

2024–25 Bulletin

Olin School of Business Graduate Programs



Washington University in St. Louis

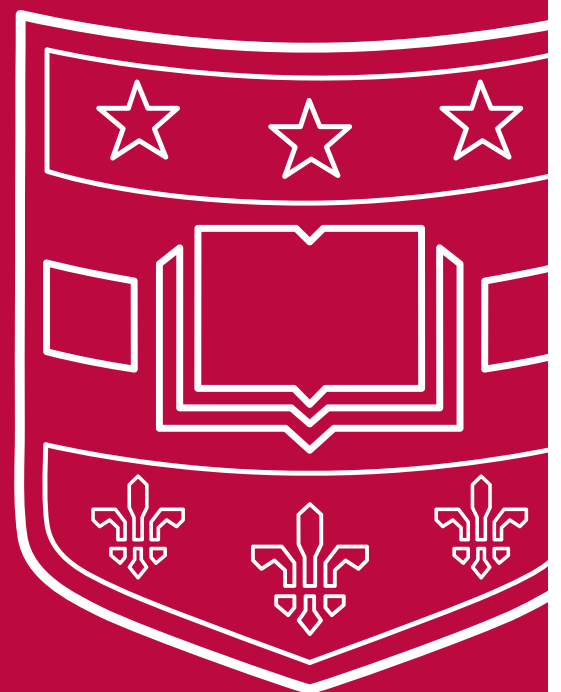


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About This Bulletin

The graduate and professional *Bulletins* are the catalogs of programs, degree requirements, courses that may be offered and course descriptions, pertinent university policies, and faculty of the following schools of Washington University in St. Louis: Architecture & Urban Design; Art; Arts & Sciences; Business; Engineering; Law; Medicine; and Social Work & Public Health.

The *School of Continuing & Professional Studies Bulletin* is the catalog of the School of Continuing & Professional Studies (CAPS), the professional and continuing education division at Washington University in St. Louis. The catalog includes programs, degree requirements, course descriptions, and pertinent university policies for students earning a degree through CAPS.

The 2024-25 *Bulletin* is entirely online but may be downloaded in PDF format for printing. Individual pages as well as information from individual tabs may be downloaded in PDF format using the PDF icon in the top right corner of each page. To download the full PDF, please choose from the following:

—The 2024-25 *Bulletin* PDFs are coming soon!—

- Architecture & Urban Design Bulletin (PDF)
- Art Bulletin (PDF)
- Arts & Sciences Bulletin (PDF)
- Business Bulletin (PDF)
- Engineering Bulletin (PDF)
- Law Bulletin (PDF)
- Medicine Bulletin (PDF)
- Social Work & Public Health Bulletin (PDF)
- School of Continuing & Professional Studies Bulletin (undergraduate & graduate) (PDF)

The degree requirements and policies listed in the 2024-25 *Bulletin* apply to students entering Washington University during the 2024-25 academic year. For more information, please visit the Catalog Editions (p. 7) page.

Every effort is made to ensure that the information, applicable key policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication (July 1, 2024). To view a list of changes that have taken place after that date, visit the Program & Policy Updates page. Please note that the *Bulletin* highlights key university policies applicable to its students. Not all applicable university and departmental policies are included here.

Washington University reserves the right to make changes at any time without prior notice to the *Bulletin* and to university policies. Therefore, the electronic version of the *Bulletin* as published online is considered the official, governing document, and it may change from time to time without notice.

The next edition of the *Bulletin* will be published on July 1, 2025. In the interim, semester course offerings will be found in Washington University's Course Listings; these are usually available at the end of September for the upcoming spring semester, in early February for the

upcoming summer semester, and in late February for the upcoming fall semester. Midyear changes to current courses (titles, descriptions, and credit units) are not reflected in this *Bulletin* and will only appear in the Course Listings. For more information about determining the appropriate edition of the *Bulletin* to consult, please visit the Catalog Editions page (p. 7) in the About This Bulletin section.

For the most current information about registration and available courses, visit WebSTAC and Course Listings, respectively. Please email the Bulletin editor, Jennifer Gann, (jennifer.gann@wustl.edu) with any questions concerning the *Bulletin*.

Bulletin Policies

Changes to the Bulletin

Every effort is made to ensure that the information, policies and other materials presented in the *Bulletin* are accurate and correct as of the date of publication. For more information about the content review process for the *Bulletin*, please visit the Catalog Editions page (p. 7).

The *Bulletin* for the upcoming academic year is published annually on July 1, and certain post-publication changes may be made until October 1. To view a list of changes that have taken place after the July 1 publication date, please visit the Program & Policy Updates page.

Washington University reserves the right to make changes at any time without prior notice. Therefore, the electronic version of the *Bulletin* and the policies set forth therein may change from time to time without notice. The governing document at any given time is the then-current version of the *Bulletin*, as published online, and then-currently applicable policies and information are those contained in that *Bulletin*.

Discontinued Programs

Periodically, Washington University schools will change their program offerings. If a program is no longer accepting applicants, we will note this in the *Bulletin*, and soon after the program will be removed from the *Bulletin*. Students who are actively enrolled in these programs will be held to the requirements and policies published in the *Bulletin* from their year of matriculation. If a student has not been continuously enrolled in such a program and now wishes to inquire whether a discontinued program can still be completed, they should contact the relevant department or school to determine whether this opportunity is available.

Year of Matriculation

Students who attend Washington University are held to the policies in place as published in the *Bulletin* during their year of matriculation. For more information, please visit the Catalog Editions page (p. 7).

Course Numbering

Courses at Washington University are coded by department and include a three- or four-digit number that generally means the following, although students should check with the school or department offering the courses to be certain:

- 100 to 199 are primarily for first-year students;
- 200 to 299 are primarily for sophomores;
- 300 to 399 are primarily for juniors;
- 400 to 499 are primarily for juniors and seniors, although certain courses may carry graduate credit; and
- 500 and above are offered to graduate students and to juniors and seniors who have met all stated requirements. (If there are no stated requirements, juniors and seniors should obtain permission of the instructor.)

For example: Course L07 105 is an introductory course offered by the Department of Chemistry (L07).

The presence of a course in this *Bulletin* signifies that it is part of the curriculum currently offered and may be scheduled for registration. Enrollment requirements are determined by term.

Curriculum Designators

The designators shown below are used in Washington University's course descriptions and listed here alphabetically by code. The primary fields covered in each section are also listed.

A (Architecture)

Code	Name
A46 ARCH	Architecture
A48 LAND	Landscape Architecture
A49 MUD	Urban Design
AS1 MedSoc	Medicine and Society
AS2 PCS	Process Control Systems
AS3 UMSLEN	UMSL Joint Engineering Program

B (Business)

Code	Name
B50 ACCT	Accounting
B51 ADMN	Administration
B52 FIN	Finance
B53 MGT	Management
B54 MEC	Managerial Economics
B55 MKT	Marketing
B56 OB	Organizational Behavior
B57 SCOT	Supply Chain, Operations, and Technology
B59 DAT	Data Analytics
B60 ACCT	Graduate Accounting
B62 FIN	Graduate Finance
B63 MGT	Graduate Management
B64 MEC	Graduate Managerial Economics
B65 MKT	Graduate Marketing
B66 OB	Graduate Organizational Behavior

B67 SCOT	Graduate Supply Chain, Operations, and Technology
B69 DAT	Graduate Data Analytics
B90 BEE	Brookings Executive Education
B99 INTL	International Studies

E (Engineering)

Code	Name
E35 ESE	Electrical & Systems Engineering
E37 MEMS	Mechanical Engineering & Materials Science
E44 EECE	Energy, Environmental & Chemical Engineering
E60 Engr	General Engineering
E62 BME	Biomedical Engineering
E81 CSE	Computer Science & Engineering
EGS EGS	Engineering Graduate Studies

F (Art)

Code	Name
F00 Art	Art
F10 ART	Art (Core and Major Studio Courses)
F20 ART	Art (Elective Studio Courses)

I (Interdisciplinary Programs)

Code	Name
I02 MAIR	Military Aerospace Science
I25 MILS	Military Science
I50 INTER D	Interdisciplinary Studies
I52 IMSE	Institute of Materials Science & Engineering
I53 DCDS	Division of Computational and Data Sciences
I60 BEYOND	Beyond Boundaries

L (Arts & Sciences)

Code	Name
L01 Art-Arch	Art History and Archaeology
L04 Chinese	Chinese
L05 Japan	Japanese
L07 Chem	Chemistry
L08 Classics	Classics
L09 Greek	Greek
L10 Latin	Latin
L11 Econ	Economics
L12 Educ	Education
L13 Writing	Writing
L14 E Lit	English Literature
L15 Drama	Drama
L16 Comp Lit	Comparative Literature
L18 URST	Urban Studies

L19 EEPS	Earth, Environmental, and Planetary Sciences
L21 German	Germanic Languages and Literatures
L22 History	History
L23 Re St	Religious Studies
L24 Math	Mathematics and Statistics
L27 Music	Music
L28 P.E.	Physical Education
L29 Dance	Dance
L30 Phil	Philosophy
L31 Physics	Physics
L32 Pol Sci	Political Science
L33 Psych	Psychological & Brain Sciences
L34 French	French
L36 Ital	Italian
L37 Portug	Portuguese
L38 Span	Spanish
L39 Russ	Russian
L40 SOC	Sociology
L41 Biol	Biology and Biomedical Sciences
L43 GeSt	General Studies
L44 Ling	Linguistics
L45 LatAm	Latin American Studies
L46 AAS	Asian American Studies
L48 Anthro	Anthropology
L49 Arab	Arabic
L51 Korean	Korean
L52 ARC	Archaeology
L53 Film	Film and Media Studies
L56 CFH	Center for the Humanities
L57 RelPol	Center on Religion and Politics
L59 CWP	College Writing Program
L61 FYP	First-Year Programs
L62 Praxis	Praxis
L63 IPMS	Movement Science
L64 PNP	Philosophy-Neuroscience-Psychology
L66 ChSt	Children's Studies
L73 Hindi	Hindi
L74 HBRW	Hebrew
L75 JIMES	Jewish, Islamic, and Middle Eastern Studies
L77 WGSS	Women, Gender, and Sexuality Studies
L81 EALC	East Asian Languages & Cultures
L82 EnSt	Environmental Studies
L84 Lw St	Legal Studies
L85 MedH	Medical Humanities
L86 PBPM Study	Biological & Physical Sciences for PBPM Study
L87 SDS	Statistics and Data Science
L89 SpHr	Speech and Hearing

L90 AFAS	African and African-American Studies
L92 APL	Applied Linguistics
L93 IPH	Interdisciplinary Project in the Humanities
L97 GS	Global Studies
L98 AMCS	American Culture Studies
L99 OSP	Overseas Programs
LGS GSAS	The Graduate School
LPH LPHS	Public Health and Society

M (Medicine)

Code	Name
M01 OT	Occupational Therapy Program
M02 PhysTher	Physical Therapy Program-Grad PhysTher
M04 FYSelect	First-Year Selectives
M05 Neurosci	Neuroscience
M10 Anesth	Anesthesiology
M15 Biochem	Biochemistry and Molecular Biophysics
M17 CLNV	Clinical Investigation
M18 BMI	Biomedical Informatics
M19 PHS	Population Health Sciences
M20 Genetics	Genetics
M21 MSB	Biostatistics and Genetic Epidemiology
M25 Medicine	Internal Medicine Medicine
M26 FamMed	Family Medicine
M27 EMED	Emergency Medicine
M30 MolMB	Molecular Microbiology
M35 Neurol	Neurology
M40 NeurSurg	Neurological Surgery NeurSurg
M45 ObGyn	Obstetrics and Gynecology
M50 Ophth	Ophthalmology and Visual Sciences
M55 Oto	Otolaryngology
M60 Path	Pathology
M65 Peds	Pediatrics
M70 MolBio/ Pha	Molecular Biology and Pharmacology Pha
M75 CellBio	Cell Biology and Physiology
M80 Interdis	Interdisciplinary
M81 Gateway	Gateway Curriculum
M85 Psych	Psychiatry
M88 AHBR	Applied Health Behavior Research
M89 PACS	Audiology and Communication Sciences
M90 Radiol	Radiology
M91 MedPhys	Medical Physics MedPhys
M92 RadOnc	Radiation Oncology

M93 NrsSci	Nursing Science
M95 Surgery	Surgery
M96 Ortho	Orthopedic Surgery
M99 Ind Stdy	Independent Study

S (Social Work and Public Health)

Code	Name
S10 SWCR	Core
S15 SWCR	MSW Foundation
S20 SWHS	Theory, Problems & Issues
S30 SWDP	Practice Methods
S31 SWDP	Practice Methods
S40 SWSP	Social Policy
S48 SWSP	Social Policy
S50 SWSA	Practice Methods
S55 MPH	Master of Public Health (MPH)
S60 SWCD	Practice Methods
S65 SWCD	Practice Methods
S70 SWPR	MSW Practicum
S81 SKILL	Skill Labs
S90 SWDT	Brown PhD
S91 PSTM	Post-Master Certificate

T (Engineering - Joint Program & Sever Institute)

Code	Name
T11 JCS	Joint Introduction to Computing
T54 PRJM	Project Management
T55 ETEM	Engineering Management
T64 CNST	Construction Management
T71 HLTHCARE	Health Care Operations
T81 INFO	Information Management
T83 CYBER	Cybersecurity Management
T92 HCO	Health Care Operations (Online)
T93 CSM	Cybersecurity Management (Online)
T95 EMGT	Engineering Management (Online)

U (School of Continuing & Professional Studies)

Code	Name
U02 Classics	Classics
U03 GS	General Studies
U05 Chem	Chemistry
U07 Econ	Economics

U08 Educ	Education
U09 Psych	Psychological & Brain Sciences (Psychology)
U10 ArtArch	Art History and Archaeology
U11 EComp	English Composition
U12 Fr	French
U13 EPSc	Earth and Planetary Sciences
U14 German	Germanic Languages and Literatures
U15 ELP	English Language Programs
U16 Hist	History
U18 Film	Film and Media Studies
U19 SUST	Sustainability
U20 Math	Mathematics and Statistics
U21 Drama	Drama
U22 Phil	Philosophy
U23 Phys	Physics
U24 Mus	Music
U25 PolSci	Political Science
U26 Port	Portuguese
U27 Span	Spanish
U29 Bio	Biology
U30 Spch	Speech
U31 Dance	Dance and Somatic Movement Studies
U32 CompLit	Comparative Literature
U35 Arab	Arabic
U36 Japan	Japanese
U37 Hebr	Hebrew
U38 Chinese	Chinese
U39 Russ	Russian
U40 Ital	Italian
U43 IS	International Studies
U44 Bus	Business
U47 IRISH	Irish Studies
U48 Comm	Communications
U49 JRN	Journalism
U51 KOREAN	Korean
U56 ISLA	Integrated Studies in Liberal Arts
U65 ELit	English and American Literature
U66 RelSt	Religious Studies
U67 LAS	Latin American Studies
U68 SOC	Sociology
U69 Anthro	Anthropology
U71 DATA	Data Studies
U73 Hindi	Hindi
U74 Sci	Science
U76 NPM	Nonprofit Management
U78 EAsia	East Asian Studies
U79 Art	Art
U80 CRM	Clinical Research Management

U82 CIM	Computers and Information Management
U84 AFAS	African and African-American Studies
U85 IA	International Affairs
U86 HCARE	Health Care
U87 HRM	Human Resources Management
U89 AMCS	American Culture Studies
U90 GIS	Geographic Information Systems
U91 Ling	Linguistics
U92 WGSS	Women, Gender, and Sexuality Studies
U93 Scan	Scandinavian
U94 JME	Jewish, Islamic, and Middle Eastern Studies
U96 DLA	DLA Seminars
U98 MLA	MLA Seminars

W (Law)

Code	Name
W74 LAW	Law
W75 LAW	Law
W76 LAW	Law
W77 LAW	Law
W78 LAW	Law
W79 LAW	Law
W80 OLAW	Law Online

X (Design & Visual Arts)

Code	Name
X10 XCORE	Design & Visual Arts - Core
X20 XELEC	Design & Visual Arts - Elective

Catalog Editions

The courses and policies listed in this *Bulletin* are subject to change at any time through normal approval channels within Washington University. New courses, changes to existing course work and new policies are initiated by the appropriate institutional departments, committees or administrators. Academic policy revisions are generally implemented in the next academic year following notification thereof. Washington University publishes a new edition of the *Bulletin* each July, and its contents apply to the subsequent fall, spring, and summer terms. Occasionally a policy or requirement must be changed and implemented during the same academic year (e.g., in the case of relevant external requirements such as state regulations). All changes must be approved by college or school personnel who oversee academic curriculum and policies.

Washington University students must complete the graduation requirements in effect during the term that they matriculated into their program of study as published in the edition of the *Bulletin* from that academic year. Undergraduates who initially enroll in a summer term to pursue a special program follow requirements for the subsequent fall term. Students will need to check their school's processes to potentially change applicable catalog years or alter their degree requirements.

Students should review specific Washington University and individual school policies related to transfer credit, changing programs, leaves of absence, and military service.

Prior Bulletins

To find program details, course descriptions, and relevant policies, choose the year of enrollment below to find the available *Bulletins*. If the required year is not shown or the school's *Bulletin* is not available, please email the Office of the University Registrar (registrar@wustl.edu) with specifics of the needed information.

2023-2024

The HTML archives of the 2023-24 Bulletin are coming soon.

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- School of Continuing & Professional Studies Bulletin (HTML: Undergraduate, Graduate) (PDF)

2022-2023

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2021-2022

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2020-2021

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2019-2020

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Business Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2018-2019

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)

- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2017-2018

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Law Bulletin (HTML) (PDF)
- Medicine Bulletin (HTML) (PDF)
- Social Work & Public Health Bulletin (HTML) (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2016-2017

- Graduate Architecture & Urban Design Bulletin (HTML) (PDF)
- Graduate Art Bulletin (HTML) (PDF)
- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Graduate Engineering Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)
- University College Bulletin (HTML: Undergraduate, Graduate) (PDF)

2015-2016

- Graduate Arts & Sciences Bulletin (HTML) (PDF)
- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2014-2016

- University College Bulletin (undergraduate & graduate) (PDF)

2014-2015

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2013-2014

- Medicine Bulletin (PDF)
- Undergraduate Bulletin (HTML) (PDF)

2012-2015

- Graduate Arts & Sciences Bulletin (PDF)

2012-2014

- University College Bulletin (undergraduate & graduate) (PDF)

2012-2013

- [Medicine Bulletin \(PDF\)](#)
- [Undergraduate Bulletin \(HTML\) \(PDF\)](#)

2011-2012

- [Medicine Bulletin \(PDF\)](#)
- [Undergraduate Bulletin \(HTML\) \(PDF\)](#)

2010-2011

- [Medicine Bulletin \(PDF\)](#)
- [Undergraduate Bulletin \(PDF\)](#)

2009-2012

- [Graduate Arts & Sciences Bulletin \(PDF\)](#)

2009-2010

- [Medicine Bulletin \(PDF\)](#)

2008-2010

- [Undergraduate Bulletin \(PDF\)](#)

2008-2009

- [Medicine Bulletin \(PDF\)](#)

2006-2009

- [Graduate Arts & Sciences Bulletin \(PDF\)](#)
and accompanying 2008 Update (PDF)

2006-2008

- [Undergraduate Bulletin \(PDF\)](#)

About Washington University in St. Louis

Who We Are Today

Washington University in St. Louis — a medium-sized, independent university — is dedicated to challenging its faculty and students alike to seek new knowledge and greater understanding of an ever-changing, multicultural world. The university is counted among the world's leaders in teaching and research, and it draws students from all 50 states, the District of Columbia, Guam, Puerto Rico and the Virgin Islands. Students and faculty come from more than 100 countries around the world.

The university offers more than 250 programs and 5,500 courses leading to associate, bachelor's, master's, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs. For more information about the university, please visit the University Facts page of our website.

Enrollment by School

For enrollment information, please visit the University Facts page of our website.

Our Mission Statement

The mission of Washington University in St. Louis is to act in service of truth through the formation of leaders, the discovery of knowledge and the treatment of patients for the betterment of our region, our nation and our world.

At WashU, we generate, disseminate, and apply knowledge. We foster freedom of inquiry and expression of ideas in our research, teaching and learning.

We aim to create an environment that encourages and supports wide-ranging exploration at the frontier of discovery by embracing diverse perspectives from individuals of all identities and backgrounds. We promote higher education and rigorous research as a fundamental component of an open, vibrant society. We strive to enhance the lives and livelihoods not only of our students, patients, and employees but also of the people of the greater St. Louis community and beyond. We do so by addressing scientific, social, economic, medical, and other challenges in the local, national, and international realms.

Our goals are:

- to foster excellence and creativity in our teaching, research, scholarship, patient care and service
- to welcome students, faculty and staff from all backgrounds to create an inclusive, equitable community that is nurturing and intellectually rigorous

- to cultivate in students habits of lifelong learning and critical and ethical thinking, thereby enabling them to be productive members and leaders of a global society
- to contribute positively to our home community of St. Louis, and to effect meaningful, constructive change in our world

To this end we intend:

- to hold ourselves to the highest standards of excellence
- to educate aspiring leaders of great ability from diverse backgrounds
- to encourage faculty and students to be innovative, bold, independent, critical thinkers
- to build an inclusive, equitable, respectful, ethically-principled environment for living, teaching, learning and working for the present and future generations
- to focus on meaningful and measurable outcomes for all of our endeavors

Mission statement endorsed by the Faculty Senate Council in April 2021 and approved by the Board of Trustees on October 1, 2021.

Trustees & Administration

Board of Trustees

Washington University's Board of Trustees is the chief governing body of Washington University in St. Louis. Please visit the Board of Trustees website for more information.

University Administration

In 1871, Washington University co-founder and then-Chancellor William Greenleaf Eliot sought a gift from Hudson E. Bridge, a charter member of the university's Board of Directors, to endow the chancellorship. Soon after this endowment was received, the position was renamed the "Hudson E. Bridge Chancellorship."

The officers of the university administration are currently led by Chancellor Andrew D. Martin. University leadership is detailed on the Washington University website.

Academic Calendar

The academic calendar of Washington University in St. Louis is designed to provide an optimal amount of classroom instruction and examination within a manageable time frame, facilitating our educational mission to promote learning among both students and faculty. Individual schools — particularly our graduate and professional schools — may have varying calendars due to the nature of particular fields of study. Please refer to each school's website for more information.

Fall Semester 2024

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies

Date	Day	Description
August 26	Monday	First day of classes
September 2	Monday	Labor Day (no classes)
October 5-8	Saturday-Tuesday	Fall Break (no classes)
November 27- December 1	Wednesday-Sunday	Thanksgiving Break (no classes)
December 6	Friday	Last day of classes
December 9-11	Monday-Wednesday	Reading days
December 12-18	Thursday- Wednesday	Final exams

Spring Semester 2025

College of Arts & Sciences, McKelvey School of Engineering, Olin Business School, Sam Fox School of Design & Visual Arts, and the School of Continuing & Professional Studies

Date	Day	Description
January 13	Monday	First day of classes
January 20	Monday	Martin Luther King, Jr. holiday (no classes)
March 9-16	Sunday-Sunday	Spring Break (no classes)
April 25	Friday	Last day of classes
April 28-30	Monday-Wednesday	Reading days
May 1-7	Thursday- Wednesday	Final exams

Commencement

Date	Day	Description
May 12	Monday	Class of 2025 Commencement

Summer Semester 2025

Date	Day	Description
May 19	Monday	First Summer Session begins
May 26	Monday	Memorial Day (no classes)
July 4	Friday	Independence Day (no classes)
August 14	Thursday	Last Summer Session ends

Washington University recognizes the individual student's choice in observing religious holidays (PDF). Students are encouraged to make arrangements with instructors to complete work missed due to religious observance. Instructors are asked to make every reasonable effort to accommodate such requests.

Campus Resources Student Support Services

The Learning Center. The Learning Center is located on the lower level of the Mallinckrodt Center, and it is the hub of academic support at Washington University in St. Louis. We provide undergraduate students with assistance in a variety of forms. Most services are free, and each year more than 2,000 students participate in one or more of our programs. For more information, visit the Learning Center website or call 314-935-5970. There are three types of services housed within the Learning Center:

- **Academic Mentoring Programs** offer academic support in partnership with the academic departments in a variety of forms. Academic mentoring programs are designed to support students in their course work by helping them develop the lifelong skill of "learning how to learn" and by stimulating their independent thinking. Programs include course-specific weekly structured study groups facilitated by highly trained peer leaders as well as course-specific weekly walk-in sessions facilitated by academic mentors in locations, at times and in formats convenient for the students. The Learning Center also offers individual consulting/coaching for academic skills such as time management, study skills, note taking, accessing resources and so on. Other services include fee-based graduate and professional school entrance preparation courses.
- **Disability Resources** supports students with disabilities by fostering and facilitating an equal access environment for the Washington University community of learners. Disability Resources partners with faculty and staff to facilitate academic and housing accommodations for students with disabilities on the Danforth Campus. Students enrolled in the School of Medicine should contact their program's director. Please visit the Disability Resources website or contact the Learning Center at 314-935-5970 for more information.
- **TRIO: Student Support Services** is a federally funded program that provides customized services for undergraduate students who are low income, who are the first in their family to go to college, and/or who have a documented disability. Services include academic coaching, academic peer mentoring, cultural and leadership programs, summer internship assistance and post-graduation advising. First-year and transfer students are considered for selection during the summer before they enter their first semester. Eligible students are encouraged to apply when they are notified, because space in this program is limited. For more information, visit the TRIO Program website.

Medical Student Support Services. For information about Medical Student Support Services, please visit the School of Medicine website.

Office for International Students and Scholars. If a student is joining the university from a country other than the United States, this office can assist that individual through their orientation programs, issue certificates of eligibility (visa documents), and provide visa and immigration information. In addition, the office provides personal and cross-cultural counseling and arranges social, cultural and recreational activities that foster international understanding on campus.

The Office for International Students and Scholars is located on the Danforth Campus in the Danforth University Center at 6475 Forsyth Boulevard, Room 330. The office can be found on the Medical Campus in the Mid Campus Center (MCC Building) at 4590 Children's Place, Room 2043. For more information, visit the Office for International Students and Scholars website or call 314-935-5910.

Office of Military and Veteran Services. This office serves as the university's focal point for military and veteran matters, including transitioning military-connected students into higher education, providing and connecting students with programs and services, and partnering across campus and in the community. Services include advising current and prospective students on how to navigate the university and maximize Department of Defense and Veterans Affairs (VA) educational benefits, transition support, Veteran Ally training for faculty and staff, veteran-unique programming, and connecting students to campus and community resources. Military-connected students include veterans, military service members, spouses, dependent children, caregivers, survivors and Reserve Officer Training Corp cadets. There are two university policies that apply to students who still serve in the Armed Forces and students who use VA educational benefits:

- The Policy on Military Absences, Refunds and Readmissions applies to students serving in the U.S. Armed Forces and their family members when military service forces them to be absent or withdraw from a course of study.
- The Policy on Protections for VA Educational Benefit Users applies to students using VA education benefits when payments to the institution and the individual are delayed through no fault of the student.

The Office of Military and Veteran Services is located in Umrath Hall on the Danforth Campus. Please visit the Military and Veteran Services website or send an email to veterans@wustl.edu for more information.

Relationship and Sexual Violence Prevention (RSVP) Center. The RSVP Center offers free and confidential services including 24/7 crisis intervention, counseling services, resources, support and prevention education for all students on the Danforth Campus. The RSVP Center operates from a public health model and uses trauma-informed practices to address the prevalent issues of relationship and sexual violence. By providing support for affected students, it is our goal to foster post-traumatic growth and resilience and to help ensure academic retention and success. Our prevention efforts call for community engagement to engender an intolerance of violence and an active stance toward challenging cultural injustices that perpetuate such issues. Learn more at the RSVP Center website.

WashU Cares. WashU Cares assists the university with handling situations involving the safety and well-being of Danforth Campus students. WashU Cares is committed to fostering student success and campus safety through a proactive, collaborative and systematic approach to the identification of, intervention with and support of students of concern while empowering all university community members to create a culture of caring. If there is a concern about the physical or mental well-being of a student, please visit the WashU Cares website to file a report.

The Writing Center. The Writing Center — a free service — offers writing support to all Washington University undergraduate and graduate students. Tutors will read and discuss any kind of work in progress, including student papers, senior theses, application materials, dissertations and oral presentations. The Writing Center staff is trained to work with students at any stage of the writing process, including brainstorming, developing and clarifying an argument, organizing evidence, and improving style. Rather than editing or proofreading, tutors will emphasize the process of revision and teach students how to edit their own work.

The Writing Center is located in Mallinckrodt Center on the lower level. Appointments are preferred and can be made online, but walk-ins will be accepted if tutors are available.

Student Health and Well-Being Services, Danforth Campus

The Habif Health and Wellness Center provides medical, psychiatric, and health promotion services for undergraduate and graduate students on the Danforth Campus. Please visit the Habif Health and Wellness Center website for more information about Habif's services and staff members.

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours care, students should access TimelyCare.

Medical Services

Medical Services staff members provide care for the evaluation and treatment of an illness or injury, preventive health care and health education, immunizations, nutrition counseling, sports medicine, travel medicine, and sexual health services. Psychiatry Services staff provide ongoing medication management for students to address their mental health concerns. Habif Health and Wellness Center providers are participating members of the Washington University in St. Louis Physician's Network. Any condition requiring specialized medical services will be referred to an appropriate specialist. Habif accepts health insurance plans that have met waiver criteria for the Student Health Insurance Plan and will be able to bill the plan according to plan benefits. The Student Health Insurance Plan requires a referral for medical care any time care is not provided at Habif (except in an emergency). Call 314-935-6666 or visit the Habif website to schedule an appointment.

Appointments are also available for the assessment and referral of students struggling with substance use.

Quadrangle Pharmacy, located in the Habif Health and Wellness Center, is available to all Washington University students and their dependents. The pharmacy accepts most prescription insurance plans; students should check with the pharmacist to see if their prescription plan is accepted at the pharmacy.

The Habif Health and Wellness Center lab provides full laboratory services. Some tests can be performed in house. The remainder of all testing that is ordered by Habif is completed by LabCorp. LabCorp serves as Habif's reference lab, and it is a preferred provider on the student health insurance plan. This lab can perform any test ordered by Habif providers or outside providers.

All incoming students must provide proof of immunization for measles, mumps, and rubella (i.e., two vaccinations after the age of one year old; a titer may be provided in lieu of the immunizations). Proof of receiving a meningococcal vaccine is required for all incoming undergraduate students. A TB test in the past six months is required for students entering the university who screen positive on the TB questionnaire found on the student portal. It is also recommended that, during the five years before beginning their studies at Washington University, all students will have received the tetanus diphtheria immunization, the hepatitis A vaccine series, the hepatitis B vaccine series, the HPV vaccine series, the meningitis B vaccine, and the varicella vaccine. Medical history forms are available online. Failure to complete the required forms will delay a student's registration and prevent their entrance into housing assignments. Please visit the Habif website for complete information about immunization requirements and deadlines.

Health Promotion Services

Health Promotion Services staff and Peer Health Educators provide free programs and risk reduction information related to mental health, sexual health, alcohol/other drugs, and community care. For more information, visit the Zenker Wellness Suite in Sumers Recreation Center, consult the Health and Wellness Digital Library, follow Habif on Instagram (@washu_habif), and/or email wellness@wustl.edu. In 2018, this department launched the WashU Recovery Group to provide an opportunity for students in recovery from substance use to connect with other students with similar experiences.

Center for Counseling and Psychological Services (CCPS)

Hours:

Monday, Tuesday, Thursday, and Friday: 8 a.m. - 5 p.m.

Wednesday: 10 a.m. - 5 p.m.

Saturday, Sunday, and university holidays: Closed

For after-hours mental health support, students should access TimelyCare.

Located in the Habif Health and Wellness Center, CCPS is staffed by licensed professional staff members who work with students to resolve personal and interpersonal difficulties. These may include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Services include individual, group, and couples counseling; crisis counseling; and referral for off-campus counseling when students' needs can be better met outside of CCPS. Providers also offer self-help programs, including Therapy Assistance Online (TAO). All full-time students who pay the university health and wellness fee as part of their tuition are eligible for services. Visit the CCPS website or call 314-935-6695 to schedule an appointment during business hours. For additional information, visit the CCPS website or send an email to ccpscoordinator@wustl.edu.

Important Information About Health Insurance and Fees for Danforth Campus Students

All full-time, degree-seeking Washington University students are automatically enrolled in the Student Health Insurance Plan upon completion of registration. Students may opt out of this coverage and receive a refund of the health insurance fee if they provide proof of existing comprehensive insurance coverage that meets all university requirements. Information concerning opting out of the student health insurance plan can be found online after June 1 of each year. All students must request to opt out by September 5 of every year in which they wish to be removed from the Student Health Insurance Plan. Habif provides billing services to many of the major insurance companies in the United States. Specific fees and copays apply to students using Medical Services and Mental Health Services; these fees may be billable to the students' insurance plans. More information is available on the Habif Health and Wellness Center website. In addition, WashU has a health and wellness fee designed to improve the health and well-being of the campus community. It is assessed by the university, and it is entirely separate from health insurance. It covers a membership to the Sumers Recreation Center, health education, prevention efforts, and other benefits, including no-cost counseling visits.

Student Health Services, Medical Campus

For information about student health services on the Medical Campus, please visit the Student & Occupational Health Services page of the School of Medicine website.

Campus Security

The Washington University campus is among the most attractive in the nation, and it enjoys a safe and relaxed atmosphere. Personal safety and the security of personal property while on campus is a shared responsibility. Washington University has made safety and security a priority through our commitment to a full-time professional police department, the use of closed-circuit television, card access, extensive lighting initiatives based on Crime Prevention Through Environmental

Design (CPTED) practices, shuttle services, emergency telephones, and ongoing educational safety awareness programs. The vast majority of crimes that occur on college campuses are crimes of opportunity, which can be prevented.

The best protection against crime is an informed and alert campus community. Washington University has developed several programs to help make everyone's experiences here safe and secure. An extensive network of emergency telephones — including more than 200 "blue light" telephones — is connected directly to the University Police Department and can alert the police to a person's exact location. In addition to the regular shuttle service, an evening student walking/mobile escort service known as "Bear Patrol" and a mobile Campus Circulator shuttle are available on the Danforth Campus.

The Campus2Home shuttle will provide a safe ride home for those living in four designated areas off campus — Skinker-DeBaliviere, Loop South, north of the Loop, and just south of the campus — from 7:00 p.m. to 4:00 a.m. seven days a week. The shuttle leaves from the Mallinckrodt Bus Plaza and Forsyth/Goldfarb Hall Center every 15 minutes from 7:00 p.m. to 1:00 a.m. and at the top (:00) and bottom (:30) of the hour from 1:00 a.m. to 4:00 a.m. The shuttle takes passengers directly to the front doors of their buildings. Shuttle drivers will then wait and watch to make sure passengers get into their buildings safely. Community members can track the shuttle in real time using the WUSTL Mobile App. The app can be downloaded free of charge from the Apple iTunes Store or the Google Play Store.

The University Police Department is a full-service organization staffed by certified police officers who patrol the campus 24 hours a day throughout the entire year. The department offers a variety of crime prevention programs, including a high-security bicycle lock program, free personal-safety whistles, computer security tags, personal safety classes, and security surveys. Community members are encouraged to download and install the WashU Safe personal safety app on their phones; this app allows users to call for help during emergencies, to use Friend Walk to track their walks on and off campus, and to access many additional safety features. For more information about these programs, visit the Washington University Police Department website.

In compliance with the Campus Crime Awareness and Security Act of 1990, Washington University publishes an annual report entitled *Safety & Security: Guide for Students, Faculty, and Staff — Annual Campus Security and Fire Safety Reports and Drug & Alcohol Abuse Prevention Program*. This report is available to all current and prospective students on the Danforth Campus and to university employees on the Danforth, North and West campuses. To request a hard copy, contact the Washington University Police Department, CB 1038, One Brookings Drive, St. Louis, MO 63130-4899, 314-935-9011.

For information regarding protective services at the School of Medicine, please visit the Campus Safety page of the Washington University Operations & Facilities Management Department.

Policies

Washington University has various policies and procedures that govern our faculty, staff and students. Highlighted below are several key policies of the university. Web links to key policies and procedures are available on the Office of the University Registrar website and on the university's Compliance and Policies page. Please note that the policies identified on these websites and in this *Bulletin* do not represent an entire repository of university policies, as schools, offices and departments may implement policies that are not listed. In addition, policies may be amended throughout the year.

Courses and Credit

Academic Calendar

Washington University in St. Louis primarily follows a standard semester-based academic calendar: a fall and spring semester of approximately 16 weeks, including sessions of half-semester lengths and intersessions beginning before the term start date, and a summer term of 13 weeks, including sessions of half-term length, an intersession beginning before the term start date, and 3-, 5- and 8-week lengths. The Doctor of Medicine program follows a yearlong calendar supporting modular curriculum delivery.

Credit Measure

Credit hours for undergraduate and graduate programs are awarded as "units." A semester-long 3-unit undergraduate lecture class may meet three times per week for 50 minutes per session or twice per week for 80 minutes per session. Teaching and learning take many forms; online and hybrid classes require considerable time in the form of digital engagements such as discussion board activities, asynchronous webinar-type instruction or other online interactions. For all modalities of learning, the University assigns 3 units of credit when at least 9 full hours of standard academic work per week are expected of students.

Washington University credit for School of Law programs on the semester calendar is awarded in credit hours as outlined by the "American Bar Association (ABA) Standards and Rules of Procedure for Approval of Law Schools" document, further noted on the School of Law website.

Courses in the Washington University School of Medicine MD program are scheduled in weeks, and credit is awarded as credit hours such that each week of instruction is valued at 1 unit of credit. A week of instruction represents at least 45 hours of direct instruction and out-of-class related academic work.

For the full policy, visit the Office of the Provost website.

Email Communication

Email is the mechanism for official communication with students at Washington University. Students are expected to read email communications from the university in a timely fashion.

All students will be individually assigned a University email address, which will be maintained in the University email directory. Official University communications will be sent to the student's University email address in order to ensure such communications reach the intended recipient.

With the exception of School of Medicine students, a student may have email forwarded from their assigned University email address to another email address of the student's choice. School of Medicine students are prohibited from forwarding their University-assigned email address to an email address external to the University other than @bjc.org and @va.gov email domains. Students who choose to have email forwarded to another email address do so at their own risk. The University is not responsible for email forwarded to any other email address. A student's failure to read official University communications sent to the student's University email address does not absolve the student of responsibility for awareness of and compliance with the content of the official communication. Faculty and administrators should use a student's University email address when communicating via email with the student. This policy will ensure that all students will be able to comply with course and other requirements communicated to them by email from course instructors and administrators.

Graduate Student Academic Integrity Policies

Authority of Schools Over Graduate and Graduate Professional Students

1. Each school at the university may establish an academic integrity officer and/or a panel to hear and decide cases of alleged academic or professional misconduct by its graduate or graduate professional students. Schools that so choose are required to create procedures to govern the process of investigating and adjudicating the complaints filed.
 - a. The school dean, or a designee, determines the composition of such a panel and the scope of the panel's authority, which will not exceed the parameters set out immediately below.
 - b. The panel has authority to impose or recommend appropriate sanctions to the school dean, including suspension or expulsion, if academic or professional misconduct is determined.
 - c. Appeals of decisions made by an academic and professional integrity panel of a school may be made to the school dean, whose decision is final. This includes decisions of a school's academic and professional integrity panel, where the panel is vested with such authority, and the panel's decision is to impose the sanctions of suspension or expulsion. Schools are permitted, but not required, to establish an intermediate level of appeal that must be completed before a final appeal to the dean.
 - d. Except for cases falling within the immediately preceding sub-bullet, any appeal from a decision of a dean of a school to suspend or expel a student will be made in accordance with the provisions of Section VI of the Code.

2. If a school does not establish an academic integrity officer or panel or if an established officer or panel fails to function, complaints of academic or professional misconduct against graduate or graduate professional students may be heard by Academic Integrity in the Office of the Provost, the Academic Integrity Board, or the Student Conduct Board.

Source: Washington University Student Conduct Code IV.A.6

Nondiscrimination Statement

Washington University encourages and gives full consideration to all applicants for admission, financial aid and employment. The university does not discriminate in access to, treatment during, or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

Policy on Discrimination and Harassment

Washington University is committed to having a positive learning and working environment for its students, faculty and staff. University policy prohibits discrimination on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination; it violates university policy and will not be tolerated. In some circumstances, such discriminatory harassment may also violate federal, state or local law. A copy of the Policy on Discrimination and Harassment is available on the Human Resources website.

Sexual Harassment

Sexual harassment is a form of discrimination that violates university policy and will not be tolerated. It is also illegal under state and federal law. Title IX of the Education Amendments of 1972 prohibits discrimination based on sex (including sexual harassment and sexual violence) in the university's educational programs and activities. Title IX also prohibits retaliation for asserting claims of sex discrimination. The university has designated the Title IX Coordinator identified below to coordinate its compliance with and response to inquiries concerning Title IX.

For more information or to report a violation under the Policy on Discrimination and Harassment, please contact the following individuals:

Discrimination and Harassment Response Coordinators

Chalana Ferguson, Associate Vice Chancellor, Office of Institutional Equity
Phone: 314-935-2846
chalana.ferguson@wustl.edu

Gillian Boscan, Director, Investigations and Conflict Resolution,
Office of Institutional Equity
Phone: 314-935-1139
oie-investigations@wustl.edu; gillian.boscan@wustl.edu

Office: The Link in the Loop
Address: 621 N. Skinker Blvd., Suite 300, St. Louis, MO 63130

WashU Confidential Concern Reporting Portal

Title IX Coordinator

Jessica Kennedy, Director & Title IX Coordinator, Office of the
Provost
Phone: 314-935-3118
jwkennedy@wustl.edu

Office: Umrath Hall, Room 001
Address: One Brookings Drive, MSC 1175-0153-0B, St. Louis, MO
63130

Inquiries or complaints regarding civil rights may also be submitted to the United States Department of Education's Office of Civil Rights at 400 Maryland Avenue, SW, Washington, DC 20202-1100; by visiting the U.S. Department of Education website; or by calling 800-421-3481.

Statement of Intent to Graduate

Students are required to file an Intent to Graduate via WebSTAC prior to the semester in which they intend to graduate. Additional information is available from school dean's offices and the Office of the University Registrar.

Student Academic Records and Transcripts

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) — Title 20 of the United States Code, Section 1232g, as amended — current and former students of the university have certain rights with regard to their educational records. Washington University's FERPA policy is available via the Office of the University Registrar's website.

All current and former students may request official Washington University transcripts from the Office of the University Registrar via either WebSTAC (if they remember their WUSTL Key) or Parchment (if they do not have or cannot remember their WUSTL Key). Students may print unofficial transcripts for their personal use from WebSTAC. Instructions and additional information are available on the Office of the University Registrar's website.

Washington University does not release nor certify copies of transcripts or other academic documents received from other schools or institutions. This includes test score reports and transcripts submitted to Washington University for purposes of admission or evaluation of transfer credit.

Student Conduct

The Washington University in St. Louis Student Conduct Code ("the Code") sets forth community standards and expectations for university students. These community standards and expectations are intended to foster an environment conducive to working, learning, and inquiry. Each student is held to the expectations outlined in the Code.

Freedom of thought and expression as well as respect for different points of view are essential to the university's academic mission. Nothing in the Code should be construed to limit the lawful, free, and open exchange of ideas and viewpoints, even if that exchange proves to be offensive, distasteful, or disturbing to some. However, such speech must conform to university policies.

The Code also describes general procedures that may be used to ensure that these standards and expectations are upheld by all students. The university is committed to ensuring that students adhere to university policies, take responsibility for their actions, and recognize how their choices may affect others.

Complaints against students that include allegations of sex-based discrimination — including sexual harassment, sexual assault, dating violence, domestic violence and stalking — in violation of the Student Conduct Code are governed by the procedures found on the Gender Equity and Title IX Compliance Office website. These procedures are also available in hard copy from the Title IX Coordinator or the director of the Office of Student Conduct and Community Standards.

Students may be accountable to both governmental authorities and to the university for acts that constitute violations of law and the Student Conduct Code.

For a complete copy of the Student Conduct Code, visit the Student Affairs website.

For more information, visit the Student Conduct and Community Standards website.

Student Financial Responsibility

Communication

Washington University in St. Louis uses University-assigned email accounts and University-supported systems for communication with students and authorized users. Washington University will also contact students via personal email addresses, cellular phone numbers, or wireless devices from time to time regarding the Student Account or other general information. Students are responsible for reading University communications in a timely manner.

Promise to Pay

When students register for any course at or receive any service from Washington University in St. Louis, they accept full responsibility to pay all tuition, fees, and other associated charges assessed as a result of registration and/or receipt of services such as housing, dining, and other University-provided items that exceed financial support provided

by the University, the University payment plan, and/or third parties by the scheduled due dates shown on the WebSTAC student account. Failure to attend class or receive a bill does not absolve students of financial responsibility as described above.

Failure to Pay

University policies regarding Student Accounts (including payment options, late fees, holds, and refunds) are published on the University's Financial Services website. If a student fails to pay the Student Account balance by the scheduled due dates, the University will place a financial hold preventing the student from registering for future courses and could assess a late fee on the past due portion until the past due amount is paid in full. Failure to pay will result in a Delinquent Student Receivable Account. Delinquent Student Accounts will be referred to University's Collection Services department. Collection Services may report the Delinquent Student Account to one or more national credit bureaus, refer the Delinquent Student Account to a third-party collection agency, and pursue all legal and equitable remedies to collect the monies owed to the University.

Student Health

Drug and Alcohol Policy

Washington University is committed to maintaining a safe and healthy environment for members of the university community by promoting a drug-free environment as well as one free of the abuse of alcohol. Violations of the Washington University Drug and Alcohol Policy will be handled according to existing policies and procedures concerning the conduct of faculty, staff, and students. This policy is adopted in accordance with the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act.

Tobacco-Free Policy

Washington University is committed to providing a healthy, comfortable and productive work and learning environment for all students, faculty and staff. Research shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard. The university strictly prohibits all smoking and other uses of tobacco products within all university buildings and on university property, at all times. A copy of our complete Tobacco-Free Policy is available on the Human Resources website.

Medical Information

Entering students in Danforth Campus programs must provide medical information to the Habif Health and Wellness Center. This will include the completion of a health history and a record of all current immunizations.

If students fail to comply with these requirements prior to registration, they will be required to obtain vaccinations for measles, mumps and rubella at the Habif Health and Wellness Center, if there is no evidence of immunity. In addition, undergraduate students will be required to obtain meningitis vaccinations. Students will be assessed the cost of the vaccinations. Students will be unable to complete registration for classes until all health requirements have been satisfied.

Noncompliant students may be barred from classes and from all university facilities, including housing units, if in the judgment of the university their continued presence would pose a health risk to themselves or to the university community.

Medical and immunization information is to be given via the student portal on the Habif Health and Wellness Center website. All students who have completed the registration process should access the student portal on the website. Students should fill out the form and follow the instructions for transmitting it to the Habif Health and Wellness Center. Student information is treated securely and confidentially.

Entering students in Medical Campus programs must follow the requirements as outlined on the Washington University School of Medicine Student Health Services website.

Time Away and Reinstatement

Degree-seeking students may be eligible to request a leave of absence for health or other personal reasons (e.g., family, military service, professional obligations, religious mission). The mechanism and process are described on the Office of the University Registrar's website. Such leaves may exceed no more than two years from the effective date of the leave; individual programs' policies may limit students to shorter leaves. Students must verify their school and program policies and any other relevant requirements related to immigration or financial aid/support policies. Students who have not requested and received approval for reinstatement after two years will have their records withdrawn.

Required enrollment reporting to the federal government will reflect a leave of absence for 180 days after it is enacted; any longer duration of institutional leave is recorded in their systems as a withdrawal.

Students on approved leave of absence will have their Washington University email addresses remain active, and they will retain access to WebSTAC to review their records. Access to other University privileges such as recreation facilities and libraries as well as participation in activities are paused during a leave of absence.

Students are expected to request reinstatement to in-progress status to resume studies via the process outlined on the Office of the University Registrar's website. Depending on the nature of their leave, additional steps or documentation may be required and must be provided to appropriately consider the request. Students whose records have been withdrawn as a result of two years of inactivity may be allowed, depending on program-specific policies regarding the maximum time allowed to complete the program of study, to re-enter their programs.

In these cases, additional requirements or steps may be required of the student depending on the circumstances, the length of time away, and whether their program of study has undergone curricular revisions since their enrollment.

Undergraduate Student Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

In all academic work, the ideas and contributions of others must be appropriately acknowledged, and the work of a student that is presented as original must be, in fact, original. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Scope and Purpose

This statement on academic integrity applies to all undergraduate students at Washington University. Graduate students may be governed by policies in each graduate school or division. To the extent a graduate school or program has not adopted its own academic integrity policy, the provisions of this policy will apply. All students are expected to adhere to the highest standards of behavior.

The purpose of the statement is twofold:

1. To clarify the university's expectations with regard to undergraduate students' academic behavior; and
2. To provide specific examples of academic misconduct (the examples are only illustrative, *not* exhaustive).

This policy and statement were endorsed by the Faculty Senate Council. Any changes to the policy are to be reviewed by the Faculty Senate Council, as described in the Faculty Senate Council bylaws.

Violations of This Policy Include but Are Not Limited to the Following:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, students are expected to be attentive to proper methods of documentation and acknowledgement. To avoid even the suspicion of plagiarism, a student must always:

- Enclose every quotation in quotation marks and acknowledge its source.
- Cite the source of every summary, paraphrase, abstraction or adaptation of material originally prepared by another person and any factual data that is not considered common knowledge. Include the name of author, title of work, publication information and page reference.
- Acknowledge material obtained from lectures, interviews or other oral communication by citing the source (name of the speaker, the occasion, the place and the date).
- Cite material from the internet or material generated by an artificial intelligence as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Cheating on an Examination

A student must not receive or provide any unauthorized assistance on an examination. During an examination, a student may use only materials authorized by the faculty.

3. Copying or Collaborating on Assignments Without Permission

When a student submits work with their name on it, this is a written statement that credit for the work belongs to that student alone. If the work was a product of collaboration, each student is expected to clearly acknowledge in writing all persons or artificial intelligences who contributed to its completion.

Unless the instructor explicitly states otherwise, it is dishonest to collaborate with others when completing any assignment or test, performing laboratory experiments, writing and/or documenting computer programs, writing papers or reports, and completing problem sets.

If the instructor allows group work in some circumstances but not others, it is the student's responsibility to understand the degree of acceptable collaboration for each assignment and to ask for clarification if necessary.

To avoid cheating or unauthorized collaboration, a student should never:

- Use, copy, or paraphrase the results of another person's work or material generated by an artificial intelligence and represent that work as their own, regardless of the circumstances.
- Refer to, study from, or copy archival files (e.g., old tests, homework, solutions manuals, or backfiles) that were not approved by the instructor.
- Copy another's work or to permit another student to copy their work.
- Submit work as a collaborative effort if they did not contribute a fair share of the effort.

4. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports or in any other circumstances; to fabricate source material in a bibliography or “works cited” list; or to provide false information on a résumé or other document in connection with academic efforts. It is also dishonest to take data developed by someone else and present them as one’s own.

Examples of falsification include:

- Altering information on any exam, problem set, or class assignment being submitted for a re-grade.
- Altering, omitting, or inventing laboratory data to submit as one’s own findings. This includes copying laboratory data from another student to present as one’s own; modifying data in a write-up; and providing data to another student to submit as their own.

5. **Other Forms of Deceit, Dishonesty or Inappropriate Conduct**

Under no circumstances is it acceptable for a student to:

- Submit the same work, or essentially the same work, for more than one course without explicitly obtaining permission from all instructors. A student must disclose when a paper or project builds on work completed earlier in their academic career.
- Request an academic benefit based on false information or deception. This includes requesting an extension of time, a better grade or a recommendation from an instructor.
- Make any changes (including adding material or erasing material) on any test paper, problem set or class assignment being submitted for a re-grade.
- Willfully damage the efforts or work of other students.
- Steal, deface, or damage academic facilities or materials.
- Collaborate with other students planning or engaging in any form of academic misconduct.
- Submit any academic work under someone else’s name other than their own. This includes but is not limited to sitting for another person’s exam; both parties will be held responsible.
- Violate any rules or conditions of test-taking or other course assessment (e.g., bringing materials or devices into an exam room when disallowed).
- Engage in any other form of academic misconduct not covered here.

This list is not intended to be exhaustive. To seek clarification, students should ask the professor or teaching assistant for guidance.

Reporting Misconduct Faculty Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Student Responsibility

If a student observes others violating this policy, they are strongly encouraged to report the misconduct to the instructor, to seek advice from the academic integrity coordinator in the Office of the Provost, or to address the student(s) directly.

Exam Proctor Responsibility

Exam proctors are expected to report incidents of suspected student misconduct to the course instructor and/or the Disability Resources, if applicable.

Procedure Jurisdiction

This policy covers all undergraduate students, regardless of their college of enrollment, as well as graduate and professional students whose schools and programs do not have a separate policy and procedure. Cases will be heard by a panel drawn from an Integrity Council made up of faculty, staff, and students representing the undergraduate schools and participating graduate programs.

Student Rights and Responsibilities in a Hearing

A student accused of an academic integrity violation, whether by a professor, teaching/graduate assistant, academic integrity coordinator or student is entitled to:

- A presumption of non-responsibility unless and until a panel determines that, based upon the evidence, it is more likely than not that the student engaged in a violation of academic integrity under this policy.
- Request a mediation/facilitation session prior to a hearing.
- Review the written evidence in support of the charge.
- Ask relevant questions.
- Offer an explanation as to what occurred.
- Present relevant material that would cast doubt on the correctness of the charge.
- Determination of the validity of the charge by an unbiased and objective panel and generally without reference to any past record of misconduct.

When responding to a charge of an academic integrity violation, a student may:

- Deny the charges and request a hearing in front of an Integrity Council panel.
- Admit the charges and request a hearing to determine recommended sanction(s).
- Admit the charges and accept the imposition of sanctions by the academic integrity coordinator without a committee hearing.
- Request a leave of absence from the university. The academic integrity matter must be resolved prior to re-enrollment. A notation will be placed on the student's transcript indicating there is an unresolved academic integrity matter pending.
- Request to withdraw permanently from the university with a transcript notation that there is an unresolved academic integrity matter pending.

A student has the following responsibilities in resolving the charge of academic misconduct:

- Admit or deny the charge. This will determine the course of action to be pursued.
- Provide truthful information regarding the charges. It is a student code violation to provide false information to the university or anyone acting on its behalf.

Sanctions

If Found *Not* in Violation of the Academic Integrity Policy

If the charges of academic misconduct are not proven, no record of the allegation will appear on the student's transcript.

If Found in Violation of the Academic Integrity Policy

If, after a hearing, a student is found responsible for violation of the academic integrity policy or if a student has admitted to the charges prior to a hearing, the academic integrity coordinator may impose sanctions, including but not limited to the following:

- Issue a formal written reprimand.
- Impose educational sanctions, such as completing a workshop on plagiarism or academic ethics.
- Recommend to the instructor that the student fail the assignment. (A grade is ultimately the prerogative of the instructor.)
- Recommend to the instructor that the student fail the course.
- Recommend to the instructor that the student receive a course grade penalty less severe than failure of the course.
- Place the student on disciplinary probation for a specified period of time or until defined conditions are met. The probation will be noted on the student's transcript and internal record while it is in force.
- Impose suspension or expulsion.

Additional educational sanctions may be imposed. This list is not intended to be exhaustive.

A hearing panel may also elect to refer their recommended sanctions to the SCB Chairperson for determination if, for example, the recommendation departs from their standard recommendations.

Withdrawing from the course will not prevent the academic integrity coordinator or hearing panel from adjudicating the case, imposing sanctions, or recommending grade penalties, including a failing grade in the course.

A copy of the sanction letter will be placed in the student's academic file and may be reported in accordance with the Policy on Reporting of Student Conduct Violations.

Appeals

If a student believes the panel did not conduct a fair hearing, or if a student believes the sanction imposed is excessive (i.e., suspension or expulsion), they may seek an appeal within 14 days of the original decision. For cases in which the decision was made by the panel and Academic Integrity Coordinator, the appellate officer will be the Chair of the Student Conduct Board. For cases in which the decision was made by the Panel and the Student Conduct Board Chairperson, the Vice Provost of Educational Initiatives or the Vice Provost for Graduate Education will serve as the appellate officer. Appeals are governed by Section VII of the university Student Conduct Code.

Administrative Record-Keeping Responsibilities

It is the responsibility of the academic integrity coordinators to keep accurate, confidential records concerning academic integrity violations. When a student has been found responsible for an academic integrity violation, a letter summarizing the allegation, the outcome, and the sanction will be placed in the student's official conduct file and may be reported out in accordance with the Policy on Reporting of Student Conduct Violations.

In addition, a report of the outcome of every formal accusation of student academic misconduct will be shared with the director of university student conduct programs, who shall maintain a record of each incident.

Multiple Offenses

When a student is formally accused of academic misconduct and a hearing is to be held, the academic integrity coordinator shall query the Office of Student Conduct and Community Standards (OSCCS) about the student(s) accused of misconduct. OSCCS shall provide any information in the OSCCS records concerning prior code violations of that student to the integrity coordinator. Such information will be used in determining sanctions if the student is found responsible for an academic integrity violation in the present case. Evidence of past misconduct generally may not be used to resolve the issue of whether a student has committed a violation in a subsequent case unless the hearing chair deems it relevant.

Reports to Faculty and Student Body

Periodic (at least annual) reports will be made to the students and faculty of their school concerning accusations of academic misconduct and the outcomes, without disclosing specific information that would allow identification of the student(s) involved.

Endorsed by the Faculty Senate Council on March 16, 2010

Effective July 1, 2010

Updated December 4, 2014

Endorsed by the Faculty Senate Council on October 18, 2023

Updated April 18, 2024

University Affiliations

The accrediting organizations and memberships of the different areas of Washington University are listed below.

Additional information about professional and specialized accreditation can be found on the Office of the Provost website.

Washington University in St. Louis

Accreditation

- Higher Learning Commission

Memberships

- American Academy of Arts & Sciences
- American Association of Colleges & Universities
- American Council of Learned Societies
- American Council on Education
- Association of American Universities
- Hispanic Association of Colleges and Universities
- Independent Colleges and Universities of Missouri
- National Association of Independent Colleges and Universities
- National Council for State Authorization Reciprocity Agreements
- Universities Research Association

College of Arts & Sciences

Memberships

- American Academy of Physician Associates
- American Camp Association
- Association for Pre-College Program Directors
- Association of University Summer Sessions
- Diversity Abroad
- Forum on Education Abroad
- Higher Education Protection Network
- International Center for Academic Integrity

- International Educational Exchange
- Midwest Association of Pre-Law Advisors
- National Academic Advising Association
- National Association of Advisors for the Health Professions
- National Association of Fellowships Advisors
- North American Association of Summer Sessions
- Professional and Organizational Development Network

Office of Graduate Studies, Arts & Sciences

Memberships

- American Academy of Physician Associates
- Association of Graduate Schools
(Founding member)
- Council of Graduate Schools
(Founding member)
- Midwest Association of Pre-Law Advisors
- Pod Network
- Student Affairs Administrators in Higher Education
- The Council of Independent Colleges

Sam Fox School of Design & Visual Arts

Accreditation — College of Art

- National Association of Schools of Art & Design
(Founding member)

Accreditation — College of Architecture

- Master of Architecture: National Architectural Accrediting Board
- Master of Landscape Architecture: Landscape Architectural Accreditation Board

Membership — College of Architecture

- Association of Collegiate Schools of Architecture

Accreditation — Mildred Lane Kemper Art Museum

- American Alliance of Museums

Membership — Mildred Lane Kemper Art Museum

- Association of Academic Museums and Galleries
- Association of Art Museum Directors
- College Art Association

Olin Business School

Accreditation

- Association of MBAs
- Association to Advance Collegiate Schools of Business International
(Charter member since 1921)
- EQUIS

McKelvey School of Engineering

Accreditation

- In the McKelvey School of Engineering, many of the undergraduate degree programs are accredited by the Engineering Accreditation Commission of ABET.

Membership

- American Society for Engineering Education

School of Law

Accreditation

- American Bar Association
- Media Law Resource Center

Memberships

- American Association of Law Libraries
- American Society of Comparative Law
- American Society of International Law
- Association of Academic Support Educators
- Association of American Law Schools
- Central States Law Schools Association
- Clinical Legal Education Association
- Equal Justice Works
- Mid-America Association of Law Libraries
- Mid-America Law Library Consortium
- National Association for Law Placement
- National Association of Law Student Affairs Professionals
- Southeastern Association of Law Schools

School of Medicine

Accreditation

- Liaison Committee on Medical Education

Membership

- Association of American Medical Colleges

Brown School

Accreditation

- Council on Education for Public Health
- Council on Social Work Education

School of Continuing & Professional Studies

Memberships

- American Association of Collegiate Registrars and Admissions Officers
- Council for Adult and Experiential Learning
- International Center for Academic Integrity
- National Academic Advising Association
- National Association of Student Personnel Administrators
- University Professional and Continuing Education Association

Note: Business-related programs in the School of Continuing & Professional Studies are not accredited by the Association to Advance Collegiate Schools of Business International.

University Libraries

Membership

- Association of Research Libraries

Graduate Study

Policies & Guidelines

Academic Load Status for Financial Aid, Immigration and Enrollment Verification

Graduate (Fall, Spring):

Status	Enrolled Units of Credit
Full time	9+ units
Half time	4.5-8.99 units
Less than half time	Fewer than 4.5 units

Graduate (Summer):

Status	Enrolled Units of Credit
Full time	6+ units
Half time	3-5.99 units
Less than half time	Fewer than 3 units

Certain courses may, due to appropriate curriculum and monitoring circumstances, be encoded to carry a load value higher than the actual academic credit awarded. Examples include certain engineering co-op experiences, doctoral research study and select clinical or practicum courses.

Postdoctoral Training

According to the National Institutes of Health and the National Postdoctoral Association, a postdoctoral appointee is an individual holding a doctoral degree who is engaged in a temporary period of mentored research or scholarly training for the purpose of acquiring the professional skills needed to pursue a career path of their choosing. At Washington University in St. Louis, postdoctoral appointees conduct advanced research training with a faculty mentor and are supported by either research grants, individual fellowships, or institutional training grants.

Under the purview of the Office of the Vice Chancellor for Research, the Office of Postdoctoral Affairs (OPA) serves postdoctoral research associates and postdoctoral research scholars on both the Danforth and Medical campuses. The OPA helps postdoctoral appointees reach their career and professional development goals, advocates for postdoctoral issues, acts as a resource for information regarding postdoctoral life and recruitment, and, in collaboration with the Washington University Postdoc Society (WUPS), creates a lively postdoctoral community. Washington University in St. Louis is an institutional member of the National Postdoctoral Association.

For more information, visit the OPA website.

Registration in Courses

Registration dates are published in advance on the Office of the University Registrar's website. Late registration after the term begins is permitted only until the "add/drop" deadline relevant to a student's program. Students will not earn credit for courses in which they are not duly registered. Students may not register in courses that have conflicting meeting times.

Students may drop a course by the published deadline found on the Office of the University Registrar's website; dropped courses do not appear on the permanent academic record, and no grade is recorded. Students may withdraw from a course after the drop deadline and until the published withdrawal deadline. A withdrawal will result in a W notation associated with the course on the permanent record, including the transcript. Students who wish to drop or withdraw from a course are expected to follow steps to do so by the appropriate deadline. Failure to drop a course or withdraw by the published deadline may result in a failure of the course, and the transcript will reflect the failing grade.

Transfer Credit

Transfer credit is recorded on a student's permanent record. Courses transferred from other institutions of higher education do not have grades or grade points awarded and therefore do not apply toward a student's GPA.

Institutionally, Washington University participates in the Inter-University Exchange Program. Courses taken at Saint Louis University and the University of Missouri–St. Louis, according to the parameters documented, are approved to transfer to Washington University. The School of Law has a specific agreement in place with Saint Louis University for JD students only and under certain circumstances. Other transfer credit policies vary by school and program. Details may be found in the relevant academic sections of this *Bulletin*.

Tuition and Cost of Attendance

The cost of a Washington University education varies by school and, in some cases, by program. Tuition rates and fees are available through the Office of Financial Planning and Budget and are typically listed in greater detail (including fees and financial support options and procedures) on school websites.

Withdrawals and Refunds

If a student withdraws from Washington University after classes have begun, they must promptly file a request to withdraw in order to have appropriate registration and refund policies apply. These timelines vary by school and, in some cases, by program. Students should refer to the appropriate sections of this *Bulletin* for details.

University PhD Policies & Requirements

Academic PhD Programs

The following university-wide policies and practices apply to all PhD students regardless of school affiliation. They are specific to PhD program administration and PhD student experience. Schools/divisions may set stricter standards for students within their ambit, but they may not set standards that fall below university-wide policies. This page *does not* include those policies and practices that apply to the student community as a whole (e.g., the University Student Conduct Code).

Academic and Professional Integrity for PhD Students

The Academic and Professional Integrity Policy for PhD Students (PDF) continues to apply to all PhD students on the Danforth and Medical campuses, including dual-degree students when one of the degree programs is a PhD program.

Involuntary Leave of Absence

The Involuntary Leave of Absence Policy that applies to undergraduates was adopted to apply to all PhD students in 2014.

PhD Student Support Policies and Resources

New Child Leave

Full-time PhD students may request a New Child Leave to assume care for a new child. They should maintain their full-time student status. Students on New Child Leave are not expected to participate in mentored teaching or research experience for up to 60 calendar days and will receive their current stipend support during this 60-day period. Students may request additional time off via a leave of absence without receiving a stipend (for up to a full semester) if approved by the student's department/program. A leave of absence pauses the academic clock.

New Child Leave does not affect the student's full-time status and will not appear on the student's official transcript. New Child Leave must be taken within the first year after the child's date of birth or adoption. Students should contact their department/program to request a New Child Leave. Students who receive support from external agencies should consult the policies and guidelines of the sponsor as well as their Vice Dean or designee before requesting a New Child Leave.

Child Daycare Subsidy

The Child Daycare Subsidy is sponsored by Washington University in St. Louis, and its purpose is to help PhD students with children under their care (who meet the requisite eligibility criteria) to meet the costs of child daycare while they pursue their studies.

The amount of the Child Daycare Subsidy awarded to eligible applicants is based on their financial need, the number of children they have enrolled in child daycare facilities, their child daycare expenses, and available funding. Eligible PhD students can expect the following:

- For one child, the maximum award is \$3,550 per Fall/Spring semester.
- For two children, the maximum award is \$4,550 per Fall/Spring semester.
- For three or more children, the maximum award is \$5,550 per Fall/Spring semester.

The subsidy amount cannot exceed the cost of the daycare facility.

The application is available on the Office of the Provost website.

Financial Policies

PhD Student Minimum Financial Award

The education of PhD students represents a significant commitment on the part of both Washington University in St. Louis and the students admitted/enrolled. Washington University in St. Louis typically funds most full-time PhD students for a minimum of five years (with the exception of post-professional PhD programs in the School of Medicine). Funding typically consists of full tuition scholarship and financial support to defray living expenses. Financial support may also be referred to as stipends or fellowships. Such financial support may be sourced internally from university-wide fellowships such as the Olin Chancellor's Fellowship, the McDonnell International Scholars Academy, or school/program/department funds or from external sources (e.g., external research contracts and grants, external fellowships such as NSF GRFP).

The minimum PhD financial support rate for the 2024-25 academic year is \$36,050 annually, dispersed on a monthly basis while the student is enrolled full time. The rate applies to all PhD programs with the exception of post-professional specialty programs in the School of Medicine. Departments, schools, cross-school interdisciplinary programs, and other fellowship programs may choose to offer a rate higher than the established minimum, but they must do so for all students in their cohort. The eligibility criteria for PhD students receiving such financial support are outlined in the PhD Student Funding section below.

Students admitted to a part-time PhD program or on a part-time basis are not usually eligible for this minimum financial award.

PhD Student Funding

Financial support at or above the university-wide PhD minimum stipend rate allows PhD students to focus on their programmatic requirements, enabling them to make expeditious progress toward degree completion. This section predominantly pertains to PhD students, but it may apply to other graduate and professional students receiving financial support from the university.

Eligibility and Status

Students receiving university financial support must do the following:

- Enroll and maintain full-time student status in a graduate or professional program during the academic year;
- Make satisfactory academic progress in accordance with their degree program requirements; and
- Report to their degree program and university fellowship program (if applicable) any additional financial award(s) they receive or employment they engage in as outlined in this policy.

Because graduate students sometimes receive funding from multiple sources, it is the responsibility of the student, the student's department/degree program, and the Principal Investigator (if applicable) to understand and abide by the terms and conditions of each funding source.

Funding From Multiple Sources

Eligible students are encouraged to seek additional fellowships from external agencies. In addition to the funding amount, which can be more generous than that of a university financial award, these external fellowships are prestigious; they provide valuable training, experiences, and resources, and they enhance future career opportunities. In addition, securing external funding to support training and research is often an important component of the professional development of graduate students.

PhD students receiving university financial support who also receive an external fellowship or stipendiary award **may not** combine or "stack" the external award with the university financial support.* Students receiving an external fellowship or stipendiary award have two options.

Option 1: Supplementation of an External Fellowship or Stipendiary Award

If the sum of all external fellowship or stipendiary awards is less than the university financial support, the university funds may supplement the total amount of external funding to bring the student up to their guaranteed university fellowship or to the minimum university financial support for PhD students.

Students who receive external fellowship or stipendiary awards providing annual stipends that total more than the university financial support will retain the full external award(s) and will receive no additional university financial support for the duration of the external award.

- *Example One:* A student has a university award of \$38,000. The student receives a \$34,000 external award; the university will supplement the external award by \$4,000 to bring the student up to their university award of \$38,000.
- *Example Two:* A student has a university award of \$38,000. The student receives an external foundation award of \$42,000. Since the external award is greater, no university funds will be distributed while the student is supported by the external award.

Option 2: Deferral of University Fellowship or Stipendiary Award

Students receiving an external fellowship or stipendiary award during years one through five of study may, with program approval, defer up to one year of the university fellowship or stipendiary award made at the time of admission, if permissible based upon the award criteria from the external funding agency.

The university fellowship program and/or the student's home department or program can assist students when considering the benefits of each option. For cases in which a student has access to multiple sources of funding, external funds must be used before university funds are applied. University, school, and degree program funds will be the last source of funds to be applied to a student's financial support.

Schools and departments/programs may choose to offer an additional financial incentive to students who are awarded competitive external funding. Any such incentives must be uniformly awarded to all qualifying students within a degree program. Incentive awards given by school or degree programs to students who win external awards do not count toward the total university financial support; these incentive awards are in addition to the fellowship or stipendiary award.

All financial support will be applied in accordance with the terms and conditions of each funding source. In consultation with the student, departments/programs should ensure financial support is dispersed in the correct amount and in accordance with applicable policy.

* Limited exceptions may occur for instances in which the external award is explicitly contingent on the continuation of the university stipendiary award. In such instances, the decision on stacking is at the discretion of the school dean or their designee for support provided by the school or by a cross-school interdisciplinary program and at the discretion of the fellowship administrator for university-wide fellowships (e.g., OCF, MISA).

PhD Student Employment

Full-Time Employment

University financial support that is provided at or above the university-wide PhD minimum stipend rate is intended to enable students to focus exclusively (i.e., full time) on their studies. Students who receive university financial support at or above the university-wide minimum PhD stipend rate are not permitted to hold full-time employment.

Students who perform full-time employment during the summer term will have their university fellowship or stipendiary award stopped for the duration of their full-time employment. Students are also subject to any school or program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval.

Part-Time Employment

To ensure that students receiving university financial support can focus on their programmatic requirements and make expeditious progress toward degree completion, part-time employment should not exceed an average of 10 hours per week. This allowance may be restricted by schools/departments/programs to a smaller number of hours per week to conform with a student's funding source policies and with federal time and effort reporting guidelines (as applicable).

If a student and that student's advisor(s) believe that additional part-time employment will enhance the student's outcomes and is unlikely to hinder timely progress toward degree completion, the student may request approval for an exception through their school's graduate program office. Any such exceptions will be documented and kept on file in the school. For students supported on federal grants, it is the school's responsibility to ensure adherence to any constraints derived from time and effort reporting.

To reiterate, students are also subject to any school or department/program-based policies regarding employment, which may be more restrictive. Students should consult their school and degree program for approval prior to undertaking any part-time employment.

Implications for International Students

International students attending Washington University in St. Louis on a visa must consult with the Office for International Students and Scholars (OISS) before accepting any external or internal employment, either full-time or part-time.

Tax Implications

Please visit Washington University in St. Louis's Financial Services site for more information about the taxability of stipend payments. Students are encouraged to consult a personal tax advisor to ensure that they are adhering to federal and state laws and Internal Revenue Service (IRS) regulations.

PhD General Requirements and Policies

To earn a PhD at Washington University in St. Louis, a student must complete all courses required by their department/program; maintain satisfactory academic progress; pass certain examinations; fulfill residence and mentored experience requirements; write, defend, and submit a dissertation; and file an Intent to Graduate form via WebSTAC.

Note: Individual schools and departments/programs may have more restrictive policies than the university-wide policies stated herein.

Residence Requirement

Each full-time PhD student must spend at least one academic year enrolled full-time at Washington University in St. Louis. Any exceptions must be approved by the dean of the student's respective school and the Vice Provost for Graduate Education.

Students admitted to a part-time PhD program must be enrolled in at least 3 units for each Fall/Spring semester until the unit requirements for their program are satisfied.

Time Limit for PhD Enrollment Eligibility

Full-time PhD students are eligible for enrollment at Washington University in St. Louis for a maximum of 14 Fall/Spring semesters (seven years). Enrollment includes traditional course registration and 0-unit courses that carry a full-time enrollment status. Semesters of approved leaves of absence do not count toward this time limit.

Students admitted to a part-time PhD program are eligible for enrollment at Washington University in St. Louis for 18 Fall/Spring semesters (nine years). Semesters of approved leaves of absence do not count toward this time limit.

Full-time PhD students and those admitted to part-time PhD programs may petition for an enrollment eligibility extension for a maximum of one academic year. Petitions must be directed to the student's dean or their designee. Supplemental petitions will not be permitted. In unusual circumstances, the dean or their designee may appeal to the Vice Provost for Graduate Education on behalf of a particular student.

Qualifying Examinations

Progress toward the PhD is contingent upon the student passing examinations that are variously called *preliminary*, *qualifying*, *general*, *comprehensive*, or *major field exams*. The qualifying examination process varies considerably according to the department/program, and the structure and schedule of the qualifying exam are set by the department/program in accordance with best practices within their field. The department/program is responsible for documenting the process properly and ensuring the process is clearly outlined to their students. Each PhD program is responsible for notifying the school registrar or the appropriate record custodian of the student's outcome, whether successful or unsuccessful.

Mentored Experience Requirement

All PhD students at Washington University in St. Louis must complete a department/program-defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student's transcript when complete. Each department/program has an established Mentored Experience Implementation Plan in which the number of semesters that a student must engage in a Mentored Teaching Experience or a Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments/programs may elect to include the Mentored Professional Experiences as an avenue for completing one or more semesters of

the Mentored Experience Requirement. Doctoral students will enroll in Mentored Teaching Experiences or Mentored Professional Experiences to signify their progression toward completing the overall Mentored Experience Requirement for their degree.

The Mentored Experience Requirement will be altered for the 2025-26 academic year and will be documented in the *Bulletin*. Some programs are piloting changes for the 2024-25 academic year and will independently communicate with their students regarding any changes.

Dissertation

As evidence of the mastery of a specific field of knowledge and of the capacity for original scholarly work, each candidate must complete a dissertation. Each PhD candidate will form a Research Advisory Committee (RAC) approved by their department/program and by their school's graduate program oversight body. The RAC will approve the subject and approach of the dissertation, which will be evidenced by the student's completion of the Title, Scope and Procedure requirement.

The RAC should consist of at least three full-time Washington University in St. Louis faculty members who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these faculty members must be the student's primary research advisor/mentor. Additional members, including external members with active research programs at outside institutions, may serve on the RAC subject to approval by the school's graduate program oversight body.

- For cross-school/interdisciplinary PhD programs, the approvals referenced above should be obtained from the graduate program oversight body of the school of the primary research advisor/mentor.
- For a PhD program offered in partnership with an external academic institution, one full-time faculty member of the partner institution who is authorized to supervise PhD students and who has appropriate expertise in the proposed field of study may serve on the RAC as part of the three-member minimum requirement.

A Title, Scope and Procedure form for the dissertation must be signed by the RAC members and by the program chair. Full-time students must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning the fifth year of full-time enrollment, whichever is earlier. Students enrolled in a part-time PhD program must submit the Title, Scope and Procedure form to the school registrar or the appropriate record custodian at least six months before the degree is expected to be conferred or before the beginning of the sixth year of enrollment, whichever is earlier.

A Doctoral Dissertation Guide and a template that provides instructions regarding the format of the dissertation are available through the website of the Office of the Provost; both of these should be read carefully at every stage of dissertation preparation.

Each student is required to make the full text of the dissertation available to the committee members for their review at least one week before the dissertation defense. Most degree programs require two or more weeks for the review period; students should check their department/program's policies.

Dissertation Defense

Approval of the written dissertation by the Research Advisory Committee (RAC) is strongly recommended before the student can orally defend the dissertation. The doctoral dissertation committee that examines the student during the defense consists of at least five members. Normally, the members of the RAC also serve on the Doctoral Dissertation Committee. The dissertation committee is then additionally augmented to ensure that the following criteria are met:

1. Three of the five members (or a similar proportion of a larger committee) must be full-time Washington University in St. Louis faculty members or, for programs offered by Washington University in St. Louis-affiliated partners, full-time members of a Washington University in St. Louis-affiliated partner institution who are authorized to supervise PhD students and who have appropriate expertise in the proposed field of study. One of these three members must be the PhD student's primary thesis advisor, and one may be a member of the emeritus faculty.
2. All other committee members must be active in research/scholarship and have appropriate expertise in the proposed field of study whether at Washington University in St. Louis, at another university, in government, or in industry.
3. At least one of the five members must bring expertise outside of the student's field of study to the committee, as judged by the relevant school's graduate program oversight body.

The approval processes outlined under RAC in the Doctoral Council bylaws also apply to the doctoral dissertation committee, including approval of each dissertation committee by the host school's graduate program oversight body/bodies.

The student is responsible for making the full text of the dissertation accessible to their committee members for their review in advance of the defense according to program rules. Washington University in St. Louis community members and guests of the student who are interested in the subject of the dissertation are normally welcome to attend all or part of the defense but may ask questions only at the discretion of the committee chair. Although there is some variation among degree programs, the defense ordinarily focuses on the dissertation itself and its relation to the student's field of expertise.

Attendance by a minimum of four members of the Doctoral Dissertation Committee, including the committee chair and an outside member, is required for the defense to take place. This provision is designed to permit the student's defense to proceed in case of a situation that unexpectedly prevents one of the five members from attending. Students should not plan in advance to only have four members in attendance; if one of those four cannot attend, the defense must be rescheduled. The absence of all outside members or of the committee chair would necessitate rescheduling the defense.

Students, with the support of their Doctoral Dissertation Committee chair, may opt to hold their dissertation defense in-person or by utilizing a virtual or hybrid format.

Dissenting Vote(s) at a Dissertation

Faculty members of the Doctoral Dissertation Committee normally will examine the PhD candidate and vote on whether to approve the dissertation. In the vast majority of cases, these votes are unanimously for approval. In the rare case that there are faculty concerns that cannot be resolved through subsequent revisions and which therefore result in dissenting (negative) vote(s), the committee chair will refer the case to the Vice Provost for Graduate Education for resolution.

In the case of a single dissenting vote, the committee chair and the dissenting voter will be asked to explain the reasons for the dissent in a letter to the Vice Provost for Graduate Education. After consulting with these and other members of the committee, the Vice Provost for Graduate Education may then decide to accept the majority opinion and approve the dissertation, or they may seek the opinion of an additional reader. After considering this additional evidence, the Vice Provost for Graduate Education may approve or decline to approve the dissertation.

In the case of two or more dissenting votes, the committee chair and the dissenting voters will again be asked to explain the reasons for the dissent. The Vice Provost for Graduate Education may then decide to decline to approve the dissertation. Alternatively, they may ask the department or graduate program to name a Resolution Committee, consisting of three tenured or tenure-track professors at Washington University in St. Louis or elsewhere who did not serve on the original committee, to reexamine the dissertation and the candidate. A unanimous positive recommendation from this committee will be required in order for the Vice Provost for Graduate Education to approve the dissertation. Failure of a department or graduate program to identify three faculty members to serve on this Resolution Committee will be tantamount to a rejection of the dissertation.

Dissertation Submission

After the successful defense of their dissertation, the student must submit an electronic copy of the dissertation online to the university by the established deadline for their graduation term. Dissertations must be submitted no later than three months after the oral defense of the dissertation. Petitions for an extension to the three-month limit may be submitted to the Director of Graduate Studies for consideration and approval. The submission website requires students to choose from among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates separately. The degree program is responsible for delivering the final approval form, signed by the committee members at the defense and then by the department/program chair or director, to the school registrar or the appropriate record custodian. Students who complete all degree requirements and defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by their school of record.

Degree Candidacy Extension (DCE)

Degree Candidacy Extension (DCE) refers to a non-enrolled status available, under exceptional circumstances, to full-time PhD students who have completed all PhD degree requirements with the exception of the dissertation.

Extended degree candidates are not registered for any courses, have no enrollment status, and are ineligible for financial awards or support, benefits, and resources available to enrolled Washington University in St. Louis students. Once a student enters DCE, they may not register or enroll with Washington University in St. Louis as a student in their intended degree program in a future term.

DCE status may be assigned to full-time students in a variety of situations, including but not limited to the following:

- PhD students who do not complete their dissertation after exhausting the time allowable for PhD enrollment status due to circumstances beyond their control (see Time Limit for PhD Enrollment Eligibility earlier on this page);
- PhD students who secure full-time employment prior to the completion of their dissertation and who have established a timeline for the completion of the dissertation requirement; and
- PhD students who have exhausted their university financial support period as defined by their school or program prior to the completion of their dissertation and who have established a time line for the completion of the dissertation requirement.

DCE status may be inappropriate for international students dependent on a U.S. visa, and such students may not be eligible for this status. International students should always consult with an OISS advisor prior to making an enrollment status change. In addition, students admitted as part-time PhD students are not eligible for DCE status.

DCE status is not the rule. Rather, it is assigned as an exception. Students must obtain the recommendation of their department/program leadership and petition the Vice Dean for Graduate Education (or equivalent) within their school to request to enter DCE status. If the petition is successful, the DCE status is conferred for the period of one year, after which an additional petition should be made and approved. Students seeking to remain in DCE status are obligated to provide a written report on their dissertation's progress annually to their department to secure their approval for subsequent petitions. Individual departments may require additional checkpoints to ensure progression. Students may remain a PhD candidate in this status for a maximum of three calendar years.

If three calendar years pass from the first semester in which a student was placed on DCE and the student has not successfully completed all degree requirements, then that student has officially forfeited their eligibility to earn the PhD degree. Under these circumstances, the student may petition the Vice Provost of Graduate Education with the support of their department chair and school vice dean to be allowed to complete the degree outside of the three-year extension period. The petition will include a timeline for completion. The Vice Provost of Graduate Education reserves the right to deny any such request.

PhD Mentored Experiences

Mentored Experience Requirements

Doctoral students at Washington University must complete a department defined Mentored Experience. The Mentored Experience Requirement is a doctoral degree milestone that is notated on the student transcript, when complete. Each department has an established Mentored Experience Implementation Plan in which the number of semesters in which a student must engage in a Mentored Teaching or Mentored Professional Experience is defined. The Mentored Experience Implementation Plans outline how doctoral students within the discipline will be mentored to achieve competencies in teaching at basic and advanced levels. Some departments may elect to include Mentored Professional Experiences as an avenue to complete one or more semesters of the Mentored Experience Requirement. Doctoral students will enroll in LGS 600 (Mentored Teaching Experience) or LGS 603 (Mentored Professional Experience) to signify progression in completing the overall Mentored Experience Requirement for the degree. *Please note: A committee is looking into the MTE and there may be updates to the policy.*

Mentored Experience Implementation Plans

A department defined requirement for PhD students to engage in mentored teaching activities and/or other mentored professional activities. The requirement includes information related to the role of teaching or professional experiences within the discipline, the department's plan for supporting and offering pedagogical training, the normal sequence of opportunities for a PhD student, and the number of semesters required. Departments have the opportunity to send updated Mentored Experience Implementation plans to the Vice Provost for Graduate Education and International Affairs each academic year.

Current Departmental Plans

- Anthropology
- Art History & Archaeology
- Biology & Biomedical Sciences
- Biomedical Engineering
- Business
- Chemistry
- Classics
- Comparative Literature
- Computer Science & Engineering
- Earth, Environmental, & Planetary Sciences
- East Asian Languages & Cultures
- Economics

- Education
- Electrical & Systems Engineering
- Energy, Environmental, & Chemical Engineering
- English
- French
- Germanic Languages & Literature
- Hispanic Studies
- History
- Materials Science & Engineering
- Mathematics & Statistics
- Mechanical Engineering
- Movement Science
- Music
- Nursing Science
- Performing Arts – Dance
- Philosophy
- Physics
- Political Science
- Psychological & Brain Sciences
- Rehabilitation & Participation Science
- Sociology
- Speech & Hearing
- Writing

Mentored Experience Student FAQs

Am I able to teach as a primary instructor as part of the Mentored Teaching Experience (MTE)?

Yes, once students have completed the minimum pedagogical competencies associated with mentored teaching, the department may assess the students' ability and interest to determine if the opportunity to teach as a primary instructor (with faculty support), proves advantageous for the doctoral student. A faculty member must be listed as a support person with the label Mentor. Students will enroll in LGS 600.

I completed my department's defined mentored experience requirement. Can I continue to teach or engage in a professional experience?

Yes, students who completed the department's mentored experience may continue to teach if they are hired as an adjunct instructor. Students who completed the department's mentored experience may continue to engage in a professional experience either as an extracurricular activity or as an internship, either paid or unpaid. Students may not enroll in LGS 600 and LGS 603 after the Mentored Experience requirement is complete.

Can I use a paid experience to count toward my department's Mentored Experience requirements?

No, paid experiences may not be counted toward your degree requirements. However, professional experiences that encourage the exploration of diverse careers are certainly supported by the Vice Provost for Graduate Education and International Affairs. Students should always heed the part-time employment policy when considering engagement in a paid professional experience. Students are also encouraged to meet with the Director of Institutional Development for guidance on how these experiences fit into individualized career goals.

My department does not offer the Mentored Professional Experience as an option to fulfill the Mentored Experience requirement. Can I still engage in an MPE?

No, MPE is an academic endeavor that is applied toward a degree requirement.

Can I participate in a paid mentored professional experience?

Students may participate mentored experience as part of an internship, externship, or other similar experience. Students may not enroll in LGS 603 for a professional experience that is paid; this includes paid Curricular Practical Training (CPT) experiences.

Mentored Experience Department FAQs

How often should Mentored Experience Implementation Plans be reviewed and updated?

Departments may update their Mentored Experience Implementation Plans (formally Teaching Implementation Plans) at any time. Generally, students should be held to the defined plan that was in effect when the student was admitted. However, plans that are expanded to become more inclusive of diverse options may be offered as the guideline to students who were admitted in a previous term. Under no circumstance should a student be required to complete more semesters of the Mentored Experience than what was defined by the department when the student was admitted to the PhD program.

The Director of Institutional Development will send a call for review to the Mentored Experience plan during the Spring term of each academic year. Departments are encouraged to review the plan to determine if any changes are needed.

Are AM students allowed to complete a Mentored Experience?

AM students are not eligible for enrollment in LGS 600 (MTE) or LGS 603 (MPE). AM students engaged in teaching activities must be compensated by the department.

Can we count a student's previous semester's engagement in a mentored professional experience toward the Mentored Experience requirement?

Yes, the department has the right to apply those experiences toward the students' semester requirements for Mentored Experiences. Note that students will not be retroactively enrolled in LGS 603 to account for these activities. The department will need to track any activities completed in a previous semester independently of SIS.

Olin Business School

About Olin Business School

At Washington University's Olin Business School, students learn to look beyond the bottom line and make thoughtful decisions that benefit business and society. Our global-mindedness — coupled with a values-based, data-driven approach to decision making — prepares students to tackle the greatest challenges of our day and to change the world, for good.

As a leading research-oriented business school, Olin has a network of partners on campus, in the St. Louis community, and around the world. Students are able to apply what they have learned in the classroom to real-world situations through experiential learning opportunities that include student consulting, internships, case competitions, and study abroad programs, among others. Students also develop an entrepreneurial mindset that allows them to act nimbly and quickly in the constantly changing business landscape.

Olin is a welcoming community that allows for a deeper level of engagement, collaboration and program customization. Students can rely on support from faculty, staff and their peers while feeling accomplished in the rigorous course work.

Special Opportunities

Center for Experiential Learning

The Center for Experiential Learning (CEL) is an educational center at Olin Business School. The CEL facilitates real-world experiential learning courses. Last year, dozens of our expert advisors and faculty oversaw 140+ live consulting engagements with nearly 1,000 Washington University student participants. The CEL's partners include startups, nonprofits, multinational enterprises, and NGOs in St. Louis, across the country, and around the globe. Visit the Center for Experiential Learning website for more information.

Center for Career Engagement

WashU's Center for Career Engagement (CCE) provides comprehensive career support, including career coaching and planning, career assessment and skills training, and access to a global community of leaders, recruiters, influencer networks, and WashU alumni. To get the most out of career support, students are encouraged to meet with coaches early in the school year to discuss their personal and professional goals.

Through the CCE, students can access 24/7 digital tools and resources, self-assessments, résumé and cover letter reviews, and networking sessions. In addition, they can connect to employer activities, including company information sessions, speaker panels, on-campus interviews, skill-building workshops, and career fairs.

Students are encouraged to join the Business Career Community, an industry-focused space dedicated to exploring careers, making connections, and inspiring confidence.

For more information, please visit the Center for Career Engagement website or call 314-935-5930.

Phone: 314-935-7301
Email: OlinGradAdmissions@wustl.edu
Website: <https://olin.wustl.edu>

Faculty

Dean

Michael J. Mazzeo, PhD

PhD, Stanford University

For further information, please visit Olin Business School's website:

- Deans
- Faculty

Courses

Courses include the following:

- B60 ACCT (Accounting) (p. 31)
- B52, B62 FIN (Finance) (p. 37)
- B63 MGT (Management) (p. 46)
- B64 MEC (Managerial Economics) (p. 60)
- B65 MKT (Marketing) (p. 64)
- B56, B66 OB (Organizational Behavior) (p. 69)
- B57, B67 SCOT (Supply Chain, Operations, and Technology) (p. 74)
- B69 DAT (Data Analytics) (p. 79)
- B90 BEE Brookings Executive Education (p. 83)
- B99 INTL International Studies (p. 84)

Accounting

Visit online course listings to view semester offerings for B60 ACCT.

B50 ACCT 500 Independent Study in Accounting

B60 ACCT 5001 Introduction to Financial Accounting

Credit 1.5 units.

B60 ACCT 5002 Strategic Cost Analysis

Credit 1.5 units.

B60 ACCT 500C Tax & Business Strategy

This course is intended to provide business students with an overall framework for taking tax considerations into account when making business decisions. More specifically, as the textbook authors point out in the preface to the book, the course is intended to provide students with "a solid understanding of the decision contexts that give rise to tax planning opportunities, how to integrate tax strategy into the bigger picture of corporate decision making, and the dramatic impact that changes the transaction structure can have on after-tax cash

flows." This course is not intended to provide students with the an understanding of the technical tax rules that will be discussed during the course. However, many technical tax rules will be mentioned throughout the course and a general framework of the tax rules will be provided so as to facilitate a discussion of how these tax rules affect business decision-making.

Credit 1.5 units.

B60 ACCT 500D Fraud Prevention and Internal Controls

This course is designed to provide students with an overview of various forms of fraud, the role of auditors and forensic accountants in detecting the fraud, and how internal controls may be designed to prevent such activity. The course will draw extensively on cases that illustrate the various types of fraud. In each topical area, students will examine the techniques that may enable an investigator to detect the fraudulent practices and also develop appropriate internal controls that would help a corporation minimize or prevent the fraudulent practices. Prerequisites: ACCT 5011 or ACCT 5001.

Credit 1.5 units.

B60 ACCT 500E Information Technology Control and Audit

This course is designed to provide students with an introduction and overview of the field of Information Technology (IT) Auditing. It is intended to provide students with an understanding of risks in the IT environment, general computer and application control concepts and the basics of how to perform an IT audit. The course will also introduce students to the ISACA COBIT framework and the concepts of IT governance and assurance. Note: students must either have completed ACCT 564 previously or be concurrently enrolled.

Credit 1.5 units.

B60 ACCT 500F International Financial Reporting Standards

This course examines the advantages and disadvantages of using International Financial Reporting Standards (IFRS) rather than the Generally Accepted Accounting Principles (GAAP) commonly applied in the US. It reviews the arguments for and against the adoption of IFRS, the Security and Exchange Commission's roadmap for the adoption of IFRS in the US, the International Accounting Standards Board's and the Financial Accounting Standards Board's convergence project. Key differences between IFRS and GAAP in revenue recognition, inventories, long-term and intangible assets, research and development costs, borrowing costs, taxes, and employee benefits are explored. Concurrent enrollment in or completion of ACCT 563 or equivalent.

Credit 3 units.

B60 ACCT 500G Analysis of Financial Institutions and Financial Instruments

The main goal of the course is to give you an in-depth understanding of how financial reports provide unusually accurate and detailed (but not perfect) information about the risks and performance of firms in the financial services industries. These firms' financial statements increasingly are based on fair value accounting and their financial reports typically include extensive risk and estimation sensitivity disclosures. Both fair value accounting and risk and estimation sensitivity disclosures are necessary ingredients for financial reports to convey the risk and performance of financial services firms in today's world of complex, structured, and risk-partitioning financial instruments and transactions. While financial services firms often apply fair value accounting and risk and estimation sensitivity disclosures imperfectly (or worse), careful joint analysis of the information they do provide invariably yields important clues about their risks and performance. Pre-requisite ACCT 501B.

Credit 1.5 units.

B60 ACCT 500H International Financial Reporting Standards

The early part of this course will cover an overview of International Financial Reporting Standards and the International Accounting Standards Board; advantages and disadvantages of adopting IFRS from the viewpoints of users, preparers, auditors, developing countries, developed countries, and others. The course will also provide an overview of the SEC staff's findings and observations regarding certain issues in adopting IFRS in the United States and related observations from the perspective of the IFRS Foundation and staff. The remainder of the course will be devoted to the key differences between IFRS and GAAP in such areas as revenue recognition; inventories; and long-term assets, including property, plant, and equipment, intangible assets, research and development costs, borrowing costs, and impairment. Prerequisite: Successful completion of or concurrent enrollment in Advanced Financial Accounting Problems B50 ACCT 4680 or B60 ACCT 563.

Credit 1.5 units.

B60 ACCT 500I International Financial Reportings Standards II

This course will be a continuation of A500H and will be devoted to the key differences between IFRS and GAAP in such areas as provisions, contingent liabilities, and contingent assets; leases; income taxes; employee benefits; share-based payments; business combinations; consolidations and investments in related entities; financial instruments; cash flow statements; operating segments; interim financial reporting; accounting policies; changes in accounting estimates; errors; events after the balance sheet date; related party transactions; earnings per share; discontinued operations; and changes in foreign exchange rates. The course also will cover management opportunities and issues when converting from GAAP to IFRS. Prerequisite: ACCT 500H

Credit 1.5 units.

B60 ACCT 500J Not-For-Profit Accounting

Students will gain an understanding of the unique facets of not-for-profit accounting, including understanding not-for-profit financial statements, differences in not-for-profit GAAP, and the IRS Form 990.

Credit 1.5 units.

B60 ACCT 500M Ethics I

This course has been designed to help the student understand ethical reasoning and behavior and in so doing define their own moral compass. The primary goal being to make the student a role model to others in ethical behavior - not just in determining what is the proper ethical choice, but, more importantly, effectively implementing the behavioral changes required to achieve solutions to ethical dilemmas. To quote while paraphrasing the authors of the textbook, "We strive in (these courses) not only to educate accounting students to be future leaders in the accounting profession but to stimulate (the students) ethical perception and cultivate virtue thereby awakening (their) sense of duty and obligation to the public interest."

Credit 1.5 units.

B60 ACCT 500N Ethics II

This course builds on Ethical Decision Making in Accounting I to help students develop a deeper understanding of ethical behavior, including dealing with fraud in financial statements, legal obligations of auditors, Wall Street expectations and earnings management, and what it takes to be an ethical leader. To quote the author of the course text, "...it comes down to one's sense of right and wrong and willingness to voice values to positively impact (the) auditor responsibility." This second segment of Ethical Decision Making in Accounting is offered for the purpose of creating ethical leaders in the accounting and auditing profession, the business community, and society and to instill that sense of right and wrong and the eagerness to put it into action.

Credit 1.5 units.

B60 ACCT 5000 Financial Metrics for Start-Ups

This course is designed for Masters of Accounting and Finance students (and others) who want to build their management consulting skills and competencies through work on real-world projects with early-stage businesses. Clients will be both Washington University-based entrepreneurs (students or recent alumni) and St. Louis community aspirants. Students may take this course twice in one semester, provided that they enroll in both ACCT 500K and ACCT 5000. Credit 1.5 units.

B60 ACCT 501 Introduction to Financial Accounting II

Credit 1.5 units.

B60 ACCT 5011 Financial Accounting

Introduces the principal financial statements: balance sheet, income statement, and the statement of cash flows. Examines the distinction between income flows and cash flows. Presents selected accounting principles of measurement and reporting in the context of business and interpreting financial information. Extensive use of actual companies' financial statements.

Credit 2 units.

B60 ACCT 5012 Strategic Cost Analysis

This course provides an introduction to cost concepts, cost behavior and cost systems. Understand how strategy, technology and the environment affect a firm's choice of cost system type and system design alternatives. Discuss how cost system choices, in turn, influence tactical and strategic managerial decision-making. Tools such as cost-volume-profitability analysis, customer profitability, value chain analysis and relevant-cost analysis are presented. Case discussions illustrate the application of course topics. Prerequisite: Fall A required MBA coursework or equivalent.

Credit 2 units.

B60 ACCT 501B Financial Accounting B

This course is the second in the Financial Accounting sequence. In this course we continue to explore how choices of accounting methods affect financial statements and financial ratios. Specifically we concentrate on long-term assets and long-term liabilities, purchase vs. leasing options, off-balance-sheet financing, and implications for deferred taxes. The course concludes with a closer look at the statement of cash flows and preliminary analysis of solvency. As in the first course, the emphasis is on reading and understanding of financial statements. We approach the statements mainly from a user's perspective. The course is structured as a mix of lectures and case discussions. It utilizes Harvard business cases and involves analysis of actual statements. Prerequisites: ACCT 5001 OR ACCT 5011. Note: Students cannot take both this course and ACCT 501 for credit. Credit 1.5 units.

B60 ACCT 502 Managerial Control Systems

Organizations face both information and incentive problems, usually simultaneously. Managerial control involves developing policies and systems to cost-effectively minimize these problems while helping the organization achieve its objectives. The course focuses on control issues by analyzing the financial aspects of planning, feedback, and performance measurement. Topics include: responsibility accounting, budgeting, benchmarking, target costing, variance analysis, productivity measures, transfer pricing, and optimal design of performance measures. MBA Prerequisite: ACCT 5012. PMBA Prerequisite: ACCT 5002. Credit 1.5 units.

B60 ACCT 503 Business Analysis Using Financial Statements

This course uses concepts from financial accounting, finance, and strategy to develop models used by financial analysts in valuing equity securities (although we will focus on equity valuation, our approach is applicable to issues faced by managers considering investment opportunities). We will discuss/review a variety of models, including the dividend model, the free cash flow model, the method of comparables/multiples, and the asset-based valuation model. These more traditional models will be contrasted with the residual income valuation model, a relatively recent valuation innovation. Prerequisites: ACCT 5001 and ACCT 501 and FIN 5200 or FIN 5201 and FIN 5202.

Credit 1.5 units.

B60 ACCT 503B Advanced Business Analysis Using Financial Statements

This course involves the application of the analysis skills from ACCT 503 (accounting analysis, cash flow analysis, and financial ratio analysis) to a variety of reporting contexts. These include security analysis, credit analysis, valuation analysis, financial policy analysis, and investor communications. For this course, cases will be used as the primary vehicle for achieving the learning objectives. Prerequisites: ACCT 5001, ACCT 501, ACCT 503, FIN 5201 and FIN 5202 or FIN 5200.

Credit 1.5 units.

B60 ACCT 505 Advances in Management Accounting

This course focuses on current management accounting techniques, including activity-based costing, target and kaizen costing, international management accounting, and management accounting in Internet companies. Investigating these topics will include use of ABC software to illustrate the process of implementing an ABC information system. Also new in this course will be project focused on comparing and contrasting management accounting techniques of traditional and Internet companies. Prerequisite: ACCT 5002

Credit 1.5 units.

B60 ACCT 507 Financial Issues in Leasing

This course is devoted to studying the various elements that are involved in identifying leasing opportunities and structuring a lease. Topics to be covered include the legal and financial structure of a lease, options embedded in lease agreements, accounting and tax issues related to leases, and the marketing and negotiation of leases. Prerequisites: FIN 5200 or FIN 5201 and FIN 5202 and ACCT 5001. Credit 1.5 units.

B60 ACCT 508 Financial Reporting From the CFO's Perspective

This course will (1) enhance students' understanding of the role of the CFO (of publicly traded firms) in financial reporting and the related roles of the CFO in issues of corporate governance and investor relations, (2) provide students with a strong understanding of the impact of Sarbanes-Oxley on financial reporting for public companies, as well as requirements of the SEC in financial reporting, (3) develop students' skills in using the authoritative accounting and regulatory literatures when preparing financial reports, (4) examine issues related to financial reporting for specific accounting issues and in times of financial crisis, and (5) provide a basis of understanding the technological changes affecting financial reporting. MBA Prerequisites: ACCT 5011, 501B, and FIN 5200. PMBA Prerequisites: ACCT 5001, ACCT 501, FIN 5201, and FIN 5201

Credit 1.5 units.

B60 ACCT 509 Tax and Business Strategy: A Planning Approach

This course addresses tax planning in a business-centric context. The focus will be the economic role taxes play in structuring and planning business transactions involving various legal forms of doing business. The class materials will address current topics (e.g., mergers

and acquisitions, changing global views of tax planning; tax reform implications) supplemented by real-world examples of transactions and issues facing business leaders today. Given the global expansion of business, particular attention will be made to the complexities faced when planning international investment, from the U.S. and into the U.S. Aspects relating to tax accounting (i.e., the interaction of tax planning and financial statements) will also be covered. The class will strive to not be tax technical (i.e., it will not involve a detailed review of the Internal Revenue Code or Regulations); however, due to the nature of the topic, there will be certain technical aspects that will be discussed so that participants can gain a better understanding of the interaction of the tax law with certain business transactions. The class will not focus on individual taxation topics.

Credit 1.5 units.

B60 ACCT 510E Financial Reporting & Assurance in a Blockchain World

Blockchain Technology has been described as the most important development in financial reporting since the emergence of double-entry bookkeeping. This course is designed to familiarize participants with Blockchain technology, and to explore the implications of Blockchain on the preparation and reliability of financial statements, as well as on the assurance process of financial statements. Many topics covered in this course may also be applicable to industries in which "record keeping" plays a prominent role (e.g. real estate transactions, recording health care information). This course is required for MS Analytics-Acct students.

Credit 1.5 units.

B50 ACCT 513 Independent Study in Accounting

B60 ACCT 513 Independent Study in Accounting

B60 ACCT 531 Financial Metrics

The Finance Metrics Clinic is designed for students who want to build their financial analysis and management consulting competencies through work with early-stage businesses. The end goal of these projects is to help startup clients understand and build their financial metrics-supporting more metrics/data-driven decision-making within the startup community.

Credit 1.5 units.

B60 ACCT 532 Financial Metrics

The Finance Metrics Clinic is designed for students who want to build their financial analysis and management consulting competencies through work with early-stage businesses. The end goal of these projects is to help startup clients understand and build their financial metrics-supporting more metrics/data-driven decision-making within the startup community.

Credit 1.5 units.

B60 ACCT 555 Accounting Policy and Research

This course is designed for Students in the Masters in Accounting Program (MACC) and integrates material from previous accounting courses and professional experiences. This course will enable students to develop their knowledge and appreciation of current debates that surround the accounting profession. Students will develop critical thinking skills regarding these issues and form and defend opinions about contemporary regulatory and market issues. The course will also provide an opportunity for students to learn important technical and research tools used by accounting practitioners. Finally, students will get an appreciation of the primary methods underlying academic research in accounting. Prerequisites: ACCT 562, be enrolled in the MACC program or permission of the instructor.

Credit 3 units.

B60 ACCT 560 Introduction to Accounting

In this course, we will study the three fundamental financial accounting issues -- (1) recognition, (2) measurement/valuation, and (3) classification/disclosure -- and consider how business transactions are reflected on the financial statements using generally accepted accounting principles (GAAP). We will cover the four primary financial statements (balance sheet, income statement, statement of stockholders' equity, and statement of cash flows), the supporting footnotes to these statements, and several reports (annual reports, proxy statements, and press releases). The course incorporates both a preparer's perspective (i.e., GAAP requirements for recording and presenting financial information) and a user's perspective (i.e., how an investor or analyst can interpret and use financial statement information). The goal of the course is to prepare students for advanced course work in accounting and finance classes, beginning in the Fall A term.

B50 ACCT 560A Introductory Accounting Concepts

Credit 3 units.

B60 ACCT 561 Intermediate Accounting

This course is a foundational course in financial accounting for new SMP students.

B60 ACCT 562 Financial Accounting II (Intermediate Acct)

Provides a more in-depth analysis of financial accounting and reporting issues than ACC 5600. Primary subject matter involves the issues of asset and liability valuation and income measurement. Topics include inventory accounting, valuation of long-term liabilities, and revenue and expense recognition. Also introduces the regulation of corporate accounting and reporting practices and their effects on users of financial statements. Prerequisites, ACC 5601 and 5611. Prerequisite, ACC 564.

Credit 3 units.

B60 ACCT 563 Financial Accounting III (Advanced Accounting)

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers, and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities. Prerequisite: ACCT 3620.

Credit 3 units.

B60 ACCT 564 Auditing

This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Grading is based on homework, a group-based project, and two exams. Prerequisite: ACCT 3620.

Credit 3 units.

B60 ACCT 567 Taxation of Individuals

This course provides an introduction to federal income taxation with primary emphasis on the tax implications of business transactions. The objectives of the course are to develop a basic understanding of federal income tax laws and to provide a framework for integrating income tax planning into the decision-making process. The course is of value to all students who need to recognize the important tax consequences of many common business transactions and is not intended solely for accounting majors or those students interested in becoming tax specialists. Prerequisite: ACCT 2610.

Credit 3 units.

B60 ACCT 5675 Volunteer Income Tax Assistance

Students assist low income members of the community in preparing their tax returns through the VITA program. The Internal Revenue Service provides training materials and an online certification program that must be successfully completed prior to engaging with clients. Students work with the Gateway EITC Community Coalition. Students who have taken ACCT 567: Taxation of Individuals will be well positioned to do well in the VITA program.

Credit 1.5 units.

B60 ACCT 570 International Financial Reporting Standards

The early part of this course will cover an overview of International Financial Reporting Standards and the International Accounting Standards Board; advantages and disadvantages of adopting IFRS from the viewpoints of users, preparers, auditors, developing countries, developed countries, and others. The course will also provide an overview of the SEC staff's findings and observations regarding certain issues in adopting IFRS in the United States and related observations from the perspective of the IFRS Foundation and staff. The remainder of the course will be devoted to the key differences between IFRS and GAAP in such areas as revenue recognition; inventories; and long-term assets, including property, plant, and equipment, intangible assets, research and development costs, borrowing costs, and impairment. Prerequisite: Successful completion of or concurrent enrollment in Advanced Financial Accounting Problems B50 ACCT 4680 or B60 ACCT 563.

Credit 1.5 units.

B60 ACCT 571 International Financial Reporting Standards II

This course will be a continuation of A500H and will be devoted to the key differences between IFRS and GAAP in such areas as provisions, contingent liabilities, and contingent assets; leases; income taxes; employee benefits; share-based payments; business combinations; consolidations and investments in related entities; financial instruments; cash flow statements; operating segments; interim financial reporting; accounting policies; changes in accounting estimates; errors; events after the balance sheet date; related party transactions; earnings per share; discontinued operations; and changes in foreign exchange rates. The course also will cover management opportunities and issues when converting from GAAP to IFRS.

Prerequisite: ACCT 500H

Credit 1.5 units.

B60 ACCT 572E Taxation of Business Entities

This course involves an examination of tax laws at the federal, state, and international levels, with an emphasis on corporate taxpayers and partnerships. A data-driven approach will be used to show how various business transactions affect a business entity's tax liability. Attention will also be given to various ways in which business entities might structure transactions to avoid or reduce tax liability and how the choice of business entity type affects these decisions.

Credit 3 units.

B60 ACCT 575E International Taxation

In today's global economy, questions regarding what activity and income get taxed and which jurisdiction enjoys taxing priority have never been more important. Recent U.S. tax reform has caused a monumental shift in the U.S. taxation of multinational transactions and activities. U.S. and global legislative proposals continue to focus on the tax rules applicable to multinational enterprises as parameters around these topics continue to evolve. This course will be an introduction to international taxation, focusing on such topics as tax jurisdiction, source-of-income rules, transfer pricing, tax treaties, and international tax practice and procedure. Core course materials will be supplemented with discussion around current relevant transactions (particularly M&A transactions) in the business headlines. Prerequisite: Completion or Concurrent Enrollment in ACCT 572E.

Credit 1.5 units.

B50 ACCT 6000 Research Assistantship/Teaching Assistantship Independent Study

Students will engage in either research assistantship or teaching assistantship activities to gain practical experience in conducting research and teaching courses. This course will be supervised by faculty and requires students to engage in RA/TA activities for a minimum of 10 hours a week, with a maximum of 20 hours per week.

Credit 3 units.

B50 ACCT 648 Independent Study

B50 ACCT 650 Special Topics in Accounting

The course covers classic topics in information economics, with the goal of students gaining a basic understanding of theories that govern empirical work in financial accounting research. Topics covered may include voluntary disclosure theory and contracting theory. The course is intimately connected to theoretical work that facilitates developing empirical frameworks, so it covers both theoretical and empirical work. However, the focus of this course is on the former.

Credit 3 units.

B50 ACCT 663 Seminar in Accounting Research II

Credit 3 units.

B50 ACCT 664 Doctoral Seminar in Financial Accounting

For Doctoral students only

Credit 1.5 units.

B50 ACCT 665 Applied Empirical Research in Accounting

For Doctoral students only

Credit 3 units.

B50 ACCT 668 Independent Study in Accounting

B50 ACCT 669 Directed Reading in Accounting

B50 ACCT 670E Topics in Corporate Finance

The general objective of this course is to teach and encourage students to explore interesting research questions in corporate finance and capital market accounting. We will work toward this goal by introducing students to several topics in empirical corporate finance and by exposing them to some current work. An emphasis will be put on the link between empirical and theoretical work and how to think about empirical research questions critically. Doctoral students only.

Credit 3 units.

B60 ACCT 760 Financial Accountability Metrics for Leaders

Cover the basic terms, concepts, and geography of financial statements including the balance sheet, income statement, statement of cash flows, and the statement of shareholders equity. Critically analyze financial metrics that company leaders are responsible for and that are used by constituents of those organizations (primarily investors). Discuss how and why leaders are accountable for delivering budgeted results and critically evaluate whether companies achieved expectations by conducting financial statement analysis. Map the role leader's play in the preparation of pro forma statements (forward-looking) and start-up business plans.

Credit 3 units.

B60 ACCT 761 Strategic Cost Analysis

Credit 3 units.

B60 ACCT 763 Strategic Cost Accounting & Control

Studies the nature, design and decision-facilitating role of cost systems and focuses on the effects of strategy, technology and the environment on cost system designs. The course introduces basic cost concepts and develops techniques such as cost drivers, activity-based accounting, customer profitability, value-add and value chain analysis, and target costing. It analyzes the role of cost information for tactical and strategic decisions. Tools such as budgets, variance analysis, benchmarking, transfer pricing and balanced scorecard are used to illustrate planning, control and performance measurement systems that facilitate successful implementation of organizations' strategies. Credit 3 units.

B60 ACCT 8002 Strategic Cost Analysis

In recent years the field of cost management has undergone profound changes. Organizations are using new business models and management tools such as e-business, data analytics, activity-based management, value-based engineering, value chain analyses, customer profitability profiles, balanced scorecard, and economic value analysis to renew their strategies and to focus on how they serve their customers and stakeholders. The current thrusts of cost, quality, and customer service in managing business and operations have placed new demands on management and financial systems beyond the traditional costing for financial reporting. This course has been designed to reflect these changing needs of the markets, management, and information systems. In this course, my objective is: (i) to provide a balanced blend between theory, applications, and current practices; and (ii) to highlight the importance of design, implementation, and use of effective strategic costing systems. We will study cost systems and their decision-facilitating aspects. We will examine the effects of strategy and incentives on cost system design and will provide a framework for evaluating alternative system designs and decision making. Prerequisite: Admission to Olin's Online Master of Accounting program.

Credit 1.5 units.

B60 ACCT 8503 Business Analysis Using Financial Statements

In this course we use concepts from financial accounting, finance, and strategy to develop models used by financial analysts in valuing equity securities (although we will focus on equity valuation, our approach is applicable to issues faced by managers considering investment opportunities). We will discuss/review a variety of models, including the dividend model, the free cash flow model, the method of comparables/multiples, and the asset-based valuation model. These more traditional models will be contrasted with the residual income valuation model, a relatively recent valuation innovation.

Credit 1.5 units.

B60 ACCT 8504 Advanced Business Analysis Using Financial Statements

This course involves the application of the analysis skills from ACCT 503 (accounting analysis, cash flow analysis, and financial ratio analysis) to a variety of reporting contexts. These include security analysis, credit analysis, valuation analysis, financial policy analysis, and investor communications. For this course, cases will be used as the primary vehicle for achieving the learning objectives.

Credit 1.5 units.

B60 ACCT 8532 Ethical Decision Making in Accounting I

This course has been designed to help the student understand ethical reasoning and behavior and in so doing define their own moral compass. The primary goal being to make the student a role model to others in ethical behavior - not just in determining what is the proper ethical choice, but, more importantly, effectively implementing the behavioral changes required to achieve solutions to ethical dilemmas. To quote while paraphrasing the authors of the textbook, "We strive in (these courses) not only to educate accounting students to be future leaders in the accounting profession but to stimulate (the students) ethical perception and cultivate virtue thereby awakening (their) sense of duty and obligation to the public interest." Prerequisite: Admission to Olin's Online Master of Accounting program.

Credit 1.5 units.

B60 ACCT 8534 Accounting in the Modern Era

The course will provide a comprehensive, graduate level introduction to accounting applicable to companies operating in the digital age. It is designed to provide managerially oriented users of accounting products with the foundations of accounting concepts, the underlying mechanics, and the overall perspective required to become intelligent users of accounting information. The course will be organized into two parts. The first part will be dedicated to understanding financial accounting information conveyed by companies operating in the digital age in their reports. The second part of the course focuses on Management Accounting, in particular on understanding the role and importance of cost information in strategic decision making, business planning, and controls in organizations. Admission to the Olin's Online MACC program.

Credit 3 units.

B60 ACCT 8535 Fraud Prevention and Internal Controls

This course is designed to provide students with an overview of various forms of fraud, the role of auditors and forensic accountants in detecting the fraud, and how internal controls may be designed to prevent such activity. The course will draw extensively on cases that illustrate the various types of fraud. In each topical area, students will examine the techniques that may enable an investigator to detect the fraudulent practices and also develop appropriate internal controls that would help a corporation minimize or prevent the fraudulent practices. Prerequisite: Only students admitted to Olin's Online Master of Accounting program can enroll in this course.

Credit 1.5 units.

B60 ACCT 8536 Financial Accounting in the Digital Age

This course will provide a comprehensive, graduate level introduction to accounting applicable to companies operating in the digital age. Along with ACCT 8537, it is designed to provide managerially oriented users of accounting with the foundational concepts, the underlying mechanics, and the overall perspective required to become effective users of accounting information. ACCT 8536 will be dedicated to understanding financial accounting information conveyed by companies operating in the digital age in their financial reports. Prerequisite: Admission to Olin's Online MBA Program.

Credit 1.5 units.

B60 ACCT 8537 Managerial Accounting in the Digital Age

This course will provide a comprehensive, graduate level introduction to accounting applicable to companies operating in the digital age. Along with ACCT 8536, it is designed to provide managerially oriented users of accounting with the foundational concepts, the underlying mechanics, and the overall perspective required to become effective users of accounting information. ACCT 8537 will be dedicated to understanding managerial accounting information used internally, particularly on understanding the role and importance of cost information in strategic decision making, business planning and controls in organizations. Prerequisite: Admission to Olin's Online MBA Program.

Credit 1.5 units.

B60 ACCT 8538 Creating and Protecting Value with IT Governance and Control

Creating and Protecting Value with IT Governance and Control is an essential course for current and future business leaders. This course will use new developments in IT to animate established frameworks, strategies, and best practices that ensure IT assets are managed effectively, risks are mitigated, and regulatory compliance is achieved. This is not a technical course, although you will benefit from what you already know about IT. In this course, you will gain insights into the practical aspects of implementing and managing IT governance and control within diverse organizational contexts. By the end of the course, you will be prepared to assess an organization's IT governance maturity, recommend improvements, and lead initiatives that enhance the strategic value of IT. Prerequisite: Only OMBA students can enroll in this course.

Credit 3 units.

B60 ACCT 8555 Accounting Policy and Research

This course is designed for Students in the Masters in Accounting Program (MACC) and integrates material from previous accounting courses and professional experiences. This course will enable students to develop their knowledge and appreciation of current debates that surround the accounting profession. Students will develop critical thinking skills regarding these issues and form and defend opinions about contemporary regulatory and market issues. The course will also provide an opportunity for students to learn important technical and research tools used by accounting practitioners. Finally, students will get an appreciation of the primary methods underlying academic research in accounting.

Credit 3 units.

B60 ACCT 8560 Introduction to Accounting

In this course, we will study the three fundamental financial accounting issues -- (1) recognition, (2) measurement/valuation, and (3) classification/disclosure -- and consider how business transactions are reflected on the financial statements using generally accepted accounting principles (GAAP). We will cover the four primary financial statements (balance sheet, income statement, statement of stockholders' equity, and statement of cash flows), the supporting footnotes to these statements, and several reports (annual reports, proxy statements, and press releases). The course incorporates both a preparer's perspective (i.e., GAAP requirements for recording and presenting financial information) and a user's perspective (i.e., how an investor or analyst can interpret and use financial statement information). The goal of the course is to prepare students for advanced course work in accounting and finance classes.

B60 ACCT 8563 Advanced Financial Accounting

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers, and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities. Prerequisite: Admission to Olin's Online Maser of Accounting Program.

Credit 3 units.

B60 ACCT 8564 Auditing

This course deals with the professional service industry of auditing. The auditing industry provides the service of objectively obtaining, evaluating, and communicating evidence regarding managerial assertions about economic events. Specifically, auditing ascertains the degree of correspondence between managerial assertions and established criteria. The course is organized around the basic categories of: (1) the economic role of external corporate auditing in securities markets, (2) the composition of the firms in the auditing industry, (3) the regulatory environment of auditing, (4) litigation issues facing the accounting/auditing industry, and (5) the requirements for conducting audits. Topics included in the last area include a consideration of the scope and application of Generally Accepted Auditing Standards (GAAS) and the general technology of auditing which are some general auditing topics typically covered on the CPA exam. Prerequisite: Admission to Olin's Online MACC program.

Credit 3 units.

B60 ACCT 8653 Advanced Financial Accounting

Examination of the nature and financial reporting aspects of various business transactions: corporate acquisitions, mergers, and the formation of other strategic alliances. Topics: accounting for business combinations and consolidations, joint ventures and foreign currency translation, accounting and financial reporting issues facing government entities.

Credit 3 units.

B50 ACCT 885 Masters Nonresident

B50 ACCT 886 Doctoral Nonresident

B50 ACCT 887 Masters Resident

B50 ACCT 888 Doctoral Resident

Finance

Visit online course listings to view semester offerings for B52 FIN and B62 FIN.

B52 FIN 500 Independent Study in Finance

B62 FIN 500H Advanced Derivative Securities

This courses focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs in a programming environment such as MATLAB to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various

assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management. Prerequisites: FIN 524 and 524B.

Credit 3 units.

B62 FIN 500K Finance Consulting Seminar

In this course, mentored engagements will help students to develop sophistication in the transfer of cutting edge techniques from the academic environment into practice. Students are placed in teams, and each team does a project with a company. The associated instructor helps the team to manage the relationship and make the bridge between the academic tools the students have learned and the practical projects provided by the companies.

Credit 3 units.

B62 FIN 500Q Quantitative Risk Management

Risk management is an increasingly important, but often misunderstood, aspect of corporate financial policy. This course is designed to provide solid theoretical and technical foundations for financial risk management with applications to a variety of different industries and firms. Measures of risk, regulatory requirements for risk control, and risk management strategies employing derivative securities against market and credit risks will be analyzed. In addition, risk management methods and tools that are commonly used in practice will be introduced. Prerequisite: Fin 524, Fin 524B.

Credit 3 units.

B62 FIN 500R Topics in Quantitative Finance

The main objective of this course is to familiarize students with the current cutting-edge techniques implemented by the quantitative finance industry. The contents of this course can vary from year to year. Topics may include risk management, statistical arbitrage, and derivative pricing and hedging. Some practical projects may be used for implementation of these techniques.

Credit 1.5 units.

B62 FIN 500T Financial Markets - Institutions, NYC Immersion

Examination of major financial institutions and markets in which they participate. Key institutions include corporate and investment banking, hedge funds, private equity firms, venture capital firms, fund management, and private wealth management. Markets covered include stocks and bonds, forex trading, and derivatives. Lectures by instructor set the stage for talks by practitioners in these institutions and markets. Emphasis placed on current trends and future prospects in each institutional area and markets in which they participate, and how these relate to the global economy, especially in context of global financial crises.

Credit 3 units.

B62 FIN 500U Financial Markets - Regulation, DC Immersion

Examination of regulation of United States financial markets. Key institutions and actors involved in regulation are covered including Federal Reserve, Department of the Treasury, Securities and Exchange Commission (SEC), and others, as well as United States Senate Committee on Finance and House of Representatives Committee on Financial Services, along with regulatory lawyers. Lectures by instructor set the stage for talks by officials in these institutions. We collaborate with the Brookings Institution in setting up lectures and will have site visits to some institutions. Course emphasizes theory and practice of regulation, and this is placed into context of contemporary financial system and challenges which exist to regulate it effectively, especially relative to global financial crises.

Credit 3 units.

B62 FIN 500W Venture Capital Methods

This course provides basic terminology and tools used in evaluation of early-stage venture investing. The course will also cover the history of venture capital and discuss the different strategies that a venture capital firm could utilize. The course will use case studies and outside speakers to provide overviews of certain aspects of the venture capital industry including investment strategies and VC firm operations.

Credit 1.5 units.

B62 FIN 500X Venture Capital Practice

This capstone course offers students interested in early-stage investing an immersive experience in angel and early-stage investment practices within private companies. Collaborating with professionals in the St. Louis community, students engage in activities spanning from identifying potential investment opportunities to closing deals, gaining practical skills essential for the field. Prerequisite: FIN 500W.

Credit 1.5 units.

B62 FIN 500Y Private Equity - Methods

This course will provide the student with an understanding of the basic terminology, due diligence and analytical methodologies critical to evaluating Private Equity investments. The course will also cover the history of Private Equity and the different roles of Private Equity - growth capital, LBO/MBO, Roll-Up, etc. in the evolution of the firm. Private Equity funds in the context of the overall market (strategic vs. financial acquirers) will be discussed as will be the role of leveraged lending and bank financing of financial sponsors. Private Equity as an investment and its role in portfolio construction will be analyzed. Finally, the legal structure of Private Equity funds in the context of firm control and governance will be reviewed.

Credit 1.5 units.

B62 FIN 500Z Private Equity - Practice

This course is the capstone for students interested in pursuing careers in private equity. Students will develop practical skills for investing in private companies. Students will partner with professionals in the St. Louis community to perform various activities, including transaction sourcing, evaluating investment opportunities and, where appropriate, negotiating, arranging financing, and closing investments. The course also heavily relies on bringing in professionals from the local community to provide real-world perspectives on private equity investing.

Credit 1.5 units.

B62 FIN 501 Corporate Finance and Investments Platform Practicum

Students work in small teams on corporate finance and/or investment related projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend about 75 hours on the project. Grades are based on the quality of the project work and the final deliverables (e.g., written and oral reports), as determined by the faculty advisor and client project lead. Prerequisites: Enrollment in the Finance and Investments Platform or approval of the Platform Director.

Credit 1.5 units.

B62 FIN 501P CFAR Practicum

The CFAR Practicum provides consulting project opportunities for WAM, Fintech, Quant, and MBA Finance students. Students work in teams to complete a project with a company, developing sophistication in the transfer of cutting-edge financial techniques putting the academic environment into practice. Faculty advisors help teams manage the

relationships with clients and make the bridge between the academic tools the students have learned and the practical projects provided by the companies. Students' grades are based on deliverables throughout the semester including the final presentation at the conclusion of the project. MSFC students can only take this course in their final semester by those who have not taken MGT 551E or MGT 501V. MBA students can take this course any semester after their first. Dropping this course after being introduced to a client may have an adverse impact on your ability to register for CEL courses in the future. Prerequisite: Can only be taken in the final semester by those who have not taken MGT 551E or MGT 501V. 3 credits.

Credit 3 units.

B62 FIN 510 Introduction to Finance

The main topics to be covered in this course are (1) principles of investments, (2) financial analysis of corporate projects, (3) cost of capital, and (4) capital structure and financing policies. The objective of the company is assumed to be shareholder value maximization. Shareholder value is created by earning more than the cost of capital. The cost of capital is an opportunity cost: what investors could expect to earn on comparable investments in the financial markets. To understand the cost of capital, we need to understand the viewpoint of investors. Furthermore, to understand whether a project earns more than the cost of capital, we need to know how to estimate and discount project cash flows. So, the first three topics are closely connected. The main question in the fourth topic is whether we can create shareholder value through the financial structure of the firm. For example, we will ask whether we can lower the cost of capital by financing with debt instead of equity (or vice versa). The goal of the course is to prepare students for advanced course work in finance, beginning in the Fall A term.

B52 FIN 513 Independent Study in Finance

Credit variable, maximum 3 units.

B62 FIN 515 Early Stage Investing

This course is the experiential learning capstone for students interested in early stage private equity investing. The course is offered only in the fall. There is prerequisite course, the spring mini-B course titled "Tools of Venture Investing". There is also an interview requirement with the instructor. Interest from students in different disciplines and in different programs are welcome if they have met the prerequisites. The course objective is to develop practical skills and disciplines necessary to succeed in angel and early-stage investing in private companies. Students will organize, staff and market the activities of the SSVF in partnership with professional investors in the St. Louis community, including finding deals, performing evaluations of investment opportunities, and where appropriate negotiating, arranging financing, closing investments, participating in Board-level decisions and realizations. The class historically has found and evaluated 20-30 investments during the fall. Industry-wide, roughly 1-2% of investment opportunities examined actually result in investment, so there is no assurance that the SSVF will complete any investments. However, through contact with early-stage companies actually raising funds students will be able to develop key investment skills. Compelling investment opportunities will be presented to the Skandalaris Center Investment Committee for approval. Students will lead this process with support from the instructor and mentors. NOTE: Students must interview for this class during the spring semester and will be enrolled by invitation only.

Credit 1.5 units.

B62 FIN 520 International Economics & Finance

Focuses on the application of concepts and techniques drawn from international economics and finance to the financial management of a business operating in a multicountry environment. Topics from international economics include exchange rate determination, international capital flows, determination of trade flows and the terms of trade, and the influence of domestic macroeconomic policy. Topics from finance include the study of international financial instruments, international capital markets, exchange risk-hedging techniques, and cost of capital issues. Stresses the nature and role of the various institutions involved in international finance. Prerequisites, ACC 5601 and 5611; FIN 5400; MEC 5900, and 5950. Offered through the London Summer Program.

Credit 3 units.

B62 FIN 5203 Financial Management

Students will learn in this class how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impacts of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital.

Credit 3 units.

B62 FIN 5204 Financial Management

Students will learn in this class how the decisions of a company affect shareholder value and what decisions can increase this value. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impacts of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital. This course is a hybrid online version of FIN 5203. Students may not earn credit for both FIN 5203 and FIN 5204.

Credit 3 units.

B62 FIN 521 Financial Intermediation

Discussion centers on the role of banking institutions and credit markets, the design of financial contracts and institutions and the public regulation of financial markets. After establishing a framework for analyzing financial institutions and markets, we turn to a current topic of special interest. Students will research and present a report advocating a particular point of view. Prerequisites: FIN 5200 or FIN 5201 and 5202 or permission of the instructor.

Credit 1.5 units.

B62 FIN 523B Mergers & Acquisitions

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course are M&A regulation, the sell-side and buy-side M&A process,

valuations, takeover strategies and antitakeover defenses, structuring of transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs negotiation sale processes. Prerequisites: FIN 5203 and FIN 534.
Credit 1.5 units.

B62 FIN 524 Options and Futures

Focuses on futures with an introduction to options. Discusses forward and futures pricing, and the use of various futures contracts to hedge commodity price risk, interest risk, currency risk, stock portfolio risk, and other risk exposures. Prerequisites: FIN 5203.
Credit 1.5 units.

B62 FIN 524B Derivative Securities

Provides an in-depth analysis of valuation and trading strategies for options and other derivative securities which have applications across areas of finance such as hedging, swaps, convertible claims, mortgage payments, index arbitrage, insurance, capital budgeting and corporate decision making, and are responsible for many new innovations and developments of the financial markets. Students may not receive credit for both this course and FIN 5460. Prerequisites: FIN 524, 5200; or FIN 5201 and 5202.
Credit 1.5 units.

B62 FIN 525 Fixed Income Securities

This course analyzes investment in bonds and related fixed-income instruments. Major topics are bonds, interest rate risk, and derivative securities. Bond topics include interest rate compounding conventions, yield curves, and forward interest rates. Risk analysis covers duration, convexity, and immunization. Derivative securities are analyzed using an option-theoretic approach to valuing interest rate contingent claims. Prerequisites: FIN 5200 or FIN 5201 and 5202 and FIN 524 and 524B.
Credit 1.5 units.

B62 FIN 527 Financial Markets

This course will facilitate further learning in the finance track by providing insights into various financial markets, financial institutions, associated market participants, select representative transactions and industry conventions. Students will examine the role of regulators, rating agencies, commercial and investment banks, and investors in the debt, equity and derivatives markets. In addition, in the context of the Financial Crisis, the role of regulation, monetary policy, leverage and human behavior will be discussed as possible root causes of the crisis with an emphasis on the various market failures in specific markets and their impact on market participants. Lastly, the role of revised regulations and the future of financial innovation will be debated. Prerequisites: FIN 5201 and FIN 5202 or FIN 5400.
Credit 1.5 units.

B62 FIN 528 Investments Praxis

In this course students serve as managers of a portfolio, the Investment Praxis Fund, which is owned by the school. Students will analyze investment opportunities in various industries and present recommendations to the class for possible purchases or sales of securities. Students must demonstrate that their investment decisions are consistent with the style and objectives of the fund. Valuation tools, financial statement analysis and investment techniques are emphasized as part of a thorough analysis. The course will blend theory with practical advice from investment professionals such as portfolio managers, securities traders, and consultants. Prerequisites: FIN 532 and completion or concurrent enrollment in FIN 534.
Credit 3 units.

B62 FIN 530 International Finance

Measuring and hedging exposures to exchange rate fluctuations is a central topic of this course. The relationships among spot and forward exchange rates, interest rates, and inflation rates are described. Additional topics include capital budgeting for international projects, international capital markets, and international portfolio diversification. Students may not earn credit for this course and FIN 5480. Prerequisite: FIN 5201 and 5202 or FIN 5400 and FIN 524.
Credit 1.5 units.

B62 FIN 531 Venture Capital and Private Equity

Private equity funds are an important source of financing for new ventures and buyouts of established companies. Asymmetric information and the need for monitoring and control are among the reasons private equity has evolved as a substitute for other financing sources, such as bank loans and public debt and equity issues. This course will discuss how private equity funds are raised and structured and how private equity investors 1) analyze investment opportunities, 2) interact with the managements of the companies they finance, and 3) exit investments. Students will be expected to have some proficiency in financial valuation. Prerequisite: completion of at least one of the following: FIN 523, FIN 549F, FIN 523B, Financial Statement Analysis or consent of the instructor.
Credit 1.5 units.

B62 FIN 532 Investment Theory

This course covers the theory of risk and return in capital markets. Topics covered include the CAPM and factor models of asset pricing, measures of mutual fund performance evaluation, interest rates and fixed income securities. MBA/PMBA prerequisite: FIN 5203. MSF prerequisite: FIN 510 or a waiver from that course.
Credit 1.5 units.

B62 FIN 532B Data Analysis for Investments

The objective of this course is to obtain an in-depth understanding of some of the major empirical issues in investments. Based on recent research articles and cases, students are required to learn the facts, theories and the associated statistical tools to analyze financial data. The topics for this course include models of stock returns, Bayesian and shrinkage estimations for expected returns and covariances, multifactor asset pricing models, GARCH models, principal components, asset allocation, stock screening, predictability, performance evaluation, anomalies, limits to arbitrage and behavioral finance. MBA/PMBA Prerequisites: FIN 5203 and FIN 532.
Credit 1.5 units.

B62 FIN 533 Valuing Strategic Corporate Investments

This is an applied course in capital budgeting under uncertainty and flexibility. Traditional NPV analysis assumes that corporate investments are "now or never" and that they are irreversible. However, most corporate projects have a great deal of flexibility in their timing, scale, etc. Our goal is to develop more advanced capital budgeting skills so that the student may attack real-world corporate investment decisions in a sophisticated way. There are five learning objectives: 1) Identification of optionality in corporate investments. Before we can apply option pricing theory to corporate decisions, we must be able to correctly characterize the optionality inherent in the projects we are considering. 2) Choosing the proper model for the analysis. The decision-maker's goal is to get the best possible approximation of the value of an opportunity given the constraints of time, cost, and information. Structured and carefully-defined problems allow for more precision. 3) Handling risk in the proper way through risk-neutral pricing. As we will demonstrate, the use of a risk-adjusted discount rate is not appropriate when valuing assets with "optionality." We must proceed by risk-neutral valuation. 4) Understanding and handling the convenience yield issue. This is perhaps the most difficult issue

to grasp, but it is vitally important to a sophisticated analysis. We must adjust our problem for the "convenience yield" or "rate of return shortfall" of an asset whenever there is an "early exercise" feature. 5) Clear presentation of analysis and results. The ability to construct a sophisticated capital-budgeting model is irrelevant if its structure and results cannot be communicated in a clear and convincing fashion. This is particularly important for real-option valuation, as most managers do not understand the issues of risk-neutralization and convenience yield. Furthermore, there are many that are skeptical of the assumptions required for a contingent-claims analysis. Their critiques must be addressed. Prerequisite: FIN 524 is a prerequisite; FIN 524B and FIN 534 are both highly recommended.
Credit 1.5 units.

B62 FIN 534 Advanced Corporate Finance I - Valuation

This course considers issues faced by corporate financial managers with respect to the valuation of projects, divisions, and entire companies. The prime focus is on assessing the profitability of different business alternatives in a forward-looking sense. The impact of financing decisions on the valuation of business alternatives is explicitly considered. Also covered is an introduction to measuring the role of flexibility inherent in business alternatives. The course is "hands-on" and heavily focuses on direct applications of the theory and the individual development of spreadsheet modeling skills. MBA/PMBA prerequisite: FIN 5203.
Credit 1.5 units.

B62 FIN 534B Advanced Corporate Finance II - Financing

The purpose of this course is to provide an understanding of the financing decisions made by corporations. While ACF I focused on firms' investment decisions, this course focuses on how firms fund those investments, how they raise capital, and how they return capital to investors. By the end of the course, you should be able to articulate how a variety of market frictions, including taxes, financial distress costs, asymmetric information, and agency conflicts, affect firms' financing decisions, and how these financing decisions interact with investment decisions. The course content is designed to balance theories, computations, and applications through a combination of lectures, case discussions, and practice problems. PMBA Prerequisites: FIN core and 534. MBA Prerequisites: FIN 5200 and 534.
Credit 1.5 units.

B62 FIN 534C ACF3: Corporate Financial Strategy

ACF3 will introduce students to advanced topics in corporate finance. These include advanced topics in valuation, corporate governance, financing, risk management, and capital budgeting, among others. The specific topic will vary from year to year based on current business trends and faculty expertise. The course will introduce the latest research in the specific area and highlight applications through case analysis.
Credit 1.5 units.

B62 FIN 536 Financial Issues in Leasing

This course is devoted to studying the various elements that are involved in identifying leasing opportunities and structuring a lease. Topics to be covered include the legal and financial structure of a lease, options embedded in lease agreements, accounting and tax issues related to leases, and the marketing and negotiation of leases. PMBA Prerequisites: FIN core and ACCT 5001. MBA Prerequisites: FIN 5200 and ACCT 5011.
Credit 1.5 units.

B62 FIN 537 Advanced Derivative Securities

This course focuses on implementation of models for pricing and hedging derivative securities in the equity, currency, and fixed-income markets. Students will learn to write programs in a programming environment such as MATLAB to implement the Black-Scholes model, binomial models, Monte-Carlo methods and finite-difference methods. The derivatives studied will include exotic equity and currency derivatives and caps, floors and swaptions. The goals of the course are to learn more about the various instruments that are traded, the various assumptions and methods that may be chosen in modeling them, and the importance of the assumptions in determining the prices and hedges that are chosen. The course will be especially useful to students pursuing careers in sales and trading who will interact with research departments and students pursuing careers in asset management. Prerequisites: FIN 524 and 524B.
Credit 3 units.

B62 FIN 538 Stochastic Foundations for Finance

This is a foundations course, which is designed as a prerequisite to FIN 539, Mathematical Finance. It is therefore mainly designed for students in the Masters in Finance program who aim at quantitative positions in investment banks, hedge funds and consulting firms. While financial examples will be given, the primary focus will be on stochastic process and stochastic calculus theory. Students interested in applications of the theory are expected to take follow-on courses. Topics to be covered include: general probability theory; Brownian motion and diffusion processes; martingales; stochastic calculus including Ito's lemma; and jump processes. Prerequisites: Masters in Finance "Elements of Probability, Stochastic Processes and Statistics for Finance" or the equivalent of Washington University's Math493/494/495.
Credit 1.5 units.

B62 FIN 539 Mathematical Finance

This course focuses on continuous-time optimal portfolio choice and equilibrium asset pricing. Students will first learn how to solve optimal portfolio selection problems with both the Hamilton-Jacob-Bellman equation approach and the martingale approach. Then we will move on to solve for the equilibrium interest rate and expected return and volatility for stocks. The course is mainly designed for students in the Masters in Finance program who aim at quantitative positions in investment banks, hedge funds and consulting firms. Prerequisites: FIN 524 and FIN 538.
Credit 1.5 units.

B62 FIN 549H Special Topics: Real Estate Finance

This course provides a broad introduction to real estate finance and investments. Topics include both equity and debt. We begin with an overview of real estate markets in the United States. On the equity side students will be introduced to the fundamentals of real estate financial analysis, including pro forma analysis and cash flow models, and elements of mortgage financing and taxation. Ownership structures, including individual, corporate, partnerships and REITS will also be covered. On the debt side, we examine a number of financing tools in the context of the evolution of the secondary mortgage market, both residential and commercial. Those wishing to pursue more advanced topics in real estate finance could follow this course with Fixed Income and Mortgage-Backed Securities. Prerequisites: FIN 340 and approval of Graduate Programs Offices for undergraduates.
Credit 1.5 units.

B62 FIN 550A Legal, Compliance and Taxation Aspects of Wealth Management

The course will cover topics in law, compliance, risk management and taxation in wealth management at both the firm and client level. Topics covered include firm regulation; advisor compliance licensing and education; firm risk management; ethics; and taxation of client

assets as relates to wealth planning and related firm services required. At the conclusion of this course students will understand the major management issues involved in running a wealth management firm, the obligations of an advisor and the major non-investment considerations for clients of wealth management firms. Prerequisites: FIN 5203 or FIN 510.
Credit 1.5 units.

B62 FIN 550B Wealth Management - Practice

The course will help students to apply the many holistic concepts of Wealth Management by reviewing topics covered in previous courses, and emphasizing the importance of synthesizing, communicating and executing the various planning strategies used to meet the individual needs of clients. Students will be split into small groups; each group will receive a distinct client case study in the first class, and each group will develop a wealth management plan over the course of the semester to be presented to a hypothetical client in the last class. Every class will review planning topics including investment concepts, estate planning, tax management, insurance planning, retirement funding and education funding with a focus on practical application that will inform the recommendations in the wealth management plans. Prerequisites: FIN 5203 or FIN 510.
Credit 1.5 units.

B62 FIN 550C Endowments, Foundations and Philanthropy

The course will cover topics in endowment and foundation governance, grant making and investment management as well as fundamentals of philanthropic giving at both the foundation and personal levels. Topics covered include investment policy statements, spending policies, portfolio construction, giving priorities, socially-responsible/environmental-social-governance investing, impact investing, program related investments, and tax considerations.
Credit 1.5 units.

B62 FIN 550D Hedge Fund Strategies

This course provides both an overview of hedge funds and an in-depth analysis of their trading strategies. Topics covered include structure, incentives, and performance evaluation of hedge funds, regulatory and taxation aspects of hedge funds, common trading strategies of hedge funds (e.g., market neutral, global macro, forex, activism, and event driven), and the academic evidence on the performance and influence of hedge funds. Prerequisite: FIN 532 or instructor's approval.
Credit 1.5 units.

B62 FIN 550E Behavioral Finance

The course will cover topics in behavioral finance, which is a field of finance applying psychology to decisions of investors and corporate managers. Topics covered include prospect theory and non-expected utility preferences, behavioral biases and heuristics, limits to arbitrage, anomalies and their behavioral explanations, bubbles and their behavioral explanations, behavioral biases of individual vs. professional traders, and behavioral corporate finance. The course will cover theoretical aspects, empirical and experimental evidence, as well as practical implications.
Credit 1.5 units.

B62 FIN 550F FinTech: Methods and Practice

This is a 3-credit course offered to MSBA students in the fintech track. The course will provide an overview of financial technology, and it will cover specific topics in this area, including data-driven credit modeling, cryptocurrencies, digital wallets and blockchains, smart contracts, robo advising, high-frequency trading, crowd funding, and peer-to-peer lending. The course will also discuss regulatory aspects of fintech, covering different methods as well as practical applications.
Credit 3 units.

B62 FIN 550G Seminar in Financial Technology

This is a 3 credit course offered to MSBA students in the FinTech track. The course will provide students with an opportunity to delve deep into one aspect of financial technology and write an extensive paper on this topic. The paper needs to include an analytical component and may be either a research paper analyzing data and testing some hypotheses related to financial technology or an in-depth case study of a FinTech company or technology and their implications. Other topics may also be considered with the instructor's approval. Prerequisite: FIN 550F
Credit 3 units.

B62 FIN 552 Fixed Income Derivatives

This is an advanced course in fixed income, focusing on risk-neutral model-based pricing of fixed-income securities. We will cover both analytic and Monte Carlo pricing of various types of fixed-income derivatives, including caps/floors and swaptions in the context of key "factor models" of the swap term structure and LIBOR Market Model (LMM). Students will apply the theory in a practical group project by calibrating Bloomberg data to interest rate models. In addition, an introduction to the Local Volatility and Stochastic Volatility LMM (SABR) models and basic frameworks of structural and reduced form credit-risk models will be given. We will briefly consider how to use these models to price various types of exotic interest rate derivatives and credit-risky bonds and credit-default swaps commonly seen in practice. Practitioner-focused real-life applications and recent market developments (OIS, CVA) will also be discussed. Prerequisites: FIN 525, FIN 539, and completion of or concurrent enrollment in FIN 537.
Credit 1.5 units.

B62 FIN 553 Corporate Finance and Investments Industry Seminar

This course is designed to expose MBA students to the language, issues, and skill sets necessary for careers in corporate finance, investment banking, private equity and asset management. The primary intent of this course is to offer a detailed introduction to financial markets, as well as those people, companies and other institutions that participate in it as providers of capital, users of capital or the players that work to intermediate between these two. Prerequisite: First-Year MBA student in good academic standing.

B62 FIN 554 Tools of Venture Investing

The course provides basic terminology and tools used in evaluation (not just valuation) of early-stage venture investing. Topics covered include term sheets, term sheet negotiation, due diligence, financial projections, and the Private Equity industry. The course will be offered in the Spring B term, and a satisfactory grade in this course will be a strict prerequisite for participation in the fall private equity experiential learning course (Fin 500L: SSVF), along with an interview. Observe, however, that enrollment in the subsequent experiential course is not required to derive benefit from the tools course as it would be useful to individuals looking to enter the fields of investment banking, angel & venture investing, buyout investing, and entrepreneurship/starting a business.
Credit 1.5 units.

B62 FIN 555 Risk Management and Insurance

This course will provide an introduction to risk management and insurance. We will explore enterprise risk management broadly and understand what risk is, and how risk can be managed and or mitigated. We will understand the different kinds of risk and the difference between insurance and hedging. We will study the various insurance markets and the basics of how they operate. We will especially focus on the issues of risk management and insurance from an insurance issuer's perspective and from a corporate risk manager's

perspective. We will also review the insurance operations of Berkshire Hathaway to understand the operations of a diversified insurance company and of Allstate Corporation and State Farm Insurance as we review the basics of auto and homeowners insurance respectively. Credit 1.5 units.

B62 FIN 556 Quantitative Finance Projects

This course is offered to MSF students in the Quantitative Finance track, and it provides students with the opportunity to deeply delve into a topic in quantitative finance and write an extensive paper on the topic. Broadly speaking, topics include (but are not limited to) portfolio optimization; asset return forecasting; risk modeling; factor models of asset returns; derivative trading; and high-frequency trading. The paper must include an analytical component and may be one of the following: 1) a research paper analyzing data and testing hypotheses relating to quantitative finance and an in-depth case study of a company involved in quantitative finance; or 2) a paper on any other topic approved by the instructor. Students will work on projects in groups and will meet four times during the semester. Credit 3 units.

B62 FIN 557E Introduction to Blockchain and Cryptocurrencies

Blockchain is a revolutionary technology that incorporates aspects of data science, economics, computer science, and law. The course allows students to obtain basic understanding of the blockchain technology and its applications to cryptocurrencies, smart contracts, and decentralized finance. Credit 1.5 units.

B62 FIN 558E ESG Investing

The objective of this course is to help you develop a working knowledge of ESG investing, a new frontier in asset management. Topics covered will include a description of the environmental, social and governance characteristics of public companies, the regulatory environment and global trends in regulation, the stewardship and engagement functions, and the role of ESG integration in security selection and portfolio management. The coverage of topics will be supplemented with exercises involving use of information from MSCI, Sustainalytics and the Bloomberg information system. Prerequisite: FIN 5203 or FIN 510. Credit 1.5 units.

B62 FIN 560A Research Methods in Finance

The course is designed to prepare students for independent research in finance by exploring methods and techniques in a manner that will allow the students to implement them correctly and efficiently. The curriculum will emphasize practical applications of empirical methods used in financial research and how to implement them. Students in the course will learn empirical methods in corporate finance and asset pricing; obtain basic knowledge and familiarity of the databases used in common finance research; get exposure to recent research in finance which applies the methods covered; and learn how to implement the methods covered using relevant programming languages. Prerequisite: QBA 120, QBA 121, and FIN 340. Credit 3 units.

B52 FIN 6000 Research Assistantship/Teaching Assistantship Independent Study

Students will engage in either research assistantship or teaching assistantship activities to gain practical experience in conducting research and teaching courses. This course will be supervised by faculty and requires students to engage in RA/TA activities for a minimum of 10 hours a week, with a maximum of 20 hours per week. Credit 3 units.

B52 FIN 600A Field Experiments in Household Finance

This course will introduce students to the emerging topic of field experiments in household finance. We will meet seven times throughout the year, and we will start with a broad introduction to the history and methods of field experiments. We will then discuss some recent experimental design examples as well as the implementation process. To conclude, the students will form groups and propose a research design, either in an assigned environment and context or in a context of their own choosing. Credit 1.5 units.

B52 FIN 610 Dissertation

B52 FIN 615A Research in Finance I

For Doctoral students only
Credit 1.5 units.

B52 FIN 615B Research in Finance II

For Doctoral students only
Credit 1.5 units.

B52 FIN 620 Empirical Methods in Finance

This course will provide students with an introduction to the commonly employed tools in empirical corporate finance. The course will be application oriented, and it will discuss the application of tools in different corporate finance contexts. Doctoral students only. Credit 3 units.

B52 FIN 642 Advanced Continuous Time Finance

Covers advanced dynamic asset pricing and portfolio selection in continuous time. Students are required to read some of the classical papers as well as the most recent developments in the field. Lectures emphasize the concepts and technical tools needed to understand these articles and to initiate frontier research in this field. For Doctoral students only
Credit variable, maximum 1.5 units.

B52 FIN 643 Information Economics & Corporate Finance Theory

This course is for doctoral students only.
Credit 3 units.

B52 FIN 644 Financial Economics I

Credit 3 units.

B52 FIN 644A Financial Economics

For Doctoral students only
Credit 1.5 units.

B52 FIN 647 Topics in Corporate Finance

The class covers current topics in corporate finance, with the goal of generating research ideas for doctoral dissertation. Topics covered may include mergers and acquisitions, private equity and venture capital, capital structure, and corporate governance. The course is intimately concerned with developing and analyzing theories capable of explaining empirical observations, so it covers both theoretical and empirical work. For Doctoral students only
Credit 1.5 units.

B52 FIN 648 Independent Study

B52 FIN 649 Directed Readings in Finance

Credit variable, maximum 3 units.

B52 FIN 651 Topics in Finance

Visiting faculty will teach specialized courses in finance based on the courses they teach at their home universities. The faculty will be selected based on their research interests and the extent to which their course offerings complement finance department PhD courses. The course will involve 18 contact hours, and class sessions may be offered in a condensed manner.

Credit 1.5 units.

B52 FIN 652 Introduction to Asset Pricing

This course is a six-week introduction course to the standard asset pricing theory's aspects of financial economics. The intended audience is first- and second-year PhD students in finance and related fields (e.g., economics, accounting). The book "Asset Pricing (Revised Edition)" by John Cochrane is the basic reference for this course. However, there are several additional textbooks relevant to this class, all of which are optional. Taking lecture notes, reading selected papers, and doing assignments will cover the core materials intended for this class. All papers in the reading sections can be downloaded (free) via the WashU network.

Credit 1.5 units.

B52 FIN 654 Empirical Methods in Asset Pricing

This course provides some of the common methodologies for testing various asset pricing models and discusses some of the recent research on empirical asset pricing.

Credit 1.5 units.

B52 FIN 655 Introduction to Corporate Finance

The course objective is to introduce doctoral students to corporate finance theory. The goal of the class is to enhance skills in developing and understanding corporate finance models, providing the foundations for theoretical research as well as theoretically grounded empirical research in the field.

Credit 1.5 units.

B52 FIN 684 Independent Study for CPT

Credit 1 unit.

B62 FIN 740 Corporate Finance

In this course, we will examine the financial analysis of projects. There are three principal questions we will answer in the course: What are cash flows? How do you discount cash flows? What is the cost of capital? To answer the first question, the course will include a brief study of financial planning. In answering the second question, we will learn time-value-of-money calculations and simple models for valuing bonds and stocks. The cost of capital is an opportunity cost -- by what shareholders lose by not investing the funds themselves. The company creates value for shareholders if it earns more on investments than shareholders could earn themselves on investments of comparable risk. To understand what "comparable risk" means, we will study the theory of investments. We will also look at the financing options available to companies and examine whether and how a company can lower its cost of capital and create value for shareholders through its financing choices.

Credit 3 units.

B62 FIN 741 Growth, Valuation and Sustainability

Credit 3 units.

B62 FIN 746 Enterprise Risk Management

Enterprise risk can be thought of as the sum of all risks or as those that threaten organizational strategy and/or continuity. In either case, the board of directors must find a way to comprehend scope and manage these risks as they vet the strategies of their firms. This course offers a unifying framework for thinking about Enterprise Risk Management. Overarching is a process that impels discussion of major risks as an integral part of strategy deliberations at the board level.

Credit 1.5 units.

B62 FIN 748 Valuation, Mergers and Acquisitions

Credit 3 units.

B62 FIN 754 Growth and Sustainability

Provides strategic and financial tools for evaluating, creating, and capturing market value through organic growth as well as through mergers or acquisitions. Enables you to form the right teams to promote growth.

Credit 4.5 units.

B62 FIN 755 Growth

Credit 3 units.

B62 FIN 756 Valuation & Growth

Credit 1.5 units.

B62 FIN 758 Global Finance

This course deals with global financial markets, banking, and supply chains. These are essential components of both the financial system and the real sector, and an understanding of these is crucial for an appreciation of how resources are allocated in the economy, how the financial system facilitates this resource allocation and the management of the attendant risks, and how organizations use this to enhance global supply chains to move products and services to their customers. Thus, this course connects the financial system to the real economy. It focuses on data-driven decision making for managing global risks and opportunities by using tools like securitization, and it also considers how enterprise risk management can be used to facilitate the management of interconnected organizational risks. Essential components of this are the risk-management culture of the organization and the associated organizational values.

Credit 1.5 units.

B62 FIN 8503 Financial Management for Value Creation

Students will learn the basic tools and concepts to analyze corporate financial decisions, understand how the decisions of a company affect shareholder value and which decisions can increase it. Firms create value by earning more than their investors could expect to earn on comparable investments in the financial markets. We will therefore study basic principles of investing, including time value of money and the relationship between risk and expected return. We then use these lessons to learn how to estimate a firm's cost of capital and how to value assets based on their projected future cash flows. Students will learn to apply this framework to value financial securities like stocks and bonds, corporate investment projects, and entire firms. We will also study how firms' financing decisions, such as the choice of using debt or equity capital, affect shareholder value and risk. Prerequisite: Only open to students admitted to Olin's online MBA program.

Credit 3 units.

B62 FIN 8510 Introduction to Finance

The main topics to be covered in this course are (1) principles of investments, (2) financial analysis of corporate projects, (3) cost of capital, and (4) capital structure and financing policies. The objective of the company is assumed to be shareholder value maximization. Shareholder value is created by earning more than the cost of capital. The cost of capital is an opportunity cost - what investors could expect to earn on comparable investments in the financial markets. To understand the cost of capital, we need to understand the viewpoint of investors. Furthermore, to understand whether a project earns more than the cost of capital, we need to know how to estimate and discount project cash flows. So, the first three topics are closely connected. The main question in the fourth topic is whether we can create shareholder value through the financial structure of the firm. For example, we will ask whether we can lower the cost of capital by financing with debt instead of equity, or vice versa. Course Goal: Prepare students for advanced coursework in finance.

B62 FIN 8520 Financial Management

Students will learn in this class how the decisions of a company affect shareholder value and what decisions can increase it. To understand the perspectives of shareholders, we will study basic principles of investing: time value of money, valuation of debt and equity securities, discounted cash flow as a foundation for stock prices, the impacts of diversification and leverage on portfolio risk, the relationship between risk and expected return in securities markets, and capital market efficiency. We will use these principles to analyze capital investment decisions by estimating cash flows and discounting them at the appropriate cost of capital. We will also study how shareholder value is affected by a firm's financing decisions, such as the choice of using debt or equity capital. Prerequisite: Admission to Olin's Online MSBA program.

Credit 3 units.

B62 FIN 8522 Derivative Securities

Provides an in-depth analysis of valuation and trading strategies for options and other derivative securities which have applications across areas of finance such as hedging, swaps, convertible claims, mortgage payments, index arbitrage, insurance, capital budgeting and corporate decision making, and are responsible for many new innovations and developments of the financial markets. Prerequisite: Admission to Olin's Online MSF program.

Credit 1.5 units.

B62 FIN 8523 Mergers and Acquisitions

This course focuses on identifying ways to increase firm value through mergers and acquisitions (M&A). We will survey the drivers of success and failure in M&A transactions, develop your skills in deal design, explore the deal process, and develop LBO and merger models similar to those used by investment bankers. Other topics addressed in the course are M&A regulation, the sell-side and buy-side M&A process, valuations, takeover strategies and antitakeover defenses, structuring of transactions to minimize tax consequences, the acquisition method of accounting, merger arbitrage, and auction vs negotiation sale processes. Prerequisite: Admission to Olin's Online SMP Program.

Credit 1.5 units.

B62 FIN 8527 Financial Markets

This course will facilitate further learning in the finance track by providing insights into various financial markets, financial institutions, associated market participants, select representative transactions and industry conventions. Students will examine the role of regulators, rating agencies, commercial and investment banks, and investors in the debt, equity and derivatives markets. In addition, in the context of the Financial Crisis, the role of regulation, monetary policy, leverage and human behavior will be discussed as possible root causes of the crisis

with an emphasis on the various market failures in specific markets and their impact on market participants. Lastly, the role of revised regulations and the future of financial innovation will be debated.

Prerequisite: Admission to Olin's SMP Online program for MSFs.

Credit 1.5 units.

B62 FIN 8530 International Finance

Measuring and hedging exposures to exchange rate fluctuations is a central topic of this course. The relationships among spot and forward exchange rates, interest rates, and inflation rates are described. Additional topics include capital budgeting for international projects, international capital markets, and international portfolio diversification.

Credit 1.5 units.

B62 FIN 8532 Investment Theory

This course covers the theory of risk and return in capital markets. Topics covered include the CAPM and factor models of asset pricing, measures of mutual fund performance evaluation, interest rates and fixed income securities.

Credit 1.5 units.

B62 FIN 8534 Advanced Corporate Finance I - Valuation

This course considers issues faced by corporate financial managers with respect to the valuation of projects, divisions, and entire companies. The prime focus is on assessing the profitability of different business alternatives in a forward-looking sense. The impact of financing decisions on the valuation of business alternatives is explicitly considered. Also covered is an introduction to measuring the role of flexibility inherent in business alternatives. The course is "hands-on" and heavily focuses on direct applications of the theory and the individual development of spreadsheet modeling skills. Prerequisite: Admission to Olin's SMP Online program.

Credit 1.5 units.

B62 FIN 8535 Advanced Corporate Finance II - Financing

The purpose of this course is to provide an understanding of the financing decisions made by corporations. While ACF I focused on firms' investment decisions, this course focuses on how firms fund those investments, how they raise capital, and how they return capital to investors. By the end of the course, you should be able to articulate how a variety of market frictions, including taxes, financial distress costs, asymmetric information, and agency conflicts, affect firms' financing decisions, and how these financing decisions interact with investment decisions. The course content is designed to balance theories, computations, and applications through a combination of lectures, case discussions, and practice problems. Prerequisite: Admission to Olin's SMP Online program.

Credit 1.5 units.

B62 FIN 8559 Behavioral Finance

The course will cover topics in behavioral finance, which is a field of finance applying psychology to decisions of investors and corporate managers. Topics covered include prospect theory and non-expected utility preferences, behavioral biases and heuristics, limits to arbitrage, anomalies and their behavioral explanations, bubbles and their behavioral explanations, behavioral biases of individual vs. professional traders, and behavioral corporate finance. The course will cover theoretical aspects, empirical and experimental evidence, as well as practical implications. Prerequisite: Only students admitted to Olin's Online MS in Finance program can enroll in this course.

Credit 1.5 units.

B62 FIN 8560 Financial Technology in the Digital World

This course will provide an overview of financial technology and will cover specific topics in this area. Topics covered include data-driven credit modeling, crypto currencies, and digital wallets and block chains, robo advising, crowd funding, and peer-to-peer lending. The course will also discuss regulatory aspects of fintech. The course will cover different methods as well as practical applications. Apart from lectures introducing the various topics, the course will mainly include a set of outside speakers practicing in these different areas. Prerequisite: Admission to Olin's Online OMBA Program. Credit 3 units.

B62 FIN 8610 Venture Capital Methods

This course provides basic terminology and tools used in evaluation of early-stage venture investing. The course will also cover the history of venture capital and discuss the different strategies that a venture capital firm could utilize. The course will use case studies and outside speakers to provide overviews of certain aspects of the venture capital industry including investment strategies and VC firm operations. Prerequisite: Only open students admitted to Olin's Online MS in Finance program. Credit 1.5 units.

B62 FIN 8612 Private Equity Methods

This course will provide the student with an understanding of the basic terminology, due diligence and analytical methodologies critical to evaluating Private Equity investments. The course will also cover the history of Private Equity and the different roles of Private Equity - growth capital, LBO/MBO, Roll-Up, etc. in the evolution of the firm. Private Equity funds in the context of the overall market (strategic vs. financial acquirers) will be discussed as will be the role of leveraged lending and bank financing of financial sponsors. Private Equity as an investment and its role in portfolio construction will be analyzed. Finally, the legal structure of Private Equity funds in the context of firm control and governance will be reviewed. Prerequisite: Only open to students in Olin's Online MS in Finance program. Credit 1.5 units.

B52 FIN 885 Masters Nonresident

B52 FIN 886 Doctoral Nonresident

B52 FIN 887 Masters Resident

B52 FIN 888 Doctoral Resident

Management

Visit online course listings to view semester offerings for B63 MGT.

B63 MGT 500 Independent Study in Management

Topics may be in management or any other area within the School, such as accounting, finance, marketing, human resources management, operations and manufacturing management, or quantitative business analysis. Prerequisites: senior standing and approval of the acting dean.

B63 MGT 500T Social Entrepreneurship

Social entrepreneurs use innovative, market-based tools and responses to solve social and environmental problems. This interdisciplinary class attracts students from all disciplines to develop an entrepreneurial mindset and skill set to apply to local and global issues. Through readings, lectures, local and international guest speakers, case studies, classroom debates, and lean startup and business model canvas techniques, students will gain meaningful insight into how to create and capture social value. Students will develop the skills to develop and pitch a social venture that fits their passions and interests in the Olin Big Idea Bounce Pitch competition that brings students together across campuses to share their ideas and compete for prize money. In addition, students will explore the role entrepreneurship and social impact investing play in the social and economic development of healthy communities both nationally and internationally. Same as S50 SWSA 5060. Credit 3 units. EN: S

B63 MGT 501A Consulting and General Management Platform Practicum

Students work in small teams on strategic and/or general management related projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend about 75 hours on the project. Grades are based on the quality of the project work and the final deliverables (e.g., written and oral reports), as determined by the faculty advisor and client project lead. Prerequisites: Enrollment in the Consulting and General Management Platform or approval of the Platform Director. Credit 1.5 units.

B63 MGT 501B Olin/United Way Board Fellows Program

As future business leaders, students will have the unique opportunity to impact the regional community by becoming a full voting Board member of a nonprofit United Way organization. This course offers a high-impact way for students to serve the community while gaining valuable experience that couples their business acumen to the mission of a nonprofit organization. As a Board Fellow, students will develop skills for effective and thoughtful community leadership addressing nonprofit sector issues, while collaborating with other board members, and spearheading a project relevant to the board's current initiatives. THIS IS A CONTINUOUS YEAR LONG COMMITMENT, from January through December. As a full Board Member, each student is expected to fulfill all the obligations of a Board member throughout the year, either in person or through remote access. Students accepted into the program register for the MGT 501B in the spring and MGT 501F in the fall. Prerequisite: Application is required, and enrollment is limited. Open only to MBAs, PMBAs, and EMBA's and dual degree students in the Law or Social Work Schools. All students must have completed their first semester of foundational courses prior to participation. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future. Credit 1.5 units.

B63 MGT 501C CEL Entrepreneurial Consulting Team

The CElect program is a consultative experiential course that provides students the opportunity to work directly with start-up businesses. Early stage companies provide a unique environment for students to make a meaningful impact on the future trajectory of a growing organization. CElect is an experiential learning course that matches teams of Washington University students with start-up ventures across various locations (locations specified by sections) to perform defined management consulting projects. In addition to the required orientation session(s) and concluding sessions, students will work directly with the professor and with their client company on a consistent, but variable, schedule depending on the needs over the course of the shortened semester. Please Note: There is a required

orientation and/or travel (depending on section) session that will be held prior to the start of the semester. The class time listed is required to be available each week. Prerequisite: APPLICATION REQUIRED for acceptance consideration: Click on the link below. Application must be completed by November 19th; http://olinbusiness.ut1.qualtrics.com/jfe/form/SV_9mDx0SxCS8MAoGG Enrollment is limited. All students should also add their name to the waitlist in WebSTAC (Law School course: W74 675C). Please direct questions to Amy Soell, CEL Program Manager (amysoell@wustl.edu). Law Students: Prerequisite/co-requisite: Corporations. As a law student enrolled in CELECT, you may not give legal advice to anyone unless you are directly supervised by a licensed attorney who approves of the advice in advance. Additionally, you may not prepare any legal documents except under the direct supervision of a licensed attorney. Giving advice, preparing legal documents, or rendering any legal services would be the unauthorized practice of law unless such services are under the direction and with approval of a licensed attorney. This course is cross-listed with the Business School, B63 MGT 501C. Grading for Law Students is modified pass/fail: HP (3.94), P, LP (2.98), F (2.50). Dropping this course may have an adverse impact your ability to register for other CEL courses in the future.

Credit 3 units.

B63 MGT 501F Olin Board Fellows Program

This course provides the unique opportunity to serve as a voting board member of a nonprofit United Way organization. You will serve the community while gaining valuable experience, coupling business acumen to the mission of a nonprofit organization. As a Board Fellow, students will develop skills for effective and thoughtful community leadership and gain business and communication skills as they address nonprofit sector issues, collaborate with other board members, and spearhead a project relevant to the board's current initiatives. THIS IS THE SECOND HALF OF A YEAR LONG COMMITMENT, first semester of MGT.501B is a prerequisite for MGT.501F. Grading is done after the completion of the course in December and will be applied retroactively to the Spring semester. Prerequisite: Application required and enrollment is limited. Open only to MBAs, PMBAs, and EMBA's and Law School students. All graduate level students must have completed their first semester of foundational courses prior to participation. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future.

Credit 1.5 units.

B63 MGT 501M Madagascar Sustainability Initiative

This course focuses on sustainable development in rural subsistence economies, using Madagascar as a case study. Students from diverse disciplines are challenged to develop and assess the feasibility of projects that can have a positive impact on communities constrained by poverty traps. The span of projects includes topics such as forest conservation and use, nutrition, health, food security, clean water, education, and bottom up economic growth. Students in Humanities, Social Sciences, Business, Design, Engineering, Physical Sciences, Law, Social Work, Economics, Political Science, Public Health and others use their different perspectives to search for answers. Teamwork and peer teaching are central to the course. Prerequisite: Application is required and enrollment is limited. Students should apply by adding their name to the waitlist in WEBSTAC. This will notify staff to send an application to interested students who will be notified of acceptance prior to the spring semester. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future.

Credit 3 units.

B63 MGT 501P CEL Practicum

The CEL Practicum is a consultative experiential course that provides students the opportunity to work directly with established for-profit and non-profit organizations at a regional, national, or international level. Students work in four to six person teams on strategic consulting

projects that delve into specific critical problems faced by the institution or company they are assigned. Teams will apply insights from their coursework to real-world business problems with supportive faculty advising and regular peer coaching. Each student is expected to spend in excess of 100 hours during the semester on their specific project. While the class will not meet regularly, there are specified times across the semester, including an intensive to start the year, where the entire class will get together to learn tools relevant to these engagements, and to share lessons and identify best practices in engagements across the student body. Prerequisite: Applications are required, and enrollment is limited. Interested students should add their name to the waitlist in WebSTAC and will be sent application information soon after the registration window. Students will be notified of their acceptance to the program shortly after the application process, and will have an opportunity to rank their preferred project prior to the start of the semester. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future.

Credit 3 units.

B63 MGT 501T Taylor Community Consulting Program

The CEL's Taylor Community Consulting Program is a consultative experiential course that partners students with local, regional, and national non-profits to support their strategic development. Students work in four-six person teams on consulting projects, applying insights from their course work to real-world business problems under faculty supervision. Each student is expected to spend 150 hours during the semester project. Enrolled students will be sent client information shortly after registration. Client ranking information will be shared only to students who are enrolled in the course. Dropping this course may have an adverse impact your ability to register for other CEL courses in the future.

Credit 3 units.

B63 MGT 501V Applied Problem Solving for Organizations

Applied Problem Solving for Organizations will provide SMP students an opportunity to work on strategic problems for organizations on a virtual team. This class will be completely remote. Offered in a mini course format, this course will have scheduled meeting times in addition to work that will be coordinated by the group in consultation with their professor.

Credit 1.5 units.

B63 MGT 502 Ethical Issues in Managerial Decision Making

This course considers not only what ethical behavior means for a business entity, but how to: (i) balance competing ethical concerns against each other; and (ii) implement and sustain this balance across an organization. Readings and classwork zero in on the issues and situations most likely to put a manager in jail and the company in bankruptcy. Classes include Socratic discussion, simulations, analysis of video clips, and team tasks. The emphasis is on practical frameworks and tools managers can apply in the real world.

Credit 1.5 units.

B63 MGT 502V Applied Problem Solving for Organizations

Applied Problem Solving for Organizations will provide SMP students an opportunity to work on strategic problems for organizations on a virtual team. This class will be completely remote. Offered in a mini course format, this course will have scheduled meeting times in addition to work that will be coordinated by the group in consultation with their professor.

Credit 1.5 units.

B63 MGT 511A Law and Business Management

We will review different rules of substantive law which affect the conduct of individuals and businesses. We will analyze different legal theories and rules of substantive law which regulate the conduct of individuals and businesses and which impose liability for damages on individuals and business entities when those rules are violated. We will survey basic rules of criminal law, intentional torts, and negligence. We will next focus on the rules affecting the making and performance of contracts, and the liability which results from breach of contractual relationships. This will include general contract law, as well as specific rules that exist in the sale of goods and merchandise, and in the purchase, ownership and sale of real property. In addition, we will also analyze and compare the choices available for dispute resolution, including mediation, arbitration, and trial in court.
Credit 1.5 units.

B63 MGT 511B Legal Issues at Business Stages

An analysis of legal issues affecting business from startup, operation, and the sale or closing of the business, including mergers and acquisitions. Startup analysis will include a comparison of business entities available and the factors to be considered in choosing one form of entity over another. We will compare general partnership, limited partnership, corporate and limited liability company forms of doing business, and basic rules of taxation of business entities, including and understanding of Apass through entities@ for tax purposes. Specific issues to be considered in the operation and conduct of the business will include a review of the law of agency, employment law, intellectual property law, securities regulation and antitrust. We will conclude with a review of legal issues affecting the sale or closing of a business, including mergers and acquisitions. We will discuss specific issues affecting seller and buyer including representations and warranties by seller, successor liabilities, and indemnification arrangements.
Credit 1.5 units.

B63 MGT 512 International Business

Deals with U.S. and foreign-based multinational corporations, U.S. small business, and entrepreneurs' methods of evaluating foreign countries, foreign trade, and investment. Also covers special topics such as negotiations and divestment. Countries studied are either major industrial countries or countries representative of a region or world area. Prerequisite, first 30 units of required courses or permission of instructor.
Credit 3 units.

B63 MGT 513 Special Topics in Management

Any student or group of students may propose a specific one-semester learning project for up to 3 units of credit. The proposal must be approved by the Academic Review Committee before registration. A member of the graduate faculty of the Olin School must agree to serve as sponsor for the project.

B63 MGT 513N Labor & Employment Laws

As virtually all MBAs will be managing people, knowing the discrimination laws (NLRA, ADA, Title VII, Age Discrimination Act, FMLA, etc.) and being exposed to their practical application will make you effective managers and an asset to your employer. This course is designed primarily to give you the practical knowledge of how to avoid violating the law and how to deal effectively with employees without exposing your employer to liability.
Credit 1.5 units.

B63 MGT 521 Introduction to Entrepreneurship

This course is designed not only for the student with a burning passion to start his/her own business, but anyone who believes that entrepreneurial skills are an essential element of business success. "Introduction to Entrepreneurship" is taught primarily via the case method. Most case discussions will be followed by a relevant guest speaker -either an experienced entrepreneur or a professional from the investment community. You will hear from entrepreneurs and corporate managers with an entrepreneurial flair, some who have experienced great success, and others for whom success has been elusive. The structure of this course follows the evolutionary process of a new venture. Topics covered include: Idea Assessment, Organization Formation, Capitalization, Growth, and Exit. Corporate Entrepreneurship also will be explored. This course integrates much of what you have learned in your core courses and challenges you to apply those learnings. In each class you will be expected to make difficult business choices with less than perfect information, dealing with ambiguity and uncertainty, much like a real life entrepreneur. Analytical rigor will be emphasized throughout and you will be expected to have "run the numbers" for each case. A central element of this course is the opportunity to pitch your "business idea" to classmates via a 5 minute "elevator pitch". Those with the winning business concepts will recruit classmates to join their team to conduct a comprehensive feasibility analysis. Your "final" will consist of a formal 20 minute dress presentation of your idea-much like you would pitch your business concept to a potential investor. It is the professors' objective that by the end of this course you will: 1) Better understand entrepreneurship and the entrepreneurial process 2) Be an incisive analyst of a business and/or business concept 3) Be a more persuasive seller of your business ideas.
Credit 3 units.

B63 MGT 524 Business Planning for New Enterprises [The Hatchery]

Student teams pursue their own business idea or support outside entrepreneurs by researching, writing, and pitching business plans for new commercial or social ventures. Enrolled students can recruit a team to work on their own business idea, or can join a team working on another's idea. Outside entrepreneurs and scientific researchers wishing to recruit student teams must apply in advance to be considered for student selection. Most of the work is done outside the classroom with the support of mentors, advisors and the instructor. Classes are held once per week for the first half of the semester. Workshops and rehearsals are required in the second part of the term. Students make final presentations to a panel of outside judges including venture capitalists, angel investors, entrepreneurs and people involved with early stage ventures. Recommended prerequisites: Introduction to Entrepreneurship (MGT 521), or Social Entrepreneurship (MGT 500T), or Entrepreneurial Engineering (EECE 480).
Credit 3 units.

B63 MGT 527 Human Resource Strategies for General Managers

This course will provide a basic understanding of how to gain competitive advantage through developing the right human resource strategy for the business. It will begin with a consideration of how to link the people strategy to the business strategy, move through a discussion of segmenting and analyzing the workforce, and then cover the contribution of human resource functions in creating the right environment to motivate the highest levels of performance. This course is designed for students with full-time work experience. Students without pre-MBA work experience should take the course in year two after completion of a summer internship.
Credit 1.5 units.

B63 MGT 529 Management and Corporate Responsibility

Corporate leaders are expected to maximize returns to shareholders, produce compelling products and services, and create attractive work environments for their employees while at the same time adhering to the laws and expectations of the communities and countries within which they operate. This course will explore real situations in which the objectives of the corporation's various constituencies -shareholders, employees and communities are in conflict. It will also focus on situations in which societal concerns-environmental and health, for example may be at odds with the immediate interests of important stakeholders. Through vigorous case discussions, dialogues with industry leaders and role-play simulations students will wrestle with these often ambiguous dilemmas, gain insights into the conflicts, and develop their own approaches and decision-making frameworks for resolving these situations and those they will face during their careers. Credit 1.5 units.

B63 MGT 530 Asian Business Networks

To engage successfully with the dynamic economies of Asia, business leaders and their firms need to understand how the region's business networks operate. This course examines the structures and the behavioral principles which govern the major business networks of Asia, including the Japanese keiretsu, Korean chaebols, overseas and mainland Chinese, and the Indian networks. We also will consider successful and failed strategies of non-Asian headquartered firms who have attempted to participate in Asian networks. Business actors are placed in social organizational, economic, and political contexts, and a rich set of case studies comprise the core of the evidence. Credit 1.5 units.

B63 MGT 5301 Introduction to Management & Strategy

MGT 5301. Introduction to Management and Strategy This course focuses on the job, perspective, and skills of the general manager - an individual charged with developing and implementing the long-term strategy of a business organization. The course helps students develop skills in identifying and analyzing past and current strategies and with formulating and implementing new ones. During the course, students are introduced to concepts around strategy formulation, resource and capabilities assessment, industry and competitor analysis, diversification, globalization, and managing multi-business organizations. Credit 1.5 units.

B63 MGT 5302 Strategic Management

This capstone course provides an opportunity for students to integrate concepts from prior functional courses (marketing, operations, finance, accounting, and managerial economics) through the development and implementation of a business strategy. The course is designed to deepen students' understanding of strategy formulation, competitive advantage, rivalry and competition, negotiation, and global management. The centerpiece of this course is an intensive, global business simulation. The exercise requires students to acquire, operate, and develop strategy for a simulated firm within a high technology industry. To prepare for the simulation game, the course will examine topics of strategy formulation, industry analysis, global strategy, and managing in technology-intensive industries. In preparation for the simulation, students will analyze several cases that introduce concepts of competitive strategy, global organization, and competition in technology-intensive industries. The latter portion of the simulation exercise will be played intensively over two days. Credit 2 units.

B63 MGT 5305 The Global Business Environment in the 21st Century

This course helps to prepare students to be senior leaders in global businesses by developing their understanding of how business interacts with political, social, technological, financial, and other institutions. Specifically, this course addresses three questions: 1) How do institutions and government policy affect competitiveness and business opportunities around the globe? 2) How do firms and institutions interact? 3) What is the role of business leaders as stewards of global institutions and resources? We draw upon scholars from Olin, the Brookings Institution, and beyond to address different perspectives on these issues. The course includes a two-day residency at the Brookings Institution in Washington, DC. Credit 3 units.

B63 MGT 5311 Intro. to Management and Strategy

This course focuses on the job, perspective, and skills of the general manager—an individual charged with developing and implementing the long-term strategy of a business organization. The course helps students develop skills in identifying and analyzing past and current strategies and with formulating and implementing new ones. During the course, students are introduced to concepts including/related to strategy formulation, resource and capabilities assessment, industry and competitor analysis, diversification, globalization, and managing multi-business organizations. Credit 2 units.

B63 MGT 5313 Career Navigator

The objective of this course is to prepare Olin first year MBAs to understand the complexity, challenges, skill set acquisition and knowledge base necessary to compete successfully for summer internships, and ultimately full-time positions, in the global MBA marketplace. The course's focus consists of a strategic and tactical framework which will allow first year MBAs to: assess capabilities and goals against the competitive MBA marketplace, explore the variety of traditional and non-traditional career opportunities available to them, build networking and information gathering skill sets, clarify their strategic summer objectives for both on and off campus searches, and demonstrably enhance presentation capabilities in both written and verbal form. Meeting the objectives of the course, successful students will demonstrate outstanding strategic and tactical knowledge and skills, and build a customized foundation for establishment and management of their post MBA degree career.

B63 MGT 5314 Critical Thinking and Impactful Communication

The objectives of this course are to help you to better formulate, analyze, and communicate your ideas about unstructured business problems, some of which involve multiple functional areas of business (marketing, operations, finance, etc.). The kinds of competencies you will develop in this course include: problem formulation, elimination of faulty reasoning, persuasive communication and impactful communication. Credit 2 units.

B63 MGT 5316 Leadership Communication

The objectives of this course are to help you better communicate your ideas about unstructured business problems, some of which involve multiple functional areas of business (marketing, operations, finance, etc.). The course follows from MGT 5315, which was focused on critical thinking. In this course, we'll focus particularly on developing your presentation skills, and in combining those skills with your critical thinking skills. Credit 0.5 units.

B63 MGT 5317 Decisions: Data and Values

In a world of rapid technological change, data-rich production processes, a purpose-driven talent pool, globally integrated value chains, and calls for greater business accountability to society, business leaders must be equipped to make decisions that are both data-driven and values-based. In other words, they must have the tools to critically evaluate and strategically utilize vast quantities of rapidly changing data using the latest analytic tools and techniques. These leaders must also have the clarity, courage, and leadership skills to make decisions that respect personal/organizational values and societal responsibilities. This course presents a framework and set of tools for making values-based/data-driven decisions that will serve as a foundation for other Olin coursework. This course is for PMBA students only.

Credit 1 unit.

B63 MGT 5321 Business, Government and Society

All firms operate within competitive and institutional landscapes that are shaped and framed by government. However, firms have the power to help shape the role of government through non-market strategy, both to protect their own interests and to help improve the efficacy of the public-private partnership. Furthermore, managers must navigate the complex intersection between business objectives and the values, norms, and expectations of the societies in which they operate. This course harnesses Olin's unique partnership with the Brookings Institution to access high-level experts from agencies and institutions in the federal government only found in the capital area. We will focus on how a better understanding of the mindset, objectives, and operations of these institutions can help managers better shape strategy and activities at the intersection of the public and private sectors.

Credit 3 units.

B63 MGT 533 Effective Managerial Communication

This course expands MBA candidates' competencies in writing the emphatic and active voice style for different stakeholders, presenting under difficult or unplanned circumstances, evaluating the work of others and delivering constructive feedback, running better meetings, and writing and evaluating strategic documents. MBA candidates benefit from constructive feedback provided by the instructor and an international range of classmates. Assignments are drawn from real organizational cases requiring solid tactical thinking to ensure that communication is received well.

Credit 1.5 units.

B63 MGT 534 Corporate Strategy

This course explores the unique strategy issues that arise within multi-business firms. The course examines how value is created or destroyed through the process of combining businesses and examines strategic issues surrounding mergers and acquisitions. Discussion within the course will critically evaluate patterns of diversification and growth within firms. The course will also address issue of vertical integration exploring the limits of firm size. The course will also address the unique organizational design choices that emerge in multi-business settings, including an exploration of corporate governance. Prerequisite: MGT 5301.

Credit 1.5 units.

B63 MGT 535 Strategic and Crisis Communication

This course refines MBA candidates' competencies in delivering strategic communications related to three concentration tracks (financial, marketing, consulting), communicating with employees and the public during high risk situations, strategizing and delivering damage control messages and crisis communications, preparing for media coverage, and managing media interactions. The videotaped sessions, within the context of simulated high risk and crisis situations, provide MBA candidates with immediate feedback about the potential

consequences of their communication strategy and word choices. Outside speakers provide anecdotal stories and advice; a local businessperson serves as a client for the final business presentation simulation.

Credit 1.5 units.

B63 MGT 537 Financial Industry Platform for MSFQ and MSFWM Students

CFO is a customized career course for MS in Finance students pursuing industry opportunities upon graduation. The objective of the CFO course is to immediately prepare Olin MS Finance students to understand the complexity, challenges, skill-set acquisition and knowledge base necessary to successfully compete for full-time positions in the global financial marketplace. Meeting the objectives of the course, successful students will demonstrate outstanding strategic and tactical knowledge and skills, and build a customized foundation for establishment and management for their post MS Finance career.

B63 MGT 539 The Basics of Bio-Entrepreneurship

Late one Friday afternoon in April 1976, the late venture capitalist Robert Swanson met with biochemist Herb Boyer, PhD, at his UCSF lab. Swanson had requested 10 minutes of Boyer's time; when the meeting ended, three hours later, the foundations had been laid for the formation of Genentech, the first biotechnology company, and the beginnings of the biotechnology industry. This course, The Basics of Bio-Entrepreneurship, investigates issues and choices that inventor/scientists encounter when considering the applications and commercialization of early stage scientific discoveries. This course is intended for anyone interested in working in the medical device, life-, bio-, or pharma-sciences industries as a founder, scientist, entrepreneur, manager, consultant, or investor. It focuses on the decision processes and issues that researchers and their business partners face when considering how a discovery might best be moved from academia to successful commercialization.

Same as L41 Biol 5014

Credit 3 units.

B63 MGT 540 Sports Management

This course examines the key business and management topics in the sports industry, including league and franchise administration, team and individual sports, broadcast and digital media, data analytics, and leadership issues facing sports officials today. The course will look, in a practical way, at the strategic and operational challenges in the contemporary industry, while considering those issues in a historical context and discussing the future implications for all participants in the world of sports. The course's practical look at the sports industry will focus on key lessons for corporate management and administration.

Credit 1.5 units.

B63 MGT 541E Legal Issues in Sports

This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport. It focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors, of sports teams and leagues for failing to adequately protect the health of participants (e.g. concussion lawsuits), of coaches, trainers and medical personnel at all levels for failing to properly train, monitor and assess athletes, of product manufacturers for injuries caused by defective sports equipment, and of teams for injuries to spectators, among other potential liabilities.

Credit 1.5 units.

B63 MGT 545E Acquisition Through Entrepreneurship

The purpose of this course is to provide students with an opportunity to explore being an entrepreneur by acquiring a company rather than starting one from scratch. The readings and class discussions will help students understand how to purchase a business, finance an acquisition, and operate and grow a business. The cases and conversations will help students understand what it is like being a young, first-time CEO and what types of challenges and issues will be encountered.

Credit 1.5 units.

B63 MGT 550C Sports Management

This course examines business and management issues involved in the sports industry. This industry is very diverse, ranging from global sports events (such as the Olympic Games, World Cup Soccer, etc.) to major national competitions (such as the National Football League, Major League Baseball, etc.). Engaged in this industry are many different players, including franchises, governing leagues, sponsors, media, stadium owners, government, fans, and so forth. This course will take a practical look at the world of sports management and administration, with an eye on extracting key lessons for corporate management and administration. NOTE: Graduate Business Students should register for MGT 550C.

Credit 1.5 units.

B63 MGT 550L Conversation Skills for Academic and Career Success

Designed for international graduate students entering the Olin MBA program, this course offers practical instruction in the speaking skills required for success in academic and professional settings such as class discussions and job interviews. Skills such as actively engaging in group discussions, advocating for your viewpoints, highlighting your skills and accomplishments, and relating to colleagues in formal as well as informal situations will be practiced and assessed through role plays. Cross-cultural considerations will be studied and then applied by analyzing your realworld communication failures and successes.

Credit 1.5 units.

B63 MGT 550Q Law, Business & Governance

Assigned permanent course number B63 MGT 567 (12/2015)
This course is designed to provide business and law students an opportunity to interact with each other and with professionals from industry and the legal profession. Participants will explore a series of corporate, labor, and financial issues, discussing the points at which they intersect with directors, officers, management, and shareholders. There will be some general lectures on corporate fiduciary duties, securities regulation, agency law, corporate governance, complex litigation, and employment law. In addition, students will participate in small group discussions and complete in-class tasks related to the materials. Examples of the types of interactive sessions planned include: a discussion on financial reporting requirements that focuses on both the legal and the practical aspects of reporting from the perspective of the managers responsible; a discussion on employment law with the input of human resources personnel; and a discussion about corporate governance issues with general counsel and others involved in advising the board.

Credit 1.5 units.

B63 MGT 550T Venture Advising

Assigned permanent course number B63 MGT 571 (12/2015) Students who complete the course will gain a deep understanding of the issues of both operational management and investment management of start-up firms. Students will learn of the fundamental strategies and tactics employed by private equity and venture capital firms as well as will aid in the development of business strategies for the companies in which they invest. Additionally, students will learn how to take into

account the macroeconomic, political, and cultural issues that affect start-up businesses that are both operating internationally and raising capital internationally. Furthermore, students will learn of the subtleties in the complex relationship between the investment firm and the entrepreneur and will understand both their shared and disparate motivations and objectives. Students who complete the course will develop competency in the research and writing of professional consulting reports and will gain a more sophisticated understanding of both venture capital and entrepreneurship management and strategy. Students will better understand the interpersonal dynamics between the relevant stakeholders, will become proficient in the terminology of private equity investing, and will learn how to create structure to unstructured problems thus improving their ability for critical thinking. Participants will be given the opportunity to apply their efforts beyond their basic functional business skills, and towards issues of relationship management and strategy. Required immersive experience to Herzliya, Israel in January. Prerequisites: MBA core and Introduction to Entrepreneurship recommended. Application via sa.wustl.edu is required. Enrollment limited to 12.

Credit 3 units.

B63 MGT 550U Strategy and Social Responsibility

In the modern world, large corporations have come to dominate many parts of economic life. Managers in large corporations face a challenging set of tradeoffs about (1) how to balance value creation for present and future generations and (2) how to coordinate the distribution of this value among shareholders, customers, suppliers, employees, and the communities in which they operate. The supremacy of shareholders among these constituencies has led some groups to fear that they will be exploited when shareholders' interest conflict with their own. In this course, we will examine different perspectives on the role of corporate self-interest, changing social values, NGOs, and government regulation in addressing this apparent conflict. In particular, the course examines how pro-social business practices affect the relationships between for-profit corporations and customers, employees, suppliers, investors, regulators, and non-governmental organizations. We explore how these practices can be integrated into a firm's operating strategy, and how they can be employed to enhance a firm's competitive position.

Credit 1.5 units.

B63 MGT 550V Defining Moments: Lessons in Leadership and Character from the Top

Assigned permanent course number B63 MGT 572 (12/2015) Most successful leaders can point to a handful of "defining moments" in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. What are those defining moments and why do they matter? How can aspiring business leaders prepare themselves to face their defining moments with insight and integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their "defining moments" and to engage with us in considering these questions. These conversations will be supplemented with 2yr MBA students; PMBA and EMBA students: core completed

Credit 1.5 units.

B63 MGT 550Z Professional Communication Forum

This course focuses on the development and delivery of a technical presentation in a persuasive manner, reflecting a typical consulting environment. The course teaches students communication skills necessary to communicate to both technical and non-technical audience members. The students will deliver both an oral team presentation and a client proposal "leave behind".

Credit 1.5 units.

B63 MGT 551E Internship, Business and Application

This internship course is designed to allow students to further develop their experience in a new setting. During the course, students should be able to identify their strengths and work motivations as they relate to future career goals. This course uses a pass/fail grading scheme, and it is one of several options for SMP students to use to satisfy their professional experience requirement. The course is only open to SMP students, except for those in the MSFC program.
Credit 1.5 units.

B63 MGT 555B Global Management Studies

Encourages MBA students to improve their understanding of business management outside of the USA by allowing them to plan, organize and lead a course that includes field study in foreign nations of their choice. Offered in the spring term of each year, this course is planned, organized and led by a team of students under the direct supervision of an Olin faculty member recruited by the student team. Both a faculty adviser and the GMS policy committee must approve each course proposal. Open to MBA degree candidates only.
Credit 1.5 units.

B63 MGT 557 Introduction to Non-Market Environment

While a firm's competitive advantage derives in large part from the development and exploitation of difficult to imitate capabilities and resources in the market environment, a firm's nonmarket business environment also poses important hazards and opportunities for strategy makers. Many barriers to imitation originate from, legal rules or government policies that favor some capabilities over others. The rules, and in many cases their enforcement, are not fixed constraints. Rather, they are determined by the competition between interests in public institutions. In many industries, participation in the policymaking and judicial process is a critical component in creating or sustaining a company's competitive advantage. This class focuses on the nonmarket environment from the point of view of managers and consultants. Its primary objectives are to examine the nonmarket environments of business in terms of the issues, interests, and institutions; to learn a set of conceptual frameworks for analyzing those issues, interests, and institutions; and to practice forming effective strategies for managing in nonmarket environment. Three sets of topics are considered: · Anticipation and management of nonmarket issues · Nonmarket strategies in governmental arenas, and · Globalization and international business.
Credit 1.5 units.

B63 MGT 558 Managing the Innovation Process

The course takes the perspective that innovation is a core business process associated with survival and growth of the organization, and it should be managed as such. We view innovation broadly as a process of knowledge creation. Innovation creates new possibilities through combining different knowledge sets. This process is multi-stage and takes place under highly uncertain conditions. The course objective is to help develop for our students the needed managerial skills in managing the multi-stage process of innovation. We focus on the systematic management of innovation processes through careful resource commitment and management of involved uncertainties.
Credit 1.5 units.

B63 MGT 560A Write Like a Pro: Business Writing for Nonnative English Speakers

In business writing, ideas must be clearly, quickly, and accurately communicated; failure in this process can risk lost revenue. For nonnative speakers who are graduate business students and future professionals, written communication can be a challenge. In this course, the pyramid structure for writing from MBarbara Minto's The Pyramid Principle provides international business students with key tools they need to communicate clearly in the fast paced

business world. Other key concepts covered include writing for short communications (texts), social media applications, emails, case write-ups, white papers, proposals, cover letters, and resumes. Writing structure, style, and content along with cultural differences in writing, will be addressed. Req: international graduate students in the Specialized Masters programs only.
Credit 1.5 units.

B63 MGT 560B Talk the Talk: Professional Business Communication for Nonnative Speakers

As business professionals know, communication skills are integral to success in today's global environment. Designed for international graduate students in the Olin Specialized Masters Programs, this course offers active, practical instruction for speaking English in multinational business settings. Vocabulary and cultural concepts necessary for the job search are also emphasized. Skills are internalized through business role plays, case studies, simulations, presentations, negotiations, and other real-life business situations for communication. Many, but not all, of the concepts, topics, and skills from this class would be applicable to native speakers in business. For nonnative speakers, the competitive advantage of taking this class is that the skills are carefully selected according to appropriateness and taught by an instructor with a background in English as Second Language who teaches with cross-cultural understanding. Req: international graduate students in the Specialized Masters programs.
Credit 1.5 units.

B63 MGT 560C MBA Entrepreneurial Platform Seminar

This course is designed to expose first-year MBA students to potential careers in entrepreneurship and corporate innovation through access to numerous guest speakers who have either founded startups, funded startups, joined startups, have innovated at established companies, or have founded non-profits (or for-profits) with a social mission. Over the course of the semester each class session will focus on a specific entrepreneurial career path where students will hear from real-world experts followed by Q&A and a reception. ----

B63 MGT 560D U.S. Macroeconomic Policies During Crises

The course will cover 6 - 7 different topics related to monetary policy, banking supervision and regulation, and financial markets. The course will feature notable speakers as well as lectures by assigned faculty. The goal is to present the best in contemporary thought regarding monetary and fiscal policy as well as public regulation of the financial sector.
Credit 1.5 units.

B63 MGT 560E Ownership Insights: Competitive Advantage of Family and Employee Owned Firms

This course is designed to introduce students to the unique governance and financing issues faced by owners of closely held businesses and family controlled firms. The core issue addressed in this course is that of sustainability: what actions are required of the current owners to increase the likelihood that the business will last beyond them? What best practices can we learn from successful multi-generational family businesses, some of which have been in existence for 150 years and longer? There are three target audiences for this course: 1) Students who may be or are considering working for a closely held or family controlled business; 2) entrepreneurs who build successful businesses and want their business to remain privately owned; and 3) students seeking to work in the private equity, investment banking, legal or wealth management industries and who will be calling on this segment of the market. The course will be multi-disciplinary and more qualitative than quantitative. Each class will have a lecture and case

component; there will be guest speakers at each session. Students will be required to complete a case study in advance of each class (not more than 2 pages). There will be no final exam. Class attendance and active participation is expected.
Credit 1.5 units.

B63 MGT 560F Professional Business Communication

Communication is the process of sending and receiving messages, however, communication is effective only when the message is understood and when it stimulates action or encourages the receiver to think in a new way. This course will introduce students to fundamental best practices in business writing and business speaking that will ensure effective communication. Students will participate in activities that will develop professional business communication skills in both writing and speaking. These will include: preparing, writing and delivering presentations, composing clear concise business messages in a variety of formats, understanding emotional intelligence to reach the audience and utilizing critical thinking as a basis for communication strategies.
Credit 1.5 units.

B63 MGT 560H Business Speaking for Non-Native English Speakers

Communication is the process of sending and receiving messages, however, communication is effective only when the message is understood and when it stimulates action or encourages the receiver to think in new ways. This course will introduce international graduate students to fundamental methods for improving pronunciation and intonation within the context of typical business situations. Improved pronunciation will allow students to communicate confidently and be understood with ease. A variety of speaking activities will develop the student's understanding of their pronunciation and intonation challenges and provide practical strategies for increasing fluency.
Credit 1.5 units.

B63 MGT 560I Business Writing for Non-native English Speakers

In business writing, ideas must be clearly, quickly, and accurately communicated; failure in this process can risk lost revenue. For non-native speakers who are graduate business students and future professionals, written communication can be a challenge. In this course, the pyramid structure for writing from Barbara Minto's The Pyramid Principle provides international business students with key tools they need to understand the Western thought process, and to communicate clearly in the fast-paced business world. Other key concepts covered include writing for short communications (texts), social media applications, emails, case write-ups, white papers, proposals, cover letters, and resumes. Writing structure, style, and content, along with cultural differences in writing, will be addressed.
Credit 1.5 units.

B63 MGT 560J Social Innovation

Social innovation focuses attention on the ideas and solutions that create social value - as well as the processes through which people generate and capture them. . This year's theme is: Community Wealth Building: co-operatives, collective entrepreneurship, worker owned businesses and trusts. Community wealth building is a bottom-up approach to economic development based on greater democratic ownership, participation, and control that we can begin to develop and scale. The goal is to create a democratic economy and displace the extractive economy. We will review the latest literature and policy documents then meet with practitioners and communities driving this work forward across our St. Louis region. We will learn and apply innovation methods like design thinking, google sprints and asset

mapping. Graduate students from across campus (MSW, MPH, MBA, MSP, and more) will work together as teams to develop a pitch or policy brief applying community wealth building and shared prosperity approaches to the Greater St. Louis area.
Same as S50 SWSA 5063
Credit 3 units.

B63 MGT 560P Business Models in a Global Context

A business model describes how an organization creates, delivers, and captures value in economic, social, cultural, or other contexts by identifying and choosing among potential revenue sources, customer segments, products, and financing options. This course focuses on developing students' capabilities to articulate, analyze, and improve business models in services industries, where advances in information technology and mobile telecommunications have led to an explosion of options for value creation and capture. China's key urban centers are among the world's most advanced when it comes to exploring these new IT-enabled opportunities. This course requires students to spend a week in residence in Shanghai, which will allow them to access insights that would be difficult to glean elsewhere. The format of the course combines classroom instruction and experiential exercises to build a deep understanding of the following: 1) how to compare existing business models with a given sector and identify opportunities for performance improvement; and 2) how to approach a market entry decision and build a business model that is well-adapted for a distinct cultural and economic environment. Open to full-time MBA students only.
Credit 2.5 units.

B63 MGT 560Q Implementing Strategy through Global Operations

This course will help students achieve the following learning objectives: 1) understand the role of operations strategy in achieving competitiveness in the global marketplace (e.g., why and how organizations engage in international manufacturing and service provision and the issues and problems involved in starting up and managing overseas operations); 2) observe complex issues and problems in global supply chains and understand the influence of trade policies on operations strategy (e.g., how to manage global logistics and supplier networks in different political, economic, and cultural environments; and 3) study how new technologies -- data science, internet of things, mobile devices -- may affect operations strategy (e.g., how data science and artificial intelligence can be used to improve operations efficiency and decision making and how new technologies can lead to operations/business model innovation). Open to full-time MBA students only.
Credit 2.5 units.

B63 MGT 560T Building Business Narratives

Develop life-long professional communication competencies and skills to improve leadership effectiveness through respect; active listening; relationship-building and emotional intelligence. You will create and communicate clear, effective written and oral messages that take audience needs into account and achieve the desired impact.
Credit 1.5 units.

B63 MGT 560U Global Institutions and Values

All firms operate within global competitive and institutional landscapes shaped and framed by government and culture. Government institutions at regional and national levels regulate a wide scope of business activities involving the environment, finance, accounting, marketing, human resource management, governance, and mergers and acquisitions. Furthermore, governments fund much of the foundational infrastructure necessary for industry to succeed, including basic research, trade enforcement, transportation, currency, and credit. Managers must navigate the complex intersection between business objectives and the values, norms, and expectations of the societies in

which they operate. This course will examine the variations in these values and norms across countries and how they have historically and currently shaped economic development. This course harnesses Olin's unique partnership with the Brookings Institution to access high-level experts on different regions and global issues that are only accessible in the capital area. We will focus on how a better understanding of the mindset, objectives, and operations of these institutions can help managers better shape strategy and activities at the intersection of the public and private sectors.
Credit 2.5 units.

B63 MGT 562 Critical Thinking Processes and Modeling for Effective Decision Making

This course equips you with rigorous technical skills that are necessary for developing data-driven and value-based solutions for large-scale complex business problems. In particular, the course covers two fundamental and indispensable tools that form the backbone of all analytical approaches: 1. Mathematical Optimization is the backbone of virtually all applied models with vast applications in engineering, business, statistics (including machine learning), computer science (including artificial intelligence), biology, medicine, etc. The critical step in modeling a practical problem is to express it in mathematical language. This enables us to use the computational power of computers to analyze the problem, extract insights, and devise implementable solutions. The course teaches this critical skill by carrying out this step for a large set of examples. The examples are carefully chosen to be both realistic and novel in at least one aspect. They are taken from various fields including operations management, marketing, finance, and machine learning. 2. Statistical Simulation is a primary computational tool for modeling complex systems that exhibit random behavior (such as service time in a service system) or interact with random events (such as demand in a retail setting or price movement in a stock market). This course covers the basics of Monte Carlo simulation through examples and showcases its application in estimating relevant performance metrics and predicting a system's response to exogenous or endogenous changes. If time permits, select topics related to simulation-based optimization will also be discussed. In addition to modeling and problem formulation, the course also covers problem implementation. The primary implementation tool in this class is Microsoft Excel. However, the topics covered in this class are independent of the implementation platform.
Credit 3 units.

B63 MGT 563 Olin Grand Rounds

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course will therefore provide an introduction to the current issues facing the health care sector that integrates management tools and clinical knowledge. The objective is to provide students new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively.
Credit 3 units. EN: S

B63 MGT 564 Health Economics and Policy

The basic tenets of health economics will be covered. This course will place a unique emphasis on incorporating materials from three broad source categories: textbook elements, "lay" press and media, and academic journal publications with the aim to foster application of rigorous, critical thought to media presentations of health care economics and policy issues.
Credit 3 units. EN: S

B63 MGT 565 Healthcare Management

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators, or providers in the course of their work. Issues addressed will include but not be limited to financial issues, management challenges, and conduct of operations. The first phase will cover the basic background on the structure and financing of the healthcare industry to include very brief reviews of critical topics like insurance and government-provided healthcare. A few basic frameworks will then be developed for students to apply to course topics moving forward, such as cost/benefit analysis and evaluation of risk. The remainder of the course will involve critical analyses of healthcare cases involving varied subjects and management challenges. Sessions will emphasize student led discussions.
Credit 3 units. EN: S

B63 MGT 566 Research in Healthcare Management

This is the capstone course for the Health Management major where students learn to apply rigorous statistical and analytical approaches to research questions in health services, but not limited to questions relating to management, finance and economics, operations, and policy. Faculty will identify several available research project options, and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and healthcare firms to identify the student research projects. Students will also be encouraged to formulate their own research question and to identify potential data sources they could use to address these questions, if they so desire. Students will work in teams of 3-4, using the approach developed for the Practicum and Hatchery courses.
Credit 3 units.

B63 MGT 567 Law, Business & Governance

This course is designed to provide business and law students an opportunity to interact with each other and with professionals from industry and the legal profession. Participants will explore a series of corporate, labor, and financial issues, discussing the points at which they intersect with directors, officers, management, and shareholders. There will be some general lectures on corporate fiduciary duties, securities regulation, agency law, corporate governance, complex litigation, and employment law. In addition, students will participate in small group discussions and complete in-class tasks related to the materials. Examples of the types of interactive sessions planned include: a discussion on financial reporting requirements that focuses on both the legal and the practical aspects of reporting from the perspective of the managers responsible; a discussion on employment law with the input of human resources personnel; and a discussion about corporate governance issues with general counsel and others involved in advising the board.
Credit 1.5 units.

B63 MGT 569 Consulting Industry Seminar

This course is designed to expose MBA students to the language, issues, and skill sets necessary for careers that have one of two distinguishing characteristics: (a) a consultative approach to problem-solving, be it as an "internal" consultant or working as a professional in a consultancy, and (b) in settings where solutions to such problems typically require engagement across multiple functional domains within organizations. The specific paths explored in this course include careers in consultancies (strategy, human resources, and economics/finance); 'internal' consulting positions within large organizations; and, 'rotational leadership' and other developmental programs that lead to general management positions where graduates lead business

units or firms. Because this platform also is a potential foundation for students interested in the Business of Healthcare, Entrepreneurship, and International Management, there also will be sessions briefly introducing the nature of career opportunities in those areas.

B63 MGT 570A Global Business I

Examination of the management strategies of global businesses. We will use a network approach, though not exclusively, to understand firm strategies. Business networks are linked to knowledge clusters. Discussion of the rationale for going global and the internal organizational architectures and models that firms use for their global management. Global strategy of firms influences their external networks and how they deal with technological change. Examination of how logistics and finance relate to global business strategy. Consideration of political-economy of business and global economic crisis.

Credit 1.5 units.

B63 MGT 570B Global Business II

Case analysis of strategy of a global corporation. A global company will present a problem/case. Students will propose a strategic solution. Class periods devoted to: discussing theory/concepts for developing strategy; examining political-economic, demographic, and economic issues relevant to case; and planning case presentation. Company representatives will present case to the class. They will return to answer questions about the case. Then they will come to listen to case presentations and conclude with their assessment of the proposed strategies Pre-req: MGT 570A.

Credit 1.5 units.

B63 MGT 570E Legal Issues in Sports

This course introduces the fundamentals of sports law. It teaches the basic tenets of a variety of legal disciplines through the lens of sport, and it focuses on legal issues that have a direct relationship to sport with an emphasis on current legal sports issues in the news. In the tort arena, we will explore the potential liability of athletes for reckless violent actions toward their competitors; of sports teams and leagues for failing to adequately protect the health of participants (e.g., concussion lawsuits); of coaches, trainers and medical personnel at all levels for failing to properly train, monitor and assess athletes; of product manufacturers for injuries caused by defective sports equipment; and of teams for injuries to spectators, among other potential liabilities.

Credit 1.5 units.

B63 MGT 571 Venture Advising

Section 1: Students who complete the course will gain a deep understanding of the issues of both operational management and investment management of start-up firms from a different region of the world. Students will learn how to take into account the macroeconomic, political, and cultural issues that affect start-up businesses that are both operating internationally and raising capital internationally. Students will better understand the interpersonal dynamics between the relevant stakeholders, will become proficient in the terminology of start-up investing, and will learn how to create structure to unstructured problems thus improving their ability for critical thinking. Participants will be given the opportunity to apply their efforts beyond their basic functional business skills, and towards issues of relationship management and strategy. Required immersive experience to Herzliya, Israel in January. Prerequisites: MBA core and Introduction to Entrepreneurship recommended. Application via sa.wustl.edu is required. Enrollment limited to 40. Section 2: Students who complete the course will gain a deep understanding of the issues of both operational management and investment management of start-up firms from a different region of the world. Students will learn how to take into account the macroeconomic, political, and cultural issues

that affect start-up businesses that are both operating internationally and raising capital internationally. Students will better understand the interpersonal dynamics between the relevant stakeholders, will become proficient in the terminology of start-up investing, and will learn how to create structure to unstructured problems thus improving their ability for critical thinking. Participants will be given the opportunity to apply their efforts beyond their basic functional business skills, and towards issues of relationship management and strategy. Required immersive experience to Berlin, Germany in March. Prerequisites: MBA core and Introduction to Entrepreneurship recommended. Application via sa.wustl.edu is required. Enrollment limited to 40.

Credit 3 units.

B63 MGT 572 Defining Moments: Lessons in Leadership and Character from the Top

Most successful leaders can point to a handful of "defining moments" in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. What are those defining moments and why do they matter? How can aspiring business leaders prepare themselves to face their defining moments with insight and integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their "defining moments" and to engage with us in considering these questions. These conversations will be supplemented with 2yr MBA students; PMBA and EMBA students: core completed.

Credit 1.5 units.

B63 MGT 575E Innovating for Defense

This interdisciplinary entrepreneurial course gives students the unique opportunity to solve real problems facing the U.S. Department of Defense (DoD) and the U.S. Intelligence Community (IC). This course is open to all students who want to solve real problems for real stakeholders in real time. In consultation with course instructors, students will form their own interdisciplinary teams to explore a challenge experienced by a dedicated DoD problem sponsor who will be regularly engaged with the team. Student teams learn and use the Lean Startup methodology and the Mission Model Canvas made famous by Stanford University to iteratively cut through the complexity of the problem. Note: This course is sponsored by the U.S. DoD. It was originally developed at Stanford University and is now taught at 30+ U.S. universities. A student does NOT have to be a citizen of the United States to take this course; none of the DoD problems are classified. Recommended completion of T55 ETEM 520.

Same as T55 ETEM 525

Credit 3 units.

B63 MGT 576E Innovating for Healthcare

In this entrepreneurial course, students form teams and work on solving real problems facing the healthcare industry by producing solution prototypes that may also be commercialized by the students once the class is completed. The majority of the course work involves weekly customer interviews and team presentations on those findings. Using Lean Startup Theory, this course will provide an entrepreneurial platform that can develop solution prototypes that match the healthcare industry users' needs in just weeks, rather than months or years. Depending on the industry, grants or investors may provide follow-on funding to student teams for further refinement and development of solution prototypes. The course is demanding: students will present at every class, work closely with their team, and receive relentlessly direct feedback. Problem sponsors, mentors, industry liaisons, corporate partners, investors, and journalists may be in the room while students are solving real problems for real customers in real time. This is a course designed for all graduate students and upper-level undergraduates in all Washington University schools

and programs. It takes an entrepreneurial, interdisciplinary approach to the healthcare industry's biggest challenges. Prerequisites: MGT 521 and MGT 501C; MGT 524 or MGT 500T is recommended for Olin students. It is assumed that students will come into the course with a basic understanding of ideation, research methods, corporate entities, funding sources, intellectual property, and so on.

Credit 1.5 units.

B63 MGT 577E Launching and Scaling New Enterprises (The League)

This advanced entrepreneurship course acts as an accelerator, encouraging students to actually launch and scale a business. Students must apply at <https://sites.wustl.edu/theleague/> either with a business idea OR to join a student team that is about to launch their business. Once accepted you'll be invited to join The League (of Extraordinary Entrepreneurs). Our most successful alumni in technology have agreed to be part of the class. This course covers leadership; crafting a story; product development; attracting customers; an innovative mindset; building successful teams; scaling to billion-dollar valuations and the mind of the high tech investor. The deliverables in the course include reflections on each of the "unicorn" guest speakers and how it applies to the students' ideas; actually launching their website and MVP of their product; meeting the growth goals the teams set for themselves; pitching real VC's and Angel Investors at the end of the course; and applying for a St. Louis Arch Grant. Prerequisite: It is highly encouraged that those applying with business ideas have previously taken The Hatchery.

Credit 3 units.

B63 MGT 578E Strategic Data Storytelling and Visualization for Business

This course is an advanced communication course designed to build expertise in writing and presenting narrative strategies and visualizations from quantitative and qualitative data. Students will learn to transform data into compelling, professionally-written documents to ensure that the data is strategically presented to achieve a variety of business goals. Students will have the opportunity to have informal conversations and do formal presentations about a series of textual and numerical visualizations. Additionally, students will gain skills for using modern software tools to increase their technical acumen for analyzing data and developing a narrative and framework of explanation for conclusions. Students will be able to articulate the benefit of telling data stories strategically and with strong visual presentation for a variety of professional audiences. Prerequisite: MGT 560F.

Credit 1.5 units.

B63 MGT 579E Crucial Business Conversations

Conversations are essential in business, entrepreneurial, and consulting work, and they could help you succeed in client meetings, investor pitches, strategy sessions, and staff socials. This course applies synthetic thinking principles to simulated conversations set in business contexts. Students identify norms, rituals, and taboos that prevail in American business culture, as they build their Conversational Intelligence (C-IQ) skills. Students use the PACTS model (Purpose, Audience, Content, Tone, and Style) to guide their planned and impromptu interactions. For the final task, students show their knowledge of a topic they choose in a 10-minute, thought-leader interview. Invited business practitioners will provide feedback and tips throughout the course. Prerequisite: MGT 560F or permission from the instructor.

Credit 1.5 units.

B63 MGT 580E Consulting Business Models and Value Capture

Many of you will solve problems for a living. Whether or not your job title is 'Consultant', many of you will create significant value for your teams, organizations, and clients through your ability to address complex, unstructured problems in context- and resource- specific situations. This course focuses on understanding varied types of consulting business models, and developing competence in selecting and deploying frameworks and communication tools to address complex problems efficiently and effectively.

Credit 1.5 units.

B63 MGT 5999 Graduate Business Placeholder Course

Temporary placeholder course for Graduate Business students.

Credit 10.5 units.

B63 MGT 5ELE Management Elective: Graduate

Credit variable, maximum 3 units.

B53 MGT 6000 Mentored Teaching/Research Experience

Students will engage in either research assistantship or teaching assistantship activities to gain practical experience in conducting research and teaching courses. This course will be supervised by faculty and requires students to engage in RA/TA activities for a minimum of 10 hours a week, with a maximum of 20 hours per week.

Credit 3 units.

B53 MGT 600A Teaching Business

The course on teaching business is designed to help late-stage doctoral students (and early-stage faculty members) to prepare systematically for their teaching careers in a business school. This includes guidance on how to get started while avoiding "rookie mistakes," and hands-on practice that includes coaching from peers and experts. The format will include discussion sessions, topic-oriented panel sessions, and hands-on practice sessions. For Doctoral students only

Credit 1.5 units.

B53 MGT 601 Doctoral Prep: University Teaching & Research

Credit 2 units.

B53 MGT 602 Doctoral Prep: University Teaching & Research

Credit 1 unit.

B53 MGT 603 Seminar in Strategy & Organization

For Doctoral students only

Credit 3 units.

B53 MGT 604 Strategic Mgt. of Innovation & Technology

Credit 3 units.

B53 MGT 605 Research Internship

Credit variable, maximum 3 units.

B53 MGT 610 Dissertation

B53 MGT 611 Dissertation

Credit 3 units.

B53 MGT 620 Empirical Methods in Business

Available to all PhD students studying in all areas. Schoolwide course.

Credit 3 units.

B53 MGT 6200 Empirical Methods in Business: Part B

Prerequisite: Only doctoral students or students with instructor approval can enroll in this course.
Credit 3 units.

B53 MGT 648 Independent Study in Strategy

For Doctoral students only
Credit variable, maximum 3 units.

B53 MGT 650 Seminar in Entrepreneurship

The course is divided roughly into two sections. We begin with an immersion section (entrepreneurship statistics, history of entrepreneurship, entrepreneur biographies) to provide a rich contextual framework for understanding the phenomena we will examine later. Next we look at the phenomena themselves. These phenomena present the existing set of questions that a "field of entrepreneurship" will necessarily encompass. Our challenge is to make sense of the existing questions and build an organizing framework for formulating future questions. Prerequisite: Only doctoral students or students with instructor approval can enroll in this course.
Credit 3 units.

B53 MGT 660 Seminar on Presentation Skills

The goal of this course is to teach students the basic principles of effective research communication sufficiently early in the program, so that they have multiple opportunities to practice and hone their skills. The learning objectives are as follows: 1) demonstrate knowledge of how to organize thoughts and write research papers effectively. 2) demonstrate ability of how to design effective presentation decks for seminars and conference presentations and 3) Improve the critical thinking that underlies research before, during, and after its completion. Required by all Olin PhD studying in all areas. Schoolwide course.
Credit 1.5 units.

B53 MGT 680E AI & Machine Learning Business Applications: Part A

Only doctoral students or students with instructor approval can enroll in this course.
Credit 3 units.

B63 MGT 700A The Decisions Around Business Ethics

This course imparts an understanding of how law, ethics, and public policy affect modern business. This course aims to place ethical issues within a management context and challenge you to reflect on your own personal strengths and weaknesses as well as develop specific strategies for making a difference in the organizations to which you'll belong.
Credit 0.5 units.

B53 MGT 700W Strategic Crisis Communication

When the reporter calls, are you -- as your company leader -- ready to deliver effective messages? Employees, shareholders and customers represent just a few of the key stakeholders who will be watching when the media swoops in. Prior to joining the Olin faculty, the instructor of this courses founded and built a nationally recognized public relations firm, Standing Partnership, where she and her team coached CEOs around the country in preparing for and managing crisis situations. Standing Partnership is recognized for its positive employee culture, exceptional client results, and innovative leadership as a partner in the

global Worldcom Public Relations Group. Students will be expected to lead and to communicate clear, effective messages in a high-stress, high-stakes situation. This course will teach students the process that needs to be in place to survive the storm.
Credit 1 unit.

B63 MGT 701 Strategic Management

Credit 3 units.

B63 MGT 702E Leadership Communication

Credit 1.5 units.

B63 MGT 706 Strategic Management

Explores general management skills in analyzing, formulating and implementing strategies. Students will develop skills in assessing internal capabilities and resources, evaluating industries and competitive environments, and exploring strategic options. This course will help students understand the fundamental task of the general manager, which is to develop strategies that deliver a competitive advantage.
Credit 1.5 units.

B63 MGT 710 International Management Residency

Credit 3 units.

B63 MGT 715 Business Planning & Strategy

Credit 3 units.

B63 MGT 717 Leadership

Credit 3 units.

B63 MGT 720 Strategic Management of Innovation

Credit 3 units.

B63 MGT 721 The Entrepreneurial Mindset, Pt I

The course is designed for students who are interested in understanding entrepreneurship, forming companies, affecting social impact through entrepreneurship, corporate innovation, or investing in startup ventures. Even if the student is not interested in starting a venture of their own, understanding the entrepreneurial process will enhance productivity even in large organizations. It is also an opportunity for students to expand their personal and business networks to the greater WashU Community both within St. Louis, across the United States, and across the world.
Credit 1.5 units.

B63 MGT 728 Growth Through Corporate Strategy

Some of the most visible changes in strategy occur at the corporate level as firms grow through acquisitions, mergers, vertical integration, hostile takeovers, and diversification. This course focuses on the strategic decisions that confront the senior-most managers in multi-business corporations. Finding ways to add rather than destroy value at the corporate level can be a difficult task. In this course, we will examine the objectives, issues, and tools that confront corporate managers as they seek value-creating growth. We will focus on topics of leveraging resources and competencies, drawing horizontal and vertical boundaries, diversification, corporate organization, and corporate governance
Credit 3 units.

B63 MGT 731 Business & Society

Provides on-the-ground instruction at one of the world's premier public-policy think tanks, the opportunity to learn from key leaders and policymakers, and firsthand experience with the critical connection between business and government.
Credit 1.5 units.

B63 MGT 735 Fudan Thought Leaders

Credit 3 units.

B63 MGT 736 Olin Thought Leaders

Credit 1.5 units.

B63 MGT 737 Growth Theme

EMBA ONLY Provides strategic and financial tools for evaluating, creating, and capturing market value through organic growth as well as through mergers or acquisitions. enable you to form the right teams to promote growth.
Credit 7.5 units.

B63 MGT 738 The Cutting Edge: Thought Leadership

This course affords students access to current thought in areas of business critical to the China business landscape through the eyes and research of prominent members of the Fudan University faculty: some from the school of management, some from related fields of endeavour. Other speakers will include prominent business leaders and experts with special knowledge in areas related to the challenges of management in China.
Credit 3 units.

B63 MGT 740 Global Markets

From multinational conglomerates to domestic family-owned businesses, few companies are insulated from the effects of globalization. This module provides an opportunity to learn how to shape and execute a business response to the opportunities and risks presented by an increasingly global marketplace. It draws on prior lessons in economics, finance, marketing, organizational behavior, operations and strategy. Topics include market selection; penetration of emerging markets; global supply chain management; and management of financial, currency and country risk.
Credit 8 units.

B63 MGT 741 Corporate Law and Governance

This course will explore corporate governance from the perspective of the board of directors, those who are charged with leadership and oversight of the corporation. We will also examine several different aspects of corporate governance, a term generally used to define the relationship between shareholders, officers, and directors. In today's world, the term is really broader, and we will also talk about that in our sessions.
Credit 1 unit.

B63 MGT 742 Business Innovation & Technology

Business challenges and opportunities caused by technology evolution are continually present in every industry. Companies are required to exploit new opportunities and defend markets aggressively or risk losing market share and being eclipsed by others; however, exactly how to do this is often poorly understood and ineffectually managed. Innovation is the overarching concept that captures turning technology into something of value. Innovation activities are responsible for small changes to existing products and services and the introduction of fundamentally new products and services and everything in between.

In this course, students will learn about technology evolution and how business use innovation activities to harness new opportunities created by this evolution. IT technology evolution is considered specifically and its application to service economy opportunities is considered in detail.
Credit 1 unit.

B63 MGT 745 Innovation Projects

Working in small teams under the direction of a faculty coordinator and advised by alumni mentors, students will undertake a comprehensive analysis of either a new innovative business or a significant innovation project within an existing firm. The teams will work on these projects over a period of approximately eight months and will present their final reports to an audience of faculty, alumni and perhaps potential investors during the St. Louis portion of the International Residency. It is expected that the projects will provide an opportunity to apply much of what the students have studied over the course of the program.
Credit 6 units.

B63 MGT 745A Innovation Projects - Module 1

This series of three courses serves as an integrating and applied learning experience. Rather than introduce new material, concepts, techniques or skills, the course challenges students to apply what they have learned throughout the program to the process of taking a business innovation from initial idea to a developed business plan.
Credit 1 unit.

B63 MGT 745C Innovation Projects - Module 3

This series of three courses serves as an integrating and applied learning experience. Rather than introduce new material, concepts, techniques or skills, the course challenges students to apply what they have learned throughout the program to the process of taking a business innovation from initial idea to a developed business plan.
Credit 2 units.

B63 MGT 749 Integrative Mid-Term Project

Team-based consulting project - EMBA teams will be asked to develop and present a consulting report for a local client firm. The client firm will be a start-up or a small business interested in growing. It may be non-profit or for-profit organization. The client will be selected from among Washington University affiliated companies, companies to which EMBA students have connections, or from companies in the local community more broadly. Students will be challenged to apply the tools they have learning in the first year of their EMBA program to help the client formulate and solve business problems.
Credit 1.5 units.

B63 MGT 751 Managing Growth and Sustainability

This theme addresses the challenges and dilemmas posed by growth, the need to achieve efficiencies while maintaining corporate responsibility in a global economy driven increasingly by consolidation, competition and cost pressures. The theme begins with a Competing Values Framework-based (CVF) introduction to the cultural drivers of corporate growth and the various internal organizational tensions that arise from it. We then move towards developing an understanding of the external tensions created through corporate growth with societies at large, and how these tensions create new opportunities for growth.
Credit 4 units.

B63 MGT 752 Corporate Strategy

Most major companies in the world are not single-business firms operating in a single location but portfolios of businesses spanning multiple locations. Single business firms today ultimately become multi-business firms to sustain growth as they exhaust opportunity in

existing markets. This course provides tools, frameworks and processes that will help you understand the unique opportunities and challenges for firms spanning multiple products, business units, and geographic locations.

Credit 3 units.

B63 MGT 755 Innovation & Entrepreneurship

Ties effective idea generation and new-venture creation to competitive advantage and market leadership - for both entrepreneurs and intrapreneurs. Student teams develop their business plan for their innovation project.

Credit 8 units.

B63 MGT 755S Entrepreneurship

This course ties effective idea generation and new-venture creation to competitive advantage and market leadership for both entrepreneurs and intrapreneurs. Student teams develop their business plan for their innovation project.

Credit 1.5 units.

B63 MGT 756 Entrepreneurship

This course provides an overview of the entrepreneurial process, from idea generation to financing. We will cover the following topics critical to the startup process: 1) Idea Creation and Prospecting - tools for finding a potentially profitable business idea 2) Opportunity Evaluation and Strategy - the strategic issues entrepreneurs and firms must face in creating sustainable business ideas 3) - Financing the Venture - valuation of new ideas, angel investing, and venture capital. These financing decisions are closely linked to both Idea Creation and Opportunity Evaluation. We will discuss these issues from the perspectives of the entrepreneur, the investor, and the established firm strategic partner.

Credit 1.5 units.

B63 MGT 757 International Residency

Effective leadership in a diverse, globally interconnected world requires understanding the historical, political, economic, and cultural contexts of unfamiliar people and markets. Successful leaders must adapt both their business models and their leadership styles to align them with the sometimes very different realities of these markets. Through a combination of background research, discussions with in-market experts, and on-the-ground experiences in an international location, this course equips students with the tools to gather and synthesize quantitative and qualitative information about unfamiliar markets and to formulate values-based and data-driven strategies for working in them. Through first-hand encounters with unfamiliar cultures, students develop their cross-cultural capabilities and grow more agile, resourceful, and empathetic as leaders.

Credit 2 units.

B63 MGT 761 Legal Strategies for Business

The course will cover both "micro and macro" legal strategy. Students will learn to navigate the main legal minefields of business and review the law in light of Porter's Forces. Finally, the course will cover some of the issues and components of dispute resolution and business formation.

Credit 1 unit.

B63 MGT 770 Capstone Exercise

A final project that pulls together the cumulative learning of the last twenty months.

Credit 1.5 units.

B63 MGT 777 Business Start-up Consulting Project

This course of Joint EMBA degree of IIT Bombay - Washington University in St. Louis is designed to provide EMBA candidates with an opportunity to engage in active and functional learning through work on actual, real-world, team-based projects. This course will help implement the learning of completed EMBA modules and past experience of Sr executives focused on developing/refining entrepreneurial mindset through experiential real-world projects. This course will help develop management-consulting competencies and polish their critical thinking, project management, data analysis, report writing, diplomacy and leadership skills. Critical learning outcomes include developing entrepreneurial mindset and displaying agile leadership within diverse and unfamiliar settings. In this module, participants will be working towards the actual deliverables that generate tangible results for the client and its organization. This ensures that the clients receive high-quality work on their underlying problem/opportunity. The reasonable expectation is that students spend 2+ hours per week on the client work.

Credit 3 units.

B63 MGT 785 Business, Government & Society

Provides on-the-ground instruction at one of the world's premier public-policy think tanks, the opportunity to learn from key leaders and policymakers, and firsthand experience with the critical connection between business and government.

Credit 3 units.

B63 MGT 790 Business Analytics & Decisions

Designed to develop quantitative analysis skills and reasoning abilities as they apply to business situations and decision-making contexts. It will guide students in determining what kinds of analytics they should be asking for given particular business circumstances. Moreover, the course will develop analytic reasoning and critical thinking skills that students will apply in other courses in the MBA curriculum.

Credit 3 units.

B63 MGT 8221 Digital Impact Project I

The digital revolution has fundamentally altered certain of the processes, products and platforms associated with business. As 'digital' mindsets, practices, tools, and technologies become even more embedded in the ways we work it is vital for every MBA to understand their foundations, current impact, and potential power. This course exposes the student to the varying impact of their organization's digital choices on an array of diverse stakeholders. We will focus on how a privileged understanding of the scope and impact of digital technologies and their applications can be harnessed to create value in organizations.

Credit 1 unit.

B63 MGT 8222 Communication for Leaders

This course is the second in a three-semester series of required courses that focus on the communication challenges that leaders face in the modern, digital professional landscape, given varied communication technologies, diverse audiences, and professional purposes. Across the series, students will consider communication through three lenses: communicating about yourself (Communicating in Digital Spaces I), communicating within your organization (Communicating in Digital Spaces II), and communicating outside of your organization (Communicating in Digital Spaces III). In this course, the focus is on analyzing stakeholders, crafting messages, creating written documents, and delivering presentations to drive change within your organization. Prerequisite: MGT 8221.

Credit 1 unit.

B63 MGT 8223 Communicating in Digital Spaces II:

Communicating Change

This course is the third in a three-semester series of required courses that focus on the communication challenges that leaders face in the modern, digital professional landscape, given varied communication technologies, diverse audiences, and professional purposes. Across the series, students will consider communication through three lenses: communicating about yourself (Communicating in Digital Spaces I), communicating within your organization (Communicating in Digital Spaces II), and communicating beyond your organization (Communicating in Digital Spaces III). In this course, the focus is on gathering information about the business landscape, using writing to consolidate knowledge about industry trends and structure complex information, and presenting recommendations given your assessment of future trends. Prerequisite: Only students admitted to Olin's Online MBA program can enroll in this course.

Credit 1 unit.

B63 MGT 8224 Communicating in Digital Space III:

Communicating Beyond Your Organization

Credit 1 unit.

B63 MGT 8227 Digital Impact Project II

Students will learn to describe a feasible project or initiative mobilizing one or more digital technologies to add significant value to their home organization (or another approved organization). Anticipate and estimate a meaningful range of resource needs, including political, financial, and human capital to execute a proposed digitally-focused project in your organization. Prerequisite: Must be admitted to Olin's OMBA program..

Credit 1 unit.

B63 MGT 8228 Generative AI for Communicators

Artificial Intelligence has taken organizations by storm, from virtual assistants and chatbots to recommendation engines and predictive analytics. Contrary to the utopian/dystopian hype surrounding generative AI, its capabilities remain comparatively narrow. As such, business leaders must understand what they can expect from generative AI and how to maximize its potential to complete daily tasks effectively. In this non-technical course, you will learn the basics of how generative AI works so that you can optimize output. You will learn prompt engineering and scaffolding using free tools, including ChatGPT, to leverage generative AI to solve business problems. By the end of this course you will have the AI-powered communication skills needed to add value to your organization and stakeholders. No coding skills or data analytics are included. Prerequisite: Admission to Olin's Online MBA Program.

Credit 1.5 units.

B63 MGT 8230 Communication for Leaders

This course is for our Flex MBA students.

Credit 3 units.

B63 MGT 8317 Values-Based, Data-Driven Decision Making

In a world of rapid technological change, data-rich production processes, a diverse & purpose-driven talent pool, and calls for greater business accountability to society, business leaders must be equipped to make decisions that are both data-driven and values-based. The central goal of this course is to prepare you to approach every business decision with thoughtful attention to both values and data.

Credit 3 units.

B63 MGT 8330 Strategy for Organizations

Credit 3 units.

B63 MGT 8501 Business, Government and Society

All firms operate within competitive and institutional landscapes that are shaped and framed by government. However, firms have the power to help shape the role of government through non-market strategy, both to protect their own interests and to help improve the efficacy of the public-private partnership. Furthermore, managers must navigate the complex intersection between business objectives and the values, norms, and expectations of the societies in which they operate. Increasingly, challenges related to the global economy, geopolitics, technology competition and climate change require organizations to adapt their strategies. We will focus on how understanding these trends and the trade-offs they highlight can help managers better shape strategies at the intersection of public and private sectors. Prerequisite: Only open to students admitted to Olin's online MBA program.

Credit 3 units.

B63 MGT 8560 Professional Business Communication

Communication is the process of sending and receiving messages, however, communication is effective only when the message is understood and when it stimulates action or encourages the receiver to think in a new way. This course will introduce students to fundamental best practices in business writing and business speaking that will ensure effective communication. Students will participate in activities that will develop professional business communication skills in both writing and speaking. These will include: preparing, writing and delivering presentations, composing clear concise business messages in a variety of formats, understanding emotional intelligence to reach the audience and utilizing critical thinking as a basis for communication strategies.

Credit 1.5 units.

B53 MGT 885 Masters Nonresident

B53 MGT 886 Doctoral Nonresident

B53 MGT 887 Masters Resident

B53 MGT 888 Doctoral Resident

B53 MGT 889 Doctoral Continuing Student Status

Managerial Economics

Visit online course listings to view semester offerings for B64 MEC.

B54 MEC 500 Independent Study in Economics

B64 MEC 500J Markets, Business, and the Environment

This course focuses on the theory and practice of economics within the realm of current environmental policy. In addition to covering the underpinnings of market failure and environmental regulation, this course will cover the specifics of firm behavior in a regulatory environment. The course will consist of lectures supported by a series of case studies and discussions. Prerequisites: MBA core

Credit 1.5 units.

B54 MEC 513 Independent Study: Managerial Economics

B64 MEC 5200 Fundamentals of Statistics

In order to succeed in the fall semester Core classes, students must have a basic, yet solid, understanding of a number of statistical concepts. Students are required to complete an online course prior to starting the program, and are given an exam during the Gateway:Olin (GO)! Orientation Program.

Credit 0.5 units.

B64 MEC 531 The Global Economy

The purpose of this course is to present current issues pertaining to international economics, macroeconomics, and the global economy. The broad topics to be covered are: macroeconomic principles; exchange rate determination; balance of payments analysis; the choice between fixed and floating exchange rates, and the implications of that choice on the implementation of domestic policies; and finally a brief treatment of the determinants of economic growth and nations' development strategies. The material will be presented through a combination of lectures and case discussions.

Credit 1.5 units.

B64 MEC 538 Economics of the Organization

Business organizations are complex systems with mutually dependent parts. Understanding the economic factors that influence how the organizational pieces function together can be a daunting task. The goal of this course is to provide an economic framework for the analysis of a variety of challenges that face businesses, both at the organizational and individual employee levels. In this course we will consider what economics can say about the efficient organization of firms and businesses, and provides an economic approach to solving organizational and incentive problems. The aim of this mini is to describing general organizational issues facing firms, such as incentive problems arising from adverse selection, moral hazard, and agency. We consider alternative solutions to these problems and then apply these lessons to readings and cases. Prerequisite: MEC 5400 or MEC 5402 and 5403.

Credit 1.5 units.

B64 MEC 538B Compensation, Incentives & Organizations

This course is the second in a linked sequence looking at the study of the economics and management of organizations, and focuses on issues at the individual employee level. We will use the tools developed in MEC 500D, Economics of the Organization, to examine how incentives and performance contracts should be combined in an organizational framework to motivate executive and employee performance. In this course we consider the economic incentive problems faced by a firm in recruiting, training, motivating, and retaining workers in the firm's internal labor market, as well as economic tools which may be used to construct compensation and non-compensation schemes to address these incentive problems and raise worker productivity. The format of the course is to present the underlying theory or framework for the topic at hand, and then to illustrate how a firm was able (or unable) to implement the recommended approaches for solving the incentive problem. Students may not receive credit for both this course and MEC 532. Prerequisite: MEC 538 or permission of the instructor.

Credit 1.5 units.

B64 MEC 540 Macroeconomics for Business Leaders

An introduction to the U.S. monetary and financial system and its interaction with the overall economy. Among topics considered are the determination of interest rates, the relationship between monetary and "real" sides of the economy including savings and investment decisions and inflation rates, and the role of capital markets in GDP and productivity growth.

Credit 1.5 units.

B64 MEC 5400 Managerial Economics

This course introduces the basic principles of economics and their applications to managerial decision-making. The course begins with the analysis of the decision making of individual consumers and producers. The course then examines how consumers and producers interact with one another in a variety of market settings ranging from situations in which firms have many competitors and few tactical options to those in which there are a small number of firms competing vigorously along several strategic dimensions. Applications covered include decision making in risky situations, pricing policies in firms, and the relationship between market structure and the strategic choices that are open to the firm.

Credit 3 units. EN: S

B64 MEC 5406 Managerial Economics

This course introduces the basic principles of economics and their applications to managerial decision-making. The course begins with the analysis of the decision making of individual consumers and producers. The course then examines how consumers and producers interact with one another in a variety of market settings ranging from situations in which firms have many competitors and few tactical options to those in which there are a small number of firms competing vigorously along several strategic dimensions. Applications covered include decision making in risky situations, pricing policies in firms, and the relationship between market structure and the strategic choices that are open to the firm.

Credit 3 units.

B64 MEC 561E U.S. Macroeconomics Policies During Crises

The course will cover 6 - 7 different topics related to monetary policy, banking supervision and regulation, and financial markets. The course will feature notable speakers as well as lectures by assigned faculty. The goal is to present the best in contemporary thought regarding monetary and fiscal policy as well as public regulation of the financial sector.

Credit 1.5 units.

B64 MEC 563 Olin Grand Rounds

Grand rounds in medical schools are a forum for presenting new and challenging clinical problems and cases. The goal of Olin Grand Rounds is to focus on the challenges and solutions facing the business of medicine. The course will therefore provide an introduction to the current issues facing the health care sector that integrate management tools and clinical knowledge. The objective is to provide students with new insights into how modern management tools can be combined with scientific and clinical knowledge to manage health care organizations more efficiently and practice medicine more effectively.

Credit 3 units.

B64 MEC 564 Health Economics and Policy

The basic tenets of health economics will be covered. This course will place a unique emphasis on incorporating materials from three broad source categories -- textbook elements, "lay" press and media, and academic journal publications -- with the aim of fostering the application of rigorous, critical thought to media presentations of health care economics and policy issues.

Credit 3 units.

B64 MEC 565 Healthcare Management

The goal of the course is to develop facility in applying basic tenets of general management to actual situations and dilemmas that might be faced by health care managers, consultants, financiers, investors, innovators, or providers in the course of their work. Issues addressed will include but not be limited to financial issues, management

challenges, and conduct of operations. The first phase will cover the basic background on the structure and financing of the healthcare industry to include very brief reviews of critical topics like insurance and government-provided healthcare. A few basic frameworks will then be developed for students to apply to course topics moving forward, such as cost/benefit analysis and evaluation of risk. The remainder of the course will involve critical analyses of healthcare cases involving varied subjects and management challenges. Sessions will emphasize student led discussions.

Credit 3 units.

B64 MEC 566 Research in Healthcare Management

This is the capstone course for the Health Management major where students learn to apply rigorous statistical and analytical approaches to research questions in health services, but not limited to questions relating to management, finance and economics, operations, and policy. Faculty will identify several available research project options, and present these options in class. The goal is to capitalize on the strength of the university medical school and affiliated medical centers, in addition to capitalizing on existing relationships between Olin and healthcare firms to identify the student research projects. Students will also be encouraged to formulate their own research question and to identify potential data sources they could use to address these questions, if they so desire. Students will work in teams of 3-4, using the approach developed for the Practicum and Hatchery courses.

Credit 3 units.

B64 MEC 574 Basics of Stata Programming

As one of the most popular statistics software packages, Stata has served as an essential tool of data science in every industry and academia. The goals of the course are to better prepare students for success in future courses and careers. Students will be trained to obtain necessary technical skills of using Stata. The introduction of Stata will be from the very beginning, and therefore there is no prerequisite required. Basic statistics foundations will be reviewed to facilitate the goals of the course.

Credit 0.5 units.

B64 MEC 592 Competitive Industry Analysis and Strat Dev

Uses economic and game-theoretic models to analyze behavior of firms in American industries. Focus will be split between evaluating the competitive environment within industries and developing competitive strategies that are responsive to specific competitive forces facing individual firms. Topics typically include models of price and quantity competition, barriers to entry, commitment strategies and credible threats, product differentiation, vertical integration, research and development, and patenting strategies. Prerequisites, MEC 5900 and 5321.

Credit 3 units.

B64 MEC 595 Game Theory for Business

The objective of this course is to provide students with frameworks and capabilities for making smart strategic decisions in evolving markets. Skills of this variety are critical for those intending to pursue careers in management consulting. Markets offering opportunities for improvement in technology or product quality/features are a classic example of the kind of situation to which these skills may be applied. For example, what is the value-maximizing mix of internally-oriented ("innovative") versus externally-oriented ("imitative") R&D investments? Do the life cycles of markets of this kind display common features? And if they do, how can these shared features be used to make smarter R&D mix choices, and to predict or influence the degree to which a firm can appropriate any value it creates? Prerequisite: MEC 592 (may also be taken as a co-requisite) or permission of the instructor.

Credit 3 units.

B54 MEC 6000 Research Assistantship/Teaching Assistantship

Independent Study

Students will engage in either research assistantship or teaching assistantship activities to gain practical experience in conducting research and teaching courses. This course will be supervised by faculty and requires students to engage in RA/TA activities for a minimum of 10 hours a week, with a maximum of 20 hours per week.

Credit 3 units.

B54 MEC 610 Microeconomics I

MEC 610 is the first semester of the required microeconomic theory sequence for first-year Ph.D. students at Olin. The first-year sequence prepares students to conduct original research in economics and related fields. Topics for the first half of the semester include individual choice in an abstract setting, decision making under uncertainty, expected utility theory, risk aversion, dynamic choice and an introduction to stochastic choice models. The second half will cover consumer theory, producer theory and general equilibrium.

Prerequisite: First year Ph.D. students

Credit 3 units.

B54 MEC 615 Microeconomics II

MEC 615 is the second semester in the graduate PhD core microeconomics sequence. The sequence prepares students to conduct original research in economics and related fields. In the first half of the semester, students will cover all of the basic tools of game theory in economics. Topics for first half include a review of expected utility theory, strategic-form and extensive-form games with perfect information, Bayesian games, infinitely repeated games, dominance, and Nash equilibrium and its refinements. We will apply these tools to study strategic situations in industrial organization, auctions, bargaining, voting, and signaling games. The second half of the course covers topics in information economics and mechanism design, including social choice, price discrimination, auctions, moral hazard and adverse selection. Prerequisite: Microeconomics I or permission of instructor.

Credit 3 units.

B54 MEC 625 Industrial Organizational I

Starting from the 1970s, an increasing number of economic theorists have been becoming interested in Industrial Organization. This is because non-cooperative game theory became the standard tool to analyze strategic conflicts and it lent itself naturally to the analysis of industrial organization topics (while until then the tools of general equilibrium analysis were not ideal to tackle the same issues).

The course aims to give you a concise but solid background of the classical results in IO theory, and to then highlight some very recent contributions to the same literature. For Doctoral students only

Credit 3 units.

B54 MEC 626 Industrial Organization II

This course is a graduate-level introduction to the economics of antitrust and regulation from an industrial organization perspective. The first section of the class will cover three classic areas of antitrust: price fixing, merger analysis, and vertical restraint. The second section of the class will cover topics in regulation, including theoretical basics of regulation in the presence of asymmetric information; the political economy of regulation; regulation of several specific sectors, such as telecommunications, cable, and electricity; environmental regulation; and managed competition in health care.

Credit 3 units.

B54 MEC 627 Industrial Organization III

Credit 3 units.

B54 MEC 628 Industrial Organization IV

Credit 3 units.

B54 MEC 648 Independent Study

B54 MEC 661 Analysis of Time Series Data

Analysis of Time Series Data

Credit 3 units.

B54 MEC 671 Seminar in Econometrics II

B54 MEC 684 Independent Study for CPT

Credit 1 unit.

B54 MEC 699 Directed Reading in Economics

Credit 3 units.

B64 MEC 721 Navigating the Macroeconomic Environment

Focuses on macroeconomics, the branch of economics that deals with the overall performance of the economy, including the rate of growth of income, interest rates, employment, inflation and productivity. In this course, we study how the interaction among households, producers, government, central banks and financial markets affects this performance. The focus of the course is current economic events and issues.

Credit 3 units.

B64 MEC 722 Managerial Economics

Examines the decisions of consumers and firms and the ways in which they interact in various market settings. Among the topics considered are consumer behavior and consumer choice, decision making when outcomes are uncertain, and the way in which firms' decisions are impacted by technology, input cost and the various competitive settings in which they operate. Emphasis is placed on concepts and tools that will be particularly useful in the study of marketing, finance and competitive strategy.

Credit 3 units.

B64 MEC 724 Organizations and Incentives

Business organizations are complex systems with mutually dependent parts. Understanding the economic factors that influence how the organizational pieces function together can be a daunting task. The goal of this course is to provide a framework for the analysis of a variety of challenges that face businesses in managing internal labor markets, both at the organizational and individual employee levels. In particular, we will consider what economics can say about the efficient organization of 7 firms and businesses, and provide an economic approach to solving organizational and incentive problems.

Credit 3 units.

B64 MEC 740 Opportunities and Challenges of Global Markets

From multinational conglomerates to domestic family-owned businesses, few companies are insulated from the effects of globalization. This course provides an opportunity to learn how to shape and execute a business response to the opportunities and risks presented by an increasingly global marketplace. It draws on prior lessons in economics, finance, marketing, organizational behavior, operations and strategy. Topics include market selection, penetration of emerging markets, and identification and management of financial, currency, and country risk.

Credit 3 units.

B64 MEC 743 Innovation and Entrepreneurship

The theme takes the perspective that innovation and entrepreneurship are core business processes associated with survival and growth of the organization, and it should be managed as such. We view innovation broadly as a process of knowledge creation, testing, and eventual implementation. Entrepreneurship creates new possibilities by bringing together a multitude of diverse assets driven by the understanding of customer needs and the evolving challenges of the competitive environment. The objective of the theme is to help our students develop the needed skills in managing the complex, multi-stage processes of innovation and entrepreneurship under highly uncertain conditions, whether the innovation and entrepreneurial opportunities arise in a large, well established company or a new startup. Educating professionals, managers, and executives in entrepreneurial thinking and innovative practices is a key strategic principle of the Olin business school, and our theme is in full support of it.

Credit 3 units.

B64 MEC 745 Sustaining Value Creation Through Corporate Strategy

Some of the most visible - and critically important - strategic decisions for an organization's performance reside at the corporate level; acquisitions, mergers, spin-offs, vertical integration, and diversification into new business areas. This course focuses on these critical decisions that confront the senior-most managers in multi-business corporations as they deal with continuous pressure to grow. Finding ways to add rather than destroy value at the corporate level is a difficult task. In this course, we will examine the challenges faced by corporate managers in sustaining value creation across the portfolio of businesses and the tools that they can use to do so. We will focus on topics of leveraging resources and competencies, drawing horizontal and vertical boundaries, diversification, corporate organization, portfolio planning, and corporate governance.

Credit 3 units.

B64 MEC 770 Managerial Economics

Credit 3 units.

B64 MEC 780 Data Science

Credit 3 units.

B64 MEC 781 International Economics

Credit 3 units.

B64 MEC 796 Macroeconomics

Credit 3 units.

B64 MEC 797 Competitive Strategy & Indus. Structure

Credit 3 units.

B64 MEC 8540 Macroeconomics for Business Leaders

An introduction to the U.S. monetary and financial system and its interaction with the overall economy. Among topics considered are the determination of interest rates, the relationship between monetary and "real" sides of the economy including savings and investment decisions and inflation rates, and the role of capital markets in GDP and productivity growth.

Credit 1.5 units.

B54 MEC 885 Masters Nonresident

B54 MEC 886 Doctoral Nonresident

B54 MEC 887 Masters Resident

B54 MEC 888 Doctoral Resident

Marketing

Visit online course listings to view semester offerings for B65 MKT.

B65 MKT 500Q Intensive Industry Project

Students will work in teams on an analytics-driven client project, applying the tools that they learned in their fall course work to the client's data-driven business problem under faculty and client supervision. Each student is expected to spend about 150 hours on the project. Grades are based on the quality of the final deliverables (i.e., a written report and oral presentation).

Credit 3 units.

B65 MKT 500R Basic Statistics Using SPSS

This foundational course, which is a required course for students in the MSCA program, will cover material that serves as useful preparation for courses offered in the Olin curriculum that rely extensively on applied statistical concepts (e.g., marketing research, advanced marketing research, database marketing, data analysis for brand management etc.). The course will provide students with both an overview of basic statistical concepts and a practical grasp of statistical analysis. Students will be trained to use SPSS, a popular statistical software package, in order to perform the statistical analysis. The course will also cover interpretation of results.

Credit 0.5 units.

B65 MKT 500T Customer Analytics

Customer Analytics addresses how we use data to learn about and market to individual customers. Using a combination of lectures, labs, and case analyses, we aim to gain a better appreciation of the advantages and limitations of data analytics and learn to communicate insights using analytical tools. The main programming language for this course is R. R is difficult but one of the industry standard languages for data analytics, visualization, and machine learning. The instructor offers an R preparation session at the beginning of the course and will provide sample codes and guidance during the semester. But if you have never used R or other programming language before, the learning curve of R language may be challenging."

Credit 3 units.

B65 MKT 500U Digital Marketing and Analytics

The aim of this course is to provide a rigorous and comprehensive introduction to technology and methods of conducting marketing activities online. Specific objectives are to introduce students to: (1) Concepts and terminology of digital marketing; (2) Specifics of online consumer behavior and internet-based business models; (3) Hands-on experience in creating and running advertising campaigns in social media.

Credit 1.5 units.

B65 MKT 501 Marketing Platform Practicum

Students work in small teams on marketing related projects, applying insights from their course work to real-world business problems under faculty and client supervision. Each student is expected to spend about 75 hours on the project. Grades are based on the quality of the

project work and the final deliverables (e.g., written and oral reports), as determined by the faculty advisor and client project lead. Prerequisites: Enrollment in the Marketing Platform or approval of the Platform Director.

Credit 1.5 units.

B65 MKT 501P CABI Practicum

The CEL CABI Practicum runs concurrently with the CEL Practicum and is a consultative experiential course that provides students the opportunity to work directly with established for-profit and non-profit in the form of a comprehensive strategic engagement around some of their most complex problems. Partnering with regional, national, or international business, students work in a four to six person teams on consulting projects, applying insights from their coursework to real-world business problems under direct faculty advising. The class times listed are required for this course engagement. The class times listed are required for this course engagement. Each student is expected to spend 150 hours during the semester project. Prerequisite: MSCA students only.

Credit 3 units.

B55 MKT 513 Independent Study in Marketing

B65 MKT 520 Creating and Building Brand Equity

A brand is a promise, and this promise is often the most valuable asset of a firm. In this class, students will examine the creation and building of brand equity to create long-term profit for the firm. The class will examine what we know from the science of branding from a consumer psychology perspective. While learning the foundations of brand management, students will develop the skills needed to create a meaningful brand, position a brand, develop brand names and logos, promote a brand, leverage brand equity, extend a brand, and communicate brand meaning via traditional and social media

Credit 1.5 units.

B65 MKT 522 Marketing Industry Seminar

To improve industry awareness and overall savvy of our students interested marketing careers. This course is designed with several objectives in mind. First, it exposes our MBA students early on to the language, issues, and skill sets necessary for specific careers in marketing. Such learning goes beyond what can be covered in the marketing core course. Second, the increased industry exposure and roles and responsibilities of entry level product brand managers should play well as students prepare for internship interviews. Third, the relatively exhaustive review of each career path should facilitate the students' ability to appropriately pick a career path. "Prerequisite: First-Year MBA student in good academic standing.

B65 MKT 523 Sales Management

Sales management refers to all activities, processes, and decisions involved in managing the sales function in an organization. Effective and efficient sales management is an indispensable component of a marketing strategy especially in business-to-business markets. Companies make significant investments in their sales force as it is the public face of the company, plays a major role in sales creation, and is entrusted with the most important corporate asset - the customer. Primarily through case discussion and industry expert sessions, this course will focus on developing a repertoire of analytic and conceptual skills and emphasize a decision orientation. Topics covered will include sizing, structuring, designing sales territories, recruiting, motivating, compensating and performance management of a professional sales force. There are no prerequisites.

Credit 1.5 units.

B65 MKT 531E Marketing Metrics

Experiential Learning: Growing a startup is incredibly challenging. This reality helps to explain why a scroll through LinkedIn or Twitter will likely introduce entrepreneurs to concepts such as "product-led growth" and "flywheels." It also explains why a search for "startup marketing" on Google will introduce them to ideas often referred to as "growth hacks." These examples highlight the nuance of successfully marketing a startup, entrepreneurs' demand to learn these nuances, and the difficulty of correctly learning how to do the right things and do them well. Marketing Metrics provides students an opportunity to engage in active and applied learning through work on real-world, team-based projects, working with a real client. Each project is unique, but all are centered on driving data-driven, implementable solutions to help their client achieve their growth objectives. Prerequisite: Enrollment is limited to 35 students. Interested students should add their name to the waitlist in WebSTAC and will be sent a survey shortly after registration. Students will be notified of their acceptance prior to the start of the semester once the client list has been finalized. Graduate students must have completed their first semester of foundational courses prior to participation. Credit 1.5 units.

B65 MKT 5503 Marketing Management

The purpose of this courses is to familiarize students with the foundational elements of marketing strategy and execution in various managerial contexts. Class sessions emphasize customer/market focus and competitor analysis to coordinate marketing tactics in a manner that drives growth in revenues and earnings. The course primarily uses case discussions, with lectures where appropriate. The cases provide students an opportunity to develop their oral and written skills in formulating and defending their marketing proposals. Recent developments in theory and practice are integrated into the course as appropriate. Credit 3 units.

B65 MKT 555 Analytics Driven Brand Management

Examines the formulation of strategies for building, leveraging, and defending brands, and the management of programs that influence consumer and channel behavior. Beginning with a discussion of consumer purchasing behavior, the course develops the concept of brand equity and its measurement. Strategies for building new brands and extending and defending the equity in established brands are analyzed. Introduces current thinking about communication and promotion strategy, and how their ability to influence consumers and channel intermediaries can be improved. Issues such as the evolution of cooperative channel activities (e.g., the efficient consumer response movement) and the rise of electronic commerce and its impact on brand building strategy will also be discussed. Prerequisite: MKT 555A Credit 1.5 units.

B65 MKT 555A Data Analysis for Brand Management

Today's brand managers typically have access to large quantities of data. For example, managers of consumer packaged goods brands typically have access to supermarket scanner data that cover thousands of daily transactions in hundreds of product categories at the store. Careful analyses of such data leads to an improved understanding of the marketplace and, in turn, improves the quality of marketing decisions. This course will cover statistical models and techniques that can be effectively used by brand managers on large marketing datasets. While the focus will be on fast-moving packaged goods categories (coffee, laundry detergents, carbonated beverages etc.), the course will also deal with durable goods (automobiles), entertainment products (movies) etc. Microsoft Excel will be used for analysis. Credit 1.5 units.

B65 MKT 556B Integrated Services Marketing & Management

This course builds on the frameworks developed in MKT 556A and develops an integrated understanding of the relationship between various aspects of marketing and management in successful creation and delivery of value added services. The course will be built on a series of modules that focus on contemporary issues/challenges in services marketing. Students will be expected to apply concepts/tools/insights from MKT 556A and understand the implications of forces that confront services marketing. Prerequisite: MKT 556A. Credit 1.5 units.

B65 MKT 558 Pricing Strategies

This course is designed to equip you with some essential concepts and techniques needed to make profitable decisions about one of the most important marketing variables--price. The course is structured around four fundamental factors that firms need to consider in their pricing decisions: costs, customers, competitors and climate (legal environment). Through case studies, in-class discussions, and course project/presentations, this course will provide you with a conceptual framework, grounded in modern economics and consumer psychology, for analyzing a complex marketing environment and designing proactive pricing strategies that are most profitable for your business. Prerequisite: MKT 5503. Familiarity with basic statistical techniques and a spreadsheet package like Excel is desirable. 1.5 credits. Credit 1.5 units.

B65 MKT 558B Pricing Decision Making & Implementation

The focus of this course is on pricing tactics and strategies that are proven to be profitable for firms. Through case studies, lectures, a pricing simulation game and presentations, this course will help you to gain insights into successful pricing strategies in various industries and to develop your own skills necessary to make the most important business decision--pricing--in your organization. Topics of discussion include pricing innovative products, pricing and market making on the Internet, pricing of digital products, and dynamic pricing. Prerequisite: MKT 5503; completion of MKT 558 is strongly recommended. Familiarity with basic statistical techniques and a spreadsheet package like Excel; completion of MKT 558 is strongly recommended. 1.5 credits. Credit 1.5 units.

B65 MKT 559 Creating and Marketing Innovative Products and Services

In a rapidly changing business environment where product life cycles are shortening and competition is intensifying, creating new products has become the most significant and most risky activity within a firm. This course is the first of a two-part sequence, which aims to develop an understanding of the "state of the art" strategies, processes and methods used in developing new products. This course focuses on key new product issues including generation and assessment of ideas, value creation in competitive markets, the impact of disruptive technologies on mainstream industries, and the diffusion of innovative new products and services. This is a case-based course, where students participate in a dynamic and interactive group environment to develop the capacity to use the information learned to make informed new product decisions. There are no prerequisites. Credit 1.5 units.

B65 MKT 559B Marketing Strategies for Innovative Products and Services

This course is the second of a two-part sequence. Each part in the sequence focuses on different areas of new product creation and can be taken as a stand-alone course. However, substantial synergies are gained by attending both courses and attaining extensive knowledge of the strategies, processes and methods used in creating successful new products. This course focuses on issues including business

model innovation, marketing mix (4P's) decisions for new products, concept and market testing, first mover dis/advantage, and expanding the product portfolio. This is a case-based course, where students participate in a dynamic and interactive group environment to develop the capacity to use the information learned to make informed new product decisions. There are no prerequisites.

Credit 1.5 units.

B65 MKT 561E Introduction to GIS and Spatial Mapping

This course will introduce students to spatial thinking, Geographic Information Systems (GIS), and their application to solving important problems in the business world. Location plays an important role in business decisions ranging from where to locate a new store, how to efficiently deliver goods and services, to identifying customers and determining common demographic factors that define markets. This course will teach fundamental concepts such as how spatial data is generated, how to evaluate various sources, and common spatial analysis workflows. Students will learn how to use a browser-based GIS application to create maps and perform spatial analysis including geocoding, routing, and data integration. Upon completion students will be able to understand how GIS and Location Intelligence are used in business; confidently use the ArcGIS Online (AGOL) platform for spatial analysis and mapping; find, evaluate, and manage spatial data sources used for making business decisions; apply demographic analysis to identify customer characteristics using location; perform routing functions and quantify delivery logistics; carry out a Site Selection project to identify the best location for a new store. Prerequisite: None.

Credit 1.5 units.

B65 MKT 571A Marketing Research I

This course teaches the essentials of marketing research: how to collect and analyze data in order to understand and characterize the target consumer. This is done in two steps: 1) collecting data from consumers using techniques such as focus groups, surveys, laboratory experiments and so on; and 2) analyzing the collected data using techniques such as linear regression, factor analysis, multidimensional scaling, conjoint analysis, and so on. The course will teach students how to implement these techniques using standard software. The format for the course is lecture and cases. Prerequisite: MKT 5503 or permission of instructor.

Credit 1.5 units.

B65 MKT 571B Advanced Marketing Research

This course will cover an area of emerging interest for marketers owing to the recent explosion in e-commerce: database marketing. It will teach how a marketing manager can make sense out of large purchase databases, both internal to the firm (i.e., purchase histories of existing customers) and external to the firm (i.e., data purchased from marketing research vendors such as A.C. Nielsen, IRI and Media Metrics). Students will learn the applicability of customer relationship management (CRM), lifetime value models, and data mining techniques to identify and retain profitable customers. The course will also teach students how to implement a few of these methods using standard software. The format for the course is lecture and cases. Prerequisites: MKT 5503 and MKT 571A.

Credit 1.5 units.

B65 MKT 576A Understanding and Influencing Consumer Behavior

If consumer behavior were easy to explain, then all products would sell as projected, all ads would be effective, economies would be perfectly efficient, and marketing would be a simple prospect. In reality, consumers are frustratingly human: irrational, emotional, and difficult to predict. Marketing begins and ends with consumers, and in this class we will discuss foundations of human behavior that will help us understand and predict consumer choices. There are no prerequisites.

Credit 1.5 units.

B65 MKT 577 Marketing Strategy

Marketing strategic decisions require long-term planning and are often costly to change once implemented. They often involve more than one marketing mix variable (price, advertising and other promotions) that have to be consistent with a firm's core competencies, with the objective of establishing sustainable competitive advantages. A good strategic planning requires careful analysis of customers and competitors in the industry, identifying a feasible set of options and deciding on a course of actions. With the development of the information technology nowadays, firms have collected valuable market data, either by themselves or from third-party data providers. The biggest question for most firms, however, is how to use these data to help make strategic decisions. The objective of this capstone course is to develop a comprehensive framework to help understand the strategic situations of firms and the trade-off involved in decision-making. It will also provide students a comprehensive knowledge of using analytical skills to solve business problems. We will explore the importance of CRM and how to use customer analysis to make marketing decisions. Other topics including competitor analysis, STP, price competition, product and entry strategies will also be covered. MBA Prerequisite: MKT 5503. Recommended: MKT 571A AND 571C. PMBA Prerequisites: MKT core. Recommended: MKT 571A AND 571C. Credit 3 units.

B65 MKT 580 Marketing Research Analytics

This course is designed to provide students with an appreciation for the role of marketing research in the formulation and solution of marketing problems. In this course, students will develop basic skills related to conducting and evaluating marketing research designs, alternative methods of data collection, and data analysis techniques. Credit 3 units.

B65 MKT 581E Inclusive Marketing

Inclusive Marketing Strategies examines the importance of integrating inclusive thinking from the beginning of the strategic marketing process - and in every key decision that follows. The course will explore what we know about societal, cultural, demographic shifts and spending power and how these changes will affect our marketing approach and ultimate success. The course will feature discovery through strategic insights, current marketplace examples, group discussion and theory application. Credit 1.5 units.

B65 MKT 582 Business Marketing and Sales

This course builds skills in intermediary & channel management, product & customer management, and sales management. We will accomplish this by blending and applying tools and frameworks from the areas of marketing, negotiations, and managerial accounting. Credit 3 units.

B55 MKT 6000 Research Assistantship/Teaching Assistantship Independent Study

Students will engage in either research assistantship or teaching assistantship activities to gain practical experience in conducting research and teaching courses. This course will be supervised by faculty and requires students to engage in RA/TA activities for a minimum of 10 hours a week, with a maximum of 20 hours per week. Credit 3 units.

**B55 MKT 6001 Experimental and Behavioral Research Methods
Part A**

This PhD-level course is designed to give students exposure to important issues in behavioral and experimental data collection, focusing specifically on the evaluation of research design. Students will read and discuss foundational methodological articles, will complete several related assignments, and will also have the opportunity to evaluate published empirical work. This course is for PhD students only. Credit 1.5 units.

**B55 MKT 6002 Experimental and Behavioral Research Methods
Part B**

Credit 1.5 units.

B55 MKT 600A Experimental and Behavioral Research Methods

This course is designed to give students exposure to important issues in behavioral and experimental data collection, the evaluation of research design, and research reliability. In addition to reading and discussing several important methodological articles, students will also have the opportunity to evaluate published empirical work. This course may be taken twice, since the reading platforms for this course will not be the same. This course is for PhD students only.

Credit 1.5 units.

B55 MKT 601 Consumer Behavior I

Consumer Behavior I is the first half of a two-part PhD level course on consumer behavior. However, either part I or part II can be taken independently of the other part. This course will essentially cover the first half of topics from the Handbook of Consumer Psychology. For Doctoral students only

Credit 1.5 units.

B55 MKT 602 Consumer Behavior II

Consumer Behavior II is the second half of a two-part PhD level course on consumer behavior. However, either part I or part II can be taken independently of the other part. This course will essentially cover the second half of topics from the Handbook of Consumer Psychology. For Doctoral students only

Credit 1.5 units.

B55 MKT 6201 Empirical Methods in Business: Part A

For doctoral students.

Credit 3 units.

B55 MKT 648 Independent Study

B55 MKT 670 Doctoral Seminar in Marketing

This course is an advanced seminar of doctoral level standing. The course is aimed at students pursuing a degree in business, economics or other disciplines interested in learning about the state of the art in analytical and empirical models in marketing. The objective of this course is to study analytical and empirical models and methods used in marketing to understand and predict the behavior of market participants, viz., consumers, and firms and to examine generalizations of such behaviors from a number of studies. The topical coverage in this seminar will vary from year to year.

Credit 3 units.

**B55 MKT 6720 Experimental and Behavioral Research Methods
Part A**

This PhD-level course is designed to give students exposure to important issues in behavioral and experimental data collection, focusing specifically on the evaluation of research design. Students will read and discuss foundational methodological articles, will complete several related assignments, and will also have the opportunity to evaluate published empirical work. This course is for PhD students only. Credit 1.5 units.

B55 MKT 6731 Analytical Modeling in Marketing: Part B

This seminar examines selected research in judgment and decision making, covering fundamental research in psychology as well as research on consumer and managerial decision making. The course is grounded in behavioral decision research. The topics may be of interest to doctoral students studying related topics in business, psychology, economics, social work, and political science. This seminar will examine classic works on judgment and decision making and also focus on more contemporary issues. The primary course objectives are to: (a) provide a selective but intensive exposure to research in key theoretical, substantive, and methodological areas in judgment and decision making; (b) understand and explore both the normative and descriptive principles that govern decision making; (c) develop a critical perspective that enables students to identify opportunities for theoretical advances, methodological innovations, and relevant applications in this area; and (d) equip students to conceptualize, design and implement original research on decision making.

Credit 1.5 units.

B55 MKT 6741 Judgment And Decision Making: Part B

This seminar examines selected research in judgment and decision making, covering fundamental research in psychology as well as research on consumer and managerial decision making. The course is grounded in behavioral decision research. The topics may be of interest to doctoral students studying related topics in business, psychology, economics, social work, and political science. This seminar will examine classic works on judgment and decision making and also focus on more contemporary issues. The primary course objectives are to: (a) provide a selective but intensive exposure to research in key theoretical, substantive, and methodological areas in judgment and decision making; (b) understand and explore both the normative and descriptive principles that govern decision making; (c) develop a critical perspective that enables students to identify opportunities for theoretical advances, methodological innovations, and relevant applications in this area; and (d) equip students to conceptualize, design and implement original research on decision making.

Credit 3 units.

B55 MKT 6742 Judgement and Decision Making, Part A

This seminar examines selected research in judgment and decision making, covering fundamental research in psychology as well as research on consumer and managerial decision making. The course is grounded in behavioral decision research. The topics may be of interest to doctoral students studying related topics in business, psychology, economics, social work, and political science. This seminar will examine classic works on judgment and decision making and also focus on more contemporary issues. The primary course objectives are to: (a) provide a selective but intensive exposure to research in key theoretical, substantive, and methodological areas in judgment and decision making; (b) understand and explore both the normative and descriptive principles that govern decision making; (c) develop a critical perspective that enables students to identify opportunities for theoretical advances, methodological innovations, and relevant applications in this area; and (d) equip students to conceptualize, design and implement original research on decision making.

Credit 3 units.

B55 MKT 675 Empirical Methods in Structural Modeling

This course will deal with structural econometric models of consumer and firm behavior. Each lecture will discuss modeling and estimation issues pertaining to one stream of research in this area. The focus of the course will be mainly on recent, "state-of-the-art" papers although the perspective of older, "classic" papers will be provided as and when appropriate. For Doctoral students only

Credit 1.5 units.

B55 MKT 678 Independent Study in Marketing

Credit variable, maximum 1 units.

B55 MKT 679 Directed Readings in Marketing

B55 MKT 680E AI & Machine Learning for Business Applications

The goal of this course is to prepare students regarding the aforementioned four directions. So in this course, we will focus more on applying ML techniques when we are learning traditional ML methods. We will focus more on the theory side when we try to combine ML methods with existing causal inference or structural estimation methods to create new methodologies for business research. We will also cover the social science side of ML, such as discrimination, fairness, labor market implications, etc. MKT 680E and 681E are part of the same sequence, but either course can be taken first.

Credit 3 units.

B55 MKT 681E AI & Machine Learning Business Applications

This course will build on 680E-A and gives students more coverage of different ML topics that are used in business school research. Understand how (deep) reinforcement learning can be used in business school context. Understand the recent development of machine learning in causal inference, including but not restricting to more advanced double machine learning, causal forest and tree-based estimators, double robust estimation, causal discovery and causal graph. Understand the economics literature of various aspects of machine learning, including but not restricting to, data privacy, digital economy, multi-agent machine learning in IO, machine learning and fairness. Understand the recent development of generative models and how they could be used in business school context. A taste of cutting-edge technologies in the ML community can do. MKT 680E and 681E are part of the same sequence, but either course can be taken first.

Credit 3 units.

B55 MKT 684 Independent Study for CPT

Independent study in marketing.

Credit 1 unit.

B55 MKT 700C Digital Marketing Strategy: Succeeding in the Digital Age

The role of sales and marketing is severely evolving. This evolution is fueled by the rapid rate of technological advancement, which enables consumers to quickly and conveniently discover, evaluate, and determine the best solution for their needs with confidence. More simply put, it is the consumer -- not the firm -- that now has the power and control. This new environment has forced firms to compete in environments of low marketing influence, high price sensitivity, and decreased loyalty. Although technology has created these new challenges, it is technology that provides firms with innovative opportunities to gain a competitive edge. The purpose of this course is to provide attendees with the knowledge, tools, resources, and experiences needed to successfully craft a digital marketing strategy designed to help them better engage, nurture, convert, and retain

consumers throughout the customer life cycle. This course is designed for anyone responsible for driving business growth and its lessons can be applied across all industries, including both business-to-business and business-to-consumer.

Credit 1 unit.

B65 MKT 720 Reputation Management

While traditionally the domain of marketing, the abundance of information in the modern era allows for ever more comprehensive analyses of our business environment in ways that involve not just market forces, but also social, regulatory and attitudinal elements that profoundly impact the way brands are perceived. This course shows how Big Data concepts and tools can be used to manage and build the health and strength of corporate brands. Ideal for CIOs, marketing professionals, data analytics professionals, ancillary team members, and executives who need a better understanding of the impact of big data.

Credit 1 unit.

B65 MKT 730 Customer Analytics

Today's managers typically have access to large quantities of data. For example, managers of consumer packaged goods brands typically have access to supermarket scanner data that cover thousands of daily transactions in hundreds of product categories at the store. Careful analyses of such "big data" lead to an improved understanding of the marketplace and, in turn, improve the quality of marketing decisions. In the current big data era, managers with an analytics bent also face a competitive advantage in successfully managing their brands or business divisions. This course will cover decision support tools that can be effectively used by managers to improve the quality of their strategic business decisions, such as pricing, advertising, promotions, etc.

Credit 1 unit.

B65 MKT 771 Marketing Management

Credit 3 units.

B65 MKT 773 Advanced Marketing

Credit 3 units.

B65 MKT 773S Market Analytics

Credit 1.5 units.

B65 MKT 774 Market and Consumer Focus

Focuses on key marketing strategies and tactics that enable a business to attract, satisfy and retain customers by creating real customer value while growing profitability. Emphasizes locating, understanding, educating and cultivating the right customers and defining the right offerings for those customers, at the right prices, using the right marketing communications and promotions delivered through the right channels and supported by the right service at the right time.

Credit 3 units.

B55 MKT 7741 Judgment And Decision Making: Part B

This seminar examines selected research pertinent to judgment and decision making, with a focus on consumer and managerial decision making. The course is grounded in behavioral decision research. The topics may be of interest to doctoral students studying related topics in business, psychology, economics, social work, and political science. This seminar will examine classic works on judgment and decision making and also focus on more contemporary issues.

Credit 3 units.

B65 MKT 8501 Customer Analytics

Customer analytics is about using customer data to make business decisions and predict future behavior. This course will build and implement powerful and leading-edge models for customer acquisition, retention, behavioral patterns such as website visits, customer lifetime value and direct marketing responses. The course will provide a unifying framework for thinking about customer data analysis and develop hands-on experience in model building and estimation using Microsoft Excel. These models use basic building blocks from probability theory to offer behaviorally plausible perspectives on what people buy, when they buy, and how much they buy. Anyone with interest in the revenues generated by customers (such as managers, consultants, analysts and investors) can benefit from deeper insights and more accurate forecasts that result when accounting for these patterns in their models.

Credit 3 units.

B65 MKT 8555 Data Analysis for Brand Management

Today's brand managers typically have access to large quantities of data. For example, managers of consumer packaged goods brands typically have access to supermarket scanner data that cover thousands of daily transactions in hundreds of product categories at the store. Careful analyses of such data leads to an improved understanding of the marketplace and, in turn, improves the quality of marketing decisions. This course will cover statistical models and techniques that can be effectively used by brand managers on large marketing datasets. While the focus will be on fast-moving packaged goods categories (coffee, laundry detergents, carbonated beverages etc.), the course will also deal with durable goods (automobiles), entertainment products (movies) etc. Microsoft Excel will be used for analysis. Prerequisite: Admission to Olin's Online SMP program.

Credit 1.5 units.

B65 MKT 8556 Analytics-Driven Brand Management

Examines the formulation of strategies for building, leveraging, and defending brands, and the management of programs that influence consumer and channel behavior. Beginning with a discussion of consumer purchasing behavior, the course develops the concept of brand equity and its measurement. Strategies for building new brands and extending and defending the equity in established brands are analyzed. Introduces current thinking about communication and promotion strategy, and how their ability to influence consumers and channel intermediaries can be improved. Issues such as the evolution of cooperative channel activities (e.g., the efficient consumer response movement) and the rise of electronic commerce and its impact on brand building strategy will also be discussed. Prerequisite: MKT 8555.

Credit 1.5 units.

B65 MKT 8582 Business Marketing and Sales

This course will explain the key features and idiosyncrasies of business markets (Customers & Intermediaries vs. Consumer Markets). Apply basic sales strategies, techniques, and negotiation tools to drive revenue & profitability (Sales & Selling Skills). Apply pricing techniques and markup practices relevant to manufacturer-channel relationships (Value vs. Markup Pricing) and apply financial techniques to understand and manage profit at the product and customer levels (Relationship Management). Prerequisite: admission to Olin's Online MBA Program.

Credit 3 units.

B65 MKT 8602 Marketing Strategy

This course will train students to apply a strategic framework that is applicable across marketing contexts; train students to analyze complex business situations and propose solutions based on high-quality evidence; introduce students to the techniques of marketing research and other tools including technological ones used in the practice of marketing and allow experiences working and thinking in teams. Prerequisite: Admissions to Olin's Online MBA program.

Credit 3 units.

B55 MKT 885 Masters Nonresident

B55 MKT 886 Doctoral Nonresident

B55 MKT 887 Masters Resident

B55 MKT 888 Doctoral Resident

Organizational Behavior

Visit online course listings to view semester offerings for B56 OB and B66 OB.

B56 OB 500 Independent Study in Organizational & Human Resources

B66 OB 500B Women in Leadership

In this course, we will take a multi-faceted approach to learning about women and leadership to better prepare students to lead in organizations. To do this we will learn from notable leaders who will share their experiences and advice with the class. These conversations will be supplemented with cases and readings of women leaders pulled from a range of organizations as well as a review the current state of empirical evidence about the status of women as leaders. Finally, there will be time to engage in deep reflection about what students expect from their careers, as well as a chance to consider the pathways they must take to become effective and inclusive leaders in increasingly diverse organizations. 1.5 units.

Credit 1.5 units.

B66 OB 500F Foundations for Impactful Teamwork

Working effectively in and leading teams are essential competencies in modern organizations, both large and small. Setting the foundation for knowledge, skills, and experiences will differentiate you as an effective member and leader of impactful teams. Course objectives are: Learn and be able to apply a framework for effectively launching and leading goal-directed team-based performance episodes, including principles of adaptive teamwork and continuous improvement. Understand common barriers encountered when working under pressure in diverse teams and be able to apply evidence-based practices for surmounting these barriers. Refine your awareness of your personal strengths and weaknesses as a leader and develop a plan for growing as a leader during your MBA program. Develop resourcefulness in navigating diverse local environments and unfamiliar cultures and societies. Using an experiential model, you will join your Global MBA Core Team. You will take on a series of difficult team-based challenges in St. Louis, Washington DC, Barcelona, and Shanghai and receive candid feedback on your performance as an individual and as a team. While much of this course will take place "in the wild," classroom time will be used

to lay core academic foundations; discuss evidence-based practices for working effective in, and leading, diverse teams; reflect on and learn from your successes and failures in the team-based challenges. Prerequisite: None

B66 OB 523 Politics and Power in Organizations

The use of power and politics is inevitable in modern organizations - and the higher one goes the more of it one encounters. Therefore, the development of real competency in managing power and influence can materially enhance career progression. The objective of this course is to develop such competency through the use of learner - centered instruction, which includes actual application of concepts through class discussion of case histories and the use of a learning journal. The content of the course includes: why power and politics occur; when are they particularly prevalent; what are the sources of power; how to build power throughout ones career; common influence tactics; the importance of political "fit" in job search, and; how to avoid political mistakes in a new position. Prerequisites: MBA OB 5620or permission of the instructor.

Credit 3 units.

B66 OB 524 Negotiation

Managers spend the majority of their time negotiating, from negotiating schedules and vacation time to negotiating resource allocations to negotiating mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations and to analyze, plan, and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and for resolving conflict in a variety of settings. The course format will involve simulated negotiations as well as experiential exercises, cases, discussion, and lectures. Students will be evaluated on the basis of case analysis, negotiating performance, and a final project. Students may not take both this course and OB 561 for credit. This course covers topics in greater depth than the shorter OB 561 course; offers more opportunities for hands-on practice, learning, and feedback; and covers a wider range of additional topics.

Credit 3 units.

B56 OB 527 Human Resource Strategies for General Managers

This course will provide a basic understanding of how to gain competitive advantage through developing the right human resource strategy for the business. It will begin with a consideration of how to link the people strategy to the business strategy, move through a discussion of segmenting and analyzing the workforce, and then cover the contribution of human resource functions in creating the right environment to motivate the highest levels of performance. This course is designed for students with full-time work experience. Students without pre-MBA work experience should take the course in year two after completion of a summer internship.

Credit 1.5 units.

B66 OB 527 Human Resource Strategies for General Managers

This course will provide a basic understanding of how to gain competitive advantage through developing the right human resource strategy for the business. It will begin with a consideration of how to link the people strategy to the business strategy, move through a discussion of segmenting and analyzing the workforce, and then cover the contribution of human resource functions in creating the right environment to motivate the highest levels of performance. This course is designed for students with full-time work experience. Students without pre-MBA work experience should take the course in year two after completion of a summer internship.

Credit 1.5 units.

B66 OB 530 Creative Thinking and Leading the Creative**Organization**

This course is for students who want to improve their ability to develop creative and innovative solutions to business problems and to lead in a way that fosters creativity in others. In a world of rapid technological and product-market change, the ability to constantly refresh existing products through new ideas, to introduce new product or service offerings, and to continuously improve processes and practices is an indispensable element of sustained competitive advantage. Managers who have mastered the skills of creative thinking and can foster those skills in others are therefore in a position to add tremendous value to their firms and, ultimately, to society. This course is designed to help you understand and begin to master those skills. Prerequisite: MBA First-Year Core

Credit 1.5 units.

B66 OB 534 Talent Analytics

Finding, developing, and retaining the best talent has always been the key to sustained success in business. Organizations today have potential access to far more useful information about people than ever before but most struggle to access and use it effectively. In a highly competitive global market, rigorously analyzing data to enable timely, strategic decisions about talent provides a critical edge. In this course you will learn how to use analytics to bring data and rigorous modelling to bear on people-related issues, such as recruiting, performance evaluation, leadership development and succession, job design, and compensation. Together, these can help organizations achieve long range strategic goals, rather than simply serving as an administrative support function.

Credit 1.5 units.

B66 OB 535 People Metrics

Metrics are at the core of people analytics. The purpose of this course is to introduce students to the foundations of assessing behavior in organizations using novel measurement approaches and large datasets. Through classroom discussions and real-world applications, this course will enable students to add value to organizations through the development, use, and interpretation of innovative people metrics. Specifically, after taking this course, you will be able to do the following: 1) Develop a clear and logical conceptual measurement model. A conceptual measurement model is the foundation of creating novel and useful new approaches for assessing intrapersonal characteristics (e.g., personality) and interpersonal behavior (e.g., knowledge sharing, teamwork). 2) Identify novel sources of data for innovative people metrics. Organizations are awash in the traces of individual behavior and social interactions. Decoding how data that already exist in an organization can be used to understand behavior is an essential skill for adding value in the field of people analytics. 3) Apply a rigorous process for validating new people metrics. Developing a measurement model and finding sources of data are necessary but insufficient for adding value through people metrics. New measures must be validated.

Credit 1.5 units.

B66 OB 545 Human Resources Management

Emphasis on development of attitudes and skills of managers and supervisors in solving human problems and in building and maintaining effective employer-employee relations. Major topic areas include: selection and placement, training, and compensation. Other topics include legal aspects of employment policies, labor relations, and other aspects of human resources management.

Credit 3 units.

B66 OB 5601 Organizational Behavior

Organizational life is built around a complex interplay of psychological and social phenomena, including judgment and decision making, incentives and rewards, and norms and values. This course will develop your understanding of behavior in organizations with the goal of enriching your managerial skillset. More specifically, this course is designed to help you make more effective decisions, solve challenging problems, and motivate and lead others. To this end, we will adopt an evidence-based approach. That is, we will focus on practices and techniques supported by academic research.

Credit 1.5 units.

B66 OB 5603 Leading Across Differences

Given the challenges that we face locally both nationally and globally, managers need to develop the necessary skills to thrive socially and professionally in diverse contexts and communities. Most successful managers are able to incorporate and capitalize on the diversity of their employee population. However, by its nature, diversity means that we have different points of view, different values, different understandings and ways of "knowing," different cultures and nationalities, and different ideas about how to measure and implement success and other factors in our organizations. Failure to incorporate and value those diverse voices can lead to conflict, negative press, turnover and poor performance in organizations and leave us paralyzed. Alternatively, we can capitalize on our diversity instead of letting it divide us. In so doing, we incorporate more points of view in our thought processes, consider novel alternatives, enhance creativity and performance, and incorporate all of our human assets by focusing on the basic values of equity, equality and inclusion. In this course, we will explore the impact of diverse organizational and multicultural contexts, with topics relevant to the workplace and our interactions, perceptions, and outcomes by exploring difference in terms of nationality, ethnicity, age, cultural values, gender differences, sexual orientation and different abilities. We take an interdisciplinary approach to the topic of diversity and inclusion. We will highlight diversity, equity and inclusion from the perspective of areas within business, law, and sociology. As we cover each topic area, we will juxtapose specific business practices and their impact (or lack thereof) on members of a diverse organization. We will also attend to the impact of different perspectives in terms of how business practices may be viewed by diverse employees, customers and stockholders. Our agenda will be accomplished in discipline-specific segments, where we examine a specific topic/business practice and its impact on various constituencies, identities and organizational outcomes. Students can expect discussions that at times involve conflicting ideas and positions. These discussions should be approached with humility and respect, and students should be courteous and professional. Prerequisite: MBA students only.

Credit 3 units.

B66 OB 561 Negotiation and Conflict Management

Managers spend the majority of their time negotiating--from negotiating schedules and vacation time to negotiating resource allocations to negotiating mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the tool box of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations, to analyze, plan, and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and resolving conflict in a variety of settings. Course format will involve simulated negotiation and experiential exercises, cases, discussion, and lecture. Students will be evaluated on the basis of case analysis, negotiating performance, a final project and participation. Students are expected to participate in all negotiation exercises. Students may not take this course and OB 524 for credit. Prerequisite: OB 5211, OB 5601, or permission of instructor.

Credit 1.5 units.

B66 OB 562A Leadership Competence

This course introduces theories of leadership that identify critical traits, skills, and behaviors typical of successful leaders, with a specific focus on developing competencies in the upcoming internship or career. Participants will review assessments of their own traits, dispositions, behavioral orientations, and social networks in light of contemporary frameworks for effective leadership. Competence in applying these frameworks will be developed through the development of cases and their analysis in "leadership workshops." In addition, course participants will engage in constructive leadership development training both as "coaches" and recipients. Based on this feedback, participants will prepare an individual leadership development plan. PMBA prerequisite: OB 5601 or permission of instructor. MBA prerequisite: OB 5620 or permission of instructor.

Credit 1.5 units.

B66 OB 562B Leadership Behavior & Development

This course addresses the leadership behaviors typical of successful leaders, with a focus on personal feedback taken from the 360-degree assessment instruments distributed in OB 562A. The course will focus in depth on the development of leader behaviors such as challenging the process, inspiring a shared vision and enabling others to act. The class approach will include presentations on leadership experiences, case studies of examples of leaders exhibiting specific behaviors, experiential exercises, and the discussion of barriers to and enablers of leadership development. Students will complete the leadership development plan they began in OB 562A. Prerequisite: OB 562A.

Credit 1.5 units.

B66 OB 565 Leading Change

At work and throughout life, change happens. It often happens in fits and starts, as organizations and their members resist it. It can also happen more smoothly. Rapidly, even. The purpose of this course is to help you learn how to reduce resistance to change and produce changes more effectively within organizations - and within yourself. This course integrates cutting-edge academic research with cases and activities designed to strengthen your understanding of the course concepts and help you practice putting them into action. By the end of this course, you should be equipped to navigate a wide range of change-related challenges you will encounter throughout your career. Students cannot take this course and OB 525B for credit.

Credit 1.5 units.

B66 OB 566 Leadership in the Trenches

The course design is based on the idea that effective leadership development combines three elements: (1) a challenging leadership experience; (2) developmental feedback from coaching; and (3) formal instruction. For the experiential component, the course partners with the Center for Experiential Learning (CEL) and targets those students who have been selected as practicum team leaders. Similar to leading a team in a consulting firm, these team leaders must manage, organize, and motivate team members; manage the relationship with the client to guide expectations and delivery; and work with the faculty advisor and the CEL. Team leaders spend an average five to 10 hours per week throughout the semester. Prerequisite: Permission of instructor.

Credit 1.5 units.

B66 OB 567E Developing a Human Resource Strategy

This course builds on the HR Strategy course by exploring topics more deeply and developing business applications. The course will begin with an overview of the role of the HR function and the components of an HR strategy. The course content will include workforce planning, talent management, employee engagement and performance, and compensation as key elements of an effective HR strategy.

Credit 1.5 units.

B66 OB 568E Mindfulness and Performance in the Workplace

Throughout corporate America and contemporary society, we frequently hear people touting the value of "mindfulness." What exactly is this concept - and how can it foster performance in the workplace and improve the quality of workers' lives? This course addresses these questions. More specifically, this course examines a large and growing body of research on mindfulness and mindful organizing and incorporates a number of cases and activities designed to hone your attention-related skills and highlight applications of the course material. By the completion of the course, you should be finely attuned to the nature and relevance of mindfulness for organizations and their members - and able to think and behave more mindfully on an everyday basis.

Credit 1.5 units.

B66 OB 572 Defining Moments: Lessons in Leadership and Character from the Top

Most successful leaders can point to a handful of "defining moments" in their careers - key choice points that defined the trajectory of their character, their career, and/or their company. What are those defining moments and why do they matter? How can aspiring business leaders prepare themselves to face their defining moments with insight and integrity? This course examines these questions by learning from notable leaders who exemplify both business excellence and personal character. Top executives from leading companies will sit down with us to talk about their "defining moments" and to engage with us in considering these questions. These conversations will be supplemented with second year MBA students; PMBA and EMBA students must have core courses completed.

Credit 1.5 units.

B66 OB 600A Introduction to Organizational Field Research

This course will immerse students in the discipline and practice of research on organizations "in the wild." Through readings, class discussions and -- most importantly -- student experiences embedded within an organization throughout the semester, students will use reflective memos and feedback from faculty and classmates to develop an initial mental model of what it means to develop and advance research projects that are grounded both in theory and in how real organizations operate today.

Credit 3 units.

B56 OB 620 Seminar in Organizational Behavior

Credit 3 units.

B66 OB 620 Seminar & Organizational Behavior

B56 OB 620A Seminar in Organizational Behavior (DEI)

Credit 1.5 units.

B56 OB 620B Seminar in Organizational Behavior

Credit 1.5 units.

B56 OB 621 Seminar in Organization Behavior II

Credit 1.5 units.

B56 OB 626 Negotiation & Conflict Management

This course will critically examine current theory and empirical research on social conflict, negotiation, and bargaining. Our objective will be to prepare participants in the seminar to become effective researchers in this field of study. Classes will be student driven with a

focus on discussion and critical debate. All students will be expected to contribute actively to the discussions during each class period. The final deliverable for the course will be a research project on some significant aspect of conflict and negotiation. For Doctoral students only

Credit 3 units.

B56 OB 627 Social Hierarchy in Organizations

The early-stage doctoral proseminar is a unique course that attempts from the first semester of the Ph.D. program in Organizational Behavior to: 1) Encourage students to start thinking critically about the work of others, 2) Encourage students to start proposing their own new ideas, and 3) Expose students to the research of the department's faculty members in order to facilitate the development of working relationships. For Doctoral students only

Credit 1.5 units.

B56 OB 628 Independent Study in Organizational Behavior

B56 OB 629 Directed Readings: Organization Behavior

B56 OB 630 Organizational Research Methods

This is a required course for Ph.D. students

Credit 3 units.

B56 OB 630E Research as a Generative Process

The objective of this course is to help students develop the skills surrounding the most critical aspects of producing and disseminating research that precede data collection and that emerge following data analysis. In other words, this seminar focuses on the most generative aspects of the research process: formulating problems, generating ideas, building theory, engaging readers, and presenting work to various audiences. As such, this course addresses critical -- though often underappreciated -- aspects of empirical research (and its reporting) as well as all pertinent aspects of conducting and communicating theoretical research (i.e., conceptual papers). This course is designed to complement and enrich other seminars in the PhD program, most notably Organizational Research Methods and Field Research Methods. Connections to these seminars will become evident during the term.

Credit 3 units.

B56 OB 640 Seminar on Social Hierarchy Organizational Behavior

The purpose of this seminar is to examine the implications of social hierarchy, or stratification in power and status within a social group, for phenomena of central interest in the field of organizational behavior. We will examine the implications of social hierarchy for topics such as conflict, negotiation, learning, creativity, interpersonal perception, emotion, diversity, and leadership. For Doctoral students only

Credit 3 units.

B56 OB 648 Independent Study

Credit 3 units.

B66 OB 700 Independent Study - Organizational Behavior

Credit 1.5 units.

B66 OB 717 Leadership

Credit 3 units.

B66 OB 721 Organizational Behavior and Design

Credit 3 units.

B66 OB 725 Managing Power & Influence in Organizations

Credit 3 units.

B66 OB 726 Team Development and Assessment

Develops the conceptual tools and basic skills needed to manage people in organizations. Considers the basic problems that confront every manager: communicating effectively, negotiating sound agreements that build lasting relationships, managing the inevitable conflicts that arise in every organization and exercising leadership in work teams.

Credit 1.5 units.

B66 OB 727 Negotiations and Conflict Management

Managers spend the majority of their time negotiating - from schedules and vacation time to resource allocations to mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations and to analyze, plan and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and resolving conflict in a variety of settings. Course format will involve simulated negotiation and experiential exercises.

Credit 1.5 units.

B66 OB 728 Communication & Negotiation Skills

EMBA International

Credit 3 units.

B66 OB 730 Coaching Workshop

Increase your authentic leadership skills. Turn stressful meetings into coaching conversations. Learn how to use disagreement to generate knowledge, build resilience, and convert vulnerability into strength. You'll also learn how to change ambivalence and indecision into clear goals genuine buy-in and concrete results, and learn how to convert vulnerability into real strength as a leader.

Credit 1 unit.

B66 OB 731 Teams & Collaboration

Teams have become ubiquitous in contemporary organizations, especially in circumstances when organizations are trying to tackle complex problems. All too often, however, teams do not deliver the anticipated results. The goal of this course is to introduce a framework for successful team design and leadership. The course will offer theoretical insights into the science of teams based on cutting-edge research as well as the opportunity to practice some team design and leadership tools firsthand. The course focuses on the processes necessary to organize, motivate, and lead people engaged in collective activities and on the strategies that will help students to become more effective leaders.

Credit 3 units.

B66 OB 740 Creative Thinking

Credit 1.5 units.

B66 OB 741 Global Leadership and Organization

This course provides tools, frameworks, and processes to help you understand unique opportunities for leading and building organizations across cultural differences. Throughout the course, we will focus on many questions, including: 1. What are the most relevant frameworks for understanding cultural differences across peoples and groups, and what implications do they hold for building organizations

to optimize around such differences? 2. What is required of me as a leader as I seek to manage across cultural differences, whether those differences exist within or across global boundaries 3. What are the principles and practices that make for high functioning global teams, and how can these be built into my team?

Credit 1.5 units.

B66 OB 746 Values-Based, Data-Driven Leadership

The purpose of "Part 1: Values-Based/Data-Driven Leadership" is to lay the foundation for each student's EMBA leadership development journey by 1) introducing a framework that will be used to organize and focus their leadership development and coaching efforts throughout the EMBA program, 2) elaborating and illustrating the importance of values/purpose and data for effective leadership, and 3) helping students understand and commit to a process for their own leadership development throughout the EMBA program (and beyond). On completion of this first module of the Leadership Development course, students will be prepared to start working with their personal executive coach to discuss strengths, identify developmental needs, and set goals.

Credit 1.5 units.

B66 OB 747 The Power of Purpose

The purpose of "Part 2: The Power of Purpose" is to 1) understand the critical importance of higher purpose for leader and organizational effectiveness, 2) work with colleagues to begin developing a statement of leader higher purpose, 3) understand the role of leaders in developing others (and launch peer coaching groups as a venue in which to practice), and 4) process individual and team feedback from the first-half teams and set goals for second-half teams.

Credit 1.5 units.

B66 OB 748 Values-Based, Data-Driven Leadership III

The purpose of "Part 3: Your Leadership Development Journey" is to 1) meet with peer coaches to give and receive feedback on the first draft of the leadership development plan, 2) process individual and team feedback from the second-half teams, 3) reinforce commitment to leader higher purpose by sharing statements with others, and 4) commit to a process of lifelong learning and personal development.

Credit 1 unit.

B66 OB 750 Organization Leadership and Influence

Leadership is more than just managing subordinates or leading a team. True leadership in contemporary organizations requires the capacity to manage all kinds of relationships and a realistic understanding of one's own strengths, weaknesses and leadership style. This theme provides an appreciation for, an understanding of and tools for dealing effectively with the variety of relationships that determine one's success as a leader.

Credit 3 units.

B66 OB 760 Critical Thinking

This course introduces the skills and concepts of diagnosing -- otherwise known as "problem" formulation -- complex ill-structured business problems. The capability of doing so is a vital foundation of critical thinking for senior executives. Whether in business or life, individuals and teams are confronted with problems, opportunities, situations, crises, etc. that require inquiry, deliberation, and decision. Yet, all too often the process of inquiry is fundamentally flawed causing individuals and teams to solve the wrong problem. A flawed process of inquiry wastes valuable time, squanders scarce resources, grows a cynical culture that stymies efforts to lead change, and results in ongoing firefighting of symptoms and not causes. What can a leader do to avoid these pitfalls?

Credit 0.5 units.

B66 OB 8524 Negotiations

Managers spend the majority of their time negotiating, from negotiating schedules and vacation time to negotiating resource allocations to negotiating mergers and major policy decisions and their implementation. Skillful negotiation is a critical component of the toolbox of the successful manager. The purpose of this course is to improve students' abilities to diagnose conflict situations and to analyze, plan, and conduct negotiations. The course material addresses negotiation as an effective means for implementing decisions and strategies and for resolving conflict in a variety of settings. The course format will involve simulated negotiations as well as experiential exercises, cases, discussion, and lectures. Students will be evaluated on the basis of case analysis, negotiating performance, and a final project. Credit 3 units.

B66 OB 8537 Teamwork and Leading Organizations

Skillfully contributing to, building, and leading collaborative efforts from small project based teams to larger functions and divisions will enable you to have an impact throughout your career. The purpose of this course is to lay a foundation of interpersonal skills and systems thinking that will enable you to differentiate yourself as a valued-adding member and leader of organizations. The specific learning objectives for this course are to develop your skills as a contributor to and leader of project-based teams. This includes sharpening your understanding of the core elements of team design and how leaders and team members alike can promote effective team processes. Develop your skills as a leader in and of organizations. This comprises being able to architect a system-its structure, work design, culture, and people management practices-to execute a given strategy, within a given environment. At the conclusion of this course, you will be able to independently transfer your learning to design, launch, and lead project-based teams in a manner that (a) meets or exceeds stakeholder's expectations for task performance; (b) contributes to the growth of individual team members; and, (c) leaves team members willing to work together again in the future; systematically analyze an organization's architecture, assessing its internal congruence and its utility for executing a given strategic approach, either when engaged in early organizational design (e.g., scaling a start-up team) or when diagnosing the reasons for unsatisfactory organizational performance. Credit 3 units.

B66 OB 8565 Leading Change

At work and throughout life, change happens. It often happens in fits and starts, as organizations and their members resist it. It can also happen more smoothly. Rapidly, even. The purpose of this course is to help you learn how to reduce resistance to change and produce changes more effectively within organizations - and within yourself. This course integrates cutting-edge academic research with cases and activities designed to strengthen your understanding of the course concepts and help you practice putting them into action. By the end of this course, you should be equipped to navigate a wide range of change-related challenges you will encounter throughout your career. Credit 1.5 units.

B56 OB 885 Masters Nonresident

B56 OB 886 Doctoral Nonresident

B56 OB 887 Masters Resident

B56 OB 888 Doctoral Resident

Supply Chain, Operations, and Technology

Visit online course listings to view semester offerings for B57 SCOT and B67 SCOT.

B57 SCOT 500 Independent Work

B67 SCOT 500D Project Management

Change management has become synonymous with project management, since organizations that want to change their focus or direction increasingly recognize that introducing new products, processes, or programs in a timely and cost effective manner requires professional project management. This course analyzes complex projects and discusses available tools for managing them. Some of the topics covered include life cycle models, project selection, project monitoring and control, planning with uncertainty, project risk management, the critical chain method, and managing multiple projects. It also discusses commercial project management software and how to overcome its limited functionality to address the requirements of managing risky complex projects in practice. Students learn project management skills that will be useful throughout their careers. As such, this course is essential for current or future managers regardless of their career concentration. Prerequisite: SCOT 5704 or instructor's permission. Credit 3 units.

B67 SCOT 500E Supply Chain Risk Management

Many events in the last few years made supply chain managers keenly aware of the multiplicity and diversity of risks affecting them, from fluctuating commodity prices, unstable currencies, hurricanes and earthquakes, fires, terrorist attacks, contaminated material sourced from developing countries, and suppliers going bankrupt in tight financial credit environments. Building a functional supply chain requires careful planning and consideration of a variety of disruption risks, and it is of paramount importance to integrate management of physical flows and financial hedges when dealing with such risks. Companies that effectively manage their supply chain risks enjoy a level of robustness (flexibility) and resilience (disruption-"proof-ness") that affords them significant competitive advantage. This course will develop a comprehensive risk management framework for complex supply chains and introduce students to all needed decision tools for supply management and risk hedging. In addition, it will outline a portfolio of proven strategies to assess, reduce, hedge, and mitigate supply chain risks. Prerequisites: SCOT 5704 (MBA, PMBA) Credit 1.5 units.

B67 SCOT 500F Advanced Topics in Logistics and Supply Chain Management

Fast-changing consumer demand, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how firms can efficiently deliver the right product to the right place at the right time. Practitioners have responded to drastic market changes through various innovative strategies such as supply chain redesign. These challenges have also attracted significant academic attention and inspired new supply chain research. This course focuses on advanced topics in logistics and supply chain management that are of interest to managers, consultants, and researchers. Students will gain exposure to state-of-the-art knowledge about these topics by attending seminar sessions given by both industry and academic speakers. Credit 1.5 units.

B67 SCOT 500M Supply Chain Analytics: Stochastic Models

This course covers the two key types of simulation models of uncertain events: Monte Carlo simulation and Discrete Event Simulation. The conceptual difference between these two simulation methodologies is in their treatment of time. Discrete Event Simulation is used to model dynamic systems where events occur at specified, random, time. In Monte Carlo simulation the timing of events is typically inconsequential. Upon successful completion of this course, students will demonstrate competency in formulating and analyzing stochastic models using state-of-the-art simulation software. They will become proficient with software tools like Arena for Discrete Event Simulation and Crystal Ball for Monte Carlo simulation. The course emphasizes proficiency in using software tools to analyze models rather than theory.

Credit 1.5 units.

B67 SCOT 500N Prescriptive Analytics

This course covers optimization models and tools as they apply to the design and analysis of supply chains. Production planning, distribution, network design, and revenue management problems are covered using the methods of linear, non-linear, and integer programming. Upon successful completion of this course, students will demonstrate competency in formulating and solving supply chain optimization models of real-life complexity using state-of-the-art software. They will become proficient with industrial strength software tools like AMPL and Gurobi alongside Excel's Solver. The course emphasizes proficiency in model-building and using software tools rather than theory.

Credit 1.5 units.

B67 SCOT 501P Boeing Center Supply Chain Practicum

This practicum project will be a semester-long collaborative process between a Boeing Center client and a team of student consultants, whose goal is to solve a key problem faced by the firm. The project is created to provide the client with an outside, unbiased perspective on a matter of operational or strategic importance. If you think you see an immediate solution, the client is probably already aware of it. The client engages us for help because they are indeed facing a problem that requires a lot of work, so we should not quickly jump to conclusions. It is not just a simple school assignment that can be completed within a matter of days. As professionals-in-training, students will be evaluated for their job performance. Assessment criteria include quality of work, ability to meet deadlines, meeting participation, communication, teamwork, work ethic, and so on. The faculty adviser and PhD lead will provide students with analytical guidance and advice to facilitate project progression. The project manager and fellow will maintain client relationships, coordinate the logistics of client and internal meetings, and ensure that the team is performing up to expectations. Each task assigned is a building block for overall deliverables, which require the thorough and creative thinking of participating students.

Credit 1.5 units.

B67 SCOT 510 Operations Management Foundations

This course discusses the main principles and concepts in managing operations for competitive success. Among the topics covered are: Operations strategy, capacity analysis and organization, queuing theory, service management, quality management, inventory management, and a brief introduction to supply chain management. Students learn the basics of how to manage the operations of a firm, with the main goal of this course being to prepare students for advanced coursework in operations and supply chain management, beginning in the Fall A term. Most sessions consist of in-depth case discussion, integrated with theory. This course is available only to students entering the MS/Supply Chain Management program.

B67 SCOT 511 Operations Management Foundations

This course discusses the main principles and concepts of managing operations for competitive success. Among the topics covered are operations strategy, capacity analysis and organization, queuing theory, service management, quality management, inventory management, and a brief introduction to supply chain management. Students learn the basics of how to manage the operations of a firm, with the main goal of this course being to prepare students for advanced course work in operations and supply chain management, beginning in the Fall A term. Most sessions consist of in-depth case discussion integrated with theory. This course is available only to students entering the MS/Supply Chain Management program.

B67 SCOT 519E Introduction to Revenue Management

The term "quantitative pricing and revenue analytics" collectively refers to the set of practices and tools that firms in various industries use to quantitatively model consumer preferences, segment their market, and tactically optimize (often in a microtargeted or personalized manner) their product assortment, pricing, and promotion strategies. The origins of this field, which is often referred to as "revenue management," were in the airline industry during the late 1980s. The prototypical question is how a firm should set and update pricing and make product availability decisions across its various selling channels in order to maximize its profitability. In the airline industry, tickets for the same flight may be sold at many different fares, and availability may change as a function of purchase restrictions, forecasted future demand, and the number of unsold seats. The adoption of such systems has transformed the transportation and hospitality industries, and it is increasingly important in retail, telecommunications, entertainment, financial services, health care, and manufacturing as well as online advertising, online retailing, and online markets. In parallel, pricing and revenue optimization has become a rapidly expanding practice in consulting services and a growing area of software and IT development. The ultimate goal of this course is for students to learn to identify and exploit opportunities for revenue optimization in different business contexts. The topics covered in this course are either directly or indirectly related to customer segmentation, demand modeling, and tactical price optimization. Students can take either OMM 519E or OMM 520 but not both. Prerequisites: DAT 561 (formerly OMM 561) and DAT 500N (formerly OMM 500N).

Credit 1.5 units.

B67 SCOT 520 Revenue Management

This course examines the core concepts of revenue management: how to accurately align product pricing, placement, and availability with a retailer's perception of consumer demand. Students will be introduced to linear and dynamic programming as a means to model a variety of capacity allocation and pricing problems that are relevant to airline, hotel, or restaurant industries. Specifically, most problems will be framed within the context of the single resource and network level revenue management problems. For the single resource problem, we will derive efficient exact solution methods and also consider a variety of extensions to the original model which incorporate overbooking and no-show behavior. For the network problem, we will learn how to extract near-optimal, and easily implementable policies from deterministic approximations. While the main goal of this course is to provide insight into industry specific problems, another central objective is to introduce students to concepts such as robust optimization and approximate dynamic programming to expand their breadth of modeling tools. Moreover, students will learn how to use Python to solve complex and industry-level optimization problems with data. At the successful completion of this course, students should feel confident modeling and analyzing a broad series of stochastic optimization problems. Students should also feel comfortable with using Python to make revenue management decisions with data. Beyond studying and analyzing classical RMP problems the students

will gain valuable computational skills. Students will be asked to code up dynamic programming formulations, solve large scale linear programs with Python (coupled with Gurobi) and use machine learning techniques for demand estimation and forecasting.
Credit 3 units.

B67 SCOT 521 Operations and Supply Chain Management Industry Seminar

Fast-changing consumer demand, the Internet and digital technology, growing competitive pressures, and globalization create new opportunities and challenges on how firms can efficiently deliver the right product to the right place at the right time. Practitioners have responded to drastic market changes through various innovative strategies such as supply chain redesign. These challenges have also attracted significant academic attention and inspired new supply chain research. This course focuses on advanced topics in logistics and supply chain management that are of interest to managers, consultants, and researchers. Students will gain exposure to state-of-the-art knowledge about these topics by attending seminar sessions given by both industry and academic speakers. For MBA students; students may not take both 500F and 500G for credit. "Prerequisite: First-Year MBA student in good academic standing.

B67 SCOT 530 Supply Chain Analytics Capstone

This capstone course offers opportunities for students to apply various analytics techniques learned from different courses to large-scale real-world datasets and problems. Students will work on several projects, each of which will involve the following: (1) exploring a dataset to identify problems; (2) defining project scopes; (3) conducting data analysis (e.g., prediction models, forecasting); (4) setting up decision-making models (e.g., real-time, large-scale optimization models, simulation models); and (5) prescribing decision recommendations. By applying relevant analytic tools and going through a complete problem-solving process, students will gain confidence in applying theories and techniques to solve real-world problems.
Credit 3 units.

B67 SCOT 531 Supply Chain Finance

This course focuses on understanding ways to better integrate operational and financial decisions within a supply chain. Our studied firms and world-class practices better integrate physical and financial flows by endogenizing not only the operational choices of the firm and its agents but also their financial decisions. Students will better understand how to make informed decisions using all relevant analytics tools at the interface of operations, finance and risk management. There are three main topics the course will explore: Supply Chain Financing: Understand how capital constraints of firms in a supply chain affect their operational choices, and what are better ways to finance working capital needs of a firm in a supply chain, when fully accounting for the operational and risk management implications of such solutions. The financing solutions that will be explored are divided into "supplier led" (e.g., trade credit) and "buyer led" (e.g., reverse factoring). Supply Chain Contracting in the presence of Financial Frictions: Study the effect of financial frictions (e.g. limited working capital, transaction costs, taxes, bankruptcy costs) on contracts and the implementation of operational strategies. The contracting issues to be explored within a supply chain finance setting are incentive coordination among firms in the chain, information asymmetries, and moral hazard issues. Integrated Operational and Financial Risk Hedging: Understand how operational and financial risks in global supply chains interact (e.g. exchange rates, commodity procurement risks, etc.), and what combination of operational and financial tools can be used to effectively manage those risks. PREREQ: OMM 510; OMM 5704
Credit 1.5 units.

B57 SCOT 550 Production & Operations Management

Credit 3 units.

B67 SCOT 554 Operations Analytics

Examines the concepts and techniques essential for effective operations planning, scheduling, and control in various manufacturing and service organizations. Discusses the use of various models for inventory control, forecasting, production planning, and operations scheduling. Just-in-time techniques and material requirements planning systems will also be discussed. Prerequisite: SCOT 356.
Credit 3 units.

B67 SCOT 558 Advanced Operations Strategy

Examines major issues of operations policy from a strategic perspective. Covers productivity measurement, process choice, product profiling, interfaces with marketing, experience costs, process positioning, accounting and financial perspectives, and international operations. Gives equal attention to service operations and manufacturing operations. Valuable for students with an operations or general management focus, as well as for finance and marketing students. Prerequisite, OMM 5500 or OMM 5701 and 5702 or permission of instructor.
Credit 3 units.

B67 SCOT 559 Managing Business Process Outsourcing for Competitive Advantage

The growth of global outsourcing of all types of business processes (from manufacturing to research and development, engineering, call centers, clinical trial tests, IT, accounting, human resources, etc.) with third party contracting organizations has been heralded as the popular and academic press as the most important business trend of the last decade. As a result of such strategic trends and actions, it becomes essential to strategically manage "global business process outsourcing" as a key business process by itself, and this to hire and train managers that fully understand the tradeoffs, implementation challenges, approaches for managing risks and more importantly, able to manage the business relationships with third party contracting organizations. This course is intended to provide the fundamental skills necessary to become successful, global managers of "virtual" value chains who, when faced with outsourcing decisions, can competently make them within the context of their firms' strategy as well as effectively execute all aspects of the outsourcing process while managing the outsourcing relationship with suppliers.
Credit 1.5 units.

B67 SCOT 560 Enterprise Resource Planning

This course introduces students to the concepts of Enterprise Resource Planning systems, and the integrated business processes which ERP systems support. These processes include sales and operations planning, materials management, manufacturing requirements planning, and financial reporting. Cross-functional business processes, such as Order-to-Cash, integrate sales and distribution, materials management, and financial accounting. The ERP system provides a "roll-up" to financial reporting systems which is essential for cost management and control. This course introduces participants to integrated business processes through the application of SAP modules supporting Sales and Distribution (SD), Materials Management (MM), Financial Accounting (FI), Production Planning (PP), and Controlling (CO) as components of the SAP integrated business solution. This is a hands-on workshop type of class which enables you to learn the business processes which SAP-ERP supports. The class provides opportunities for problem-solving, collaboration, and active learning. The Enterprise Systems course will enable you to acquire the skills and knowledge needed for roles as business analysts, configuration specialists, and consultants. This skill set provides significant opportunities to increase your value for roles as enterprise architects,

business systems analysts, IT project managers, and information systems specialists in accounting/finance, sales/distribution, human resources, production planning, materials management, and supply chain.

Credit 1.5 units.

B67 SCOT 561 Intro to Python and Data Science

This MSSCM course provides students the necessary skill set to extract reliable insights from the large datasets prevalent in supply chain management. In this course, students will develop basic tools to acquire, clean, and analyze supply chain data, which they will then use to improve decision-making processes. Throughout the course, students will use the Python programming language, which is very effective for data manipulation, reporting, and complex optimization. Topics covered include current multi-source data collection technology used in supply chain management, how to transfer data into analyzable formats, how to generate static and interactive data visualizations to gain supply chain insights, and predictive analytics in supply chain management, with emphasis on machine learning models for demand forecasting and inventory management optimization.

Credit 3 units.

B67 SCOT 562E Business Management with SAP II

Enterprise Resource Planning (ERP) Systems are at the heart of modern companies. The primary vendors in this space are SAP and Oracle. This course provides students with "hands-on" experience with a real-life SAP ERP system. This course expands on Business Management with SAP -I by adding the manufacturing module to the simulation and provides a richer experience for students. Manufacturing adds substantial complexity over the earlier tasks that are limited to supply chain, finance, and marketing. Some substantive additions include capital investments, creating the Bill of Material, and production scheduling planning. The experiential learning covers the following topics: (i) enterprise technology systems, (ii) business processes integration, (iii) data-driven decision making, and (iv) analytics and business intelligence. This course is strongly recommended to those who see their careers in consulting or business functions such as manufacturing, operations, corporate finance, marketing, sales, business analytics, information technology, and logistics. Prerequisite: SCOT 560.

Credit 1.5 units.

B67 SCOT 5704 Operations Management

This course discusses the main principles and concepts in managing operations for competitive success. Among the topics covered are: operations strategy, capacity analysis and organization, queuing theory, service management, quality management, inventory management, and a brief introduction to supply chain management. Students learn the basics of how to manage the operations of a firm, and how operational issues affect and are affected by the many business decisions they will be called upon to make or recommend in their careers. Most sessions consist of in-depth case discussion, integrated with theory.

Credit 3 units.

B67 SCOT 5705 Quantitative Decision Making

This course has the following objectives: 1) to introduce students to the science of quantitative decision making; 2) to enhance and reinforce students' analytical skills and their ability to intelligently use information; 3) to teach the art and science of spreadsheet modeling; and 4) to expose students to different approaches, support tools, and analytical methods for decision making, particularly those analytical methods useful for later courses. These objectives will be facilitated through the following key tools taught in this course: spreadsheet

modeling, decision analysis, simulation for risk analysis and modeling uncertainty, and optimization tools. The course will be taught from an interdisciplinary standpoint, and examples will be provided from a variety of functional areas.

Credit 1.5 units.

B67 SCOT 572 Strategic Quality Management

Discusses the theory and practice of quality management in the business world. Covers operations and marketing issues that are typical for manufacturing and service organizations, a cross-functional perspective emphasizing the interactions between the operations and marketing decisions. Topics include quality strategies and competition; organization and incentives for quality enhancement (the approaches of Crosby, Deming, Feigenbaum, Ishikawa, and Juran); quality-function deployment; process mapping; and the role of top management. Prerequisites: OMM 5701 and 5702 and MEC 5410 or permission of instructor.

Credit 1.5 units.

B67 SCOT 573 Operations Management in the Service Industry

Credit 1.5 units.

B67 SCOT 576 Foundations of Supply Chain Management

Examines how companies manage effectively the entire set of activities involved in the production and delivery of goods and services to their customers. Supply chain management (SCM) deals with the management of materials, information, and financial flows in networks consisting of suppliers, manufacturers, distributors, and customers. Recent trends in communication technology, sophisticated information systems, globalization of operations and markets, increased demand for mass customization, and increasing customer expectations have made the coordination and integration of these flows within and across companies critical to the success of businesses. This course focuses primarily on the foundations of SCM, touching topics such as: 1) matching supply with uncertain demand, 2) inventory management, 3) logistics, 4) design for variety, 5) global issues in SCM, 6) Quick/Accurate Response, 7) collaborative processes. Prerequisites: OMM5700; or OMM5701 and OMM5702.

Credit 1.5 units.

B67 SCOT 577 Information Technology and Supply Chain Management

Recent developments and breakthroughs in information technology have radically changed the business world, offering opportunities not only for new products and services also for reengineering supply chains and improving supply chain performance. The course will study how the innovations in information technology affect the ways information flows through the supply chain, which in turn provide opportunities to better coordinate the material and financial flows. The course will review business cases in which companies use supply chain management concepts and emerging technologies to improve business processes as well as creating values. Prerequisites: OMM5700; or OMM5701 and OMM5702

Credit 1.5 units.

B57 SCOT 6000 Research Assistantship/Teaching Assistantship Independent Study

Students will engage in either research assistantship or teaching assistantship activities to gain practical experience in conducting research and teaching courses. This course will be supervised by faculty and requires students to engage in RA/TA activities for a minimum of 10 hours a week, with a maximum of 20 hours per week.

Credit 3 units.

B57 SCOT 600C Translating Research To Management Practice

This course is taught in a seminar format over nine sessions, with the last three sessions devoted to mini-projects that students execute on their own with instructor advice. The instructor picks four or five influential recent research areas with published powerful new ideas that can influence and advance practice; chooses a few academic readings in them; and then discusses them in a seminar fashion with students in the course. The instructor uses their personal experience to illustrate some of the translation media from research to practice: simplified exposition through teaching notes, carefully chosen examples, mini-cases, decision support tools (e.g., spreadsheets, simulations, easy-to-code algorithms), the demonstration of ideas using given data sets, and open-ended discussion on implementation challenges of the ideas. Some of this material is developed in collaboration with students in the course, other doctoral students studying in these research areas, doctoral fellows at the research center, interested executives from local companies and/or on the board of BCSCI, and other interested faculty. The mini-projects are completed so that the students may apply these "translation" tools and practices to a research area of their own choosing and thus bring a "translation" project to completion.

Credit 3 units.

B57 SCOT 648 Independent Study

Credit 3 units.

B57 SCOT 652 Theory and Research Methods in Inventory and Supply Chain Management

Theory and Research Methods in inventory and supply chain management.

Credit 3 units.

B57 SCOT 653 Stochastic Models for Production and Service Systems

For Doctoral students only

Credit 3 units.

B57 SCOT 654 Inventory & Supply Chain Management Theory and Research

This course is designed for PhD students in the area of operations and supply chain management. From a theoretical perspective, this course covers the fundamental theory of inventory and supply chain management for deterministic systems and focuses on establishing structural results for optimal policies and deriving solution algorithms. The course content will include book chapters and (published/working) research articles. We will run in parallel to the course some "recent hot topic research areas" mini-seminars. The hot topics might be outside of the traditional inventory and supply chain management domain, but they will still heavily rely on operational theory fundamentals and have immediate applicability to operations and supply chain management. This course is for doctoral students only.

Credit 3 units.

B57 SCOT 655 Dynamic Programming & Optimal Control

For Doctoral students only

Credit 3 units.

B57 SCOT 657 Research Topics & Engineering Themes in Supply Chain & Revenue Mgt

For Doctoral students only

Credit 3 units.

B57 SCOT 659 Directed Readings in Operations Mfg. &

B67 SCOT 700 Independent Study in Operations & Manufacturing Management

Credit 3 units.

B67 SCOT 713M Operations Strategy

Credit 3 units.

B67 SCOT 746 Global Supply Chain Management

The objective of the course is to introduce the students to an integrated enterprise approach of flow of goods and services, information and financial flows from suppliers to customers. After the completion of the course, the students will understand how goods and services are being produced and distributed in integrated global supply chain environments within and between enterprises in order to reduce and/or eliminate the duplicative process; thereby reducing/eliminating wasteful process and ultimately improve overall enterprise performance (profitability). The course will inform on management principles not only for efficient operation of global supply chains, but also on how to design and operate resilient supply chains in a highly uncertain and even turbulent world.

Credit 3 units.

B67 SCOT 748 Data-Driven Decision Making: Analysis to Action

With the development of information technology, every organization must adapt to a data-driven world where decisions are made based on not only fundamental business logic, but also on real-time and high-dimensional data. The process of making data-informed, or even data-driven, decisions is called data science. Such a decision-making process requires that leaders of an organization understand the technological platform of data acquisition, storage and analysis. It also requires leadership to be familiar with various data-driven decision-making techniques, their advantages and their disadvantages. This course provides an introduction to this topic and helps leaders to utilize data to better manage their organizations.

Credit 1.5 units.

B67 SCOT 750 Managing Operations

Credit 3 units.

B67 SCOT 754 Global Supply Chain Management

Credit 3 units.

B67 SCOT 756 Managing Operations

Deals with the process by which organizations convert inputs (e.g., labor, material, equipment, knowledge) into outputs (goods and services). Focusing on strategic and tactical issues, the course covers the following subjects: product/process management, total quality management, capacity management, customer loyalty and services, inventory management, supply chain management, product development; and facility location and sourcing. Different industries, including services, as well as international operational issues are covered.

Credit 3 units.

B67 SCOT 8500 Project Management

Change management has become synonymous with project management, since organizations that want to change their focus or direction increasingly recognize that introducing new products, processes, or programs in a timely and cost effective manner requires professional project management. This course analyzes complex projects and discusses available tools for managing them. Some

of the topics covered include life cycle models, project selection, project monitoring and control, planning with uncertainty, project risk management, the critical chain method, and managing multiple projects. It also discusses commercial project management software and how to overcome its limited functionality to address the requirements of managing risky complex projects in practice. Students learn project management skills that will be useful throughout their careers. As such, this course is essential for current or future managers regardless of their career concentration.

Credit 3 units.

B67 SCOT 8502 Managing Operations in the Modern Era

Operations involve the planning and controlling of processes and resources used to produce the goods and services provided by a firm. A firm's operations are crucial to its strategic differentiation and performance. Aligning the operations components with the firm's business strategy is a key ingredient of success in most industries. This course introduces students to the fundamental concepts, problems, and strategies in the operations function of a firm. The ideas, principles, and tools from this course may be used by companies to transform their operations and enhance their competitiveness in the digital era. We will also provide both tactical knowledge and high-level insights needed by general managers and management consultants. The course will emphasize the design and management of business processes and supply chains to maximize productivity, improve quality, increase responsiveness, and achieve competitive advantages. This course will cover a mix of qualitative and quantitative (especially data-driven) methods that provide the necessary support for making intelligent decisions in operations. Prerequisite: OMBA students only.

Credit 3 units.

B57 SCOT 885 Masters Nonresident

B57 SCOT 886 Doctoral Nonresident

B57 SCOT 887 Masters Resident

B57 SCOT 888 Doctoral Resident

Data Analytics

Visit online course listings to view semester offerings for B69 DAT.

B69 DAT 500N Prescriptive Analytics

This course covers optimization models and tools as they apply to the design and analysis of supply chains. Production planning, distribution, network design, and revenue management problems are covered using the methods of linear, non-linear, and integer programming. Upon successful completion of this course, students will demonstrate competency in formulating and solving supply chain optimization models of real-life complexity using state-of-the-art software. They will become proficient with industrial strength software tools like AMPL and Gurobi alongside Excel's Solver. The course emphasizes proficiency in model-building and using software tools rather than theory. Prerequisite: Completion of DAT 561 or concurrent enrollment in DAT 561 if offered in Mini A.

Credit 1.5 units.

B69 DAT 500R Basic Statistics Using SPSS

This foundational course, which is a required course for students in the MSCA program, will cover material that serves as useful preparation for courses offered in the Olin curriculum that rely extensively on applied statistical concepts (e.g., marketing research, advanced marketing research, database marketing, data analysis for brand management etc.). The course will provide students with both an overview of basic statistical concepts and a practical grasp of statistical analysis. Students will be trained to use SPSS, a popular statistical software package, in order to perform the statistical analysis. The course will also cover interpretation of results.

Credit 0.5 units.

B69 DAT 500S Machine Learning Tools for Prediction of Business Outcomes

Machine Learning deals with the algorithmic learning from data to predict the future. This course emphasizes data situations that students are likely to face in marketing, finance, manufacturing and consulting jobs. Students will analyze business datasets using various advanced analytic techniques such as logistic regression, decision trees, neural networks, random forest, stochastic gradient boosting, Ensembles, Clustering, etc. The focus of the course lies in the conversion of raw business data into robust actionable predictions for decision-making.

Credit 3 units.

B69 DAT 500V Introduction to R Programming

R has become the tool of choice for many data science and business analytics professionals in every industry and field. It is not surprising to see a requirement for being familiar with R in job descriptions. R is very flexible for carrying out data analysis. Part of the benefit of R being open source is that many programmers and researchers are constantly introducing new statistical and machine learning analysis tools into R through R packages. Given all of these benefits, R does have a relatively steep learning curve. To better prepare MSCA students, we have introduced this online introduction to R programming course. This course will help students master the basics of R. We will start from the very beginning with installation of the program. No prior knowledge in programming is required. Through video demonstrations and their own practice, by the end of this course, students will have the chance to undertake their own data analysis and solve relevant business problems using R.

Credit 0.5 units.

B69 DAT 500W A/B Testing in Business and Social Science

This course introduces students to causal methods that are used to measure the impact of business and policy decisions. The key insight of the course is that correlation does not imply causation and therefore cannot measure impact. In this course, students will learn about A/B testing and other causal methods as well as how to implement them in business, economic, and policy situations.

Credit 3 units.

B59 DAT 530A Analysis of Deterministic Systems

Credit 3 units.

B69 DAT 537 Data Analysis, Forecasting & Risk Analysis

This course develops the methods and techniques of econometrics that are of particular relevance to students of business and economics. A range of models -- namely single equation regression models, time series models and models for discrete response data -- are studied. The purpose of building these models is described within the context of aggregate data and microdata at the level of firms and individuals. Procedures to evaluate the estimated models are discussed, and emphasis is placed on the interpretation of results and the forecasting of future observations. Students are expected to complete an individual

(non-group) project in which the techniques developed in the course are applied to real-world problems. The course should be valuable for a variety of students, including those with primary interest in finance, marketing, operations, and accounting. MBA Prerequisites: MEC 5410 and MEC 5400. PMBA Prerequisite: MEC 5401 or MEC 5406. Required for MSFQ Students.

Credit 3 units.

B69 DAT 5402 Data Analytics for Business Leaders

This course will introduce data-visualization tools and machine-learning algorithms appropriate for extracting insights from big datasets. It will include topics related to probability, probability distribution, inferential statistics (e.g., hypotheses testing, confidence interval), simple linear regression, logistic regression, and multiple linear regression, all of which are useful for unearthing managerial insights.

Credit 3 units.

B69 DAT 5410 Data Analytics for Business Leaders

This course introduces the statistical methods for the analysis of business and economic data. The role of probabilistic concepts such as independence, conditional probability, expectation, and variance as well as probability models such as Bernoulli, binomial, Poisson, and normal are examined. Particular emphasis is placed on topics that relate to model formulation, estimation of model parameters, hypothesis testing, and simple and multiple regression.

Credit 3 units.

B69 DAT 560E Data Visualization for Business Insights

Data Visualization has become a core skill set to derive business insights in the data rich business world. Organizations are expecting Business Analysts and Managers to create and disseminate insightful visualizations about the business. This course teaches students the necessary skill set to create insightful visualizations using Tableau to understand patterns prevalent in large datasets which are otherwise difficult to comprehend. In particular, students will learn how to choose and create appropriate visualization based on the following three criteria: 1. Who's the audience looking at the visualization? 2. What is the nature of the business goal (Descriptive, Predictive, or Prescriptive)? 3. What is the data (Categorical, Numerical, Time Series, etc.)? The course will expose students to prevalent business applications of data visualization in different domains (Customer Analytics, Supply Chain Analytics, Healthcare Analytics, Financial Technology Analytics, Accounting Analytics, and Talent Analytics etc.). Upon completing this course, students will know how to create insightful dashboards and other visualizations for different audiences from the given data according to the specified goal. Priority enrollment for all MSA tracks.

Credit 1.5 units.

B69 DAT 560G Database Design and SQL

Databases are at the foundation of every organization's information strategy. Understanding the structure of databases and mastering the tools needed to analyze data are essential skills in any role. The tools developed in this course assist students with implementing a company's data management strategy and developing well-grounded analytical recommendations. In this course, we focus on understanding how data is structured in relational databases. With the vast amounts of data available from disparate sources, effective organization of the data is essential to its utilization. To complement this, we utilize Structured Query Language (SQL) as the primary tool to extract data for managerial reports and for advanced analytical models. Practical experience with current relational database software is developed throughout the course. This course is required for MSCA students, and priority will be given to SMP students.

Credit 1.5 units.

B69 DAT 560M Big Data and Cloud Computing

The growth in available data is a challenge to many companies. This presents an opportunity for companies to conquer the vast and various data available to them. The growth in data includes traditional structured data, as well as unstructured data created by both people and machines. It is essential for analysts to be comfortable in the new technologies and tools that are being developed to store, retrieve, analyze, and report, using the vast data resources available. This course introduces students to the technologies currently deployed to overcome the challenges of Big Data. Prerequisite: DAT 560G and completion or concurrent enrollment in DAT 561.

Credit 1.5 units.

B69 DAT 560N Introduction to Cybersecurity

This course covers a broad range of cybersecurity terms, definitions, perspectives, concepts, and current trends, with a focus on managing risk and the use of information and cybersecurity as business enablers. Students will complete a cybersecurity analytics-related project as part of the course work.

Credit 1.5 units.

B69 DAT 561 Introduction to Python and Data Science

This MSSCM course provides students the necessary skill set to extract reliable insights from large datasets prevalent in supply chain management. In this course, students will develop basic tools to acquire, clean, and analyze supply chain data, which they will then use to improve decision-making processes. Throughout the course, students will use the Python programming language, which is very effective for data manipulation, reporting, and complex optimization. Topics covered include current multi-source data collection technology used in supply chain management, how to transfer data into analyzable formats, how to generate static and interactive data visualizations to gain supply chain insights, and predictive analytics in supply chain management -- with emphasis on machine learning models for demand forecasting and inventory management optimization.

Credit 3 units.

B69 DAT 562 Text Mining

Consumers and companies constantly generate large amounts of unstructured or lightly structured texts on the web and offline: exchanges of consumer opinions on products and services on social media, transcripts of phone conversations with customer representatives, open-ended surveys, etc. By employing text analytics, businesses can derive at scale valuable insights into consumer attitudes to brands, competitive landscape, and customer relationships, among other applications. This course introduces students to the methods of mining, organizing, summarizing, and analyzing textual data with the objective of driving business decision-making. Prerequisites: DAT 500S and DAT 561.

Credit 1.5 units.

B69 DAT 565E Deep Learning for Prediction of Business Outcomes

Deep learning has become a core skillset required to solve business problems in the unstructured, data-rich business world. Experts estimate approximately that 90% of the data in organizations is in the form of unstructured datasets, including images, texts, customer reviews, videos, and so on. Organizations would like to use these datasets to improve their business. Moreover, deep learning has a significant advantage over other machine learning algorithms in that it does not require extracting "features" manually prior to applying algorithms. Leading-edge organizations are also expecting business analysts and managers to be familiar with applying deep learning models to solve business problems using unstructured data. This course is recommended but is not required for MS-Business Analytics (MSA) students. It will teach students to build deep learning models for solving business problems using Python libraries (e.g., Keras,

Tensorflow). We will cover a range of algorithms from neural networks foundations to convolutional and recurrent network structures; these will be applied in domains such as marketing, customer behavior, and predicting finance risks. Students will better understand the practical use of deep learning with the use of the following five questions:

(1) How can unstructured datasets be visualized and analyzed? (2) What are neural networks, and how can they be optimized? (3) What is the deep learning model, and how can it be used in business? (4) Which deep learning structure should be used for a given business problem? (5) How can a deep learning model be developed to solve business problems? In summary, the course will expose students to prevalent business applications of deep learning in different domains (e.g., customer analytics, supply chain analytics, healthcare analytics, financial technology analytics, accounting analytics, talent analytics). Upon completing this course, students will know how to build and optimize deep learning models for different business applications. Prerequisites: DAT 500S and DAT 561.

Credit 1.5 units.

B69 DAT 566E Deep Reinforcement Learning with Applications in Business

Deep reinforcement learning is an area of artificial intelligence that combines the fields of deep learning approach and reinforcement learning approach. It holds the capability to solve wide-ranging problems, especially in the area of sequential decision-making using various forms of unstructured data (including images, texts, customer reviews, videos, etc.). Deep reinforcement learning has been applied in resources management systems to optimize the distribution of limited resources such as warehouse space utilization and inventory management. Deep reinforcement learning techniques have also been used in finance to solve dynamic pricing problems. There is a growing trend for leading-edge organizations to expect business analysts and managers to be familiar with applying deep reinforcement learning techniques to solve business problems using unstructured data.

Prerequisite: DAT 565E.

Credit 1.5 units.

B69 DAT 570E R and Statistics

This course is designed for students who have no experience in R programming and using R for statistical analysis. It is a 1.5-credit required course offered to students in Business Analytics. The course will teach students to learn how to use R for making inferential statistical analysis, and modeling with R. The course will show the basic understanding of R programming. We will cover arithmetic and logical operators, vector operations, data structures, manipulating data, fundamentals of R programming (such as if statements, for loops, building functions, etc.), probability, and inferential statistical analysis. Students will learn R programming practically based on the following five questions: 1. Understand fundamental syntax, control statements, and functions in R? 2. Apply R programming concepts through examples? 3. Prepare the datasets in R for statistics and data analytics? 4. Using R for making inferential statistics? 5. How to use linear regression and modeling on panel datasets with R? In summary, the course will expose students to prevalent R programming by focusing on fundamentals and statistics. Upon completing this course, students will know how to use R programming.

Credit 1.5 units.

B69 DAT 572E Business Forecasting

This course will provide you with foundational knowledge and experience to generate information and make inferences from data. You will learn to take raw data, select an appropriate forecasting method, set up the data to facilitate the forecast, build the forecast, and learn the ins and outs of fine tuning the models we discuss in class. Some key components of the course are: to work with data sets; become familiar

with different forecasting techniques, their pros, and their cons; gain experience working with forecasting tools (Excel, R, SPSS). Prerequisite: DAT 5402 is required for MBA students. DAT 5410 is the prerequisite for PMBA students.

Credit 3 units.

B69 DAT 573 Basics of SAS Programming

Statistics using SAS serves as a technical basis for research and data analysis. This course will provide students with an overview of statistical knowledge and with a good practice of analysis techniques. Students will be trained to use SAS, one of the most commonly used tools in commercial analytics markets, to analyze data and interpret results. The course aims to prepare students for more advanced courses in data analytics.

Credit 0.5 units.

B69 DAT 574 Basics of Stata Programming

As one of the most popular statistics software packages, Stata has served as an essential tool of data science in every industry and academia. The goals of the course are to better prepare students for success in future courses and careers. Students will obtain the technical skills needed to use Stata. The introduction of Stata will be from the very beginning, so there is no prerequisite required. Basic statistics foundations will be reviewed to facilitate the goals of the course.

Credit 0.5 units.

B69 DAT 800V Introduction to R Programming

R has become the tool of choice for many data science and business analytics professionals in every industry and field. It is not surprising to see a requirement for being familiar with R in job descriptions. R is very flexible for carrying out data analysis. Part of the benefit of R being open source is that many programmers and researchers are constantly introducing new statistical and machine learning analysis tools into R through R packages. Given all of these benefits, R does have a relatively steep learning curve. To better prepare MSCA students, we have introduced this online. This course will help you master the basics of R. We will start from the very beginning: installation of the program. No prior knowledge in programming is required. Through video demonstrations and your own practice, by the end of this course, you will have the chance to undertake your own data analysis and solve relevant business problems using R.

Credit 0.5 units.

B69 DAT 8550 Machine Learning Tools for Prediction of Business Outcomes

Predictive Analytics deals with the employment of formal learning from business experience, using business data, to predict the future behavior of customers or other critical organizational elements in order to drive better business decisions. This course emphasizes data situations that students are likely to face in marketing, finance, manufacturing and consulting jobs. Students will analyze real-world business datasets using various advanced analytic techniques such as logistic regression, decision trees, neural networks, stochastic gradient boosting, MARSplines, Ensembles, Clustering, Associations etc. The focus of the course lies in the conversion of raw and messy business data into robust actionable predictions for decision-making. Prerequisite: Admission to Olin's SMP Online program.

Credit 3 units.

B69 DAT 8551 Strategic Decision Making with Data Analytics

This course combines data, statistical methods, and computation to gain insights and make useful inferences and predictions. This course will take a holistic approach to help you understand the critical elements of data science, from data collection and exploratory data analysis to modeling, evaluation, communication of results, and

analysis. You will be discussing case studies, understanding the coding process, and hearing from industry experts to give you a hands-on experience with the data science process. Throughout the course, we will emphasize critical analytical thinking skills, data ethics, and data understanding. By the end of the course, you will be able to use data and reproducible data science methods to answer questions and guide decision-making with an emphasis on applications for a digitally-enabled world. The digitally enabled organization enjoys access to a plethora of data created from transactions, internal processes, interactions with customers and suppliers, and monitoring of digital and physical assets. Add to that data from government sources, competitors, and social media. This course provides students the skills to make data-driven decision from these varied sources.
Credit 3 units.

B69 DAT 8561 Introduction to Python and Data Science

This course provides students the necessary skill set to extract reliable insights from large datasets prevalent in supply chain management. In this course, students will develop basic tools to acquire, clean, and analyze supply chain data, which they will then use to improve decision-making processes. Throughout the course, students will use the Python programming language, which is very effective for data manipulation, reporting, and complex optimization. Topics covered include current multi-source data collection technology used in supply chain management, how to transfer data into analyzable formats, how to generate static and interactive data visualizations to gain supply chain insights, and predictive analytics in supply chain management - with emphasis on machine learning models for demand forecasting and inventory management optimization. Prerequisite: Admission to Olin's SMP Online program.
Credit 3 units.

B69 DAT 8562 Text Mining

Consumers and companies constantly generate large amounts of unstructured or lightly structured texts on the web and offline: exchanges of consumer opinions on products and services on social media, transcripts of phone conversations with customer representatives, open-ended surveys, etc. By employing text analytics, businesses can derive at scale valuable insights into consumer attitudes to brands, competitive landscape, and customer relationships, among other applications. This course introduces students to the methods of mining, organizing, summarizing, and analyzing textual data with the objective of driving business decision-making. Prerequisite: DAT 8561.
Credit 1.5 units.

B69 DAT 8563 Data Visualization for Business Insights

Data Visualization has become a core skill set to derive business insights in the data rich business world. Organizations are expecting Business Analysts and Managers to create and disseminate insightful visualizations about the business. This course teaches students the necessary skill set to create insightful visualizations using Tableau to understand patterns prevalent in large datasets which are otherwise difficult to comprehend. In particular, students will learn how to choose and create appropriate visualization based on the following three criteria: 1. Who's the audience looking at the visualization? 2. What is the nature of the business goal (Descriptive, Predictive, or Prescriptive)? 3. What is the data (Categorical, Numerical, Time Series, etc.)? The course will expose students to prevalent business applications of data visualization in different domains (Customer Analytics, Supply Chain Analytics, Healthcare Analytics, Financial Technology Analytics, Accounting Analytics, and Talent Analytics etc.). Upon completing this course, students will know how to create insightful dashboards and other visualizations for different audiences from the given data according to the specified goal. Prerequisite: Admission to Olin's SMP Online program.
Credit 1.5 units.

B69 DAT 8564 Database Design and SQL

Databases are at the foundation of every organization's information strategy. Understanding the structure of databases and mastering the tools needed to analyze data are essential skills in any role. The tools developed in this course assist students with implementing a company's data management strategy and developing well-grounded analytical recommendations. In this course, we focus on understanding how data is structured in relational databases. With the vast amounts of data available from disparate sources, effective organization of the data is essential to its utilization. To complement this, we utilize Structured Query Language (SQL) as the primary tool to extract data for managerial reports and for advanced analytical models. Practical experience with current relational database software is developed throughout the course. Prerequisite: Admission to Olin's SMP Online program.
Credit 1.5 units.

B69 DAT 8565 Deep Learning for Business Analytics

Deep learning has become a core skillset required to solve business problems in the unstructured, data-rich business world. Experts estimate approximately that 90% of the data in organizations is in the form of unstructured datasets, including images, texts, customer reviews, videos, and so on. Organizations would like to use these datasets to improve their business. Moreover, deep learning has a significant advantage over other machine learning algorithms in that it does not require extracting "features" manually prior to applying algorithms. Leading-edge organizations are also expecting business analysts and managers to be familiar with applying deep learning models to solve business problems using unstructured data. This course is recommended but is not required for MS-Business Analytics (MSA) students. It will teach students to build deep learning models for solving business problems using Python libraries (e.g., Keras, Tensorflow). We will cover a range of algorithms from neural networks foundations to convolutional and recurrent network structures; these will be applied in domains such as marketing, customer behavior, and predicting finance risks. Students will better understand the practical use of deep learning with the use of the following five questions: (1) How can unstructured datasets be visualized and analyzed? (2) What are neural networks, and how can they be optimized? (3) What is the deep learning model, and how can it be used in business? (4) Which deep learning structure should be used for a given business problem? (5) How can a deep learning model be developed to solve business problems? In summary, the course will expose students to prevalent business applications of deep learning in different domains (e.g., customer analytics, supply chain analytics, healthcare analytics, financial technology analytics, accounting analytics, talent analytics). Upon completing this course, students will know how to build and optimize deep learning models for different business applications. Prerequisite: DAT 8550 and DAT 8561.
Credit 1.5 units.

B69 DAT 8566 Big Data and Cloud Computing

The growth in available data is a challenge to many companies. This presents an opportunity for companies to conquer the vast and various data available to them. The growth in data includes traditional structured data, as well as unstructured data created by both people and machines. It is essential for analysts to be comfortable in the new technologies and tools that are being developed to store, retrieve, analyze, and report, using the vast data resources available. This course introduces students to the technologies currently deployed to overcome the challenges of Big Data. Prerequisite: Prerequisite: Admission to Olin's SMP Online program and completion of DAT 8550, DAT 8561 and DAT 8564.
Credit variable, maximum 1.5 units.

B69 DAT 8567 Prescriptive Analytics

This course covers optimization models and tools as they apply to the design and analysis of supply chains. Production planning, distribution, network design, and revenue management problems are covered using the methods of linear, non-linear, and integer programming. Upon successful completion of this course, students will demonstrate competency in formulating and solving supply chain optimization models of real-life complexity using state-of-the-art software. They will become proficient with industrial strength software tools like AMPL and Gurobi alongside Excel's Solver. The course emphasizes proficiency in model-building and using software tools rather than theory. Prerequisite: DAT 8561, Credit 1.5 units.

B69 DAT 8569 A/B Testing in Business

This course introduces students to causal methods that are used to measure the impact of business and policy decisions. The key insight of the course is that correlation does not imply causation and therefore cannot measure impact. In this class, we will learn about A/B testing and other causal methods, as well as how to implement them in business, economic, and policy situations. Credit 3 units.

B69 DAT 8570 R and Statistics

he course will teach students to learn how to use R for making inferential statistical analysis, and modeling with R. The course will show the basic understanding of R programming. We will cover arithmetic and logical operators, vector operations, data structures, manipulating data, fundamentals of R programming (such as if statements, for loops, building functions, etc.), probability, and inferential statistical analysis. Students will learn R programming practically based on the following five questions: Understand fundamental syntax, control statements and functions in R; Apply R programming concepts through examples; Prepare the datasets in R for statistics and data analytics; Using R for making inferential statistics; How to use linear regression and modeling with R. In summary, the course will expose students to prevalent R programming by focusing on fundamentals, statistics, and data analytics. Upon completing this course, students will know how to use R programming. Credit 1.5 units.

B69 DAT 8571 Introduction to Cybersecurity

This course covers a broad range of cybersecurity terms, definitions, perspectives, concepts, and current trends, with a focus on managing risk and the use of information and cybersecurity as business enablers. Students will complete a cybersecurity analytics-related project as part of the course work. Prerequisite: Only students admitted to Olin's Online Master of Accounting program can enroll in this course. Credit 1.5 units.

B59 DAT 885 Masters Nonresident

B59 DAT 886 Doctoral Nonresident

B59 DAT 887 Masters Resident

B59 DAT 888 Doctoral Resident

Brookings Executive Education

Visit online course listings to view semester offerings for B90 BEE.

B90 BEE 516 Resilience in Leadership

In this highly interactive, skills-based program, students will learn how to capitalize on their existing resilience and bolster any areas of weakness. They will identify their own thinking styles and how they may be helping or hurting performance. They will also learn a series of practical skills that will help them to think more flexibly and more accurately in order to become more resilient and successful. Credit 1 unit.

B90 BEE 522 Finance for Non-Financial Managers

This course introduces financial tools and frameworks for making decisions in the context of public organizations. It will help students to identify resources and means to control, allocate, and prioritize funding for programs and organizational units. It also will assist students with utilizing cost-benefit analysis, ROI, and other tools for prioritizing projects and maximizing the use of limited resources. Students will gain confidence and competence to maintain the financial health of their organizations. Credit 1 unit.

B90 BEE 526 Leading Through Influence

How do you develop organizational power? Where do organizational politics come from? In this new, interactive, two-day course, students will learn how to influence people both within and outside of their chain of command. They will develop key skills of informal leadership: navigating politics, understanding power, and exercising influence. In addition, the course instructs students on ways to read and think through politically charged situations to resolve them. In this course, students will learn how to appreciate their own influencing strengths and weaknesses; evaluate their own approaches to influencing others and strengthen their skills in this area; and enhance their ability to navigate the informal side of an organization in order to make change happen. Credit 1 unit.

B90 BEE 531 Inside the White House

Policymaking on Capitol Hill is only one part of the equation. Congress regularly enacts vague legislation, which leaves addressing policy details to the discretion of executive branch agencies. Rules, regulations, executive orders, and a variety of other mechanisms have a significant impact on an organization's bottom line, be it public or private. Another key element of the policy process is the agenda set by the White House, whether formally through the budget or informally via the bully pulpit. This "insider's" guide to the White House focuses on the many dimensions of executive power-from the White House to Executive Branch agencies-to help you position your organization to participate in the policy conversations that matter. Credit 1 unit.

B90 BEE 532 Insider's Legs and Regs

Designed to provide a deeper understanding of both the policy formulation process (legislation) and the policy implementation process (regulations) for those already familiar with Congress and the legislative process, this is an intensive advanced seminar. Speakers will highlight various pivotal points in the policy process, e.g., markup sessions, Rules Committee action, Office of Management and Budget's Office of Information, and Regulatory Affairs review. Become an "insider" in this essential immersion course that provides perspective and understanding of the complex legislative and regulatory processes. Credit 1 unit.

B90 BEE 560 Global Studies: Middle East

Middle East volatility continues to roil U.S. foreign policy. Consider, for example, the Israeli-Palestinian conflict, the Syrian civil war, and ISIS. New dynamics are shaping American engagement in the region, but is the United States reacting to or actually shaping events? This course examines the security, economic and political issues that define U.S. policy in the region. Learning objectives include recognizing the political, social, religious and economic complexities of the Middle East; assessing the impact of the Iran nuclear agreement; and interpreting the direction of Middle East policy under the current administration. Credit 1 unit.

B90 BEE 561 Global Economic Policy

The U.S. economy is the largest in the world, and it is responsible for about one-fourth of the global GDP. The health of the U.S. economy affects the global economy. At the same time, the global economy's performance is vitally important to the United States. This course provides an overview of economic policy issues, along with the ongoing debates that accompany them. Topics include international trade, financial risk management, emerging capital markets, tax policy, regional financial issues, labor and demographics. Learning objectives include understanding how economic policy is designed, implemented and evaluated at the national and international levels; acquiring the requisite skills to address economic policy challenges; and relating economic policy issues to the contemporary global economy. Credit 1 unit.

B90 BEE 562 Global Studies: Europe

For decades, Europe was a stable region secured by the North Atlantic Treaty Organization and bolstered by the economic cohesiveness of the European Union. The rise of populism, Brexit, and the reemergence of Russia have made the region less stable. Countries across the continent remain key U.S. allies, however, and they are vital to national security. Learning objectives include debating the effects of Brexit on the world economy; analyzing Russian influence in the region; and discussing the changing values of Western democracies. Credit 1 unit.

B90 BEE 563 Global Studies: East and South Asia

Many questions surround East and South Asia's economic, political and social climates. For example, China's continued economic growth and integration into the global community are uncertain. At the same time, India is growing its economy and expanding its military. This course examines how developments in Beijing, New Delhi, Seoul and Jakarta affect U.S. policy. Learning objectives include examining China's economic, political and military expansion and its effects on the world order; evaluating Asia's changing economies and geopolitical dynamics; and assessing the opportunities and risks of rebalancing American strategy in Asia. Credit 1 unit.

B90 BEE 564 Global Studies: Africa

Despite half a century of political independence, Africa remains the continent facing some of the most complex economic, political, and social challenges in the globalized world. For decades, economic growth and political stability were elusive goals for many African nations. Today, however, closer regional integration is helping Africa to emerge and address the institutional reforms needed to stimulate growth and development. This course will explore the initiatives that are helping the continent harness its potential to secure its future. However, realizing a future of African self-reliance will require concerted support for development financing. New and innovative instruments are needed to better mobilize resources to spur sustainable growth. Despite encouraging signs, extreme poverty persists, and far too many people face a bleak future. As a result, migration out of Africa continues to be widespread. This course provides students with a

broad understanding of the many factors that will sustain or impede development across the continent. Learning objectives include learning the economic, political and social challenges facing the continent; developing an understanding of the opportunities for growth and continued impediments; diagnosing the challenges to U.S. national security; and appreciating the importance of supporting long-term plans for growth and development. Credit 1 unit.

B90 BEE 566 Inside the Judiciary

B90 BEE 571 Operational Excellence

B90 BEE 573 Daring to Lead: Organizational Alignment

Credit 1 unit.

B90 BEE 574 Leading Across Generations

International Studies

Visit online course listings to view semester offerings for B99 INTL.

B99 INTL 513 Independent Study for the Global Immersion Experience

This independent study is serving as a substitution for MBA students who can't participate in the Global Immersion Experience in Spring 2022. Credit 2.5 units.

B99 INTL 5320 Business, Innovation and Entrepreneurship in Israel

Israel is an innovation and entrepreneurial hub with more listings on the NASDAQ than any country other than the US, more patents per capita and more entrepreneurial events occurring in Israel in both the commercial and social arena than anywhere else in the world. Students will learn about the Israel economy, different industries, Israeli culture and politics along with the critical business challenges and opportunities that face Israel. This course includes a required immersion experience to Israel and contains an additional lab fee for the immersion.

Credit 3 units. BU: AH

B99 INTL 970 Entrepreneurship and Startups in Europe

This course is designed to give students a grasp of the economic and political realities for entrepreneurs both in Spain (a Member State of the European Union) and Bosnia and Herzegovina (an EU Potential Candidate Country). Students will develop a comprehensive understanding of how economic environment, and EU and national policies are conceived and implemented to help businesses and start-ups. Students will get a better understanding of the European integration project, covering diverse economic and political topics such as its origins, the EU treaties and institutions as well as the European programs focused on business. The Spanish adhesion process will be also detailed along the lifetime of the EU stressing the specific challenges that this process meant both for Europe and Spain. Moreover, students will understand better the implications of the Single Market and the four freedoms for private companies and how the free movement of people, capital, products and factors can facilitate the creation of new managerial projects. Then, students will learn about the specific EU programs created to provide financial funds and technical assistance for companies. Examples of Spanish companies participating in these EU programs will be highlighted, as well as the

outcomes achieved for entrepreneurs in Spain due to this European support. Finally, students will address the most important theories and managerial tools to learn about how to start a new business in this economic environment, knowing the regulatory advantages and the disadvantages that Spain and the EU offer. During the second part of this course, students will spend time in Bosnia and Herzegovina (BiH) and they will be introduced to the historical and societal context as well as the macroeconomic environment in which businesses are implemented in this country. Since BiH experienced three years of war ending just 22 years ago, leaving the country's economy devastated, the seminar will briefly analyze the importance of international assistance for reconstruction, as well as the consequences of its requirements for the economy. Further, students will consider the progress of the economy and business environment after the war until today and the process of transition towards a market-oriented economy, all in light of BiH's accession to EU integration. Moreover, the opportunities to overcome obstacles and capitalize on potential will be analyzed through the study of successful businesses and investigating potentials and obstacles of a newly designed start-up. Prerequisite: Admitted to one of Olin's study abroad.
Credit 3 units.

Graduate Master's Degrees

WashU Olin Business School has a wide range of opportunities for full-time students and working professionals to pursue either a degree or certificate program.

Master of Business Administration (MBA) Programs

- MBA (Full-Time) (p. 85)
- Flex MBA (Part-Time) (p. 86)
- Executive MBA U.S. – St. Louis (Part-Time) (p. 97)
- Executive MBA Shanghai (Part-Time) (p. 98)
- Executive MBA Mumbai (Part-Time) (p. 98)

Specialized Master's Programs (SMPs)

In-Person SMPs (Full-Time)

- Master of Accounting (MACC) (p. 86)
- Master of Science in Supply Chain Management (MSSCM) (p. 87)
- Master of Science in Business Analytics (MSA) (p. 88)
- **Finance options:**
 - Master of Science in Finance - Quantitative (MSFQ) (p. 92)
 - Master of Science in Finance - Corporate Finance (MSFC) (p. 93)
 - Master of Science in Finance - Wealth and Asset Management (MSFWAM) (p. 94)
 - Global Master of Finance (GMF) (p. 96)

Online SMPs (Part-Time)

- Master of Science in Business Analytics (Online) (p. 91)
- Master of Science in Finance (Online) (p. 96)

Master of Business Administration (MBA) (Full-Time)

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/>

Degree Requirements

The Master of Business Administration (MBA) degree requires the completion of 67 credit units through a combination of required and elective courses. This allows students to shape their MBA curriculum to align with their personal and professional goals. Students can select courses that will hone their skills and start them on paths to becoming experts in their fields.

For more information, review the required curriculum (p. 85) for this program. Visit Olin's Graduate Programs site for detailed information about this program and its course offerings.

Curriculum

MBA students must complete the following courses:

Code	Title	Units
ACCT 5001	Introduction to Financial Accounting	2
ACCT 5012	Strategic Cost Analysis	2
FIN 5203	Financial Management	3
MGT 5311	Intro. to Management and Strategy	2
MGT 560P	Business Models in a Global Context	2.5
MGT 560Q	Implementing Strategy through Global Operations	2.5
MGT 560T	Building Business Narratives	1.5
MGT 560U	Global Institutions and Values	2.5
MEC 5400	Managerial Economics	3
MKT 5503	Marketing Management	3
OB 500F	Foundations for Impactful Teamwork	3
OB 5603	Leading Across Differences	3
SCOT 5704	Operations Management	3
Total Units		33

Flex Master of Business Administration (MBA)

Degree Requirements

The Flex MBA degree program requires the completion of a minimum of 48 credits. These credits must be earned as follows:

33 credits of required core courses and a minimum of 15 credits of elective courses:

- A minimum of **42** credits must be completed in 500-level MBA courses taught by faculty members of Olin.
- The remaining **6** credits may be comprised of the following:
 - Additional Olin Business School MBA electives;
 - Preapproved Washington University non-Olin, graduate-level electives taken after the student has begun study as an Olin MBA candidate;
 - Credit from one of Olin's international MBA exchange partners; or
 - A maximum of 6 credits of graduate course work from another program accredited by the Association to Advance Collegiate Schools of Business (AACSB), if the grades earned are a B or better and the MBA Academic Director finds the courses to be equivalent to Olin MBA courses in quality and content.

Every candidate for a degree must indicate intent to graduate by filing an Intent to Graduate form via WebSTAC near the beginning of the semester in which the degree is to be conferred.

Students must complete all credits required for the degree within seven years of their initial matriculation into the Flex MBA program.

Curriculum

Code	Title	Units
Required Core Courses		
OB 8537	Teamwork and Leading Organizations	3
ACCT 8534	Financial & Managerial Accounting	3
FIN 8503	Financial Management for Value Creation	3
DAT 8551	Strategic Decision Making with Data Analytics	3
MGT 8222	Communicating in Modern Business	3
MGT 8317	Values-Based, Data-Driven Decision Making	3
MGT 8330	Strategy for Organizations	3
MGT 8501	Business, Government and Society	3
MEC 8220	Economics from the C-Suite Perspective	3
MKT 8602	Marketing Strategy	3
SCOT 8502	Managing Operations in the Modern Era	3
Total core course units: 33		
Elective Courses		15
Total Units		48

Master of Accounting (MACC)

Degree Requirements

In the 18-month Master of Accounting (MACC) program at Olin, students develop the skills necessary to enter the growing and dynamic fields of public accounting, corporate accounting, consulting, and financial services.

The MACC degree requires the completion of 33 credits. This includes 16.5 credits of core required courses, 1.5 credits of experiential learning, and 15 credits of electives. Of those 15 credits of electives, 10.5 must be STEM-designated electives. Areas of focus include auditing, taxes, ethical decision making in accounting, and business analysis using financial statements. Experiential courses built into the curriculum give MACC students the opportunity to gain hands-on experience.

Note: Graduates of the MACC program who have completed a standard 120-credit bachelor's degree in accounting may earn the 150 cumulative credits needed to sit for the CPA exam.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. **SMP Start** is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. **SMP Orientation Week** includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in **Passport**, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete required online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Master of Accounting (MACC) Required Courses

Code	Title	Units
ACCT 503	Business Analysis Using Financial Statements	1.5
ACCT 503B	Advanced Business Analysis Using Financial Statements	1.5
ACCT 555	Accounting Policy and Research	3
ACCT 562	Financial Accounting II (Intermediate Acct)	3
ACCT 563	Financial Accounting III (Advanced Accounting)	3
ACCT 564	Auditing	3
ACCT 572E	Taxation of Business Entities	3
MGT 560F	Professional Business Communication	1.5

Master of Accounting STEM Elective Courses

Students must complete a minimum of 10.5 credits of STEM elective courses from the following list:

Code	Title	Units
ACCT 500D	Fraud Prevention and Internal Controls	1.5
ACCT 500E	Information Technology Control and Audit	1.5
ACCT 500G	Analysis of Financial Institutions and Financial Instruments	1.5
ACCT 500J	Not-For-Profit Accounting	1.5
ACCT 5002	Strategic Cost Analysis	1.5
ACCT 502	Managerial Control Systems	1.5
ACCT 505	Advances in Management Accounting	1.5
ACCT 507	Financial Issues in Leasing	1.5
ACCT 509	Tax and Business Strategy: A Planning Approach	1.5
ACCT 510E	Financial Reporting & Assurance in a Blockchain World	1.5
ACCT 567	Taxation of Individuals	3
ACCT 570	International Financial Reporting Standards	1.5
ACCT 575E	International Taxation	1.5
DAT 561	Introduction to Python and Data Science	3

Other Elective Courses

Code	Title	Units
ACCT 500M	Ethics I	1.5
ACCT 500N	Ethics II	1.5
MGT 511A	Law and Business Management	1.5
MGT 511B	Legal Issues at Business Stages	1.5

Experiential Courses

MACC students must take at least 1.5 credits of experiential courses.

Code	Title	Units
ACCT 5675	Volunteer Income Tax Assistance	1.5
MGT 501P	CEL Practicum	3
MGT 501T	Taylor Community Consulting Program	3
MGT 501V	Applied Problem Solving for Organizations	1.5
MGT 551E	Internship, Business and Application	1.5

Master of Science in Supply Chain Management (MSSCM)

Degree Requirements

In the 18-month Master of Science in Supply Chain Management (MSSCM) program at Olin, students develop the skills and judgment required to manage the production and delivery of a firm's products and services, which is a critical aspect of business in today's challenging economic environment.

The MSSCM degree requires the completion of 36 credits, including 34.5 required credits and 1.5 elective credits. This program is STEM-designated for its focus on science, technology, engineering, and mathematics. The curriculum provides students with a current and innovative approach to data. Students typically complete the program in three semesters. An accelerated, two-semester format is also available.

Students apply the skills they learn in the classroom to real-world projects for corporate partners through our Center for Experiential Learning and our Boeing Center for Supply Chain Innovation. These partners represent a wide range of organizations and industries, and projects tackle technology, information, and operations challenges.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. **SMP Start** is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health

and wellness, leadership opportunities, and more. **SMP Orientation Week** includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in **Passport**, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete required online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

The Supply Chain Management program also requires the completion of an on-campus intensive foundation course that may begin prior to orientation.

Curriculum

Master of Science in Supply Chain Management Required Courses

Code	Title	Units
ACCT 502	Managerial Control Systems	1.5
DAT 500N	Prescriptive Analytics	1.5
DAT 561	Introduction to Python and Data Science	3
MGT 558	Managing the Innovation Process	1.5
OB 561	Negotiation and Conflict Management	1.5
MGT 560F	Professional Business Communication	1.5
OB 565	Leading Change	1.5
SCOT 500D	Project Management	3
SCOT 500E	Supply Chain Risk Management	1.5
SCOT 500F	Advanced Topics in Logistics and Supply Chain Management	1.5
SCOT 500M	Supply Chain Analytics: Stochastic Models	1.5
SCOT 521	Operations and Supply Chain Management Industry Seminar	0
SCOT 558	Advanced Operations Strategy	3
SCOT 559	Managing Business Process Outsourcing for Competitive Advantage	1.5
SCOT 572	Strategic Quality Management	1.5
SCOT 573	Operations Management in the Service Industry	1.5
SCOT 576	Foundations of Supply Chain Management	1.5
SCOT 577	Information Technology and Supply Chain Management	1.5
SCOT 554	Operations Analytics	3

Elective Requirements

- Students must complete at least 1.5 credits from any Olin 500-level course. Students must meet the requirements to take the course.

Experiential Requirements

- Students must complete at least 1.5 credits from an experiential course.

Code	Title	Units
MGT 551E	Internship, Business and Application	1.5
SCOT 501P	Boeing Center Supply Chain Practicum	1.5

Master of Science in Business Analytics (MSA)

Degree Requirements

In the 18-month Master of Science in Business Analytics (MSA) program at Olin, we prepare students for today's world of big data. By combining technical programming skills with a rigorous approach to business problem-solving, MSA students gain the tools and the confidence needed to extract strategic insights from vast storehouses of data.

Across every industry, businesses are collecting data — from retail inventory records to hospital patient data to credit card transactions and more — and relying on skilled analysts to stay ahead of business trends, build forecasts, and drive creative solutions to business problems.

Areas of Focus

Students can choose one of six STEM-designated tracks, focusing on a specific business area of data analytics:

- Customer Analytics (MSCA)
- Financial Technology ("FinTech") Analytics (MSFTA)
- Supply Chain Analytics (MSSCA)
- Healthcare Analytics (MSHA)
- Accounting Analytics (MSAA)
- Talent Analytics (MSTA)

The MSA degree requires the completion of 39 credits, including 18 units of common core credits that build students' analytics knowledge. The core courses focus on skills and tools such as SQL, Python, Tableau, R programming, text mining, big data and cloud computing.

Master of Science in Customer Analytics (MSCA)

The MSCA program requires 39 total credits, including 18 common core credits, 13.5 customer analytics required credits, and 7.5 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include marketing research, marketing management, digital marketing, and data analysis for brand management. Please review the curriculum outline for more details.

Master of Science in Financial Technology Analytics (MSFTA)

The MSFTA program requires 39 total credits, including 18 common core credits, 15 fintech required credits, and 6 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include financial management, advanced corporate finance, investment theory, methods and practice of financial technology, and a seminar in financial technology. Please review the curriculum outline for more details.

Master of Science in Supply Chain Analytics (MSSCA)

The MSSCA program requires 39 total credits, including 18 common core credits, 15 supply chain required credits, and 4.5 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include operations management, stochastic models, revenue management, and supply chain finance. Please review the curriculum outline for more details.

Master of Science in Healthcare Analytics (MSHA)

The MSHA program requires 39 total credits, including 18 common core credits, 15 healthcare required credits, and 6 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include research in healthcare management, health economics and policy, healthcare management, and the business and practice of medicine. Please review the curriculum outline for more details.

Master of Science in Accounting Analytics (MSAA)

The MSAA program requires 39 total credits, including 18 common core credits, 15 accounting analytics required credits, and 6 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include strategic cost analysis, financial reporting and assurance in a blockchain world, accounting policy and research, and ethical decision making in accounting. Please review the curriculum outline for more details.

Master of Science in Talent Analytics (MSTA)

The MSTA program requires 39 total credits, including 18 common core credits, 13.5 talent analytics required credits, and 7.5 elective credits (at least 1.5 credits must be an experiential course). Areas of focus include people metrics; human resource strategies; the wholomics approach to integrated value creation; and compensation, incentives, talent, and organization analytics. Please review the curriculum outline for more details.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. **SMP Start** is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. **SMP Orientation Week** includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in **Passport**, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete required online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

The Supply Chain Analytics program also requires the completion of an on-campus intensive foundation course that may begin prior to orientation.

Curriculum

Master of Science in Business Analytics Common Core Courses

Code	Title	Units
DAT 500N	Prescriptive Analytics	1.5
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 500W	A/B Testing in Business and Social Science	3
DAT 560E	Data Visualization for Business Insights	1.5

DAT 560G	Database Design and SQL	1.5
DAT 560M	Big Data and Cloud Computing	1.5
DAT 561	Introduction to Python and Data Science	3
DAT 562	Text Mining	1.5
MGT 560F	Professional Business Communication	1.5

Accounting Analytics Track Required Courses

Code	Title	Units
ACCT 500M	Ethics I	1.5
ACCT 5002	Strategic Cost Analysis	1.5
ACCT 503	Business Analysis Using Financial Statements	1.5
ACCT 503B	Advanced Business Analysis Using Financial Statements	1.5
ACCT 510E	Financial Reporting & Assurance in a Blockchain World	1.5
ACCT 555	Accounting Policy and Research	3
ACCT 562	Financial Accounting II (Intermediate Acct)	3

Other Courses (Electives and Experiential Learning)

Option A:

- 1.5 experiential course credits
- 6 approved elective credits

Option B:

- 3 experiential course credits
- 4.5 approved elective credits

Customer Analytics Track Required Courses

Code	Title	Units
MKT 500T	Customer Analytics	3
MKT 500U	Digital Marketing and Analytics	1.5
MKT 555	Analytics Driven Brand Management	1.5
MKT 555A	Data Analysis for Brand Management	1.5
MKT 577	Marketing Strategy	3
MKT 580	Marketing Research Analytics	3

Other Courses (Electives and Experiential Learning)

Option A:

- 1.5 experiential course credits
- 6 approved elective credits

Option B:

- 3 experiential course credits
- 4.5 approved elective credits

Financial Technology Analytics Track Required Courses

Code	Title	Units
FIN 5203	Financial Management	3
FIN 550G	Seminar in Financial Technology	3
FIN 524	Options and Futures	1.5
FIN 525	Fixed Income Securities	1.5
FIN 532	Investment Theory	1.5
FIN 534	Advanced Corporate Finance I - Valuation	1.5
FIN 550F	FinTech: Methods and Practice	3

Other Courses (Electives and Experiential Learning)

Option A:

- 1.5 experiential course credits
- 4.5 approved elective credits

Option B:

- 3 experiential course credits
- 3 approved elective credits

Healthcare Analytics Track Required Courses

Code	Title	Units
MEC 563	Olin Grand Rounds	3
MEC 564	Health Economics and Policy	3
MEC 565	Healthcare Management	3
MEC 566	Research in Healthcare Management	3

Other Courses (Electives and Experiential Learning)

Option A:

- 1.5 experiential course credits
- 7.5 approved elective credits

Option B:

- 3 experiential course credits
- 6 approved elective credits

Supply Chain Analytics Track Required Courses

Code	Title	Units
SCOT 500M	Supply Chain Analytics: Stochastic Models	1.5
SCOT 519E	Introduction to Revenue Management	1.5
SCOT 530	Supply Chain Analytics Capstone	3
SCOT 531	Supply Chain Finance	1.5
SCOT 554	Operations Analytics	3
SCOT 558	Advanced Operations Strategy	3
SCOT 576	Foundations of Supply Chain Management	1.5

Other Courses (Electives and Experiential Learning)

Option A:

- 1.5 experiential course credits
- 4.5 approved elective credits

Option B:

- 3 experiential course credits
- 3 approved elective credits

Talent Analytics Track Required Courses

Code	Title	Units
MEC 538	Economics of the Organization	1.5
MEC 538B	Compensation, Incentives & Organizations	1.5
MGT 502	Ethical Issues in Managerial Decision Making	1.5
OB 534	Talent Analytics	1.5
OB 535	People Metrics	1.5
OB 545	Human Resources Management	3
OB 565	Leading Change	1.5

Other Courses (Electives and Experiential Learning)

Option A:

- 1.5 experiential course credits
- 7.5 approved elective credits

Option B:

- 3 experiential course credits
- 6 approved elective credits

Master of Science in Business Analytics (Online)

Degree Requirements

Our Online Master of Science in Business Analytics (OMSA) program allows working professionals to amplify their data analysis abilities in the fast-growing field of analytics.

The program is divided into three sections, with each one earning a credential. After the first eight months, students will earn a Graduate Certificate. An Advanced Graduate Certificate follows this during the second eight months, and a degree is earned when students complete the program. This allows students to add impressive credentials to their resumes even before they complete their degrees.

- **OMSA Graduate Certificate:** Requires the completion of 10.5 credits over eight months
- **OMSA Advanced Graduate Certificate:** Requires the completion of 12 credits over eight months
- **Online MS in Business Analytics degree:** Requires the completion of 10.5 credits over eight months

The OMSA degree requires the completion of 33 credit units of courses, including common core credits that build students' analytics knowledge. The core courses focus on skills and tools such as SQL, Python, Tableau, R programming text mining, big data and cloud computing.

Visit Olin's Online MS in Business Analytics page for detailed information about this program and its course offerings.

Orientation Program

Students will kick off their OMSA enrollment with a weekend immersion program that begins with a program introduction and virtual meet-and-greet. The weekend includes a discussion of program requirements, curriculum, and Olin policies; an overview of university resources; and team-building activities. The week prior to the immersion experience, students are granted advance access to orientation information via the *learn.WashU.online* platform. Students also complete foundation courses to bolster their quantitative background and maximize their academic preparation before the start of the program.

Students pursuing individual certificates or who have taken a pause in enrollment between the Graduate Certificate and the Advanced Graduate Certificate will participate in a short reorientation session. This session reorients students to campus resources and program requirements and reintroduces them to Graduate Programs Office support staff.

Curriculum

Master of Science in Analytics (Online) Graduate Certificate Courses

Code	Title	Units
DAT 8550	Machine Learning Tools for Prediction of Bus Outcomes	3
DAT 8561	Introduction to Python and Data Science	3
DAT 8563	Data Visualization for Business Insights	1.5
DAT 8564	Database Design and SQL	1.5
DAT 8570	R and Statistics	1.5

- Prior to program start for the OMSA Advanced Graduate Certificate, students must complete the Intro to Marketing Foundations course.

Master of Science in Analytics (Online) Advanced Graduate Certificate Courses

Code	Title	Units
DAT 500N	Prescriptive Analytics	1.5
DAT 500W	A/B Testing in Business and Social Science	3
DAT 560M	Big Data and Cloud Computing	1.5
DAT 562	Text Mining	1.5
DAT 565E	Deep Learning for Prediction of Business Outcomes	1.5
MKT 500T	Customer Analytics	3

- Prior to program start for the OMSA degree curriculum, students must complete ACCT 560 Introduction to Financial Accounting.

Master of Science in Analytics (Online) Degree Courses

Code	Title	Units
FIN 550F	FinTech: Methods and Practice	3
FIN 5203	Financial Management	3
MGT 560F	Professional Business Communication	1.5
MKT 555	Analytics Driven Brand Management	1.5
MKT 555A	Data Analysis for Brand Management	1.5

Master of Science in Finance - Quantitative (MSFQ)

Degree Requirements

In the 18-month Master of Science in Quantitative Finance (MSFQ) program, students gain skills in mathematical and strategic decision making. Designed for students with a strong mathematical background, this technical curriculum is ideal if the student's career goals include working in financial services or related industries. Experiential learning is a degree requirement, so all MSFQ students will gain hands-on experience during their program.

Our quantitative finance program requires the completion of 39 credits, and it is STEM-designated for its focus on science, technology, engineering, and mathematics. The curriculum includes 33 required credits and 6 elective credits that focus on advanced quantitative skills, which provide students with a current and innovative approach to finance.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. **SMP Start** is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. **SMP Orientation Week** includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in **Passport**, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete required online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
FIN 500Q	Quantitative Risk Management	3
FIN 500R	Topics in Quantitative Finance	1.5
FIN 524	Options and Futures	1.5
FIN 524B	Derivative Securities	1.5
FIN 525	Fixed Income Securities	1.5
FIN 527	Financial Markets	1.5
FIN 532	Investment Theory	1.5
FIN 532B	Data Analysis for Investments	1.5
FIN 534	Advanced Corporate Finance I - Valuation	1.5
FIN 534B	Advanced Corporate Finance II - Financing	1.5
FIN 537	Advanced Derivative Securities	3
FIN 538	Stochastic Foundations for Finance	1.5
FIN 539	Mathematical Finance	1.5
FIN 552	Fixed Income Derivatives	1.5
MGT 537	Financial Industry Platform for MSFQ and MSFWAM Students	0
MGT 560F	Professional Business Communication	1.5
DAT 537	Data Analysis, Forecasting & Risk Analysis	3
DAT 561	Introduction to Python and Data Science	3

Experiential Courses and Electives

Students select one of the following options:

Option A:

- 1.5 experiential course credits *plus*
- 4.5-6 elective credits from the approved list *plus*
- 1.5 additional approved elective credits (if only 4.5 credits are completed from approved list)

Option B:

- 3 experiential course credits *plus*
- 4.5 elective credits from the approved list

Experiential course options:

Code	Title	Units
MGT 501V	Applied Problem Solving for Organizations	1.5
MGT 502V	Applied Problem Solving for Organizations	1.5
MGT 551E	Internship, Business and Application	1.5
FIN 501P	CFAR Practicum	3

Approved MSFQ elective courses:

Code	Title	Units
DAT 500S	Machine Learning Tools for Prediction of Business Outcomes	3
DAT 560G	Database Design and SQL	1.5
DAT 560M	Big Data and Cloud Computing	1.5
CSE 412A	Introduction to Artificial Intelligence	3
CSE 417T	Introduction to Machine Learning	3

CSE 427S	Cloud Computing with Big Data Applications	3
CSE 502N	Data Structures and Algorithms	3
CSE 514A	Data Mining	3

Additional approved elective options (if necessary):

Code	Title	Units
FIN 557E	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 558E	ESG Investing	1.5
MGT 578E	Strategic Data Storytelling and Visualization for Business	1.5
MEC 531	The Global Economy	1.5
Other courses with Academic Director approval		

Master of Science in Finance - Corporate Finance (MSFC)

Degree Requirements

In the 10-month Master of Science in Corporate Finance (MSFC) track, students gain a rigorous and comprehensive education in securities research, capital raising, derivative pricing and fixed income. Practicum projects in partnership with financial and non-financial firms are built into the curriculum, so all MSFC students gain hands-on experience with real-world clients.

The MSFC degree requires the completion of 30.5 credits, including 20 required credits and 10.5 elective credits.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. **SMP Start** is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. **SMP Orientation Week** includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in **Passport**, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete required online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
ACCT 503	Business Analysis Using Financial Statements	1.5
ACCT 503B	Advanced Business Analysis Using Financial Statements	1.5
FIN 501P	CFAR Practicum	3
FIN 524	Options and Futures	1.5
FIN 524B	Derivative Securities	1.5
FIN 525	Fixed Income Securities	1.5
FIN 527	Financial Markets	1.5
FIN 528	Investments Praxis	3
FIN 532	Investment Theory	1.5
FIN 534	Advanced Corporate Finance I - Valuation	1.5
FIN 534B	Advanced Corporate Finance II - Financing	1.5
FIN 553	Corporate Finance and Investments Industry Seminar	0

Students also choose one of the following courses:

Code	Title	Units
FIN 560A	Research Methods in Finance	3
DAT 537	Data Analysis, Forecasting & Risk Analysis	3

Elective Courses

Students complete a minimum of 7.5 units of elective courses from the following list:

Code	Title	Units
FIN 500Q	Quantitative Risk Management	3
FIN 500W	Venture Capital Methods	1.5
FIN 500X	Venture Capital Practice	1.5
FIN 500Y	Private Equity - Methods	1.5
FIN 500Z	Private Equity - Practice	1.5
FIN 523B	Mergers & Acquisitions	1.5
FIN 530	International Finance	1.5
FIN 532B	Data Analysis for Investments	1.5
FIN 534C	ACF3: Corporate Financial Strategy	1.5
FIN 536	Financial Issues in Leasing	1.5
FIN 537	Advanced Derivative Securities	3
FIN 538	Stochastic Foundations for Finance	1.5
FIN 539	Mathematical Finance	1.5
FIN 549H	Special Topics: Real Estate Finance	1.5

FIN 550C	Endowments, Foundations and Philanthropy	1.5
FIN 550D	Hedge Fund Strategies	1.5
FIN 550E	Behavioral Finance	1.5
FIN 555	Risk Management and Insurance	1.5
FIN 557E	Introduction to Blockchain and Cryptocurrencies	1.5
FIN 558E	ESG Investing	1.5
MGT 511A	Law and Business Management	1.5
MGT 562	Critical Thinking Processes and Modeling for Effective Decision Making	3
MEC 538	Economics of the Organization	1.5
MEC 592	Competitive Industry Analysis and Strat Dev	3
MKT 523	Sales Management	1.5

Master of Science in Finance - Wealth and Asset Management (MSFWAM)

Degree Requirements

In the 18-month Wealth and Asset Management track (MSFWAM), students gain the skills necessary to advise individuals, institutions, and firms in the growing wealth management industry. Consulting practica are built into the curriculum, so all MSFWAM students have the opportunity to work with financial firms related to wealth and asset management.

Our WAM track requires the completion of 39 credits and is STEM-designated for its focus on science, technology, engineering, and mathematics. The curriculum includes 28.5 required credits and 10.5 electives focusing on advanced quantitative skills, providing students with a current and innovative approach to finance.

Orientation Programs

All Specialized Master's Programs students kick off their degrees with a multipronged orientation program designed to prepare them for academic, personal and professional success.

Students will participate in various online and in-person orientation activities prior to beginning their fall semester at Olin. **SMP Start** is a set of online modules that introduce students to the ins and outs of Washington University including policies and procedures, health and wellness, leadership opportunities, and more. **SMP Orientation Week** includes workshops, events, and cohort overviews including introductions to faculty and advisors. This week is set up to help students with their final preparations before the start of their first semester. Orientation includes career sessions, which serve as catalysts

for students to help them get started in their career search. These programs are packed with opportunities for students to bond with their program cohort and to connect with their peers in all of the Specialized Master's Programs.

Students new to the United States may have the opportunity to participate in **Passport**, during which they will acclimate to the Olin Business School culture and strengthen their English and business communication skills.

Simultaneously, students will complete required online, asynchronous foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Curriculum

Required Courses

Students must complete the following courses:

Code	Title	Units
ACCT 503	Business Analysis Using Financial Statements	1.5
ACCT 503B	Advanced Business Analysis Using Financial Statements	1.5
FIN 500Q	Quantitative Risk Management	3
FIN 524	Options and Futures	1.5
FIN 524B	Derivative Securities	1.5
FIN 525	Fixed Income Securities	1.5
FIN 528	Investments Praxis	3
FIN 532	Investment Theory	1.5
FIN 532B	Data Analysis for Investments	1.5
FIN 534	Advanced Corporate Finance I - Valuation	1.5
FIN 538	Stochastic Foundations for Finance	1.5
MGT 537	Financial Industry Platform for MSFQ and MSFWAM Students	0
MGT 560F	Professional Business Communication	1.5
DAT 560G	Database Design and SQL	1.5
DAT 561	Introduction to Python and Data Science	3

Students also choose one of the following courses:

Code	Title	Units
FIN 560A	Research Methods in Finance	3
DAT 537	Data Analysis, Forecasting & Risk Analysis	3

Elective Courses

Students must choose three or more of the following elective courses:

Code	Title	Units
FIN 500W	Venture Capital Methods	1.5
FIN 500X	Venture Capital Practice	1.5
FIN 500Y	Private Equity - Methods	1.5
FIN 500Z	Private Equity - Practice	1.5

FIN 550A	Legal, Compliance and Taxation Aspects of Wealth Management	1.5
FIN 550B	Wealth Management - Practice	1.5
FIN 550C	Endowments, Foundations and Philanthropy	1.5
FIN 550D	Hedge Fund Strategies	1.5
FIN 550E	Behavioral Finance	1.5
FIN 558E	ESG Investing	1.5

Experiential Courses and Other Electives

Experiential learning is required for the MSFWAM program. MSFWAM students can choose 1.5 to 4.5 credits of experiential learning from the courses listed below:

Code	Title	Units
MGT 501V	Applied Problem Solving for Organizations	1.5
MGT 502V	Applied Problem Solving for Organizations	1.5
MGT 551E	Internship, Business and Application	1.5
FIN 501P	CFAR Practicum	3

MSFWAM students must complete 10.5 total credits of electives and experiential courses. If 10.5 credits are not completed from the courses listed above, additional approved elective courses are listed below:

Code	Title	Units
FIN 523B	Mergers & Acquisitions	1.5
FIN 527	Financial Markets	1.5
FIN 530	International Finance	1.5
FIN 533	Valuing Strategic Corporate Investments	1.5
FIN 534B	Advanced Corporate Finance II - Financing	1.5
FIN 534C	ACF3: Corporate Financial Strategy	1.5
FIN 536	Financial Issues in Leasing	1.5
FIN 537	Advanced Derivative Securities	3
FIN 539	Mathematical Finance	1.5
FIN 549H	Special Topics: Real Estate Finance	1.5
FIN 552	Fixed Income Derivatives	1.5
FIN 555	Risk Management and Insurance	1.5
FIN 557E	Introduction to Blockchain and Cryptocurrencies	1.5
MGT 511A	Law and Business Management	1.5
MGT 578E	Strategic Data Storytelling and Visualization for Business	1.5
MEC 538	Economics of the Organization	1.5
OB 561	Negotiation and Conflict Management	1.5
DAT 500W	A/B Testing in Business and Social Science	3

DAT 560G	Database Design and SQL	1.5
DAT 562	Text Mining	1.5
CSE 417T	Introduction to Machine Learning	3
CSE 502N	Data Structures and Algorithms	3

Global Master of Finance (GMF)

The Global Master of Finance (GMF) program at Olin was created for high-reaching students. Olin Business School has partnered with four leading universities around the world to create a singular educational paradigm that meets the demand for next-generation financial expertise.

All graduates receive a Master of Science in Finance (MSF) degree from Olin Business School, and they complete a second program with one of the GMF partner schools. Complementary curricula and certifications vary by partner institution. Highlights of the program include weeklong immersion courses in Washington, D.C., and New York City.

Learn more about our partners below:

- Singapore Management University partnership curriculum
- Yonsei University (South Korea) partnership curriculum
- Interdisciplinary Center Herzliya (Israel) partnership curriculum
- WHU Otto Beisheim School of Management (Germany) partnership curriculum

Master of Science in Finance (Online)

Degree Requirements

This rigorous and comprehensive graduate program offers in-depth training in the constantly evolving field of corporate finance and investments. The curriculum goes beyond a solid foundation of financial principles and theory, focusing on new concepts and trends like cryptocurrencies and blockchain. The certificates and degree in our online Master of Science in Finance program have a concentration in corporate finance and investments and are distinguished by renowned financial faculty members and a best-in-class digital learning experience.

WashU Olin's online degree programs are divided into three sections, with each one earning a credential. After the first eight months, students earn a Graduate Certificate. This is followed by an Advanced Graduate Certificate during the second eight months, and a degree is earned when students complete the program. This allows students to add impressive credentials to their resumes even before they complete their degrees.

- **Graduate Certificate:** The online Master of Science in Finance Graduate Certificate requires completion of 9 credits over eight months.
- **Advanced Graduate Certificate:** The online Master of Science in Finance Advanced Graduate Certificate requires completion of 10.5 credits over eight months.
- **Online Master of Science in Finance degree:** The online Master of Science in Finance degree requires completion of 10.5 credits over eight months.

The online Master of Science in Finance degree requires 30 credit units for completion, and students gain a rigorous and comprehensive education in securities research, capital raising, derivative pricing and fixed income.

Visit Olin's Online MS in Finance page for detailed information about this program and its course offerings.

Orientation Program

Students will kick off their enrollment with a weekend immersion program that begins with a program introduction and virtual meet-and-greet. The weekend will include a discussion of program requirements, curriculum, and Olin policies; an overview of university resources; and team-building activities. The week prior to the immersion program, students will have advance access to orientation information via the *learn.WashU.online* platform. Students will also complete foundation courses to bolster their background and maximize their academic preparation before the start of their degree program.

Students who are pursuing individual certificates or who have taken a pause in enrollment between the Graduate Certificate and the Advanced Graduate Certificate will participate in a short re-orientation session. This session will re-orient students to campus resources and program requirements and reintroduce them to support staff from the Graduate Programs Office.

Curriculum

Master of Science in Finance (Online) Graduate Certificate Courses

Code	Title	Units
ACCT 8503	Business Analysis Using Financial Statements	1.5
ACCT 8504	Advanced Business Analysis Using Financial Statements	1.5
FIN 8527	Financial Markets	1.5
FIN 8532	Investment Theory	1.5
FIN 8534	Advanced Corporate Finance I - Valuation	1.5
FIN 8535	Advanced Corporate Finance II - Financing	1.5

- Prior to program start, students must complete FIN 510 Introduction to Finance and ACCT 560 Introduction to Financial Accounting
- It is recommended that students who would like in-depth accounting statement analysis and who are planning to take the CFA complete ACCT 562 Intermediate Financial Accounting between the first two semesters of the Graduate Certificate.

Master of Science in Finance (Online) Advanced Graduate Certificate Courses

Code	Title	Units
DAT 8564	Database Design and SQL	1.5
DAT 8570	R and Statistics	1.5
FIN 8523B	Mergers and Acquisitions	1.5
FIN 8524	Options and Futures	1.5
FIN 8524B	Derivative Securities	1.5
FIN 8525	Fixed Income Securities	1.5
FIN 8530	International Finance	1.5

Master of Science in Finance (Online) Degree Courses

Code	Title	Units
FIN 8500W	Venture Capital Methods	1.5
FIN 8500Y	Private Equity Methods	1.5
FIN 8532B	Data Analysis for Investments	1.5
FIN 8550D	Hedge Fund Strategies	1.5
FIN 8550E	Behavioral Finance	1.5
FIN 8555	Risk Management and Insurance	1.5
MGT 8560F	Professional Business Communication	1.5

Executive Master of Business Administration (MBA)

Washington University's Executive MBA (EMBA) program provides a holistic approach to managing people, projects and budgets.

During the 20-month program, classes meet monthly for three-day sessions (with the exception of three residencies). Washington University's EMBA team takes care of securing a student's textbooks, course materials, meals and on-campus parking passes.

The EMBA program requires 60 credit units for graduation. Course work and residencies focus on leadership development. Our values-based, data-driven approach to leadership is woven through the EMBA program curriculum, from GO! Week through the final capstone project. Students meet with certified leadership coaches throughout the program to develop a personalized, actionable leadership plan

built around their own higher-purpose statement. The EMBA program also includes a data-driven decision-making course to help leaders understand the ways technology affects business and how to build teams that harness the power of technology and data.

For more information, please visit the Executive MBA page of the Olin Business School website.

Degree Requirements Executive MBA

Credit Units

The Executive MBA (EMBA) program requires each student to complete 60 credit units.

Olin Code of Conduct

All EMBA students are required to abide by the Olin Business School Code of Conduct, which pertains to topics such as academic integrity, professionalism and respect for others. The code also contains guidelines and procedures for academic discipline. Failure to comply with the code may result in penalties up to and including expulsion.

Residencies

The EMBA program includes three mandatory residencies: GO! Week, D.C. Immersion, and the International Management Residency. Due to the experiential nature of these residencies, they are impossible to duplicate through other course work and therefore are mandatory for graduation.

Standard Classroom Schedule/Out-of-Class Requirements

EMBA classes meet from 8:00 a.m. until 6:00 p.m., with lunch from 12:30 p.m. to 1:30 p.m. The program will also periodically require students to be present for sessions during the lunch hour and in the evening.

In addition, EMBA students will have significant out-of-class requirements (e.g., readings, team meetings, assignments, projects, exams). These typically begin about four weeks prior to the first session of a course and end between two and six weeks after the final session of a course.

Time Limit

Although most EMBA students complete their MBA degree with their cohort in 20 months, there is a seven-year time limit for completion of the MBA degree.

Executive Master of Business Administration (MBA) Shanghai

The Anheuser-Busch Foundation and Emerson are the founding sponsors of the Washington University–Fudan University Executive MBA program. Established in 2002, the program prepares senior-level professionals in China and other parts of Asia for global leadership.

Taught mainly in English, the program closely matches the content and structure of Olin Business School's Executive MBA program. Courses are taught jointly by Olin and Fudan faculty.

The partnership between these two prestigious research and academic institutions is China's first joint venture in management education, and the degree is recognized by China's Ministry of Education.

For more information, please visit the Executive MBA Shanghai page of the Olin Business School website.

Degree Requirements Executive MBA Shanghai

Credit Units

The Executive MBA (EMBA) program requires each student to complete 60 credit units.

Olin Code of Conduct

All EMBA students are required to abide by the Olin Business School Code of Conduct, which pertains to topics such as academic integrity, professionalism and respect for others. It also contains guidelines and procedures for academic discipline. Failure to comply with the Code of Conduct may result in penalties up to and including expulsion.

Standard Classroom Schedule/Out-of-Class Requirements

EMBA classes meet from 8:30 a.m. until 5:00 p.m., with lunch from 12:00 p.m. to 1:00 p.m. The program will also periodically require students to be present for sessions during the lunch hour and in the evening.

In addition, EMBA students have significant out-of-class requirements (e.g., readings, team meetings, assignments, projects, exams). These typically begin about two weeks prior to the first session of a course and end two weeks after the final session of a course.

Time Limit

Although most EMBA students complete the MBA degree with their cohort in 19 months, there is a seven-year time limit for the completion of the MBA degree.

Executive Master of Business Administration (MBA) Mumbai

The Executive MBA is a postgraduate joint-degree program offered by the Shailesh J. Mehta School of Management, IIT Bombay, India, and Olin Business School, Washington University in St. Louis, USA. It is a self-financed program for professionals with significant managerial experience in industry, banking, consulting, information technology and any other sector.

This program is an outcome of IIT Bombay's continued relationship with Washington University in the field of research collaboration and an extension of that relationship to the field of executive management education. This program has a wide scope and the ability to impart a quality education to students who will go on to contribute to society and the economy.

For more information, please visit the Executive MBA Mumbai page of the Olin Business School website.

Degree Requirements Executive MBA Mumbai

Credit Structure

1. **Type of Program:** Part-time and residential
2. **Duration:** 18 months
3. **Schedule:** To complete this program, students must attend a total of 20 learning sessions, which are held each month during a residency of four days (Thursday to Sunday). Each session will involve 36 contact hours, which is equivalent to 5 credits from IIT Bombay.

Attendance

1. **Minimum Attendance:** For each course, 100% attendance is desired. The attendance requirement is 75% to earn course credit.
2. **Rules and Process of Attendance Record:** All instructors are required to declare one of the following two options (A or B) that they will adopt for the purpose of accounting the attendance of the students and for evaluating students' performance. The option chosen should be indicated in the course data as registered with the Application Software Cell. If an instructor fails to exercise the choice explicitly, Option A below is the default choice.
 - 2.1. **Option A. Drop Due to Inadequate Attendance:** If the attendance of the student, as counted with effect from the first contact hour, falls below 75% in exceptional cases of the total attendance expected, the instructor would award the student a "Drop Due to Inadequate Attendance" grade in that course. This "Drop Due to Inadequate Attendance" grade would, for the purpose of CPI calculation, be treated as equivalent to the student dropping the course. When calculating attendance, no specific concession

may be given for a lack of attendance on medical grounds. Further, if a student has an attendance rate of 75% or more, they cannot be awarded a "Drop Due to Inadequate Attendance" or treated as a withdrawal.

2.2. Option B. The Percentage Weight for Class Participation:

The instructor decides and announces in the beginning a system of percentage weight of student performance evaluation in the course that is reserved specifically for attendance and/or class participation. Penalties in the areas of attendance and/or class participation should be reflected only in this component of student performance evaluation. The percentage weight for this class participation component should range from 0% to 20%. Assigning a 0% weight for class participation automatically implies equivalence with Option A as described previously. Option B should be actively administered by the instructor.

- 3. Program Orientation:** In addition to regular classes and residencies, students are required to attend a one-day orientation program that occurs prior to the first class. This day is on the class calendar.
- 4. Automatic Deregistration:** Students are automatically deregistered from any courses in which they fail to meet the 75% attendance requirement without prior approval.
- 5. Exemption from Deregistration:** Because the students in this program are expected to be senior people with responsible positions in their organizations, they may be permitted to sometimes miss part of a class day. To avoid automatic deregistration, they must have the prior approval of the course instructor, who will give an equivalent assignment for compensation.
- 6. Retake Classes:** Students can attend a course the next time it is offered. In some cases, instructors may make themselves available for informal consultation or advice without any additional fee.
- 7. Asked to Leave the Program on Attendance Grounds:** Any student who misses more than two courses may be asked to leave the program.
- 8. Delay in Graduation:** Graduation from the program will be delayed for a maximum period of seven years until the student has completed all required courses.

Medium of Instruction/ Examination

- The medium of instruction will be English.
- Assignments will be given to the students prior to and after the course given by the instructor and evaluated by the faculty concerned.
- Faculty will have the option to choose the examination pattern (e.g., open book or closed book, project, quizzes, class assignments, qualitative assessment). The pattern of examination and the mode of evaluation will be announced in advance to the students.
- Faculty should also provide a copy of the pattern of examination and the mode of evaluation to the Executive MBA office.

- Within 60 days after the final exam or assignment, faculty will provide a summary evaluation sheet to the Executive MBA program office that describes that student's performance.
- Students will have 15 days from the date they receive their grades to make an appeal to the faculty if they feel that the evaluation has been unfair.
- If the issue is not resolved within a period of another 15 days after making the appeal, students can make an appeal to the PGAPEC. The decision of the PGAPEC will be final.

A change from the Executive MBA program to another program is not permitted.

Pattern of Courses and Credits

The courses offered for this program will involve lectures, seminars, projects, presentations, case discussions, simulations, role-playing and E-learning components.

There will also be practical training through industry and field visits. Industry visits are an integral part of students' learning, and they will be evaluated with the application of preannounced criteria.

Credits

Based on the contact hours for each course and the credit equivalence of 5 credits per course, students will earn 100 credits for all 20 courses. In addition to the contact hours, the course structures involve considerable engagement of the faculty, which cannot be quantified and may vary from course to course.

Grade Improvement

To improve their grades, students have to re-register for the desired courses when those courses are available. The grade obtained in the subsequent course will supersede the earlier grade, and the replacement grade will be reflected in the semester grade card and the final transcript. However, due to the format of the program, awarding of the degree will be delayed.

Transfer of Course Credits Completed in Other Programs

As of now, there is no provision for such a transfer of credit.

Admissions

Eligibility

Washington University encourages and gives full consideration to all applicants for admission and financial aid without regard to ethnicity, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability or genetic information.

The Olin Business School is invested in recruiting, enrolling, retaining and graduating students from diverse backgrounds. Applications for admission by students from diverse backgrounds to any of our degree programs are encouraged and welcomed. To the greatest extent possible, students with disabilities are integrated into the student population as equal members.

To be considered for admission into a graduate degree program, applicants must hold a bachelor's degree from an accredited institution prior to starting the graduate program (with the exception of Washington University 3+2 candidates).

Application Process

Our application process requires the submission of a complete online application. Requirements may vary by program and can be viewed on individual program websites. A complete application may include but is not limited to the following:

- Online application
- Résumé
- Essay(s)
- Standardized test scores (GMAT, GRE; recommended but not required)
- Academic transcript(s)
- English Proficiency test scores (TOEFL, IELTS) for most international applicants (non-U.S. citizens or non-U.S. Permanent Residents); visit individual program websites for waiver rules.

Policies

- Executive MBA (EMBA) Policies (p. 100)
- Flex MBA Policies (p. 102)
- Full-Time MBA (FTMBA) Policies (p. 106)
- Specialized Master's Program (SMP) Policies (p. 112)
- Online Specialized Master's Program (OSMP) Policies (p. 117)

Executive MBA (EMBA) Policies

Degree Completion

The Executive MBA requires the completion of 60 credit units in a lockstep fashion as part of a cohort.

MBA Grading System

All Olin MBA programs utilize a pass/fail grading system. As such, grade points are not assigned, and semester class rankings are not calculated. The Olin MBA grading system is as follows:

- HP (High Pass): Maximum of 20% of any section/course
- P (Pass): Satisfactory performance
- LP (Low Pass): Minimum level of acceptable performance
- NP (No Pass): If a required course, the course must be repeated. There is no credit for NP.
- N (No Grade): The faculty member has not yet entered a grade for the course.
- I (Incomplete): Course work is not complete on the date that grades are recorded. After 90 days, an incomplete grade is automatically changed to an NP unless prior arrangements have been made with the Assistant Dean and Director of Graduate Programs Student Affairs, the academic director, and the faculty member teaching the course.

Grade Changes

A nondisciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from "I" providing that the work is made up within 60 days of faculty posting grades. Exceptions to the 60-day limit must be discussed with the faculty member and/or an academic advisor.

Academic Performance Standards

At the end of each semester, student academic performance is evaluated and must be maintained at a level consistent with the standards established by Olin.

- If a student receives an NP grade, they will be required to retake the course or to take a preapproved equivalent course in the Full-Time MBA or Professional MBA program. The student will not be able to graduate until completion of the makeup course.
- Any student with an NP grade or more than three LP grades will be placed on academic probation. The case will be considered by the Academic Review Committee, and the student may receive additional academic sanctions, up to and including academic dismissal.
- Any student earning more than one LP grade is encouraged to meet with their academic advisor to determine the underlying cause of the low grades and to develop a plan for improving performance.
- Students with more than 9 credits of LP grades are ineligible to graduate.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to achieve the minimum GPA requirements for their specific programs, in addition to meeting federal standards for cumulative pace and completion of their degree program within a

prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Professional Code of Conduct/ Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

Class Attendance

Class attendance is mandatory for all EMBA students.

- Regardless of whether prior approval is received from a professor, a student who misses more than 25% of the class hours for the course will be considered to have missed the entire course. The student will be given an NP grade if they do not attend 75% of the course.
- If a student misses a course, they are required to make up the course with the next EMBA cohort.
- Students should work with the EMBA advising team to ensure they are enrolled in a makeup class. Graduation from the program will be delayed until completion of the makeup course.
- A student who misses more than two courses may be asked to begin with a new cohort.

All EMBA students are expected to attend class and to be prepared for active participation at each meeting.

- If students find themselves in a situation in which absence cannot be avoided, they may watch an online recording of a St. Louis-based class session, when available, through Canvas. Class recordings should therefore be considered a tool provided to aid learning when absences are unavoidable.
- Relative to the EMBA attendance policy, viewing recordings of missed class sessions is not considered a substitute for or equivalent to live classroom participation.

- All EMBA program recorded material is protected under the copyright laws of the United States. Therefore, all EMBA students will sign the policy statement, which will be kept on file until they graduate, indicating their understanding that class session recordings are the intellectual property of each individual instructor and under United States copyright law may not be copied or distributed without express written permission.

Course Registration

In the EMBA program, students complete courses in a lockstep fashion, and they will be registered by the Graduate Programs Office for all courses. Requesting changes to the course schedule will need to be communicated to the academic advisor and the appropriate registration policies adhered to, depending upon the situation.

Tuition Refund Schedule

Note: This schedule may not apply if a student is dropping all courses or withdrawing from the program; students in these situations should consult with their Graduate Programs advisor.

Flat-Rate Tuition Programs

Withdrawal Date	Refund
Within the first week of classes	100%
After the first week and before the end of the third week	75%
After the third week and before the end of the seventh week	50%
After the seventh week and before the end of the eighth week	25%
After the eighth week of classes	No refund or withdrawal

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all course work should contact the Olin Financial Services team in order to understand the implications for their current student loan amount and the impacts on their grace period.

Leave of Absence

Students who need to take a leave of absence should discuss the process and implications with their academic advisor and Olin Financial Services.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone

and email addresses on record with the school. If the student fails to respond to communication, does not register for their required academic course load, or is not in financial good standing by the add/drop date for the semester, the leave of absence would be initiated as soon as the Graduate Programs Office becomes aware.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Professional MBA, and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Time Limit

Students in the EMBA program must complete the degree within seven years of beginning the program.

Intent to Graduate

Every candidate for a degree must indicate their intent to graduate by filing an Intent to Graduate form via WebSTAC in late December for May graduates and in early October for December graduates. Failure to complete the Intent to Graduate form by the respective deadline will result in failure to post the student's degree during the semester in which they complete their program.

Awards and Honors

Graduating EMBA students will be considered for graduation with honors and asked to join the Beta Gamma Sigma National Business Honor Society if they rank in the top 20% of their graduating class. The rankings are based on the number of "High Pass" credit units earned within the EMBA curriculum.

Flex MBA Policies

Please review the sections below for more information about this program's policies.

Academic Performance Standards

Academic Alert

A student is placed on "Academic Alert" when they receive an LP or NP grade during a semester.

- Students on "Academic Alert" will receive a notice from the Graduate Programs Office reminding them of the probation policy and directing them to appropriate resources for ensuring academic success in future semesters.
- Students on "Academic Alert" are strongly encouraged to connect with their academic advisor to ensure open communication and so the advisor is able to provide academic support as needed.

Academic Warning

A student is elevated to "Academic Warning" when LP grades, NP grades, or a combination of the two cumulatively meet or exceed three grades or 6 credit units or if a student has received an NP grade in a core course.

- Students on "Academic Warning" will receive a notice from the Graduate Programs Office reminding them of the probation policy and directing them to appropriate resources for ensuring academic success in future semesters. They will be required to communicate with their academic advisor, who will make suggestions for appropriate action or require the student to retake the course, based on the individual situation. Students will also be required to meet with their advisors on a biweekly basis for the semester in which they are on "Academic Warning."
- Olin Financial Services will be alerted when a student is elevated to the "Academic Warning" stage to determine compliance with funding parameters and regulations.
- Failure to communicate with the academic advisor within two weeks of receiving the "Academic Warning" notice could cause the student's probationary status to be escalated.

Academic Probation

A student is placed on "Academic Probation" when their LP grades, NP grades, or a combination of the two cumulatively meet or exceed 12 credits.

- Students on "Academic Probation" are required to meet with their academic advisor to discuss the situation and to create an Academic Action Plan. Students may not graduate from the Flex MBA program with 12 or more credits of LP or NP grades. They will also be required to meet with their advisor on a biweekly basis until they have resolved their "Academic Probation" status.
- Olin Financial Services will be alerted when a student is elevated to the "Academic Probation" stage to determine compliance with funding parameters and regulations.
- The student's Academic Action Plan must be approved by the Academic Review Committee and monitored by the student's advisor.
- Students must respond to their academic advisor within two weeks of receiving the "Academic Probation" notice to avoid escalation of their probationary status.

Once a student is placed on “Academic Probation,” if they do not make satisfactory progress toward a return to good academic standing as judged by the Academic Review Committee, they may face suspension or dismissal from Olin.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member’s signature is not required to add a course.

Short courses or weekender courses may be added to the student’s registration until 24 hours before the course begins, unless otherwise specified by the course instructor.

Attendance Policy

Attendance is required during all program orientation events and all class sessions. Consistent attendance and active participation and engagement are necessary for learning material and proceeding to graduation.

Students who do not participate in their courses as indicated by course requirements, or fail to notify the University that they are no longer attending the course, may be at risk of failing the course. This may result in the requirement for the return of previously awarded federal financial aid. If the University is required to return federal student aid funds, the student will be required to pay any outstanding balance owed to Washington University.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar’s Office to change the grading option for the course from P to A.

- Audited courses do not apply to the credits required to graduate, but they do apply to the student’s semester course enrollment and will incur a charge of the per-credit-unit tuition rate.
- Audited courses are listed on student transcripts. A grade of L is given for a successful audit, and a grade of Z is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance.

- The Charles F. Knight Scholar Awards are presented to the top 7.5% of Flex MBA graduates. This distinction is based on a percentage of credit units receiving HP (High Pass) grades.
- Graduating MBA students will be considered for election to Beta Gamma Sigma, the national business honorary, if they rank in the top 20% of their graduating class. This calculation is based on the number of HP (High Pass) credits. Summer, fall, and spring graduates are considered to be one graduating class for the purposes of election to Beta Gamma Sigma. Election occurs in April.
- The Peer Recognition Award is awarded to the graduating Flex MBA student who, in the opinion of their fellow students, best exemplifies qualities of character, leadership, and service and who also enjoys the respect, admiration, and affection of their classmates.

Course Registration

Graduate Programs Student Affairs staff work with the Olin Registrar’s Office to register Flex MBA students for their first six semesters of required course work. Each semester thereafter, and for all elective courses, students perform their own registration via WebSTAC.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree.

No more than two required MBA courses can be waived.

Students wishing to request a course waiver should complete the Course Waiver Form and return it to their academic advisor. Course waiver requests will then be reviewed for approval by the MBA Academic Director.

Course Work in Other Divisions

Olin Business School recognizes that students may wish to take course work outside of Olin to achieve an individualized education. Students may elect to take course work in other divisions of Washington University, under the following conditions:

- No such course may be taken during the first and second semesters of the program.
- Students must be in good academic standing.
- Courses must be preapproved in order for the associated credits (up to 6) to be applied toward the 48 credits required for the Flex MBA degree.

Students hoping to enroll in course work in other divisions should contact their academic advisor to submit the request. Requests will be reviewed for approval by the MBA Academic Director.

Degree Completion

The Flex MBA degree program requires the completion of a minimum of 48 credit units. These credits must be earned as follows:

- 33 credits of required core courses, and a minimum of 15 credits of elective courses
- A minimum of 42 credits must be completed in 500-level MBA courses taught by Olin faculty members.
- The remaining 6 credits may be comprised of the following:
 - Additional Olin Business School MBA electives;
 - Preapproved Washington University, non-Olin, graduate-level electives taken after the student has begun study as an Olin MBA candidate;
 - Credit from one of Olin's international MBA exchange partners; or
 - A maximum of 6 credit units of graduate course work from another program accredited by the Association to Advance Collegiate Schools of Business (AACSB), if the grades earned are a B or better and the MBA Academic Director finds the courses to be equivalent to Olin MBA courses in quality and content.

Every candidate for a degree must indicate intent to graduate by filing an Intent to Graduate form via WebSTAC near the beginning of the semester in which the degree is to be conferred.

Students must complete all credit units required for the degree within seven years of their initial matriculation into the Flex MBA program.

Dropping or Withdrawing from a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. A faculty member's signature or Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar.

Before the first day of a short course or weekender course, students may drop the course unless the instructor indicates otherwise.

Grade Changes

A nondisciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from N providing that the work is made up within 60 days of completion of the course. Exceptions to the 60-day limit must be discussed with the faculty member and/or an academic advisor.

Group Study Room Policies and Reservations

The primary purpose of Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.
- Group study rooms in Simon Hall may not be reserved. They are subject to the policies below, as applicable.
- Group study rooms in the Kopolow Business Library located in Simon Hall may be reserved by any Washington University student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.
- Rooms are primarily intended for group use. A group is defined as two or more users engaged in collaborative study. Individuals engaged in simultaneous individual study are not considered a group.
- Bauer Hall/Knight Hall:
 - Group rooms may not be reserved for individual student use.
 - An individual may use an unoccupied or unreserved room. However, should a group need the room, the individual must vacate it. One group member must reserve the room using the online system at that time and prior to informing the individual that they must vacate it.
 - If no more than one individual representing a group reservation is present 15 minutes or more after the reservation start time, the reservation is considered forfeited, and the room may be used by another group during the time that the forfeited group had reserved it.
- Simon Hall and the first floor of the Knight Center:
 - An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). Rather, it is an opportunity for the student to obtain more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward the 67 credit degree requirement.

Once a project is agreed upon between the student and the professor, the student must submit an Independent Study form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Intent to Graduate

Every candidate for a degree must indicate their intent to graduate by filing an Intent to Graduate form via WebSTAC near the beginning of the semester in which the degree is to be conferred.

Leave of Absence (LOA)

Students who need to take a Leave of Absence should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA: A student may request a leave of absence for academic or personal reasons by submitting a statement in writing to the Graduate Program Office. Such a statement should include indication of the beginning and anticipated ending dates and a brief statement of the reason (academic or personal). Requests for leaves of absence must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid: Students receiving financial aid should be advised that at the end of 60 days or more leave of absence, the grace period for loan repayment during a leave of absence may be exhausted. In such cases there will be an obligation for the student to start payments. According to the federal rules under which loans are made, the use of a grace period during a leave of absence will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Olin Financial Aid Office to determine the implications of a leave of absence for their financial aid.

MBA Grading System

All Olin MBA programs utilize a pass/fail grading system. As such, grade points are not assigned, and semester class rankings are not calculated. The Olin MBA grading system is as follows:

- HP (High Pass): Maximum of 20% of any section/course
- P (Pass): Satisfactory performance
- LP (Low Pass): Minimum level of acceptable performance
- NP (No Pass): If a required course, the course must be repeated. There is no credit for NP.
- N (No Grade): The faculty member has not yet entered a grade for the course.

- I (Incomplete): Extenuating circumstances preclude the satisfactory completion of course work. With permission of the instructor, students have 60 days after the final exam in which to make up incomplete work. After 60 days, the grade is automatically changed to "No Pass." The instructor has discretion regarding the 60-day limit.

Modality Policy

Flex MBA students will have the ability to declare either an in-person or online modality on a semester-by-semester basis. This will only apply to core coursework and must be consistent for all core classes that semester (i.e. cannot declare one course in-person and one course online). Prior to course registration each semester, the Graduate Programs Office will collect modality preference for the upcoming semester. Students who wish to switch their modality after course registration will need approval from the Graduate Programs Office.

Modalities for elective coursework will be listed in WebSTAC (i.e., only in-person, only online, or hybrid). Students do not need to follow their declared core course work modality preference for elective courses (i.e., an in-person student can take an online elective).

Professional Code of Conduct/ Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their life, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).

- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. “Do not erase” requests on the whiteboards will not be honored.
- Do not remove items from the group study rooms (e.g., chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services immediately.
- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violation issues to their program office.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by Washington University Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to achieve the minimum GPA requirements for their specific programs, in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Semester Credit Cap/Exceeding the Credit Cap

To maintain eligibility for the per-credit-unit tuition rate, Flex MBA students may be enrolled in no more than 9 credit units per semester. Students may exceed 9 credit units in a semester — while still maintaining the per-credit-unit tuition rate — twice during the duration of their program. Students cannot exceed 9 credit units unless they have completed a minimum of two semesters within the Flex MBA program, their account/academic record must be clear of any administrative holds, and the student must be in good academic standing. Students will be asked to provide a rationale for increasing their credit load and to detail their plans for maintaining a healthy balance of external and academic responsibilities. Each request will be evaluated on an individual basis.

Time Limit

Students in the Flex MBA program must complete the degree within seven years of beginning the program.

Transfer Credit

As many as 6 units of transfer credit may be accepted toward Flex MBA degree requirements, provided that the prior course work meets the following criteria:

- The credits were taken at the graduate level at another business school program accredited by the Association to Advance Collegiate Schools of Business (AACSB).
- It can be demonstrated (e.g., by course syllabi) that the course work taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.
- A grade of "B" or better was achieved in the course work for which transfer credit is requested.
- The credits were completed within seven years of the student's anticipated graduation date.

Students seeking the acceptance of transfer credit should submit a transcript, applicable syllabi, and a petition requesting review of the proposed course work to their academic advisor. Transfer credit requests will then be reviewed for approval by the MBA Academic Director.

Transfers Between Flex and Full-Time MBA Programs

Students must complete the program they were accepted to as it was designed. Flex MBA students are not allowed to transfer to the FT MBA program. Students who wish to accelerate their degree, can do so by using their two approved semesters for exceeding the credit cap. For more information on this policy, please see the Semester Credit Cap & Exceeding the Cap policy.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all course work should contact the Olin Financial Services team in order to understand the implications for their current student loan amount and the impacts on their grace period.

Full-Time MBA (FTMBA) Policies

Please review the sections below for more information about this program's policies.

Degree Completion

The Full-Time MBA degree program requires completion of a minimum of 67 credit hours. These credits include the following:

- 38.5 credits of required core courses and a minimum of 28.5 elective credits.

- A minimum of 58 credits must be completed in 500-level MBA courses taught by faculty members of Olin. The remaining 9 credits may be comprised of the following:
 - Additional Olin MBA electives;
 - Preapproved Washington University non-business, graduate-level electives taken *after* the student has begun study as an Olin MBA candidate; or
 - A maximum of 9 credit hours of graduate course work from another AACSB-accredited program, if the grades earned are B or better and the Vice Dean for Education and Globalization deems the course to be equivalent to Olin MBA classes in quality and content.
- Students studying in an approved semester-long international exchange partner program must complete a minimum of 52 credit hours in 500-level courses taught by faculty members of Olin. The remaining credit hours (a maximum of 15) will be applied from the preapproved partner school.

Pursuing an Olin Dual Degree

Students admitted to the Full-Time MBA and one of the Specialized Master's Programs (SMPs) at Olin Business School will be able to pursue a dual degree format. Students are able to pair their MBA degree with one of the following on-campus SMPs: Master of Accounting, MS in Corporate Finance, MS in Wealth and Asset Management, MS in Quantitative Finance, MS in Supply Chain Management, or MS in Analytics (with tracks in Customer Analytics, Financial Technology Analytics, Health Care Analytics, Supply Chain Analytics, Accounting Analytics and Talent Analytics).

Full-Time MBA students are strongly encouraged to apply to and enroll in the chosen SMP during their first semester. This allows students to complete their degree programs by the end of their second spring semester and allows for 15 credits to be shared between both programs. The total number of credits required will vary depending on the SMP degree program that is selected. Students should consult with their academic advisors for clarification of degree requirements.

Full-Time MBA students enrolling in an SMP after the first semester are not guaranteed to be able to complete both programs by the end of the second spring semester.

Pursuing a Washington University Dual Degree

Students are able to complete the following preapproved dual degrees: MBA/JD, MBA/MSW, MBA/MPH, MBA/MA in East Asian Studies, MBA/MD, MBA/March, and MBA/MS in Biomedical Engineering.

Students pursuing a dual degree with another school at Washington University in St. Louis must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits will be applied from the preapproved dual degree program.

Washington University dual degree and 3/2 Engineering, Arts & Sciences, or BSBA dual degree candidates are not eligible to pursue Olin dual degree status and may not add an SMP during their program of study.

MBA Grading System

All Olin MBA programs utilize a pass/fail grading system. As such, grade points are not assigned, and semester class rankings are not calculated. The Olin MBA grading system is as follows:

- HP (High Pass): Maximum of 20% of any section/course
- P (Pass): Satisfactory performance
- LP (Low Pass): Minimum level of acceptable performance
- NP (No Pass): If a required course, the course must be repeated. There is no credit for NP.
- N (No Grade): The faculty member has not yet entered a grade for the course.
- I (Incomplete): Extenuating circumstances preclude the satisfactory completion of course work. With permission of the instructor, students have 60 days after the final exam in which to make up incomplete work. After 60 days, the grade is automatically changed to "No Pass." The instructor has discretion regarding the 60-day limit.

Grade Changes

A nondisciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from "N" providing that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the faculty member and/or an academic advisor.

Academic Performance Standards

The cumulative academic performance of a student is evaluated at the end of each semester to determine continuation eligibility. All attempted and completed course work will be reviewed. When a student's cumulative performance meets one of the following conditions, their record will be brought to the Academic Review Committee for review. If the student remains enrolled, their record will continue to be reviewed at the end of each term.

1. Two or more NP grades are earned; *or*
2. Three or more LP grades are earned; *or*
3. The combination of NP and LP grades meets or exceeds three grades or 6 credit units.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to achieve the minimum GPA requirements for their specific programs, in addition to meeting federal standards for

cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and NP will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Professional Code of Conduct/ Academic Integrity

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Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their lives, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

Course Registration

The Student Affairs team works with the Olin Registrar Office to register Full-Time MBA students for course work during the Global Immersion and their second semester of course work. For other courses, students perform their own registration via WebSTAC. After the second semester of course work, students are required to meet with their academic advisors to obtain authorization for registration.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a course.

Short courses or weekender courses may be added to the student's registration until 24 hours before the course begins, unless otherwise specified by the course instructor.

Semester Credit Cap

Each semester, students are able to enroll in a maximum number of credits according to the semester credit cap listed in their Conditions of Enrollment. If the semester's established limit is exceeded, the student will be charged the per-credit rate for all credit units beyond the limit. If the student has extenuating circumstances, they may petition the Graduate Programs Office to exceed the stated semester credit cap without incurring additional tuition charges.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar Office to change the grading option for the course to from "P" to "A."

- Audited courses do not apply to the credits required to graduate, but they do apply to the maximum credits allowed each semester without paying additional tuition.
- Audited courses are listed on student transcripts. A grade of "L" is given for a successful audit, and a grade of "Z" is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Dropping or Withdrawing from a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. A faculty member's signature or Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar.

Before the first day of a short course or a weekender course, a student may drop a course unless the instructor indicates otherwise.

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all course work should contact the Olin Financial Services team in order to understand the implications for their current student loan amount and the impacts on their grace period.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA: A student may request an LOA for academic or personal reasons by submitting a statement in writing to the Graduate Program Office. Such a statement should include an indication of the beginning and anticipated ending dates and a brief statement of the reason for the LOA (academic or personal). Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid: Students receiving financial aid should be advised that at the end of 60 days or more LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start making payments.

According to the federal rules under which loans are made, the use of a grace period during an LOA will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Olin Financial Aid Office to determine the implications of an LOA for their financial aid.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register for their required academic course load, or is not in financial good standing by the add/drop date of the semester, the leave of absence would be initiated as soon as the Graduate Programs Office becomes aware.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Professional (Part-Time) MBA (PMBA), and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Transfers Between Full- and Part-Time MBA Programs

Students interested in transferring between the Full- and Part-Time MBA programs should contact their academic advisors. Students enrolled in the Full-Time MBA program are required to pay at least four semesters of tuition at the Full-Time MBA student rate. After fulfilling the tuition requirement of the Full-Time MBA program as stated in the Conditions of Enrollment, students are able to formally request to switch to the PMBA program by completing a petition with the Graduate Programs Student Affairs Office. This approval will allow them to switch to the PMBA program and pay the PMBA per-credit-unit tuition rate. Any scholarship awarded upon admission to the Full-Time MBA program will not apply for students switching to the PMBA program. PMBA students do not receive Olin scholarships.

Students who transition from the Full-Time MBA program to the PMBA program will be required to complete a total of 60 credit units to satisfy the degree requirements.

Transfer Credit

As many as 9 units of transfer credit may be accepted toward Olin MBA degree requirements, provided that the prior course work meets the following criteria:

- The credits were taken at the graduate level at another business school program accredited by the Association to Advance Collegiate Schools of Business (AACSB).
- It can be demonstrated (e.g., by course syllabi) that the course work taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.
- A grade of B or better was achieved in the course work for which transfer credit is requested.

Students seeking the acceptance of transfer credit should submit a transcript, applicable syllabi, and a petition requesting review of the proposed course work to their academic advisor. Transfer credit requests will then be reviewed for approval by the Academic Director for the Full-Time MBA program.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree.

No more than two required MBA core courses can be waived. The following courses may not be waived:

Code	Title	Units
OB 500F	Foundations for Impactful Teamwork	3
MGT 5311	Intro. to Management and Strategy	2
MGT 560T	Building Business Narratives	1.5
MGT 560U	Global Institutions and Values	2.5
MGT 560P	Business Models in a Global Context	2.5
MGT 560Q	Implementing Strategy through Global Operations	2.5
MGT 560V	Values-Based/Data-Driven Decision Making	2.5
OB 5603	Leading Across Differences	3

Students wishing to request a course waiver should complete the Course Waiver Form and return it to their academic advisor. Course waiver requests will then be reviewed for approval by the Academic Director for the Full-Time MBA program.

Course Work in Other Divisions

Olin Business School recognizes that students may wish to take course work outside of Olin in order to achieve an individual education. Students may elect to take course work in other divisions of Washington University, under the following conditions:

- No such course may be taken during the first and second semesters of the program.
- Courses must be selected from the day division of our partner schools (courses offered through the School of Continuing & Professional Studies or in evening divisions are not eligible).
- Students must be in good academic standing.
- Courses must be preapproved in order for the associated credits (up to 9) to be applied toward the 67 credits required for the MBA degree.

Students hoping to enroll in course work in other divisions should contact their academic advisor to submit the request. Requests will be reviewed for approval by the Academic Director of the Full-Time MBA program.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). It is an opportunity to get more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward the 67-credit degree requirement.

Once a project is agreed upon between student and professor, the student must submit an Independent Study Form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Curricular Practical Training (CPT)

CPT is work that is a part of a structured program offered in the curriculum. Examples of CPT at Olin include summer internships and internships during the final semesters of the program.

1. Students must get approval from Olin, enroll in the CPT-approved course, and then obtain approval from the Office for International Students and Scholars (OISS).
2. Students must complete one academic year (both fall and spring semesters) before becoming eligible for CPT.

Enrolling in CPT

After a student has accepted an offer of paid or unpaid employment, they must follow these instructions:

1. Report the offer to the Weston Career Center.
2. Request that the company mail or email an offer letter on company letterhead to the student.
 - a. Status: Part-time work is considered up to 20 hours per week. Full-time work is considered 21 to 40 hours per week. Students are permitted to work part-time during the academic year (fall and spring semesters), but they can work part-time or full-time during the summer semester.
 - b. Length of internship: Four weeks is the minimum for part-time internships, and eight weeks is the minimum for full-time internships.
 - c. Term Dates: Please refer to the Washington University Academic Calendar.
3. Complete the CPT Application Form, which can be accessed in the Graduate Programs Office or by contacting the academic advisor. (Students should not sign and date this form; the student's signature will be added when they pick up their I-20 from OISS at the end of this process.)
4. Submit the completed form and a copy of the offer letter to the advisor in the Graduate Programs Office for their signature. The advisor will return this form to the student within 24 hours. The student will be enrolled in MGT 513 Special Topics in Management for the current term.
 - a. Credit units = 0.5; grading method = pass/fail
 - b. **Note:** Students will not be charged tuition by the credit unit for this 0.5-credit course during the summer term.
 - c. These credit units do not count toward the student's degree total credit requirements of 67 credits.
 - d. Deliverables for MGT 513 must be completed for the student to successfully complete the course.
5. Submit the signed CPT application form to OISS. OISS will issue the student a new I-20 based on the offer letter's dates of employment. These must fall within the semester dates listed on the calendar.
6. Pick up the new I-20 from OISS before starting the internship. The new I-20s will be ready two to five business days after the completed CPT application form has been received by OISS. The entire process, after the submission of the offer letter, will take three to seven business days. **Note:** Students will need to present the I-20 to their employer on their first day of work and should not begin work until the process is complete.

Group Study Room Policies and Reservations

The primary purpose of Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.

- Group study rooms in Simon Hall may not be reserved. They are subject to the policies below, as applicable.
- Group study rooms in the Kopolow Business Library located in Simon Hall may be reserved by any Washington University student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.
- Rooms are primarily intended for group use. A group is defined as two or more users engaged in collaborative study. Individuals engaged in simultaneous individual study are not considered a group.
- Bauer Hall/Knight Hall:
 - Group rooms may not be reserved for individual student use.
 - An individual may use an unoccupied or unreserved room. However, should a group need the room, the individual must vacate it. One group member must reserve the room using the online system at that time and prior to informing the individual that they must vacate it.
 - If no more than one individual representing a group reservation is present 15 minutes or more after the reservation start time, the reservation is considered forfeited, and the room may be used by another group during the time that the forfeited group had reserved it.
- Simon Hall and the first floor of the Knight Center:
 - An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).
- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. "Do not erase" requests on the whiteboards will not be honored.
- Do not remove items from the group study rooms (e.g., chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services (services@olin.wustl.edu) immediately.

- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violation issues to their program office.

Students in the Full-Time MBA program must complete the degree within seven years of beginning the program.

Intent to Graduate

Every candidate for a degree must indicate their intent to graduate by filing an Intent to Graduate Form via WebSTAC near the beginning of the semester in which the degree is to be conferred.

If the student is completing more than one degree program at Washington University, they must file a separate intent for each degree program and provide all of the requested information.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record and course performance.

- The Charles F. Knight Scholar Awards are presented to the top 7.5% of MBA graduates. This distinction is based on the percentage of credit units receiving HP grades.
- The top 20% of graduates in each program are invited to join the Beta Gamma Sigma business honor society. This distinction is based on the percentage of HP grades.
- The Dean's Special Service Award is presented to those students or student organizations that have rendered extraordinary service to the school.
- The Dean's Award for Corporate Social Responsibility recognizes a graduating MBA student who has demonstrated outstanding scholarship, leadership, and/or practice in the area of corporate social responsibility.
- The Hubert C. "Hub" Moog Prize is awarded to a graduating MBA who, in the opinion of their fellow students, best exemplifies qualities of character, leadership, and service and who also enjoys the respect, admiration, and affection of their classmates.
- The John Wayne Latchum Memorial Award is awarded to a graduating MBA who has best exemplified the qualities of integrity, loyalty, courage, and high standards of personal conduct as judged by the faculty.
- The Joseph W. Towle Prize in Organizational Leadership is awarded to the student with the strongest academic achievement in the area of organizational leadership.
- The Milford Bohm Prize is presented to an outstanding graduate student in the field of marketing as judged by the marketing faculty.
- The Paul Cuffe MBA Award for Outstanding Leadership is awarded to a graduating African-American MBA student for outstanding leadership, academic excellence, and involvement in Olin extracurricular activities.

- The Powell Niland Prize in Operations and Manufacturing is awarded to the student with the strongest academic achievement in the area of operations and manufacturing management.
- The Olin MBA Finance Award is presented to an outstanding student in the area of finance.

Specialized Master's Program (SMP) Policies

Please review the sections below for more information about this program's policies.

General Information

Each of the Specialized Masters Programs follows a unique curriculum that spans two or three semesters and that requires 30 to 39 credits to complete. Once a student has met all requirements to complete their degree program, they may not extend their enrollment to future semesters in that academic program.

Students should review the curriculum sheet for their specific program, which outlines the degree pathway to completion. Questions about degree requirements and degree pathways should be brought to the student's academic advisor. All degree pathway exceptions must be formally requested through the academic advisor using the appropriate form(s), and students must receive written approval from the SMP Academic Director for their program.

Academic Policies

Academic Performance Standards

The cumulative academic performance of a student is evaluated at the end of each semester to determine continuation eligibility. All attempted and completed course work will be reviewed. If a student's cumulative GPA falls below 3.0, their record will be brought to the Academic Review Committee for review. If the student remains enrolled, their record will continue to be reviewed at the end of each term.

Students are expected to maintain a cumulative GPA of 3.0 in all course work to remain in good standing and to remain eligible for degree completion.

Degree Completion Time Limit

Students in SMP programs must complete the degree within seven years of beginning the program.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student

fails to respond to communication, does not register in their required academic course load, or is not in financial good standing by the add/drop date of the semester, the leave of absence would be initiated as soon as the Graduate Programs Office becomes aware.

If a student is placed on an administrative Leave of Absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Professional MBA, and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Grade Changes

A non-disciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from an "N" or "I" to a letter grade providing that the work is made up within 60 days of the completion of the course. Exceptions to the 60-day limit must be discussed with the Assistant Dean and Director of Graduate Programs Student Affairs.

Students who fail a required course must retake the course. Students may choose to retake failed elective courses but are not required to do so. Students will not earn the course credit required for program completion for failed courses.

Upon passing completion of a retaken course as a result of failure due to a lack of academic proficiency, a student's transcript will show an "R" next to the grade earned for the initial course, indicating that it has been retaken, and a letter grade for the second attempt of the course. Only the grade earned during the retaken attempt of the course, whether better or worse, will affect the student's cumulative GPA.

Upon passing completion of a retaken course as a result of failure due to an academic integrity violation, a student's transcript will show the grade for each taking of the course. The grades earned during both the initial and the retaken attempts of the course will affect the student's cumulative GPA.

Students are not allowed to retake courses in which they have not earned a failing grade. However, if a student is in their final semester of course work and has a GPA below a 3.0, they will be granted an exception to retake courses in which they received a grade of "C" or lower.

A student with a personal or medical emergency may submit a graduate programs petition to their academic advisor.

Grading System

- **Please refer to the instructor or syllabus for each course to determine how letter grades will be assigned.**
- An “I” (for incomplete work) may be given if extenuating circumstances preclude the satisfactory completion of course work during the semester in which a particular course is taken. With permission of the instructor, students have up to 60 days after the final exam period to make up incomplete work. After 60 days, the grade is automatically changed to “F.”
- A grade of “N” indicates that the professor has not yet turned in a grade.
- In most cases, required courses must be taken for a letter grade to count toward the degree requirements. Each program/track may have exceptions. Students should speak with their academic advisors before taking any courses with the pass/fail or audit grading method.

If the student believes a grade was submitted in error, they should first contact the professor for the course. If the professor is unable to provide an explanation for the unreported grade, the student should contact their academic advisor.

Leave of Absence (LOA)

Students who need to take an LOA should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA: A student may request an LOA for academic or personal reasons by submitting a statement in writing to the Graduate Program Office. Such a statement should include an indication of the beginning and anticipated ending dates of the LOA and a brief statement of the reason (academic or personal). Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid: Students receiving financial aid should be advised that, at the end of 60 days or more LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start payments. According to the federal rules under which loans are made, the use of a grace period during an LOA will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Olin Financial Aid Office to determine the implications of an LOA for their financial aid.

Satisfactory Academic Progress

Federal aid recipients' academic progress will be evaluated on an annual basis by Washington University Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate students are expected to achieve the minimum GPA requirements for their specific programs, in addition to meeting federal standards for cumulative pace and completion of their degree

program within a prescribed number of attempted hours (grades of W, I, and F will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Semester Credit Cap

Each semester, SMP students are able to enroll in a maximum of 18 credits. If the semester's established limit is exceeded, the student will be charged the per-credit rate for all credit units beyond the limit. If the student has extenuating circumstances, they may petition the Graduate Programs Office to exceed the stated semester credit cap without incurring additional tuition charges.

SMP Program/Track Changes

Current students may apply to transfer from one SMP to another. Each SMP requires unique transfer application: admission and enrollment in one SMP does not guarantee transfer into another SMP. Transfer into a new SMP results in the discontinuation of enrollment in the previous SMP. Credits previously taken may or may not transfer and contribute toward completion of the new SMP. Program transfer may result in changes to the total time enrolled and cost to complete the degree.

Applications for transfer must be received before the end of fall mini A of the student's first semester. Following this date, students are required to reapply through the Graduate Admissions Office. Students may be admitted to restart their newly admitted program during the following academic year.

Transfer Credit

As many as 6 units of transfer credit may be accepted toward Washington University SMP degree requirements provided that the prior course work meets the following criteria:

1. The credits were taken at the graduate level in another program accredited by the Association to Advance Collegiate Schools of Business (AACSB).
2. It can be demonstrated (e.g., by course syllabi) that the course work taken is comparable in content (for required courses) or acceptable in quality (for elective courses) to Washington University courses.
3. A grade of “B” or better was achieved in the course work for which transfer credit is requested.

Students seeking the acceptance of transfer credit should complete the Credit Transfer Request Form, which requires a transcript and course syllabi. Forms are reviewed by Academic Directors and processed by the Graduate Programs Office. The “seven-year clock” will be taken into account when considering transfer credit requests.

Professional Code of Conduct/ Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their life, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review Olin's Academic Integrity website for more information.

Courses and Registration

The Graduate Programs Office works with the Olin Registrar's Office to register students for their foundations courses and first semester of course work. Each semester thereafter, students perform their own registration via WebSTAC. Students are required to meet with their academic advisor to obtain authorization for registration.

Adding a Course

Students may add a course to their registration during specified periods at the beginning of each term; please refer to the Olin Graduate Programs Academic Calendar. A faculty member's signature is not required to add a class but a student may need approval of an academic advisor if they are in their first semester.

Short courses or weekender courses may be added to the student's registration until 24 hours before the course begins, unless otherwise specified by the course instructor.

Auditing a Course

Students wishing to audit a course must first speak with the professor of the course to determine if auditing is an option and, if so, to learn the specific requirements for a successful audit. If approval is granted, the student should send the email approval to their academic advisor, who will work with the Olin Registrar's Office to change the grading option of the course to "A."

- Audited courses do not apply to the credits required to graduate, but they do apply to the maximum credits allowed each semester without paying additional tuition.
- Audited courses are listed on student transcripts. A grade of "L" is given for a successful audit, and a grade of "Z" is given for an unsuccessful audit.
- Audited courses do not meet prerequisite requirements. If a student has audited a particular prerequisite for a course, they will need instructor permission to enroll in that course.

Course Waivers

Course waivers are intended to allow students to avoid the redundant study of subjects already mastered. They do not reduce the number of credits required to earn the degree. Waiver request forms can be obtained from the student's academic advisor.

Course Work in Other Divisions

Olin Business School recognizes that students may wish to take course work in other divisions to meet their academic goals. Students who wish to do so should meet with their academic advisor and follow the guidance outlined below:

- For non-Olin graduate courses that are not included in the program curriculum but that will count toward degree credits, approval by the program's Academic Director and the course instructor are required.
- For non-Olin graduate courses that will not count toward degree credits, approval by the course instructor is required.
- SMP students are generally not permitted to take Olin doctoral courses. Exceptions can only be made with approval by the program's Academic Director and the course instructor.

Dropping or Withdrawing from a Course

Students may drop or withdraw from courses during specified periods during the registration period and term as listed in the Olin Graduate Programs Academic Calendar. Graduate Programs Office approval is not needed for students who are dropping or withdrawing from a course during the period specified by the academic calendar unless the student is in their first semester. It is recommended a student speak with their advisor prior to dropping a course.

Before the first day of a short course or weekender course, students may drop the course unless the instructor indicates otherwise.

Dropping a course will leave no record of the enrollment on the student's transcript. Withdrawing from a course will keep the enrollment on the transcript with a "W" grade. The student's GPA will not be impacted.

Independent Study

Independent study under the direction of a faculty member is available on a selective basis. The purpose of independent study is to provide an opportunity for students to pursue subject matter beyond the specific course offerings found in the school. Independent study is not viewed as a vehicle for getting credit for something in which the student may already be involved (e.g., a job, a project in another course). It is an opportunity for the student to obtain more in-depth exposure to an area of interest under the supervision and direction of a faculty member.

Typically, a student will discuss with a particular faculty member the possibility of receiving supervision on an independent study research project. Projects may receive anywhere from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester. Students may apply a maximum of 6 units of independent study credit toward their degree requirements.

Once a project is agreed upon between the student and the professor, the student must submit an Independent Study form to the academic advisor for evaluation and approval. The petition should outline the topics to be covered, the texts or other research material to be used, and the research methodology to be employed. Students must be in good academic standing to be approved for independent study.

Semester Credit Cap

Each semester, SMP students are able to enroll in a maximum of 18 credits. If the semester's established limit is exceeded, the student will be charged the per-credit rate for all credit units beyond the limit. If the student has extenuating circumstances, they may petition the Graduate Programs Office to exceed the stated semester credit cap without incurring additional tuition charges.

Tuition and Financial Information

For helpful information about Olin Financial Services, including the Tuition Refund Schedule, please visit the Financial Information page (p. 120) of this *Bulletin*.

Note: This schedule may not apply if a student is dropping all courses or withdrawing from their program. Questions should be directed to the student's academic advisor.

Curricular Practical Training (CPT)

CPT is work that is a part of a structured program offered in the SMP curriculum. Examples of CPT at Olin include summer internships and internships during the final semesters of the program.

- Students must get approval from Olin, enroll in the CPT-approved course, and then obtain approval from the Office for International Students and Scholars (OISS).
- Students must complete one academic year (both fall and spring semesters) before becoming eligible for CPT.

- There are few exceptions in which a student may be allowed to use CPT in their second semester. Potential candidates for CPT consideration in the second semester are evaluated on a case-by-case basis, subject to minimum academic requirements (3.5 GPA), a credit maximum of 15 credits (apart from the CPT course), and prior approval of the student's Academic Advisor and Career Coach.

Enrolling in CPT

After a student has accepted an offer of paid or unpaid employment, they must follow these instructions:

1. Report the offer to the Career Center.
2. Request that the company mail or email an offer letter on company letterhead to the student.
 - a. Status: Part-time work is considered up to 20 hours/week. Full-time work is considered 21 or more hours/week. Students are permitted to work part-time during the academic year (fall and spring semesters), but they can work part-time or full-time during the summer semester or the final semester if enrolled in fewer than 10 credits.
 - b. Length of internship: Minimum one month for full-time internships, or six weeks for part-time internships.
 - c. Term Dates: Washington University Academic Calendar
3. Complete the internship registration survey, including the CPT application form and offer letter, which can be accessed in the Graduate Programs Office or by contacting their academic advisor.
4. The student will be enrolled in MGT 551E Internship, Business and Application for the appropriate term.
 - a. Credit units = 1.5; grading method = pass/fail
 - b. **Note:** Students will not be charged tuition by the credit unit for this 1.5-credit course during the summer term.
 - c. If students complete MGT 551E in a spring or fall semester, the 1.5 credits will count toward their semester total.
 - d. This course is tied to semester dates. Therefore, if employment extends beyond one semester, this entire process must be repeated before the new semester begins. Semester term dates can be found in the Washington University Academic Calendar.
 - e. Deliverables for MGT 551E must be completed for the student to successfully pass the course.
5. OISS will issue the student a new I-20 based on the offer letter's dates of employment. These must fall within the semester dates listed above.
6. Receive the new I-20 from OISS before starting the internship. The new I-20s will be ready three to five business days after the completed CPT application form has been received by OISS. The entire process, after the submission of the offer letter, will take three to seven business days. **Students will need to present the I-20 to their employer on their first day of work and should not begin work until the process is complete.**

Other Olin Policies

Group Study Room Policies and Reservations

The primary purpose of Olin Business School group study rooms is to provide a space for Olin students and clients to engage in collaborative and cooperative study in small groups. The following policies exist to ensure that Olin students and clients have priority use of the rooms, the rooms are appropriately maintained, and clear expectations are in place.

- Group study rooms in Bauer Hall and Knight Hall may be reserved only by Olin Business School degree candidates and only via the online reservation system. Students not enrolled in Olin Business School degree programs may not reserve these rooms.
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- Group study rooms in the Kopolow Business Library located in Simon Hall may be reserved by any WashU student. Students should visit the library's front desk for information.
- Charles F. Knight Executive Education & Conference Center group study rooms (located on the second floor of the Knight Center) are strictly for the use of Olin Executive Education students and clients. Olin undergraduate and non-Executive Education graduate students may not use Knight Executive Education & Conference Center group study rooms under any circumstances. Knight Center group study rooms located on the first floor are available as noted below.
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- Simon Hall and the first floor of the Knight Center:
 - An online reservation system is not currently in place for the group study rooms in Simon Hall and on the first floor of Knight Center. An individual may use an unoccupied room. However, should a group wish to use the room, the individual must vacate it.

Reservation Instructions

- Rooms in Bauer Hall, Knight Hall, and Knight Center (first floor only) are reserved through the Graduate Programs Office.
- Reservations for the current day are displayed on the monitor outside each Knight Hall/Bauer Hall group study room. Reservations will also display on the GO WUSTL calendar of the student who has made the reservation on behalf of the group. First floor Knight Center study rooms are not equipped with a monitor outside of the room, but reservations will appear on the GO WUSTL calendar of the student who made the reservation.
- Reservations may be made up to two weeks in advance. Any reservations made in advance of two weeks will be charged a fee.
- Reservations are limited to a period of two hours in length.
- Maximum occupancy should be noted prior to making a reservation. Group size should not exceed the maximum.

Room Usage Policies

- Room users are responsible for their personal property and should not leave items unattended. Olin Business School is not liable for loss or damage to personal property. Rooms cannot be reserved or held by placing personal belongings in them. Unattended items (e.g., backpacks, coats, laptops, binders) may be removed and taken to lost and found for safekeeping. Lost and found is located in the Undergraduate Office (Simon Hall) or in the Graduate Programs Office (Knight Hall and Bauer Hall).
- Rooms must be left clean and in good condition for the next users. Whiteboards must be erased and trash thrown away. "Do not erase" requests on the whiteboards will not be honored.
- Do not remove items from the group study rooms (e.g. chairs, markers, erasers, remotes).
- Should a room need to be cleaned or should an accident occur (e.g., a spilled beverage), students should email General Services (services@olin.wustl.edu) immediately.
- Should audiovisual assistance be required, students should email General Services.
- Violation of these policies may result in suspension from room reservation and usage. Students should report all violation issues to their program office.

Graduation

Intent to Graduate

Every candidate for a degree must indicate their intent to graduate by filing an Intent to Graduate form via WebSTAC near the beginning of the semester in which the degree is to be conferred.

If the student is completing more than one degree program at Washington University, they must file a separate intent for each degree program and provide all of the requested information.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance.

- The Charles F. Knight Scholar Awards are presented to the top 7.5% of SMP graduates in each program. This distinction is based on cumulative GPA.
- The top 20% of SMP graduates in each program are invited to join the Beta Gamma Sigma business honor society. This distinction is based on cumulative GPA.

In addition, each cohort will select one faculty member to receive the Reid Teaching Award, and the faculty of each program will select one outstanding student of the year for that program.

Online Specialized Master's Program (OSMP) Policies

Degree Completion

WashU Olin's online degree programs are divided into three sections, with each one earning a credential. After the first eight months, students earn a Graduate Certificate. This is followed by an Advanced Graduate Certificate during the second eight months, and a degree is earned when students complete the program after a third set of eight months.

Master of Accounting

- Graduate Certificate: The online Master of Accounting Graduate Certificate requires completion of 10.5 credits over eight months.
- Advanced Graduate Certificate: The online Master of Accounting Advanced Graduate Certificate requires completion of 12 credits over eight months.
- Online Master of Accounting degree: The online Master of Accounting degree requires completion of 10.5 credits over eight months.
- 33 total credits required

Master of Science in Business Analytics

- Graduate Certificate: The online Master of Science in Business Analytics Graduate Certificate requires completion of 10.5 credits over eight months.
- Advanced Graduate Certificate: The online Master of Science in Business Analytics Advanced Graduate Certificate requires completion of 12 credits over eight months.

- Online Master of Science in Business Analytics degree: The online Master of Science in Business Analytics degree requires completion of 10.5 credits over eight months.
- 33 total credits required

Master of Science in Finance

- Graduate Certificate: The online Master of Science in Finance Graduate Certificate requires completion of 9 credits over eight months.
- Advanced Graduate Certificate: The online Master of Science in Finance Advanced Graduate Certificate requires completion of 10.5 credits over eight months.
- Online Master of Science in Finance degree: The online Master of Science in Finance degree requires completion of 10.5 credits over eight months.
- 30 total credits required

When a student completes the Graduate Certificate or the Advanced Graduate Certificate and progresses in the program to apply to the next certificate or degree program, the application materials must include the following:

- An essay
- An academic recommendation
- Academic progress records for the previous certificate

Application for the next certificate or degree should be submitted by the start of Mini B of the second semester. Students should contact their academic advisors for more information. An information session will be scheduled (at the beginning) for Mini A of the second semester for students interested in pursuing the next certificate or degree.

Students who begin the program seeking a degree (not a certificate) will be contacted by their academic advisor to confirm that they intend to persist to the next section at the end of each eight-month period required for completion of the Graduate Certificate and the Advanced Graduate Certificate.

Grading System

These numerical grade ranges are only a general example for how letter grades may be assigned. Individual faculty members may not use these exact numerical ranges to assign letter grades. Students should consult the instructor or syllabus for each course to determine how letter grades will be assigned.

- An "I" (for incomplete work) may be given if extenuating circumstances preclude the satisfactory completion of course work during the semester in which a particular course is taken. With permission of the instructor, students have 60 days after the final exam in which to make up incomplete work. After 60 days, the grade is automatically changed to "F."
- A grade of "N" indicates that the professor has not yet turned in a grade.

If a student believes a grade was submitted in error, they should first contact the professor for the course. If the professor is unable to provide an explanation for the unreported grade, the student should contact their academic advisor.

Grade Changes

A nondisciplinary grade may be changed only by the professor in whose course the grade was initially given. A faculty member may change a grade from an “N” or “I” to a letter grade provided that the work is made up within 60 days of completion of the course. Exceptions to the 60-day limit must be discussed with the Assistant Dean and Director or Graduate Programs Student Affairs.

Students who fail a required course must retake the course. Students will not earn course credit required for program completion for failed courses.

Upon passing completion of a retaken course as a result of failure due to a lack of academic proficiency, a student’s transcript will show an “R” next to the grade earned for the initial course, indicating that it has been retaken, and a letter grade for the second attempt of the course. Only the grade earned during the retaken attempt of the course, whether better or worse, will affect the student’s cumulative GPA.

Upon passing completion of a retaken course as a result of failure due to an academic integrity violation, a student’s transcript will show the grade for each taking of the course. The grades earned during both the initial and the retaken attempts of the course will affect the student’s cumulative GPA.

Students are not allowed to retake courses in which they have not earned a failing grade. However, if a student is in their final semester of course work and has a GPA below a 3.0, they will be granted an exception to retake courses in which they have received a grade of “C” or lower.

A student with a personal or medical emergency may submit a graduate programs petition to their academic advisor.

Academic Performance Standards

The cumulative academic performance of a student is evaluated at the end of each semester to determine continuation eligibility. All attempted and completed course work will be reviewed. When a student’s cumulative performance meets certain conditions, their record will be brought to the Academic Review Committee for review. If the student remains enrolled, their record will continue to be reviewed at the end of each term.

Students are expected to maintain a cumulative GPA of 3.0 in all required course work to remain in good standing.

Satisfactory Academic Progress

Federal aid recipients’ academic progress will be evaluated on an annual basis by WashU Student Financial Services. Failure to meet the necessary criteria can result in the suspension of future aid eligibility, although students will be granted an opportunity to appeal. Graduate

students are expected to achieve the minimum GPA requirements for their specific programs, in addition to meeting federal standards for cumulative pace and completion of their degree program within a prescribed number of attempted hours (grades of W, I, and F will place a student in jeopardy of not meeting these standards). Please direct any questions about Satisfactory Academic Progress standards or the appeal process to olinfinancialservices@wustl.edu.

Standard Classroom Schedule/ Out of Class Requirements

Classes in the online programs meet two nights a week from 7:00 p.m. to 8:30 p.m. Central Time. In addition, students will have significant out-of-class requirements (e.g., readings, team meetings, asynchronous course lectures, assignments, projects, exams).

Courses in the online programs will have a 75% attendance policy. For example, for a course that has four sessions, students must attend a minimum of three sessions to receive a passing grade in the course. Faculty members can make stricter attendance policies by class.

Professional Code of Conduct/ Academic Integrity

Olin Business School is a community of individuals with diverse backgrounds and interests who share certain fundamental goals. Primary among these goals is the creation and maintenance of an atmosphere conducive to the learning and personal growth of everyone in the community.

Becoming a member of the Olin community is a privilege that brings certain responsibilities and expectations. The success of Olin in attaining its goals and maintaining its reputation of academic excellence depends on the willingness of its members, both collectively and individually, to meet their responsibilities. It is imperative that all individuals associated with Olin conduct themselves with the utmost integrity in all aspects of their life, both on and off campus.

Plagiarism and other forms of cheating will not be tolerated. Where a student has violated the integrity of the academic community, an instructor may recommend that the student be brought before the Academic Review Committee. Please review *Integrity Matters* (PDF) for more information.

Course Registration

In the online certificate and degree programs, students complete courses in a lockstep fashion, and they will be registered by their academic advisors for all courses. Requesting changes to the course schedule will need to be communicated to the academic advisor and the appropriate registration policies adhered to, depending upon the situation.

Semester Credit Cap

All online certificate and degree program students are allowed to enroll in a maximum number of credits per semester, as outlined in their Conditions of Enrollment. If the semester's established limit is exceeded, the student will be charged the per-credit rate for all credit units beyond the limit. Students may only exceed the semester credit cap in rare circumstances, and exceptions must be approved by the Graduate Programs Office.

Dropping or Withdrawing from a Course

Within the first three weeks of a full semester course, it is possible to drop the course. Because the online certificate and degree programs are completed in a lockstep fashion, a student hoping to withdraw from a course should contact their academic advisor and Olin Financial Services to fully discuss academic progress and the financial implications related to course withdrawal. Students who maintain enrollment beyond the drop deadline have accepted responsibility for completion of the course.

If extenuating health or other circumstances lead to a need for the student to drop after the drop deadline, a petition detailing the particular circumstances may be filed with the Graduate Programs Office. If a student's petition to drop a course past the deadline is approved, the student's grade will be "W."

Tuition Refund Schedule

Note: This schedule may not apply if a student is dropping all courses or withdrawing from a program; students in these situations should consult with their Graduate Programs advisor.

Flat-Rate Tuition Programs Withdrawal Date/Refund Schedule

Withdrawal Date	Refund
Within the first week of classes	100%
After the first week and before the end of the third week	75%
After the third week and before the end of the seventh week	50%
After the seventh week and before the end of the eighth week	25%
After the eighth week of classes	No refund or withdrawal

Withdrawal and Federal Loans

Regulations governing the return of Title IV funds (unsub and Graduate PLUS loans) require the school to determine the earned and unearned portions of disbursed loans as of the date the student ceased attendance. Students who are considering a withdrawal from any or all course work should contact the Olin Financial Services team in order to understand the implications for their current student loan amount and the impacts on their grace period.

Leave of Absence (LOA)

Students who need to take a leave of absence should discuss the process and implications with their academic advisor and Olin Financial Services.

Voluntary LOA: A student may request an LOA for academic or personal reasons by submitting a statement in writing to the Graduate Program Office. Such a statement should include an indication of the beginning and anticipated ending dates of the LOA and a brief statement of the reason (academic or personal). Requests for LOAs must be approved by the Assistant Dean for Academic Advising.

LOA Impact on Financial Aid: Students receiving financial aid should be advised that, at the end of 60 days or more LOA, the grace period for loan repayment during an LOA may be exhausted. In such cases, there will be an obligation for the student to start payments. According to the federal rules under which loans are made, the use of a grace period during an LOA will generally mean that the schedule for loan repayment may be changed. Students who are receiving financial assistance should consult with the Olin Financial Aid Office to determine the implications of an LOA for their financial aid.

Disengagement

A student is considered disengaged when they fail to attend class, do not respond to communications from faculty and/or staff, or have not completed the registration process for the next academic term. Advisors will attempt to contact the student by utilizing both the phone and email addresses on record with the school. If the student fails to respond to communication, does not register in their required academic course load, or is not in financial good standing by the add/drop date of the semester, the leave of absence would be initiated as soon as the Graduate Programs Office becomes aware.

If a student is placed on an administrative leave of absence in the middle of a semester, they remain responsible for the tuition charges according to the refund schedule. If the student fails to respond at the end of the leave term, the leave will be extended for one additional semester (excluding summer terms). At the end of two semesters on a leave of absence, if the student has not developed a plan to complete their curriculum with their academic advisor, the student will be administratively withdrawn from their graduate business program at Washington University. Summer terms are excluded for Full-Time MBA and SMP students but included for Executive MBA, Professional MBA,

and online programs. If the student wishes to return to the program at a future date following their withdrawal, they will follow the application process for the program in the term they wish to start and be required to meet all admission requirements for the program.

Intent to Graduate

Every candidate for a degree must indicate their intent to graduate by filing an Intent to Graduate form via WebSTAC in late December for May graduates and in early October for December graduates. Failure to complete the Intent to Graduate form by the respective deadline will result in failure to post the student's degree during the semester in which they complete their program.

Recognition Ceremonies

Interested online certificate and degree students who are completing the program will be invited to attend an in-person graduation ceremony to commemorate their completion of the program.

Awards and Honors

Olin Business School awards are given to honor outstanding achievement. Recipients of the awards listed below are selected based on a variety of factors, and the selection process may include one or more of the following criteria: faculty vote, overall academic record, and course performance.

- The Charles F. Knight Scholar Awards are presented to the top 7.5% of graduates in each degree program. This distinction is based on a percentage of credit units receiving HP (High Pass) grades.
- The top 20% of graduates in each degree program are invited to join the Beta Gamma Sigma business honor society. This distinction is based on a percentage of HP (High Pass) grades.

Financial Information

Financial Services – Graduate Programs

Tuition and Fees

Current tuition rates for all Olin graduate programs can be found on the Tuition Rates and Billing Procedures page of the Olin Financial Services website.

Health Insurance

Students at Washington University are required to carry health insurance. Full-time graduate students on the Danforth Campus are automatically enrolled in (and billed for) the basic health insurance policy. If proof of comparable coverage is provided, then a student may be able to waive the policy. (International graduate students are not eligible to waive out of the insurance plan.) There are also options for

spouse or family coverage, at an additional cost. To review the plans and details concerning the waiver process, please visit the Student Health Insurance Plan Information page of the Washington University Student Affairs website.

Tuition Refunds

Students who are considering a withdrawal from their program should consult with their academic advisor. To officially withdraw, written notification must be provided. Students who withdraw after a term is underway ordinarily receive a tuition refund as follows, based on the last day of class attendance:

Flat-Rate Tuition Programs

Withdrawal Date	Refund
Within the first week of classes	100%
After the first week and before the end of the third week	75%
After the third week and before the end of the seventh week	50%
After the seventh week and before the end of the eighth week	25%
After the eighth week of classes	No refund or withdrawal

Per-Credit-Hour Tuition Programs

Semester Courses

Withdrawal Date	Refund
Within the first week of classes	100%
After the first week and before the end of the third week	75%
After the third week and before the end of the seventh week	50%
After the seventh week and before the end of the eighth week	25%
After the eighth week of classes	No refund or withdrawal

Mini-Term Courses

Withdrawal Date	Refund
Within the first week of classes	100%
Within the second week of classes	75%
Within the third week of classes	50%
Within the fourth week of classes	25%
After the fourth week of classes	No refund or withdrawal

Scholarships

Thanks to the generosity of our alumni and friends of the university, Olin is able to offer a variety of admissions-based scholarships. All applicants are automatically considered for merit-based scholarships during the admissions process.

Employer Tuition Reimbursement & Sponsorship

Many employers provide full or partial tuition assistance to employees who are pursuing graduate studies. Some employers will allow Washington University to bill them directly, while others expect the student to front the costs and receive reimbursement after the successful completion of course work. Students should contact their organization's human resources department for specifics regarding the amount of support offered as well as the process for securing those benefits. Olin Graduate Financial Services — along with their colleagues in Student Accounting — can assist students with understanding the university's process and how it aligns with the requirements of different companies.

Financial Aid

The Olin Graduate Financial Services team can help students understand their eligibility for federal and/or private loan options and explain the loan application process. Current federal loan terms and a private loan research tool can be found on the Student Loan Options page of the Olin Financial Services website.

Contact: Olin Graduate Financial Services
Phone: 314-935-7301
Email: olinfinancialservices@wustl.edu

Exchange Programs

The Olin Full-Time MBA program provides students with the learning experience to understand business from a global perspective through international study by partnering with eight world-class institutions abroad. By allowing students to learn and live in another culture, this cross-cultural experience allows students to transform their thinking to involve a global view.

Students have the option to study abroad for a semester, a mini-term or a summer term.

Partner Schools

- Chinese University of Hong Kong — Hong Kong
- Hong Kong University of Science and Technology — Hong Kong
- Indian Institute of Management Ahmedabad — Ahmedabad
- Indian Institute of Management Calcutta — Calcutta
- Otto Beisheim Graduate School of Management — Vallendar or Düsseldorf, Germany

- S.P. Jain Institute of Management & Research — Mumbai, India
- Université Paris-Dauphine — Paris, France
- Yonsei University School of Business — Seoul, South Korea

Dual Degrees

Olin Business School offers a number of dual degree programs in conjunction with other schools at Washington University:

Arts & Sciences

- MBA/MA in East Asian Studies (p. 121)

Brown School

- MBA/MPH (Public Health) (p. 122)
- MBA/MSW (Social Work) (p. 122)

McKelvey School of Engineering

- MBA/MS-BME (Biomedical Engineering) (p. 122)
- MBA/MEng-EECE (Energy, Environmental & Chemical Engineering) (p. 122)

Sam Fox School of Design & Visual Arts

- MBA/MArch (Architecture) (p. 122)

School of Law

- MBA/JD (Law) (p. 123)

School of Medicine

- MBA/MD (Medicine) (p. 123)

MBA/MA in East Asian Studies

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the MA in East Asian Studies program.

MBA students pursuing a dual degree with the MA in East Asian Studies program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the MA in East Asian Studies degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MBA/MA in East Asian Studies) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply to be admitted separately to each program.

MPH/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Public Health program.

MBA students pursuing a dual degree with the Master of Public Health program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Public Health degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MPH/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MSW/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Social Work program.

MBA students pursuing a dual degree with the Master of Social Work program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Social Work degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MSW/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MBA/MS-BME

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the MS-Biomedical Engineering program.

MBA students pursuing a Washington University dual degree with the MS-Biomedical Engineering program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the MS-Biomedical Engineering degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MBA/MS-BME) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MEng-EECE/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Engineering-EECE program.

MBA students pursuing a dual degree with the Master of Engineering-EECE program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Engineering-EECE degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MEng-EECE/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MArch/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the Master of Architecture program.

MBA students pursuing a dual degree with the Master of Architecture program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the Master of Architecture degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MArch/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

JD/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the JD program.

MBA students pursuing a dual degree with the JD program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the JD degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., JD/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

MD/MBA

Students pursuing their Full-Time MBA degree at Olin are able to complete a preapproved Washington University dual degree with the MD program.

MBA students pursuing a dual degree with the MD program must complete a minimum of 52 credits in 500-level MBA courses taught by faculty members of Olin Business School. These may include credits from an approved international exchange program. The remaining 15 credits required for completion of the MBA degree will be applied from the MD degree program. More information about the Full-Time MBA degree requirements can be found on the Full-Time MBA page (p. 85) of this *Bulletin*.

Washington University dual degree candidates (e.g., MD/MBA) are not eligible to simultaneously pursue an intra-Olin dual degree (e.g., MBA/MS in Business Analytics).

Students interested in pursuing a Washington University dual degree must apply and be admitted separately to each program.

Website: <https://olin.wustl.edu/EN-US/academic-programs/full-time-MBA/academics/joint-degrees/Pages/default.aspx>

Pre-Doctoral Research Fellowship

The WashU Olin Pre-Doctoral Research Fellows program is a non-degree program intended to prepare select students to apply to PhD programs in business.

Opportunities for Pre-Doctoral Research Fellows include the following:

- Taking doctoral-level courses in business, economics, statistics, math, or related fields
- Working closely with faculty on mentored research experiences
- Attending research seminars

The program seeks to promote a diverse, scholarly environment. It is designed for individuals wanting to gain necessary training and experience toward a career in academic research before applying to a PhD program in business or a related field. Fellows receive exposure to the various fields of study at WashU Olin, including accounting, business economics, finance, marketing, operations & manufacturing management, organizational behavior, and strategy.

The program will be quantitatively focused but individually designed to fit each fellow's background. Over the course of the program, each fellow should gain a thorough grounding in calculus, matrix algebra, basic and intermediate statistics, and basic and intermediate economics. Fellows will also have the opportunity to assist faculty with research to become familiar with what research involves. Pre-Doctoral Fellows will enroll in up to 9 credits of course work per semester.

Pre-Doctoral Program Summary

The WashU Olin Pre-Doctoral Research Fellows Program is a one-year, full-time program. Fellows will begin their program in July. The fellowship offers tuition and a living stipend (\$29,000 for 2023-24). As non-matriculated, non-degree students at Washington University in St. Louis, Fellows have access to the rich resources that the university offers. Fellows will be provided with a workspace that is co-located with WashU Olin PhD students.

Fellows are expected to fully participate in the intellectual life at WashU Olin and the university.

Research Assistantship

Olin faculty conduct research on a wide variety of topics. Fellows participate in research projects and assist with research papers initiated by Olin faculty members. Projects are assigned based on interest and faculty/project availability. Fellows can expect to work closely with Olin faculty members and receive individual instruction on the techniques required.

Courses

Fellows may take up to 9 credits of doctoral-level courses in business, economics, statistics, math, or another related field each semester. Course selection is made in consultation with faculty.

Seminars

Fellows are expected to attend department seminars. Faculty members, doctoral students, and visiting speakers may present at these sessions, which consist of an interchange of research ideas.

Eligibility

This is a full-time, in-residence, non-degree program. Applicants must have a bachelor's degree (or complete one by the time the program starts) and be U.S. citizens or permanent residents to apply.

Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate regarding access to or treatment or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

High GMAT/GRE Test Score: Although there is no minimum score requirement, a good performance is weighted by the Admissions Committee. Successful applicants tend to have overall scores in the 90th percentile or higher. The GMAT institution code for the Olin PhD in Business is R4T-WG-45. The GRE institution code is 6929.

Letters of Recommendation: We require two letters of recommendation. Recommenders may be either academic or professional; however, considerable weight is given to letters of recommendation from faculty members that highlight a candidate's research potential, past academic achievements, and commitment to scholarly endeavor. Letters of recommendation are submitted online; we do not accept paper letters of recommendation. If this presents a problem, please contact us.

Statement of Purpose: The applicant's statement of purpose should include details regarding why they want to pursue an academic career, any experience they have conducting or assisting with any research or teaching activities, and their own evaluations of their strengths and weaknesses as related to their pursuit of the Pre-Doctoral Research Fellows program.

Curriculum Vitae: All applicants are required to upload a copy of their CV or résumé as part of the application process.

Transcripts: Applicants will need to upload unofficial transcripts from each college-level institution attended. Scanned copies of transcripts may be too dark and difficult to read, so scanner settings should be adjusted accordingly. Photographs of transcripts are not acceptable. If the transcript is in a language other than English, applicants must provide an official translation issued by the university or by a certified member of the American Translators Association. Applicants who have already graduated must show a transcript with the degree and the date it was conferred, unless a copy of their diploma/degree certificate is

required. Official transcripts of all college-level work must be submitted to the program office upon admission to Olin Business School. Updates to transcripts after applications are submitted are not necessary and will not be uploaded by Olin.

To Apply

Please visit the Pre-Doctoral Research Fellows Program page on the Olin Business School website for application information.

Doctoral Degrees

Olin Business School offers three doctoral programs: the Doctor of Business Administration (DBA) program, the PhD program, and the Pre-Doctoral Research Fellowship (non-degree). Detailed information can be found by visiting the appropriate pages of this *Bulletin* as well as the Olin website:

- DBA Program (p. 124) / DBA Program on the Olin website
- PhD Program (p. 127) / PhD Program on the Olin website
- Pre-Doctoral Research Fellowship (p. 123) / Pre-Doctoral Research Fellowship on the Olin website

Doctor of Business Administration (DBA)

The Olin Business School Doctor of Business Administration (DBA) degree program offers a collaborative atmosphere centered on industry-relevant applied research in finance, marketing or supply chain, operations, and technology. This advanced graduate program crosses traditional boundaries and provides students with the opportunity — under the guidance of Washington University faculty — for structured course work along with focused independent scholarly reading and research on important issues relating to business.

The Olin DBA program is a 72-credit-unit doctoral degree designed for individuals with a serious interest in finance, marketing, or supply chain and operations-related research who wish to pursue graduate study on either a part-time or full-time basis. A DBA is an advanced graduate degree that differs from a traditional PhD and extends beyond the fundamental foundation of a master's degree to develop the necessary skills to conduct applied research. A DBA differs from a master's degree and a PhD in a number of ways, including the scope of study, the approach to research, and essentially the definitive outcome.

The Olin DBA is a practitioner's doctoral degree designed to meet the needs of the researching professional rather than the professional researcher. While a PhD is intended for those who wish to pursue research careers in academia, a DBA involves extended graduate study beyond a master's degree for those who wish to pursue careers in corporations, consulting firms or government agencies that can benefit from advanced research skills for the analysis of business problems. The research capabilities developed in the DBA programs for finance and marketing are of a more applied nature, with more immediate

real-world applicability than the typical research pursued in a PhD program. Unlike a PhD program, the DBA program is aimed at those who are working in industry and who may continue to work during their enrollment in the program.

Contact: Jessica Hatch
Phone: 314-935-6340
Email: jessica.hatch@wustl.edu
Website: <https://olin.wustl.edu/EN-US/academic-programs/dba-in-finance/Pages/default.aspx>

Degree Requirements

The completion of the DBA program requires 72 credit units of graduate course work. In addition, DBA students must maintain satisfactory academic progress; pass examinations and paper requirements; and write, submit and defend a doctoral thesis. All students are expected to finish the program within four years on a full-time basis or within five to six years on a part-time basis.

Required studies include course work and a written doctoral thesis as follows:

- 48 credit units for course work
- 24 credit units for a doctoral thesis

Qualifying Exams

Comprehensive field examinations should be completed within six months of the conclusion of required course work (normally within two to three years). The examination committee will be composed of the faculty advisor and two other faculty members.

Doctoral Thesis

After completing 48 units of DBA course work and passing the qualifying exams, the student will begin research for their doctoral thesis. A DBA student will prepare their thesis proposal in consultation with their faculty advisor and with the approval of the research advisory committee and the program director. The completed doctoral thesis will be defended in an oral presentation to the advisory committee. The committee will assign either a passing grade or a failing grade, or they may ask for revisions to be made so that the student may receive a passing grade.

Curriculum

DBA in Finance

The curriculum includes foundation courses, required courses, and elective courses.

Foundation Courses (6 units)

Depending on their academic background, students may be required to enroll in one or more foundation courses on entering the DBA in Finance program. Credits for these courses are not applied toward the DBA degree. The three foundation courses, which are offered in August, are as follows:

Code	Title	Units
ACCT 560	Introduction to Financial Accounting	2
ACCT 562	Intermediate Accounting	2
FIN 510	Introduction to Finance	2
Total Units		6

The required courses provide the student with basic knowledge in all major aspects of finance: investment and asset-pricing of equity, fixed income, and derivatives; corporate finance (valuation and financing); and financial intermediation. The required courses also provide basic knowledge in microeconomics, financial statement analysis, and statistical and empirical methods.

Required Courses (27 units)

Code	Title	Units
ACCT 503	Business Analysis - Financial Statements	1.5
ACCT 503B	Advanced Business Analysis - Financial Statements	1.5
FIN 521	Financial Intermediation	1.5
FIN 524	Options & Futures	1.5
FIN 525	Fixed-Income Securities	1.5
FIN 532	Investment Theory	1.5
FIN 534	Advanced Corporate Finance I - Valuation	1.5
FIN 534B	Advanced Corporate Finance II - Financing	1.5
FIN 560A	Research Methods in Finance	3
MEC 537	Data Analysis Forecasting & Risk Analysis	3
MEC 5400	Managerial Economics	3
MEC 5410	Managerial Statistics (or equivalent)	2
	Directed Reading in Finance	3
HRM 660	Seminar in Presentation Skills	1
Total Units		27

Elective Courses (minimum 21 units)

Code	Title	Units
FIN 500J	Mathematical Foundations for Finance	1.5
FIN 500P	Computer Programming for Quantitative Finance	3
FIN 500Q	Risk Management	3
FIN 500R	Topics in Quantitative Finance	3
FIN 523B	Mergers & Acquisitions	1.5
FIN 524B	Derivative Securities	1.5
FIN 527	Financial Markets	1.5
FIN 530	International Finance	1.5
FIN 532B	Data Analysis for Investments	1.5

FIN 533	Real Option Valuation	1.5
FIN 534C	Advanced Corporate Finance III - Frontiers of Valuation	1.5
FIN 537	Advanced Derivative Securities	3
FIN 538	Stochastic Foundations for Finance	1.5
FIN 539	Mathematical Finance	3
FIN 549H	Special Topics: Real Estate Finance	1.5
FIN 550	Numerical Methods and Optimization in Finance	1.5
FIN 551	Advanced Fixed Income and Credit-Risk Modeling	1.5
FIN 552	Fixed-Income Derivatives	1.5
FIN 648	Independent Study	3
MEC 540	Money, Capital Markets & Economics Growth	1.5

Students may take any other graduate-level (500 and above) course as an elective with the approval of the Doctoral Programs Office and the course instructor.

DBA in Marketing

Quantitative Track

Required Courses (28 units)

Code	Title	Units
MKT 500S	Predictive Analytics for Business Decision-Making	3
MKT 500T	Customer Analytics Using Probability Models	3
MKT 555	Analytics-Driven Brand Management	1.5
MKT 555A	Data Analysis for Brand Management	1.5
MKT 571A	Market Research	1.5
MKT 571B	Advanced Marketing Research	1.5
MKT 577	Marketing Strategy	3
MKT 670	Seminar in Marketing Management	3
MKT 679	Directed Readings in Marketing (3 credit units, taken twice)	6
MGT 620	Empirical Methods in Business (first part of a two-year sequence)	3
HRM 660	Seminar in Presentation Skills	1
Total Units		28

Depending on their knowledge of quantitative methods in marketing, students may request to replace the above required courses with more advanced graduate-level courses. Faculty approval is required.

Elective Courses (minimum 20 units)

Code	Title	Units
Econ 5121	Advanced Quantitative Methods in Economics	3
Econ 5161	Applied Econometrics	3
Math 420	Experimental Design	3
MEC 625	Industrial Organization I	3
MEC 626	Industrial Organization II	3
MEC 661	Analysis of Time Series Data	3
MEC 670	Seminar in Econometrics	3
MGT 620	Empirical Methods in Business (second part of the two-year sequence)	3
MKT 601	Consumer Behavior I	1.5
MKT 602	Consumer Behavior II	1.5
MKT 673	Analytical Modeling in Marketing	1.5
MKT 674	Judgement and Decision Making	1.5
MKT 675	Empirical Methods in Structural Modeling	1.5
MKT 678	Independent Study in Marketing	Variable credit
MKT 679	Directed Readings in Marketing	3
Pol Sci 581	Causal Inference	3

Students may take other graduate-level (500 and above) courses as electives with the approval of the faculty and the instructors of the specific courses.

Consumer Behavior Track

Required Courses (20.5 units)

Code	Title	Units
MKT 601	Consumer Behavior I	1.5
MKT 602	Consumer Behavior II	1.5
MKT 576A	Understanding and Influencing Consumer Behavior	1.5
MKT 571A	Marketing Research	1.5
MKT 571B	Advanced Marketing Research	1.5
MKT 679	Directed Readings in Marketing (3 credit units, taken twice)	6
Psych 5066	Quantitative Methods I	3
Psych 5067	Quantitative Methods II	3
HRM 660	Seminar in Presentation Skills	1
Total Units		20.5

Depending on their knowledge of quantitative methods in marketing, students may request to replace the above required courses with more advanced graduate-level courses. Faculty approval is required.

Elective Courses (minimum 27.5 units)

Code	Title	Units
Drama 214	Public Speaking: Embodied Communication	3
MGT 201	Management Communication	4
MGT 533	Effective Managerial Communication	1.5
MKT 500U	Digital Marketing and Customer Analytics	1.5
MKT 520	Creating and Building Brand Equity	1.5
MKT 558A	Pricing Strategies	1.5
MKT 559A	New Product Development I	1.5
MKT 559B	New Product Development II	1.5
MKT 577	Marketing Strategy	3
MKT 647	Judgement and Decision Making	1.5
MKT 678	Independent Study in Marketing	Variable credit
Psych 5011	Research Designs and Methods	3
Psych 5012	Selected Topics in Design and Statistics	3
Psych 503	Seminar: Experimental Social Psychology	3
Psych 5087	Advanced Cognitive Psychology	3
Psych 5093	Imagery and Memory	3
Psych 516	Applied Multivariate Analysis	3
Psych 5453	Introduction to Affective Science	3
Psych 5832	Personality and the Self	3
Psych 5955	Memory, Emotion, and Attitudes	3
Psych 5958	Emotion Regulation	3
Psych 5991	Social Cognition	3

Students may take other graduate-level (500 and above) courses as electives with the approval of the faculty and the instructors of the specific courses.

DBA in Operations

Required Courses (48 units)

Code	Title	Units
MGT 620	Empirical Methods in Business (second part of two-year sequence)	3
SCOT 500D	Project Management	3
SCOT 500E	Supply Chain Risk Management	1.5
SCOT 531	Supply Chain Finance	1.5
SCOT 554	Operations Analytics	3
SCOT 558	Advanced Operations Strategy	3
SCOT 561	Data Science for Supply Chain Management	3
SCOT 5704	Operations Management	3
SCOT 576	Foundations of Supply Chain Management	1.5
SCOT 577	IT & Supply Chain Management	1.5
SCOT 600A	Optimization Theory and Applications	3
SCOT 600B	Stochastic Processes	3

SCOT 600C	Translating Research To Management Practice	3
SCOT 652	Theory and Research Methods in Inventory and Supply Chain Management	3
SCOT 653	Stochastic Models for Production and Service Systems	3
SCOT 654	Inventory & Supply Chain Management	3
SCOT 657	Research Topics & Engineering Themes in Supply Chain & Revenue Mgt.	3
SCOT 684	Independent Study	3
Total Units		48

Students may take other graduate-level (500 and above) courses as electives with the approval of the faculty and the instructors of the specific courses.

Doctor of Philosophy (PhD) in Business

Washington University's Olin Business School is one of the nation's leading research institutions, with a faculty whose research productivity consistently ranks among the highest in the business school community. Olin faculty members are recognized the world over for their important contributions to the creation of new knowledge, and they take great pride in their commitment to excellence in teaching.

Olin PhD students are guided by highly productive researchers who are among the nation's top scholars. Faculty work closely with students to help them hone their research skills, often building one-on-one mentoring relationships that include the co-authoring of research papers.

The development of strong problem-solving skills equips students to strategically address complex, unstructured business issues that result in innovative thinking and new ideas for research that have value to the academic community and application in the business world.

Olin's PhD program in business provides the following:

- A challenging core curriculum and a strong background in basic disciplines
- An emphasis on collaborative relationships between faculty and students, which enhances the educational process and the search for the student's first faculty appointment
- Personalized advising for the successful completion of PhD program requirements and for a customized course of study that fits the student's particular area of interest
- A collegial network built on mutual respect and a shared school of thought
- A competitive edge in the business education market

Contact: Jessica Hatch
Phone: 314-935-6340
Email: jessica.hatch@wustl.edu
Website: <http://olin.wustl.edu/EN-US/academic-programs/PhD>

Degree Requirements

PhD in Business Administration

PhD students must complete 36 credit units; maintain satisfactory academic progress; pass certain examinations; fulfill residence and teaching requirements; and write, defend and submit a dissertation.

Upon the successful completion of business PhD study, the student is awarded a PhD from the College of Arts & Sciences at Washington University.

Core Foundation

- A strong foundation in microeconomics or psychology, probability and statistics, and quantitative methods
- Exposure to the student's area of specialization and the required research tools
- Successful completion of the core exam

Specialization

- Courses in one or more areas of study
- In-depth knowledge in the chosen field
- Active association with the research process through faculty mentoring
- Completion of the field exam

Research

- Participation with faculty in research activities
- Research paper presentation
- Individual research pursuing a specialized topic of interest
- Preparation and defense of the dissertation

Doctoral Program Admissions

DBA Program

DBA Program Admissions

While the DBA program is designed to be an extension of prior master's level work in a relevant field, an earned master's degree is not a prerequisite for admission to the DBA program. Candidates for admission must demonstrate a strong academic record, documented by academic transcripts, high GMAT/GRE scores and recommendations. Candidates must also have strong writing and research potential, demonstrated in writing samples submitted with the application for admission.

To be considered for admission into Olin's DBA program, applicants must submit the following:

1. A completed online application
2. Application fee
3. Three letters of recommendation
4. Scanned copies of transcripts of all prior undergraduate and graduate work
5. Scanned copies of the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). The GMAT institution code for the doctorate in business is R4T-WG-14. The GRE institution code is 6929.
6. International students who do not possess a degree from an American university are required to submit a copy of the Test of English as a Foreign Language (TOEFL) score or IELTS score.

In addition to the required application materials, applicants are evaluated on the strength and breadth of academic background, experience, ability to research, and aptitude.

DBA Application Deadline

The online application opens on September 1 with a deadline of March 1. Enrollment is for the fall semester only.

PhD Program

PhD Program Admissions

A successful academic background, research aptitude, intellectual curiosity, skills acquired in the basic disciplines (particularly economics, psychology, math, and statistics), passion for a chosen field and an uncompromising work ethic are necessary for successful and timely completion of our program. Applicants are evaluated on the strength and breadth of their academic background, experience, ability to research, and aptitude.

Application Checklist

A complete online application should include the following:

- Scanned copies of transcripts from all colleges and universities attended (uploaded in the application)
- Scanned copies of GMAT score report (PDF uploaded in the application)
- Scanned copies of GRE score report (PDF uploaded in the application)
- Scanned copies of TOEFL or IELTS score reports (PDF uploaded in the application)
- Three (3) letters of recommendation
- Essay questions (considered Statement of Purpose)
- Resume/CV
- Application fee paid online

Academic Background

Olin requires a bachelor's degree from an accredited university or college. Upload unofficial transcripts — one from each college-level institution attended. Scanned copies of transcripts may be too dark and difficult to read, so please adjust scanner settings accordingly. Photographs of transcripts are not acceptable. *If the transcript is in a language other than English, applicants must provide an official translation issued from the university or by a certified member of the American Translators Association.*

Applicants who have already graduated must show a transcript with the degree conferred and date unless a copy of their diploma/degree certificate is required. Official transcripts of all college-level work must be submitted to the program office upon admission to Olin Business School. Updates to transcripts after applications are submitted are not necessary and will not be uploaded by Olin.

High GMAT/GRE Test Score

Although there is no minimum score requirement, a good performance is weighted by the Admissions Committee. Successful applicants tend to have overall scores in the 90th percentile or higher. The GMAT institution code for the PhD in business is R4T-WG-45. The GRE institution code is 6929.

Successful TOEFL or IELTS Test Score

An English language test is required for all international students. The TOEFL and IELTS exams test the level of English as a foreign language. The average internet-based TOEFL score of admits is 105. The TOEFL institution code for Washington University in St. Louis is 6929.

Letters of Recommendation

We only accept three letters of recommendation. Recommenders may be either academic or professional; however, considerable weight is given to letters of recommendation from faculty members that highlight a candidate's research potential, past academic achievements, and a commitment to scholarly endeavor. Letters of recommendation are submitted online. We do not accept paper letters of recommendation. If this presents a problem, please contact us.

Essay Questions (Statement of Purpose)

Applicants are asked to provide answers to the following questions:

- Why do you want to obtain a doctoral degree? (Please include what research interests you the most within your field of study.)
- Describe any experience you have in conducting or assisting in any research or teaching activities.
- Provide your own evaluations of your strengths and weaknesses in pursuing the PhD program at Olin.

Curriculum Vitae

All applicants are required to upload a copy of their CV or resume as part of the application process.

Writing Sample

Applicants may include a research paper or abstract (30-page maximum) with their application. A paper is not required for admission to Olin's PhD programs. The paper should be uploaded within the online application.

Note: Papers submitted by mail or emailed PDFs will not be uploaded into the application; therefore, applicants should upload their papers during the application process. Revised versions of these papers will not be uploaded.

If there are technical difficulties with the paper upload, please contact the PhD program office by email: phdinfo@olin.wustl.edu. Applicants are encouraged to list this paper and any other papers they have on their resume with web links to these papers.

PhD Application Deadline

The online application opens on September 1 and closes on December 31 for enrollment the following fall semester.

Pre-Doctoral Research Fellowship

Pre-Doctoral Research Fellowship Admissions

Eligibility

This is a full-time, in-residence, non-degree program. Applicants must have a bachelor's degree (or complete one by the time the program starts) and be a U.S. citizen or permanent resident to be eligible to apply.

Washington University encourages and gives full consideration to all applicants for admission, financial aid, and employment. The university does not discriminate regarding access to or treatment or employment in its programs and activities on the basis of race, color, age, religion, sex, sexual orientation, gender identity or expression, national origin, veteran status, disability, or genetic information.

Application Checklist

A complete online application should include the following:

- Scanned copies of transcripts from all colleges and universities attended (uploaded in the application)
- Scanned copies of GMAT score report (PDF uploaded in the application)
- Scanned copies of GRE score report (PDF uploaded in the application)

- Two (2) letters of recommendation
- Statement of Purpose
- Resume/CV
- Application fee paid online

High GMAT/GRE Test Score

Although there is no minimum score requirement, a good performance is weighted by the Admissions Committee. Successful applicants tend to have overall scores in the 90th percentile or higher. The GMAT institution code for the PhD in business is R4T-WG-45. The GRE institution code is 6929.

Letters of Recommendation

We require two letters of recommendation. Recommenders may be either academic or professional; however, considerable weight is given to letters of recommendation from faculty members that highlight a candidate's research potential, past academic achievements, and a commitment to scholarly endeavor. Letters of recommendation are submitted online. We do not accept paper letters of recommendation. If this presents a problem, please contact us.

Statement of Purpose

Your statement of purpose should include details of why the applicant wants to pursue an academic career, any experience the student has conducting or assisting in any research or teaching activities, and their own evaluations of their strengths and weaknesses in pursuing the Pre-Doctoral Research Fellows program.

Curriculum Vitae

All applicants are required to upload a copy of their CV or resume as part of the application process.

Transcripts

Upload unofficial transcripts — one from each college-level institution attended. Scanned copies of transcripts may be too dark and difficult to read, so please adjust scanner settings accordingly. Photographs of transcripts are not acceptable. *If the transcript is in a language other than English, applicants must provide an official translation issued from the university or by a certified member of the American Translators Association.* Applicants who have already graduated must show a transcript with the degree conferred and the date unless a copy of their diploma/degree certificate is required. Official transcripts of all college-level work must be submitted to the program office upon admission to Olin Business School. Updates to transcripts after applications are submitted are not necessary and will not be uploaded by Olin.

Doctoral Program Policies

DBA Program

DBA Program Policies

Academics

Degree Requirements

The completion of the DBA in Finance program requires 72 credit units of graduate course work. In addition, DBA students must maintain satisfactory academic progress; must pass examinations and complete paper requirements; and must write, submit, and defend a doctoral thesis. All full-time students are expected to finish the program within four years; part-time students must finish the program within six years.

The program includes course work and a written doctoral thesis, which are assigned the following credits:

- 48 credit units for required and elective course work
- 12 credit units for independent study courses and additional directed reading courses
- 12 credit units for doctoral thesis work

Prerequisites and Admissions

To be admitted to the program, students must complete an undergraduate degree. Completion of a graduate degree is preferred. Admission to the program is selective, based on parameters used for screening for other graduate programs at Olin, including transcripts of prior studies, GRE/GMAT scores, recommendations, and prior work experience.

Accounting for Prior Studies

Students with relevant graduate-level degrees may be given credit toward a DBA degree based on their prior studies at the discretion of the program academic director. Specifically, the following amounts of credit may be counted:

- Students with a master's degree in finance (MSF) may be permitted to transfer course credits to the DBA in Finance program. For Olin MSF students, a maximum of 24 credits can be transferred.
- For students with other relevant master's degrees, up to 12 credits can be transferred (this is true for both the DBA in Finance and the DBA in Marketing)

Additional Educational Opportunities

Teaching Citation

The optional Teaching Citation program requires attendance at non-credit workshops on teaching, varied teaching experiences, faculty and student evaluations, and preparation of a detailed teaching philosophy statement. Students interested in earning a Teaching Citation should schedule a preliminary consultation by calling 314-935-5921.

Master of Science in Finance

Students may pursue the Master of Science in Finance (MSF) as they progress toward the DBA. The process for pursuing this option is outlined below.

1. Approach the SMP Office (in the Graduate Programs Office in Knight Hall, Room 310) to discuss your interest.
2. Choose the MSF track (Quantitative or Corporate Finance) that you are interested in and complete a formal application.
3. The MSF application should be submitted shortly after beginning your DBA program and no later than six months prior to when you would graduate from the MSF program.
4. Make sure you satisfy all admission requirements.
5. The SMP office will independently decide about your eligibility to be admitted to the MSF program.
6. If they decide to extend admission, you will need to complete the course work required to earn the relevant MSF degree.
7. You will be eligible for obtaining the MSF degree once you complete the relevant course work.
8. Out of the courses applied towards your MSF degree, 24 credit units will be applied towards the DBA degree. Note that you will need to complete a total of 48 credit units of course work for the DBA program.

Satisfactory Academic Progress

Olin Business School monitors the academic progress of students in DBA programs, who are required to pass all courses with a letter grade of at least "B-" and to maintain an average grade of at least "B+". Failure to maintain satisfactory academic progress may result in a student's immediate dismissal or placement on academic probation for the ensuing year (see "Probation," below).

Grading

The following is the interpretation of grades for course work in the DBA program:

- **A: Outstanding.** The quality of work is distinctly superior.
- **B: Good.** Performance is satisfactory and represents the academic attainment in the course expected of promising candidates for a graduate degree. Course work receiving a grade of "B-" or below is not counted toward the degree.

- **C: Conditional/unsatisfactory.** Poor quality of performance that falls short of that regarded as entirely satisfactory at the graduate level. Units of credit with a grade of "C" must be matched by an equivalent number of credits with a grade of "A". Course work receiving a grade of "C" is not counted toward the degree.
- **F: Fail.** The student will be placed on academic probation. Course work receiving a grade of "F" is not counted toward the degree.
- **N/I: Incomplete.** A grade of "N" is recorded when otherwise satisfactory work in a course or seminar is not completed. After twelve months, an unchanged "N" becomes a permanent part of the student's transcript and may not be changed to another grade. Students with more than nine units of "N" or no grades reported are not permitted to register for courses.

Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by your specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a) (4)(ii), the program requires a minimum of a C average to maintain eligibility for aid, but any specific program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a 3.0 minimum GPA.

Probation

Students determined to be making unsatisfactory academic progress may be placed on academic probation. In such cases, the director of the DBA program or the program office will issue a probationary letter, in writing, to the student (with a copy to the advisor, if applicable) indicating the terms of the probation and outlining an appropriate time frame in which the student may regain good academic standing in the program. The outcome that will result if the conditions are not met will also be specified in the letter.

After the time frame specified in the initial probationary letter, a second letter will be sent to notify the student that the probationary status has been removed, that the student is being dismissed from the program for failure to meet the written terms of the academic probation, or that a new set of conditions for the student to regain good academic standing applies. Students not meeting the written terms of their academic probation may be dismissed from the DBA program by the director of doctoral programs.

Dismissal

Students may be involuntarily dismissed from the program for any of the following reasons: willful misrepresentation to gain admission to the program, breach of academic integrity, academic failure, or behavior that is destructive to the welfare of the academic community. Students who have been involuntarily dismissed from the program may appeal their dismissal to the Director of Doctoral Programs.

Withdrawal

Students wishing to withdraw from the DBA program must give notice in writing, preferably by completing the Graduate School's Withdrawal Form with the Doctoral Programs office. This form, or any alternative style of written notice, must include the effective date of the withdrawal so as to avoid any financial repercussions for the student or the program.

Graduate Student Code of Professional Conduct

Overview

The Code of Professional Conduct ("the Code") is meant to encourage and clarify appropriate classroom, interpersonal, and extra-curricular etiquette that is expected of each individual by their peers, the faculty and the institution. It is also intended to help describe the overall environment of excellence and professionalism that all members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles, of the Code of Professional Conduct.

Expectations: Professional Standards of Conduct

In keeping with these shared expectations, Olin graduate students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following items:

In the Classroom

- **Attendance:** Students are expected to attend each class session. Students who must miss a session for any reason should make every effort to notify the instructor prior to the class meeting. Students should never register for courses scheduled in conflict with one another.
- **Punctuality:** Students are expected to arrive and be seated prior to the start of each class session.
- **Behavior:** Classroom interaction will be conducted in a spirited manner, but always while displaying professional courtesy and personal respect.
- **Preparation:** Students are expected to complete the readings, case preparations and other assignments prior to each class session and be prepared to actively participate in class discussions
- **Distractions:**
 1. *Exiting and Entering:* Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor.

2. *Laptop, Tablet, and Other Electronic Device Usage:* Students are expected to use laptops, tablets, and other electronic devices only with the instructor's consent and for activities directly related to the class session. Accessing e-mail or the internet during class is not permitted as this can be distracting for peers and faculty.
3. *Smart/Mobile Phone Usage:* Students are expected to keep their mobile phones turned off or have them set on silent/vibrate during class. Answering phones while class is in session is not permitted.

Outside the Classroom

- Students are expected to conduct themselves responsibly and professionally when dealing with all members of the Olin and Washington University communities as well as in the career search process, at club activities, networking events, job interviews, and other functions where they are representing the Olin community.
- Students are expected to abide by the Student Judicial Code.
- **Facilities:** Students are expected to help maintain the appearance and the functionality of the building, classrooms and other facilities.

Should Violations of This Code Occur

The matter may be referred to the Code of Professional Conduct Council for review and possible sanctions. The Council will consist of one appointed member from each of these groups: the graduate student bodies, the faculty, and the staff.

Registration

Students are responsible for their own course registration.

- Registration for the fall semester begins in mid-April.
- Registration for the spring semester begins in mid-November.

Getting Started

Students use their WUSTL Key to log in to WebSTAC, Washington University's student portal. There, students can manage their course Favorites, work with their Registration Worksheet, and see their Schedule.

Extra features throughout Course Listings include the ability to add Favorites or to add sections to the Registration Worksheet. Course Listings can be accessed by selecting a School and Department in Listings by Semester.

More advanced options can be accessed by clicking on Search by Semester and from there, searching by Attributes, Day, and Times.

Drop/Add and Withdrawal

Students may drop or add a course to their registration during specified periods at the beginning of each term.

Signature of a faculty member is not necessary to add or drop a class.

The following is the policy for dropping or withdrawing from a course once it has started:

- Within the first two weeks of a “mini” semester course or the first four weeks of a semester-long course, a student can *drop* the course by completing the online Drop/Add procedure. Courses dropped during these time periods will not appear on the student’s transcript.
- In the third or fourth week of a “mini” semester course or the fifth week through the eighth week of a semester-long course, a student can *withdraw* from the course by completing the online Withdraw procedure. However, such a course remains on the student’s transcript with a code “W.”
- If a student encounters extenuating health or other circumstances that necessitate withdrawal from a course beyond the fourth week of a “mini” course or beyond the eighth week of a semester-long course, the student may file a petition detailing the particular circumstances with the university’s Academic Review Committee. If the student’s petition to withdraw is approved by the Academic Review Committee, the course (or courses) will remain on the student’s transcript with the code “W.”

Auditing a Course

Students who wish to audit a course should talk with the professor of the course to determine the specific requirements for a successful or unsuccessful audit before choosing this option (grade option “A” when registering for the course). The requirements vary by course and by professor. **Audited courses are not considered in calculating the 72 credit units required for program completion.**

Course Waivers

A course waiver process allows students to avoid redundant study of subjects already mastered and to advance in the program. However, a waiver does not reduce the total number of required program credit units. Students may request a waiver of any required course by submitting a petition to their DBA advisor. Approval will be granted *only* if the student completed substantially equivalent course work during their prior education or demonstrated competency via work experience. The DBA advisor may require the student to enroll in a specific substitution course; if not, the student may choose to substitute other DBA course work for which they have met the stated prerequisites.

Independent Study and Research Internship Credits

Students who would like the opportunity to get more in-depth exposure to an area of interest under the supervision and direction of a faculty member may seek a faculty sponsor. Typically, a student will discuss with a faculty member the possibility of receiving supervision for directed research or an independent study research project. Faculty members have a variety of commitments, so the interested student should have an independent study project fairly well thought out prior to contacting a potential faculty sponsor. Projects may receive from 1.5 to 6 academic credits; normally, however, no more than 3 credits are granted in a single semester. Once a project is agreed upon between student and professor, the student must submit a petition to the Doctoral Programs Office and ask the faculty member to confirm

their approval to the office. The petition should outline the topics to be covered, texts or other research material, methodology, and deliverables. Students must be in good academic standing to receive approval for independent study.

Directed Readings

All DBA students are required to do at least one 3-credit directed reading course. This course consists of a program of readings developed by and with the approval of one or more members of the faculty. Students should identify the faculty based on their research interest. Based on these readings, students should produce a four- to five-page white paper on one of the recent working papers of the advising faculty. The white paper should be oriented towards practitioners, be motivated using recent events from the world of business, summarize the paper and detail key takeaways for finance professionals. Students should submit a syllabus of the approved readings and deliverable to the Doctoral Programs Office. Once approved, students will be registered for the course.

Qualifying Field Examinations

After completing all required courses, students take a four-hour, written field exam. Scheduling of this exam must be arranged with the faculty coordinator. Students must pass this exam in order to start work on a dissertation.

Dissertation

After successfully passing the field exam, students will write an extended research paper under the guidance of a faculty member (“faculty advisor”).

The expectation is that the scope and depth of the dissertation will be greater than for a master’s level thesis but less than for a PhD dissertation. The student will defend their dissertation through an oral presentation to a dissertation committee of three tenured or tenure-track faculty members (including the student’s faculty advisor). The committee will assign a passing grade or a failing grade, or will ask the student to make revisions in order to receive a passing grade.

Graduation Information

University commencement ceremonies, held in May, mark the end of the academic year. Advanced degrees, however, are awarded three times a year: in August, December, and May. The terminal dates for completing all degree requirements are listed in the academic calendar on the Graduate School’s website.

Students who earn May degrees and participate in their school’s recognition ceremony receive their diplomas in person. Otherwise, students pick up their diplomas at the Office of Student Records. Diplomas not picked up in a timely manner are mailed by Student Records to the address indicated on the student’s Intent to Graduate form. The Student Records office issues official transcripts showing courses, grades, and awarded degrees at no charge, on student request. Information regarding these services is on the Student Records website.

General Policies and Procedures

Transfer Credit/Accounting for Prior Studies

Students with relevant graduate level degrees may be given credit toward their DBA degree based on their prior studies at the discretion of the program academic director. Specifically:

- Students with a Masters of Finance degree may be allowed to transfer course credits to the DBA in Finance Program, subject to the approval by the Doctoral Programs Office. For Olin MSF students, the maximum that be transferred is 24 credits.
- For students with another relevant master's degree, the maximum number of transfer credits allowed is 12 (this is true for the DBA in Finance and the DBA in Marketing).

Students seeking acceptance of transfer credits from another university must submit the Transfer Credit Evaluation Form along with a copy of their official transcript from the institution, a course description, a syllabus from the course, and course equivalency information.

Credits petitioned for transfer must be relevant to the DBA program, must not have been used to satisfy the requirements of another degree, and must have been earned in graduate-level courses for which the student earned at least a "B". Credit for courses in which the student received no letter grade cannot be transferred. Similarly, credits earned through correspondence courses or through courses or experiences offered under the auspices of proprietary schools, business or industrial training programs, or schools conducted by federal agencies are not considered for transfer.

Approved transfer credits are included on the student's official transcript as credits accepted in transfer. Letter grades for transfer credits are neither reflected on the student's transcript nor considered in the determination of the grade-point average.

International Students

The ability to communicate fluently is essential for progress and success in the DBA program. Communication is the vehicle for expressing knowledge and ideas in both written and verbal forms. All students who do not regard their mastery of English as strong are encouraged to enroll in English courses to improve their proficiency.

PhD Program

PhD Program Policies

The administration of the following policies and university-wide components will be maintained under the Vice Provost for Graduate Education as specified on the University PhD Policies & Requirements page (p. 24) of this *Bulletin*:

- Academic and Professional Integrity Policy for PhD Students
- Involuntary Leave of Absence
- Child Day Care Subsidy
- Interdisciplinary Courses
- Minimum Stipend Award
- New Child Leave

Residency Policy

The PhD program at Olin Business School is full-time and residential. We strive to create a collaborative and engaging academic community. All course work is taught in-person and on campus. During the academic year (fall and spring semesters), PhD students are expected to be physically present on campus and participate fully in activities. Students may travel or take personal time during their winter or summer breaks. Any absence from campus lasting longer than two weeks and occurring during the regular academic year must be first approved by the faculty coordinator in the area and then approved by the Director of Doctoral Programs. Requests should be submitted in advance and in writing to the program office.

Degree Requirements

To earn a PhD degree in Olin Business School, students must meet the following general requirements:

- 36 graduate credit units (This is the minimum threshold. Students in some areas, including Finance and Accounting, may need to exceed the minimum to ensure that all required courses have been taken. Students should consult with their faculty advisor for a complete list of required courses.)
- Completion of presentation skills seminar and additional communication course
- Completion of teaching requirements
- Maintain satisfactory academic progress
- Pass required milestones, including the area qualifying exam and second-year paper
- Thesis proposal and oral defense of the thesis proposal during the fourth year
- Dissertation and oral defense of the dissertation

The following rules apply:

- Students are expected to earn a "B" or higher in all 500-level PhD courses. Students who receive lower grades, including but not limited to falling below a 3.0 cumulative GPA will be reviewed by the Committee and may be placed on academic probation.
- Up to 12 units of credits earned in graduate work at a previously attended university may be transferred.
- Transfer of credit is considered only after two years of course work at Olin and requires approval of the area's representative on the Doctoral Programs Advisory Committee. A syllabus and course work will be requested to review transfer potential.

- Students must complete all required core courses unless they receive written approval to waive such a course. A waiver does not reduce the number of credits that a student must complete to earn the doctoral degree. Waivers are intended to allow students to avoid redundant study of subjects already mastered and to advance in other subject areas.
- Full-time students register for 9 to 12 credit units per semester, completing the 36-credit requirement in their first two years of graduate study. Thereafter, students can maintain full-time student status by registering for continuing doctoral student status at the beginning of each semester until they have defended their dissertation and completed all other requirements for the doctoral degree.
- Students who fail to register for two consecutive semesters will be considered candidates for dismissal.
- Only graduate-level courses that a doctoral student takes for a grade are counted toward the student's 36-credit program requirement. In addition, all courses must be approved in advance by the student's advisor and the doctoral program as eligible to be counted toward the student's degree. Audited courses and courses taken pass/fail (or credit/no credit) are not counted toward the doctoral degree and may not be eligible for tuition remission.

Students should consult their advisors regarding these options. Student academic performance is evaluated at the end of each semester and must be maintained at a level that is consistent with the standards established by Olin Business School.

PhD Advisor Policy

PhD students are required to be supervised by a principal faculty member throughout their enrollment. By default, the area coordinator serves in this capacity and supervises students during the first 2 years. In exceptional circumstances, second-year students may be supervised by an alternate faculty member in their academic area. Alternative arrangements must be reported to the program office. By the beginning of year three, students must report their principal faculty advisor to their area faculty coordinator and the doctoral programs office. At the end of each semester, the principal advisor will submit a written evaluation of progress to be included in each student's academic record.

Faculty choose whether or not they will supervise or advise students. If a student cannot identify a faculty member from their academic area willing to supervise them by year two or serve as their advisor by year two, they are not considered to be making satisfactory academic progress.

Policy on Probation and Dismissal for Academic Reasons

This policy gives guidelines and procedures for probation and dismissal because of poor academic performance (Academic Dismissal) for students enrolled in the Olin PhD program. Academic Dismissal is distinct from withdrawal (initiated by the student), deactivation of a student's record by a failure to register, and dismissal or other sanctions associated with Academic and Professional Integrity Policy or the University Student Judicial Code.

Olin PhD students must also maintain satisfactory academic progress as defined below.

Failure to maintain satisfactory academic progress may result in immediate dismissal or in academic probation for the ensuing year. Most financial awards, and all federally funded awards, are contingent on the student's maintaining satisfactory academic progress.

Satisfactory Academic Progress

The following are the minimum standards of satisfactory academic progress for PhD students:

- Students are expected to proceed at a pace appropriate to enable them to finish within the required time limit. By the end of the fourth year of full-time graduate study, students are expected to have completed all PhD requirements except the dissertation.
- Students are expected to maintain a cumulative grade point average of at least 3.0 on a 4.0 scale. The Doctoral Programs Committee will review students who have a grade point average lower than 3.0 or receive three or more 'B-' grades. Students may be placed on academic probation or be dismissed based on the Committee's review.
- Only course work receiving a "B" or higher is counted toward the 36-credit requirement.
- During any semester, students may not carry more than 9 credit units for which a grade of "I" (incomplete), "X" (final examination missed), or "N" (not submitted yet) is recorded.
- Grades of "I" (incomplete) or "N" (not submitted) must be cleared within one-semester term from the end of the course. Registration may be restricted until grades are recorded for prior semesters.
- Faculty supervision is required in the PhD program. Starting in year two, students must have a faculty member in their area willing to supervise them. For second-year students, most often, this would be the area faculty coordinator. If a student cannot identify a faculty member in their academic area willing to supervise them in year two or to serve as their advisor by year three, they will not be considered to be making satisfactory academic progress.
- After 4 years of full-time graduate study, doctoral students who cannot identify three faculty members who are willing to serve on their Research Advisory Committee are not considered to be making satisfactory academic progress.

Satisfactory Academic Progress for Title IV Federal Financial Aid

The minimum GPA requirements needed to maintain eligibility for Satisfactory Academic Progress are dictated by your specific program of study. In each case, per the requirements of 34 C.F.R. 668.34(a) (4)(ii), the program requires a minimum of a C average to maintain eligibility for aid, but any specific program may have a higher minimum GPA for federal Satisfactory Academic Progress. Olin Business School requires a 3.0 minimum GPA.

Students in doctoral programs have **seven calendar years**, starting on the date of their first registration in a graduate degree program at Washington University, to complete the degree requirements. Extension of the period of doctoral study may be granted on an annual basis if circumstances warrant.

To request an extension, Olin PhD students must submit an application to the Doctoral Programs Office.

Guidelines for Academic Probation and Dismissal

Except for circumstances justifying immediate dismissal, a student cannot be dismissed on the basis of academic performance without the opportunity to return to good standing during an identified period of probation. The purpose of probation is to: (1) explicitly warn the student of their status; (2) provide the student with clear guidelines of the performance that will be necessary to return to good standing; and (3) provide the student with reasonable time to meet these expectations. To meet these objectives, probation normally should be designated for a minimum of three months. When the probation criteria involve course work, then the probation period would normally correspond to the semester duration. A student on probation must receive a detailed letter from the program office, stating the reasons for the probation and explicitly identifying the steps necessary for the student to return to good standing by the end of the probation period.

At the end of a first probation, the student may be: (1) returned to good standing; (2) placed on a second consecutive probation, which generally will be for a full semester; or (3) dismissed from the program. A second consecutive probation must be accompanied by a new letter identifying the steps required to return to good standing. While the purpose of the probationary period is to provide the student with time to improve, the decision of the program at the end of a probationary period could involve immediate notification of dismissal.

At the end of a second continuous probation, the student will be either returned to good standing or dismissed. A third probation will be allowed only if it is not continuous. A fourth probation will not be permitted. A student whose performance would result in a fourth probation will be dismissed immediately. A leave of absence cannot be used by a student to delay or nullify the consequences of a third consecutive or fourth probation.

Each area must have a standard procedure to manage decisions regarding placement on probation, removal from probation, recommendations for dismissal after a probationary period, and recommendations for immediate dismissal due to extreme underperformance. The procedure for managing such decisions must be applied to all students in the program and cannot be managed solely by an individual faculty member, including the student's research mentor, though the input provided by the research mentor may play a key role in the process.

Stipend support should continue during a probationary period unless the student is failing to meet basic expectations (i.e. If a program or school decides to suspend stipend support under these circumstances, the student must be given a minimum of two weeks' notice prior to withholding such support). If the student's performance improves and he/she begins meeting the basic expectations of the position, stipend support should resume at that time. During all probationary semesters, tuition remission will remain as offered at initial enrollment.

Notification Procedures for Academic Probation

1. The explanation of academic performance issues leading to probation should be specific (low GPA, failed exam, etc.) and contain a clear statement of what must be done within a specified period of time in order for the student to return to good standing. This includes probation associated with faculty judgments of research potential, timely progress toward the degree, teaching performance or professional responsibilities. The expectations will be consistent with those held for all students in the program. They must be communicated in writing, accompanied by the opportunity to meet with the designated departmental faculty representatives for a clarifying discussion.
2. If the student does satisfactorily meet the requirements of the probation, a written notice of reinstatement, including the date that the student has returned to good standing, will be provided to the student. Students may be reinstated before the end of the probation period if they have met the requirements for reinstatement.
3. Copies of any letter or e-mail to the student, or summary notes of discussions with the student regarding the student's placement on probation should be placed in the student's file, which the student has the right to review.

Notification Procedures for Academic Dismissal

1. Students who do not meet the requirements of the probation by the specified time and the program recommends dismissal, the faculty coordinator of the student's program will send a request for dismissal and a draft of the dismissal letter to the Director of Doctoral Programs, along with copies of all previous communications and/or warnings. The draft dismissal letter will include the grounds for dismissal, the effective date of dismissal and advice to the student that voluntary withdrawal from the program is an option.

2. If the student is an international student on a visa, the Doctoral programs office will consult with the Office of International Students and Scholars prior to finalizing the dismissal letter. It is often advisable for an international student to withdraw ahead of a dismissal to avoid an adverse impact on future entry to the United States.

Appeal Procedures

In cases of probation or dismissal, a student may appeal within 14 calendar days to the department chair or another designated faculty representative, consistent with Department or Program procedures.

Probation

Appeals of probation end with the Chair of the department or program. In cases where there is a perceived conflict of interest with the Chair, another member of the department can be designated to address the appeal process for probation or dismissal.

Dismissal

For academic dismissal decisions, an Olin PhD student may submit a final appeal of his/her dismissal to the Director of Doctoral Programs. Appeal requests must be initiated at the appropriate level within 14 calendar days of formal notification of probation or dismissal. Responses to appeals generally occur within the next 14 calendar days after the appeal is requested.

Stipend support is discontinued at the time the student is notified of dismissal. The student is not eligible to receive stipend support during an appeal of dismissal; however, if the appeal is upheld, the student is eligible for stipend support covering the period of the dismissal appeal process. Students who have chosen to withdraw from their program or department (as opposed to taking an authorized leave) cannot appeal or seek reconsideration of this decision.

Graduate Student Code of Professional Conduct

Olin PhD students are expected to behave in accordance with the school's code of conduct for all of its graduate programs, which is described below.

Overview

The Code of Professional Conduct ("the Code") is meant to encourage and clarify appropriate classroom, interpersonal, and extra-curricular etiquette that is expected of each individual by their peers, the faculty, and the institution. It is also intended to help describe the overall environment of excellence and professionalism that all members of the Olin community seek to establish and to continually enhance. It is the responsibility of each member of the Olin community to uphold the spirit, as well as the principles of the Code of Professional Conduct.

Expectations: Professional Standards of Conduct

In keeping with these shared expectations, Olin graduate students are expected to conduct themselves at all times in a professional manner. Professional behavior includes, but is not limited to, the following items:

In the Classroom

- **Attendance:** Students are expected to attend each class session. Students who must miss a session for any reason should make every effort to notify the instructor prior to the class meeting. Informing faculty or seeking ex post permission after missing a class or portion of a class is unacceptable behavior and is subject to academic sanctions. Students should never register for courses scheduled in conflict with one another.
- **Punctuality:** Students are expected to arrive and be seated prior to the start of each class session.
- **Behavior:** Classroom interaction will be conducted in a spirited manner, but always while displaying professional courtesy and personal respect.
- **Preparation:** Students are expected to complete the readings and other assignments prior to each class session and be prepared to actively participate in class discussion.
- **Distractions:**
 1. *Exiting and Entering:* Students are expected to remain in the classroom for the duration of the class session unless an urgent need arises or prior arrangements have been made with the professor
 2. *Laptop, Tablet, and Other Electronic Device Usage:* Students are expected to use laptops, tablets, and other electronic devices only with the instructor's consent and for activities directly related to the class session. Accessing e-mail or the internet during class is not permitted, as this can be distracting for peers and faculty.
 3. *Smart/Mobile Phone Usage:* Students are expected to keep their mobile phones turned off or have them set on silent/vibrate during class. Answering phones while class is in session is not permitted.
 4. Other distractions will be specifically identified by individual instructors, such as eating in the classroom.

Outside the Classroom

- Students are expected to conduct themselves responsibly and professionally when dealing with all members of the Olin and Washington University communities as well as in the career search process, at club activities, networking events, job interviews, and other functions where they are representing the Olin community.
- **Facilities:** Students are expected to help maintain the appearance and the functionality of the building, classrooms, and other facilities.
- Students are expected to abide by the University Student Conduct Code of Washington University in St. Louis.

Grading

- **A: Outstanding.** The quality of work is distinctly superior.
- **B: Good.** Performance is satisfactory and represents the academic attainment in the course expected of promising candidates for a graduate degree. Course work receiving a grade of “B-” or below is not counted toward the degree.
- **C: Conditional/unsatisfactory.** Poor quality of performance that falls short of that regarded as entirely satisfactory at the graduate level. Units of credit with a grade of “C” must be matched by an equivalent number of credits with a grade of “A.” Course work receiving a grade of “C” is not counted toward the degree.
- **F: Fail.** The student will be placed on academic probation. Course work receiving a grade of “F” is not counted toward the degree.
- **N/I: Incomplete.** A grade of “N” is recorded when otherwise satisfactory work in a course or seminar is not completed. After twelve months, an unchanged “N” becomes a permanent part of the student’s transcript and may not be changed to another grade. Students with more than nine units of “N” or no grades reported are not permitted to register for courses.

All areas require passing grades for course work.

Mentored Teaching/Research Experience

Graduate students participating in mentored teaching experiences are highly valued members of the Washington University instructional team. The mentored teaching experience varies widely across disciplines. They may include assisting faculty in the preparation, instruction, and grading of an undergraduate course; tutorial responsibilities; monitoring the laboratory segment of an undergraduate course; and, in some instances, full course responsibility. **For all mentored teaching experience, excluding full course responsibility, students register for the Mentored Teaching/Research Assistance course (MGT 6000 Mentored Teaching/Research Experience). It is required that students in years two through five participate in either a mentored teaching or mentored research experience each semester. Students on the academic job market in their fifth year may request a one-semester exemption subject to area approval. A written request must be submitted to the program office by April 30 of the fourth year.**

In order to focus on course work and acclimate to the program, first-year students do not participate in mentored teaching experiences and are prohibited from accepting any other teaching or research assignments, including voluntary or paid positions.

Overview

Olin Business School requires PhD students to complete the following communication and pedagogical training:

Students must attend TA orientation held by the Center for Teaching and Learning prior to the beginning of the second year of the doctoral program. Orientation is typically held once a year in August.

1. **Formal Instructional/Teaching Experience:** Participate in a teaching preparation seminar, instructional workshop, internship, or course that addresses course design and classroom facilitation.
2. **Formal Communication Experience:** Participate in at least one communication seminar, instructional workshop, or course that addresses communication and presentation skills and includes classroom instruction to an undergraduate or master’s level audience.
3. **Deliver Annual Presentation:** Prepare and deliver annual presentations to the doctoral program faculty in the student’s chosen field of study (e.g., accounting, business economics, finance, marketing, organizational behavior, operations, and manufacturing management, or strategy) beginning in the second year of the doctoral program.
4. **Present Working Paper:** Present a working paper at a conference, job-market seminar, or consortium prior to graduation.

Once the teaching requirement has been fulfilled, the student must file a Teaching Requirement Form with the department doctoral programs office. Please contact the Doctoral Programs Office for the form.

Assignment to Faculty for Mentored Teaching/Research Experience

Prior to the fall semester, students years 2-5 will be asked to submit their top three choices for assignment to faculty for mentored teaching/research experience. This information will be collected by the Doctoral Programs Office and sent to the area faculty coordinator who will make assignments. The rules for making the allocations are as follows: (1) Each student receives his/her top choice of faculty, unless two or more students bid for the same faculty, in which case the faculty member gets to choose; (2) no faculty member is assigned more than one student until every faculty member has one student; (3) if a student cannot be assigned his/her first choice (because more than one student bid for that faculty), then they should be given their second choice and so on. Assignments will last for the entirety of the academic year. Assignment can be either teaching or research at the discretion of the faculty, taking into account the needs of the student. Each academic area should determine the guidelines for mentored teaching and research assistance work. A description of the mentored experience should be provided by the faculty to the student and the program office prior to the start of the semester.

Curriculum: Typical Chronology of the PhD Program*

Year One

- Core foundation course work
- Microeconomics comprehensive preliminary exam, if required
- by the department (offered in June)
- Seminars/workshops in the field of study
- Summer paper, if required by the department

Year Two

- Courses and individual study in major field (as recommended by the advisor)
- Completion of two semesters of Mentored Teaching/Research Assistance
- Seminars/workshops in major field
- Presentation of one research paper
- Completion of the Qualifying Field Exam requirement

Year Three

- Completion of two semesters of Mentored Teaching/Research Assistance
- Completion of remaining field requirement
- Presentation of one research paper
- Seminar in presentation skills (B53-660)
- Additional communication course
- Begin preparation of dissertation proposal (spring semester)

Note: Field requirements are expected to be completed within the first 36 months of the program.

Year Four

- Completion of two semesters of Mentored Teaching/Research Assistance
- Oral defense of dissertation proposal
- Submission of dissertation title, scope, and procedures
- Begin plans for job search

Year Five

- Completion of two semesters of Mentored Teaching/Research Assistance
- Oral defense of dissertation
- Enter job market

* Each area has specific requirements that can be found online.

Preliminary Exam in Microeconomic Theory

Some areas require that students take the preliminary exam in economics at the end of the first year. Each area that requires the exam sets the definition of a passing grade.

Olin PhD students are required to take a five-hour microeconomics theory examination concentrating on applications of the theory, offered in late June after the first year of the program. Students are expected to stay in residence after the end of spring-semester classes to study for this exam.

The grading scale for the microeconomics exam is as follows: PhD pass, borderline pass, MA pass, and fail. The exams are graded anonymously by a committee consisting of the first-year instructors, which issues one grade for each student exam. In the event that it cannot make a positive

decision based solely on a student's performance on the examination, the Committee will also consider the student's first-year course grades. The Committee usually meets to evaluate student performance on the exams by mid-July.

The area faculty, in consultation with the PhD Programs Office, determines whether the student will be allowed to continue in the program. The normal expectation of areas that require the economics prelim exam is that a "PhD Pass" grade is required for a student to maintain good student status. Students who fail the prelims are placed on academic probation and re-evaluated based on their summer paper submission and academic performance in the first year.

First-Year Paper

Some areas require a first-year or "summer" paper to expose the student to the full range of activities required to successfully conduct independent research. This paper is evaluated by area committee representatives during the first two semesters of the second year, and the evaluation is provided to the student.

Second-Year Paper

Students must produce a satisfactory research paper before taking the major qualifying exam and are expected to begin the paper no later than one year after entering the PhD program.

The second-year paper is presented to area faculty for its evaluation, usually during a faculty brown-bag or departmental seminar. The student, in consultation with their PhD advisor, selects a paper review committee consisting of two full-time faculty members. Presentation deadlines vary by area.

Although the research paper is expected to have all of the elements of a publishable paper, the overall quality need not be at a level sufficient to merit publication. For example, the typical empirical paper should have all of the elements of a typical empirical article appearing in leading journals in the student's area. Similarly, a theoretical paper should have a sufficiently broad range of development to warrant comparison with similar work published in the area.

Failure to produce a satisfactory paper, as determined by the review committee, will constitute unsatisfactory performance and will result in a review of the student's academic performance by the Doctoral Program Committee.

Qualifying Field Examination (Comprehensive Exam)

Doctoral students must take a written qualifying examination to demonstrate their comprehensive knowledge in their major field within three years of their entry into the program. The examination may be taken before the student has completed all course work; however, students typically take this examination immediately after completing foundation course work.

Students make arrangements for taking this examination with their PhD advisor. Students who fail the examination may arrange to retake it. Only in unusual cases, and on written petition to the Olin Doctoral Programs Committee, can a student take the examination more than twice. If such approval is not granted, a student who has twice failed the examination will be terminated from the program.

These examinations are under departmental control. The responsible department provides notification of the test result to both the Doctoral Programs Office and the student.

Annual Progress Report

In order to prepare an annual assessment of student progress, the doctoral program requires that students submit the following, to both their area advisor and the program office: a current CV, a grade summary, and all research projects conducted during the year. Failure to comply with this requirement will result in academic probation or suspension from the program.

Registration Information Drop/Add and Withdrawal

Students may drop or add a course to their registration during specified periods at the beginning of each term. The signature of a faculty member is not necessary to add or drop a class.

The following is the policy for dropping or withdrawing from a course once it has started:

- Within the first two weeks of a “mini” semester course or the first four weeks of a semester-long course, a student can drop the course by completing the online Drop/Add procedure. Courses dropped during these time periods will not appear on the student’s transcript.
- In the third or fourth week of a “mini” semester course or the fifth week through the eighth week of a semester-long course, a student can withdraw from the course by completing the online Withdraw procedure. However, such a course remains on the student’s transcript with the code “W.”
- If a student encounters extenuating health or other circumstances that necessitate withdrawal from a course beyond the fourth week of a “mini” course or beyond the eighth week of a semester-long course, the student may file a petition detailing the particular circumstances with the university’s Academic Review Committee. If the student’s petition to withdraw is approved by the Academic Review Committee, the course (or courses) will remain on the student’s transcript with the code “W.”

Auditing a Course

Students who wish to audit a course should talk with the professor of the course to determine the specific requirements for a successful/ unsuccessful audit before choosing this option (grade option “A” when registering for the course). The requirements vary by course and by professor. Audited courses are not considered in calculating the 36 credit units required for program completion.

Course Waivers

Olin PhD students may obtain a waiver for any required course. Waivers are intended to allow students to avoid redundant study of subjects already mastered and advance. In order to receive a waiver, the student must submit a petition to his PhD advisor of the required course and obtain the advisor’s signature, denoting approval. Students then must submit the signed waiver form to the Doctoral Programs Office within the first two weeks of the class.

Please note that a waiver does not reduce the student’s required credit units to earn the doctoral degree. Moreover, it should generally be presumed that approval will be granted only where the student has previously completed substantially equivalent course work during their prior education and/or demonstrated competency via work experience.

The PhD advisor may require the student to enroll in a specific substitution course. If no specific substitution course is required, the student may choose to substitute other PhD course work for which the stated prerequisites are met. The coordinator of doctoral programs is available to assist students in finding appropriate substitute courses and to answer questions about the waiver and substitution procedures.

Course Work in Other Divisions

Twenty-four of the 36 credits required for the degree must be taken within Olin Business School. The other 12 credits may consist of either (a) approved transfer credits from an AACSB-accredited program (12-credit maximum) or (b) credits earned in approved graduate-level courses offered in other divisions of Washington University. For approval to be granted for course work in other Washington University divisions, the course must appear on the list of approved courses available in the Doctoral Programs Office or must be reviewed for inclusion on that list.

Students are advised to consult with the Doctoral Programs Office before registering if they have any concerns about whether credits earned in a course will be applied toward the 36-credit requirement.

Independent Study and Research Internship Credits

Students desiring more in-depth exposure to an area of interest under the supervision and direction of a faculty member may seek a faculty sponsor. Typically, a student will discuss with a particular faculty member the possibility of receiving supervision for directed research or an independent study research project.

Because faculty members have a variety of commitments, a student should have an independent study project fairly well thought out prior to seeking a faculty sponsor. Projects may receive from 1.5 to 6 academic credits, but normally no more than 3 credits may be granted in any one semester.

Once a project is agreed upon between student and professor, the student must submit a petition to the Doctoral Programs Office and ask the faculty member to confirm their approval to the office. The petition should outline the topics to be covered, texts or other research material, methodology, and deliverables. Students must be in good academic standing to receive approval for independent study.

Master of Science in Business Administration

Students who seek a master of science in business administration (MSBA) degree as a terminal degree are not admitted to the doctoral program. However, as progress is made toward the PhD, a student who has met the requirements set out below may be awarded an MSBA in one of the areas offered for the PhD degree: accounting, business economics, finance, marketing, organizational behavior, operations, supply chain and technology, and strategy and entrepreneurship.

The requirements are as follows:

- Two years of full-time participation in the program
- Completion of the following:
 - 36 credit units of graduate-level course work with a grade-point average of 3.00 or higher, including completion of the core sequence (approximately 18 credit units) (**Note:** Transfer credits are not applicable.)
 - A grade of Master's Pass or higher on the preliminary economics core exam (if applicable).
 - Presentation of a research paper to area faculty.

In any semester in which a student has fulfilled all of the above requirements, the student may file to receive the MSBA degree with the Doctoral Programs Office.

Dissertation

A dissertation is the product of extensive research and presents an original contribution to knowledge in a given field. It documents the doctoral candidate's ability to make substantive contributions to answering a major intellectual question and to communicate research results with professional competence.

General Requirements

The dissertation must constitute an integrated, coherent work, whose parts are logically connected. It must have a written introductory chapter that sets forth the general theme and core questions of the dissertation research, and that explains the relationship among the constituent chapters or parts. The introduction will typically include, as is appropriate to the discipline, a review of the literature relevant to the dissertation, an explanation of the theories, methods, and procedures utilized by the author; and a summary discussion of the contribution of the dissertation project to knowledge in the field. In its final deposited form, the dissertation must constitute an archivable product that meets the standards prescribed by the university.

The dissertation may consist (in whole or in part) of coauthored chapters and articles, but the candidate must be a major contributor to the research and writing of any such papers and must describe her or his ideas, individual efforts, and contributions to the larger work. In order to be in compliance with the university's policy on plagiarism and academic integrity, a dissertation that incorporates co-authored work must also include in its introduction an explanation of the role of the candidate in the research and in the writing of any co-authored work.

If a dissertation includes previously published materials (authored or co-authored), the candidate must provide a full referencing of when and where individual papers have been published. Because prior publication and multiple authorship have implications with respect to copyright, PhD candidates should discuss copyright with their advisors and obtain copyright clearances from any coauthors well in advance of defending the dissertation. Written permission must be obtained in order to include articles copyrighted by others in the dissertation.

It is the responsibility of the student and the student's dissertation committee to ensure that the dissertation meets all requirements regarding authorship, academic integrity, and copyright, as outlined here.

Proposal Defense

The purpose of the dissertation proposal is to provide evidence that the proposed dissertation will demonstrate the student's mastery of a specialized field of knowledge and capacity for original scholarly work.

At the dissertation proposal defense — which is open to all members of the regular faculty and all doctoral students — the student presents the research that has already been completed and an outline of the research that remains to be done. The student must make copies of the proposal available to the research advisory committee at least two weeks prior to the scheduled date. The faculty and doctoral students are informed of the date and location of the dissertation proposal defense a minimum of two weeks in advance.

The format of the proposal defense may vary among disciplines, but its general purpose is to provide the student the opportunity to present a detailed account of completed research, indicate a road map for what remains to be done, and receive the thesis committee's feedback on the research as well as approval that the proposal will lead to an acceptable dissertation if the student completes the research as described by the thesis committee.

There is no hard-and-fast rule regarding how much of the thesis must be completed before a proposal defense is scheduled. Some disciplines require that the thesis be more fully developed at the proposal defense than do other disciplines. A rough rule of thumb is to schedule a proposal defense before 50% of the research on the dissertation has been completed. This presumes that the student has been receiving guidance on the direction and scope of the research from the thesis committee.

Deadlines

Students are required to propose no later than the initial deadline of June 30 in their fourth year (i.e., the end of their fourth academic year in the program). Failure to propose by this deadline may result in academic probation and, if so, a letter to that effect will be sent to the

student. If a signed Title, Scope and Procedure form, which signals a successful proposal defense, is not submitted to the Doctoral programs office by the second deadline of September 30th of the Fall semester of the 5th year, the student will be mandatorily placed on probation, and there may be additional consequences such as dismissal from the program.

Research Advisory Committee

The Research Advisory Committee consists of three tenured or tenure-track Washington University faculty members from the student's area. The committee members sign the Notice of Title, Scope, and Procedure of Dissertation before the student begins the dissertation and serves as the first three readers for the dissertation and as members of the student's Dissertation Examination Committee.

The faculty members attending the proposal defense confer with the prospective Research Advisory Committee, which recommends to the committee chair what the student must do to produce a completed dissertation. The chair collects the committee's recommendations, ensuring that all committee members agree on the direction and approach, and submits a written document to the Doctoral Programs Office and the student within two weeks of the proposal defense.

Title, Scope, and Procedure of Dissertation Form

If the recommendation is positive, the Research Advisory Committee formally approves the proposal by signing the Notice of Title, Scope, and Procedure of Dissertation form. The form can be obtained from the Doctoral Programs Office.

The project's "scope," as the student has described on the form, defines its limits — what the student intends to cover and what will not be covered. The "procedure" describes the manner in which the student intends to conduct the research. By defining the scope and procedure of the dissertation, the student provides an initial outline or model for use in researching the topic.

The form also serves as a contract between the student and the student's Research Advisory Committee. It is understood that the scope, procedure, and even the title of the dissertation may change during the course of the research. Major changes to the committee (e.g., a new thesis advisor from outside the committee) or a significant change of topic may require a new Title, Scope, and Procedure form.

Oral Dissertation Defense

The dissertation must be approved by the Research Advisory Committee before the defense can be formally scheduled and announced. Approval ensures that the dissertation is developed adequately and ready to be brought to defense.

Preliminary Paperwork

There are four forms that the student must file well before the completion of the dissertation and the scheduling of the dissertation examination:

1. **Title, Scope, and Procedure form** — The Title, Scope, and Procedure form (titled "Notice of Title, Scope, and Procedure of Dissertation") is to be filed with the Program Office as soon as it is signed off by the faculty.
2. **Intent to Graduate** — Candidates for a degree must file their "Intent to Graduate" for the semester in which they intend to graduate. You may complete this after logging onto WebSTAC and clicking on "Intent to Graduate" from the menu. If you are unable to access this, contact the Office of Student Records. Please note that, if you do not finish by the time you had originally stated in your first Intent to Graduate form, you must file a subsequent intent for the semester when you now intend to complete your work.
3. **Dissertation Examination Committee approval** — Prior to scheduling the dissertation defense, the candidate must submit a "Dissertation Defense Committee" form for approval by the Director of Doctoral Programs.
4. **Satisfaction of Teaching Requirements** — Olin PhD students must meet department teaching requirements, including demonstrating competency in teaching at both a basic and advanced level and submit documentation.

Dissertation Examination Committee

The Dissertation Examination Committee is composed of the student's Research Advisory Committee and at least two additional faculty members. Of the five faculty members, four must be tenured or tenure-track (three of the five must come from the student's degree program; at least one of the five must not).

In most cases, the chair of the student's Research Advisory Committee serves as the chair of the student's Dissertation Examination Committee. Approval of the dissertation by the Research Advisory Committee is necessary to bring it to the defense.

Dissertation Defense

The defense is open to faculty and doctoral students, who may attend as observers rather than participants. Typically, the Dissertation Examination Committee solicits evaluations from the faculty attending the defense before making a decision as to the student's success in defending the dissertation. However, only the Dissertation Examination Committee is permitted to vote.

At least two weeks prior to the defense, the regular faculty is informed of the date and location of the defense and the composition of the Dissertation Examination Committee. **Students are required to submit their written thesis to their committee members at least 30 days before the scheduled date of the defense.** The committee will respond at least 2 weeks before the defense with substantial requested changes. These changes will be expected to be complete and resubmitted to the committee before the defense.

A typical defense follows these procedures:

- Presentation by the candidate lasting about one hour. Candidates are not expected to repeat the detail presented in the workshop.
- Committee chair asks for questions from non-committee faculty who are present.

- Chair asks for questions from the Dissertation Examination Committee.
- Chair asks for questions from the Research Advisory Committee.
- Chair excuses all attendees except the Dissertation Examination Committee, which deliberates and makes a determination on the success of the defense.
- Upon approval of the defense, all members of this committee, as well as the chair of the department or program, sign the **Examination Approval Form**.

Doctoral Dissertation Submission

After the defense, the student must submit an electronic copy of the dissertation online to the university. The submission website requires students to choose among publishing and copyrighting services offered by ProQuest ETD Administrator, but the university permits students to make whichever choices they prefer. Students are asked to submit the Survey of Earned Doctorates separately. The program office is responsible for delivering the final approval form, signed by the committee members at the defense and then by the program chair or director. Students who defend their dissertations successfully have not completed their PhD requirements; they finish earning their degree only when their dissertation submission has been accepted by the program office.

Transfer Credit

As many as 12 units of transfer credit may be accepted toward the Olin PhD degree requirements provided that:

- The credits are for graduate-level courses that the student took while a doctoral student at a business school program accredited by the Association to Advance Collegiate Schools of Business (AACSB) and are relevant to the Olin PhD degree.
- The relevant area faculty, in consultation with the Olin Doctoral Programs Office, has determined (using course syllabi and other information) that the course work taken in the other business school program is comparable in content (for required courses) to required courses offered in the Olin doctoral program or acceptable in quality (for elective courses).
- A grade of “B” or higher was achieved in the course work for which transfer credit is requested.

In addition, credits petitioned for transfer must not have been used to satisfy the requirements of another degree. Credits for courses in which the student received no letter grade or credits earned through either correspondence courses or courses or experiences offered under the auspices of proprietary schools, business or industrial training programs, or schools conducted by federal agencies such as the Department of Defense, are not considered for transfer.

Students seeking acceptance of transfer credit must complete and submit a Transfer Credit Evaluation Form along with a copy of the official transcript from the institution where the credits were earned, a description of and syllabus for each course for which transfer credits are being requested, and course equivalency information.

Approved transfer credits are included on the student's official transcript as credits accepted in transfer. Letter grades from transfer credits are not reflected on the transcript, nor are they considered in the determination of grade-point average.

Human Subject Research

Students who plan to conduct research involving human subjects must understand and follow university protocols and guidelines set by the Human Research Protection Office.

Placement

Students begin to seek employment during the recruiting season after the dissertation proposal has been accepted and should discuss their job search plans with their advisor. Although job search strategies will vary by discipline, it is never too early for the student to begin developing a network of individuals with the student's discipline who have similar research interests.

A limited amount of funding is available from the Doctoral Programs Office to support students' job search activities. Interested students should contact the Doctoral Programs Office for information on how to apply for this funding.

Doctoral Program Financial Information

Tuition and Fees

Doctor of Business Administration in Finance

Students enrolled in the DBA program are assessed tuition on a per-credit-hour basis. Any tuition increase approved by the Washington University Board of Trustees takes effect during the summer semester. The current per-credit-hour rate can be found on the DBA Students page of the Olin Financial Services website.

Olin's DBA program does not offer scholarship funding. However, financing in the form of federal or private student loans may be available. Federal loan options and terms as well as a private loan research tool can be found on the Student Loan Options page of the Olin Financial Services website.

Health Insurance Fee

Washington University has a health insurance requirement for all full-time, degree-seeking students. Students must either purchase the Student Health Insurance Plan or demonstrate comparable coverage via another plan. Students will automatically be enrolled in the health insurance plan and billed accordingly. Spousal and/or dependent coverage is available at an additional charge. For details about policy options or the waiver process, please visit the Student Health Insurance Plan Information page of the Washington University Student Affairs website.

Financial Aid

The Olin Financial Services team can help students understand the billing process at Washington University and provide information about loan options and eligibility requirements. Please reach out to the Olin Financial Services team for assistance.

Doctor of Philosophy Fellowships

Enrolled PhD students who are making satisfactory progress in the program are guaranteed financial support for five years. This includes full tuition remission plus a stipend for living expenses that is distributed over 12 months. The annual stipend for students entering the PhD program in the fall of 2023 is \$40,000. All applicants are automatically considered for Olin Business School fellowships; no separate application is required. New applicants are encouraged to apply for other fellowships with generous stipends that are available to outstanding new students at Washington University.

The Ann W. and Spencer T. Olin – Chancellor’s Fellowship (OCF) is an elite cohort of outstanding graduate students with diverse backgrounds and from varied disciplines. The OCF is committed to promoting diversity in all dimensions and nurturing a variety of distinctive backgrounds and perspectives. The OCF particularly values students who have demonstrated a commitment to gender and racial diversity, equity and inclusion.

The OCF will begin admitting fellows for the 2023-24 academic year. The OCF offers a competitive award package and a best-in-class graduate fellowship experience including exceptional leadership and development opportunities, access to exemplary resources, and networking and mentorship opportunities that will empower fellows to demonstrate all-around excellence.

Interested applicants should apply to the OCF at the same time they apply for admission to their chosen academic program. To learn more, visit the OCF website.

Olin PhD Research Grant

Olin PhD students can apply for up to \$500 to help support research projects. This funding can be used for things like purchasing databases or providing honorariums for projects involving human research participants. Students may only be awarded this grant once per year, and the applications must be approved and signed by the student's area coordinator. The PhD Office will provide this award to up to 10 students per year. Application forms may be requested from the program office.

Fees

Washington University has a health insurance requirement for all full-time, degree-seeking students. Under this requirement, students must either purchase the Washington University Student Health Insurance Plan or prove that they have adequate coverage through another plan. If a student does not demonstrate that they have adequate coverage from another plan, that student will be automatically enrolled in the Washington University student plan and billed accordingly.

Tuition Refund

Tuition refunds are determined by the program director.

External Funding

Working outside of the school or obtaining external grants and fellowships may be other sources of funding for students.

Teaching Outside of the School

Students are encouraged to limit their teaching and research experiences to areas within Olin Business School and, more broadly, Washington University. Knowledge gained from interacting with faculty on research and teaching projects enhances the formal curriculum and, ultimately, the caliber of the student's learning during their PhD program. Olin doctoral students are therefore required to obtain explicit permission from their area coordinators and the Doctoral Programs Office to teach outside of the university during the first five years, since such assignments may distract students from acquiring the knowledge and skills needed to successfully complete the PhD program.

External Grants and Fellowships

Olin encourages all students to apply for external grants and fellowships. Students should regularly read the brochures and applications that the Doctoral Programs Office posts on bulletin boards in doctoral suites. Students are also encouraged to speak with their advisors or the grant development specialist regarding grants and fellowships in their specific fields. Most awards are directed to individuals who have prepared a dissertation proposal or pre-proposal, with only a limited number of awards available to students at the pre-candidacy level.

Because external grants are awarded in a variety of ways, it is not possible to set a standard regarding how the Olin funding available to a student receiving an external award will be adjusted. However, the program is committed to ensuring that there is a financial advantage for PhD students who receive such awards.

Contact:	Olin Graduate Financial Services
Phone:	314-935-7301
Email:	olinfinancialservices@wustl.edu

Administration

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Knight Family Professor of Economics

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Professor of Organizational Behavior

Todd Gormley

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Professor of Finance

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Co-Vice Dean for Faculty & Research
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Mark Leary

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Professor of Finance

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Associate Professor of Accounting

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Associate Professor of Organizational Behavior

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Area Chair, Strategy and Entrepreneurship
Robert and Barbara Frick Professor of Business

Stephen Ryan

Area Chair, Economics
Myron Northrop Professor of Economics

Durai Sundaramoorthi

Area Chair, Data Analytics
Professor of Practice in Data Analytics

Raphael Thomadsen

Area Chair, Marketing
Professor of Marketing

Interdisciplinary Opportunities

Washington University offers courses through interdisciplinary programs that include studies in a variety of disciplines that cross traditional academic boundaries and support academic areas outside of the schools.

- **Interdisciplinary Courses**

Graduate students can speak with their advisors with regard to enrolling in individual courses available outside of their school that may advance their research or professional goals. An internal tuition agreement valid across the university's graduate and professional schools enables interdisciplinary study by allowing enrollment in classes outside of the student's home school. Many undergraduate and graduate courses are available for graduate student enrollment, subject to the following eligibility guidelines:

- The student must be enrolled full-time in a graduate degree program and have the approval of their faculty advisor or administrative officer to take a course outside of their home school.
 - Courses will be open to students outside of the discipline only if those students have met the required prerequisites and have the approval of both their department/advisor and the course instructor.
 - Finally, courses in the evening divisions, including the School of Continuing & Professional Studies, are not part of this agreement. Courses that require individualized instruction and/or additional fees (e.g., independent studies, individual music lessons) are also excluded.
- **Teaching Citation — Center for Teaching and Learning**
The Teaching Citation is a professional-development program open to Washington University graduate students. The purpose of the program is to provide formalized pedagogical training to help graduate students prepare for careers that involve teaching. Graduate students who complete the program will participate in a learning community in which they will 1) develop knowledge of effective pedagogy, including evidence-based teaching methods, by completing one (1) Foundations in Teaching and five (5) advanced-level CTL workshops, 2) gain expertise with varied teaching methods by documenting three qualifying teaching experiences, and 3) develop, reflect on, and refine on their teaching approach by writing an engaging teaching philosophy statement. Documenting one's teaching experience includes demonstrating that the required number of teaching hours have been met, attaining faculty or CTL observation and student feedback on one's teaching activities, and writing a self-reflection. The qualifying teaching experiences that can be counted toward the Teaching Citation include, for example, include leading a weekly discussion or recitation subsection, leading regular review- or help-sessions, presenting course lectures, teaching a course independently, and mentoring a student in a research project. Teaching experiences must be approved by CTL staff.

- A limited opportunity for some Washington University students to enroll in courses at Saint Louis University and the University of Missouri–St. Louis is available through the Inter-University Exchange Program (p. 146).
- The Skandalaris Center (p. 147) offers cocurricular programming and practical, hands-on training and funding opportunities to students and faculty in all disciplines and schools.
- The McDonnell International Scholars Academy (p. 148) is an endowed fellowship program that offers generous financial support toward graduate and professional degree studies at Washington University in St. Louis.

Inter-University Exchange Program

The Inter-University Exchange (IE) program between Washington University, Saint Louis University (SLU), and the University of Missouri–St. Louis (UMSL) began in 1976 as an exchange agreement encouraging greater inter-institutional cooperation at the graduate level. Over time, this program has evolved to include undergraduate education. The basic provisions of the original agreement are still in place today, and participation continues to be at the discretion of each academic department or unit.

At Washington University, there are several schools that *do not participate* in this program (i.e., degree-seeking students in these schools are not eligible to participate in the IE program, and courses offered in these schools are not open to SLU and UMSL students attending Washington University through the IE program). They are the School of Law, the School of Medicine, the McKelvey School of Engineering, and the School of Continuing & Professional Studies. The Washington University schools that are open to participation in the IE program may have specific limitations or requirements for participation; details are available in those offices.

The following provisions apply to all course work taken by Washington University students attending SLU or UMSL through the IE program:

- Such courses can be used for the fulfillment of degree or major requirements. (Students should consult with their dean's office for information about how IE course work will count toward their grade-point average, units and major requirements.)
- Such courses are not regularly offered at Washington University.
- Registration for such courses requires preliminary approval of the student's major/department advisor, the student's division office or dean, and the academic department of the host university.
- Students at the host institution have first claim on course enrollment (i.e., a desired course at SLU or UMSL may be fully subscribed and unable to accept Washington University students).
- Academic credit earned in such courses will be considered as resident credit, not transfer credit.

- Tuition for such courses will be paid to Washington University at the prevailing Washington University rates; there is no additional tuition cost to the student who enrolls in IE course work on another campus. However, students are responsible for any and all fees charged by the host school.
- Library privileges attendant on enrolling in a course on a host campus will be made available in the manner prescribed by the host campus.

Instructions

Washington University students must be enrolled full-time to participate in the IE program and have no holds, financial or otherwise, on their academic record at Washington University or at the host institution.

1. The student must complete the IE program application form. Forms are available from the Office of the University Registrar website.
2. The student must provide all information requested in the top portion of the form and indicate the course in which they wish to enroll.
3. The student must obtain the approval signature of the professor teaching the class or the department chair at SLU or UMSL, preferably in person.
4. The student also must obtain the approval signatures of their major advisor at Washington University and the appropriate individual in their dean's office.
5. Completed forms must be submitted to the Office of the University Registrar in the Women's Building a minimum of one week before the start of the term.

Course enrollment is handled administratively by the registrars of the home and host institutions. Washington University students registered for IE course work will see these courses on their class schedule and academic record at WebSTAC under departments I97 (SLU) and I98 (UMSL). Final grades are recorded when received from the host institution. The student does not need to obtain an official transcript from SLU or UMSL to receive academic credit for IE course work at Washington University.

Contact: Office of the University Registrar
Phone: 314-935-5959
Email: registrar@wustl.edu
Website: <http://registrar.wustl.edu/student-records/registration/the-inter-university-exchange-program>

Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship

The Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship is the hub of creativity, innovation, and entrepreneurship at Washington University. We believe everyone can be entrepreneurial. Skandalaris provides programming where anyone can explore their creative and entrepreneurial interests, develop an entrepreneurial mindset, and go from ideation to launch.

Mission

The Skandalaris Center fosters and empowers an inclusive community that finds opportunities in problems and transforms ideas into action. We build an ecosystem of education, research, and resources that engages all WashU students, faculty, alumni, and staff as entrepreneurial leaders and collaborators.

Who We Serve

We work with the best and brightest at WashU — the change-makers, thought leaders, and visionaries — to solve the world's problems and meet local needs through innovation and entrepreneurship. As an interdisciplinary center, our initiatives serve students, faculty, staff, and alumni from all levels and disciplines.

Our Initiatives

We develop programs for WashU entrepreneurs, creatives, innovators, and scholars. Our commitment to interdisciplinary innovation and entrepreneurship is motivated by the following beliefs:

- *Everyone can be creative.* We provide hands-on experiences and the creative means to solve problems.
- *Innovation is the backbone of entrepreneurship.* Our opportunities are designed to develop and share new ideas while connecting with other WashU entrepreneurs and innovators.
- *Good ideas are one opportunity away from success.* Our programs are created to help WashU entrepreneurs and innovators access the resources they need to take their ideas to the next level.
- *Knowledge and skills are key to innovation and entrepreneurship.* Our Center offers events and opportunities to help our community of WashU entrepreneurs, creatives, and innovators learn the ins and outs of innovation and entrepreneurship.

Programs and Resources

• Experts on Call

This program provides an opportunity for the WashU community to connect with experts in the Skandalaris Center or remotely, free of charge.

- **Honors in Innovation & Entrepreneurship**

Students who have shown exemplary involvement in innovation and entrepreneurship during their time at Washington University are recognized through this program. Honors are earned by accumulating points through a combination of curricular and cocurricular activities.

- **In-Residence Program**

This program provides WashU students, faculty, staff, and alumni with the opportunity to learn from and work with professionals with extensive industry experience.

- **PhD Citation in Entrepreneurship**

This program provides opportunities for PhD students who are interested in developing skills and experiences in the areas of entrepreneurship and innovation.

- **Pivot 314 Fellowship**

The Pivot 314 Fellowship is a year-long program presented by the Office of the Provost and the Skandalaris Center for Interdisciplinary Innovation and Entrepreneurship. Pivot 314 offers graduate students curated programming focused on professional development and on strengthening leadership and communications skills, as well as internship opportunities.

- **Resources**

The Skandalaris Center, Washington University, and external services and resources are available to support innovators and entrepreneurs.

- **Skandalaris Spaces**

Our collaboration space is available for hosting meetings or events. Requests should be made a week in advance.

- **Skandalaris Startup Webinars, Panel Discussions, and Workshops**

These webinars provide an exciting way for alumni to reconnect and share their experiences with entrepreneurship. We also offer free, noncredit workshops designed to encourage creativity, innovation, and entrepreneurship.

- **Startup Venture Promotion**

The Skandalaris Center is happy to help Washington University in St. Louis students, faculty, staff, and alumni with promoting their startup ventures.

- **Student Entrepreneurial Program (StEP)**

StEP provides a unique opportunity for students to own and operate a business on campus that serves the WashU community. Student owners can supplement the valuable business and entrepreneurial skills they learn in the classroom while gaining real-world experience as they manage and lead their own businesses.

- **Student Groups**

There are many organizations that allow students to gain experience and make valuable interdisciplinary connections in the areas of creativity, innovation, and entrepreneurship.

- **Venture Development**

The WashU community is invited to set an appointment with a member of our team for help with ideas and businesses at any stage. We will work with these individuals to brainstorm ideas, strengthen financial models, draft business plans, perfect pitches, and more.

- **Washington University Entrepreneurship Courses**

Courses in entrepreneurship offered across the university are available to students at all levels and in all disciplines.

Competitions

- **IdeaBounce®**

IdeaBounce® is both an online platform and an event for sharing venture ideas and making connections. This is an opportunity for participants to pitch their ideas (no matter how "fresh"), get feedback on them, and make connections. In-person events happen frequently throughout the fall and spring semesters.

- **Skandalaris Venture Competition (SVC)**

The SVC provides expert mentorship to new ventures and startups to ready them for commercializing their ideas, launching, and pitching to investors. Teams will develop materials focused on explaining the ideas that they are working on to a broad audience.

- *Who Can Apply:* Current Washington University students and alumni (within one year of graduation) with an early-stage venture or idea

- *Award:* Up to \$22,500

- **Global Impact Award (GIA)**

The GIA awards WashU-affiliated ventures with inventions, products, ideas, and business models that will have a broad and lasting impact on society.

- *Who Can Apply:* WashU students, postdocs, residents, and alumni who have graduated within the last 10 years

- *Award:* Up to \$50,000

Learn More

Please contact the Skandalaris Center to sign up for our newsletter and for additional information about all programs.

Phone: 314-935-9134

Email: sc@wustl.edu

Website: <http://skandalaris.wustl.edu>

McDonnell International Scholars Academy

The McDonnell International Scholars Academy incubates new ideas and mentors future leaders. In collaboration with its partners, the Academy leads groundbreaking research projects and prepares Scholars to be effective leaders in a global community. Scholars are selected on the basis of their promise to become future leaders in academia, government, the professions, or the corporate world.

Applications to the McDonnell Academy are accepted from graduates of universities across the world, with a special interest in those students from its network of partner universities. In creating an international network of research universities, Washington University is developing a cohort of future leaders in a global university system to promote global awareness and social responsibility.

The McDonnell Academy has a dual mission. First, it recruits top scholars from partner universities and mentors them as they pursue doctoral and professional master's degrees in any of the 120+ academic programs offered at Washington University. Second, it leverages an international partnership network to incubate new ideas and foster collaborative research across countries and disciplines. There are more than 30 academic partners associated with the Academy, with at least one partner university on every populated continent. McDonnell Scholars receive full tuition and a generous living stipend for up to five years to support their degree experience.

About the Program

The McDonnell International Scholars Academy fellowship program cultivates a community of culturally and academically diverse leaders who will address the world's most complex challenges by driving positive and lasting change. Through its longstanding international partnerships, the program is an incubator of groundbreaking ideas that advance collaborative interdisciplinary research. A transformational experience, the Academy enhances leadership capacity through mentorship, professional development, and unique engagement opportunities. It is this foundation that builds the character and conviction to lead with a global mindset and social responsibility. McDonnell Scholars are selected based on their ability to emerge as leaders who are experts in their fields with perspectives that reflect cultural competence. Scholars are given a generous financial package to support their graduate and professional degree studies at Washington University in St. Louis.

Characteristics of McDonnell Scholars

In selecting its Scholars, the Academy considers the following:

- **Academic distinction:** Scholars are selected on the basis of their academic talent, promise, and ambition to become future leaders in academia, government, the professions, or the corporate world.
- **Global mindset:** Scholars share a global outlook, embrace differences, and express interest in broader social and cultural issues. They are committed to engaging in dialogue across disciplines and cultures.
- **Leadership:** Scholars demonstrate a desire and potential to generate positive change in their communities and around the world. They are committed to engaging in the Academy's platform for leadership development and communication acumen.
- **Community:** Scholars become part of a diverse, close-knit community. They share a commitment to engaging in the Academy's academic, professional, and social activities and to strengthening ties across the Academy's global network of partners.

Learn More

For more information about eligibility, programming, and financial support, please visit the Admissions page of the McDonnell International Scholars Academy website.

Phone: 314-935-6779

Website: <https://mcdonnell.wustl.edu/>

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