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Academic Computing Center
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Business Communication Program
Career Services
Center for Academic Excellence
Cooperative Education Program
Counseling-Personal Development Center
Dean of Students
Emergency Closings
English Language Institute
Faculty Advisors and Department Chairs (Lubin)
Financial Aid
Graduate Admissions
Graduate Assistantships
International Education Office
Library
Midtown Center
Office of the Associate Dean and Director of Graduate Programs
Office of Graduate Academic Advisement & Student Development (OGAASD)
Security
Student Accounts and Registrar Services (SARS)
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Academic Computing
Bookstore
Business Communication Program
Career Services
Cooperative Education Program
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Emergency Closings
Faculty Advisors and Department Chairs (Lubin)
Financial Aid
Graduate Admissions
Office of the Associate Dean and Director of Graduate Programs
Office of Graduate Academic Advisement & Student Development (OGAASD)
Security
Student Accounts and Registrar Services (SARS)
Student Life
The Core Course and Proficiency Guide is designed to assist faculty members teaching MBA and MS core courses and students preparing their program of study. Because the core courses form a major portion of the Master's programs, it is important that the knowledge and skills they impart be consistent, regardless of instructor or campus location. This objective is achieved by standardizing, to the extent possible, course content, textbooks, and course requirements throughout the entire core curriculum. It is important that all faculty familiarize themselves with the materials in this document.

Faculty teaching core courses are expected to follow the recommendations in the Guide as closely as possible. Alternative textbooks, topical coverage and course requirements may be approved by the appropriate graduate program chair in consultation with my office. Students who need help interpreting the material in this guide should seek assistance from faculty or the Office of Graduate Academic Advisement and Student Development.

This Guide also includes a copy of the proficiency examination guidelines to be used by students who wish to waive a core course by examination.

Peter Hoefer, Ph.D.
Associate Dean and
Director of Graduate Programs
Lubin School of Business
OBJECTIVES OF THE CORE CURRICULUM

Common to Lubin's MBA program is a carefully planned sequence of core courses designed to prepare students to assume broad management responsibilities. To accomplish this, the objectives of the core curriculum are to:

1. Provide students with a foundation in the fundamental concepts and principles of those business disciplines that underlie the operation of all business enterprises.
2. Help develop analytical skills for decision-making.
3. Help develop behavioral skills for dealing effectively with others.
4. Help prepare for professional skills that form the "backbone" of the Pace MBA experience.
5. Help develop the communication skills necessary to impart the knowledge of business concepts, principles, and techniques to others.
6. Help develop an understanding of the domestic and global environments in which business operates.
7. Enable students to integrate the concepts and techniques from various business disciplines and apply them to complex management problems.
8. Prepare students for the more advanced and specialized components of the MBA and MS Programs.
9. Impart a professional attitude and managerial perspective.
10. Bring students with varying educational and experiential backgrounds up to a common level of business knowledge.
INTRODUCTION TO COMPUTER APPLICATIONS

BUS 041
1 CREDIT

COURSE DESCRIPTION

Develops the ability to understand the fundamentals of IBM and IBM-compatible PC's. Provides an introduction to Windows and Windows applications. The major focus of the course is the use of spreadsheet tools with a particular emphasis on Microsoft EXCEL. Grading is on a Pass/Fail basis.

SOFTWARE


TOPICAL OUTLINE

1. Introduction to Windows 97
   Understanding Windows Explorer, using the mouse, opening and closing applications, parts of Windows.

2. Introduction to spreadsheets and Microsoft Excel
   Planning a worksheet, entering text and values, editing cell contents, the active cell - selecting a cell, saving a file, printing worksheet.

3. Enhancing a Worksheet
   Formatting cells, selecting multiple columns, changing column width, changing font style and size, changing cell alignment.

4. Rearranging Worksheets
   Moving around the worksheet, copying and moving cells, inserting and deleting rows and columns.

5. Formulas and Functions
   Analyzing data with MIN, MAX and AVERAGE functions, creating a series, using the Function Wizard; using the Function Wizard to explore the PMT and VLOOKUP functions.

6. Absolute and Relative Addressing
   Cell references - relative, absolute, mixed.

7. Charts and Graphs
   Creating pie charts and column charts, moving and sizing embedded charts.
BUSINESS WRITING

BUS 043
1 CREDIT

COURSE DESCRIPTION

BUS 043, Business Writing, is a 7-week, 1-credit course designed to improve overall performance in business writing in American English (ENG 040 and ELI 084 are required for students with ESL problems). Assignments consist of weekly memos, brief reports and business letters based on case analyses. Writing topics include purpose and audience; organization and format; business diction and tone; persuasive strategies; and correct American - English grammar. Grading is on a Pass/Fail basis.

TEACHING METHODS

This class is conducted as a weekly workshop in writing. Students write, discuss and critique the week's assignment, and analyze exercises in grammar and diction. Intensive attention is given to all aspects of effective business writing in English. Assignments must be typed, preferably on a word processor. Students may send assignments via e-mail for comments. Notebook computers may be used in class for writing and note taking.

RECOMMENDED TEXTBOOKS


TOPICAL OUTLINE

WEEK

1 Introduction to Business Writing; Use of Dictionaries
   Communication models: sales letter, information letter, memos; Correctness, readability, diction.

   Case: Taxing IRA's and Bonds; Interelectronics; Which Style is Yours? Grammar exercise

2 Purpose and Audience
   What, When, and Why of communication; written vs. oral message. Word processing; E-mail; fax; spell check.

   Case: Napoleon's Closet; Abuse of Copier

3 Organization and Format - Memos
   Clarity and brevity; data, facts, subject line; corporate culture and formats; reports.

   Case: Teradyne Annual Report; Office Format
WEEK

4 cont’d. **Strategies of Persuasion - Letters**  
Writer credibility, tone, audience attitude; knowledge of subject.

Case: Ivory Piano Keys  
Exercise: grammar practice

5 **Business Language - Oral and Written**  
Jargon, tone, style: relations to audience, setting.

Case: Freddy Pumpkin Telephone 900 numbers  
Diction worksheet; homonyms

6 **Writing Process and Readability; E-mail**  
Sentence structure, variety, length; correct usage and grammar; punctuation; idiom.

Case: Check-cashing Windows; analysis of *New York Times* and *Wall Street Journal*

7 **Review of Principles of Good Communication**  
Final case: exit exam

**COURSE REQUIREMENTS**

All assignments must be typed, preferably on a word processor with letter-quality printer, and handed in on the due date. Attendance is mandatory. Incomplete assignments or unexcused absences will result in a failing grade.

**GRADING**

All written assignments will be evaluated according to the criteria for good business writing. A copy of these criteria will be provided at each sitting of the Writing Proficiency Test, and in the BUS 043 classes. The final grade, Pass/Fail, will be based on written assignments, improvement, and an exit exam.
COURSE DESCRIPTION

This course is designed to provide students with some the necessary quantitative proficiency needed for the MBA and MS degree programs. Included are topics necessary for the understanding of pre-calculus materials presented in various courses. A calculator is used throughout. Methodologically, the presentation of mathematical ideas is supported by real-life business applications. This course is presented as a review course for graduate students. Grading is on a Pass/Fail basis.

RATIONALE FOR THE COURSE

Many applications in business today must refer to mathematical models. To understand and evaluate the models, students must have a basic knowledge and manipulative ability of mathematical expressions.

TEXTBOOKS


TOPICAL OUTLINE

1. Real numbers; understanding, simplifying and evaluating formulas; language of algebra.

2. Modeling with simple (one variable, linear) equations and inequalities; their algebraic and graphical solutions.

3. Single-variable functions and their graphical representation; linear functions and graphs; systems of linear equations and linear inequalities, their algebraic and graphical solutions; multi variable functions.

4. Matrix representation of linear systems; basic algebraic operations of matrices; determinants; matrix inversion. It is not necessary to go beyond three dimensions (variables).

5. Quadratic functions and graphs; the quadratic equation; extreme values (maxima and minima) of the quadratic function; quadratic business models.

6. Arithmetic and geometric series (progressions); applications to finance.

7. Exponential and logarithmic functions and graphs; applications to finance.

COURSE REQUIREMENTS

Mid-term and final exams; selected problems from text.
FINANCIAL AND MANAGERIAL ACCOUNTING

BUS 501
4 CREDITS

COURSE DESCRIPTION

Covers basic accounting theory and practice with special emphasis on the concepts underlying income determination, preparation of the statement of financial position, and the managerial uses of accounting information. Topics include transaction analysis, revenue and expense recognition, accounting for merchandising and manufacturing and cost operations, depreciation, inventories, statement analysis, stockholder's equity transactions, cash flows, capital budgeting and special analysis for management.

RECOMMENDED TEXTBOOKS

<table>
<thead>
<tr>
<th>NEW YORK (select one of the following)</th>
<th>WESTCHESTER</th>
</tr>
</thead>
</table>

ROLE OF THE COMPUTER

Computer usage is being integrated on an experimental basis in selected sections in New York.

TOPICAL OUTLINE

1. Accounting, An Introduction to its Concepts, Recording Transactions
2. Adjusting the Accounts and Preparing the Statements, the Work Sheet, and Closing the Accounts
3. Accounting for a Merchandising Concern
4. Accounting for Cash
5. Inventories and Cost of Goods Sold
6. Plant and Equipment; Intangible Assets
7. Current and Long-term Liabilities
8. Corporations; Organization and Operation of Additional Stock Transactions, Income and Retained Earnings
10. Manufacturing Accounting

11. Cost Accounting, Job Order and Process

12. Master Budgeting

13. Capital Budgeting: Managerial Decisions

**COURSE REQUIREMENTS**

Mid-term and final exams; selected problems from text.

**TEACHING METHODS**

The BUS 501 course is composed of lectures and assigned homework problems and exercises.
STATISTICAL ANALYSIS FOR BUSINESS

BUS 502
3 CREDITS

COURSE DESCRIPTION

Surveys concepts and techniques of statistical analysis; descriptive statistics for univariate data including measures of central tendency and variation; statistics for describing relationships among two or more variables, including regression lines and correlation coefficients; probability theory - rules and distributions; sampling theory; statistical inference - estimation and hypothesis testing and correlation analysis. Applies computer packages to conduct statistical analyses.

Prerequisite: BUS 041, co-requisite: BUS 046

RATIONALE FOR THE COURSE

Statistics provides a methodology for analyzing problems involving uncertainty. It is becoming increasingly important in organizations as the proliferation of computers makes data more accessible. Students should plan to take the course early in their programs because statistics is employed in most courses in the business program. Only a limited (pre-calculus) background in mathematics is needed in order to take the course.

TEXTBOOKS
(select one of the following or request chair's approval)


COMPUTER SOFTWARE MATERIALS
(select one of the following, or request the chair's approval)

EXCEL for Windows.

NCSS Software.

ROLE OF THE COMPUTER

Students are introduced to a statistical computer package at the outset and use the package to perform calculations for a wide range of statistical analyses. The emphasis is on knowing how to choose an appropriate methodology and how to interpret the computer-generated results.

TOPICAL OUTLINE

NB. All topics are important and are to be adequately covered in the course.

1. Introduction and overview - uncertainty and randomness and their impact on decision making, empirical frequency distributions.
2. Descriptive statistics - summary measures, measures of central tendency, dispersion and skewness.

3. Bivariate description - scatter diagrams; least squares regression lines; correlation coefficient; measuring fit by the coefficient of determination and standard error of estimate.

4. Fundamental probability concepts - simple and compound events; product and addition rules; dependent and independent events.

5. Probability distributions - discrete and continuous random variables, binomial, and normal distributions; normal approximations to binomial, fitting a probability distribution to an empirical frequency distribution.

6. Statistical inference - sampling procedures; sampling distributions of the sample mean and sample proportion; central limit theorem.

7. Estimation - point and confidence interval estimation of mean and proportion based on sample size determination.

8. Hypothesis testing - level of significance, Types I and II errors, one and two tailed tests based on z and t.

9. Testing for association; chi-square distribution; goodness of fit and independence tests.

10. Testing for mean differences - the F distribution, one way analysis of variance.

11. Inference in regression; F and T tests; estimation of regression parameters.

**COURSE REQUIREMENTS**

Mid-term and final exams; problem assignments on all topics.
QUANTITATIVE ANALYSIS FOR BUSINESS

BUS 506
3 CREDITS

COURSE DESCRIPTION

This course presents contemporary quantitative tools in the setting of business models. It takes advantage of the computer when necessary, especially in situations where an optimal decision is desired from among a large set of possible choices. Besides presenting important concepts that are not seen elsewhere, this course also prepares students for other courses that will use quantitative methods. Topics are: introduction to calculus for economics, linearity and linear programming methods, a heuristic discussion of the simplex method, applications of linear programming using the computer, classical decision theory, and topics from queuing theory, inventory method or simulation. Students are expected to be able to read standard computer outputs.

Prerequisites: BUS 046, BUS 502

RATIONALE FOR THE COURSE

Many types of management problems can be analyzed using mathematical models. This course stresses the formulation of such models and their solution with the computer. When solutions are found, the meaning of the solution as it relates to the real business world is discussed. The overall goal is more effective managerial and quantitative decision making across a broad spectrum of business disciplines.

ROLE OF THE COMPUTER

Students will have to use a software package that includes most of the quantitative analysis techniques, particularly linear programming. Assignments will be collected and included in the student's grade. In addition, instructors will be encouraged to use computers in class, with the aid of projection equipment, to illustrate applications and theory.

TECHNICAL LEVEL

This course should emphasize problem formulation, model building, and the use of applications software.

TEXTBOOKS


SOFTWARE

EXCEL or text dependent software.
SUPPLEMENTARY REFERENCES


And case studies to be developed in the area of portfolio analysis (profit maximization and risk minimization).

TOPICAL OUTLINE

1. Introduction to quantitative methods and model building.
   Classical decision theory.
   References: ASW chapters 1 and 4.

2. Linear programming. Applications include: optimization models for financial services, return maximization and risk minimization. Computer sensitivity analysis of optimal solutions.
   References: ASW chapters 7-9, Sherlock Holmes Case and other cases being developed.

3. Inventory models

4. Simulation and/or queuing
   References: ASW chapters 16-17.

5. Non linear optimization and differential calculus.
   References: GLS chapters 0-4.

COURSE REQUIREMENTS

Midterm and final examinations, homework assignments (possibly cases) requiring the use of the computer.
MANAGERIAL MARKETING

BUS 507
3 CREDITS

COURSE DESCRIPTION

Explains the marketing function, organizational objectives and the role of marketing in achieving these objectives. Covers all aspects of marketing management. Uses case studies and the Internet to apply marketing concepts in real situations.

RATIONALE FOR THE COURSE

Marketing is a universal business function that applies equally to all enterprises, large and small, product or service, profit seeking or not-for-profit. The marketing function provides information to top management regarding market needs, competitive activities and changes in the market environment. It also performs the promotional activities of the firm that inform and motivate the market to buy the firm's products and services.

Managers need to understand marketing and be prepared to develop and implement marketing strategies if they are to participate fully and effectively in the management of their firms. Regardless of functional specialization, managers must be aware of market needs and effective promotional methods. For the majority of our MBA students (persons not pursuing a major or minor in Marketing), BUS 507 is the only Marketing course they take in our program. This course provides the basic marketing foundation, the concepts and practices of marketing, managers will need.

BUS 507 also teaches students how to market their own products and services more effectively. This aspect of BUS 507 is especially important for individuals involved in public accounting, taxation, consulting or their own business.

TEXTBOOKS

(Select one of the following, or a suitable substitute. Check with the program chair for alternative selections.)


OPTIONAL TEXT


TOPICAL OUTLINE

Chapter in Kotler

1. Understanding Marketing and the Marketing Management Process (Weeks 1-2)
   - Social Foundations of Marketing
   - Strategic Planning and Marketing's Role in the Organization
Chapter in Kotler Cont’d.

Planning, Implementing, and Controlling Marketing Programs 3

2. Analyzing Marketing Opportunities (Week 3)
   Information for Marketing Decisions 4
   The Marketing Environment 5

3. Selecting Target Markets (Weeks 4-5)
   Consumer Markets and Consumer Buying Behavior 6
   Organizational Markets and Consumer Buying Behavior 7
   Market Segmentation, Targeting and Positioning 8

4. Developing the Marketing Mix (Weeks 6-11)
   Product Planning and Development (Weeks 6-7)
   Products, Brands, Packaging and Services 9
   New Product Development and Product Life-Cycle Strategies 10
   Price Planning (Week 8)
   Pricing Considerations and Approaches 11
   Pricing Strategies 12
   Distribution Planning (Week 9)
   Distribution Channels and Physical Distribution 13
   e-Commerce
   Retailing and Wholesaling 14
   Promotion Planning (Weeks 10-11)
   Communication and Promotion Strategy 15
   Advertising, Sales Promotion, and Public Relations 16
   Personal Selling and Sales Management 17

5. Extending Marketing (Weeks 12-13)
   International Marketing 18
   Service Marketing, Non-Profit Marketing and Personal Marketing 19
   Marketing and Society 20
   Internet as a Marketing Tool

Note: Midterm Exam scheduled for Week #7; Final Exam scheduled for Week #14

ROLE OF THE COMPUTER

Computer applications of marketing concepts such as break-even analysis, elasticity and segmentation may be used to supplement lectures and for class assignments. Software provided by publishers should be used when deemed appropriate by the instructor. Computers may also be used (by faculty and/or students) to communicate with the Internet or bulletin boards for the purpose of sharing information pertaining to the subject area. Irwin Publishing Company has established a bulletin board for adopters of their texts. Web sites on the World Wide Web will be examined for marketing content.

VIDEO SUPPLEMENTS

Video supplements (VCR and Laser Disk) may be used to supplement lectures. Video materials provided by publishers and other sources should be used when deemed appropriate by the instructor.
COURSE REQUIREMENTS

Course requires a suitable combination of: examinations, case study analyses and marketing plan for a product or service.

TEACHING METHODS

A mixture of case study and experiential learning exercises, involving in-class and out-of-class interaction with peers and business professionals, will be used in class. We have expanded our skill development exercises which complements traditional lecture/case analysis. In particular, role playing exercises in negotiation and influencing, in-field networking exercises, creative problem solving approaches to case analyses, and skill-developing exercises in oral and written communication are emphasized and integrated into the curriculum.

Numerous handouts are distributed to students to supplement materials contained in the assigned text and/or case books. A sample of topical treatment of these materials include: "Case Reporting Guide," "The Networking Experience," "Outline for Preparing Marketing Plans," and "How to Identify Market Segments."

WRITTEN WORK

Written work includes concise (3 to 5 pages) analyses of case studies as scheduled, and a marketing plan or other term project. As such, students can expect three to six written assignments per semester. A report on field experiences is also required. Late papers are NOT accepted.

CLASS MEETINGS

Students are expected to be prepared for in-class discussion and presentation of assigned materials including cases, textbook chapters, and/or ancillary reading assignments. Midterm examinations are usually scheduled for the seventh or eighth week of the semester. Student presentations at the end of the semester relating to term projects are generally scheduled for the 12th and 13th week of the semester. An in-class final is scheduled for the last class session of the semester.
ECONOMIC ANALYSIS AND POLICY

BUS 508
3 CREDITS

COURSE DESCRIPTION

Introduces the principles of microeconomics and macroeconomics, with emphasis on macroeconomics. The micro section covers supply and demand, marginal analysis and pricing. The macro section provides the tools to understand and analyze current economic policy issues on a national and international level. Topics include employment, inflation, fiscal and monetary policies, productivity, and international trade and investment.

RATIONALE FOR THE COURSE

The economic principles covered in this course are essential to any informed MBA candidate skilled in appraising real world economic issues and their worldwide impacts. The course is designed to provide the tools of economic analysis for better business decisions. Through readings, lectures, discussions, and reports, students are encouraged to consider the effects of the economic environment on society at large and on business investment decisions in particular.

RECOMMENDED TEXTBOOKS


SUPPLEMENTARY MATERIALS

Instructors will provide supplementary readings. In addition, students are required to read the business pages of a financial newspaper (The Wall Street Journal, The New York Times) as input to relevant class discussions. Students are also encouraged to read other business periodicals.

ROLE OF THE COMPUTER

Not required for this course.

TOPICAL OUTLINE

PART 1: GETTING ACQUAINTED WITH ECONOMICS

1. What is Economics? Twelve ideas to remember beyond the final exam.

2. The use and misuse of graphs. Graphs in economics and their peril in economic interpretation.


4. Supply and Demand: An initial look at the powerful and miraculous market.
PART 2: THE MACROECONOMY: AGGREGATE SUPPLY AND DEMAND

5. The Realm of Macroeconomics. A definition and explanation of the Gross Domestic Product and its history since World War II.


7. Income and Spending. The role of the powerful consumption function in aggregate demand. An initial look at the effect of tax policies on consumer spending.

8. Demand Side Equilibrium. An encounter with major factors determining equilibrium income.


PART 3: FISCAL AND MONETARY POLICY

11. Fiscal Policy and Supply-Side Economics. Using government spending and taxing policies to stabilize the economy and to promote economic growth.


14. The Debate Over Monetary Policy. The case for discretionary monetary policy versus putting monetary policy on automatic pilot.

15. Budget Deficits and the National Debt. Facts and fiction in the national debate over the budget deficit and debt.

16. The Trade-off between Inflation and Unemployment. Does the Phillips curve still live and what does it tell us today?

PART 4: THE UNITED STATES IN THE WORLD ECONOMY

17. Productivity and Growth in the Wealth of Nations. The role of productivity in advancing a nation’s standard of living and making it competitive internationally.

18. International Trade and Comparative Advantage. The basics of international trade and a discussion of national trade policies.

19. The International Monetary System. Order or disorder? Exchange rate, balance of payments, and policies to deal with them.

20. Macroeconomics in a World Economy.

PART 5: SOME LOOSE ENDS


22. Environmental Protection and Resource Protection. What are the basic principles of environmental economics?

COURSE REQUIREMENTS

Mid-term and final exams; selected chapter questions from text.
MANAGERIAL ECONOMICS

BUS 510
3 CREDITS

COURSE DESCRIPTION

Combines microeconomic theory and quantitative methods as a tool for analyzing managerial decisions at the firm level and provides practical applications of theoretical concepts and optimization techniques. Topics include the analysis and estimation of consumer demand, production and cost theory, the firm's pricing and output decisions under different market structures, and techniques of business forecasting.

Prerequisites: BUS 046, BUS 508

RATIONALE FOR THE COURSE

The course is especially of value to MBA students, because it focuses on the economics of individual firms, particularly the considerations governing their managers' pricing and output decisions. No business education can be considered complete without knowledge of the meaning of elasticity of demand and the concepts of marginal cost and marginal revenue. The course also familiarizes students with such public-policy issues as how millions of independent firm-level decisions are coordinated by the price system and what the consequences of such price coordination are for consumers, producers, and economic efficiency.

RECOMMENDED TEXTBOOKS


ROLE OF THE COMPUTER

Not required for this course.

TOPICAL OUTLINE

1. Introduction
2. Optimization Techniques
3. Demand Analysis
4. Demand Estimation
5. Business Forecasting
6. Production Theory
7. Cost Theory
8. Analysis of Pricing and Output Decisions
9. Government Regulation
**COURSE REQUIREMENTS**

At least one examination; problem-solving exercises and cases to be assigned by instructor.

**TECHNICAL LEVEL**

The course should not be weighed down by technical requirements. In addition to the graphical techniques of marginal analysis, basic differential calculus may be introduced as another approach to optimal decision making. It is the option of the instructor. Mathematical techniques, however, should not deflect the student from appreciating the basic purpose of the course, which is the application of microeconomic theory to gain an understanding of practical decision making by the managers of real-world business firms.
COURSE DESCRIPTION

Covers principles and techniques used in financial management to maximize the value of the firm. Topics include: financial planning and control, working capital management, selection of long term assets under certainty and risk, financial structure, cost of capital, dividend policy, and capital asset pricing model. The course also introduces portfolio theory and evaluation of leases.

Prerequisites: BUS 501. Students are also strongly advised to complete BUS 502 prior to BUS 512.

RATIONALE FOR THE COURSE

The finance function is concerned with the efficient management of a company's flow of funds. This involves three areas of activity that are common to all types of decision-making: forecasting business conditions, allocating available resources and/or acquiring new resources, and monitoring performance. The goals of this course are: (1) to acquaint students with the role of the finance function in all types of enterprises (e.g., profit and not-for profit organizations; manufacturing and services-oriented businesses); (2) to indicate the impact of the finance function on the maximization of shareholder wealth; (3) to sharpen the analytical and quantitative skills of our students.

TEXTBOOK


SUPPLEMENTARY MATERIALS


Microsoft Excel or equivalent.

TOPICAL OUTLINE

1. Scope and Nature of Managerial Finance
2. The Impact of Taxes on Financial Decision-making
3. The Interest Rate Factor in Financial Decisions
4. Discounted Cash Flow Analysis
5. Valuation Models
6. The Cost of Capital
7. Capital Asset Pricing Model
8. Capital Budgeting Techniques
9. Capital Structure Theory and Policy
10. Financial Structure and the Use of Leverage
11. Dividend Policy
12. Common Stock and Fixed Income Securities
13. Working Capital Management
14. Financial Statement Analysis
15. Financial Planning, Forecasting, and Control
ROLE OF THE COMPUTER

The personal computer may be used in this course both in the classroom and for homework assignments. Some classes may be held in the Chase Computer Lab so that students can get hands-on experience applying financial theory to the solution of problems and/or cases under the supervision of the instructor.

TEACHING METHODS

Lectures, discussion, and written and oral presentation of problems and cases.

COURSE REQUIREMENTS

Mid-term and final exams; selected problems from text and/or cases.
MANAGERIAL THEORY & SKILLS I AND II

MBA 601-602
3 CREDITS EACH COURSE; 6 CREDITS TOTAL

COURSE DESCRIPTION

Develops skills for managing the dynamics of interpersonal relationships within business organizations. Enables students to increase their effectiveness in organizations by developing their cognitive and affective capacity to build constructive relationships with individuals and groups. Engages students in typical managerial and organizational situations to help them expand their diagnostic and process capabilities and transfer those capabilities to job settings to achieve success in their careers. Combines theoretical concepts, personal assessment, interpersonal sensitivity, and structured experiences to develop proficiency in selecting and using behavioral approaches to problem solving. MBA 601 and MBA 602 should be taken in sequence starting with MBA 601 during the student’s first semester of enrollment.

The objectives of Managerial Theory and Skills are to improve students’ productivity, performance, and sensitivity by helping them to:

- Assess their managerial competence and develop plans to improve those areas in which they recognize deficiencies.
- Increase their repertory of managerial skills and be able to select, from that repertory, initiatives and responses appropriate for specific situations.
- Increase their understanding of management theory, particularly as it relates to managerial skills.
- Develop the self-awareness and respect for others necessary to lead, follow, and communicate effectively.
- Determine their own career potential, develop plans to realize that potential, and manage their careers for professional and personal success and satisfaction.

RATIONALE FOR THE COURSE

The two course sequence focuses on the need MBA students have for individual, interpersonal, small group, and organizational theory; and work-related skills. More specifically, the sequence:

- Fulfills students’ expectations by providing skills needed for career advancement.
- Meets the need for increased personal and interpersonal skills that employers have called for in studies and articles.
- Provides students with numerous opportunities to bridge management theory and practice.
- Gives students increased self-confidence and experience in using a wide range of educational methods that should transfer to other MBA courses.
- Supports the mission and strategy of the Lubin School of Business by enabling students to develop professional skills that are valuable to themselves, their employers, and their colleagues.
TEXTBOOK


Most faculty members use Whetten and Cameron as their basic text, but use of other experientially-oriented texts is acceptable. Whetton and Cameron contains theoretically-oriented text with extensive exercises, role plays, and short cases. Additional materials are provided for topics not covered in Whetten and Cameron. Faculty members either adopt a published collection of readings, (e.g. Kolb, Osland, & Rubin), select individual readings for reproduction, or place readings on the Library’s Eres data base. Please see individual course descriptions for specific information.

SUPPLEMENTARY MATERIALS

The primary supplements for the Whetten and Cameron text are articles that provide contemporary examples and classic examinations of common organizational problems and opportunities. Students are expected to read and be prepared to discuss articles for each class session.

"FoodCorp, International," a group-based simulation developed by the MSP Institute, is used to provide a realistic common management experience on which other class sessions can build. "FoodCorp" is also used to provide a basis for skill assessment of student performance. Students receive individual and group feedback from which they can set and refine goals for improvement during the two course sequence.

Additional simulations, instruments, team learning experiences, films on pertinent topics and videotapes of classroom exercises are also used as class material.

TOPICAL OUTLINE

The following topical outline generally describes the flow of the two courses. The syllabus for each section should be checked, however, to verify its detailed schedule since topics and activities may vary somewhat from section to section.

SEMESTER ONE

Opening and Initial Assessment

1. Introduction, Overview, and Initial Exercise. Students are introduced to the scope of the course-sequence, including managerial skills, management theory and experiential learning. Students participate in an initial exercise that has three purposes: 1) to help students to begin to get to know each other, 2) to raise issues related to the nature of leadership and 3) to expose students to the nature of experiential learning.

2. Introduction to Management Skills. Students complete and discuss "Management Skills Inventory, (MSI)," a comprehensive assessment of their management skills. They prepare to distribute the instrument to five associates with whom they work or are closely associated. Theoretical readings related to the history and challenges of management are also discussed. Students discuss global implications of management behavior and skills.

3. Managerial Skills in Action I. An in-basket exercise, "SSS Software, Inc." is used to introduce students to the need for management skills in management. As vice president of a software company, students respond to a set of memos, e-mail and voice-mail messages, faxes and letters and then discuss their responses with classmates. A skill assessment instrument is completed, which students understand how well they used an array of management skills. Theoretical readings and workplace experiences are integrated.
Knowing Oneself and Individual Behavior

4. Self-Awareness. Students develop an increased conceptual vocabulary related to self-awareness through readings and discussions. Classroom exercises and instruments encourage students to explore their own level of self-awareness and set plans for increasing their awareness of self if they are not satisfied with their present level. Self-awareness is connected with individual development and organizational success.

5. Time Management. Students participate in a review of time management concepts and techniques and apply at least some of those techniques to their own lives. Students are encouraged to develop a consistent methodology for managing their time, e.g. the adoption of the "Franklin Planner," "Dayrunner" or other systems.

6. Stress Management. Through readings and classroom applications, the concept of stress is explored. Students are helped to identify and make plans to reduce actual and potential stressors in their environments. The negative effects of stress on individual health and productivity, as well as group and organizational performance, are examined.

7. Problem Solving and Decision Making. Students explore a variety of theories and approaches to problem solving and decision making in personal and business settings through readings and discussion. Class exercises provide opportunities for individual and group problem solving and decision making. Students assess the effectiveness of various approaches experienced in class and make plans for improvement.

8. Creativity. Students explore barriers and facilitators to thinking and behaving in new ways through readings and class exercises. Creativity is applied to problem solving in organizational situations. Students may also be asked to identify examples of creativity in their own organizations. These examples may be analyzed in class to provide a basis for generalization.

Presentation Skills I: Students learn the skills of developing and delivering presentations.

9. & 10. Presentation Skills II. In groups of three or four, students give formal 30-minute presentations using PowerPoint or other computer generated visuals. Presentations are videotaped. Students receive oral and written feedback from the class and instructor on the content and the style of their presentation.

Managerial Behavior

11., 12. & 13. Managerial Skills in Action II. The "FoodCorp, Inc.," simulation involves students in the operation of a global food corporation. Roles are assigned. After studying the simulation materials, students begin to operate the company. The faculty member observes students' behavior and performance; students also create a "paper trail" of their actions through use of the simulation materials. The purposes of the simulation are: 1) to give the students a realistic, common experience that should elucidate many of the skills around which the course sequence is organized and 2) to provide opportunities for students and the faculty member to begin to assess the strengths and weaknesses of the students in an organizational setting.

The COO of "FoodCorp" presents his or her report on the company at the end of the simulation. The class discusses the process and outcomes of the simulation and relates what the players experienced to real organizational settings and to the topical outline of the course sequence. Individuals and groups assess their own behavior and provide feedback. Students are encouraged to reflect on the feedback from peers and the faculty member and to develop specific plans for improving their individual and group performance. Students link their conceptual and theoretical learning to their experience in the "FoodCorp" simulation. The "FoodCorp" simulation extends over 3 class sessions and is often scheduled for a full weekend day.
14. Final Evaluation, Semester I. The final written assignment for the semester integrates theoretical and practical aspects of managerial behavior. Students and faculty engage in a summative debriefing of the preceding weeks.

SEMESTER TWO

Working with Others

15. Communication I: Listening. Students read about and practice the skills involved with active listening. Listening is paired with sensitivity in developing the concept of supportive communication.

16. Communication II: Supportive Communication - Coaching and Counseling. Students read about and practice approaches to guiding others’ behavior through coaching and helping others to consider change through counseling. Skills are presented in the context of superior/subordinate relationships and include working with "difficult" employees. Skills of giving and receiving feedback are also included.

17. Diversity and Cross-Cultural Awareness. Students explore the concept of diversity as experienced in interpersonal and intergroup settings through readings and class exercises. Students participate in a cross-cultural simulation, which is followed by a discussion of “differences” in organizations. "Differences" include, but are not limited to, race, age, color, religion, ethnicity, country of origin, gender, sexual orientation, and handicap. Global issues of “people management” are also discussed.

18. Motivation and Goal Setting. Students discuss various theories related to motivation based on readings of the basic text and selected articles. They are encouraged to bring their personal observations and experience to bear in testing the adequacy of the theories, and possibly suggesting improvements. Cases and exercises are used to demonstrate how motivation might be increased or (inadvertently) decreased in particular situations. Students explore the motivational potential of goal setting and, through readings and discussion, increase their understanding of the characteristics of effective goal statements. Students practice setting and evaluating each others’ goals in group exercises followed by a general debriefing.

19. Gaining Power, Influencing, and Persuading. The development of power and influence in groups and organizations provides the focus for the session. Students develop definitions of power and influence from classic and contemporary readings and from their own experience. They explore strategies for gaining power within their organizations and, consequently, achieving the ability to influence others. Students are encouraged to develop specific plans for increasing their power and influence and to present this to a group of peers within the class and the faculty member for feedback and suggestions.

20. Assertiveness. Students learn the differences between passive aggressive and assertive behavior and the value of assertiveness in organizations. They practice assertiveness skills and receive feedback from others.

21. Organizational Politics. Students examine the bases for the development of political power within groups and organizations and differentiate sources of political power from other sources of power. Readings are focused on examples of the development and use of political power in real business and governmental organizations. A complex case or experiential exercise will provide the material for class discussion.
22. Conflict Resolution and Consensus Building. Students read about sources of conflict in interpersonal and organizational settings and means for its resolution. In class, they engage in a simulation that introduces conflict between groups and, potentially, between individuals. At an appropriate point, students are asked to “step back” from the action to develop a strategy to resolve the conflict that has erupted and reach a consensus with the conflicting group or groups. The experience is debriefed and related to the readings.

23. Negotiating. Students experience the difficulty of negotiating controversial agreements while developing and maintaining a positive relationship with the other party. The approach developed by the Harvard Negotiation Project is used as a model. The emphasis is on two person negotiations, but the skills gained may be extended to one-to-group and group-to-group negotiations.

24. Empowerment and Delegation. Students read about and discuss theoretical perspectives on empowerment and delegation. Students use their knowledge to analyze a case and participate in an experiential exercise in which they apply empowerment and delegation skills.

Working with Others in Teams

25. & 26. Participative Management and Team Building. Students examine, through readings and class exercises, the use of two-way communication to facilitate effective performance and the development of cohesion within working groups and between working groups and their management. Traditional and autonomous work groups are simulated and discussed.

27. Teams and Organizational Systems. Using systems theory, students analyze behavior in teams and organizations. Students participate in a behavioral simulation in which systems of teams in a hospital need to work together effectively to deliver quality service. Implications for other organizational settings are discussed.

Career/Self Management

28. Career Management and Networking. Students are presented models for career development that distinguish between their responsibilities and their employers’ responsibilities for their careers. Exercises focus on the application of at least one model to each student’s situation. Results of the exercise are debriefed by small groups and the class. Students are introduced to “networking” as an approach for gathering information related to their work and careers.

29. Final Assessment and “Wrap Up.” Students complete a final comprehensive assessment and compare the results to their initial “Management Skills Inventory” and the “FoodCorp” simulation (and others offered during the two course sequence) to their final “Management Skills Inventory” to determine what progress they have made toward their goals. The final written assignment for the semester is submitted. Students and faculty engage in discussion of their organizational plans and aspirations.

COURSE REQUIREMENTS

Written assignments link management theory and practice. Students are required to submit at least one substantial written assignment at the end of each semester and two to three shorter written assignments during each term. In addition, written preparation is required for many class sessions and all students make two presentations, either as individuals or as members of teams, during the sequence. Students are expected to participate actively and constructively in all assessments, exercises, case discussions, discussions of readings, and class and small group activities and debriefings.
TEACHING METHODS AND ROLE OF THE COMPUTER

Since the two course sequence is expected to help students improve their knowledge of organizational behavior and their ability to interact effectively with others both personally and at work, the teaching methods used, while varied, should involve students in the learning process directly and actively. These methods include at least the following:

- experiential exercises, especially those that simulate actual business situations
- small group discussions on readings and on the results of experiential exercises
- case analysis and discussion

TEACHING METHODS AND ROLE OF THE COMPUTER CONT’D

- work-related projects that require students to report, either orally or in writing, on analyses, syntheses, and evaluations related to actual situations
- assignments and discussions that require students to apply and/or critique management concepts and theories in actual organizational situations
- assignments that promote personal reflection on, and assessment of, students' own experiences in personal and work settings
- modeling of appropriate behaviors both explicitly and implicitly in conducting class sessions
- involvement of students to the greatest extent possible in designing and carrying out activities that are related to the subject matter of the sequence and are particularly meaningful to them
- use of video and audio recording and playback for self-assessment and individual and group feedback
- use of the Internet for E-Mail correspondence with instructor and other students, homepage access, and research for presentations and written assignments
- use of PowerPoint for in-class formal presentations
BUSINESS IN THE GLOBAL ENVIRONMENT

MBA 603
3 CREDITS

COURSE DESCRIPTION

This course offers a description and analysis of the theories, institutions and issues pertinent to business in the global environment. Discussions address the topics of governmental institutions and regulations, global ethics and social responsibility, cultural diversity, global environmental concerns, technology and political risks. The international monetary system and foreign exchange mechanisms are studied in the context of international financial management. Foreign direct investments, trade blocks and economic development are analyzed within the framework of regional economic integration.

Prerequisite: This course must be completed within the first year of study.

RATIONALE FOR THE COURSE

The objective of this course is to expose students to the dynamic complexities of the global business environment. The course provides students with a conceptual and theoretical structure for the review and analysis of business processes in a global setting. Specifically, the course emphasizes contemporary issues that are critical to decision making both at the national and global levels.

TEXTBOOK AND ARTICLES


The Economist, "20th Century Survey," Sept. 11-17th, 1999 supplement.


TOPICAL OUTLINE

1. Introduction to the Nature and Scope of Business in the Global Environment
2. Theories of Trade and Investment
3. Governmental Institutions and Their Roles in Global Business
5. Social Responsibility Empowerment and the Physical Environment
7. Political Risk Sources and Management
8. The International Monetary System and Balance of Payments
10. The International Trade System. Protectionism and Supranational Organizations
11. Foreign Direct Investment and Disinvestment
12. Economic Integration and Regional Trading Blocks: NAFTA, European Union (EU)
13. Economic Integration and Regional Trading Blocks: Japan, China, and the Asian NICS
14. Global Economic Development. Technology Transfers and Education

TEACHING METHODS

Class meetings combine lectures, case studies, video cases, discussions and student presentations.

COURSE REQUIREMENTS

At least one examination and a written assignment are required.
OPERATIONS AND QUALITY MANAGEMENT

MBA 618
3 CREDITS

COURSE DESCRIPTION

Provides an understanding of the management and planning of service and manufacturing operations and their roles in organizations. The operations function comprises all of the diverse activities involved in the delivery of services and the production of goods. A theme of the course is the role that the design, management and improvement of the processes that produce and deliver goods and services play in determining a company's global competitiveness. Total Quality Management (TQM) is one of the factors in determining the competitiveness and survivability of an organization. Other topics essential to the effective management of operations are: forecasting, process flow analysis, technology management, capacity planning, materials management and reengineering. The computer will be used throughout the course to facilitate analysis.

Prerequisite: BUS 506

RATIONALE FOR THE COURSE

Operations management is concerned with the actual production and delivery of products and services. Operations managers are directly responsible for designing, running, and improving the systems and processes that are used to meet demands for goods and services.

Efficient operations can provide a firm with major competitive advantages, since the ability to respond to consumer and market requirements quickly, at a low cost, and with high quality, is vital to sustained profitability and growth. As competition grows fiercer in an increasingly open and global marketplace, a company's survival and growth becomes greatly contingent on its ability to run its operations efficiently and to exploit its resources and strengths productively. This requires, in turn, the integration of the operations perspective into corporate planning and strategy, making it essential for all business managers to acquire an understanding and appreciation of operations.

This course is intended to provide you with a fundamental understanding of manufacturing and service operations and their role in the organization. The course will focus on the design, management and improvement of the processes that produce and deliver goods and services. The course strives to provide a balance between a qualitative approach and an analytical, applications-oriented, approach. In that spirit, both the strategic and the tactical dimensions of operations management will be addressed.

COURSE OBJECTIVES

The specific course objectives are to teach you to:

- understand the role of operations in supporting the business strategy
- identify and define key business processes
- establish clear performance objectives and process measures
- use data and tools to evaluate and improve the efficiency and effectiveness of processes
- understand major process improvement approaches and when they may or may not be appropriate
- appreciate the impact that the organizational context has on process management and improvement
TEXTBOOKS

There is no one text that captures all of the issues we will be covering in this course and presents them in an appropriate and acceptable manner. We will thus rely on a combination of sources for information including class notes, articles, and cases.

Assigned material should be read before class to facilitate understanding and class discussion.

The course texts will be selected from the following:


Goldratt and Cox. The Goal. 2nd ed. North River Press. (G&C)


In this course, we will learn how to use some powerful quantitative tools. The application of these tools will usually require analysis on a computer. To help build your problem-solving skills, we will do most quantitative analysis using a spreadsheet program.

ROLE OF THE COMPUTER

Uses Microsoft EXCEL for Windows 95 or later.

TOPICAL OUTLINE

I  OVERVIEW OF OPERATIONS; THE PROCESS PERSPECTIVE

1. Course introduction and overview; definition of operations management; the strategic importance of operations; business processes and performance measures; the competitive role of operations.

   Text: C&A, Chapters 1, 2
   Video: “Benetton Plant Tour”

II  PROCESS ANALYSIS

2. Application of competing on capabilities; taxonomy of production and service processes; product-process matching; process technology; process flows.

   Text: C&A, Chapters 4,5, G&A, Chapters 1-10
   Reading: “Types of processes,” “Link manufacturing process and product life cycle,” “A note on production processes and process flow analysis”
   Video: “King Super Bakery Production”
   Case: Benetton (A)

3. Application of aligning production/service processes with business objectives; bottleneck analysis.

   Text: G&C, Chapters 11-20
   Cases: McDonald's Corporation, Burger King Corporation

4. Forecasting for operations; qualitative and quantitative approaches; measuring accuracy.

   Text: C&A, Chapter 13
5. Forecasting models; trend analysis, smoothing models, incorporating seasonal fluctuations; monitoring forecasts. Spreadsheet applications.

Text: C&A, Chapter 13
Case: National Cranberry Cooperative (abridged)

6. Analyzing capacity, cost and service, measurement and models.

Text: G&C, Chapters 21-22
Readings: “A note on queuing management and models” and “Zero defections: quality comes to services”
Case: “The New York Police Department and Patrol System”

III SUPPLY CHAIN MANAGEMENT

7. Supply chain management: coordination, service and cost. The role of inventory; purchasing; the impact of design and manufacturing on inventory costs.

Text: C&A, Chapters 12, 15, G&C, Chapters 23-31 (complete book after chapter 31 at your leisure)

8. Midterm Exam (1/2 class, open book)
Beer Game explanation and practice round.

Reading: Supply Chain Simulation


Assignment: Play Beer Game with teams
Reading: “Analyzing inventory cost and service in supply chains”
Case: Acme Widget Company
Video: McNeil Lehrer Report on business cycles

IV CONTINUOUS IMPROVEMENT

10. Just-in-time management; push vs. pull systems, supplier management.

Text: C&A, Chapter 8
Readings: Toyota Motor Manufacturing, USA, Inc. and “Does Manufacturing Need a JIT Revolution”
Case: Hewlett-Packard: Desk Jet Printer Supply Chain (A)
Video: “Stockless Production”


Text: C&A, Chapter 6, C&A, Chapter 6 supplement
Readings: "A note on quality: The views of Deming, Juran and Crosby” and “Constructing and using process control charts”
Case: Hank Kolb, Director, Quality Assurance.

12. Identifying and defining performance problems; tools of quality; data requirements. The continuous improvement cycle and tools. Identifying and solving performance problems.

Text: C&A, Chapter 6
Video: Listening to Customers: Ritz-Carlton

13. Analysis and use of data for quality management. Implementing total quality management; the Baldridge Award, ISO 9000.

Reading: The Baldridge Award Criteria
Case: Ritz Carlton

   Text: C&A, Chapter 19
   Reading: “Reengineering work: don’t automate, obliterate”
   Case: Salomon Brothers: The Tampa Operation

15. Final Examination (open book).

TEACHING METHODS

The course uses a variety of teaching methods and materials. Managerial concepts are introduced in articles and book chapters. Analytical tools are presented in notes and textbook readings, discussed in lectures, and reinforced by problem assignments. Cases are used to illustrate the concepts and tools, and also to suggest the richness and complexity of actual operations issues.

CASE PREPARATION FOR CLASS DISCUSSION

Case studies are assigned for several class sessions. Your should read the assigned case very thoroughly and more than once to get a full understanding of the situations and issues raised and the data included. In class, we will discuss the case assigned and analyze it as a group.

CASE REPORTS

There will be a total of two case reports assigned. Specific questions and issues to be addressed will be provided beforehand. You are strongly advised to form a small group with some of your classmates to work with on case reports. Groups may consist of two to three members each. Groups should be formed before the third class session. You will be expected to turn in one report per group and you are encouraged to work with your group members on preparing for all case discussions.

SHORT ASSIGNMENTS

There will be several short assignments. Some of these will consist of an executive summary of a case study that may include a quantitative analysis. Others will be a numerical homework problem. Executive summaries should be done with your group members. In order to get practice with numerical problems they should be done on an individual basis. Graphs and charts should be produced on a spreadsheet.

MIDTERMS AND FINAL EXAM

The midterm and final exam will include numerical problems, like those of the short assignments. The final may also include a short essay question.
GRADING

Your grade in the course will be based on your individual and group performance. Your performance will be judged through a variety of mechanisms, including: your understanding of the tools and concepts covered; your ability to synthesize, integrate, and apply them; and your contributions to the class’s learning experience. An approximate weighting of the components of the course determining your grade is:

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<tr>
<th>Component</th>
<th>Weightage</th>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Group Case Reports</td>
<td>25%</td>
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<td>Short Assignments</td>
<td>25%</td>
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<tr>
<td>Midterm</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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GLOBAL BUSINESS POLICY

MBA 680
3 CREDITS

COURSE DESCRIPTION

Explores how general managers for business organizations determine and achieve objectives and formulate and implement corporate and business strategy in a global environment. Provides comprehensive frameworks for identifying, evaluating, and recommending how a firm structures its relationship to its environment to create value and achieve performance. Recognizes that successful managers not only determine what their organizations should do, but also focus and motivate behavior to do it. Integrates the knowledge, skills, and attitudes acquired in other courses and in prior experience to develop practical general management policies. Includes a significant project or paper. Satisfies the Business Policy requirement in the MBA program.

Prerequisite: Completion of all foundation and integrative core courses plus nine credits of career concentration courses.

RATIONALE FOR THE COURSE

Business Policy is the capstone component in the MBA Program. It builds upon the knowledge gained in the core and career concentration courses. It is the major integrating element in the MBA Program. This course focuses on managerial activity in larger, more complex business organizations.

Students should register for the course as close to graduation as possible to achieve the greatest integrative benefit from the course. This course helps students understand how the work of their specializations relate to other parts of the firm, including its managerial processes. It also helps students appreciate the impact of the firm’s environment on the practice of their career concentration.

RECOMMENDED TEXTBOOKS

Please consult with the Management Department about other textbooks and materials appropriate for the course.


TOPICAL OUTLINE

1. Introducing The Concept of Strategy. A strategy is the pattern of decisions by a company that determines, shapes and reveals its objectives, purposes, or goals; that produces the principal policies and plans for achieving those goals; and that defines the businesses the company intends to be in, the kind of economic and human organization it intends to be, and the nature of the contribution it intends to make to its environment. Strategy formulation is the process of assessing environmental conditions and trends, evaluating the capabilities and limitations of the firm or business, and incorporating the values and aspirations of managers to determine the future direction of the enterprise.

2. Formulating Business Strategy. Business strategy focuses on the positioning of a business within an industry structure. It recognizes that an important function of strategy is to locate and secure a defensible position for a firm within a competitive industry environment by deploying resources and developing competencies which protect it from the attack of competitors. General management must find such positions if its firm is to survive.

3. Formulating Corporate Strategy. Corporate strategy focuses on institutional and diversification policies of a firm. Modern large firms consist of more than one business. The corporate strategy must articulate the nature and extent of the diversity, the approach and rationale for allocating resources among its businesses and the policies common to businesses within the firm.

4. Implementing Business and Corporate Strategy. Implementation is the process of achieving the behavior outlined in a rationally conceived strategy, as well as the organizational and political processes of formulating one. It involves the design and development of organization, which provides direction and motivation to managers throughout the hierarchy. This includes formal organization structures, administrative systems, and leadership styles that shape organizational culture and mold individual behavior.

COURSE PEDAGOGY

Business Policy requires analyzing, interpreting, and acting upon empirical data from the general management point of view. The primary approach of the course is the analysis of business cases developed to support the general management point of view. Supplementary approaches may include a full range of pedagogical alternatives, including management point of view, management simulations, case writing experiences, role plays, and video tapes.

The course recognizes that the general management point of view requires decision and commitment to action, not merely analysis. This generally involves class discussions focused on identification and resolution of issues embedded in business cases or other empirical data. Assigned text, readings, lectures, or presentations, may supplement cases and other data.

COURSE REQUIREMENTS

This course requires a significant written paper or project. This could be accomplished through a major case analysis, a substantial team project, the preparation of an original business case, a report on a management simulation, or other comparable assignment.
ENTREPRENEURIAL POLICY

MBA 685
3 CREDITS

COURSE DESCRIPTION

The course explores the role of general managers in entrepreneurial organizations and developing business plans for new businesses. The course also helps entrepreneurs identify the problems and opportunities in their environments and develop the plans and resources necessary for the success of new ventures. MBA 685 integrates the knowledge, skills, and attitudes acquired in other courses and in prior experience to develop practical general management policies. This course satisfies the Business Policy requirement in the MBA program and a significant project or paper is required. No waivers are granted and no proficiency examinations are offered for this course. Summer semester sections are scheduled to meet one night each week for 12 weeks.

Prerequisite: Completion of all foundation and integrative core courses plus nine credits of career concentration courses.

RATIONALE FOR THE COURSE

Entrepreneurial Policy is a capstone alternative in the MBA and MS Programs. It builds upon the knowledge gained in the core and specialization courses. It is a major integrating element in the Masters Programs. The course focuses on entrepreneurial firms and the process of building them. Entrepreneurship may well be the most vital force in business today, creating many new jobs and products each year.

Students should register for the course as close to graduation as possible to achieve the greatest integrative benefit from the course. This course helps students understand how the work of their specializations relates to other parts of the firm, including its managerial process. It also helps students appreciate the impact of the firm’s strategy on the practice of their specializations.

RECOMMENDED TEXTBOOKS


TOPICAL OUTLINE

1. Defining the Mission of the New Business. Pinpoints the innovative aspects of the enterprise, including: application of new technology, introduction of new products, or satisfaction of new market needs.

2. Defining the Industry Structure. Identifies competitors, their market shares, and their behaviors and performances.

3. Identifying the Competitive Position of the New Enterprise. Discovers the strengths and weaknesses of the firm and compares them to projected opportunities and threats.

4. Preparing the Strategic Plan of the New Business. Develops strategies to use the strengths, stop the weaknesses, exploit the opportunities, and overcome the threats.
5. Preparing Tactical Plans for the New Business. Prepares plans for organization design, marketing programs, facilities requirements, operating systems, capital acquisition, operating budgets, and unforeseen contingencies. Projects monthly cash flows, break-even points, income statements, and balance sheets.

6. Preparing Business Development. Recognizes the need for follow-on technology applications, product developments, and market entries.

**COURSE PEDAGOGY**

Business Policy requires analyzing, interpreting, and acting upon empirical data from an entrepreneurial point of view. A major approach of the course is the analysis of business cases. Supplementary approaches may include a full range of pedagogical alternatives, such as role playing exercises in networking, negotiating and influencing, and computerized analysis of financial data.

The course recognizes that the entrepreneurial point of view requires decisiveness and commitment to action, not merely analysis. This generally involves class discussions focused on identification, and resolution, of issues embedded in business cases or other empirical data; and outside experiences involving contacts with entrepreneurs, providers of capital, customers and other people essential to the success of a new venture. Assigned text, readings, lectures, or presentations may supplement cases and other data.

**COURSE REQUIREMENTS**

This course requires a significant written paper or project in the form of an original business plan for a new venture, as well as several other reports based on field experiences. Mid-term and final exams are also required.
FUNDAMENTAL CONCEPTS OF TAXATION

TAX 503
2 CREDITS

COURSE DESCRIPTION

Analysis of fundamental concepts of income taxation pertaining to individuals, partnerships, corporations, estates and trusts, exemptions, and deductions.

TEXTBOOK


TOPICAL OUTLINE

1. Introduction - History, Legislative and Administrative Process
   West's chapters 1 - 2, pp.13-18 - 13-24

2. Basic Concepts of Federal Individual Income Taxation
   Code sections 1, 62, 63, 151, 152
   West's chapters 3, 12

3. Gross Income and General Principles of Taxation
   Code sections 61
   West's chapters 4, 7 (pp. 7-19 - 7-26 only), 18 (pp. 18-1 - 18-18 only)

4. Exclusions from Gross Income
   Code sections 102, 111
   West's chapter 5

5. Deductions from For-profit Activities
   Code sections 62, 162(a)
   West's chapters 6, 11, 9 (pp. 9-20 - 9-21 only)

6. Depreciation
   Code sections 168, 179, 197
   West's chapter 8

7. Itemized Deductions
   Code sections 163, 164, 170, 213, 217, 274
   West's chapters 9, 10, 7 (pp. 7-2 - 7-19 only)

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SALES & EXCHANGES OF PROPERTY

TAX 504
2 CREDITS

COURSE DESCRIPTION

1. Basic Rules Governing Dispositions of Property
   West's chapter 14
   Code §§197, 1001, 1011, 1012, 1014, 1015, 1016

2. Nonrecognition Transactions
   West's chapter 15
   Code §§121, 1031, 1033, 1041, 1233, 1234, 1259

3. Capital Gains and Losses
   West's chapter 16
   Code §§1211, 1212, 1221, 1222, 1223

4. Section 1231 and recapture
   West's chapter 17
   Code §§291(a), 1231, 1239, 1245, 1250

5. Capitalization of Costs and Special Accounting Methods
   West's chapter 18 (pp. 18-18 - 18-30 only)
   Code §§453(a) – (d), 483


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Prophyency examinations are offered every semester for the preliminary skill and foundation core courses.

**ELIGIBILITY:**
Any student who does not receive a waiver on the basis of transcript evaluation is eligible to take a proficiency exam. An examination may be taken only once. Students who do not pass the examination MUST COMPLETE THE CORRESPONDING COURSE. Students MAY NOT sit for an examination for a course already taken in a Lubin Master's Program.

**SIGN UP:**
Complete a Proficiency Examination Application, located at the Office of Graduate Academic Advisement and Student Development (NY: 4th floor West, Section E and WP: Room 516), and bring it, along with payment, to the Student Accounts and Registrar Services (SARS) office. Then return the application to the Office of Graduate Academic Advisement and Student Development no later than one week before the examination date. Space is available on a first-come, first-served basis. Students are encouraged to sign-up as soon as possible, as there may be a waiting list.

**Students may not postpone their selected proficiency exam date.** If a student chooses not to take an exam on the original date requested, they must pay the $60 fee again and resubmit a registration card. Since dates for BUS 041 are not known far in advance (New York campus only), students may postpone signing up for the BUS 041 exam when contacted with the test date. HOWEVER, once a student agrees to take the BUS 041 exam on a scheduled date, they may not cancel.

**COST:**
The fee for each examination is $60.00.

**GRADING:**
All examinations are graded on a pass/fail basis. Results are mailed to students approximately six to eight weeks after the exam date. Please note: Results will not be given over the phone.

**GRADUATE PROFICIENCY EXAMINATION SCHEDULE 2002-2003**

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<th>NEW YORK CITY¹</th>
<th>WHITE PLAINS²</th>
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<tbody>
<tr>
<td>Saturday, October 12, 2002</td>
<td>Saturday, October 12, 2002</td>
</tr>
<tr>
<td>Saturday, June 7, 2003</td>
<td>Saturday, June 7, 2003</td>
</tr>
</tbody>
</table>

¹. NY CAMPUS: These dates do not apply to BUS 041 Computer Applications or BUS 043 Business Writing. Please contact Graduate Academic Advisement and Student Development at 212-346-1984.

². WP Campus: These dates do not apply to BUS 043 Business Writing. Please contact Graduate Academic Advisement and Student Development at 914-422-4188.

Exams are held at the following times: 9:00 a.m. - 12:00 noon or 1:00 p.m. - 4:00 p.m.*

(*Reserved for overflow from 9:00 a.m. session and for students taking two exams.)

Students who cannot make the above dates because of personal or religious reasons should contact the Office of Graduate Academic Advisement and Student Development to make alternative arrangements.
2002-2003 PRELIMINARY SKILLS AND FOUNDATION
CORE COURSE COORDINATORS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 041</td>
<td>INTRODUCTION TO COMPUTER APPLICATIONS</td>
<td>Dr. John Molluzzo</td>
</tr>
<tr>
<td>BUS 043</td>
<td>BUSINESS COMMUNICATIONS</td>
<td>Dr. Dian Seiler</td>
</tr>
<tr>
<td>BUS 046</td>
<td>QUANTITATIVE METHODS</td>
<td>Dr. Christian Madu</td>
</tr>
<tr>
<td>BUS 501</td>
<td>FINANCIAL AND MANAGERIAL ACCOUNTING</td>
<td>Dr. Lewis Schier</td>
</tr>
<tr>
<td>BUS 502</td>
<td>STATISTICAL ANALYSIS FOR BUSINESS</td>
<td>Dr. Jack Yurkiewicz</td>
</tr>
<tr>
<td>BUS 506</td>
<td>QUANTITATIVE ANALYSIS FOR BUSINESS</td>
<td>Dr. Christian Madu</td>
</tr>
<tr>
<td>BUS 507</td>
<td>MANAGERIAL MARKETING</td>
<td>Dr. James Gould</td>
</tr>
<tr>
<td>BUS 508</td>
<td>ECONOMIC ANALYSIS AND POLICY</td>
<td>Dr. Joseph Salerno</td>
</tr>
<tr>
<td>BUS 510</td>
<td>MANAGERIAL ECONOMICS</td>
<td>Dr. Joseph Salerno</td>
</tr>
<tr>
<td>BUS 512</td>
<td>MANAGERIAL FINANCE</td>
<td>Dr. Jouahn Nam</td>
</tr>
<tr>
<td>TAX 503</td>
<td>FUNDAMENTAL CONCEPTS OF TAXATION</td>
<td>Dr. Walter Antognini</td>
</tr>
<tr>
<td>TAX 504</td>
<td>SALES AND EXCHANGE OF PROPERTY</td>
<td>Dr. Walter Antognini</td>
</tr>
<tr>
<td>MBA 601/602</td>
<td>MANAGERIAL THEORY &amp; SKILLS I &amp; II</td>
<td>Dr. Alan Eisner</td>
</tr>
<tr>
<td>MBA 603</td>
<td>BUSINESS IN THE GLOBAL ENVIRONMENT</td>
<td>Dr. Robert Vambery</td>
</tr>
<tr>
<td>MBA 618</td>
<td>OPERATIONS AND QUALITY MANAGEMENT</td>
<td>Dr. Fred Silverman</td>
</tr>
<tr>
<td>MBA 680</td>
<td>GLOBAL BUSINESS POLICY</td>
<td>TBA</td>
</tr>
<tr>
<td>MBA 685</td>
<td>ENTREPRENEURIAL POLICY</td>
<td>Dr. Leon Winer</td>
</tr>
</tbody>
</table>
PROFICIENCY EXAMINATION STUDY GUIDES

Below is a list of recommended textbooks and other facts about each Lubin School of Business proficiency examination. Students are expected to study the entire book or books unless only specific chapters or topics are noted. If more than one book is listed, students may choose only one to study. In some cases, students must study a specific book or combination of books.

PRELIMINARY SKILLS COURSES

BUS 041 - INTRODUCTION TO COMPUTER APPLICATIONS

Prof. John Molluzzo, New York, Chair
Prof. Daniel Farkas, Pleasantville, White Plains, Chair
Dr. Fred Grossman, New York & White Plains, Core Coordinator

Any student who requests a waiver of BUS 041 will be given a hands on, computer driven test. Please contact the Office of Graduate Academic Advisement and Student Development for Fall and Spring examination dates.

BUS 043 - BUSINESS WRITING

Dr. Dian Seiler, Director

No preparation required. Students will write a case analysis with all necessary information provided in the test. This sample of the student's writing will be evaluated by three business communication faculty according to the criteria for effective business writing provided to each student who takes the Writing Proficiency Test. Students who do not pass this test because English is not their primary language will be referred to ENG 040 (14 week, 1-credit course) or ELI 084 (0 credit). All others who do not pass will be referred to BUS 043 (7-week, 1-credit course).

BUS 046 - QUANTITATIVE METHODS

Dr. Daniel Baugher, Chair
Dr. Christian Madu, Program Chair, Core Coordinator


FOUNDATION CORE COURSES

BUS 501 - FINANCIAL & MANAGERIAL ACCOUNTING

Dr. Rudy Jacob, Chair
Dr. Lewis Schier, Program Chair, New York, Core Coordinator
Prof. Pat Healy, Program Chair, Westchester


BUS 502 - STATISTICAL ANALYSIS FOR BUSINESS

Dr. Daniel Baugher, Chair
Dr. Jack Yurkiewicz, Core Coordinator

(select one of the following or request chair’s approval)


TOPICS: Understanding computer output for all the topics below is assumed.

- Displaying Data: histogram, ogive, etc.
- Summarizing Data: frequency distribution, relative frequency distribution, cumulative frequency distribution, relative cumulative frequency distribution, cross-tabulation tables (Pivot Tables in Excel)
- Measures of Central Tendency: mean, median, mode, weighted average
- Measures of Dispersion: variance, standard deviation, percentiles
- Probability Theory: basic concepts of probability including Addition Law, Statistical Independence, Conditional Probability
- Random Variables 1: general discrete random variables including the ideas of expected value and standard deviation
- Random Variables 2: binomial, normal, and t-probability distribution
- Sampling Distribution of the Mean, Central Limit Theorem
- Confidence Interval for the population mean (using the t-distribution) and population proportion (using the normal distribution)
- Hypothesis Testing for the population mean and proportion. In particular, setting up the Null and Alternative Hypothesis, and understanding the concept of p values (from computer output) are stressed.
- Multiple and Simple Regression Analysis including significance test, prediction intervals, etc. It is imperative that students are familiar with the standard computer output for a simple and multiple regression model, t-test or confidence intervals for the regression coefficients to determine which variables are significant, making a forecast, residuals, etc.
- One-Way Analysis of Variance, including interpreting the computer output.

BUS 506 - QUANTITATIVE ANALYSIS FOR BUSINESS

Dr. Daniel Baugher, Chair
Dr. Christian Madu, Core Coordinator


BUS 507 - MANAGERIAL MARKETING
Dr. Martin Topol, Chair
Dr. James Gould, Program Chair, Core Coordinator

(Select one of the following, or a suitable substitute. Check with the program chair for alternative selections.)


OPTIONAL TEXT


BUS 508 - ECONOMIC ANALYSIS AND POLICY
Dr. Michael Szenberg, Chair
Dr. Joseph Salerno, Program Chair, Core Coordinator


BUS 510 - MANAGERIAL ECONOMICS
Dr. Michael Szenberg, Chair
Dr. Joseph Salerno, Program Chair, Core Coordinator


BUS 512 - MANAGERIAL FINANCE
Dr. Michael Szenberg, Chair
Dr. Jouahn Nam, Core Coordinator


TOPICS
- Capital Structure
- Dividend Policy
- CAPM
- Theory of Valuation
- Portfolio Risk and Return
• Capital Budgeting and Cost of Capital
• Short and Long Term Financing
• Theory of Interest
• Ratio Analysis
• Working Capital Policy
• Current Asset Management

LAW 630 - LEGAL ENVIRONMENT OF BUSINESS

Dr. Arthur Magaldi, Chair
Prof. Albert Kalter, Program Chair


TAX 503 - FUNDAMENTAL CONCEPTS OF TAXATION
TAX 504 - SALES AND EXCHANGE OF PROPERTY

Dr. Arthur Magaldi, Chair
Prof. Albert Kalter, Program Chair


NOTE: The TAX 503 examination is a closed book exam. Tax Forms 1040 (3) and Form 1120 (1) are required. The TAX 504 examination is a closed book exam. No forms are required.
ACADEMIC POLICIES AND PROCEDURES

ADMISSION ACCEPTANCE STATUS

The Graduate Admissions Office reviews applications and evaluates credentials. Once this review is complete, students are accepted in one of three ways:

<table>
<thead>
<tr>
<th>Fully Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully matriculated students are admitted without restrictions and must meet the program requirements outlined in their Program Analysis Sheet (PAS).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provisionally Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provisionally matriculated students must meet the admissions provisions detailed in their acceptance letter by the time they complete a minimum of 12 credits. Requirements include obtaining a minimum cumulative QPA of 3.0. Provisionally matriculated students are reviewed after the semester in which they complete 12 or more credits. All credits are included in this review.*</td>
</tr>
</tbody>
</table>

All provisionally accepted students should contact the Office of Graduate Academic Advisement and Student Development before their first semester of study to ensure that they understand their admission status.

*Please note: BUS 041 Computer Applications, BUS 043 Business Writing and BUS 046 Quantitative Methods are not included in the QPA calculation of the first 12 credits.

<table>
<thead>
<tr>
<th>Conditionally Matriculated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditionally matriculated students are, in general, missing an admissions credential such as an official GMAT score. They must complete their admission file during their first semester of attendance and matriculate fully by their second semester. Conditionally matriculated students should receive a PAS and may register for a maximum of 6 credits.</td>
</tr>
</tbody>
</table>

Questions about any aspect of the admissions process should be directed to an Admissions Counselor at 212-346-1532 (NY) or 914-422-4283 (WP).

ADVISEMENT SERVICES

Advisement is available from a variety of sources, including the Office of Graduate Academic Advisement and Student Development (OGAASD).

The OGAASD provides a variety of services, including:

- New student advisement and academic orientation sessions at the beginning of each semester.
- One-on-one advising and review of course requirements.
- Assistance with registration, grading problems, and academic standing.
- Review of waiver and transfer credit requests after the first semester (Graduate Admissions authorizes initial waivers for new students during their first semester). Advisors may pre-approve courses and write to schools to confirm a student has permission to transfer credit.
- Review Changes of Program, Extensions of Study and Resumptions of Study applications. Application forms are available on the magazine racks outside the OGAASD.
- Administration of proficiency exams.
- Oversight of the graduate assistantship program.
- Course selection consultation. At a minimum, students should visit the OGAASD about half way through their studies. Students who have a dual major, or who change their major, should review degree requirements with the OGAASD.
- Assistance in creating a career portfolio.

The Office of Graduate Academic Advisement and Student Development is your information resource at Lubin!
OGAASD STAFF AND CONTACT INFORMATION

Germaine Hodges, Assistant Dean
Denise Lucena, Director
Kelly Harvey Butler, Academic Advisor
Sabrina Hines, Secretary, New York Campus
Mary O’Connor, Secretary, White Plains Campus

NEW YORK CAMPUS
1 Pace Plaza 4th Floor West, Section E
New York, NY 10038
Phone: (212) 346-1984
Fax: (212) 346-1872
Email: gradadviseny@pace.edu.

WHITE PLAINS CAMPUS
1 Martine Avenue
Room 516
White Plains, NY 10606
Phone: (914) 422-4188
Fax: (914) 422-4184
Email: gradavisewp@pace.edu

The OGAASD website is an excellent source of information. To view it visit www.pace.edu and conduct a search for “Lubin Graduate Advisement.”

FACULTY ADVISORS

Every new student in the Lubin School of Business is assigned a faculty advisor at the advisement sessions. Students are encouraged to meet with faculty advisors, or any full-time faculty member (including the department chair), to discuss their career concentration courses. Faculty advisors can suggest appropriate career concentration course substitutions when necessary. Any resulting substitution approvals should be secured in writing and forwarded to the OGAASD for processing. Students may also choose to meet with a faculty member to discuss career/professional development opportunities. Students who were not assigned a faculty advisor should contact the OGAASD.

UNIVERSITY ADVISEMENT OFFICES

Several offices in the University provide advisement. A student’s most important advisors are: their faculty advisor, Office of Graduate Advisement and Student Development and the Office of Graduate Admission. Other University offices that offer valuable assistance and advisement to students are: Student Accounts and Registrar Services (SARS), Career Planning & Placement, Cooperative Education, Dean for Students Office, Financial Aid and the Office of International Programs and Services. A list of contact names, numbers and the services provided by these and other offices begins on page 68.

ADVISOR AND STUDENT ROLES AND RESPONSIBILITIES

The advisement process is a team effort between the advisor and the student.

THE ADVISOR’S ROLE IS TO:

• Provide current and accurate information about the University’s academic and procedural requirements.
• Assist the student in developing a course of study, including the selection of core, major and elective requirements.
• Provide the student with information about campus resources and offer referrals.
• Offer assistance if the student has academic difficulties.
• Be available for an in-person or telephone appointments.
• Guide students in the pursuit of their academic goals.

THE STUDENT’S ROLE IS TO:

• Be familiar with University academic policies, as explained in the Catalog, Class Schedule and The Core Course and Academic Guide.
• Set up a file and keep copies of all official correspondence from the University, such as: PAS, grade reports, notice of curriculum changes, academic review letters, etc. All students should also keep the Catalog from their initial semester of enrollment for the duration of their studies.
THE STUDENT’S ROLE CONT’D:

- Develop academic and career goals. Students should consider how their career goals may be affected by academic planning.
- Stay current on all policies and regulations at the University.
- Learn the degree requirements. The Catalog explains the requirements for each degree and each career concentration. Students are responsible for seeing that all requirements are met. Advisors at the Office of Graduate Academic Advisement and Student Development can help students understand the requirements.
- Take responsibility for one’s decisions, progress and success.
- Stay in contact with a faculty advisor.
- Regularly review academic records and meet with an academic advisor to discuss any questions.
- Meet with an academic advisor approximately halfway through the program to confirm their remaining degree requirements.
- Read and respond to all correspondence sent to them by the University and bring any questions to the OGAASD.

REGISTRATION INFORMATION

PLANNING YOUR ACADEMIC CAREER: YOUR FIRST STEPS

When planning an academic program, consider the following:

- Your educational background
- Career demands
- Personal demands
- Course requirements
- Course load
- Course sequence
- The level of academic difficulty you feel prepared to pursue

When you begin your program, look at your Program Analysis Sheet (PAS) to determine how many credits you must complete to earn your degree. Divide the courses into core and career concentration courses, listing the prerequisites for each course. Plan to take prerequisite courses AND courses without prerequisites first. Familiarize yourself with the Class Schedule, so that you can begin to plan your courses for the first year (including summer sessions). Create a 2-3 year course taking strategy.

TOOLS FOR ACADEMIC PLANNING

Students have several tools to help in academic planning.

CATALOG

The Catalog is your most important source of written information. It includes a listing of degree requirements for the MS and MBA degree programs.

The Catalog also contains descriptions of all courses offered by the Lubin School of Business, including the courses used to fulfill the core requirements of the degree programs and departmental requirements for each career concentration. It includes information on grading policies, transfer credit and waiver guidelines, tuition, room and board, fees, and a calendar for the academic year. Students should follow the Catalog in effect for their initial semester of enrollment and throughout their studies.

CLASS SCHEDULE

The Class Schedule is issued every term and lists classes, class meeting times and instructors. You will need the schedule to plan your registration each semester. You should keep it after registration too, because it includes important information regarding the academic calendar, the exam schedule, and University fees. The Class Schedule is also available online, with up-to-date changes, at www.pace.edu. NOTE: Prerequisite information listed in the Class Schedule is often inaccurate. Consult the Catalog for the most reliable information about prerequisites.

Successful Students Know . . .

Course offerings are more sporadic in the summer, so careful planning and early registration are key. Faculty are also less accessible for advisement during the summer, so plan accordingly.
A Program Analysis Sheet (PAS) is given to all students when they are accepted into the Lubin School of Business. The PAS lists those core requirements that have been met through prior course work and waivers that were granted. The course(s) must have been completed within eight years prior to your initial semester of enrollment in the Lubin School and with a minimum grade of 'B.' The PAS does not include career concentration requirements. Refer to your Catalog or an advisement worksheet for all career concentration requirements.

Information on academic resources, courses, proficiency exams and more is available via the Internet. Lubin School of Business information can be found at www.pace.edu. Once on the main Pace web page, proceed to Schools and Colleges, then to Lubin. NOTE: Call Academic Computing to get the free software and connection necessary for Internet access.

The Office of Graduate Academic Advisement and Student Development’s website offers information regarding academic resources (advisement worksheets, proficiency exam information, Core Course and Academic Guide, FAQ’s, online calendar) and professional resources (graduate assistantship information, portfolio information, career resources). To view the page, visit www.pace.edu and conduct a search for “Lubin Graduate Advisement.”

Grade information is available via the telephone and online registration systems. To access grades automatically, call (212) 346-1400 in New York, or in White Plains at (914) 773-3300 or log on to the SARS online registration system from www.pace.edu.

The worksheet includes all required courses, prerequisites and the number of credits for each course. Worksheets are available from the OGAASD and on the OGAASD web page.

Faculty evaluations are available at the Office of Graduate Academic Advisement and Student Development. These quantitative evaluations assist in course selection.

All students are required to complete their degree within 5 years. If extenuating circumstances prevent you from completing your studies in five years, an extension of study may be granted. However, students may be required to take additional courses.

Preliminary skills requirements (BUS 041 Computer Applications, BUS 043 Business Writing [for some international students: ELI 084, ELI 070, and/or ENG 040] and BUS 046 Quantitative Methods) must be fulfilled within the first year of your enrollment.

If you do not complete these requirements in a timely fashion, a hold may be placed on your registration. Students who do not pass the examinations must complete the corresponding course as soon as possible and may not retake the exam.

Courses must be taken in prerequisite order. In order to ensure the quality of Lubin courses, registrations are checked periodically. Those students who do not meet the prerequisite requirements may be dropped from the course without notice. Taking an upper level course out of sequence does not relieve you of the responsibility for the prerequisite course.
COURSE SEQUENCING
New students should take MBA 601 Managerial Theory and Skills I as soon as possible. MBA 602 Managerial Theory and Skills II, the second half of the course, must be taken in the following semester. Note: Students who are enrolled in ELI courses should complete all English classes before registering for MBA 601.

It is also recommended that new students take MBA 603 Business in the Global Environment within the first year of studies. MBA 680 Global Business Policy and MBA 685 Entrepreneurial Policy are capstone classes. Students should take one of them in their last semester of enrollment.

It is a myth that students should complete all foundation and integrative core courses before enrolling in any career concentration courses. Students should prioritize the foundation core and preliminary skills courses that will enable them to enroll in their career concentration courses as soon as possible.

Successful Students Know . . .

Students can ONLY receive their diplomas by applying for graduation!

GRADUATION
Nine months to one year prior to your intended graduation date, you must file an Application for Graduation form with Student Accounts and Registrar Services (SARS). SARS will send you an official degree audit indicating courses in progress and courses required for graduation. A minimum QPA of 3.0 is required to graduate. A student who has completed all course requirements but does not have a minimum QPA of 3.0 must appeal to the Academic Standards Committee to continue his or her studies. If the appeal is approved, the student must complete additional courses to bring his or her cumulative QPA to a 3.0.

ACADEMIC POLICIES

GRADING
Grading for all credit courses is ‘A’, ‘A-’, ‘B+’, ‘B’, ‘B-’, ‘C+’, ‘C’ and ‘F’. An incomplete grade (‘I’) becomes an ‘I-F’ (equivalent to an ‘F’) if the course is not completed within six (6) weeks after the end of the semester (from the last class meeting). See more information on changing grades below.

Grading for BUS 041 Introduction to Computer Applications, BUS 043 Business Writing and BUS 046 Quantitative Methods is on a Pass/Fail basis. These courses are not included in the review of provisional students for matriculation. All other course work is graded on the course credit system.

CHANGE OF GRADE
Students must have the permission of their instructor to complete course work after the last class meeting. The maximum time allowed to resolve an incomplete grade is 6 weeks after the end of the term. No grade (including research project grades) will be changed 6 months after the conclusion of the semester in which the course was taken. In addition, no grade will be changed after a degree has been granted.

Refer to the Class Schedule for the semester in which the course was taken to find the date on which the semester ended. Six months from this ending date, the grade change -- if approved by the instructor, department chair and Academic Dean -- should be recorded by SARS. The form, with all signatures, must be submitted to Student Accounts and Registrar Services prior to that date. A grade change submitted on that day or after will not be accepted.

RECOMPUTATION OPTION
Students have a one-time only recomputation option when an ‘F’ or ‘I-F’ is received. Remember all ‘I’ grades become ‘I-F’ grades 6 weeks after the end of the semester. To exercise this recomputation option, a student must re-take the failed course. Once the new grade is submitted, file for recomputation, in writing, with SARS. The original ‘F’ grade will continue to appear on the official transcript, but will not be included in the calculation of the QPA. Recomputation is only available for an ‘F’ or ‘I-F’ grade.
HOW TO CALCULATE YOUR QUALITY POINT AVERAGE (QPA)

Quality points represent the translation of letter grades into numerical values. Each grade offers the following quality points per credit:

**ACCEPTABLE GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**UNACCEPTABLE GRADES***

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F/I-F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*students subject to probation or dismissal

Quality points for each course are calculated by multiplying the credit value of each graded course by its quality point value. For example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Quality Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 501</td>
<td>4</td>
<td>A</td>
<td>4 x 4.0 = 16.0</td>
</tr>
<tr>
<td>BUS 502</td>
<td>3</td>
<td>C+</td>
<td>3 x 2.3 = 6.9</td>
</tr>
<tr>
<td>BUS 507</td>
<td>3</td>
<td>B-</td>
<td>3 x 2.7 = 8.1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

The cumulative QPA is obtained by adding the quality points for all courses together and dividing by the total number of credits.

Quality points (31) divided by credits (10) = a QPA of 3.1.
# DEGREE REQUIREMENTS

## GENERAL MBA REQUIREMENTS
Please note: Accounting and Taxation students should refer to the Catalog.

<table>
<thead>
<tr>
<th>PRELIMINARY SKILLS (0-3 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 041 Computer Applications (1)</td>
<td></td>
</tr>
<tr>
<td>BUS 043 Business Writing (1)</td>
<td></td>
</tr>
<tr>
<td>BUS 046 Quantitative Methods (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOUNDATION SKILLS (0-22 credits)</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 501 Financial &amp; Managerial Accounting (4)</td>
<td></td>
</tr>
<tr>
<td>BUS 502 Statistical Analysis for Business (3)</td>
<td>BUS 041, co-requisite BUS 046</td>
</tr>
<tr>
<td>BUS 506 Quantitative Analysis for Business (3)</td>
<td>BUS 046, BUS 502</td>
</tr>
<tr>
<td>BUS 507 Managerial Marketing (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 508 Economic Analysis &amp; Policy (3)</td>
<td></td>
</tr>
<tr>
<td>BUS 510 Managerial Economics (3)</td>
<td>BUS 046, BUS 508</td>
</tr>
<tr>
<td>BUS 512 Managerial Finance (3)</td>
<td>BUS 501, BUS 502 recommended</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATIVE CORE (15 credits)</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 601 Managerial Theory &amp; Skills I (3)</td>
<td>MBA 601</td>
</tr>
<tr>
<td>MBA 602 Managerial Theory &amp; Skills II (3)</td>
<td></td>
</tr>
<tr>
<td>MBA 603 Business in the Global Environment (3)</td>
<td></td>
</tr>
<tr>
<td>MBA 618 Operations &amp; Quality Management (3)</td>
<td>BUS 506</td>
</tr>
<tr>
<td>MBA 680 Global Policy or Entrepreneurial Policy (3)</td>
<td>MBA 685</td>
</tr>
<tr>
<td>MBA 685</td>
<td>Advanced Standing: complete during your last semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REQUIRED CAREER CONCENTRATION COURSES (15-22 credits)*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult the Catalog you received your first semester in the program for more specific information.</td>
<td></td>
</tr>
<tr>
<td>FOR DUAL MAJORS: 2nd Field of Career Concentration Core Courses (15-22 Credits).</td>
<td></td>
</tr>
<tr>
<td>BREADTH ELECTIVES (6 credits)</td>
<td></td>
</tr>
<tr>
<td>Any 600' level Lubin course outside of your department Career Concentration.</td>
<td></td>
</tr>
<tr>
<td>FOR DUAL MAJORS: Omit Breadth Electives</td>
<td></td>
</tr>
</tbody>
</table>

*Refer to your Catalog or an OGAASD worksheet for career concentration requirements. Worksheets are available on the OGAASD web site.
MASTERS OF SCIENCE DEGREE (MS)

The Lubin School of Business offers MS degrees in:

- Accounting (CPA Preparation)
- Accounting Information Systems
- Business Economics
- Investment Management
- Management Science Operations, Planning, and Analysis
- Personal Financial Planning
- Taxation

The MS degree offers expertise in a career concentration while the MBA degree is considered a breadth degree. Students are subject to the degree requirements published in the Catalog that was in effect their first semester of enrollment.

Sample MS PROGRAM: TAXATION

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<td>TAX 639 Tax Accounting (2)</td>
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COMMONLY ASKED QUESTIONS

HOW DO I REGISTER FOR CLASSES?
Registration for an upcoming semester should begin as soon as you receive your registration notification, either from the Graduate Admissions Office (for new students) or Student Accounts and Registrar Services (SARS). You should immediately check the Class Schedule for registration deadline dates. You may register by phone, online, or in person.

You must have your student identification number and a personal identification number (PIN) to register by phone and online. Your student identification number is usually your social security number (unless you requested a dummy number or don’t have a social security number). Your default PIN is the last four digits of your student identification number. After the first semester, you must then file for a permanent 4-digit PIN number with Student Accounts and Registrar Services. A form for this purpose is included in the Class Schedule.

Each semester, continuing students are sent a priority registration number that will allow him/her to register anytime after the specific date listed in the Class Schedule.

HOW CAN I CHANGE MY SCHEDULE?
You should refer to the Academic Calendar in the Class Schedule to determine the exact dates for dropping or adding a class. You may drop/add in person, or by using the telephone or online registration system.

TO DROP OR WITHDRAW FROM A CLASS:
You may drop a class up to the second class meeting, without a notation appearing on your transcript. Please note: Tuition refund is based on a sliding scale. Please refer to the Class Schedule for the refund scale.

You may withdraw up to the eighth class meeting without special permission. To do so, complete the registration action form found in Student Accounts and Registrar Services. After those dates and up to a week prior to the final exam, you may petition your instructor for withdrawal (if exceptional circumstances exist). Once your instructor and the department have approved your withdrawal, you should bring the registration action form to the Office of Graduate Academic Advisement and Student Development.

Failure to withdraw formally from a class will result in the receipt of an ‘I-F’ grade 6 weeks after the end of the semester. This is considered an ‘F’ grade and is used in the calculation of your QPA.

Successful Students Know . . .

Once you submit a registration form, you are considered to be in the class, whether or not you have actually attended. Therefore, you must complete and submit the Change of Schedule form in order to officially drop or withdraw from a class.

IF I WITHDRAW FROM A CLASS, HOW CAN I GET A REFUND?
The pro-rata tuition cancellation policy is described in detail in the Class Schedule.

If the student is forced to interrupt graduate studies due to serious illness, which is substantiated by a proper medical documentation, the student may apply to receive a pro-rata refund effective the date of withdrawal. If withdrawal takes place during the first eight weeks of classes, the student may receive a pro-rata refund of semester tuition and fees with the exception of the registration fee. For more information, please contact Student Accounts and Registrar Services office.

HOW CAN I ADD A CLASS?
You may add a class to your schedule prior to the second class meeting by using the telephone registration system, adding the class online, or by submitting a registration action form to SARS. If you add a class after the second class meeting, you must have written permission from the instructor, the department chair and the Dean’s Office. You may not attend the class until you are officially registered for it.

HOW CAN I REGISTER FOR A CLOSED CLASS?
Registration is on a first-come, first-served basis. Because you may get closed out of a preferred class section, always have at least one alternative choice ready and indicate it on your registration form. If you cannot register early, online, or by
telephone, and must register during the “In-
person” registration period, please secure a listing of closed classes from Student Accounts and Registrar Services before you register. When you register online information is given immediately with regard to the open/closed status of a class.

If a class is closed and there are no acceptable alternative classes, you may petition to enter a closed class by obtaining a “Permission to Register for Exceptions” form which is available from Student Accounts and Registrar Services and is in the Class Schedule. Indicate on this form that you wish to enter a “closed section” and submit this form to the course’s department. Prior to the start of the class, you need approval from the department chair. After the class begins, you need both the instructor’s and department chair’s approval.

**HOW DO I PAY MY TUITION?**
Tuition payment may be made by phone and online (when paying in full by credit card), or in person. Mail payment is possible for those students who register before the specified closing date listed in the Class Schedule. Payment information is available from the Class Schedule, online, and from the touch tone telephone registration system after a student has registered.

**HOW CAN I RECEIVE WAIVER OR TRANSFER CREDIT?**
Waiver credit is granted for preliminary skills and/or foundation core courses only. Courses eligible for waiver must be:
- of equivalent content and credit hours.
- completed within eight years prior to your first semester at a regionally accredited institution.
- completed with a grade of ‘B’ or better (‘B-‘ and below is unacceptable).

If a course is not eligible for waiver, students may choose to take a proficiency exam for possible waiver. Each exam costs $60.00. For more information regarding proficiency exams, contact the Office of Graduate Academic Advisement and Student Development. Do not register for a course if you think that you can receive waiver or pass the proficiency exam. In addition, once you register for a course, you must pass the course and CANNOT waive the course by proficiency exam. If you take and fail a proficiency exam, you must take the course.

Waiver is NOT granted for integrative core or career concentration courses. BUS 041 Computer Applications and BUS 043 Business Writing are only waived by proficiency examinations.

Transfer credit is granted for career concentration, core courses and/or breadth electives only, and is applied towards the maximum of 6 credits. Courses eligible for transfer must be:
- taken at the graduate level, but not a required MBA core course in another program.
- of equivalent content and credit hours to a graduate course offered by the Lubin School of Business.
- completed within the last eight years at a regionally accredited graduate degree program.
- completed with a grade of ‘B’ or better (‘B-‘ and below is unacceptable).

During your first semester of study, if you believe you deserve a waiver or transfer credit that was not granted during the admission process, contact the Office of Graduate Admissions. After your initial semester of enrollment, all waiver/transfer requests (including advanced approval for transfer credit) should be directed to the Office of Graduate Academic Advisement and Student Development.

To apply for waiver or transfer credit after your first semester, submit a request form (available at the OGAAASD) with an official course and program description to the OGAAASD. Please note: official transcripts must be on file with the Student Accounts and Registrar Services. If necessary, official translation of course descriptions must be provided. For transfer credit requests, it is also necessary to include an outline of the graduate degree program from the institution in which the course was taken.

**HOW CAN I CHANGE MY MAJOR OR DEGREE PROGRAM?**
If you wish to change your major or degree program, you must complete a Change of Program form (available at the Office of Graduate Academic Advisement and Student Development or SARS) and submit the completed form to Student Accounts and Registrar Services.

It is strongly recommended that you choose your major/degree program as soon as possible. It is inadvisable to take career concentration courses and then change your major. The initial career concentration courses may not apply to the new major. If you have any questions, please speak with an advisor from the Office of Graduate Academic Advisement and Student Development.
**IF I CANNOT ATTEND THE SCHEDULED FINAL, HOW CAN I ARRANGE TO TAKE A DEFERRED EXAM?**

If there are documented, extenuating circumstances that prevent you from taking the exam, such as serious illness (documented by a doctor’s statement) or a business emergency (documented by an employer’s letter), you may request a deferred exam.

Deferred exams are scheduled on one specific date for each Fall and Spring semester, listed in the Class Schedule. It is at the discretion of the individual instructor as to whether or not a deferred final will be offered. All initial arrangements must be made with the instructor. If the instructor approves, application and fee payment must be made with the Office of Graduate Academic Advisement and Student Development at least one week prior to the exam date.

**WHAT OPTIONS DO I HAVE FOR COMPLETING MY COURSE WORK IF A SCHEDULING CONFLICT SHOULD ARISE OR I NEED TO RE-LOCATE?**

All students must complete a minimum of 30 credits in residence. Independent study may be used in some majors as a last resort option.

NOTE: The Independent Study option is only available to students who have a minimum QPA of 3.5. Independent Study courses are listed by department in the course descriptions section of the Catalog.

If you have one remaining course for graduation and it is not being offered in your last term, you may request an Independent Study project for the course. The completed course will appear on your transcript as “Independent Study.”

If you must take a course that is normally offered on your campus, but are required by business to leave the New York area, you may appeal to register for a tutorial section in the course. Please see the Office of Graduate Academic Advisement and Student Development for information on tutorials and Independent Study.

**HOW DO I APPEAL A GRADE?**

If you wish to have your final grade reviewed, you must first speak with the instructor who determined the grade. If you are not satisfied with the response, you may then appeal the grade through the department chair.

**HOW DO I TAKE A LEAVE OF ABSENCE?**

Students who need to miss a semester may file for Maintenance of Matriculation (for a maximum of two semesters, at a cost of $35 per semester). A Maintenance of Matriculation form is not necessary for summer sessions.

If you plan to be out longer than two semesters, or do not register to maintain matriculation, you must file for Resumption of Study with SARS at least 8 weeks prior to the semester in which you wish to re-enroll. Please note: if your cumulative QPA was below a 3.0 when you were last enrolled, you are required to submit an appeal letter, addressed to the Academic Standards Committee, to resume your studies. Please allow additional time for the appeal process.

Resumption of Study forms are available at the Office of Graduate Academic Advisement and Student Development and at Student Accounts and Registrar Services.

**HOW DO I CHANGE MY CONTACT INFORMATION?**

Any time you change your address and/or telephone numbers, please complete the Change of Address/Telephone form located in the Class Schedule and submit it to SARS. This service is also available online as part of the Student Information System.

**HOW CAN I WITHDRAW FROM SCHOOL?**

You may withdraw from a degree program at any point during your academic tenure. If you’re currently enrolled, YOU ARE RESPONSIBLE for formally withdrawing from classes.

If you are not enrolled for either a Fall or Spring semester, but wish to receive registration materials for the upcoming semester you should file for Maintenance of Matriculation (with SARS) for the semester in which you are not enrolled.
WHAT MUST I DO FOR GRADUATION?
All students must file for graduation with Student Accounts and Registrar Services, 9-12 months prior to the intended graduation date (check the specific deadlines in the Class Schedule). Application for Graduation forms can be obtained from the Office of Graduate Academic Advisement and Student Development and the Student Accounts & Registrar's Services office. It is strongly recommended that all students meet with an advisor in the Office of Graduate Academic Advisement and Student Development prior to their final two semesters, in order to do a comprehensive program review. Note: Students can not obtain a diploma without officially filing for graduation.
REFERENCE GUIDE

ACCOUNTING DEPT.
212-346-1960, 914-773-3794

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<tr>
<th>Name</th>
<th>Office Rm.</th>
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<tr>
<td>Dr. Roberta Cable</td>
<td>Gold Ctr.-222</td>
<td>914-773-3688</td>
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<tr>
<td>Dr. William Coffey, (PER)</td>
<td>W-493</td>
<td>212-346-1867</td>
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<td>Prof. Joseph DiBenedetto</td>
<td>Gold Ctr. 215</td>
<td>914-773-3488</td>
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<td>Dr. Bairj Donabedian</td>
<td>Gold Ctr. 221</td>
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<td>Dr. Samir El-Gazzar</td>
<td>W-454</td>
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<td>Dr. Phillip Finn</td>
<td>Gold Ctr.-213</td>
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<td>Prof. Patricia Healy, UG Prog. Ch.</td>
<td>Gold Ctr.-219</td>
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<tr>
<td>Dr. Rudy Jacob, Dept. Ch.</td>
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<td>Dr. Picheng Lee</td>
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<td>Dr. Susanne O’Callaghan</td>
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<td>Dr. Mary Ellen Oliverio</td>
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<td>Dr. Marion Posey</td>
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<td>Dr. Lewis Schier, Grad. Prog. Ch.</td>
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<td>Dr. Kaustev Sen</td>
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<td>Dr. Michael Ulinski</td>
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BUSINESS COMMUNICATIONS DEPT.
212-346-1852

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<td>Dr. Dian Seiler, Dir. (Spring 2003 only)</td>
<td>W-426</td>
<td>212-346-1852</td>
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<td>Margaret O’Bryan, Faculty Coor.</td>
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<tr>
<td>Prof. Daniel Bender</td>
<td>GC-516</td>
<td>914-422-4372</td>
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<tr>
<td>Mariko Negoro-Bender</td>
<td>Choate</td>
<td>914-773-3542</td>
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FINANCE & ECONOMICS DEPT.
212-346-1980, 914-422-4189

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<td>Dr. Lewis Altfest</td>
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<td>Dr. Arthur Centonze</td>
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<td>Dr. Surendra Kaushik</td>
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<td>Dr. Raymond Lopez</td>
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<td>Dr. Edmund Mantell</td>
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<td>Dr. Matthew Morey</td>
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<td>Dr. Robert H. Parks</td>
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<td>Dr. Menahem Rosenberg</td>
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Dr. Joseph Salerno  Grad. Prog. Ch.  W-491  212-346-1848
Dr. Michael Szenberg, Dept. Ch.  W-425  212-346-1921
Dr. John Teall  W-489  212-346-1825
Dr. Pelis Thottahil  W-479  212-346-1889
Dr. Alan Tucker  W-410  212-346-1874
Dr. P.V. Viswanath  W-486  212-346-1817
Dr. Thomas Webster  W-409  212-346-1965
Dr. Berry Wilson  Gold Ctr.-108  914-773-3906
Dr. Kevin Wynne  Gold Ctr.-109  914-773-3490

INFORMATION SYSTEMS DEPT.
212-346-1687, 914-422-4164

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<td>Prof. Don Booker  163 Will.-208  212-346-1002</td>
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<tr>
<td>Prof. Michael Braudy  163 Will.-224  212-346-1006</td>
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<td>Prof. Linda Jo Calloway  163 Will.-226  212-346-1207</td>
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<td>Prof. Catherine Dwyer  163 Will.-204  212-346-1728</td>
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<td>Dr. Fred Grossman, Advisor  GC-404  914-422-4351</td>
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<td>Prof. James Lawler  163 Will.-218  212-346-1013</td>
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<td>Dr. John Molluzzo, Dept. Ch. NY  163 Will.-241  212-346-1780</td>
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<td>Prof. Bel Raggad  GC.-404  914-422-4351</td>
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<td>Prof. Namchul Shin  163 Will.-223  212-346-1067</td>
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<td>Prof. Nanda Surendra  163 Will.-225  212-346-1017</td>
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<td>Prof. Andrea Taylor  163 Will.-206  212-346-1019</td>
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<td>Prof. Jennifer Thomas  163 Will.–219  212-346-1569</td>
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<td>Prof. Hsui-lin Winkler  163 Will.-227  212-346-1074</td>
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INTERNATIONAL BUSINESS DEPT.
212-346-1214, 914-422-4164

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<td>Dr. Lawrence Bridwell  GC-534  914-422-4156</td>
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<td>Dr. Robert Isaak  GC-538  914-422-4158</td>
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<tr>
<td>Dr. Warren Keegan  GC-522  914-422-4153</td>
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<td>Dr. Linda Sama, Prog. Ch.  W-494  212-346-1488</td>
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<td>Dr. Robert Vambery  W-441  212-346-1975</td>
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MANAGEMENT/MANAGEMENT SCIENCE DEPT.
212-346-1214, 914-422-4189

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<td>Dr. Peter Allan  W-451  212-346-1988</td>
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<tr>
<td>Dr. Uzo Anakwe (Fall 2002 only)  Gold Ctr.-110  914-773-3901</td>
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<td>Dr. Dan Baugher, Dept. Ch. (Fall 2002 only)  W-427  212-346-1880</td>
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<tr>
<td>Dr. Narendra Bhandari  W408  212-346-1877</td>
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<th>Name</th>
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<tr>
<td>Dr. Vasanthakumar Bhat</td>
<td>W-430</td>
<td>212-346-1873</td>
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<td>Dr. Stephen Blank</td>
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<td>Dr. Lawrence Bridwell</td>
<td>GC-534</td>
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<td>Dr. John Carter</td>
<td>GC-546</td>
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<td>Dr. Robert Dennehy, UG Prog. Ch.</td>
<td>Gold Ctr.-111</td>
<td>914-773-3519</td>
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<tr>
<td>Dr. John Dory</td>
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<tr>
<td>Dr. Alan Eisner, Grad. Prog. Ch.</td>
<td>TBA</td>
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<tr>
<td>Dr. Barry Gold</td>
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<td>Dr. Carol Gorelick</td>
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<td>Dr. James Hall</td>
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<td>Dr. Peter Hoefer, Assoc. Dean, Dir. Grad. Prog.</td>
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<td>Dr. Alvin Hwang</td>
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<td>Dr. Robert Isaak</td>
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<td>Dr. Eric Kessler</td>
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<td>Dr. Christian Madu, MGS Grad. Prog.Ch.</td>
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<td>Dr. Linda Sama</td>
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<td>Dr. Fred Silverman</td>
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<td>Dr. Andrew Varanelli</td>
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<td>Dr. Ellen Weisbord</td>
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<tr>
<td>Dr. William Welty (Fall 2002 only)</td>
<td>W-442</td>
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<td>Dr. Janice Winch</td>
<td>W-411</td>
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<td>Dr. Jack Yurkiewicz</td>
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### MARKETING DEPT.

212-346-1994, 914-422-4177

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<tr>
<th>Name</th>
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<tr>
<td>Dr. Elayn Bernay (Fall 2002 only)</td>
<td>W-530</td>
<td>212-346-1845</td>
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<tr>
<td>Dr. Pradeep Gopalakrishna</td>
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<td>Dr. James Gould, Grad. Prog. Ch.</td>
<td>GC-526</td>
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<td>Dr. Warren Keegan</td>
<td>GC-536</td>
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<td>Dr. Mary Long</td>
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<td>Dr. Dennis Sandler</td>
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<td>Dr. Louis Seagull</td>
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<td>Dr. Martin Topol, Dept. Ch.</td>
<td>W-452</td>
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<td>Dr. Robert Vambery</td>
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<td>Dr. Leon Winer</td>
<td>W-431</td>
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<tr>
<td>Dr. Kathryn Winsted</td>
<td>Gold Ctr.-121</td>
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### LEGAL STUDIES & TAXATION DEPT.

212-346-1924, 914-422-4148

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Prof. Walter Antognini</td>
<td>W-485</td>
<td>212-346-1809</td>
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<td>Prof. Vincent Barrella</td>
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<tr>
<td>Prof. Arthur Magaldi, Dept. Ch.</td>
<td>W-445</td>
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### LEGAL STUDIES & TAXATION DEPT. CONT’D.

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<tr>
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<tr>
<td>Prof. Albert Kalter, Grad. Prog. Ch.</td>
<td>W-429</td>
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<tr>
<td>Prof. Saul Le Vine</td>
<td>W-478</td>
<td>212-346-1931</td>
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<tr>
<td>Prof. Lawrence Newman</td>
<td>W-479A</td>
<td>212-346-1811</td>
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<td>Prof. Martin Zern, Asst. Prog. Ch.</td>
<td>Gold Ctr.-229</td>
<td>914-773-3569</td>
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ADMINISTRATIVE OFFICES

NEW YORK CITY CAMPUS
OPERATOR: (212) 346-1200
1 PACE PLAZA, NEW YORK, NY 10038

ACADEMIC COMPUTING CENTER
1 Pace Plaza (2nd Floor, W-202), 346-1698
Offers personal computers
Terminals which access mainframe
Software packages
Printing facilities
Assistance available

BOOKSTORE
41 Park Row, 346-1605
Sells required and suggested books and materials listed by course section

BUSINESS COMMUNICATIONS PROGRAM
1 Pace Plaza (4th Floor, W-426), 346-1852
Responsible BUS 043 exam
Assist students in preparation of written and oral materials and presentations

CAREER SERVICES
41 Park Row (14th Floor, RM.1401), 346-1610
Career planning advisement
Career resource center
Placement assistance
Career development workshops

CENTER FOR ACADEMIC EXCELLENCE
41 Park Row (4th Floor, RM. 401), 346-1894
Offers tutoring and academic support services

COOPERATIVE EDUCATION PROGRAM
41 Park Row (14th Floor), 346-1950
Assists students in arranging paid/non-paid summer and yearlong internships.

COUNSELING-PERSONAL DEVELOPMENT CENTER
41 Park Row (4th Floor, RM. 406), 346-1526
Offers personal counseling and testing

DEAN FOR STUDENTS
41 Park row (9th Floor, RM. 907), 346-1306
Assists with general academic information and special situations

EMERGENCY CLOSINGS (IN CASE OF INCLEMENT WEATHER, ETC.)
346-1953 or visit www.pace.edu
ENGLISH LANGUAGE INSTITUTE
1 Pace Plaza (1st Floor), 346-1562
Assist with English training and general academic information

FACULTY ADVISORS AND DEPARTMENT CHAIRS
1 Pace Plaza (4th Floor West, contact Program Coordinators/Department Secretaries), 346-1491
Offer advisement regarding courses within career concentration area and professional development guidance. Process petitions for closed classes.

FINANCIAL AID
1 Pace Plaza (1st Floor), 346-1300
Gives information regarding loans, scholarships, grants and government aid

GRADUATE ADMISSIONS
1 Pace Plaza (1st Floor), 346-1532
Processes admissions applications
Gives admissions information
Processes change of school requests
Applies waiver credit for the first semester of a student's enrollment

GRADUATE ASSISTANTSHIPS
Office of Graduate Academic Advisement and Student Development
Germaine Hodges, Assistant Dean
Sabrina Hines, Staff Assistant
1 Pace Plaza (4th Floor, Sect. E), 346-1984
Coordinates assistantship applications

INTERNATIONAL EDUCATION OFFICE
1 Pace Plaza (1st Floor), 346-1368
Provides information on:
Visa status
Visa information
Special needs of foreign students

LIBRARY
1 Pace Plaza (1st Floor), 346-1331
Offers reference materials and research facilities

MIDTOWN CENTER
551 Fifth Avenue (between 45th and 46th Streets) 8th Floor, 346-1700
Registration
Student Accounts
ID Validation
Tuition Reimbursement
Graduation Applications
Add/Drop courses
Electronic Library
OFFICE OF ASSOCIATE DEAN & DIRECTOR OF GRADUATE PROGRAMS
Dr. Peter Hoefer, Associate Dean
Carmen Andan, Office & Records Manager
1 Pace Plaza (4th Floor, W-460), 346-1991

OFFICE OF GRADUATE ACADEMIC ADVISEMENT AND STUDENT DEVELOPMENT
1 Pace Plaza (4th Floor, Sect. E), 346-1984
Provides general advisement regarding curriculum, course selection and University policies and procedures
Arranges proficiency exams
Coordinates Graduate Assistantships
Processes requests for:
Change of Major
Degree requirements and audits
Extension of Study requests
Resumption of Study requests
Transfer credit
Waivers (after the students first semester of study)

SECURITY
1 Pace Plaza (B-Level), 346-1800
Available in case of emergency
Operates Lost & Found

STUDENT ACCOUNTS & REGISTRAR SERVICES
1 Pace Plaza (1st Floor), 346-1315
Provides and Processes:
Add/Drop of courses
Change of Major
File for Graduation
Grade posting
Registration
Reimbursement forms for employers
Resumption of Study requests
Verification of attendance
Transcripts
Tuition and fee payments

STUDENT ACTIVITIES
41 Park Row (8th Floor), 346-1590
Provides information regarding student organization and activities

WORLD TRADE INSTITUTE
551 Fifth Avenue (8th floor), 1-888-PACE-WTI
Non-academic courses, seminars and training in international business; language training.
ACADEMIC COMPUTING
Graduate Center (4th Floor, RM.432), 422-4167
Provides:
Trained assistance
Personal computers
Printing facilities
Software packages
Terminals which access mainframe
Access to the Internet
Netscape Software

BOOKSTORE
Textbooks are only available for purchase online via http://direct.mbsbooks.com/pace.htm

BUSINESS COMMUNICATION PROGRAM
Graduate Center (5th Floor, RM. 516), 422-4372
Responsible for administering BUS 043 exam
Assists students in preparation of written and oral materials and presentation

CAREER SERVICES
Graduate Center (2nd Floor, RM. 218), 422-4187
Provides:
Career planning advisement
Career resource center placement
Workshops

COOPERATIVE EDUCATION PROGRAM
Graduate Center (2nd Floor, RM. 218), 422-4016
Assists students in arranging paid and non-paid summer and yearlong internships.

COUNSELING-PERSONAL DEVELOPMENT CENTER
Pleasantville, Administration Building (2nd Floor), 773-3710
Offers personal counseling and testing

EMERGENCY CLOSINGS (INCELEMNT WEATHER, ETC.)
773-3398 or visit www.pace.edu

FACULTY ADVISORS/ DEPT. CHAIRPERSON
Graduate Center (5th Floor, contact Department Secretaries), 422-4183
Offer advisement regarding courses within career concentration area including course
substitutions
Process petitions for closed classes

FINANCIAL AID
Preston Hall (2nd Floor), 422-4050
Gives information on loans, scholarships and government aid
GRADUATE ADMISSIONS
Graduate Center (2nd Floor, RM. 212), 422-4283
Processes admissions applications
Gives admission information
Processes change of school requests
Applies transfer and waiver credit for the first semester of a student’s enrollment

OFFICE OF ASSOCIATE DEAN & DIRECTOR OF GRADUATE PROGRAMS
Dr. Peter Hoefer, Associate Dean
Gail Weldon, Office Manager
Graduate Center (5th Floor, RM. 520), 422-4189

OFFICE OF GRADUATE ACADEMIC ADVISEMENT AND STUDENT DEVELOPMENT
Graduate Center (5th Floor, RM. 516), 422-4188
Provides general advisement regarding curriculum, course selection, how to obtain an ID, bookstore hours, and university policy and procedures
Arranges proficiency exams
Processes requests for:
Change of Major
Degree requirement audits
Extension of Study applications
Transfer credit requests
Waiver of courses (after the student’s first semester of study)

SECURITY
Graduate Center (Lobby), 422-4166
Available in case of emergency

STUDENT ACCOUNTS & REGISTRAR SERVICES
Graduate Center (2nd Floor), 422-4044
Add/Drop of courses
Change of Major
File for Graduation
Gives reimbursement forms for employers
Grade posting
Issues copies of transcripts
Processes tuition and fee payment
Provides University ID pictures
Registration
Resumption of Study requests
Tuition reimbursement forms
Verification of attendance

STUDENT LIFE
North Broadway, Aloysia Hall (1st Floor), 422-4149
Provides information regarding student organizations and activities