarter to raise the GPA to a cumulative 3.0 or they will be dismissed from the program. Students failing required classes may be dismissed immediately if it is mathematically impossible to return to good standing and remain on track to graduate with his/her class.

The administration will contact faculty midway through the term to acquire a status update on academic performance to ensure students are aware of academic resources and tutoring in an attempt to resolve matters before they affect GPA.

If a student has a cumulative GPA below a 3.0 at the end of his/her final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional graduate course work in the Leavey School of Business.

## Student Responsibility

Students enrolled in the Online MS Finance and Analytics program are required to follow the same policies and procedures as students in the evening MS Finance and Analytics program. Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## Academic Information

The Online Master of Science in Finance and Analytics consists of six core courses worth 24 total units of credit, plus a further 12 units of elective courses which can be completed over 3 to 5 courses.

### Core Prerequisites

Due to the heavily quantitative nature of the Online Master's in Finance and Analytics, applicants should provide evidence of successful completion of coursework in the following subject areas during or following their undergraduate education:

- **Statistics:** Content should include topics in statistics, descriptive statistics, regression, probability, random variables and distributions, the central limit theorem, confidence intervals and hypothesis testing for 1 and 2 populations, goodness of fit, and contingency tables
- **Calculus 1:** Content should include differential and integral calculus; key concepts of limit, derivative, and continuity; derivatives in graphing and optimizing functions; and fundamental theorem of calculus

### Curriculum Clusters

#### **1. Core Courses (6 courses)**

Gives students an understanding of the context in which finance operates. Students acquire a basic knowledge of finance and analytics that enable them to make intelligent business decisions. Students must complete all of the following courses:

- FNCE 2400 - Corporate Finance and Financial Analysis (4 units)
- MSIS 2402 - Math for Finance and Analytics with R (4 units)
- MSIS 2403 - Database Management Systems (2 units)
- FNCE 2409 - Econometrics (2 units)
- IDIS 3802 (MSIS 2407) - Data Analytics with Python (4 units)
- FNCE 3491 (FNCE 2405) - Investments (4 units)

## **2. Experiential Learning (1 course, choose one of the following)**

There are two ways that Online MS Finance and Analytics students may fulfill the experiential learning program requirement for the program: Practicum or Capstone experiences. Both of these experiential learning projects require students to use real data and to take their classroom learnings and apply them to real-world problems.

Experiential learning in the Online MS Finance and Analytics program offers a unique opportunity to connect directly to leading companies and potential employers. Standout organizations serve as practicum partners for the program, including Cisco, Intuit, Credit Suisse, Oracle, Nuveen, Franklin Templeton Investments, and many more.

- IDIS 3598-P - Practicum (4 units)
- IDIS 3598-C - Capstone (4 units)

## **3. Specialization/Electives (choice of 12 units)**

Offers a variety of electives to help students develop capabilities in a specific area. Students must complete nine of the following courses or course units must equal to 12 units total:

- FNCE 2404 - Introduction to Time Series Forecasting (2 units)
- FNCE 2408 - Analytics in Finance (2 units)
- FNCE 3460 - Mergers, Acquisitions, and Corporate Restructuring (4 units)
- FNCE 3807 - Intro to FinTech (2 units)
- FNCE 3484 - Financial Engineering (4 units)



- FNCE 3482 - Business Valuation (4 units)
- MKTG 3597 - Marketing Analytics (4 units)
- MSIS 2431 - Machine Learning (4 units)

## **Finance Forward**

In the Online MSFA program, students will learn more than just a new set of leading-edge finance and analytics skills. Our program theme of "Finance Forward" ensures students develop the clarity to select the correct tool for the task at hand and the confidence to deploy it expertly. In each course, students will be presented with a complex business challenge which they will work to overcome with the use of a new analytical approach or method. At each course's end, students will record a reflection that will be compiled into an ePortfolio to be presented at the end of the program. In doing so, they'll develop a holistic sense of how these tools fit together and the broad strategic sensibility to succeed in Silicon Valley and beyond.

## **Online MS Finance and Analytics Graduation Petition Process**

In order to graduate, all Online MS Finance and Analytics students must complete and submit an online Petition to Graduate. The information provided in the petition is used to order and mail the diploma and list names in the SCU Commencement Book. If this data changes after the petition has been submitted, students must re-submit an amended petition. Students failing to do so could be omitted from the commencement book and ceremony.

In order to be eligible to graduate, Online MS Finance and Analytics students must complete:

- All required coursework specific to the year in which they began the program
- The required number of units specified to the year in which they began the program  
The total program with a cumulative GPA of 3.0 or higher
- Not have any I or N grades listed on their transcripts

Deadlines to submit a Petition to Graduate are as follows:

- June graduation February 1

- September graduation May 1
- December graduation August 1
- March graduation November 1

Students wishing to participate in the June Commencement Ceremony must complete all degree requirements by the end of the Spring quarter.

To [Petition to Graduate](#), please visit the website.

## Online MS Finance and Analytics Curriculum Core:

### ***FNCE 2400. Corporate Finance and Financial Analysis***

The objective of this course is to provide a foundation in the basic concepts of corporate finance, particularly the role of the financial manager and the goal of financial management. For this purpose, the course focuses on agency conflicts, business ethics and corporate governance, capital structure, payout policy, financial distress, options (real and executive), derivatives/hedging, and international issues. The application of these techniques has gone beyond the simple corporate budgeting context and has extended to mergers and acquisitions (M&A), private equity transactions such as leveraged buyouts (LBOs), investment banking, and commercial real estate and infrastructure transactions. (4 units)

### ***MSIS 2402. Math for Finance and Analytics with R***

The objective of this course is to provide a comprehensive background in the mathematical topics required for learning quantitative finance (QF) and business analytics and data science (BADs). The mathematical topics covered include calculus, linear algebra, and probability theory. Applications of these topics in a variety of business contexts will be learned with R. (4 units)

### ***MSIS 2403. Database Management Systems***

This course introduces database management and database management systems (DBMS). Teaches technical and managerial skills in database planning, analysis, logical design, physical design, implementation, and maintenance. Features hands-on training in database design, development, and implementation using relational DBMS software. Emphasizes designing and developing reliable databases to support organizational management. (2 units)

### ***FNCE 2409. Econometrics***

This course introduces a broad set of econometric tools to analyze large-scale, real-world company data to make data-driven business decisions. Topics include the ordinary least squares (OLS), model selection, generalized least squares (GLS), instrumental-variables regression, quantile regression, count data models, binary outcome models, and selection models. (2 units)

### ***IDIS 3802 (MSIS 2407). Data Analytics with Python***

Data analytics involves the application of scientific methodologies to extract, understand, and make predictions based on data sets from a broad range of sources. Data analytics requires knowledge and skills from three areas: (i) programming, (ii) math/statistics, and (iii) domain-specific expertise. The objective of this course is to teach the programming skills relevant to data science. Students will learn to use a complete set of open source tools for data science in Python, including the Jupyter Notebook, NumPy, Pandas, Seaborn, scikit-learn, Colab, and many others. Students will learn skills that cover the various phases of exploratory data analysis: importing data, cleaning and transforming data, algorithmic thinking, grouping, aggregation, reshaping, visualization, time series, statistical modeling, and data exploration and communication of results. The course will utilize data from a wide range of sources and will culminate with a final project and presentation. (4 units)

### ***FNCE 3491 (FNCE 2405). Investments***

This course explains the foundation blocks of the investments industry, key stakeholders in the industry and drivers for their actions including any ethical aspects, the evolution of the industry, its growth in the global setting, regulations, the industry's current state, and key trends likely to shape the future. It explains rational and normal behavior, standard and behavioral portfolios, standard and behavioral life-cycles of saving and spending, standard and behavioral asset pricing, and standard and behavioral market efficiency. It combines the theoretical underpinnings of finance with real-world examples. Before taking the course, students should understand the time value of money (discounting), capital budgeting, and evaluation of two-stock portfolios. (4 units)

## **Experiential Learning:**

### ***IDIS 3598-P. Practicum***

Practicum projects are defined by external partners who provide a dataset and the question of interest. Starting from a real-world problem and using input from the partner, students will refine the problem to scope the project, apply analytical tools to generate insights, interpret the findings, summarize the findings in a report, and present them to the partner or faculty supervisor. Practicums occur over two quarters and are worth 2 units of course credit each quarter or 4 total units. (4 units)

### ***IDIS 3598-C. Capstone***

Capstone projects use data and examine analysis questions provided by faculty over the course of one quarter. Students refine the problem to scope the project, apply analytical tools to generate insights, interpret the findings, and summarize the findings in a final report. In certain situations, students with full- or part-time jobs or with an internship can approach their employers to find a suitable project if desired. In those instances, the employer and faculty would provide supervision. (4 units)

## **Online MS Finance and Analytics Curriculum Electives:**

### ***FNCE 2404. Introduction to Time Series Forecasting***

This course is designed to provide a comprehensive introduction to forecasting methods used in time series analysis. The class covers a range of topics in time series forecasting. The class will provide students with a language to describe time series data and ultimately cover modeling techniques such as ARIMA, SARIMA, and GARCH to produce forecasts. (2 units)

### ***FNCE 2408. Analytics in Finance***

This course covers key issues in panel data analysis, with an emphasis on their applications in empirical research, especially empirical corporate finance. The course aims to introduce various econometric methods for analyzing panel data and develop core techniques to identify causal relations in the data. We will begin with the standard linear regressions, and extend to pooled, fixed effect, and random effect regression models; instrumental variables; differences-in-differences; selection models; and regression discontinuity. Students will be exposed to a broad range of applications in finance through reading academic papers and conducting their own empirical analysis. (2 units)

***FNCE 3460. Mergers, Acquisitions, and Corporate Restructuring***

Examines corporate governance and corporate restructurings. Emphasizes how corporate ownership, control, and organizational structures affect firm value. Other topics include valuing merger candidates, agency theory, and takeover regulation. Places a heavy emphasis on case projects and/or class presentations. (4 units)

***FNCE 3807. Intro to FinTech***

FinTech has rapidly become a prevalent part of our vernacular, and an understanding of the evolution of traditional finance methods is an important part of a finance major's arsenal. This course covers the evolution of traditional finance methods---namely, the disruptions and innovations that have transformed: (i) how we access capital, (ii) how we allocate or invest capital, (iii) how we settle or transfer capital, and (iv) how we monitor and maintain the integrity of financial institutions and transactions. (2 units)

***FNCE 3728. Alternative Investments | Partnerships and Venture Capital***

Alternative investments contrast to widely-held investments like stocks, bonds, and mutual funds. This course covers how these investments are generally structured along with a closer study of a particular category, venture capital. (2 units)

***FNCE 3484. Financial Engineering***

Examines the design, valuation, and risk management of derivative securities (futures, options, etc.), including structured products. Includes topics on arbitrage theory, futures, equity options, bond options, credit derivatives, swaps, and currency derivatives. Mathematical modeling of derivatives, including implementation and applications in investments, corporate finance, and risk management. (4 units)

***FNCE 3482. Business Valuation***

Discusses implementing finance theory for valuation problems. Provides practical valuation tools for valuing a company and its securities. Covers valuation techniques including discounted cash-flow analysis, estimated cost of capital, market multiples, free-cash flow, and pro forma models. (4 units)

***MKTG 3597. Marketing Analytics***

Prepares managers to (1) identify the competitive advantages that come from leveraged analytics, (2) apply the tools and evaluate the advantages and limitations of each, (3) implement these tools and ask relevant business questions that could be solved with them, and (4) interpret the input and communicate the output from such tools and models to achieve more profitable business decisions. (4 units)

***MSIS 2431. Machine Learning***

This course introduces participants to quantitative techniques and algorithms that are based on big data (numerical and textual) or are theoretical models of big systems or optimization that are currently being used widely in business. It introduces topics that are often qualitative but that are now amenable to quantitative treatment. The course will prepare participants for more rigorous analysis of large data sets as well as introduce machine learning models and data analytics for business intelligence. (4 units)

# Online Master of Science in Marketing

The Online Master of Science in Marketing master (OMSM) program has been designed in the heart of Silicon Valley to help students grow into a visionary leader conversant in the burgeoning field of marketing technology, or "MarTech." MarTech describes the applications, interfaces, and tracking technologies that leading-edge marketing organizations use to operate with agility and solve the impossible-seeming marketing problems that arise in the contemporary digital world. Coursework for the MS in Marketing emphasizes all aspects of MarTech, from analytics and customer behavior tracking to social media integration and digital content strategy.

Powerful digital marketing tools demand responsible leaders who will use them ethically, with respect for consumer protection and privacy. With help from Santa Clara University's Markkula Center for Applied Ethics, we develop thought-provoking discussions of data collection, customer privacy, and other hot-button marketing issues with global impact today. Students will graduate from the Master's in Marketing instilled with the values and perspective necessary to lead the right way in Silicon Valley and beyond.

## Submitting an Application

Applicants for the Online MS Marketing program may apply to begin study in the fall and spring quarters. Online MS Marketing program information and additional details are [available here](#). Admission correspondence also may be sent via email to [omsm-studentservices@scu.edu](mailto:omsm-studentservices@scu.edu). Refer to Chapter 2: Admissions for admissions requirements and procedures.

## Academic Standing

To remain in good academic standing, MS Marketing students must maintain an overall grade point average (GPA) of at least 3.0 in all work taken in the Leavey School of Business. A grade of C- is considered a minimum passing grade in each course. A grade of F is considered a failing grade, and the units will not be counted toward graduation requirements.

If a student has a cumulative GPA below a 3.0, he/she will be placed on academic probation. A student then has one quarter to raise the GPA to a cumulative 3.0 or they will be dismissed from the program. Students failing required classes may be dismissed immediately if it is mathematically impossible to return to good standing and remain on track to graduate with his/her class.

The administration will contact faculty midway through the term to acquire a status update on academic performance to ensure students are aware of academic resources and tutoring in an attempt to resolve matters before they affect GPA.

If a student has a cumulative GPA below a 3.0 at the end of his/her final quarter and all course requirements have been satisfied, no degree will be awarded until the cumulative GPA is a 3.0 or better through completion of additional graduate course work in the Leavey School of Business.

## **Student Responsibility**

Each student is personally responsible for knowing all of the academic regulations of the graduate business school. This includes, but is not limited to: grading, honor code, leave of absence, withdrawal, and concurrent enrollment policies. Please refer to the Academic Information section, Chapter 4, for additional information.

## **Academic Information**

The Online Master of Science in Marketing consists of six core courses worth 18 total units of credit, plus a further 18 units of elective courses which can be completed over 5 to 9 courses.

### **Curriculum Clusters**

#### ***1. Core Business Knowledge (3 courses)***

Gives students an understanding of the context in which information systems operate. Students acquire a basic knowledge of business and organizational requirements that enables them to understand how information systems are designed and successfully implemented. Students must complete all of the following courses:

- MKTG 2300 - Marketing Trends and Technology ( 2 units)



- MKTG 2316 - Foundations of MarTech ( 2 units)
- MGMT 3200 - Ethics for Managers (2 units)

**2. Core Marketing Knowledge (3 courses)** Teaches students about the technical aspects of information systems design and the strategic issues around the use of such systems. Students must complete all of the following courses:

- MKTG 2310 - Marketing is Everything (4 units)
- MKTG 2312 - Analysis of Customers and Markets (4 units)
- MKTG 2314 - Marketing Analytics (4 units)

**3. Specialization (choice of 18 units)**

Offers a variety of electives to help students develop capabilities in a specific area. Students must complete nine of the following courses or course units must equal to 18 units total:

- MKTG 3710 - Tech Marketing: Winning Strategies for Effective Messaging (2 units)
- MKTG 3712 - Brand Management (2 units)
- MKTG 3716 - Digital Advertising (2 units)
- MKTG 3718 - Sales Management (2 units)
- MKTG 3720 - Product Innovation (2 units)
- MKTG 3726 - Programmatic Advertising (2 units)
- MKTG 3728 - Social Media Marketing (2 units)
- MKTG 3730 - Fundamentals of B2B (2 units)
- MKTG 3732 - MarTech Integration and Challenges (2 units)
- MKTG 3734 - Distribution Channels (2 units)
- MKTG 3736 - E-commerce: Challenges and Opportunities (2 units)
- MKTG 3738 - Marketing Analytics II (2 units)
- MKTG (in development) Channel Marketing (2 units)

## Online MS Marketing Graduation Petition Process

In order to graduate, all Online MS Marketing students must complete and submit an online Petition to Graduate. The information provided in the petition is used to order and mail the diploma and list names in the SCU Commencement Book. **If this data changes after the petition has been submitted, students must re-submit an amended petition. Students failing to do so could be omitted from the commencement book and ceremony.**

In order to be eligible to graduate, Online MS Marketing students must complete:

- All required coursework specific to the year in which they began the program
- The required number of units specified to the year in which they began the program  
The total program with a cumulative GPA of 3.0 or higher
- Not have any I or N grades listed on their transcripts

Deadlines to submit a Petition to Graduate are as follows:

- June graduation February 1
- September graduation May 1
- December graduation August 1
- March graduation November 1

Students wishing to participate in the June Commencement Ceremony must complete all degree requirements by the end of the Spring quarter.

To [Petition to Graduate](#), please visit the website.

## Business Foundations Curriculum Core:

### MKTG 2300. Marketing Trends and Technology

This Residency Course introduces key CMO and Marketing Technology issues that marketers face in their firms every day. It discusses the use of online dashboards for tracking, evaluation and reporting; and outlines the underlying technology and data that feeds into the dashboards. The course also focuses on broad technological advances in

marketing, highlights the CMO/CFO interface, looks at the latest trends in marketing automation, and evaluates the role of outsourcing as part of the overall marketing resource mix. *Prerequisite: None.* (2 units)

## **MKTG 2316. Foundations of MarTech**

The profusion of information available to the buyers, thanks to the internet, has fundamentally altered the marketing landscape. Marketers now need the power of technology to engage with buyers in a meaningful and consistent way, and drive results. The purpose of this course is to introduce students to core technology platforms at the intersection of marketing and information systems and to present an overview of some popular platform solutions including Salesforce, Oracle's Eloqua, Adobe's Marketo and more. *Prerequisite: None.* (2 units)

## **MGMT 3200. Ethics for Managers**

This course is an introduction to business ethics that focuses specifically on the kinds of ethical issues that marketing managers typically encounter. Course topics include the psychological factors that influence moral decision-making, normative approaches for dealing with ethical issues in management, and application of these concepts to cases involving use of customer data, customer privacy, online engagement and addiction, deceptive advertising, and pricing. *Prerequisite: None.* (2 units)

## **Online MS Marketing Curriculum Core:**

### **MKTG 2310. Marketing is Everything**

Focuses on decisions faced by managers concerning market segmentation, targeting, and positioning. Covers concepts such as new product development, pricing strategies, distribution channels, customer relationships, and performance metrics within a strategic planning framework. Students apply these key

concepts and frameworks to cases and to formulating a comprehensive marketing plan centered on sustainable profitability and capabilities. Cases cover various environments and industries, especially those of concern to Silicon Valley firms. *Prerequisite: None.* (4 units)

### **MKTG 2312. Analysis of Customers and Markets**

Topics include frameworks for understanding how customers make decisions and adopt innovations, metrics for assessing customer attitudes, satisfaction and loyalty, methods for segmenting a market, and measures of brand equity. The focus throughout is on techniques for gathering and analyzing data on customers and markets in both on-line and traditional channels. Addresses B-to-B and B-to-C decision processes in rapidly changing markets. *Prerequisite: None.* (4 units)

## **MKTG 2314. Marketing Analytics**

Prepares managers to (1) identify the competitive advantages that come from leveraged analytics; (2) apply the tools, and evaluate the advantages and limitations of each; (3) implement these tools, ask relevant business questions that could be solved with them; and (4) interpret the input and communicate the output from such tools and models to achieve more profitable business decisions. *Prerequisite: MKTG 3000.* (4 units)

## **Online MS Marketing Curriculum Electives:**

### **MKTG 3710. Tech Marketing: Winning Strategies for Effective Messaging**

The success of a marketing campaign depends on how a company's end customers perceive, accept, and adopt a product. Especially in technology markets, a product's value proposition must be clear, tangible and differentiated to achieve vendor preference, as well as maintain price and margin. This course focuses on proven, effective strategies for understanding customer requirements and translating them into clear, digestible, and differentiated messaging statements. It provides strategies to achieve strong competitive positioning, and (re-)define an entire market. Specific topics include positioning and messaging creation, competitive landscape modeling and developing differentiation, translating customer requirements into effective positioning/messaging. *Prerequisite: MKTG 3000.* (2 units)

### **MKTG 3712. Brand Management**

Brands are powerful weapons, a major business resource, and key intangible financial assets. Yet many Silicon Valley marketers rely on technology, attributes and/or price and overlook the strategic and tactical benefits that a well-managed brand provides. Achieving Brand Leadership provides a framework and tools for marketers to successfully brand products and services and add an additional layer of advantage. The

course defines and examines branding through a theoretical and conceptual framework. A fundamental review of core branding elements weighs the importance of the experiential aspects of branding. An examination of brand measurements illuminates the power of metrics and highlights different aspects of branding strategies. A look at past cases of successful and unsuccessful branding brings out variations in approaches. The impact of branding architectures and creative positioning on brand equity are considered. Finally, a team project integrates various facets of branding for a specific product or service. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG3716. Digital Advertising**

This course covers key issues in internet advertising. Provides an in-depth understanding of search ads, search engine optimization, search engine marketing, display ads, retargeting, ad auctions, programmatic implications. Students will also gain a deep understanding of critical measurement methods and issues relating to paid advertising. Also discusses advertising on mobile devices. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG3718. Sales Management**

Provides the student with user-level knowledge of sales concepts and management methodologies necessary to effectively perform and manage the sales function. In the role of a sales or marketing manager, enables the student to apply these concepts to selling consumer products as well as high-tech industrial products. Includes concepts related to organizational structuring, territory plans and reviews, resource management, sales incentives, and compensation programs. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG3720. Product Innovation**

Presents the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required to develop, launch, and manage successful products. Includes in-depth treatments of product life cycle analysis, buyer utility, competitive set, customer and market analysis, pricing, and the product launch process. Appropriate for those interested in high-technology and/or consumer product markets. *Prerequisite: MKTG 3000. Students may take either this course or MKTG3572 but not both for credit.* (2 units)

## **MKTG 3726. Programmatic Advertising**

Programmatic advertising is the software-driven, algorithmic transaction of display advertising space in real time. As advertising rapidly shifts from traditional to digital formats, and as more transacts programmatically within digital advertising, the industry needs technologists who are able to harness this constantly evolving and complex domain. This course will transform programmatic novices into experts who can apply knowledge and experience to real-life scenarios. The course will provide foundational knowledge of the programmatic advertising landscape, an understanding of how it fits into marketing strategy, and the necessary skills to be able to navigate the space from various perspectives. *Prerequisite: MKTG 3000. (2 units)*

## **MKTG3728. Social Media Marketing**

Examines the role of social media in business and brand strategy, digital advertising and overall marketing mix. This class introduces students to the current social media landscape, explores how it can be used for maximum results for both corporate and individual branding, and evaluates which social platforms are the best fit for their organization's marketing goals. Topics to be covered will include an overview of platforms, current social media trends and their implications, developing social media strategy, measurement, and challenges. *Prerequisite: MKTG 3000. Students may take either this course or MKTG3801 but not both for credit.(2 units)*

## **MKTG3730. Fundamentals of B2B Account Based Marketing**

This course introduces the concepts critical understanding of contemporary B2B marketing and the emergence of Account-Based Marketing (ABM) as a Go-to-Market strategy. Students will learn why account-based marketing has recently become important and they will gain the understanding of when it's appropriate to employ an ABM strategy and what types of companies utilize this approach. Students will gain hands-on knowledge and experience in developing and evaluating effective ABM strategies. By successfully completing this course they will be able to use cutting edge marketing technologies in the implementation of an account-based marketing strategy including their use for measuring the effectiveness of the program. *Prerequisite: MKTG 3000. (2 units)*

## **MKTG 3732. MarTech Integration and Challenges**

This course will explore the impact of digital modernization, cyber malice and data privacy mandates on the modern marketer of 2020 and beyond. Businesses are digitally transforming like never before, as new technologies such as machine learning, IoT and adaptive business processes help to transform business models, improve customer experience, modernize workforces and drive new levels of profitability. However, modern digital transformation is disrupting traditional ideas of data privacy, cybersecurity, and business risk that carries serious legal and reputational consequences. One the front lines is the modern marketer, who now must adopt modern MarTech approaches to help businesses thrive, while navigating complex data regulations, security requirements for cloud-based marketing tools and complex and evolving ethical lines brought about by a hyperconnected and immediately consequential technology and business environment.

*Prerequisite: MKTG 3000. (2 units)*

## **MKTG 3734. Distribution Channels**

The purpose of this course is to provide conceptual frameworks and analytical skills on the effective management and strategic deployment of distribution channels for consumer product, business-to-business, and service organizations. The course covers channels functions, structure, and the evaluation of their efficiency. It also examines collaboration, relationship, conflicts, and sustainable strategy. Organizing channel members as dynamic systems concludes the course. The majority of course content uses case studies set in contexts pertinent to technology and Silicon Valley businesses.

*Prerequisite: MKTG3000. Students may take either this course or MKTG3590 but not both for credit. Prerequisite: MKTG 3000. Students may take either this course or MKTG3590 but not both for credit. (2 units)*

## **MKTG 3736. E-commerce: Challenges and Opportunities**

The purpose of this course is to equip students with critical thinking regarding the challenges and opportunities in today's e-commerce practice. The class time will be a combination of lectures of key e-commerce related concepts and frameworks, discussions of case studies to examine the effective internet-based business models, and hands-on experience in developing and evaluating key elements in e-commerce practice. Topics include e-commerce business model evaluation, web analytics, recommendation systems, and tools in modern e-commerce research. The course prepares graduates to create, analyze and manage an internet-based business.

*Prerequisite: MKTG 3000. (2 units)*

## **MKTG 3738. Marketing Analytics II**

Data and Analytics have led to a paradigm shift in the practice of Marketing. This course builds upon and extends from the first Marketing Analytics course, and introduces students to the most recent developments in data-driven applications in marketing decisions. In this course, not only the classical marketing concepts will be revisited from the data perspective, the modeling techniques developed for these marketing decisions are introduced for the students to understand them intuitively, rather than mathematically. Real world data is applied and analyzed using Excel, which allows easy adaptation for students to apply the knowledge and tools in other contexts using their own data. *Prerequisite: MKTG 3000, MKTG 2314.* (2 units)



# Accounting

**Professors:** Yongtae Kim, Susan Parker

**Associate Professors:** Michael J. Calejari, Haidan Li, Kevin K. Li, Siqi Li (*Department Chair*), Suzanne M. Luttmann, Jane A. Ou, Hyungshin Park

**Assistant Professors:** Amanda Badger, Matthew Cedergren, Stacey Ritter

**Robert and Barbara McCullough Professor:** Yongtae Kim

**Dean's Executive Professor:** Christopher Paisley

**Professors of Practice:** Wendy Donohoe, Brian Nelson

**Adjunct Lecturer:** Brian Dela Pena, Christopher Lee, Joe Maglione, Jeff Osorio, Haoning Richter, Frank Teruel

Santa Clara University declares its purpose to be the education of the human person within the Catholic and Jesuit tradition. Within the framework of this overall mission, the Department of Accounting aspires to develop the knowledge, skills, values, and attitudes that graduates will need to succeed as competent, ethical professionals in the practice of accounting and as decision makers in business, government, and not-for-profit organizations.

## Accounting Curriculum

### **ACTG 2608. Financial Accounting**

Introduces the roles, concepts, principles, legal requirements, and impacts of external financial reporting. Covers basic financial statements and the analysis and recording of transactions, with a focus towards interpretations of reported results. Studies the more common and significant transactions impacting firms. *Open to MSIS students only.*

*Prerequisite:* None. (2 units)

### **ACTG 3000. Financial Accounting**

Introduces the roles, concepts, principles, legal requirements, and impacts of external financial reporting. Covers basic financial statements and the analysis and recording of transactions, with a focus towards interpretation of reported results. Studies the more

common and significant transactions impacting firms. *Prerequisites: None.* (4 units)

**ACTG 2303/3303. Corporate Financial Reporting**

An in-depth study of the concepts underlying external financial reporting, along with expanded coverage of basic financial statements, detailed analysis of measuring and reporting assets, liabilities, shareholders' equity, and related revenues and expenses. Takes a decision-making perspective by framing the financial reporting function of accounting in the context of the decision-support role it serves. *Prerequisite: ACTG 2608 or ACTG 3000.* (3 units)

**ACTG 3317. Taxation and Personal Business Strategy**

Builds a strong foundation of basic principles, transactions, and concepts for the taxation of individuals. Includes analysis of various tax policies and procedures and their economic impact. Does not include coverage of the taxation of business entities (e.g., corporations). Assists in providing the competitive advantage that comes from understanding the importance of tax provisions applicable to successful personal tax planning and minimization. *Prerequisite: ACTG 2608 or ACTG 3000.* (3 units)

**ACTG 3319. Financial Statement Analysis**

Analyzes financial statements and footnote disclosures. Focuses on (1) developing a framework that interprets financial statements as a reflection of a company's industry, business strategy, and competitive environment; and (2) showing how decision makers can use financial data to evaluate a company's performance, liquidity, solvency, and valuation. *Prerequisite: FNCE 451 or FNCE 3452 or FNCE 3000.* (3 units)

**ACTG 3321. Fundamental Value Analysis**

Provides a framework for forecasting financial statements and using these forecasts to determine the fundamental value of the company. Emphasizes relating a firm's business strategy, growth prospects, and the sustainability of its competitive advantage to its financial ratios and intrinsic value. *Prerequisite: FNCE 451 or FNCE 3452.* (3 units)

**ACTG 3701. Accounting for Financial Planning and Analysis**

This course focuses on the operational side of financial planning and analysis, including new product introduction, product costing, relevant costing decisions, and the systems and tools used to support a production environment. *Prerequisite: ACTG 2608 or ACTG 3000.* (2 units)

**ACTG 3702. Business Planning and Analytics**

This course focuses on the operational side of financial planning and analysis, including new business planning, cost management, margin analysis, and performance management. *Prerequisite: ACTG 2608 or ACTG 3000.* (2 units)

# Economics

**Professor Emeritus:** Mario L. Belotti, Thomas Russell, Thaddeus John Whalen, Jr.

**Professors:** Alexander J. Field, Kris J. Mitchener, Helen Popper, William A. Sundstrom

**Associate Professors:** Christian Helmers, John Ifcher, Linda Kamas, Michael Kevane, Serguei Maliar, Thuy Lan Nguyen, Dongsoo Shin (Chair)

**Assistant Professors:** Adrien Bouguen, Vito Cormun, Audrey Guo, Victoria Xie

**Michel and Mary Orradre Professor:** Alexander J. Field

**Robert and Susan Finocchio Professor:** Kris J. Mitchener

**Senior Lecturer:** Adina Ardelean

**Lecturers:** James Airola, Shireen Al-Azzawi,, Patricia Cameron-Loyd, Rita Madarassy, Damian Park

**Adjunct Lecturers:** Hui Huang, Sofia Kotsiri

## Economics Curriculum

### ECON 2504. Microeconomics with Econometric Applications

Topics include the characteristics of costs and demand and profit maximization pricing. Market structures are studied with a focus on differences and the concomitant consequences for business decisions. Students will understand the various market structures in the context of the global trade environment. Regression analysis is used to rigorously estimate costs and demands. Open to MSBA students only. *Prerequisite:* working knowledge of calculus. (4 units)

### ECON 2509/2409. Econometrics with R

Econometrics is the application of data analysis and statistics to economic and business questions. In this 2-unit course you will learn the basic conceptual foundations and tools of econometrics and apply them to real-world data. The key statistical technique used in this course is multiple linear regression, a powerful tool for estimating the impact of one

or more hypothesized causal variables on an outcome of interest while controlling for other factors. These econometric tools will help you translate qualitative statements developed in theory into quantitative ones. Open to MSBA/MSFA students only.

*Prerequisite: MSIS 2506. (4 units)*

## **ECON 3000. Managerial Economics**

This course will introduce the economics foundation for managerial decisions. The course analyzes the economic behavior of individuals and firms and explores how their interactions in markets affect managerial decisions. Basic concept of market, price elasticity, theory of consumer and theory of firm will be studied to incorporate economic theories in managerial decision making. How key managerial decisions are made in different industrial structures will be discussed. *Prerequisites: OMIS 3202. (4 units)*

## **ECON 3052. The Economics of Innovation and Intellectual Property**

This course provides a helicopter tour of the economics of innovation and intellectual property. The objective of the course is to offer students an overview of some of the most topical, relevant (from a business and policy perspective), and interesting topics surrounding innovation and intellectual property. The course covers in particular recent events related to intellectual property, such as the debate on software patents, "patent wars", patent litigation involving patent trolls, and standard essential patents. It also introduces students to the economics of other intellectual property rights, including trademarks, copyright, and design rights. The course material varies substantially across topics; it is both theoretical and empirical and cuts across a number of disciplines, most importantly law and economics. Open to MBA students only. *Prerequisite: Taken in the last quarter of the program. (2 units)*

## **ECON 3402. Macroeconomics in the Global Economy, Theory, Empirics and Policy**

The macroeconomic and global economic environment in which businesses operate can profoundly influence firm performance. This course helps managers understand the determinants of national output, income, and expenditure, employment and unemployment, inflation, interest rates, financial crises, international movements of capital, exchange rates, and many other macroeconomic variables. Economic models are utilized to explain how these variables are interrelated and to predict how they change over time, enabling managers to make well-informed decisions important to the

success of their businesses. The course has a strong empirical component and utilizes economic data extensively to examine recent and historical economic events to illustrate how the models work. Emphasis is placed on the role of government policy (fiscal, monetary, and regulatory) in promoting economic growth, reducing the output loss and unemployment associated with recessions, controlling inflation, preventing or mitigating the consequences of financial crises, and reducing the international linkages among countries in goods and financial markets, including the determinants of exchange rates, the current and capital account balances, and international debt. *Prerequisites: ECON 3000.* (4 units)

### **ECON 3430. Game Theory and Strategic Behavior**

Studies theoretical concepts and tools for analyzing issues in the business environment such as conflict, bargaining, pretending and shirking in organizations and markets, agenda construction, and strategic commitment. Teaches game theoretical topics such as Nash-equilibrium, Sub game perfection, Bayesian Nash-equilibrium, Harsanyi transformation, commitment, and Perfect Bayesian Equilibrium. *Prerequisites: ECON 3000.* (4 units)

### **ECON 3431. Dynamic Macroeconomics**

This course provides an introduction to: analytical and numerical tools for dynamic optimization; quantitative analysis of business cycle using the neoclassical growth theory; monetary policy analysis and projection using new Keynesian models; social security and inter-generational transfers; and other selected topics of economic dynamics. Open to MBA students only. *Prerequisite: Econ 3000.* (2 units)

### **ECON 3436. Applied Time Series Analysis**

This course focuses on economic forecasting. Many decisions made in business, economics, finance and government depend on the forecasts that are constantly generated in these and other disciplines. This course will introduce the students to econometric time-series models and methods that can be used to generate forecasts. A wide range of topics will be covered, including basic concepts of time-series forecasting, trends and seasonality, ARIMA processes, and evaluation of forecasts. Illustrative examples applying these techniques to actual data will be presented in class, and students will perform a variety of data analyses on the computer. Upon completion of this course, students will have mastered basic properties of time-series forecasting

models, and be able to skillfully select appropriate forecasting models to fit real world data sets and generate their own forecasts. *Prerequisites: ECON 3400 and ECON 3402 or ECON 3000.* (3 units)

# Finance

**Professors:** Sanjiv R. Das, Hoje Jo, Atulya Sarin, Hersh M. Shefrin, Meir Statman

**Associate Professors:** Ye Cai, George Chacko, Robert J. Hendershott, Seoyoung Kim (Chair), Carrie Pan, Gustavo Schwenkler

**Assistant Professors:** Elyas Fermand, Samuel Lee

**Glen Klimek Professor:** Meir Statman

**Mario L. Belotti Professor:** Hersh M. Shefrin

**William and Janice Terry Professor:** Sanjiv R. Das

**Gerald and Bonita Wilkinson Professor:** Hoje Jo

**Lecturer:** Michael Dana, Wendy Ku

**Adjunct Lecturer:** Joseph Ori, Ning Pu, Manish Tewari

**Professors of Practice:** Donald Davis

## Finance Curriculum

### **FNCE 2400. Financial Forecasting and Analysis**

Introduces the basic concepts and tools of finance. Reviews balance sheet and income statement categories. Emphasizes the time value of money, present value calculations, the opportunity cost of capital, valuation of simple securities, and evaluating investment opportunities in a capital budgeting system. Prerequisite: Basic understanding of accounting principles and a declared MS in Finance & Analytics student. (4 units)

### **FNCE 2404. Introduction to Time Series Forecasting**

This course is designed to provide a comprehensive introduction to forecasting methods used in time series analysis and presents enough information about each method so you will be able to use them sensibly. A wide range of topics are going to be covered, including basic concepts of time series, trends and seasonality, smoothing models,



ARIMA models, as well as other advanced forecasting methods. Throughout the course, theoretical frameworks will be integrated with empirical analysis including multiple time series examples and cases. *Prerequisites: FNCE 2409. (2 units)*

## **FNCE 2409. Econometrics**

This course introduces a broad set of econometric tools to analyze large-scale real-world company data to make data-driven business decisions. Topics include the Ordinary Least Squares (OLS), model selection, Generalized Least Squares (GLS), instrumental-variables regression, quantile regression, count data models, binary outcome models, and selection models. *Prerequisites: FNCE 2409. (2 units)*

## **FNCE 3000. Financial Management**

This course provides an introduction to finance. It addresses the theory and practice of financial management, the generation and allocation of financial resources. The main objective is to provide a foundation in the basic concepts of finance, including the time value of money, cash and working capital management, the role of financial markets, portfolio theory, asset pricing, and the risk-return tradeoff, and to expand awareness of institutions and practices in business and finance. *Prerequisites: ACTG 3000. (4 units)*

## **FNCE 3453. Corporate Finance**

Deals with the basic and advanced concepts of corporate finance, particularly the role of the financial manager and the goal of financial management. For this purpose, the course focuses on agency conflicts and corporate governance, capital structure, payout policy, financial distress, options (real and executive), derivatives/hedging, and international issues. *Prerequisite: FNCE 2400 or FNCE 3000. (4 units)*

## **FNCE 2457/3457. International Financial Management**

Studies financial issues specific to firms operating internationally. Examines the global financial environment, agency problems and corporate governance, international financial markets, exchange rate behavior, and corporate hedging decisions using currency options, currency futures, forward & cross-currency interest rate swaps by the multinational corporation (MNC) and understanding international parity relations. *Prerequisites: FNCE 2400 or FNCE 3000. (4 units)*

## **FNCE 2460/3460. Mergers, Acquisitions, and Corporate Restructuring**

Examines corporate governance and corporate restructurings. Emphasizes how corporate ownership, control, and organizational structures affect firm value. Other topics include valuing merger candidates, agency theory, and takeover regulation. Places a heavy emphasis on case projects and/or class presentations. *Prerequisites:* FNCE 2400 or FNCE 3000. (4 units)

## **FNCE 2464/ 3464. Real Estate Finance**

Focuses on the risks, practices, and problems particular to financing and investing in real property. Teaches the concepts and techniques necessary to analyze financial decisions embedded in property development and investment. *Prerequisites:* FNCE 2400 or FNCE 3000. (4 units)

## **FNCE 2480/3480. Emerging Company Finance I**

Covers financial topics most relevant to newly formed companies, with an emphasis on Silicon Valley-style startups that target large markets and raise outside capital. Includes topics on: (1) valuation, which is the course's primary theme, underlying all of the topics covered, (2) evaluating business opportunities, which focuses on the underlying economic principles that differentiate large opportunities from small opportunities, (3) funding business opportunities, which covers both identifying a company's needs and acquiring the capital to finance those needs, and (4) discussing how successful entrepreneurial ventures "exit". *Prerequisites:* FNCE 2400 or FNCE 3000. (2 units)

## **FNCE 2481/3481. Emerging Company Finance II**

This course extends the study of financial strategy and operations beyond the start-up stage and as a company approaches life as a publicly-traded entity. Students will examine a company's IPO readiness, its positioning against others in the public domain, the role finance execs play in helping investors assign value to high-growth and "first of a kind" companies. The course will use case study discussions to illustrate various value-creation paths for companies, including financial and business model changes while publicly traded as well as considerations and circumstances around the sale of a company. Other topics covered include the social responsibilities of tech companies and their broader impact on their communities, including how cognitive diversity can lead to better outcomes for many constituents. *Prerequisite:* FNCE 3480. (2 units)

## **FNCE 2482/3482. Business Valuation**

Discusses implementing finance theory for valuation problems. Provides practical valuation tools for valuing a company and its securities. Covers valuation techniques including discounted cash-flow analysis, estimated cost of capital, market multiples, free-cash flow, and pro forma models. *Prerequisites: FNCE 2400 or FNCE 3000.* (4 units)

## **FNCE 2484/3484. Financial Engineering**

Examines the design, valuation, and risk management of derivative securities (futures, options, etc.), including structured products. Includes topics on arbitrage theory, futures, equity options, bond options, credit derivatives, swaps, and currency derivatives. Mathematical modeling of derivatives, including implementation and applications in investments, corporate finance, and risk management. *Prerequisites: FNCE 2400 or FNCE 3000.* (4 units)

## **FNCE 2486/3486. Behavioral Corporate Finance and Risk Management**

Identifies key psychological phenomena that impact financial judgments and decisions made by corporate managers. Assess potential corporate nudges for addressing psychological phenomena which obstruct sound practices for managing risk and maximizing value. Course focus is on developing tools and concepts to recognize and mitigate pitfalls that prevent traditional principles of corporate finance from being put to their best use in respect to valuation tasks, capital budgeting, capital structure, mergers and acquisitions, payout policy, and corporate governance. *Prerequisites: FNCE 2400 or FNCE 3000.* (4 units)

## **FNCE 2489/2589/3489. Mathematical Finance**

This course will comprise an immersion into the mathematics and models of modern finance, with an emphasis on conceptual and mathematical understanding, as well as building and implementing models. It will be technology dependent since computers are essential to solving problems in this field. *Prerequisites: MSIS 2402 or MSIS 2502 or FNCE 3000.* (4 units)

## **FNCE 2405/3491. Investments**

Investment knowledge is important to investment professionals, such as portfolio managers and financial advisers. They must know how to evaluate and select stocks, bonds, options, and other securities, and how to guide investors to fitting portfolios and good investment behavior. Investment knowledge is also important to all of us as individual investors. This course is centered on evidence-based knowledge of investments and investment behavior. It presents side by side standard and behavioral investment theory, evidence, and practice. These include analysis of wants and cognitive and emotional shortcuts and errors, portfolios, life-cycles of saving and spending, asset pricing, and market efficiency. These also include analysis of financial markets, such as stock exchanges, and securities such as stocks, bonds, options, and futures. *Prerequisites: FNCE 2400 or FNCE 3000.* (4 units)

## **FNCE 3728. Alternative Investments 1 | Partnerships and Venture Capital**

This is the first in a series of two courses that cover alternative investments. Alternative investments contrast to widely-held investments like stocks, bonds, and mutual funds. This course covers how these investments are generally structured along with a closer study of a particular category, venture capital. *Prerequisite: FNCE 2400 or FNCE 3000.* (2 units)

## **FNCE 3729. Applied Portfolio Management I**

This course introduces the practical aspects of investment management. This is part one of a two-course sequence. The two proposed courses will provide students a framework to gain a detailed understanding of dynamics and factors affecting today's investment managers. *Prerequisite: FNCE 2505 or FNCE 3491.* (2 units)

## **FNCE 3730. Applied Portfolio Management II**

This course builds on the material covered in Applied Portfolio Management I and focuses on the practical aspects of portfolio performance evaluation and risk management. *Prerequisite: FNCE 3729.* (2 units)

## **FNCE 3731. Intro to Fixed Income**

This course provides an introduction to fixed income. It covers the valuation and application of basic fixed-income securities and an introduction to select credit derivatives. The main objective is to provide a foundation in the basic concepts and

mathematics of these securities and their applications, holistically as it pertains to a means to (i) immunize investment portfolios; (ii) raise capital, and (iii) hedge attendant risks. Prerequisite: FNCE 2400 or FNCE 3000. (2 units)

## **FNCE 2459/3459. Financial Markets and Institutions**

Analyzes the main functions of financial institutions such as commercial banks, investment banks, and insurance companies from the perspective of a corporate issuer, and reviews the recent developments in the financial service industry. Topics covered include payment processing systems, extension of credit to businesses and consumers, money management, investment banking and securities trading, and latest developments in the industry brought by new players using digital technologies and big data. Potential market size, product pricing, and profitability of the new players will be evaluated. *Prerequisite: FNCE 2400 or FNCE 3000.* (2 units)

## **FNCE 2408/3806. Analytics in Finance**

This course covers key issues in panel data analysis, with an emphasis on their applications in empirical finance, especially empirical corporate finance. The course aims to introduce various econometric methods for analyzing panel data and develop core techniques to identify causal relations in the data. We will begin with the standard linear regressions, and extend to pooled, fixed effect, and random effect regression models, instrumental variables, differences-in-differences, and regression discontinuity. Students will be exposed to a broad range of applications in finance through reading academic papers and conducting their own empirical analysis. *Prerequisite: FNCE 2400 or FNCE 3000, MSIS 2632, and ECON 2402.* (2 units)

## **FNCE 3807. Intro to FinTech**

This two-unit course provides an introduction to FinTech. It covers the evolution of "traditional" finance methods -- namely, the disruptions and innovations that have transformed: (i) how we access capital; (ii) how we allocate or invest capital; (iii) how we settle or transfer capital; and (iv) how we monitor and maintain the integrity of financial institutions and transactions. The main objective is to provide a foundation in the basic concepts and mathematics of these innovations and their applications. *Prerequisite: FNCE 2400 or FNCE 3000.* (2 units)



# Information Systems and Analytics

**Professors:** Narendra Agrawal (Interim Dean of the Leavey School of Business), Gangshu Cai (Department Co-*Chair*), Manoochehr Ghiassi, Steven Nahmias, S. Andrew Starbird, Andy A. Tsay

**Associate Professors:** Ram Bala, Tao Li, Haibing Lu (Department Co-*Chair*), Sami Najafi-Asadolahi, David Zimbra,

**Assistant Professors:** Sunghun Chung, Xiaoyan Liu, Mohammad Amin Morid, Michele Samorani, Yaqiong Wang

**Benjamin and Mae Swig Professor:** Narendra Agrawal

**Emeritus Professor:** Stephen A. Smith

**Lecturers:** Vasu Kadambi, Eghbal Rashidi, Graeme Warren, Sumana Sur, Homi Fatemi, Richard Schaffzin

**Annual Adjunct:** Mehmet Goceri, Rajiv Kapur, Alan Tan, Dan Trepanier, Charles Goldernberg

## Information Systems and Analytics Curriculum

### OMIS 3000. Business Analytics

Business Analytics is the scientific analysis of data to make better business decisions. Students in this course will learn to use analytics platforms across a wide variety of applications such as marketing, finance, and supply chain management. They will become familiar with current technological environments for statistical/machine learning and visualization. *Prerequisite:* OMIS 3202. (4 units)

### OMIS 3200. Quantitative Methods

Introduction probability and statically analysis, emphasizing applications to managerial decision problems. Discusses descriptive statistics, probability theory, sampling distributions, statistical estimation, hypothesis testing, and simple and multiple

regressions. Additional topics may include exploratory data analysis, analysis of variance, and contingency tables. *Prerequisites: None.* (2 units)

## **OMIS 3202. Analytical Decision Making**

This course covers how to rigorously formulate decision problems, understand mathematical optimization, deal with the uncertainties inherent in real business problems, while introducing computer modeling tools like important Excel add-ons, R, Mathematica, CrystalBall, and \@Risk. *Prerequisites: OMIS 3200.* (2 units)

## **OMIS 3250. Analysis, Design, and Management of Enterprise Platforms**

Introduces the information technology infrastructures that enable within and across firm operations, and the competitive advantages that information technology can offer various firms. Focuses on how firms effectively utilize information technology resources in their business models and operations. *Prerequisites: OMIS 3200.* (2 units)

## **OMIS 3252. Operations Management**

This course introduces how firms get the right products and services to the right people, in the right place, at the right time and cost. In addition to firms that provide physical goods, this course covers information-enabled, supply-demand matching networks like Uber and AirBnB that vastly reduce cost and increase convenience in operationally intensive industries. *Prerequisites: OMIS 3202.* (2 units)

## **OMIS 3366. Database Management Systems**

Introduces database management and database management systems (DBMS). Teaches technical and managerial skills in database planning, analysis, logical design, physical design, implementation, and maintenance. Features hands-on training in database design, development, and implementation using relational DBMS software. Emphasizes designing and developing reliable databases to support organizational management. *Cross-listed as MSIS 2403/2503/2603. Credit will not be given for both.* *Prerequisite: Computer experience.* (2 units)

## **OMIS 3372. Information Systems Analysis and Design**



Examines methodology to assist in analyzing and designing computer-based information systems for business applications. Features tools including data flow diagrams, flowcharts, Structured English, pseudo code, hierarchy charts, structure diagrams, and Warnier-Orr charts. Requires applying these tools to a systems development project. *Cross-listed as MSIS 2602. Credit will not be given for both. Prerequisite: None. (4 units)*

## **OMIS 3374. Artificial Intelligence**

Provides a survey of basic concepts in artificial intelligence and their applications to business-oriented problems. Includes production systems, search techniques, knowledge representation, and inference techniques as well as calculus, statistical and probabilistic reasoning, design and implementation of expert systems, and understanding natural languages. Entails application developments using Expert System shells. *Prior knowledge on statistics and programming are required. (4 units)*

## **OMIS 3378. Information Systems Policy and Strategy**

Studies strategic management and deployment of information systems and technologies (ISTs) to improve business competitiveness. Examines the role of IST strategy in enabling companies to effectively manage in the turbulent and dynamic business environment brought about by the Internet. Analyzes new business opportunities in electronic commerce brought about by ISTs, including organizational redesign that these technologies require. Considers implementation and change management issues related to IST deployment in the new environment. Focuses on drawing lessons from the experiences of leading companies that are deploying ISTs to define and support their e-commerce strategies. *Cross- listed as MSIS 2604. Credit will not be given for both. Prerequisite: None. (4 units)*

## **OMIS 3384. Supply Chain Management**

Focuses on the key challenges and issues relating to design, analysis, and management of supply chains to gain competitive advantage. The goal of the course is to assess supply chain performance and improve execution by effectively managing inventory, capacity, logistics and supply chain relationships. Additional topics include the role of information technology in this context, supply chain network design, and managing supply chains in environments with product innovation and proliferation. *Prerequisite: OMIS 3357 or OMIS 3252. (4 units)*

## **OMIS 3385. Supply Chain Analytics**

This course will introduce students to a selection of important problems from all key areas of SCM-Plan, Source, Make and Distribute. Through real world case studies, students will learn about the broader business context within these problems. They will learn how to apply appropriate descriptive and prescriptive techniques to solve these SC problems, and the use of cloud based technology platforms to store, access, visualize and analyze data to make and communicate effective decisions. *Prerequisites: OMIS 3000.* (2 units)

## **OMIS 3386. Business Intelligence and Data Warehousing**

Introduces technologies and managerial issues related to data warehousing, business intelligence, decision support systems, data mining, Web mining, and customer relationship management. Teaches technical and managerial skills in using and developing decision support applications. Emphasizes learning how to derive business value from large amounts of data. Provides hands-on training using a variety of BI tools. *Cross-listed as MSIS 2621. Credit will not be given for both. Prerequisite: OMIS 3366 or instructor approval.* (4 units)

## **OMIS 2390/3390. New Product Development**

Introduces students to the methods companies use to develop and release new products. New product development is a challenging, rewarding activity that can make the difference between success or failure for a company, especially in technology-based industries. The traditional view that new product development is an "art" practiced by engineers has now given way to an understanding that it is a discipline that must be learned and practiced to be successful. Examines the sequence of activities needed to successfully develop and launch a new product or service; understand how the different functions and roles in product development interrelate and work together; learn how to balance strategic and tactical activities in successful product development; develop a better understanding of how to determine and satisfy customer needs; understand the financial aspects of product development; develop the skills to analyze and improve product development efforts within a company. (4 units)

## **OMIS 3391. Accelerating Innovation**

This course introduces how contemporary organizations procure innovation ingredients (technology, IP, new business models), from outside the company, through deal-making, to fill gaps and get faster time-to-market. It also covers a 3-box framework, to recognize and manage inherent operational conflicts encountered, as companies innovate new business models, while maintaining current ones. Students learn practical deal-making skills to drive innovation, such as analyzing what external resource(s) (including IP) a firm wants for achieving its strategic intent, finding and selecting who to partner with, structuring and negotiating business contracts, and managing the deal to extract potential synergies. Student teams also study business development activities of a company. *Prerequisites: None.* (4 units)

## **OMIS 3392. Econometrics for Business Analytics with R**

This is a 4-unit course designed in two parts. The 3 unit lecture session introduces a broad set of econometric tools to analyze large-scale real-world company data to make a data-driven business decisions. The 1-unit lab session features hands-on training in practical data analytics skills using the powerful statistical software environment R. Topics include the Ordinary Least Squares (OLS), model selection, Generalized Least Squares (GLS), instrumental-variables regression, quantile regression, count data models, binary outcome models, and selection models. *Prerequisites: ECON 3000.* (4 units)

# Management and Entrepreneurship

**Professor Emeritus:** David Caldwell, James L. Koch, Joel Liedecker, Dennis J. Moberg

**Professors:** Gregory A. Baker, Tammy L. Madsen, Barry Z. Posner (*Chair*), Michael Santoro, Manuel G. Velasquez

**Associate Professors:** Jennifer L. Woolley

**Assistant Professors:** Vikram Bhargava, Hooria Jazaieri, Keyvan Kashkooli, Shaohua Lu, Kelly Patterson, Jo-Ellen Pozner, Esther Sackett, Adele Xing

**Charles J. Dirksen Professor of Business Ethics:** Manuel G. Velasquez

**Naumes Family Professor:** Greg A. Baker

**\*Michael J. Accolti, S.J. Professor:** Barry Z. Posner\*

**\*Dean's Executive Professor:** Tanya Monsef\*

**Lecturers:** Francine Gordon, Xiaoying Ji, Long Le, Nydia MacGregor, Sandy Piderit

**Adjunct Lecturer:** Tim Harris, Laura Jacobus, Phyllis Brock, Sylvia Flatt, Christina Johnson

**Professors of Practice:** Jack Caffey, Elizabeth Powers

## Management and Entrepreneurship Curriculum

### MGMT 2504/3504. Innovation in Silicon Valley and Beyond

This course covers the skills, practices and processes for understanding and managing technology and innovation in fast paced environments. Students will learn to apply human-centric design thinking to decision-making processes related to innovation. The course delivery is informed by extant foundational and emerging empirical work in innovation. Students will engage in a project-based learning process to identify key innovation opportunities/problems and propose solutions for organizations. This course

will complement content in elective courses (product marketing, product development, and intellectual property, small business entrepreneurship) and core courses in strategy.

*Prerequisite: MGMT 3000.* (4 units)

## **MGMT 2505. Business, Integrity and Society**

This course focuses on the interplay between business and society, and examines managerial decision-making. The course challenges students to think about the role that business plays in society, and examines how organizations can help improve people's lives across the globe. The course also analyzes the root causes of corporate disasters and failures and looks at the role of human psychology therein. Students will be stimulated to think critically about their own ethical reasoning and will learn intervention strategies that may help to mitigate ethical risk factors in their own organization.

*Prerequisite: None.* (3 units)

## **MGMT 3200. Ethics for Managers.**

This course is an introduction to business ethics that focuses specifically on the kinds of ethical issues that managers typically encounter. Course topics include the psychological factors that influence moral decision-making, normative approaches for dealing with ethical issues in management, and application of these concepts to cases describing real life ethical dilemmas managers have faced in a variety of organizational and environmental settings. *Prerequisites: None.* (2 units)

## **MGMT 3050. Strategic Analysis**

This course focuses on the processes by which managers position their businesses to develop and sustain an advantage relative to rivals in the face of uncertainty, rapid change, and competition. Strategy involves understanding the utility of different choices and tradeoffs -- choosing what not to do is as important as choosing what to do. As a result, the course covers a variety of tools, frameworks, theories and concepts for analyzing a firm's strategic position and the environment in which it is operating to inform the strategic decision making process. By covering the factors that make some strategic positions strong and viable, students will develop the ability to evaluate the effects of changes in resources & capabilities, industry forces, macro environmental forces, and technology on industry structure and firm behavior and, in turn, on a firm's opportunities for creating, capturing and sustaining a superior strategic position relative to rivals. The course also requires that students integrate and extend the knowledge and skills they have developed throughout their MBA program course work (i.e. marketing, finance,

economics, organizational behavior, ethics, information systems, accounting, etc.) into a "total" business perspective. Analyzing real world situations best facilitates this activity; therefore, case analysis plays a large role in the course. Students will develop skills in formulating viable and defensible strategies and in evaluating the strategic choices and options. *Prerequisites: Completion of all core courses.* (4 units)

## **MGMT 2512/3512. Leadership of Dynamic Organizations**

Investigates and examines priorities of exemplary leaders. Emphasizes developing conceptual understanding of the leadership process and on building leadership skills. Classes are often experiential and highly reflective, using written and video case studies. Some team assignments may be made. *Prerequisite: MGMT 2501 or MGMT 3500 or MGMT 3000.* (4 units)

## **MGMT 3514. International Management**

Encourages an understanding of the complexities of the global landscape and teaches the skills to analyze cross-border competition. While some argue that globalization has eliminated differences between nations and made the world one large market so that, as one journalist asserts, the "world is flat," this course will show that the reality is far more complicated. To deal with this complexity, firms, first, require leaders who are sensitive to and can bridge differences in culture and systems of government and, second, must innovate in new ways that leverage differences in economics and culture. *Prerequisite: MGMT 2501 or MGMT 3502 or MGMT 3000.* (3 units)

## **MGMT 3516. Organizational Politics**

Explores the use of influence and political skills in leadership and organizational decision-making. Emphasizes innovation and the politics of change. *Prerequisite: MGMT 2501 or MGMT 3500 or MGMT 3000.* (2 units)

## **MGMT 3526. Strategic Talent Management**

Focuses on the strategic role of talent management—especially (1) designing and managing the human context of organizations; (2) talent selection, development, and deployment; and (3) developing organizational execution capabilities by ensuring the right people are in the right positions in organizations. Analytical topics include: business strategy and environment, risk-optimization frameworks, linking human resource (HR)

management to strategy and performance, HR communication techniques, employee engagement, HR strategy, forces and trends driving HR strategy, and HR analytics through "big data." *Prerequisite: MGMT 2501 or MGMT 3500 or MGMT 3000.* (2 units)

## **MGMT 3532. Managerial Communications**

Focuses on three important aspects of managerial communications: interpersonal (building on concepts introduced in MGMT 3500), cross- cultural, and corporate. The communication skills addressed are especially useful in a changing environment. Emphasizes implementation and expectations for a high level of student involvement. Evaluation is based on several papers and participation. *Prerequisite: MGMT 2501 or MGMT 3502 or MGMT 3000.* (3 units)

## **MGMT 3538. Leading Teams and Projects**

This course focuses on building and leading project teams in dynamic environments. The course covers tools and concepts for effective project management and techniques for creating high performing temporary teams. *Prerequisite: MGMT 2501 or MGMT 3502 or MGMT 3000.* (4 units)

## **MGMT 3540. Food Industry Management**

Focuses on the key issues and management decisions necessary to effectively lead food and agribusiness firms in the competitive, global food system. Includes topics on the principal regulations and regulatory bodies governing the food industry, food safety and crisis management, ethical issues in food production and distribution, and resource and environment issues. *Prerequisite: MGMT 2505 or MGMT 3505.* (4 units)

## **MGMT 3541. Strategy Development in Food and Beverage Industries**

Focuses on analysis of the strategic options facing food and agribusinesses worldwide. Emphasis is on developing an understanding of industry segments and value chains, food branding strategies, and new product development. Particular attention is placed on innovation in the agricultural production (AgTech) and food (FoodTech) sectors. Teams work together to prepare case analyses for presentation to the class. Students receive feedback and are coached on how to enhance their performance. (4 units)

## **MGMT 3542. Management Consulting**

This course is designed for students who are interested in learning about consulting including tools and techniques to gain a consulting mindset. The course requires students to complete a series of case readings, assignments, classroom discussions, and a team project. Students will have the opportunity to understand the consulting process right from sourcing and starting engagements to closure and follow up engagements. Further, with the help of some practical execution in the classroom, students will also learn how to manage client needs and situations, articulating client needs in a succinct proposal, planning and executing consulting assignments, managing client interactions and in the process, learn to leverage some common frameworks for consulting. *Prerequisites: ECON 3000 and MKTG 3000.* (4 units)

## **MGMT 3543 Global Food, Startup Culture and Climate Change: A look forward**

A rebuild of the Global Food System is poised to be the largest commercial disruption in history. MGMT 3543 examines startup culture, the evolution of consumer packaged food goods, and its influence on the environment. Units include a history of global food, the emergence of alternative proteins, cellular agriculture, functional proteins, and other biotechnology that is the basis for a new century of food and consumer innovation. Students will conceive of and present companies and learn to build brand through exercises and labs throughout the course. *Prerequisites: MGMT 3000.* (4 units)

## **MGMT 3544. Strategic Business Negotiations**

Studies the behavior of individuals, groups, and organizations in the context of cooperative and competitive situations. Examines the theory and processes of negotiation so the student can negotiate successfully in a variety of settings. Designed to be relevant to the broad spectrum of negotiation problems faced by leaders in innovative organizations. Consider that while a leader needs analytical skills to discover optimal solutions to problems, a broad array of negotiation skills is needed to get these solutions accepted and implemented. Gives students the opportunity to develop these skills experientially and to understand negotiation in useful analytical frameworks. *Prerequisite: MGMT 503 or MGMT 2501 or MGMT 3502 or MGMT 3000.* (4 units)

## **MGMT 3545. Healthcare Management and Innovation**

This course examines management challenges and innovation in diverse segments of the healthcare industry, including healthcare providers, information systems, insurance, medical research, and government. The course will focus not solely on the U.S., but also



on healthcare in other developed and developing economies. We will dive deeply into healthcare innovation in Silicon Valley and throughout the world and will examine various public and private efforts to make healthcare systems more efficient, more ethical, more effective in serving unmet healthcare needs, and more creative in developing new healthcare therapies and business models. The approach will be highly practical and hands-on and will draw heavily from case studies and other examples from the healthcare industry. *Prerequisites: MGMT 3000.* (4 units)

## **MGMT 3546. Spirituality and Business Leadership**

Explores the relationship between business leadership and spirituality through the lens of contemporary, as well as classical, religious literature. References both Eastern and Western spiritual traditions and explores why successful leaders often derail in the absence of spiritual integration, includes attention to spiritual disciplines such as prayer and meditation tailored for the time-pressured life of business professionals and leaders. *Prerequisites: MGMT 3000.* (4 units)

## **MGMT 2548/3548. Social Benefit Entrepreneurship**

Introduces students to social benefit entrepreneurship through readings, case study analysis, and participation in assessing business plans for existing social benefit ventures. Considers that social benefit entrepreneurship is the management and leadership of innovative social ventures that produce a social benefit and that these ventures typically innovate to produce products and/or services that help alleviate important social problems in areas such as economic development (poverty), health, equality, education, and environment. Emphasizes understanding management techniques for maximizing the financial sustainability and scalability of an SBE.

*Prerequisites: MKTG 2552 or MKTG 3552 and ACTG 2300 or ACTG 3100.*

*Prerequisites may be waived by permission of the instructor.* (4 units)

## **MGMT 2549/3549. Legal Fundamentals for Entrepreneurs**

This course introduces students to some of the fundamental legal issues typically encountered by entrepreneurs and startup companies. These include restrictions arising when leaving a current employer, selecting the best company structure and ownership, raising money and securities regulation, human resources concerns, contracts and leases, liability relating to the sale of goods and services, operational liability, intellectual property, creditor's rights and bankruptcy, and others. *Prerequisite: None.* (4 units)

## **MGMT 3550. IP Strategies for Tech Start-Ups**

Identification and management of intellectual property (IP) assets is a significant strategic tool for every level of management. This course is designed to demystify intellectual property rights that are present in technology companies, and to give them a working understanding of IP rights relevant to technology. (2 units)

## **MGMT 3551. Coaching for Leadership Development**

The focus of this course is on improving the students' own leadership competencies as well as developing the skills required to coach others in developing their leadership abilities. Through lectures, field work, experiential exercises, readings, and reflective essays students will develop their facility and acumen in using a leadership operating system. The course provides a systematic opportunity to practice and receive feedback on their leadership behaviors through instrumented 360-degree feedback as well as peer coaching. The course is particularly relevant for those students who wish to broaden and build upon the knowledge and applications they were exposed to in MGMT 3000. *Prerequisite: MGMT 3000.* (2 units)

## **MGMT 2752/3716. Crowdsourcing and Expert-sourcing: Strategies for Innovation**

Firms are rapidly adopting internet-based collaboration technologies (CT) to involve a wide range of participants in joint product innovation or co-innovation. Broadly defined, these technologies include software tools and applications that leverage social activity within an online platform to facilitate interaction and collaboration among members of an online community and between members of a community and a firm. As such, they help firms engage the creativity and problem solving skills of firm-hosted online communities of users, employees, and other experts in the creation, development and refinement of products or services. As a result, their use may yield innovations that strongly fit user preferences while also accelerating the pace and lowering the cost of product innovation. Despite the rapid adoption, many firms struggle with how to create value from CT-based co-innovation. Building on literature on user innovation, open innovation, and demand side value creation, this course explores the conditions for creating value when engaging online communities in co-innovation. The content focuses on non-open source contexts and community engagements that yield private gains for a host firm. *Prerequisites: MGMT 503 or MGMT 2501 or MGMT 3500 and ECON 401 or ECON 2401 or ECON 3402, and MKTG 551 or MKTG 2552 or MKTG 3552.* (1 unit)

## **MGMT 3802. Entrepreneurial Opportunities and Innovation**

This course looks at the practice of business innovation and entrepreneurship with an emphasis on how entrepreneurs recognize opportunities, communicate ideas, innovate, develop products, and build organizations. This course provides students with the skills, tools, and mindsets to enable them to discover other people's problems upon which entrepreneurial ventures may be built and to use their own creativity to generate solutions to these problems. The techniques and skills apply to both start-ups and established ventures. This course is an introductory course intended to provide a foundation regarding the role of entrepreneurship and entrepreneurs in society and economy. As such, this class will explore what entrepreneurship means from several angles including how a person can be entrepreneurial in his or her own life - right now. This is an energized course about discovering entrepreneurship in and out of the firm.

*Prerequisites: MGMT 3000. (4 units)*

# Marketing

**Professor Emeriti:** Dale Achabal, Karen Fox, Edward F. McQuarrie

**Professors:** Albert V. Bruno, Kirthi Kalyanam, Shelby H. McIntyre,

**Associate Professors:** Xiaojing Dong, J. Desmond Lo (*Chair*), Michael Munson, Kumar R. Sarangee, Savannah Shi, Yuchi Zhang

**Assistant Professors:** Rebecca Chae, Peng Liu, Rafay Siddiqui

**William T. Cleary Professor:** Albert V. Bruno

**L.J. Skaggs Distinguished Professor:** Kirthi Kalyanam

**J.C. Penney Professor of Research:** Savannah Shi

**Lecturers:** Charles Byers, Sean O'Keefe, Juan Montermoso

**Adjunct Lecturers:** Reginald Duhe, Deirdre Frontczak, Priyanka Shrivastava, Sujata Ramnarayan, Sriram Sundararajan, Steve Skotzke, Patrick Williams

## Marketing Curriculum

### MKTG 2300. Marketing Trends and Technology

This Residency Course introduces key CMO and Marketing Technology issues that marketers face in their firms every day. It discusses the use of online dashboards for tracking, evaluation and reporting; and outlines the underlying technology and data that feeds into the dashboards. The course also focuses on broad technological advances in marketing, highlights the CMO/CFO interface, looks at the latest trends in marketing automation, and evaluates the role of outsourcing as part of the overall marketing resource mix. *Prerequisite: None.* (2 units)

### MKTG 2310. Marketing is Everything

Focuses on decisions faced by managers concerning market segmentation, targeting, and positioning. Covers concepts such as new product development, pricing strategies, distribution channels, customer relationships, and performance metrics within a strategic planning framework. Students apply these key concepts and frameworks to cases and to

formulating a comprehensive marketing plan centered on sustainable profitability and capabilities. Cases cover various environments and industries, especially those of concern to Silicon Valley firms. *Prerequisite: None.* (4 units)

## **MKTG 2312. Analysis of Customers and Markets**

Topics include frameworks for understanding how customers make decisions and adopt innovations, metrics for assessing customer attitudes, satisfaction and loyalty, methods for segmenting a market, and measures of brand equity. The focus throughout is on techniques for gathering and analyzing data on customers and markets in both on-line and traditional channels. Addresses B-to-B and B-to-C decision processes in rapidly changing markets. *Prerequisite: None.* (4 units)

## **MKTG 2314. Marketing Analytics**

Prepares managers to (1) identify the competitive advantages that come from leveraged analytics; (2) apply the tools, and evaluate the advantages and limitations of each; (3) implement these tools, ask relevant business questions that could be solved with them; and (4) interpret the input and communicate the output from such tools and models to achieve more profitable business decisions. *Prerequisite: MKTG 3000.* (4 units)

## **MKTG 2316. Foundations of MarTech**

The profusion of information available to the buyers, thanks to the internet, has fundamentally altered the marketing landscape. Marketers now need the power of technology to engage with buyers in a meaningful and consistent way, and drive results. The purpose of this course is to introduce students to core technology platforms at the intersection of marketing and information systems and to present an overview of some popular platform solutions including Salesforce, Oracle's Eloqua, Adobe's Marketo and more. *Prerequisite: None.* (2 units)

## **MKTG 2505. Data Science and Marketing**

Prepares managers to (1) identify the competitive advantages that come from leveraged analytics; (2) apply the tools, and evaluate the advantages and limitations of each; (3) implement these tools, ask relevant business questions that could be solved with them; and (4) interpret the input and communicate the output from such tools and models to achieve more profitable business decisions using tools and program languages such as R. *Prerequisite: ECON 2509 AND MSBA degree student.* (4 units)

## **MKTG 2552/3000. Marketing Strategies and Decisions**

Focuses on decisions faced by managers concerning market segmentation, targeting, and positioning. Covers concepts such as new product development, pricing strategies, distribution channels, customer relationships, and performance metrics within a strategic planning framework. Students apply these key concepts and frameworks to cases and to formulating a comprehensive marketing plan centered on sustainable profitability and capabilities. Cases cover various environments and industries, especially those of concern to Silicon Valley firms. *Prerequisite: ECON 401 or ECON 2401 or ECON 3400.* (4 units)

## **MKTG 3052. Challenges in Modern-Day Marketing (Capstone Course)**

The capstone course introduces the concepts critical for contemporary analysis of fundamental marketing principles. The course first outlines key aspects of the marketing management framework then introduces different forms of data and analytical tools that are important to ascertaining optimal marketing strategies. The topics included segmentation, targeting, and positioning statements based on Breakeven Analysis and Life Time Customer Value analyses, product assortment analysis, recommendation systems, and data-driven sales promotion strategies. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG 3200. Doing Business in Silicon Valley**

This course introduces students to the Silicon Valley business ecosystem with a focus on how innovative new companies are launched, financed, and built into the next generation of market leaders. Course topics include compelling value propositions, explosive business models, value capture & monetization, Venture Capital economics, and investor pitches. By the end of this course, you should be able to 1) interpret potentially game-changing business opportunities to determine which ones could succeed in Silicon Valley; 2) examine the role Venture Capital plays in commercializing innovation in Silicon Valley, determine the path(s) for a successful start-up to evolve into a technology leader; 3) integrate multiple business disciplines while evaluating business opportunities and challenges; 4) evaluate the effectiveness of cutting-edge business models. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG 3554. Analyzing Customers and Markets**

Topics include frameworks for understanding how customers process information and make decisions, metrics for assessing customer attitudes and behaviors, methods for segmenting a market, and measures of brand personality and equity. The focus throughout is on techniques for gathering data on customers and using experiments and A/B tests to make data-driven marketing decisions. *Prerequisite: MKTG 551 or MKTG 3552 or MKTG 3000.* (4 units)

## **MKTG 3569. Small Business Entrepreneurship**

Entrepreneurship focuses on evaluating ideas for venture opportunities and the conversion of these ideas into viable businesses. Course includes discussion of cases, lectures, and presentations by guest speakers who have played a role in starting new enterprises (e.g. bankers, attorneys, risk capital investors, and entrepreneurs). Students develop a five-year business plan for a new enterprise and make an investor presentation to a panel of investors. Knowledge of accounting/finance must be sufficient to build viable financial statements. *Prerequisite: MKTG 3552 or MKTG 3000.* (4 units)

## **MKTG 3572. New Product Innovation**

Presents the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required to develop, launch, and manage successful products. Includes in-depth treatments of product life cycle analysis, buyer utility, competitive set, customer and market analysis, pricing, and the product launch process. Appropriate for those interested in high-technology and/or consumer product markets. *Prerequisite: MKTG 553 or MKTG 3552 or MKTG 3000.* (4 units)

## **MKTG 3574. Sales Force Management**

Provides the student with user-level knowledge of sales concepts and management methodologies necessary to effectively perform and manage the sales function. In the role of a sales or marketing manager, enables the student to apply these concepts to selling consumer products as well as high-tech industrial products. Includes concepts related to organizational structuring, territory plans and reviews, resource management, sales incentives, and compensation programs. *Prerequisite: MKTG 553 or MKTG 3552 or MKTG 3000.* Students may take either this course or MKTG 3718 but not both for credit. (3 units)

## **MKTG 3588. Topics in Profit Maximizing Pricing**

Company strategies to approximate the profit maximizing price of microeconomic theory using only information that is readily available to the company. Topics include: costs relevant for pricing decision; financial analysis for determining change in sales needed to make price changes profitable; analysis of customers and customer price sensitivity; pricing in segmented markets; anticipating and influencing competitor pricing decisions; and competitive advantages and disadvantages in profit focused pricing decisions. Topics are integrated to provide a real-world path to profit maximizing pricing. Class is run as a seminar with student interaction and student research projects. Cross-listed as ECON 3422. *Prerequisites: ECON 401 or ECON 2401 or ECON 3400 or ECON 3000 and MKTG 551 or MKTG 2552 or MKTG 3552 or MKTG 3000, differential calculus, and a working knowledge of hypothesis testing and regression analysis.* (3 units)

## **MKTG 3590. Designing and Managing Dynamic Marketing Channels**

Focuses on understanding theory and development of analytical skills required for effective management and strategic deployment of distribution channel decisions. Includes topics on design and evolution of channel system, coordination and management of conflicts, building partner relationships, channel pricing and contractual restrictions, and retail chains. Content covers both consumer and high tech markets, with an emphasis on the latter. Requires creation of an in-depth case analyses and a channel audit project. *Prerequisite: MKTG 553 or MKTG 3552 or MKTG 3000. Students may take either this course or MKTG3734 but not both for credit.* (4 units)

## **MKTG 3592. Internet Marketing and eCommerce**

Provides the background and analytical skills to effectively manage Internet marketing and e-commerce strategies. Examines winners & losers in internet marketing, SEM, SEO, affiliate and viral marketing, use of social media and online advertising. Analyzes how the Internet is being leveraged into the core marketing activities of a business. Requires the development of an Internet marketing plan for an existing business. *Prerequisite: MKTG 553 or MKTG 3552 or MKTG 3000.* (4 units)

## **MKTG 3594. Business to Business Marketing**

Through core readings and selected case analysis, this course encompasses the marketing activities that enable a supplier firm to create, deliver, and capture value when engaging with other businesses, governments, or institutional customers. In the context of these target segments, value is analyzed in terms of the benefits the customer may



receive and which the vendor firm may monetize. Typically covered are various market approaches to the business organization, which often uses a "buying center" framework incorporating different roles for decision-making participants. This course builds on an understanding of dynamic relationships and value chains to provide analytical tools and problem solving skills for effective marketing. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG 3596. Integrated Market Communications**

Introduces the concept of integrated marketing communications (IMC). Provides a basic understanding of communication theory, marketing, branding, integrating marcom tactics, planning and coordinating IMC programs. Addresses marcom tactics of advertising, public relations, direct response, collateral, the Internet, and digital media. Addresses business-to-business and high-technology marketing communications. Incorporates a thorough understanding of objectives, strategies, tactics and budgeting. *Prerequisite: MKTG 553 or MKTG 3552 or MKTG 3000.* (4 units)

## **MKTG 3597. Marketing Analytics**

Prepares managers to (1) identify the competitive advantages that come from leveraged analytics; (2) apply the tools, and evaluate the advantages and limitations of each; (3) implement these tools, ask relevant business questions that could be solved with them; and (4) interpret the input and communicate the output from such tools and models to achieve more profitable business decisions. *Prerequisite: MKTG 553 or MKTG 3552 or MKTG 3000.* (3 units)

## **MKTG 3708. Financially Effective Market Positioning Strategies**

Focuses on the issues in creating financially viable and effective market positioning strategies. Examines how traditional market-based measures--such as awareness, understanding, trial, ongoing usage, customer satisfaction, distribution levels, and market share--can be linked to financial outcomes. Discusses how to connect marketing expenditures directly to short-term and long-term results by examining the investment and expense requirements of different segmentation and market entry strategies. Connects customer value propositions to competitive marketing strategies and shareholder value-creation outcomes. The success of a company depends on the extent to which the marketing and financial disciplines work together. *Prerequisite: MKTG 553 or MKTG 3552.* (1 unit)

## ***MKTG 3709. Developing Product and Services for the Boomer Marketplace***

Presents an overview of the baby boomer marketplace. Explores major demographic and psychographic variables that characterize this market, as well as how the boomer market is becoming an ever more important economic, social, political, and cultural force influencing consumption. (Households headed by someone 40+ hold 91% of America's net worth.) Identifies and evaluates new product/service opportunities for the boomer market, and develops an understanding of how to create customer value in this segment via exposure to several sources, including marketing officers from large consumer products firms, and venture capitalists who have successful track records in funding innovative products/ services targeted to this sector. Features hands-on experience in developing a proposal for a new product or service targeting the boomer market, together with the marketing strategy. The proposal will reflect criteria previously identified by organizations and venture capitalists as relevant to marketplace success.

*Prerequisite: MKTG 553 or MKTG 3552. (1 unit)*

## ***MKTG 3710. Tech Marketing: Winning Strategies for Effective Messaging***

The success of a marketing campaign depends on how a company's end customers perceive, accept, and adopt a product. Especially in technology markets, a product's value proposition must be clear, tangible and differentiated to achieve vendor preference, as well as maintain price and margin. This course focuses on proven, effective strategies for understanding customer requirements and translating them into clear, digestible, and differentiated messaging statements. It provides strategies to achieve strong competitive positioning, and (re-)define an entire market. Specific topics include positioning and messaging creation, competitive landscape modeling and developing differentiation, translating customer requirements into effective positioning/messaging. *Prerequisite: MKTG 3000. (2 units)*

## ***MKTG 3712. Achieving Brand Leadership***

Brands are powerful weapons, a major business resource, and key intangible financial assets. Yet many Silicon Valley marketers rely on technology, attributes and/or price and overlook the strategic and tactical benefits that a well-managed brand provides.

Achieving Brand Leadership provides a framework and tools for marketers to successfully brand products and services and add an additional layer of advantage. The course defines and examines branding through a theoretical and conceptual framework.

A fundamental review of core branding elements weighs the importance of the experiential aspects of branding. An examination of brand measurements illuminates the power of metrics and highlights different aspects of branding strategies. A look at past cases of successful and unsuccessful branding brings out variations in approaches. The impact of branding architectures and creative positioning on brand equity are considered. Finally, a team project integrates various facets of branding for a specific product or service. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG 3713. Business Model Frameworks**

Covers different types of business opportunities available to lifestyle, opportunistic, and innovating entrepreneurs, distinguished in general categories that encompass virtually all business ideas. In each case, develop a framework for an entrepreneur to use to identify an opportunity potential; understand and take the appropriate first steps toward building the business; and evaluate the early trajectory of the business to maximize learning and decide whether the opportunity is worth continuing. *Prerequisite: None.* (2 units)

## ***MKTG 3716. Digital Advertising***

This course covers key issues in internet advertising. Provides an in-depth understanding of search ads, search engine optimization, search engine marketing, display ads, retargeting, ad auctions, programmatic implications. Students will also gain a deep understanding of critical measurement methods and issues relating to paid advertising. Also discusses advertising on mobile devices. *Prerequisite: MKTG 3000.* (2 units)

## ***MKTG 3718. Sales Management***

Provides the student with user-level knowledge of sales concepts and management methodologies necessary to effectively perform and manage the sales function. In the role of a sales or marketing manager, enables the student to apply these concepts to selling consumer products as well as high-tech industrial products. Includes concepts related to organizational structuring, territory plans and reviews, resource management, sales incentives, and compensation programs. *Prerequisite: MKTG 3000.* (2 units)

## ***MKTG 3720. Product Innovation***

Presents the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required to develop, launch, and manage successful products. Includes in-depth treatments of product life cycle analysis, buyer utility, competitive set, customer and market analysis, pricing, and the product launch process. Appropriate for those interested in high-technology and/or consumer product markets. *Prerequisite: MKTG 3000. Students may take either this course or MKTG3572 but not both for credit.* (2 units)

## **MKTG 3726. Programmatic Advertising**

Programmatic advertising is the software-driven, algorithmic transaction of display advertising space in real time. As advertising rapidly shifts from traditional to digital formats, and as more transacts programmatically within digital advertising, the industry needs technologists who are able to harness this constantly evolving and complex domain. This course will transform programmatic novices into experts who can apply knowledge and experience to real-life scenarios. The course will provide foundational knowledge of the programmatic advertising landscape, an understanding of how it fits into marketing strategy, and the necessary skills to be able to navigate the space from various perspectives. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG 3728. Social Media Marketing**

Examines the role of social media in business and brand strategy, digital advertising and overall marketing mix. This class introduces students to the current social media landscape, explores how it can be used for maximum results for both corporate and individual branding, and evaluates which social platforms are the best fit for their organization's marketing goals. Topics to be covered will include an overview of platforms, current social media trends and their implications, developing social media strategy, measurement, and challenges. *Prerequisite: MKTG 3000 (Students may take either this course or MKTG3801 but not both for credit.)* (2 units)

## **MKTG 3730. Fundamentals of B2B Account Based Marketing**

This course introduces the concepts critical understanding of contemporary B2B marketing and the emergence of Account-Based Marketing (ABM) as a Go-to-Market strategy. Students will learn why account-based marketing has recently become important and they will gain the understanding of when it's appropriate to employ an ABM strategy and what types of companies utilize this approach. Students will gain

hands on knowledge and experience in developing and evaluating effective ABM strategies. By successfully completing this course they will be able to use cutting edge marketing technologies in the implementation of an account-based marketing strategy including their use for measuring the effectiveness of the program. *Prerequisite: MKTG 3000.* (2 units)

## ***MKTG 3732. MarTech Integration and Challenges***

This course will explore the impact of digital modernization, cyber malice and data privacy mandates on the modern marketer of 2020 and beyond. Businesses are digitally transforming like never before, as new technologies such as machine learning, IoT and adaptive business processes help to transform business models, improve customer experience, modernize workforces and drive new levels of profitability. However, modern digital transformation is disrupting traditional ideas of data privacy, cybersecurity, and business risk that carries serious legal and reputational consequences. One the front lines is the modern marketer, who now must adopt modern MarTech approaches to help businesses thrive, while navigating complex data regulations, security requirements for cloud-based marketing tools and complex and evolving ethical lines brought about by a hyperconnected and immediately consequential technology and business environment. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG 3734. Distribution Channels**

The purpose of this course is to provide conceptual frameworks and analytical skills on the effective management and strategic deployment of distribution channels for consumer product, business-to-business, and service organizations. The course covers channels functions, structure, and the evaluation of their efficiency. It also examines collaboration, relationship, conflicts, and sustainable strategy. Organizing channel members as dynamic systems concludes the course. The majority of course content uses case studies set in contexts pertinent to technology and Silicon Valley businesses. *Prerequisite: MKTG 3000. Students may take either this course or MKTG3590 but not both for credit.* (2 units)

## **MKTG 3736. E-commerce: Challenges and Opportunities**

The purpose of this course is to equip students with critical thinking regarding the challenges and opportunities in today's e-commerce practice. The class time will be a combination of lectures of key e-commerce related concepts and frameworks, discussions of case studies to examine the effective internet-based business models,

and hands-on experience in developing and evaluating key elements in e-commerce practice. Topics include e-commerce business model evaluation, web analytics, recommendation systems, and tools in modern e-commerce research. The course prepares graduates to create, analyze and manage an internet-based business.

*Prerequisite: MKTG 3000. (2 units)*

## **MKTG 3738. Marketing Analytics II**

Data and Analytics have led to a paradigm shift in the practice of Marketing. This course builds upon and extends from the first Marketing Analytics course, and introduces students to the most recent developments in data-driven applications in marketing decisions. In this course, not only the classical marketing concepts will be revisited from the data perspective, the modeling techniques developed for these marketing decisions are introduced for the students to understand them intuitively, rather than mathematically. Real world data are applied and analyzed using Excel, which allows easy adaptation for students to apply the knowledge and tools in other contexts using their own data. *Prerequisite: MKTG 3000, MKTG 2314. (2 units)*

## **MKTG 3740. Data-Driven Retail Strategy**

This class is designed to keep students abreast of the newest analytical methods and technologies that aid critical thinking in today's data-driven retail environment. We examine rigorous tools to develop effective marketing mix decisions and analyze consumer response in retailing. The topics include merchandise planning decisions, SKU optimization, private brand strategy, inventory management, conjoint analysis, and data-driven mark-up and mark-down strategies. The class time will be a combination of lectures of key concepts and frameworks, discussions of case studies, and hands-on experience in evaluating and formulating key elements in data-driven retail practice.

*Prerequisite: MKTG 3000. (4 units)*

## **MKTG 3801. Social Media Marketing**

Examines the role of social media in business and brand strategy, digital advertising and overall marketing mix. This class introduces students to the current social media landscape, explores how it can be used for maximum results for both corporate and individual branding, and evaluates which social platforms are the best fit for their organization's marketing goals. Topics to be covered will include an overview of

platforms, current social media trends and their implications, developing social media strategy, measurement, and challenges. *Prerequisites: MKTG 3552 or MKTG 3000* (4 units)

## **MKTG 3802. Mobile Marketing**

Presents a set of useful concepts, frameworks and strategies to help students to better understand a new world that is built with the mobile device at its center. Students will analyze key aspects of M-Commerce and Mobile Marketing, and learn a set of strategies and tools, using which they can (i) create economically valuable M-Commerce products/services, and (ii) market products (both traditional and digital) to the mobile consumer via the mobile medium. The course primarily focuses on understanding: (a) new digital product business models and their underlying technologies, (b) mobile consumer behavior, © new mobile marketing techniques - including search, social media, geo-local, & omni- channel, and (d) mobile marketing metrics. *Prerequisites: MKTG 3552 or MKTG 3000.* (3 units)

## ***MKTG 3803\*\*. Fundamentals of B2B Account Based Marketing\*\****

This course introduces the concepts critical understanding of contemporary B2B marketing and the emergence of Account-Based Marketing (ABM) as a Go-to-Market strategy. You will learn why account-based marketing has recently become important and you will gain the understanding of when it's appropriate to employ an ABM strategy and what types of companies utilize this approach. You will gain hands on knowledge and experience in developing and evaluating effective ABM strategies. By successfully completing this course you will be able to use cutting edge marketing technologies in the implementation of an account-based marketing strategy including their use for measuring the effectiveness of the program. *Prerequisite: MKTG 3000.* (2 units)

## ***MKTG 3804. Programmatic Advertising***

Programmatic advertising is the software-driven, algorithmic transaction of display advertising space in real time. As advertising rapidly shifts from traditional to digital formats, and as more transacts programmatically within digital advertising, the industry needs technologists who are able to harness this constantly evolving and complex domain.\ This course will transform programmatic novices into experts who can apply knowledge and experience to real-life scenarios. The course will provide foundational

knowledge of the programmatic advertising landscape, an understanding of how it fits into marketing strategy, and the necessary skills to be able to navigate the space from various perspectives. *Prerequisite: MKTG 3000.* (2 units)

## **MKTG (in development) - Channel Marketing**

The purpose of this new course in the MS Marketing program is to provide conceptual frameworks and analytical skills on the effective management and strategic deployment of multi-channel decisions for consumer products, business-to-business, and services organizations. The course covers channels functions, structure, and the evaluation of their efficiency. It also examines collaboration, relationship, conflicts, and sustainable strategy. Organizing channel members as comprehensive and dynamic systems concludes the course. The majority of course content uses case studies that are set in electronics and high-tech contexts and are pertinent to Silicon Valley businesses.

*Prerequisite: MKTG 3000.* (2 units)



# Master of Science in Information Systems

**Professors:** Narendra Agrawal (Interim Dean of the Leavey School of Business), Gangshu Cai (Department Co-Chair), Manoochehr Ghiassi, Steven Nahmias, S. Andrew Starbird, Andy A. Tsay

**Associate Professor:** Ram Bala, Tao Li (Master of Science in Business Analytics Director), Haibing Lu (Department Co-Chair), Sami Najafi- Asadolahi, David Zimbra

**Assistant Professors:** Sunghun Chung, Xiaoyan Liu, Amin Morid, Michele Samorani (Master of Science in Information Systems Director), Yaqiong Wang

**Benjamin and May Swig Professor:** Narendra Agrawal

**Emeritus Professor:** Stephen A. Smith

**Lecturers:** Vasu Kadambi, Eghbal Rashidi, Graeme Warren, Sumana Sur, Homi Fatemi, Richard Schaffzin

**Annual Adjunct:** Mehmet Goceri, Rajiv Kapur, Alan Tan, Dan Trepanier, Charles Goldernberg

## MSIS Curriculum

### MSIS 2601. Object Oriented Analysis and Programming

Provide students with an overview of object-oriented programming methodology using the Java Programming Language. Course will present different programming paradigms, including structured (procedural) and object oriented, compare and contrast these approaches, object oriented programming concepts including data abstraction, abstract data types, classes and objects, inheritance, polymorphism, encapsulation, packages and interfaces, and multithreaded programming. To support GUI-based Java applications, concepts and tools such as event handling, Generics programming, Swing, and JavaFX, (libraries and classes introduced in JDK 8 and beyond) windowing systems and frameworks are introduced to support modern lightweight development of Java-based Applets. *Prerequisite: Knowledge of C programming language or equivalent.* (4 units)

## **MSIS 2602. Information Systems Analysis and Design- Systems Modeling**

Methodology to assist in the analysis and design of computer-based information systems for business applications. Tools include data flow diagrams, flowcharts, Structured English, pseudo code, hierarchy charts, structure diagrams, and Warnier-Orr charts. Application of these tools to a systems development project is required. Cross-listed with OMIS 372. Credit will not be given for both (4 units)

## **MSIS 2603. Database Management Systems- Fundamentals of SQL**

This course aims to give an understanding of a hands-on experience with the most widely used database tools. The objective of this course is to convey intermediate to advanced database concepts and to acquaint students with state-of-the-art software tools. The course will rely on classroom discussions, media articles and cases, as well as programming exercises and an integrative group project. Use of database software is required. A lab fee is required. Cross-listed with OMIS 366. Credit will not be given for both. *Prerequisite: Experience with computer usage.* (2 units)

## **MSIS 2607. Data Analytics- Python**

This course provides the essential technical understanding necessary to evaluate and integrate telecommunication technologies into sustainable business models as well as to make decisions concerning the communications infrastructure in any organization. Covering technologies including voice and data networks, local and wide area networking, internet, and generations of wireless technologies to form the basis for the discussion of economic and managerial issues about how the technology is deployed, including issues of interoperability, scalability, regulations, security, service level agreements, convergence, unified messaging, and service quality. (4 units)

## **MSIS 2613. Database Analysis, Design and Management**

Course presents technical and managerial approaches to the analysis, design, and management of business data, databases, and database management systems. The topics include structured and unstructured data management, a comparison of relational and object-oriented databases, relational database conceptual and logical design, and database implementation and administration. (2 units)

## **MSIS 2604. Information Systems Policy and Strategy**

Strategic management and deployment of information systems and technologies (ISTs) to improve business competitiveness. An examination of the role of IST strategy in enabling companies to effectively manage in the turbulent and dynamic business environment brought about by the Internet. Analysis of new business opportunities in electronic commerce brought about by ISTs, including organizational redesign that these technologies require. An examination of implementation and change management issues related to IST deployment in the new environment. Focuses on drawing lessons from the experiences of leading companies that are deploying ISTs to define and support their e-commerce strategies. Cross-listed as OMIS 378. Credit will not be given for both. (4 units)

## **MSIS 2621. Business Intelligence and Data Warehousing**

Introduces the business, technology, and managerial issues related to BI and DW solutions. Students will acquire practical skills in collecting business requirements, planning, defining, designing and developing a BI solution. Emphasis is placed on learning how to derive business value from BI and DW solutions. Hands-on experience will be obtained using a variety of BI tools. *Prerequisite: MSIS 2603.* (4 units)

## **MSIS 2622. Enterprise Systems and Analytics**

Enterprise systems are data troves that can be used to improve business performance. Enterprise systems offer historic data that can be used to optimize business processes or uncover fraudulent activities. Gives students an understanding of enterprise system fundamentals, design options for business processes, and enterprise systems data. (4 units)

## **MSIS 2627. Big Data Modeling and Analytics**

Learn to analyze a massive amount of data with distributed computations using Spark's high-level data transformations. This class will teach scalable approaches to process large amounts of text with MapReduce, Spark, and Amazon Athena (an interactive query service that makes it easy to analyze data in Amazon S3 using standard SQL). (4 units)

## **MSIS 2628. Applied Cloud Computing**

Computing is migrating to cloud. In this course, you will understand computing-as-a-service concepts by using services from major cloud providers and learn how to deploy and manage cloud infrastructure. This course focuses on hands-on skills required to operate on the three prime cloud service platforms from Amazon, Google, and Microsoft. This course will offer an applied perspective on the core features of these platforms such as load balance, auto-scaling, serverless computing, and cloud AI. (2 units)

## **MSIS 2629. Dashboards, Scorecards, and Visualization**

This course enables you to transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. This course introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards. (2 units)

## **MSIS 2630. Web Programming**

The course will focus on the design and development of web based applications using a number of currently popular tools and strategies; also to be explored is the use of databases as data repositories for web applications. Core technologies including HTML, CSS, JavaScript, PHP, and MySQL will be emphasized. (2 units)

## **MSIS 2636. Deep Learning**

Introduction to the topic of Deep Learning Neural Networks (DLNs), Linear Learning models using Logistic Regression, and adding hidden layers to create Deep Feed Forward Neural Networks. Detailed algorithms are used to train these networks using Stochastic Gradient Descent and the resulting algorithm called Backprop. Training processes of these networks are used with Tensor Flow tool and the MNIST and CIFAR-10 image data-sets. Some specialized DLN architectures including the following: (a) Convolutional Neural Networks (ConvNets), (b) Recurrent Neural Networks (RNNs), (c) Reinforcement Learning. Model parameter initialization, underfitting and overfitting are discussed as well as techniques such as Regularization. Issues such as the Vanishing Gradient problem that often cause problems during training are also discussed. (4 units)

## **MSIS 2631. Machine Learning**

The course will prepare participants for more rigorous analysis of large data sets as well as introduce machine learning models and data analytics for business intelligence. The course will be a rigorous and broad treatment of AI, machine learning, and deep learning. The course will use both R and Python programming languages to undertake hands-on learning in ML. (4 units)

## **MSIS 2638. Cloud Computing Architectures**

Technologies make Cloud Computing possible and how IT leverages these technologies to make the enterprise computing environment more efficient. Students will learn how hardware virtualization is made possible through computer architecture advancement, hypervisor-based virtualization and container-based virtualization, and microservices. (4 units)

## **MSIS 2639. Data Visualization**

Transform data into persuasive dashboards that effectively inform and guide management actions. Dashboards are persuasive if they motivate actions in an intended audience. Dashboards are effective if they offer comprehensive and reliable information. Introduces and discusses the fundamental design principles and technology of dashboards and allows you to design, implement, and critique dashboards. (2 units)

## **MSIS 2641. Information Technology: Ethics and Public Policy**

This course examines the intersection of law and commerce as it relates to technology companies such as those based in Silicon Valley. Students will learn to understand how to operate in this environment and the typical issues that arise in this environment as they relate to contracts, securities, intellectual property, privacy, and employment. (2 units)

## **MSIS 2801. Mobile Payment and eCommerce Security**

This course reviews the advancements in mobile payments, crypto-currency and on-line transaction security and will prepare you to engage in platform and application development for this emerging new market. You will learn the fundamentals of secure chip-cards processing as mandated by the Europay, MasterCard and Visa (EMV). Various mobile payment technologies will be discussed in details with a special focus on the pros and cons of Near Field Communication (NFC), secure element, Host Card

Emulation (HCE), Bluetooth, QR codes, tokens and eWallets. The course covers online transaction security risks such as Heartbleed, and fraud prevention methods including multi-level authentication, biometrics, cloud-based security and Fast Identification Online (FIDO). The course concludes with a discussion on role of crypto-currency and future trends. (2 units)

## **MSIS 2803. Internet of Things**

This course introduces students to the principles underlying the Internet of Things (IoT). It starts with the history of various technologies that have enabled IoT. It will cover types of IoT architectures, sensor technologies, hardware platforms, communication protocols at various IoT stacks, machine-to-machine communication, IPv6-based solutions, the IEEE 802.15.4 standard that governs and defines IoT protocols, the IoT cloud infrastructure, and security and remote management of IoT devices. This course will IoT principles learned. Students who would like to take on leadership or managerial roles will find the principles learned in this course very helpful in implementing a unique and effective IoT-based business strategy for their organization. Students will be required to work in teams to design and build working a IoT system. (2 units)

## **MSIS 2804. Mobile Programming**

Mobile platforms and apps have become core components of business today. With over 2.5 million apps available for smartphones, understanding the basic concepts underlying mobile apps has become a core necessity for business practitioners - particularly for executives and entrepreneurs. Business professionals now need to obtain in-depth knowledge of what is inside a mobile app, how one gets built, and where the business value resides. The best and most practical way for these professionals to develop this knowledge is for them to actually build a set of mobile apps, hands-on from the ground up. This course presents the business and technical foundation for mobile platforms and app development. (2 units)

## **MSIS 2805. How Engineers, Business people and Lawyers Communicate With Each Other**

Students from business, engineering, and law learn to understand each others perspectives, speak each others language, and work together effectively in a collaborative environment. Students from different schools will be organized into teams to work together on a simulated project involving a technological matter, such as privacy/security or IP. (2 units)

## **MSIS 2637. Reinforcement Learning**

The objective of this course is to provide an in-depth introduction to the topic of Reinforcement Learning (RL) algorithms. These algorithms are based on the theory of Dynamic Programming and Markov Decision Processes, which originated more than fifty years ago. (2 units)

## **MSIS 2634. Natural Language Processing**

This course teaches students the fundamentals of Natural Language Processing (NLP). NLP has recently found several applications in business. There is now a foundation of content that students who wish to work in this field need to know and this course is aimed at providing students with a conceptual understanding of the field and its business applications, and a technical toolkit to implement NLP models. (2 units)

## **MSIS 2606. Software Project Management**

This course provides the essential technical understanding necessary to evaluate and integrate telecommunication technologies into sustainable business models as well as to make decisions concerning the communications infrastructure in any organization. Covering technologies including voice and data networks, local and wide area networking, internet, and generations of wireless technologies to form the basis for the discussion of economic and managerial issues about how the technology is deployed, including issues of interoperability, scalability, regulations, security, service level agreements, convergence, unified messaging, and service quality. (4 units)

## **MSIS 2645, 2646, 2647. Design Capstone**

(6 units)

## **MSIS 2640, 2642, 2643. Industry Capstone**

(6 units)

## **MSIS 2644. Practicum**

(6 units)

## **MSIS 2496/2596/2696. Internship**

Enriches the academic experience of MSIS students through a structured experiential-learning program. Designed as a partnership between the Leavey School of Business, partner employers, and the student, the experiences gained through an internship complements classroom learning, and provides an extension of the classroom experience, integrating theory and practice. This course may not be repeated for credit. And class is only offered in specific quarter(s). *Prerequisite: Good academic standing in either the MS in Business Analytics, Finance and Analytics or Information Systems program AND instructor approval.* (1 unit)

## **MSIS 2497/2597/2697. Internship II**

Continuation of MSIS 2496/2596/2696. This course may not be repeated for credit. And class is only offered in specific quarter(s). *Prerequisite: Successful completion of MSIS 2496/2596/2696, good academic standing in either the MS in Business Analytics, Finance and Analytics or Information Systems program AND instructor approval.* (1 unit)

## **Additional Core Course Required Of All MSIS Students**

### **ACTG 2608. Financial and Managerial Accounting**

This course introduces the roles, concepts, legal requirements and impacts of financial reporting. Financial statements and the analysis and recording of transactions, with a focus towards interpretations of reported results are covered. (2 units)



## Interdisciplinary Courses

### **IDIS 3695. Global Business Perspectives**

Through company sites and cultural visits, students learn to appreciate how business operates outside the United States. Country visits are bracketed by class sessions and pre-work followed by project presentations. Content varies based on the expertise of the faculty and the country visited. Past locations include Germany, France, China, New Zealand, Brazil, and India. *Prerequisite: Varies by course.* (4 units)

### **IDIS 2700/3700. Effective Business Communications**

Intensive practice in forms of communication specifically for business settings, geared to the student's level of prior preparation. The focus will be primarily on oral communication and writing to support the oral communication. Emphasis on communicating complex issues and quantitative data to inform, advocate or persuade. *Prerequisite: None.* (2 units)

### **IDIS 3701. Critical Business Presentations**

This course is designed to equip the student with speaking and presenting facility in both formal and informal business settings. The class centers around multiple presentations on a variety of topics. Focus will be on learning to shape messages and presentations to different audiences and purposes. This one-unit course will afford an introduction to effective presentation skills that should then be implemented into later coursework and workplace interactions. Business Communication theory, presentation practice and critique, interpersonal interaction in both traditional and social media forums, and conveying qualitative and quantitative information will serve as components of the course. *Prerequisite: IDIS 3700.* (1 unit)

### **IDIS 3799. Managing Transitions I and IDIS 3800 Managing Transitions II**

These courses prepare students for the career transitions that they will encounter once completing Santa Clara University's MBA program. These highly relevant courses concentrate on the skills students require to succeed early on in their careers. These lessons learned will be applicable to transitions throughout the students' careers. The courses are based on critical transitions, formative experiences, and personal conflict that characterize the common challenges MBAs are likely to face as they progress in their careers. One objective is to help students gain a more robust understanding of some of the pitfalls they may encounter as they make transitions within or across organizations. Research demonstrates that career failures are often associated with individual failures to successfully make these transitions. Blending theory and practice sessions will illustrate the lessons learned by others (such as SV executives) that have sometimes stumbled in making what seem to be straightforward transitions. Why are transitions challenging? Typically transitions require learning new skills and strategies for managing people who have different responsibilities, needs, goals and expectations than the individual has led in the past. For example, the role as an individual team member vs. managing a team requires a shift in mindset from getting a job done through personal skills and effort to getting work done through others; shifting from a manager to a leader requires a shift in attention from focusing on doing things right to doing the right things. Such transitions often mean letting go of the very things that have made us successful in the past and deriving satisfaction from others' accomplishments. Although easy to understand conceptually, this marks a fundamental shift in individuals' identities.

*Prerequisite: IDIS 3799 is required for enrollment in IDIS 3800. (1 unit)*

## **IDIS 3704. Women in Leadership**

Presents the best practices of successful women technology leaders. Features a series of in-depth discussions and case studies where experts share the principles upon which they have created their businesses. Includes topics on vision, value creation, branding, product development and testing, recruitment and team building, management, financing, communication skills, networking, exit strategy and social impact.

*Prerequisite: None. (1 unit)*

## **IDIS 3711. Leadership: Vision, Deals and Process**

Explores three distinct perspectives on leadership: vision, deal making, and process. Features experts with extensive experience in their area. For each perspective, presents a solid overview of the topic, specific skills needed to succeed in the arena, examples of business leaders who have translated ideals into action, and resources for continued learning. *Prerequisite: MGMT 501 or MGMT 3500.* (1 unit)

## **IDIS 3797. Curricular Practicum Education**

The primary purpose of co-op education is to give international students an opportunity to gain practical knowledge in their field of study. This course is designed to prepare them for such an experience. It consists of a series of lectures on topics that will familiarize them with the Silicon Valley working environment, and will enable them to relate their experiences in the industry to their academic program. Attendance is mandatory. *Prerequisites: One year of full-time course work and a GPA of 3.0 or higher.* (1 unit)

## **IDIS 3798. Extended Curricular Practicum Education**

Extension of IDIS 3797. *Prerequisite: IDIS 3797.* (1 unit)

**IDIS 3802. Python\** Data science involves the application of scientific methodologies to extract understanding from and make predictions based on data sets from a broad range of sources. The objective of this course is to teach the programming skills relevant to data science. Students will learn the Python programming language, along with a complete set of open source tools for data science in Python, including the IPython Notebook, NumPy, Pandas, matplotlib, scikit-learn and many others. Students will learn skills such as importing data, cleaning and transforming data, algorithmic thinking, grouping and aggregation, visualization, time series, and statistical modeling/prediction. *Prerequisite: None.* (4 units)

# Career Management

You can go anywhere from here. Take charge of your career.

## Career Management: An Introduction

Whatever your future professional aspirations may be, Graduate Business Career Management will give you the necessary tools to successfully launch and manage the next phase of your career. Whether you want pivot into another industry, or expand your role within your current organization, Career Management offers development services and consulting to fit your specific needs.

As a current student, you can take advantage of individual career consulting, career management workshops, online resources, and other services to realize your professional goals.

## Connect With Us

### Attend GBCM Events:

All GBCM Events can be found on [Handshake](#), our career services platform accessible to current students. Be sure to check HS regularly, and please sign up in advance for events.

### Join GBCM Social Groups:

<https://scu.joinhandshake.com/events>

[GBCM Facebook group](#)

[GBCM LinkedIn group](#)

[Leavey School of Business Alumni group](#) [Santa Clara University Alumni group](#)

### Meet with a GBCM Career Consultant:

Students are also able to request a one-on-one appointment with a GBCM Career Consultant through [Handshake](#), our career services platform. Simply complete the appointment request form to schedule a personalized career consulting session. GBCM offers individual sessions for students free of charge. Sessions are confidential.

Coaching topics include:

- Career Acceleration: Leverage your MBA/M.S. degree to accelerate your career within your organization or industry
- Career Planning: Map out your three to five year career action plan; explore post-MBA/M.S. careers through assessment and research.
- Career Transition: Plan and implement an effective career transition to a new industry or function.
- Job Search: Develop a personalized job search strategy. Receive expert feedback on resumes and cover letters, schedule mock interviews, and LinkedIn profiles review.

## Professional Development:

Students have the opportunity to attend Professional Development events free of charge. Thought leaders, authors and industry experts and Graduate Business Alumni have presented on topics such as: Design Thinking, Pivoting from Engineering to Product Management, Interviewing Like a Rockstar, and How to Prepare for the Product Manager (PM) Interview.

## Beta Gamma Sigma

Beta Gamma Sigma is the international honor society serving business programs accredited by AACSB International. Election to membership is the highest scholastic honor a business student can achieve. It is limited to outstanding students with promising success in the field of business and who rank in the top 15 percent of MBA/M.S. graduates.

## **Centers and Institutes: Overview**

The centers and institutes at the Leavey School of Business focus on interdisciplinary research and cultivate partnerships with the business community to broaden and test their findings. These partnerships provide learning opportunities for students and professionals, and give faculty the chance to investigate particular business problems.

## Center for Accounting Research and Education (CARE)

The Center for Accounting Research and Education (CARE) was established in 2000 to (1) expand and develop relationships among business students, faculty, and Silicon Valley accounting professionals and (2) promote scholarly accounting research at Santa Clara University.

Together with the Silicon Valley Executive Center (SVEC), the Center administers the Certificate for Advanced Accounting Proficiency (CAAP) program for post-graduate accounting education.

Along with the student-led SCU Accounting Association, CARE organizes and manages accounting informational events, career planning experiences, accounting career fairs, and recruiting activities for SCU undergraduate business majors and CAAP students.

In association with the SCU Advisory Board, SCU Accounting Association, and CPA firm recruiters, the Center maintains and periodically updates guidelines that regulate the recruitment of SCU business majors and CAAP students for CPA firm recruiting programs, internships and full-time positions. The Center also advises SCU Accounting/A&IS majors about professional accounting opportunities and recruiting decisions.

The Center raises scholarship funds for deserving first-year, sophomore, and junior Accounting and A&IS majors. Student applications for these scholarships are reviewed by a scholarship committee comprised of SCU accounting faculty. Scholarship recipients are honored at an annual awards ceremony and dinner organized by the Center.

The Center also raises funds to attract and retain accounting faculty and promote scholarly accounting research. CARE's research programs have been instrumental in contributing to our understanding of accounting's role and influence in modern society and enhancing SCU's international academic reputation.

If you wish to learn more about CARE activities or consult with CARE about recruiting SCU Accounting/A&IS majors, contact us at [actg-care@scu.edu](mailto:actg-care@scu.edu).





# Ciocca Center for Innovation and Entrepreneurship

Ciocca Center for Innovation and Entrepreneurship provides opportunities for students from all disciplines to learn and explore the value of an entrepreneurial mindset. The center is guided by an interdisciplinary Student Advisory Board that includes both graduate and undergraduate students. Through academics, experiential learning programs, competitions, and coaching, and mentoring, students can immerse themselves in every aspect of the entrepreneurial experience.

Our hands-on programs include speaker events, business pitch and venture capital competitions, as well as experiential clinics where students and alumni have the chance to interact and work together on real world problems. The Bronco Ventures Idea School, Prep School, and Accelerator provide students the opportunity to learn how to start their own ventures. All of our programs offer students the chance to connect with and learn from other like-minded students, distinguished alumni, and industry professionals.

For more information or to connect with Ciocca Center for Innovation and Entrepreneurship, email [cioccacenter@scu.edu](mailto:cioccacenter@scu.edu)

# Silicon Valley Executive Center

Since 1957, the Silicon Valley Executive Center (SVEC) has provided non degree certificate programs to professionals and executives to help them skill-up, reskill, and advance their careers. The SVEC has also collaborated with hundreds of companies to provide customized training and development programs for their employees. The SVEC leverages its location and strong connections in the heart of Silicon Valley to provide learning solutions designed to assist business professionals, executives, and companies of all types in tackling the biggest challenges of today's business environments.

Operating in the entrepreneur and innovation hub of the world allows our faculty a deep understanding of the rapid pace of change in the modern business environment and the unique issues faced by companies today. We draw upon the complete university community and its network of distinguished educators, scholars, and practitioners, to build high-impact programs which help organizations solve critical problems. Our expertise spans corporate innovation, entrepreneurship and venture development, leadership and management excellence, operations, finance, ethics, strategy, analytics, and digital transformation. All of our programs are practical, engaging, and designed for maximum impact.

For further information, please visit: <https://www.scu.edu/execed/>

# Center for Food Innovation and Entrepreneurship

The Center for Food Innovation and Entrepreneurship (CFIE) has a long, distinguished history within the Leavey School of Business. Since its inception in 1973, the Center has graduated more than 1000 MBA students, many of whom now hold executive and management positions in the food industry throughout the world. CFIE faculty members are recognized scholars and instructors with expertise in a wide range of food industry issues.

The Concentration in Food Entrepreneurship is one of the few programs in the nation that combines a fully accredited MBA degree with an emphasis on management, innovation and entrepreneurship in the food industry. Students pursuing the Concentration in Food Entrepreneurship are eligible to receive financial aid from CFIE.

MBA students can join SCU's award-winning case study team as part of the International Food and Agribusiness Management Association (IFAMA) annual conference. Students solve realistic business challenges and real-world issues and compete against teams from around the globe.

All students are encouraged to enhance their coursework with the enrichment programs offered by CFIE. Through the internship, fellowship, and mentor programs, students have the opportunity to apply their classroom education and learn from industry executives drawn heavily from CFIE's distinguished advisory board. Food industry visits provide students with the opportunity to learn about the many types of food businesses and explore a multitude of opportunities in the food industry.

CFIE has two new exciting virtual programs. Our videocast series *Join Us at the Table* features interviews with innovators, entrepreneurs, and experts in the food, food tech, and agriculture industry. Our webinar series *Meet the Industry - Connections, Jobs, and Resources in the Food Business* presents dynamic companies discussing job opportunities in the food and beverage industry and what they look for in an ideal candidate. CFIE also sponsors executive development programs, conferences, campus initiatives, and research projects.

For further information, please contact:

[Center for Food Innovation and Entrepreneurship](#)

Phone: 408-554-4086

Fax: 408-554-4777

# My Own Business Institute

The My Own Business Institute (MOBI) is the world's leading provider of free online education for entrepreneurs. The mission of MOBI is to start businesses that create jobs by providing training and resources to entrepreneurs around the world. MOBI offers three online courses: *Starting a Business*, *Business Expansion*, and *Quick Start Entrepreneur*. Topics include Deciding on a Business, Financing Your Business, Communication Tools, Accounting and Cash Flow, Choosing a Business Location, Negotiation Skills, and much more. MOBI also provides a free Business Plan template and other resources. MOBI students come from 134 countries around the world and represent every kind of business imaginable.

The MOBI curriculum and website are based on the work of Phil Holland, a successful entrepreneur and author of *The Entrepreneur's Guide*. By providing content that is engaging, understandable, and accessible, MOBI helps aspiring and experienced entrepreneurs alike take the next steps in pursuing their business goals..

For further information, please contact:

## **My Own Business Institute**

Phone: 408-551-3549

Email: [scu-mobi@scu.edu](mailto:scu-mobi@scu.edu)

Web: [www.scu.edu/mobi](http://www.scu.edu/mobi)

## Retail Management Institute (RMI)

The Retail Management Institute (RMI) is a minor in Retail Studies program, recognized as an academic partner to the retail industry. We have a strong reputation for developing strategic leaders with the advanced skills necessary for success in the new technology-infused world of retail.

RMI provides a platform for deep collaboration and knowledge at the intersection of retail and technology engaging industry and leading academics into the emerging and evolving concepts impacting retail today. The knowledge generated from this collaboration forms the basis of the retail studies curriculum.

The minor in retail studies offered by the Retail Management Institute is an in-depth immersion experience that prepares and provides exposure to its students for a diverse set of roles including e-commerce, digital marketing, digital merchandising, planning and allocation, buying and supply chain management. The program is open to all University undergraduates. Students entering the retail studies minor continue to major in their field of choice and receive their bachelor's degree in that field.

For more information about the Retail Studies Program, please visit [scu.edu/rmi](https://scu.edu/rmi) or contact Cindy Cooper [ccooper@scu.edu](mailto:ccooper@scu.edu)

## **Student Life**

Santa Clara students are encouraged to participate in extracurricular activities as part of their total development. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds, wherein freedom of inquiry and expression enjoys high priority.

## **Graduate Business Student Life**

Outside the classroom, graduate business students can develop new interests and broaden their networks of SCU students and alumni by participating in student life activities. The Graduate Business Programs Student Life team provides a richer graduate business experience for the student body by organizing quarterly signature events, professional development programs, and social networking opportunities. Additionally, the Student Life staff is responsible for supporting the programming efforts of the Graduate Student Association (GSA) and the graduate business student clubs.

Graduate Business students can take advantage of all of the Graduate Business student life activities, which include but are not limited to:

- Student network events
- Career management seminars
- Career fairs
- Career counseling
- End-of-quarter networking socials
- Academic awards and recognition

## **Leadership Opportunities**

### **GBP Student Clubs**

The purpose of Santa Clara University Graduate Business Networks is to:

- Promote, coordinate, and implement student activities



- Strengthen channels of communication among students, faculty, and administration of the Leavey School of Business, the University community, and the Silicon Valley Business community
- Enrich the co-curricular and extracurricular aspects of student life in the Graduate Business Programs Develop and enhance the leadership skills of network student presidents.

GBP Student Networks accomplish this by offering graduate business students a variety of opportunities to network with classmates, alumni, and industry professionals through panels and presentations. Students create the networks with the support, guidance, and direction of the GBP Student Life team. Clubs hold meetings once a quarter and members are expected to attend at least four of six meetings during the academic year. All graduate business students and alumni are eligible to participate as members in the Networks.

Current active networks include:

- Business Analytics and Data Science (BANDs)
- Entrepreneurs Connection
- Graduate Finance Club
- Leavey Graduate Ambassadors
- Leavey School of Business International Student Association
- Linked SCU Club
- MBA Student Advisory Council
- Net Impact Club
- Product Club
- Supply Chain Management Association
- Graduate Women in Business Network
- Unicorn Venture Capital Club

All graduate business students are encouraged to join at least one club in order to maximize their experience at Santa Clara University. For more information, contact the GBP Student Life team at: [gbp\@scu.edu](mailto:gbp\@scu.edu).

## **New Student Orientation Program**

The Graduate Business Programs Office offers orientation programs designed to acquaint graduate students with the resources and tools they need to succeed while attending Santa Clara University. These workshops are held in fall, and spring quarters for MBA, MSBA, and MSFA students, fall and winter quarters for MSIS students. New MBA and M.S. students participate in sessions that prepare them for graduate programs. These sessions educate and sensitize students to the overall structure of their respective curricula and its rigors and demands. The sessions also provide overviews of general administrative procedures for each program.

During these workshops, new MBA and M.S. candidates have an opportunity to learn about academic and co-curricular activities within the School of Business.

## **Campus life**

### **Campus Ministry**

Fostering the University's mission to develop the whole person, Campus Ministry offers a variety of programs and opportunities where faith may be explored, discovered, and developed. The Campus Ministry team is committed to supporting the spiritual and personal growth of all students, regardless of faith tradition, if any, and a welcoming and inclusive environment for all.

The team consists of ten full-time members, eleven resident ministers residing in residence halls, and sixteen student interns. Campus Ministry offers the University community a variety of programs: liturgies, other sacramental celebrations, retreats, discussion groups, Christian Life Communities (CLCs), Bible study, ecumenical and interfaith gatherings, social justice events, counseling and spiritual direction. Campus Ministry also supports religiously-affiliated student clubs, including those for Muslim, Jewish, Hindu, and Orthodox students.

Please visit our [website](#) or stop by our office in Benson Center.

### **Student Media**

#### **KSCU**

KSCU is a student-run, non-commercial radio station at 103.3 FM. The program format features primarily independent music, including indie rock, punk, ska, jazz, blues, and reggae. Students may get involved with the radio station as a staff member or as a volunteer disc jockey, office assistant, fundraiser, or sound technical staff. The staff of KSCU operates all aspects of an FM radio station in accordance with SCU's mission and goals, and Federal Communications Commission regulations.

## **The Redwood**

SCU's yearbook strives to maintain proper journalistic guidelines while producing an accurate and quality book for the University community. Entirely student run, with the aid of a faculty advisor, The Redwood offers paid and volunteer positions in writing, design, and photography. Students at-large are encouraged to participate by contributing to the yearbook.

## **Santa Clara Review**

A student-edited literary magazine that publishes poetry, fiction, nonfiction, and art, the Santa Clara Review is published biannually, drawing on submissions from SCU students, faculty, staff, and writers outside of SCU. The Santa Clara Review is committed to the development of student literary talent, in both editorial knowledge and creative writing skills. Students may get involved with the magazine in several staff positions and with opportunities to volunteer in the areas of poetry, fiction, nonfiction, art, and management.

## **The Santa Clara**

The Santa Clara is the University's undergraduate weekly newspaper, serving as an informative and entertaining student-run campus publication. Students may get involved in a staff position or as a volunteer writer, photographer, or member of the business staff.

## **Student Resources and Services**

### **Counseling and Psychological Services**

Counseling and Psychological Services offers mental health services to all students. The mission of the services is to support the developmental growth of students in ways that enable them to become more effective in their personal, academic, and social

functioning. Counseling helps students address psychological issues that may affect their successful participation in the learning community. Among the psychosocial and developmental issues that students work on with their counselors are depression, anxiety, interpersonal problems, disturbed sleep or eating behaviors, acculturation, academic motivation, homesickness, family concerns, intimacy, and sexuality. The services are confidential and include individual counseling, couples counseling, group counseling, and psycho-educational programs. Students are eligible for up to 10 individual counseling sessions per academic year. There is no charge for the first six sessions, a \$20 charge for sessions 7--10, and \$30 for sessions over 10. There is no charge for all group counseling and psycho-educational programs.

## **Student Health Services**

Student Health Services provides quality, accessible, and convenient medical care to Santa Clara students. The Health Services provides primary medical care, physicals, diagnosis of illness and injuries, immunizations, gynecological examinations, limited in-house pharmacy, and referral to specialists when needed. The Health Services staff includes a physician, nurse practitioners, physician assistants, registered nurses, and medical assistants. In addition, a psychiatrist, registered dietitian, and physical therapy assistant are each available on a part-time basis.

The Student Health Services charge nominal fees for visits, laboratory work, medications, medical equipment, and other specialized services. Students are seen on an appointment basis and usually can be seen the same day, if an appointment is requested in the morning. The center is open from 8:30 a.m. to 5 p.m. Monday through Friday when classes are in session. When the Health Services is closed, there is an advice nurse available by phone and volunteer student emergency medical technicians who can visit students on campus. The center is closed from mid-June to mid-August.

All students must carry health insurance, either their own personal plan or the University-sponsored plan. Graduate students who use the Student Health Services must pay a health fee of \$90 per quarter to be seen. Graduate students who purchase the University health insurance do not have to pay the \$90 per quarter Student Health Services fee. Please call the insurance coordinator at 408-554-2379 for further information.

## **Office of Accessible Education (OAE)**

The Office of Accessible Education supports the college student with a disability to participate fully in campus life, its programs, and activities. We emphasize growth and individual achievement. We address this goal through the provision of academic accommodations, support services, and auxiliary aids.

For accommodation, students should reach out to OAE at 408-554-5109 or [OAE@scu.edu](mailto:OAE@scu.edu) for additional information.

## **Student Handbook**

You and the University share the responsibility for your education. In keeping with this commitment, the University has developed a Student Conduct Code and related standards, policies, and procedures to guarantee each student's freedom to learn and to protect the fundamental rights of others. The concept of rights and freedoms carries with it corresponding responsibilities for which students are accountable. It is the responsibility of all students, undergraduate and graduate, those living on campus and off campus, to know and abide by the standards, policies, and procedures that govern their conduct as members of the University community. The student handbook can be found here: <https://www.scu.edu/osl/student-handbook/>

## **Statement of Responsibilities and Standards of Conduct**

A goal of Santa Clara University is to provide students with a general education so that they will acquire knowledge, skills, and wisdom to deal with and contribute to contemporary society in constructive ways. As an institution of higher education rooted in the Jesuit tradition, the University is committed to creating and sustaining an environment that facilitates not only academic development, but also the personal and spiritual development of its members. This commitment of the University encourages the greatest possible degree of freedom for individual choice and expression with the expectation that individual members of the community will:

- Be honest
- Demonstrate respect for oneself
- Demonstrate respect for others and property
- Demonstrate respect for the law and University standards, policies, and procedures, their administration, and the process for changing them

In keeping with this commitment, this Statement of Responsibilities and Standards of Conduct and related policies and procedures have been formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. The University administration has established standards, policies, and procedures that are necessary to achieve its objectives as a Catholic, Jesuit university. These standards, policies, and procedures are inclusive of the laws of the nation, the state of California, and the local community. All members of the Santa Clara University community are expected to conduct themselves in a manner that is consistent with the goals of the institution and demonstrate respect for self, others, and their property. Students living off campus are members of this community and, as such, are representatives of the University to the community-at-large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code. Whether living in or traversing through the neighborhood, or parking in the streets, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens and reflect well upon the Santa Clara University community.

# Student Conduct Code

## Statement of Responsibilities and Standards of Conduct

For the most current information on the student conduct code and all policies and procedures regarding the student judicial system, please refer to the Office of Student Life website at [www.scu.edu/osl](http://www.scu.edu/osl).

The goal of Santa Clara University is to provide students with a general education so that they will acquire knowledge, skill, and wisdom to deal with and contribute to contemporary society in constructive ways. As an institution of higher education rooted in the Jesuit tradition, the University is committed to creating and sustaining an environment that facilitates not only academic development but also the personal and spiritual development of its members. This commitment of the University encourages the greatest possible degree of freedom for individual choice and expression, with the expectation that individual members of the community will:

- Be honest.
- Demonstrate self-respect.
- Demonstrate respect for others.
- Demonstrate respect for the law and University policies, procedures, and standards; their administration; and the process for changing those laws, policies, procedures, and standards.

In keeping with this commitment, this Statement of Responsibilities and Standards of Conduct and related policies and procedures have been formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. There can be no rights and freedoms if all who claim them do not recognize and respect the same rights and freedoms for others. In addition to the laws of the nation, the state of California, and the local community, the University administration has established policies, procedures, and standards deemed necessary to achieve its objectives as a Catholic, Jesuit university.

All members of the Santa Clara community are expected to conduct themselves in a manner that is consistent with the goals of the institution and to demonstrate respect for self, others, and their property. Students living off campus are members of this community, and as such are representatives to the community at large. In this regard, students living off campus maintain an equal measure of accountability to the values and expectations of all members of this community as identified in the Student Conduct Code.

Whether living in or traversing through the neighborhood, or parking in the street, students are expected to adhere to the same high standards of conduct and behavior that are consistent with the students' developing role as responsible and accountable citizens, and that reflect well upon the Santa Clara University community.

All members of the University community have a strong responsibility to protect and maintain an academic climate in which the fundamental freedom to learn can be enjoyed by all and where the rights and well-being of all members of the community are protected. The University reserves the right to review student conduct that occurs on and off campus when such behavior is inconsistent with this expectation and the Student Conduct Code. The following acts subject students to disciplinary action:

1. Engaging in any form of academic dishonesty, such as plagiarism (representing the work or ideas of others as one's own without giving proper acknowledgment), cheating (e.g., copying the work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context. (Law students, refer to School of Law code.)
2. Illegal use, possession, or distribution of drugs. The use or possession of equipment, products, or materials that are used or intended for use in manufacturing, growing, using, or distributing any drug or controlled substance. Possessing, concealing, storing, carrying, or using any drug paraphernalia as defined in California Health and Safety Code § 11364.5, including, but not limited to, objects intended for use or designed for use in ingesting, inhaling, or otherwise introducing marijuana, cocaine, hashish, or hashish oil into the human body. A reported violation of this section will result in the confiscation and immediate disposal of drugs and drug paraphernalia by University officials
3. Falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents



4. Knowingly furnishing false or incomplete information to the University, a University official, or judicial hearing board in response to an authorized request
5. Disorderly, lewd, indecent, or obscene conduct; excessive or prolonged noise; behavior that interferes with the orderly functioning of the University, or interferes with an individual's pursuit of an education on University-owned or controlled property or during an authorized University class, field trip, seminar, competition or other meeting, or University-related activity
6. Detention, physical abuse, or conduct that threatens imminent bodily harm or endangers the physical well-being of any person, including harm to self
7. Non Consensual physical contact of a sexual nature such as sexual misconduct, sexual assault, and rape
8. Destruction, damage, or misuse of University property or the property of any other person or group
9. Theft or conversion of University property or the property of any other person or group
10. Hazing, harassing, threatening, degrading language or actions, including stalking, or any practice by a group or individual that degrades a student or employee, endangers health, jeopardizes personal safety, or interferes with an employee's duties or with a student's class attendance or a person's educational pursuits
11. Intentional obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University activities; or obstruction or disruption that interferes with the freedom of movement, both pedestrian and vehicular
12. Possessing, concealing, storing, carrying, or using any real or simulated weapons (including toy guns). The definition of weapons includes, but is not limited to, firearms (including BB/pellet, Airsoft, and paintball guns--regardless of whether they are disassembled), knives (switchblade, double-edged, hunting-style fixed- blade of any length, throwing, folding pocket-style with a blade that locks into place, and knives with blades of 2.5 inches in length or greater), explosives (including, though not limited to, fireworks and firecrackers), ammunition, dangerous chemicals, or any other dangerous weapons or instruments, or chemicals as defined by, though not limited to, California State Law except if expressly authorized by University policy or procedure (see "Housing and Residence Life Policies" for information that pertains to Residence Life). A reported violation of this section will result in the immediate confiscation and disposal of real or simulated weapons by University officials

13. Unauthorized entry into or use or defacement of University facilities, including residence halls and other buildings and grounds, including unauthorized entry into or presence in or on a University building; unauthorized erection or use on University property of any structures including specifically but not limited to tents, huts, gazebos, shelters, platforms, and public address systems; or unauthorized use of University property for dances, concerts, assemblies, meetings, sleeping, cooking, or eating if said activity interferes with the operation of the University or surrounding community
14. Publication, posting, or distribution through the use of University resources (e.g., computer networks, telephone lines, e-mail services, Internet connections), or at authorized University activities of material that violates the law of libel, obscenity, postal regulations, the fair use of copyrighted materials, or any law or statute or University policy
15. Failure to comply with a reasonable request or order of a University executive or other authorized official(s); refusal or failure to leave such premises because of conduct prescribed by this code when such conduct constitutes violations of this code or a danger to personal safety, property, or educational or other appropriate University activities on such premises; or refusal or failure to identify oneself when requested by a University official provided the official is identified and indicates legitimate reason for the request
16. Possession, consumption, sale, or action under the influence of alcoholic beverages by persons under the age of 21; furnishing alcoholic beverages to persons under the age of 21; consumption of alcoholic beverages in a public place (all areas other than individual residences, private offices, and scheduled private functions); excessive and inappropriate use of alcoholic beverages (See also "Alcohol Policy Within the Residence Halls" on page 27)
17. Misconduct in which a student is detained, arrested, cited, or otherwise charged with violations of local, state, or federal laws that materially or adversely affect the individual's suitability as a member of the Santa Clara University community
18. Tampering with, removing, damaging, or destroying fire extinguishers, fire alarm boxes, smoke or heat detectors, emergency call boxes, and other safety equipment anywhere on University property; creating a fire, safety, or health hazard; or failure to respond to fire alarms, evacuate buildings during alarm activation, or respond to the directions of emergency personnel

19. Any behavior that disrupts or causes disruption of computer services; damages, alters, or destroys data or records; adversely affects computer software, programs, systems, or networks; or uses data, computer systems, or networks to devise or execute any scheme to defraud, deceive, extort, or wrongfully obtain money, property, or data

*Students who are alleged to have violated the Student Conduct Code may be subject to disciplinary action and, if applicable, may also be subject to criminal prosecution.*

## Judicial Records Policy

The Office of Student Life maintains a hard copy file and a digital record of a student's judicial history. Judicial records are educational records, and are thereby subject to the Family Educational Rights and Privacy Act (FERPA) and the University's Student Records Policy.

The judicial record is confidential and is only shared internally with University officials in instances when the student grants permission to release the record, or there is what FERPA defines "an educational need to know" basis for the request. The judicial record is maintained throughout the student's enrollment and thereafter as indicated below. A student's judicial record will only be released from the hard copy file to a person or party external to the University if the student has granted permission, where the disclosure of the record is permissible under the provisions of FERPA, or where the University is required to do so by law. The digital copy of the judicial record will only be released to an external person or party where the University is required to do so by law.

## Retention of Hard Copy of Judicial Records

1. The hard copy file of a student's entire judicial history is kept for a minimum of one academic year beyond the academic year in which the date of the last violation of the Student Conduct Code occurred. When a student commits a violation of academic integrity, the hard copy file is retained for the remainder of a student's academic career.
2. The files of any student who has received one or more of the following sanctions will be maintained for three academic years beyond the academic year in which the student's tenure in his/her current degree program at the University has ended:
3. Removal from University housing  
Disciplinary probation

4. Deferred suspension Suspension
5. The judicial files of a student who has been expelled will be maintained for seven years beyond the academic year in which the student's tenure at the University has ended.

The University reserves the right to change this policy at any time at its sole discretion.

# University Policies

## Speaker Policy

The purpose of this policy is to ensure the right of free expression and exchange of ideas, to minimize conflict between the exercise of that right and the rights of others in the effective use of University facilities, and to minimize possible interference with the University's responsibilities as an educational institution.

The time, place, and manner of exercising speech on campus are subject to regulations adopted by the University administration. Orderly conduct, noninterference with University functions or activities, and identification of sponsoring groups or individuals are required. Outdoor sound amplification will be permitted only with explicit approval of the Vice Provost for Student Life or designee. (Refer to amplification of Sound)

Members of the faculty, academic departments, staff, administrative offices, or student organizations registered by authorized student government bodies may invite non-University speakers to address meetings on campus. Student groups that have not been registered by authorized student government bodies may not invite non-University speakers to address meetings on campus. If there would likely be extensive public notice or controversy associated with the presence of any speaker on campus, prior notice should be given to the head of the Office of Marketing and Communications in the case of likely inquiries from external constituencies of the University or media; and to the Director of Campus Safety Services in the case of possible protest or disruption. Except for unusual circumstances, the notice should be at least one week before the meeting or event is to occur.

The presence of a guest speaker on the campus of Santa Clara University does not necessarily imply approval or endorsement by the University of the views expressed by the guest speaker or by anyone else present at the event.

The person or organization sponsoring a speaker around whom there would likely be extensive public notice or controversy is responsible for including the above statement in its advertisement, announcements, and news releases. If deemed appropriate, the University administration may also require the above statement be read at the beginning of the event.

Whenever the University administration considers it appropriate in furtherance of educational objectives, it may require either or both of the following:

- That the meeting be chaired by a person approved by the University administration
- Any invitation to a non-University speaker extended by a registered student organization, member of the faculty, staff, academic department, or administrative department may be rescinded only if the President, or his authorized designee, determines, after appropriate inquiry, that the proposed speech will constitute a clear and present danger to the orderly operation or peaceful conduct of campus activities by the speaker's advocacy of such actions as:
  - Willful damage or destruction, or seizure of University buildings or other property
  - Disruption or impairment of, or interference with, classes or other University activities
  - Physical harm, coercion, intimidation, or other invasion of the rights of University students, faculty, staff, or guests
  - Violation of law
- Other disorder of a violent or seriously disruptive nature

## Liability and Property Insurance

Except by expressed arrangement with the University, the University's insurance does not cover students' liability or students' personal property. Students may wish to seek the services of their personal insurance agent to arrange for such coverage.

## Student Parking

Parking on campus requires a valid parking permit at all times. Parking permits are available for purchase at Campus Safety Services (located in the parking structure) between 8 a.m. and midnight, seven days a week. Call 408-554-4441 for further information.

Copies of the current rules are contained in the Parking Plan, which can be found at Campus Safety's website: <https://university-operations.scu.edu/campus-safety/parking-and-transportation-services/>

## Title IX and Americans with Disabilities Act

Santa Clara University prohibits discrimination on the basis of race, color, ethnicity, ancestry or national

origin, religion or religious creed, age (over 40), sex, gender expression, gender identity, sexual

orientation, marital status, registered domestic partner status, veteran or military status, physical or mental

disability (including perceived disability), medical condition (including cancer related or genetic

characteristic), pregnancy (includes childbirth, breastfeeding, and related medical conditions), or any

other protected category as defined and to the extent protected by law in the administration of its

educational policies, admissions policies, scholarships and loan programs, athletics, or employment-

related policies, programs, and activities; or other University administered policies, programs, and

activities. Additionally, it is the University's policy that there shall be no discrimination or retaliation

against employees or students who raise issues of discrimination or potential discrimination or who

participate in the investigation of such issues.

The Director of Equal Opportunity and Title IX coordinates and oversees the prompt response, impartial

and thorough investigation, and equitable and timely resolution to all instances of discrimination and

harassment, sexual harassment, and other forms sexual misconduct involving students, faculty, and staff.

The Director also tracks incidents and trends involving sexual misconduct, and serves as the principal

contact for government and external inquiries regarding civil rights compliance and Title IX. Inquiries

about this policy or to report an incident of discrimination, harassment, retaliation, or sexual misconduct

should contact:

Belinda Guthrie

Director of Equal Opportunity and Title IX

Office of Equal Opportunity and Title IX

Santa Clara University

Loyola Hall, Suite 140

425 El Camino Real

Santa Clara, CA 95050

(408) 554-3043

[www.scu.edu/title-ix/](http://www.scu.edu/title-ix/)

### **Title IX of the Education Amendments of 1972**

Title IX is a federal civil rights law that prohibits discrimination based on the sex or gender of students

and employees in educational institutions that receive federal financial assistance. Title IX states that:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the

benefits of, or be subjected to discrimination under any education program or activity receiving federal

financial assistance." Title IX promotes equity in academics and athletics programs and activities, and

prohibits all forms of sex and gender-based discrimination, including sexual harassment and sexual

violence.

Title IX also prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy,



termination of pregnancy, or recovery from any of these conditions. Students may request adjustments

and accommodations based on pregnancy needs or on a pregnancy-related complication for as long as the

student's doctor deems the accommodation to be medically necessary. Requests for pregnancy-related accommodations should be directed to Disabilities Resources at 408-554-4109 or to the Director of Equal Opportunity and Title IX, Loyola Hall, Suite 140, 408-551-3043.

### **Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADAAA)**

Santa Clara University is committed to ensuring equal treatment and educational opportunity to students

with disabilities, including those with learning disabilities, ADHD, chronic health conditions, traumatic

brain injuries, hearing impairments, physical disabilities, psychological disorders, visual impairments, and

other health impairments in compliance with Section 504 of the Rehabilitation Act of 1973 and the

Americans with Disabilities Act (ADAAA). Students with disabilities who are registered with the SCU

Disabilities Resources (DR) office may be qualified to receive accommodations, auxiliary aids or services

based on supporting documentation. To register with DR, contact the Director at (408) 554-4109 or

[disabilitiesresources@scu.edu](mailto:disabilitiesresources@scu.edu).

### **Gender-Based Discrimination and Sexual Misconduct Policy**

Santa Clara University is committed to providing an environment free of gender-based discrimination,

including sexual harassment, sexual misconduct, sexual violence and assault, relationship (dating and

domestic) violence, and stalking. The University provides resources and reporting options to students,

faculty, and staff to address concerns related to gender-based discrimination and sexual misconduct

prohibited by Title IX and University policy, and, through training and education, works to prevent its

occurrence. The University seeks to provide a consistent, caring, and timely response when sexual and

gender-based misconduct occurs within the University community. When the University becomes aware

of allegations of sexual misconduct, it will take prompt and effective action. This action may include an

initial assessment of safety and well-being, implementing interim remedies at no cost to the complainant

for protection and support, discussing how the complainant wishes to proceed, initiating an investigation,

and identifying appropriate avenues for resolution. The University's response will be overseen by the

Director of Equal Opportunity and Title IX. The University's Gender-Based Discrimination and Sexual

Misconduct Policy applies to all students, faculty, and staff, and includes any individual regularly or temporarily employed, studying, living, visiting, or serving in an official capacity at Santa Clara University (including

volunteers and contractors). The policy applies to both on-campus and off-campus conduct and to online

actions that have a potential or actual adverse impact on any member of the University community, or which substantially interferes with a person's ability to participate in University activities, or which could affect a

substantial University interest or its educational mission. For more information about reporting, response,

and adjudication, please see the University's Gender-Based Discrimination and Sexual Misconduct Policy or

contact the Director of Equal Opportunity and Title IX, [www.scu.edu/title-ix](http://www.scu.edu/title-ix).

### **What Constitutes Consent**

The University adheres to California's definition of affirmative consent for sexual activity. Affirmative

consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Since

individuals may experience the same interaction in different ways, it is the responsibility of each party to

determine that the other has consented before engaging in the activity.

For consent to be valid, there must be a clear expression in words or actions that the other individual

consented to that specific sexual conduct. Reasonable reciprocation can be implied. For example, if

someone kisses you, you can kiss them back (if you want to) without the need to explicitly obtain their

consent to being kissed back.

Consent can also be withdrawn once given, as long as the withdrawal is reasonably and clearly

communicated. If consent is withdrawn, that sexual activity should cease. Consent to some sexual contact

(such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as

intercourse). A current or previous intimate relationship is not sufficient to constitute consent.

Consent is based on the totality of the circumstances evaluated from the perspective of a reasonable

person in the same or similar circumstances, including the context in which the alleged incident occurred

and any similar previous patterns that may be evidenced. The question of whether the responding party

should have known of the reporting party's incapacity is an objective inquiry as to what a reasonable

person, exercising sober judgment, would have known, in the same or similar circumstances.

Consent is not voluntary if forced or coerced. Force is the use of physical violence or physical imposition

to gain sexual access. Force also includes threats, intimidation (implied threats), and coercion that is

intended to overcome resistance or produce consent. Coercion is unreasonable pressure for sexual activity.

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not

necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated

by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of

non-consent.

A person cannot consent if they are unable to understand what is happening, asleep, or unconscious for

any reason. A person violates this policy if they engage in sexual activity with someone they know to be,

or should know to be, physically or mentally incapacitated. This policy also covers a person whose

incapacity results from a temporary or permanent physical or mental health condition, involuntary

physical restraint, or the consumption of incapacitating drug or alcohol. Incapacitation occurs when

someone cannot make rational, reasonable decisions because they lack the capacity to give

knowing/informed consent (e.g. to understand the "who, what, when, where, why, or how" of their sexual interaction).

Incapacitation is determined through consideration of all relevant indicators of an individual's state and is

not synonymous with (under the) influence, impairment, intoxication, inebriation, blackout, or being

drunk. It is not an excuse that the responding party was intoxicated and, therefore, did not realize the

incapacity of the reporting party.

### **Reporting Options**

There are confidential and non-confidential reporting options available. Confidential Resources include

on and off campus mental counselors, health service providers, local rape crisis counselors, domestic

violence resources, and members of the clergy and chaplains. Confidential on-campus resources include

CAPS, Cowell Center, 408-554-4501; Wellness Center, 862 Market Street, 408-554-4409; and members

of the clergy or chaplains. Confidential means that what a reporting party shares will not be

communicated with anyone else unless except in extreme cases of immediacy of threat or abuse of a

minor.

### **Reporting to Law Enforcement**

For immediate, emergency assistance or to report a crime of sexual violence, including sexual assault,

domestic/intimate partner violence, and stalking students, contact the Santa Clara Police Department, dial

911, or contact Campus Safety Services at 408-554-4444.

## Reporting to the University

To report an incident to the University, students may:

- Report directly to the Director of Equal Opportunity and Title IX
- Report online at <https://www.scu.edu/title-ix/reporting/>
- Report anonymously using EthicsPoint at [www.scu.edu/hr/quick-links/ethicspoint/](http://www.scu.edu/hr/quick-links/ethicspoint/)

Other campus reporting options: Students may report incidents and seek support from other University

officials, including:

- The Office of Student Life,
- The Office of Residence Life (including Community Facilitators, Resident Directors, Assistant Resident Directors, Neighborhood Representatives, and Assistant Area Coordinators)
- Spirituality Facilitators
- The Office of Housing
- Athletics and Recreation
- The Center for Student Leadership
- The Drahmman Center
- Disabilities Resources
- The Career Center
- Campus Ministry

These University resources are required to report incidents to the Director of Equal Opportunity and

Title IX, who will oversee investigation and resolution process. At the time a report is made, a

complainant does not have to decide whether or not to request or participate in an investigation or

University resolution process.

## **Nondiscrimination Policy**

Santa Clara University prohibits discrimination and harassment on the basis of race, color, religious creed, sex, gender, gender expression, gender identity, sexual orientation, religion, marital status, registered domestic partner status, veteran status, age, national origin or ancestry, physical or mental disability, medical condition including genetic characteristics, genetic information, or any other consideration made unlawful by federal, state, or local laws in the administration of its educational policies, admissions policies, scholarships and loan programs, athletics, or employment-related policies, programs, and activities; or other University-administered policies, programs, and activities.

Additionally, it is the University's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination or who participate in the investigation of such issues. The University will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability under the law.

Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the University's grievance procedures covering discrimination and harassment complaints should be directed to:

Belinda Guthrie EEO and Title IX Coordinator Office of EEO and Title IX Santa Clara University 900 Lafayette Street, Suite 100 Santa Clara, CA 95050

408-554-4113 [bguthrie@scu.edu](mailto:bguthrie@scu.edu)

## **Drug Free Policies**

It is the goal of Santa Clara University to maintain a drug-free workplace and campus. The unlawful manufacture, distribution, dispensation, possession, and/or use of controlled substances or the unlawful possession, use, or distribution of alcohol is prohibited on the Santa Clara University campus, in the workplace, or as part of any of the University's activities. This includes the unlawful use of controlled substances or alcohol in the workplace even if it does not result in impaired job performance or in unacceptable conduct.

The unlawful presence of any controlled substance or alcohol in the workplace and campus itself is prohibited. The workplace and campus are presumed to include all Santa Clara premises where the activities of the University are conducted.

Violations will result in disciplinary action up to and including termination of employment for faculty and staff or expulsion of students. A disciplinary action may also include the completion of an appropriate rehabilitation program. Violations may also be referred to the appropriate authorities for prosecution.

The program information is distributed on an annual basis to all faculty, staff, and students. New staff employees are given a copy in New Employee Orientation. New faculty employees are given a copy at New Faculty Orientation. The program is reviewed at least biennially by the Office of Student Life, Affirmative Action Office, and the Department of Human Resources. Contact the Office of Student Life for a complete copy of the program.

## **Gender Based Discrimination and Sexual Misconduct Policy Purpose Statement**

Santa Clara University is committed to providing an environment free of gender-based discrimination, including sexual harassment, sexual misconduct, sexual violence and assault, relationship (dating and domestic) violence, and stalking. The University provides resources and reporting options to students, faculty, and staff to address concerns related to gender-based discrimination and sexual misconduct prohibited by Title IX and University policy, and, through training and education, works to prevent its occurrence. The University seeks to provide a consistent, caring, and timely response when sexual and gender-based misconduct occurs within the University community. When the University becomes aware of allegations of sexual misconduct, it will take prompt and effective action. This action may include an initial assessment of safety and well-being, implementing interim remedies at no cost to the complainant for protection and support, discussing how the complainant wishes to proceed, initiating an investigation, and identifying appropriate avenues for resolution. The University's response will be overseen by the EEO and Title IX Coordinator.

The University's Gender-Based Discrimination and Sexual Misconduct Policy applies to all students, faculty, and staff, and includes any individual regularly or temporarily employed, studying, living, visiting, or serving in an official capacity at Santa Clara University (including volunteers and contractors). The policy applies to both on-campus and off-campus conduct and to online actions that have a potential or actual adverse impact on any member of the University community, or which substantially interfere with a person's ability to participate in University activities, or which could affect a substantial University interest or its educational mission.



## Policy Statement on what Constitutes Consent

The University adheres to California's definition of affirmative consent for sexual activity. "Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity. Under this definition, "No" always means "No." "Yes" means "Yes" only if it is a clear, knowing, and voluntary consent to any sexual activity. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent. Fully informed consent means that a person understands the details of a sexual interaction (who, what, when, where, why, and how).

It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in that activity. Consent can be given by words or action, but non-verbal consent is not as clear as talking about what a person does or does not want sexually. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Silence--without actions demonstrating permission--cannot be assumed to show consent. Consent is also not voluntary if forced or coerced.

Coercing a person into sexual activity violates the University's policy in the same way as physically forcing someone into sexual activity. Because alcohol or drug use can impair the capacity to consent, sexual activity while under the influence of alcohol or drugs raises questions about consent. It shall not be a valid excuse that the accused (hereafter "respondent") believed that the reporting party (hereafter "complainant"), affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity.

## Reporting Options

There are several ways to report an incident of gender-based discrimination, sexual misconduct, sexual violence, intimate partner violence, and stalking.

For immediate, emergency assistance or to report a crime, students should call the City of Santa Clara Police Department: dial 911 or call Campus Safety Services: dial 408-554-4444. For immediate, emergency assistance or to report a crime, students should

call the City of Santa Clara Police Department: dial 911 or call Campus Safety Services: dial 408-554-4444.

Students wishing to seek confidential assistance may do so by speaking with professionals who have the privilege of maintaining confidentiality except in extreme cases of immediacy of threat or abuse of a minor. Confidential resources include on- and off-campus mental counselors, health service providers, advisors available through the University's Violence Prevention Program, local rape crisis counselors, domestic violence resources, and members of the clergy and chaplains.

Students may report incidents and seek support from University officials, including the EEO and Title IX Coordinator, Office of Student Life, Residence Life (including Community Facilitators, Resident Directors, Assistant Resident Directors, Neighborhood Representatives, and Assistant Area Coordinators), Spirituality Facilitators, Housing, Athletics and Recreation, Center for Student Leadership, Drahmann Center, Disability Resources, Career Center, and Campus Ministry. These University resources are required to report incidents to the EEO and Title IX coordinator, who will oversee investigation and resolution process. At the time a report is made, a complainant does not have to decide whether or not to request disciplinary action.

For more information about reporting, response, and adjudication, please see the University's Gender-Based Discrimination and Sexual Misconduct Policy or contact the EEO and Title IX Coordinator, Belinda Guthrie, 408-554-4113, [bguthrie@scu.edu](mailto:bguthrie@scu.edu).

## Computing and Electronic Resources Policy

The computing and other electronic resources at SCU are provided solely for the support of students and employees in the pursuit of their scholarly or required academic activities, and for conducting the business of the University. General guidelines for use of computing, communication, and electronic resources on campus are based upon principles of etiquette, fairness, and legality. In using these resources at SCU, community members are expected to be respectful of other individuals' ability to enjoy equal access to the resources, refrain from malicious or annoying behavior, and abide by state and national laws, including those related to intellectual property and copyright. More details are available in the University's Acceptable Use Policy, accessible at <https://www.scu.edu/is/technology-policies-procedures-and-standards/information-resources-acceptable-use-agreement/>, or from Information Technology.

## Smoke Free and Tobacco Free Policy

Santa Clara University has adopted a smoke-free and tobacco-free policy on the University campuses in Santa Clara and Berkeley. All University faculty, staff, students, and visitors are covered by this policy. In addition, all persons using University facilities are subject to this policy.

The term "smoking" means inhaling, exhaling, burning, or carrying of any lighted or heated tobacco product, as well as smoking substances other than tobacco, or operating electronic smoking devices and other smoking instruments. "Tobacco product" means all forms of tobacco, including

but not limited to cigarettes, cigars, pipes, hookahs, electronic smoking devices, and all forms of smokeless tobacco. "Tobacco-related" means the use of a tobacco brand or corporate name, trademark, logo, symbol, motto, or advertising message that is identifiable with the ones used for any tobacco product brand or company which manufactures tobacco products.

General Rules:

- Smoking is prohibited.
- The use of tobacco products is prohibited.
- Sale and advertising of tobacco products and tobacco-related products are prohibited.

## Policy for Withdrawal for Health Reasons

Students may experience an illness, injury, or psychological condition, herein referred to as a health condition, which significantly impairs their ability to function successfully or safely in their roles as students. In these instances, time away from the University for treatment and recovery can restore functioning to a level that will enable them to return to the University.

The Vice Provost for Student Life or designee, in consultation with the appropriate mental and medical health professionals and other staff as deemed necessary, is responsible for the implementation of the policy.

Contact the [Office of Student Life](#) for a copy of the entire Policy for Withdrawal for Health Reasons.



# Academic Accreditations

## University Accreditation

Accrediting Commission for Senior Colleges and Universities of the Western Association  
of Schools and Colleges

985 Atlantic Avenue, Suite 100 Alameda, CA 94501 510-748-9001

## Specialized Academic Accreditations

AABET Inc.

American Bar Association

American Chemical Society

Association of American Law Schools

Association of Theological Schools

Association to Advance Collegiate Schools of Business (AACSB)-Accounting

Association to Advance Collegiate Schools of Business (AACSB) International

California Board of Behavioral Sciences Accredited Marriage and Family Therapists

California State Commission on Teacher Credentialing

State Bar of California

# Business School Administration

Naren Agrawal, Ph.D. *Dean*

William Sundstrom, Ph.D. *Associate Dean*

Helen Popper, Ph.D. *Associate Dean*

Elizabeth Barrón Silva, M.A. *Senior Assistant Dean, Finance and Administration*

Toby McChesney, Ed.D. *Senior Assistant Dean, Graduate Business Programs*

Jo-Anne Shibles, M.A. *Senior Assistant Dean, Undergraduate Business Programs*

Andrea Shaw, MBA *Assistant Dean, Marketing and Communications*

Emily Wilcox, MBA *Assistant Dean, Strategic Initiatives and Dean's Office Relations*

Gregory Baker, Ph.D. *Executive Director, Food and Agribusiness Institutes*

Kirthi Kalyanam, Ph.D. *Executive Director, Retail Management Institute*

Dennis Lanham, *Senior Assistant Dean and Executive Director, Silicon Valley Executive Center*

Drew Starbird, Ph.D. *Executive Director, My Own Business Institutes*

Haidan Li, M.A., Ph.D. *Chair, Accounting*

Dongsoo Shin, MBA, Ph.D. *Chair, Economics*

Carrie Pan, Ph.D. *Co-Chair, Finance*

*Robert Hendershott, Ph.D., Co-Chair, Finance*

Haibing Lu, Ph.D. *Co-Chair, Information Systems and Analytics*

*Gangshu Cai, Ph.D, Co-Chair, Information Systems and Analytics*

Barry Z. Posner, Ph.D *Chair, Management & Entrepreneurship*

Desmond Lo, Ph.D. *Chair, Marketing*



## Faculty

### Endowed Chairs

*Michael Accolti, S.J. Professorship for Leadership* Barry Z. Posner (Management)

*Mario L. Belotti Professor* Hersh M. Shefrin (Finance)

*William T. Cleary Professor* Albert V. Bruno (Marketing)

*Charles J. Dirksen Professor of Business Ethics* Manuel G. Velasquez (Management)

*Robert and Susan Finocchio Professor* Kris J. Mitchener (Economics)

*J.C. Penney Professor* Savannah Wei Shi (Marketing)

*W. M. Keck Foundation Professor* Tammy Madsen (Management)

*Glenn Klimek Professor* Meir Statman (Finance)

*Robert and Barbara McCullough Professor* Yongtae Kim (Accounting)

*Naumes Family Professor* Gregory Baker (Management)

*Michel and Mary Orradre Professor* Alexander J. Field (Economics)

*Stephen and Patricia Schott Professor* (open)

*L. J. Skaggs Distinguished Professor* Kirthi Kalyanam (Marketing)

*Benjamin and Mae Swig Professor* Narendra Agrawal (Information Systems and Analytics)

*William and Janice Terry Professor* Sanjiv Das (Finance)

*Gerald and Bonita A. Wilkinson Professor* Hoje Jo (Finance)

## Professors Emeriti

### DALE D. ACHABAL (1980)

Professor of Marketing

B.A., 1968, M.A., 1970, San Francisco State University; Ph.D., 1975, University of Texas, Austin.



**MARIO L. BELOTTI (1959)**

Professor of Economics

B.S., 1954, M.A., 1955, Midwestern University; Ph.D., 1960, University of Texas, Austin.

**DAVID F. CALDWELL (1978)**

Professor of Management, Emeritus

B.A., 1971, Whitworth College; M.S., 1973, Washington State University; Ph.D., 1978, University of California, Los Angeles.

**HENRY G. DEMMERT (1968)**

Associate Professor of Economics, Emeritus

B.A., 1965, Santa Clara University; M.A., 1969, Ph.D., 1972, Stanford University.

**KAREN F. A. FOX (1980)**

Professor of Marketing, Emerita

B.A., 1964 Stanford University; MAT, 1966, Harvard University; MBA, 1980, Northwestern University; Ph.D., 1973, Stanford University.

**JOEL LEIDECKER (1968)**

Senior Lecturer in Management, Emeritus

B.A., 1961, MBA, 1963, Ph.D., 1969, University of Washington.

**EDWARD F. McQUARRIE (1985)**

Professor of Marketing, Emeritus

B.A., 1976, Evergreen State College; Ph.D., 1985, University of Cincinnati.

**DENNIS J. MOBERG (1975)**

Professor of Management, Emeritus

B.S., 1966, University of Wisconsin; MBA, 1968, University of South Dakota; DBA, 1974, University of Southern California.

**THOMAS R. RUSSELL (1978)**

Associate Professor of Economics, Emeritus

LL.B., 1965, University of Glasgow; M.A., 1970, University of California, Berkeley; Ph.D., 1973, Cambridge University.

**STEPHEN A. SMITH (1982)**

Professor of Information Systems and Analytics

B.S., 1965, University of Cincinnati; M.S., 1968, Stevens Institute of Technology; Ph.D., 1972, Stanford University.

**THADDEUS J. WHALEN JR. (1962)**

Professor of Economics, Emeritus

B.S., 1958, Santa Clara University; Ph.D., 1964, University of California, Berkeley.

## **Accounting Department**

**AMANDA BADGER (2017)**

Assistant Professor of Accounting

B.S.B.A., 2011, Sierra Nevada College; M.S., 2015, Ph.D., 2018, University of Rochester.

**MICHAEL J. CALEGARI (2001)**

Associate Professor of Accounting

B.S., 1980, University of San Francisco; M.S., 1986, Golden Gate University; Ph.D., 1996, University of Arizona.

**MATTHEW CEDERGREN (2010)**

Assistant Professor of Accounting

B.B.A., 2003, M.Acc., 2004, University of Wisconsin-Madison; Ph.D., 1996, New York University.

**WENDY DONOHOE (2005)**

Professor of Practice in Accounting

M.B.A., 1978, Santa Clara University; M.S., 1988, Golden Gate University.

**YONGTAE KIM (2001)**

Professor of Accounting

B.A., 1992, M.A., 1994, Sogang University; Ph.D., 2001, State University of New York, Buffalo.

**HAIDAN LI (2008)**

Associate Professor of Accounting

B.S., 1994, Zhongshan University, China; M.A., 1997, Rutgers University; Ph.D., 2002, University of Texas at Austin.

**SIQI LI (2008)**

Associate Professor of Accounting

B.A., 1999, Central University of Finance and Economics, Beijing, China; M.A., 2003, University of California, San Diego; Ph.D., 2008, University of Southern California.

**KEVIN LI (2020)**

Associate Professor of Accounting

B.E., 1999, Peking University; M.B.A., 2005, New York University; M.S., 2008, Ph.D., 2010, University of California, Berkeley.

**SUZANNE M. LUTTMAN (1991)**

Associate Professor of Accounting

B.S., 1977, MBA, 1979, Indiana University; Ph.D., 1988, University of Illinois, Urbana-Champaign.

**JOE MAGLIONE (2018)**

Adjunct Lecturer of Accounting

B.S.C., 1977, Santa Clara University.

**BRIAN NELSON (2017)**

Professor of Practice in Accounting

B.S., San Jose University; M.B.A., Santa Clara University.

**JANE A. OU (1984)**

Associate Professor of Accounting

B.A., 1974, National Taiwan University; MBA, 1977, University of California, Los Angeles; Ph.D., 1984, University of California, Berkeley.

**CHRISTOPHER PAISLEY (2005)**

Dean's Executive Professor of Accounting

M.B.A., 1977, University of California, Los Angeles.

**HYUNGSHIN PARK (2017)**

Associate Professor of Accounting

B.S., 1997, Korea Advanced Institute of Science and Technology; M.S., 2002, Ph.D., 2010, University of North Carolina.

**SUSAN PARKER (1998)**

Professor of Accounting

B.A., 1992, Sonoma State University; Ph.D., 1997, University of Oregon.

**HAONING RICHTER (2019)**

Adjunct Lecturer of Accounting.

B.S., M.B.A., San Jose State University

**STACEY RITTER (2021)**

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B.B.A., 2005, M.P.A., 2006 The University of Texas at Austin; Ph.D., 2021, University of Southern California

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Associate Professor of Accounting

B.A., 1973, MBA, 1975, M.A., 1981, Ph.D., CPA, 1983, Cornell University.

## **Economics Department**

**JAMES AIROLA (2018)**

Lecturer of Economics

B.S., 1983, Texas Tech University; M.S., 1996, University of Houston; Ph.D., 2002, University of Houston.

**SHIREEN ALAZZAWI (2018)**

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B.A., 1995, The American University in Cairo, Egypt; M.A., 1998, The American University in Cairo; Egypt, M.A., 2000, Stanford University; Ph.D., 2005, University of California, Davis.

**ADINA ARDELEAN (2008)**

Lecturer in Economics

B.S., 2001, University of the West, Timisoara, Romania; M.S. 2004, Purdue University; Ph.D., 2007, Purdue University.

**ADRIEN BOUGUEN (2019)**

Assistant Professor of Economics

M.A., 2012, Paris School of Economics; Ph.D., 2015, Paris School of Economics.

**PATRICIA CAMERON-LOYD (2018)**

Lecturer of Economics

B.S. Golden Gate University; M.B.A. University of California, Berkeley; M.A. University of San Francisco; Ph.D., 2012, University of California, Berkeley.

**VITO CORMUN (2020)**

Assistant Professor of Economics

B.A., 2011, M.A., 2014, Bocconi University; M.A., 2016, Ph.D., 2020, Boston College.

**ALEXANDER J. FIELD (1982)**

Professor of Economics

B.A., 1970, Harvard University; M.Sc., 1971, London School of Economics; Ph.D., 1974, University of California, Berkeley.

**AUDREY GUO (2019)**

Assistant Professor of Economics

B.A., 2013, University of California, Berkeley; Ph.D., 2019, Stanford University.

**CHRISTIAN HELMERS (2013)**

Associate Professor of Economics

B.A., 2005, University of Lausanne; M.S., 2006, Ph.D., 2010, University of Oxford.

**HUI HUANG (2017)**

Adjunct Lecturer of Economics

B.A., Nankai University, China; Ph.D. 2009, University of Hawaii at Manoa.

**JOHN IFCHER (2011)**

Associate Professor of Economics

B.S., 1989, University of Michigan; MPA, 1993, Columbia University; Ph.D., 2004, University of California, Berkeley.

**LINDA KAMAS (1988)**

Associate Professor of Economics

B.A., 1973, M.A., 1975, University of California, Los Angeles; Ph.D., 1982, University of California, Berkeley.

**MICHAEL J. KEVANE (1996)**

Associate Professor of Economics

B.S., 1983, Georgetown University; Ph.D., 1993, University of California, Berkeley.

**SOFIA KOTSIRI (2017)**

Adjunct Lecturer of Economics

B.S., 2005, University of Patras, Rion, Greece; M.S. 2007, University of Patras, Rion, Greece; Ph.D. 2013, North Carolina State University, Raleigh.

**RITA MADARASSY (2018)**

Lecturer of Economics

B.A., 1995 Lafayette College, Easton; M.A., 1997 University of California, Santa Cruz; Ph.D. 2002, University of California, Santa Cruz.

**SERGUEI MALIAR (2013)**

Associate Professor of Economics

B.S., 1992, Moscow Institute of Physics and Technology; M.A., 1994, Central European University, Czech Republic; Ph.D., 1995, Zaporozhye State University, Ukraine; Ph.D., 1999, University Pompeu Fabra, Spain.

**KRIS JAMES MITCHENER (2001)**

Professor of Economics

B.A., 1991, University of California, Berkeley; Ph.D., 2001, University of California, Berkeley.

**THUY LAN NGUYEN (2014)**

Assistant Professor of Economics

A.B., 2007, Lafayette College; M.A., 2010, Columbia University.

**DAMIAN PARK (2018)**

Lecturer of Economics

B.A., 2003, Carleton College; M.S. 2005, University of California, Berkeley; Ph.D., 2011, University of California, Berkeley.

**HELEN A. POPPER (1991)**

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B.A., 1981, University of California, Davis; M.A., 1985, Ph.D., 1990, University of California, Berkeley.

**DONGSOO SHIN (2002)**

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B.S., 1993, Yonsei University; MBA, 1997, University of San Francisco; Ph.D., 2001, University of Washington.

**WILLIAM A. SUNDSTROM (1987)**

Professor of Economics

B.A., 1980, University of Massachusetts, Amherst; Ph.D., 1986, Stanford University.

**VICTORIA XIE (2020)**

Assistant Professor of Economics

BBA, 2011, Hong Kong University of Science and Technology; MPhil 2013, Oxford University; Ph.D., 2019, University of California, San Diego.

## Finance Department

### **YE CAI (2010)**

Associate Professor of Finance

B.A., 2002, Peking University; M.A., 2005, Vanderbilt University; Ph.D., 2010, University of North Carolina, Chapel Hill.

### **GEORGE CHACKO (2006)**

Associate Professor of Finance

B.S., 1989, Massachusetts Institute of Technology; MBA, 1992, University of Chicago; Ph.D., 1997, Harvard University.

### **MICHAEL DANA (2017)**

Lecturer in Finance

B.S., 1995, Arizona State University; J.D., 1998, University of Arizona College of Law.

### **SANJIV RANJAN DAS (2000)**

Professor of Finance

B.Com., 1982, University of Bombay; AICWA, 1983, Indian Institute of Cost & Works Accountants of India; MBA, 1984, Indian Institute of Management; M.Phil., 1992, Ph.D., 1994, New York University.

### **DONALD DAVIS (2009)**

Professor of Practice in Finance

B.A., 1969, City College of the City University of New York; MBA, 1971, Columbia University.

### **ROBERT J. HENDERSHOTT (1993)**

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B.S., 1987, Stanford University; Ph.D., 1993, Ohio State University.



**HOJE JO (1990)**

Professor of Finance

B.A., 1977, Seoul National University; MBA, 1982, State University of New York, Buffalo; Ph.D., 1986, University of Florida.

**SEOYOUNG KIM (2012)**

Associate Professor of Finance

B.A., 2004, Rice University; Ph.D., 2009, Emory University.

**WENDY KU (2015)**

Lecturer in Finance

B.A., 1999, National Taiwan University; MBA, 2001, Ph.D., 2014, University of Illinois at Chicago.

**SAMUEL S. LEE (2015)**

Assistant Professor of Finance

B.A., Goeth University; M.A., Goeth University; Ph.D., 2009, Stockholm School of Economics.

**JOSEPH ORI (2018)**

Professor of Practice of Finance

B.S., 1978, MBA, 1983 - Depaul University, MA, 2000 - Harvard Business School

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**NING PU (2019)**

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**ATULYA SARIN (1992)**

Professor of Finance

B.S., 1982, Delhi College of Engineering; MBA, 1988, Ph.D., 1992, Virginia Polytechnic Institute.

**GUSTAVO SCHWENKLER (2020)**

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B.Sc., 2008, M.Sc., 2013 - Stanford University, Ph.D., 2013 - Stanford University

**SIMON SEIDLER (2019)**

Adjunct Lecturer of Finance

B.S., 1996, MBA - 1999 - San Jose State University, JD - 2003 - Santa Clara University

**HERSH M. SHEFRIN (1978)**

Professor of Finance

B.S., 1970, University of Manitoba; M.M., 1971, University of Waterloo; Ph.D., 1974, London School of Economics.

**MEIR STATMAN (1979)**

Professor of Finance

B.A., 1969, MBA, 1970, Hebrew University; Ph.D., 1978, Columbia University.

**MANISH TEWARI (2018)**

Adjunct Lecturer of Finance

B. Tech, MBA - College of Business, University of Arkansas, Ph.D., 2008 - College of Business, University of Central Florida

**ELYAS FERMAND (2021)**

Assistant Professor of Finance

B.Sc., 2011 - University of Waterloo, MA, 2013 - Duke University, PhD, 2021 - University of North Carolina at Chapel Hill

## **Information Systems & Analytics Department**

**NARENDRA AGRAWAL (1992)**

Professor of Information Systems and Analytics

B.Tech., 1984, Institute of Technology, Banaras Hindu University; M.S., 1987, University of Texas, Dallas; Ph.D., 1994, The Wharton School, University of Pennsylvania.

**RAM BALA (2012)**

Associate Professor of Information Systems and Analytics

B.Tech., 1998, Indian Institute of Technology, Bombay; Ph.D., 2004, University of California, Los Angeles.

**VIKRAM BHARGAVA (2017)**

Assistant Professor of Organizational Analysis and Management

B.A., 2010, Rutgers University; Ph.D., 2012, Princeton University; M.A., 2014, Ph.D., 2017, University of Pennsylvania.

**GANGSHU CAI (2012)**

Professor of Information Systems and Analytics

B.S., 1996, M.S., 1999, Peking University, Beijing; Ph.D., 2005, North Carolina State University.

**SUNGHUN CHUNG (2019)**

Assistant Professor of Information Systems and Analytics

Bachelor of Engineering, Management Engineering, Korea Advanced Institute of Science & Technology (KAIST) 2005

PhD Information Systems, KAIST 2010

**HOMI FATEMI (2019)**

Professor of Practice in Information Systems and Analytics

BS Mechanical Engineering 1977; MS Material Science & Engineering, Stanford Univ 1979; MBA, Santa Clara University 1983; PhD, Stanford, 1992

**MANOOCHEHR GHIASSI (1981)**

Professor of Information Systems and Analytics

B.S., 1970, University of Tehran; M.S., 1974, Southern Illinois University; M.S., 1979, Ph.D., 1980, University of Illinois, Urbana-Champaign.

**MEHMET GOCERI (2017)**

Adjunct Lecturer of Information Systems and Analytics

BS ERP Applications, Industrial Engineering, Istanbul University 2005; MS Industrial Engineering, Fatih University 2006; MBA Southern States University 2010; PhD Industrial Engineering, Istanbul University 2016

**RAJIV KAPUR (2016)**

Adjunct Lecturer of Information Systems and Analytics

BSc Science, Christ Church College, India 1971; BS Chemical Engineering, Indian Institute of India Roorkee 1975; MS Industrial & Systems Engineering, University of Arlington Texas 1976; PhD Industrial Engineering, University of Arlington Texas 1981

**TAO LI (2012)**

Associate Professor of Information Systems and Analytics

B.S., 2003, M.S., 2006, Tianjin University, China; MBA, 2011, University of Texas at Dallas; Ph.D., 2012, University of Texas at Austin.

**XIAOYAN LIU (2021)**

Assistant Professor of Information Systems and Analytics

Bachelor of Engineering, Logistics Engineering, Tianjin University, 2014; PhD Operations, Technology & Information Management, Cornell University 2015

**HAIBING LU (2011)**

Associate Professor of Information Systems and Analytics

B.S., 2002, M.S., 2005, Xi'an Jiaotong University, China; Ph.D., 2011, Rutgers University.

**MOHAMMAD AMIN MORID (2018)**

Assistant Professor of Information Systems & Analytics

BSc Software Engineering, Amirkabir University of Technology 2009; MSc Information Technology, Electronic Commerce, Amirkabir University of Technology 2011; PhD Business Administration, Information Systems, University of Utah 2018

**STEVEN NAHMIAS (1979)**

Professor of Information Systems and Analytics

B.A., 1968, Queens College; B.S., 1968, Columbia University; M.S., 1971, Ph.D., 1972, Northwestern University.

**SAMI NAJAFI-ASADOLAH (2013)**

Associate Professor of Information Systems and Analytics

B.S., 2002, K.N. Toosi University of Technology; M.S., 2005, Sharif University of Technology; M.S., 2007, Ph.D., 2011, London Business School.

**MICHELE SAMORANI (2017)**

Assistant Professor of Information Systems and Analytics

B.S., 2003, University of Bologna; M.Eng., 2006, Ph.D., 2012, University of Colorado.

**RICHARD SCHAFFZIN (2019)**

Lecturer in Information Systems and Analytics

B.S.E.E., Cornell University; M.E.E., Cornell University; M.S.E.E., Massachusetts Institute of Technology; Emphasis in Quantum Electronics and Solid State Physics; Ph.D., Santa Clara University; Business Mgmt. & Finance (MBA completed as first part of Ph. D. program.)

**S. ANDREW STARBIRD (1987)**

Professor of Information Systems and Analytics

B.S., 1982, University of California, Davis; MBA, 1984, Santa Clara University; Ph.D., 1987, Cornell University.

**SUMANA SUR (2019)**

Lecturer of Information Systems and Analytics

MS Operations Management, Stanford University 1996; Center for Studies in Social Sciences, Calcutta, India. Research Training Program 1991; MS Economics, University of Calcutta 1988; BS Economics, Lady Brabourne College, University of Calcutta (Honors) 1985

**ALAN TAN (2017)**

Adjunct Lecturer of Information Systems and Analytics

PhD Electrical Engineering (EE), SUNY Buffalo

**DAN TREPANIER (2018)**

Adjunct Lecturer of Information Systems and Analytics

BSCE Electrical Engineering, Queen's University 1990; MBA Finance, Leonard N. Stern School of Business, New York University 1998

**ANDY A. TSAY (1995)**

Professor of Information Systems and Analytics

B.S., 1989, M.S., 1990, Ph.D., 1996, Stanford University.

**YAQIONG WANG (2020)**

Assistant Professor of Information Systems and Analytics

Bachelor of Management, Beihang University, 2012; Master of Management Science and Engineering, Beihang University 2105; PhD Business Administration, Information & Decision Sciences, Carlson School of Management, University of Minnesota 2020

**GRAEME WARREN (2015)**

Lecturer of Information Systems and Analytics

MSIE, 1991, Ph.D., 1997, Purdue University; MSF, 2008, B.A., 2011, Florida Atlantic University.

**DAVID K. ZIMBRA (2011)**

Associate Professor of Information Systems and Analytics

B.S., 2003, M.S., 2007, Santa Clara University; Ph.D., 2012, University of Arizona.

## **Management & Entrepreneurship Department**

**GREGORY A. BAKER (1988)**

Professor of Management

B.S., 1978, M.S., 1980, Ph.D., 1982, Purdue University.

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Additionally, it is the University's policy that there shall be no discrimination or retaliation against employees or students who raise issues of discrimination or potential discrimination or who participate in the investigation of such issues. The University will provide reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability under the law.

The Director of Equal Opportunity and Title IX coordinates and oversees the prompt response, impartial and thorough investigation, and equitable and timely resolution to all instances of discrimination and harassment, sexual harassment, and other forms of sexual misconduct involving students, faculty, and staff. The Director also tracks incidents and trends involving sexual misconduct and serves as the principal contact for government and external inquiries regarding civil rights compliance and Title IX.

Inquiries about this policy or to report an incident of discrimination, harassment, retaliation, or sexual misconduct should contact:

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