Bulletin of
Duke University

The Fuqua School of Business
2026-2027

About the University Bulletins

The Office of the University Registrar is responsible for compiling, producing, and maintaining the bulletin for each school at Duke University. The content for the bulletins is established by the schools in conjunction with the Duke University Bulletins Policy.

The information in this bulletin applies to the academic year 2026-2027 and is accurate and current, to the greatest extent possible, as of August 2026. All bulletins are published online and serve as static documents for historical records of the university. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University Registrar: Frank Blalark, Assistant Vice Provost and University Registrar

Coordinating Editor: Maggie Douglas

Bulletin School Coordinators:

- Divinity School: Deborah Hackney, Katherine Smith, and Jessica Williams
- Fuqua School of Business: B. Tate
- The Graduate School: Scott Behm and Matthew Jones
- School of Law: Frances Curran
- School of Medicine: Karen Pore and Cierra Harris
- Nicholas School of the Environment: Sherri Nevius
- School of Nursing: Bebe Mills
- Pratt School of Engineering Professional Programs: Cherie Creten
- Sanford School of Public Policy: Anita Lyon
- Undergraduate Instruction: Andrea Marritt-Pabalate

Photograph Credits: Ken Huth, Jared Lazarus, Bill Snead, Les Todd

Duke University
2080 Duke University Road
Durham, NC 27708
(919) 684-8111

This publication is available in alternative format on request. Call (919) 684-2813.

Duke University's Mission & History

Mission Statement

Approved by the Duke University Board of Trustees October 1, 1994, and revised February 23, 2001, the Mission Statement for Duke University reads as follows:

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

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

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

Duke University: A Brief Narrative History

Duke University traces its origins to a small school that opened in 1838 in Randolph County, North Carolina. Originally a preparatory school for young men called the Union Institute Academy, it was then chartered as a teaching college named Normal College by the state of North Carolina in 1851. The school underwent another transformation in 1859 when it turned to the Methodist Church for financial support. Reflecting the new partnership, the school’s name changed to Trinity College.

From 1842 to 1882, Braxton Craven served as the principal and then president of the institution, overseeing its transition from a tiny schoolhouse to a full-fledged college. Shortly before his death, he helped to establish the Cherokee Industrial School at Trinity College, one of numerous schools established in the United States to “westernize” indigenous students, in this case boys and young men from the Eastern Band of the Cherokee. The School at Trinity lasted only a few years. It is worth noting that Craven enslaved several Black people prior to the Civil War, and that a number of other faculty and trustees were also enslavers.

John F. Crowell, Trinity College’s president from 1887-1894, suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell’s encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing land and money to Trinity. In 1897, at Washington Duke’s request, the school began admitting women as regular students, making it an early co-educational institution. Carr’s support for Trinity College was recognized with a building named in his honor in 1930. His name was removed in 2018 in light of his virulent white supremacist beliefs and actions.

Trinity prospered in its new location, and in 1924 the school was again transformed through philanthropy. Washington Duke’s son James Buchanan Duke established the Duke Endowment, and the charitable foundation infused the college with funds. The trustees changed Trinity College’s name to Duke University as a memorial to his father. The new funds supported the construction of a new campus, designed in a Gothic style by the Philadelphia architectural firm of Horace Trumbauer. The chief designer of West Campus, as well as the re-envisioned East Campus, was Julian Abele, a Black architect whose role in creating the architecture of Duke University was largely overlooked during his lifetime. In 2016, the main quad on West Campus was renamed Abele Quad in his honor.

President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university. In 1930, the Trinity College site (today’s East Campus) became the Woman’s College, while the West Campus served as the grounds for the all-male Trinity College. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Other schools include the School of Religion and Graduate School founded in 1926, the School of Medicine and hospital in 1930, and the School of Nursing in 1931. Originally established in 1904, the Law School reorganized in 1930. In 1938, what is today’s Nicholas School of the Environment opened, and in 1939 the university formed what is now known as the Pratt School of Engineering. The last of James B. Duke’s desires for the university was fulfilled when what is now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy became Duke’s tenth school in 2005. The school was named for President Terry Sanford, formerly the governor of North Carolina, who supported a number of initiatives in the 1970s and 1980s to build Duke’s reputation for excellence, growing the university’s national and international profile.

Long a segregated institution, Duke first admitted Black graduate and professional students in 1961 and Black undergraduates in 1963. In 1968, a major student protest known as the Vigil demanded pay increases and better treatment of hourly workers, most of whom were Black. In 1969, Black students protested in what is now known as the Allen Building Takeover, demanding improved services and treatment for Black students. The protest resulted in the formation of what is now called the Department of African and African American Studies.

Faculty at Duke produce influential scholarship across a wide range of disciplines and professions. Two Duke faculty members have received the Nobel Prize in Chemistry: Professor Robert Lefkowitz in 2012 and Professor Paul Modrich in 2015. Duke researchers have mapped the human chromosome and led research into the treatment of HIV and AIDS. Duke faculty also research pressing social issues, producing high-impact scholarship on such topics as election districting and public health. Faculty authors have written books of award-winning nonfiction, fiction, and poetry, and have won awards ranging from the National Book Award to the Pulitzer Prize. Fifty Duke faculty are members of the American Academy of Arts and Sciences. Duke students have many opportunities to work with leading faculty in labs and on projects, ensuring hands-on experience during their course of study.

Duke has a number of notable athletic achievements. Best known is the men’s basketball team, coached by Mike Krzyzewski from 1980 to 2022. The team has earned 5 national championships. The women’s golf team holds the record at Duke for most national championships, at 7. Duke football has been played since the 1880s, when President Crowell coached the team himself. During the 1930s and 1940s, the football team competed in and won a number of bowl games, earning the nickname “Iron Dukes.” The Rose Bowl game of 1942 was played in Durham due to wartime concerns on the West Coast and remains the only Rose Bowl played outside of Pasadena, California.

International programs have expanded over the last several decades, bringing international students to Duke in Durham and expanding international opportunities for Duke students. In 2005, Duke partnered with the National University of Singapore and opened the Duke-NUS Medical School. In 2014, graduate programs at Duke Kunshan University began, followed by undergraduate programs in 2018. DKU is a partnership between Duke and Wuhan University in Kunshan, China.

The university has changed in many ways since its founding, and like other historically white schools it continues to confront issues of racism, sexism, and other inclusion and equity challenges. Students of color and international students now represent more than 50% of the student body. Duke’s hometown of Durham has also grown and changed, and Duke and Durham collaborate on topics ranging from community service to downtown development.

Ever evolving, Duke University strives to meet the stated aims of the university: “to foster a lively relationship between knowledge and faith; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a love of freedom and truth; to promote a respectful spirit of dialogue and understanding; to discourage all partisan and sectarian strife; and to further the advancement of knowledge in service to society.”

Updated September 21, 2020. Learn more from University Archives.

Duke University Leadership & Faculty

Full leadership profiles for those listed below are available at duke.edu/leadership.

Executive Leadership

Vincent E. Price, President
Daniel Ennis, Executive Vice President
Alec Gallimore, Provost
Mary E. Klotman, Executive Vice President for Health Affairs

Academic Leadership

Deans of Schools and Colleges

Kerry Abrams, James B. Duke and Benjamin N. Duke Dean of the School of Law
Suzanne Barbour, Dean of the Graduate School and Vice Provost of Graduate Education
Lori Bennear, Stanback Dean, Nicholas School of the Environment
Gary Bennett, Dean, Trinity College of Arts and Sciences
Edgardo Colón-Emeric, Dean, Divinity School
JR DeShazo, Joel L. Fleishman Dean, Sanford School of Public Policy
Mary E. Klotman, Dean, School of Medicine
Jerome P. Lynch, Vinik Dean, Pratt School of Engineering
Mary Frances Luce, Dean, Fuqua School of Business
Michael Relf, Dean, School of Nursing

Vice Provosts

Lee Baker, Vice Provost for Undergraduate Education
Edward Balleisen, Senior Vice Provost for Interdisciplinary Programs and Initiatives
Abbas Benmamoun, Vice Provost for Faculty Advancement
David Bowersox, Vice Provost for Finance & Administration
Mary Pat McMahon, Vice Provost/Vice President of Student Affairs
Mohamed Noor, Executive Vice Provost
Deborah Rutter, Vice Provost for the Arts
Joseph Salem, Rita DiGiallonardo Holloway University Librarian and Vice Provost for Library Affairs
Toddi Steelman, Vice President and Vice Provost for Climate and Sustainability

University Administration

Maggie Epps, Secretary to the Board of Trustees and Chief of Staff to the President
Tracy Futhey, Vice President for Information Technology and Chief Information Officer
Leigh P. Goller, Chief Audit, Risk and Compliance Officer
Kimberly Hewitt, Vice President for Institutional Equity
David L. Kennedy, Vice President for Alumni Engagement and Development
Nina E. King, Vice President and Director of Athletics
Jennifer Lodge, Vice President for Research & Innovation
Antwan Lofton, Vice President of Human Resources & Chief Human Resources Officer
Tom Morrison, Vice President for Facilities
Rachel L. Satterfield, Vice President for Finance and Treasurer
Chris Simmons, Vice President for Government Relations
Kim Taylor, Vice President and General Counsel
Frank Tramble, Vice President for Communications, Marketing and Public Affairs
Neal Triplett, President, DUMAC
Stelfanie Williams, Vice President for Community Affairs

The Faculty

Duke faculty are chosen from among the most competitive selection processes in the country, having demonstrated excellence in their fields of research. Profiles of Duke's faculty members are available via Scholars@Duke.

Duke University Policies

Accreditation

Duke University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctorate, and professional degrees. Contact SACSCOC at sacscoc.org or call (404) 679-4500 for questions about the accreditation of Duke University.

Clery Act

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See police.duke.edu/news-stats/clery for more details.

Duke's Commitment to Inclusive Excellence

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values. Find more details at provost.duke.edu/about.

Duke Community Standard

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

To uphold the Duke Community Standard:

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

Students' Obligation to Act with Respect to the Duke Community Standard

The Duke Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. Although there are no disciplinary sanctions associated with the failure to act, students are nonetheless expected to take action to do something as a responsibility of membership in the Duke community.

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

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting residence hall, Student Affairs, or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, alerting the instructor that cheating may be occurring in the course. This alert can be in any form, including anonymous notification, and the reporting student will not be identified. The information provided will allow the faculty member to consider corrective measures, in consultation with the Office of Student Conduct and Community Standards, and to address the topic with the class or suspected student(s).
- Directly alerting staff in the Office of Student Conduct and Community Standards at (919) 684-6938 or conduct@duke.edu, who will confer with the faculty member involved, if an academic issue, or with the reporting student(s), strategizing next steps. Maintaining the confidentiality of the source is possible, but may limit the extent of action that can be taken.

For current regulations, refer to dukecommunitystandard.students.duke.edu.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students' education records, of which disciplinary records are a part.

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

For additional information about FERPA, see ed.gov/policy/gen/guid/fpco/ferpa/index.html. For Duke's full FERPA policy, visit registrar.duke.edu/student-resources/family-educational-rights-and-privacy-act-ferpa.

Nondiscrimination Statement

Duke is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. Duke does not discriminate on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, or military status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity.

Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies.

Questions or comments about harassment or discrimination can be directed to one of the following administrators in the Office for Institutional Equity.

Discrimination in Duke's programs and activities:

Sharon Fernandes Gooding, Associate Vice President for Institutional Equity, Equal Opportunity and Compliance
Title IX Coordinator
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 684-8222

Sex discrimination in educational programs or activities:

Adrienne Allison, Deputy Title IX Coordinator for Students, Compliance Investigator
Office for Institutional Equity
114 S. Buchanan Blvd., Bay 8
Durham, NC 27708
(919) 684-8222

The complete text of Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the Office for Institutional Equity's website. Additional information and resources are available through the US Department of Education Office for Civil Rights website, or by calling 1-800-421-3481.

Duke University Resources

Academic Resources

Duke University Libraries

The Duke University Libraries are the shared center of the university's intellectual life. The William R. Perkins Library, Bostock Library, and Rubenstein Rare Book & Manuscript Library comprise the main West Campus library complex, which is joined by Lilly and Music libraries on East Campus and the separately administered libraries serving the schools of Business, Divinity, Law, and Medicine. Together they form one of the nation's top ten private university library systems. Find all Duke libraries at library.duke.edu/libraries.

Institutes, Initiatives & Centers

The university institutes, initiatives and centers complement the widespread interdisciplinarity found in every school at Duke. They serve as crucial incubators of innovations in research, teaching and community engagement. Find a complete list of institutes, initiatives, and centers at interdisciplinary.duke.edu/university-institutes-initiatives-centers.

Interinstitutional Agreement with Neighboring Universities

Under a plan of cooperation—the interinstitutional agreement among Duke University and The University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro—a student regularly enrolled in Duke University as a degree-seeking student and paying full fees may enroll for one approved course each semester at one of the institutions in the cooperative program unless an equivalent course is offered at Duke in the same academic term. Credit so earned is not defined as transfer credit since grades in courses taken under the interinstitutional agreement are entered on the official record and used in determining the grade point average. Additional information is available at registrar.duke.edu/registration/interinstitutional-registration.

Technology Resources

- The Office of Information Technology (oit.duke.edu)
- Computing and Networking (wireless.duke.edu)
- Printing and Labs (oit.duke.edu/services-tools/printers-labs)
- Support and Training (oit.duke.edu/services-tools/support-training)

Nondegree Continuing Studies Programs

Duke University offers a variety of pre- and post-college learning opportunities for learners across a wide variety of ages, backgrounds, and geographies. Classes may be taken for academic achievement, professional development, and personal enrichment.

For-Credit Academic Study

Duke welcomes applications from individuals seeking to enroll in courses for personal enrichment, professional development, or academic exploration. To be considered for admission, applicants must meet at least one of the following criteria to be eligible:

- Earned a bachelor's degree from a college or university accredited by a national or regional accrediting body recognized by the Department of Education prior to matriculation at Duke.
- Age 25 years or older with existing post-secondary coursework, and intend to pursue a few courses of interest at Duke.

Students are given academic counseling and are subject to the regulations set forth for degree candidates, unless explicitly noted otherwise. A junior or senior who is currently enrolled at an external college or university who wishes to pursue an academic discipline unique to Duke University, may apply at learnmore.duke.edu/academics/undergraduate for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact registrar@duke.edu.

GPA Requirement. Applicants are expected to demonstrate academic readiness through their overall education record, including past GPA, coursework rigor, and relevant experiences. While prior academic performance, including GPA, is considered during the admissions review, no minimum GPA is required for admission.

In some cases, students may be admitted provisionally and asked to demonstrate academic readiness by successfully completing initial coursework with a grade of B or better. This flexible approach supports Duke University's commitment to lifelong learning and ensures that motivated learners have access to rigorous academic opportunities.

Withdrawal. If a student enrolled in a Duke University program withdraws from the program, or is no longer in good academic standing, they must wait two academic terms before re-applying to any Duke program, including any nondegree continuing studies coursework (see the Satisfactory Continuation Requirements outlined in the Bulletin of Undergraduate Instruction).

Semester Continuation Requirements. Semester continuation requires that you earn a passing grade (C- or better) in a minimum number of courses to remain in good standing. Students who receive at least one failing grade (D, D-, F) are subject to academic probation or academic dismissal.

Academic Probation	Earned D or D- in at least one course Earned F in one course, and C- or better in at least two courses
Academic Dismissal	Earned F in at least one course

Students placed on academic probation must acknowledge their probationary status in writing in order to continue into the next academic term. They are also expected to seek assistance from campus resources and have their course selection approved by the academic dean. In the probationary term they must earn grades of C or better in all courses to continue. Students who withdraw from all courses must wait two semesters to submit a request to return to study.

Program and application information is available at learnmore.duke.edu/academics/undergraduate. Application deadlines: August 1 for the fall semester, December 1 for the spring semester, April 15 for Term 1 of the summer session, and June 1 for Term 2 of the summer session.

Osher Lifelong Learning Institute (OLLI) at Duke

OLLI at Duke is an inclusive community of more than 2,000 adults who share a love of learning. Part of the national Osher Lifelong Learning Network, a group of more than 120 institutes across the country, OLLI at Duke is dedicated to fostering connection, exploration, and engagement for adult learners. OLLI sponsors noncredit course offerings in the fall, winter, and spring as well as special interest groups and travel and volunteer opportunities.

Pre-College

Duke University has academic enrichment as well as credit opportunities for academically-motivated precollege students. Duke Pre-College Programs is managed by a third-party organization and offers academic enrichment opportunities for middle and high school students in the summer. Rising high school juniors and seniors who are at least 16 years old by the program start date may also take select college-credit courses via Duke Summer Session.

Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) is the office on campus that has been charged with and is committed to providing educational opportunities for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

Core Functions of SDAO

- To establish services for equitable access on campus through partnership with students with disabilities.
- To manage, coordinate, implement and evaluate accommodation and service programs.
- To serve as a resource to students, faculty, and staff regarding access to academic and campus services
- To provide resource and referral information to the campus community at Duke and prospective students and their families.

SDAO works with each student individually to establish academic accommodations including adjustments, auxiliary aids and services for the purpose of mitigating barriers to students' access to campus facilities, programs, and activities.

For more information, visit access.duke.edu/students.

Duke University Campus Life, Activities & Support

Duke offers a wide variety of resources to help students connect and thrive beyond the classroom.

Dining, Housing & Transportation

- Duke Dining (students.duke.edu/living/dining)
- DukeCard (dukecard.duke.edu)
- Undergraduate Housing (studentaffairs.duke.edu/hdrl)
- Graduate and Professional Student Apartments (students.duke.edu/living/housing/graduate-professional-housing)
- Off-Campus Housing (students.duke.edu/living/housing/graduate-professional-housing/housing-in-durham)
- Parking & Transportation (parking.duke.edu)

Student Affairs & Organizations

- Career Center (careerhub.students.duke.edu)
- Division of Student Affairs (studentaffairs.duke.edu)
- Graduate and Professional Student Government (gpsg.duke.edu)
- Intercollegiate Athletics (goduke.com)
- Religious Life (chapel.duke.edu/religiouslife)

Student Health & Safety

- Campus Police (police.duke.edu)
- Counseling & Psychological Services (CAPS) (studentaffairs.duke.edu/caps)
- DukeReach (students.duke.edu/wellness/dukereach)
- DuWell (studentaffairs.duke.edu/duwell)
- Student Health (studentaffairs.duke.edu/studenthealth)

Academic Calendars

Dates of the 2026-2027 Fuqua academic calendars are subject to change by the provost of Duke University.

- Daytime MBA & Accelerated Daytime MBA
- Weekend Executive MBA
- Master in Business, Climate, and Sustainability
- Master of Management Studies
- Master of Science in Quantitative Management: Business Analytics
- Master of Science in Quantitative Management

Calendar for Daytime MBA & Accelerated Daytime MBA

This calendar is for Daytime MBA programs, including Daytime MBA and Accelerated Daytime MBA (AMBA).

Summer Term 2026

- July 6-17 (M-F) Business, Communications, and Culture Program (optional, unless required by Admissions)
- July 10 (F) Software Tools for Analytics course opens; Online Modules (mandatory); first day of classes, First Year Daytime MBA and Accelerated MBA
- July 19-24 (Su-F) Health Sector Management (HSM) Boot Camp (required for HSM Certificate)
- July 27 (M) Duke I&E Innovator's Spark (optional)
- July 28 (T) International Student Welcome Day
- July 29-31 (W-F) First Year Daytime MBA and Accelerated Daytime MBA Orientation (required)
- August 3-24 (M-M) First Year Daytime MBA and Accelerated MBA Student Classes (no classes on weekends)
- August 26 (W) First Year MBA Exams
- August 26-27 (W-Th) Second Year MBA (Class of 2027) and Accelerated MBA (Class of 2027) C-Lead 2 Course (required)
- August 27-28 (Th-F) Business Analytics Review 9am-1pm (optional)
- August 31 - September 1(M-T) Pre-Term Accounting Review 1pm-5pm (optional)

Fall Term 2026

- September 1 (T) Pre-Term Accounting Review 1pm-5pm (optional, for Daytime MBA students only)
- September 1-2 (T-W) Career Management Center Programming (optional)

- September 3 (Th) Fall 1 Session begins
- September 7 (M) Labor Day Holiday (No classes)
- September 8 (T) M/Th classes held on Tuesday
- September 9 (W) T/Fr classes held on Wednesday
- October 13 (T) Fall 1 Session ends
- October 15-17 (Th-Sa) Fall 1 Exams
- October 18-25 (Su-Su) Fall Break
- October 26 (M) Fall 2 Session begins
- November 25-27 (W-F) Thanksgiving Break
- December 8 (T) Fall 2 Session ends
- December 10-12 (Th-Sa) Fall 2 Exams
- December 13 (Su) Winter Break begins

Spring Term 2027

- January 4-8 (M-F) Managerial Improvisation Course (optional Winter Term)
- January 14 (Th) Spring 1 Session begins
- January 18 (M) Martin Luther King, Jr. Holiday (No classes)
- January 19 (T) M/Th classes held on Tuesday
- January 20 (W) T/Fr classes held on Wednesday
- February 23 (T) Spring 1 Session ends
- February 25-27 (Th-Sa) Spring 1 Exams
- February 28-March 14 (Su-Su) Spring Break
- March 15 (M) Spring 2 Session begins
- April 23 (F) Spring 2 Session ends
- April 26-28 (M-W) Spring 2 Exams
- May 8 (Sa) Class of 2027 Daytime MBA and Accelerated MBA Commencement Ceremony
- May 9 (Su) Class of 2027 Duke-wide Commencement Ceremony

Academic Calendars

Calendar for Weekend Executive MBA

This calendar is for the Weekend Executive MBA (WEMBA) program.

Classes for standard residency weekends begin on Friday at 8:00 am ET and end on Sunday at 1:30 pm ET.

Pre-Residency Session: Students attend virtually between 9:00 am ET to 5:00 pm ET; time commitment can vary from term to term.

Distance Weekend Saturday: Attendance is required, but students have the option to attend virtually or in person. No lodging provided. Students determine on a term-by-term basis whether they will attend classes in person. Classes will begin on Distance Weekends at 10:00 am ET and end by 5:20 pm ET.

Term 1 (2026)

- May 19-June 6 (T-Sa) Reading period/Classes begin
- May 30 (Sa) Pre-Residency Session
- June 7-11 (Su-Th) Residency/Orientation
- June 12-14 (F-Su) Weekend 1 Residency
- June 27 (Sa) Weekend 2 Distance
- July 16-19 (Th-Su) Weekend 3 Residency
- August 1 (Sa) Weekend 4 Distance
- August 13-16 (Th-Su) Weekend 5 Residency
- August 29 (Sa) Weekend 6 Distance
- September 1-13 (T-Su) Finals (distance)
- September 14-24 (M-Th) Break

Term 2 (2026-2027)

- September 25-October 7 (F-W) Reading period/Classes begin
- October 3 (Sa) Pre-Residency Session
- October 8-11 (Th-Su) Weekend 1 Residency
- October 24 (Sa) Weekend 2 Distance
- November 5-8 (Th-Su) Weekend 3 Residency
- November 21 (Sa) Weekend 4 Distance
- December 3-6 (Th-Su) Weekend 5 Residency

- December 19 (Sa) Weekend 6 Distance
- December 29-January 10 (T-Su) Finals (distance)
- January 11-20 (M-W) Break

Term 3 (2027)

- January 21-February 2 (Th-T) Reading period/Classes begin
- January 30 (Sa) Pre-Residency Session
- February 3-7 (W-Su) Weekend 1 Residency, team changeover
- February 20 (Sa) Weekend 2 Distance
- March 4-7 (Th-Su) Weekend 3 Residency
- March 20 (Sa) Weekend 4 Distance
- April 1-4 (Th-Su) Weekend 5 Residency
- April 17 (Sa) Weekend 6 Distance
- April 20-May 2 (T-Su) Finals (distance)
- May 3-27 (M-Th) Break

Term 4 (2027)

- May 28-June 9 (F-W) Reading period/Classes begin
- June 5 (Sa) Pre-Residency Session
- June 10-13 (Th-Su) Weekend 1 Residency
- June 26 (Sa) Weekend 2 Distance
- July 8-11 (Th-Su) Weekend 3 Residency
- July 24 (Sa) Weekend 4 Distance
- August 5-8 (Th-Su) Weekend 5 Residency
- August 21 (Sa) Weekend 6 Distance
- August 24-September 5 (T-Su) Finals (distance)
- September 6-9 (M-Th) Break

Elective Term 1 (2027)

- September 10-23 (F-Th) Reading period/Classes begin
- September 18 (Sa) Pre-Residency Session
- September 24-October 2 (F-Sa) Residency
- October 3-11 (Su-M) Break
- October 12-November 15 (T-M) Distance
- November 16-December 31 (T-F) Break

Elective Term 2 (2028)

- January 1-7 (S-F) Reading period/Classes begin
- January 2 (Su) Pre-Residency Session
- January 8-15 (Sa-Sa) Residency
- January 16-24 (Su-M) Break
- January 25-February 28 (T-M) Distance

Graduation (2028)

- May 13 (Sa) Class of 2028 Weekend Executive MBA Commencement Ceremony
- May 14 (Su) Class of 2028 Duke-wide Commencement Ceremony (Degree Conferral)

Calendar for Master in Business, Climate, and Sustainability

This calendar is for the Master in Business, Climate, and Sustainability (MBCS) program.

Summer Term 2026

- July 6-9 (M-Th) Business, Communications, and Culture Program (optional, unless required by Admissions)
- July 13-14 (M-Tu) Orientation (mandatory)
- July 15 (W) Summer Term classes begin
- August 21 (F) Summer Term classes end
- August 24-26 (M-W) Summer Term exam period

Fall Term 2026

- September 2 (W) Fall 1 Session begins
- October 9 (F) Fall 1 Session ends
- October 12-14 (M-W) Fall 1 Exams
- October 15-25 (Th-Su) Fall Break
- October 26 (M) Fall 2 Session begins
- November 21-29 (Sa-Su) Thanksgiving Break
- December 11 (F) Fall 2 Session ends
- December 14-16 (M-W) Fall 2 Exams
- December 17-January 12 (Th-T) Winter Break

Spring Term 2027

- January 13 (W) Spring 1 Session begins
- February 19 (F) Spring 1 Session ends
- February 22-24 (M-W) Spring 1 Exams
- February 25-March 14 (Th-Su) Spring Break
- March 15 (M) Spring 2 Session begins
- April 23 (F) Spring 2 Session ends
- April 26-28 (M-W) Spring 2 Exams
- May 6 (Th) Class of 2027 MBCS Commencement Ceremony
- May 9 (Su) Class of 2027 Duke-wide Commencement Ceremony (Degree Conferral)

Calendar for Master of Management Studies

This calendar is for Master of Management Studies programs, including Foundations of Business (MMS:FOB) and Duke Kunshan University (MMS:DKU).

Summer Term 2026 (All MMS Students)

- July 6-9 (M-Th) Business, Communication, and Culture Program (as required by Admissions)
- July 10 (F) Orientation (mandatory)
- July 13 (M) Summer Term Session begins
- July 15 (W) CMC Career Day (optional)
- August 21 (F) Summer Term Session ends
- August 24-26 (M-W) Summer Term exam period

Fall Term 2026 (All MMS Students)

- September 3 (Th) Fall 1 Session begins
- September 7 (M) Labor Day (no classes)
- September 8 (T) M/Th classes held on Tuesday
- September 9 (W) T/Fri classes held on Wednesday
- October 13 (T) Fall 1 Session ends
- October 15-17 (Th-Sa) Fall 1 Exams
- October 18-25 (Su-Su) Fall Break
- October 26 (M) Fall 2 Session begins
- November 25-27 (W-F) Thanksgiving Break
- December 8 (T) Fall 2 Session ends
- December 10-12 (Th-Sa) Fall 2 Exams
- December 13-January 13 (Su-W) Winter Break

Spring Term 2027 (MMS:FOB Students Only)

- January 14 (Th) Spring 1 Session begins
- January 18 (M) Martin Luther King, Jr. Holiday (no classes)
- January 19 (T) M/Th classes held on Tuesday
- January 20 (W) T/Fr classes held on Wednesday
- February 23 (T) Spring 1 Session ends
- February 25-27 (Th-Sa) Spring 1 Exams
- February 28-March 14 (Su-Su) Spring Break
- March 15 (M) Spring 2 Session begins

- April 23 (F) Spring 2 Session ends
- April 26-28 (M-W) Spring 2 Exams
- May 7 (F) Class of 2027 MMS:FOB Commencement Ceremony
- May 9 (Su) Class of 2027 Duke-wide Commencement Ceremony (Degree Conferral)

Spring Term 2027 (MMS:DKU Students Only)

- January 9 (Sa) Arrival in Kunshan, China
- January 10 (Su) Program Re-Launch and Team changeover (mandatory)
- January 11 (M) Spring 1 Session begins
- January 27-February 12 (W-F) Chinese New Year Break
- March 15 (M) Spring 1 Session ends
- March 16-18 (T-Th) Spring Break
- March 19 (F) Spring 2 Session begins
- April 3-5 (Sa-M) Chinese Qingming Holiday
- May 14 (F) Spring 2 Session ends
- May 21 (F) Class of 2027 MMS:DKU Commencement Ceremony

Calendar for Master of Science in Quantitative Management: Business Analytics

This calendar is for Master of Science in Quantitative Management: Business Analytics (MQM:BA) program.

Summer Term 2026

- July 6-9 (M-Th) Business, Communications, and Culture Program (optional, unless required by Admissions)
- July 10 (F) Orientation (mandatory)
- July 13 (M) Summer Term classes begin
- July 15 (W) CMC Career Day
- August 21 (F) Summer Term classes end
- August 24-26 (M-W) Summer Term exam period

Fall Term 2026

- September 3 (Th) Fall 1 Session begins
- September 7 (M) Labor Day (no classes held)
- September 8 (Tu) M/Th Classes held
- September 9 (W) Tu/F Classes held
- October 13 (Tu) Fall 1 Session ends
- October 15-17 (Th-Sa) Fall 1 Exams
- October 18-25 (Su-Su) Fall Break
- October 26 (M) Fall 2 Session begins
- November 25-27 (W-F) Thanksgiving Break
- December 8 (T) Fall 2 Session ends
- December 10-12 (Th-Sa) Fall 2 Exams
- December 13-January 12 (Su-W) Winter Break

Spring Term 2027

- January 13 (W) Team changeover (mandatory)
- January 14 (Th) Spring 1 Session begins
- January 18 (M) MLK Jr Holiday (no classes held)
- January 19 (Tu) M/Th Classes held
- January 20 (W) Tu/F Classes held
- February 23 (Tu) Spring 1 Session ends
- February 25-27 (Th-Sa) Spring 1 Exams
- February 28- March 14 (Su-Su) Spring Break
- March 15 (M) Spring 2 Session begins
- April 23 (F) Spring 2 Session ends
- April 26-28 (M-W) Spring 2 Exams
- May 7 (F) Class of 2027 MQM: Business Analytics Commencement Ceremony
- May 9 (Su) Class of 2027 Duke-wide Commencement Ceremony (Degree Conferral)

Calendar for Master of Science in Quantitative Management Programs

This calendar is for Master of Science in Quantitative Management programs, including Business Analytics, online program (MSQM:BA); Business Analytics, accelerated online program (MSQM:ABA); and Health Analytics, online program (MSQM:HA).

Each term includes a "reading period" for students to prepare for the upcoming term. Professors will provide reading and/or assignments to complete during the reading period so students begin the term fully prepared.

Fall 2026 (BA28, HA28, ABA27)

- September 1-14 (T-M) Classes via Asynchronous Learning Begin
- September 11-13 (F-Su) Orientation
- September 15-December 7 (T-M) Classes via Synchronous Learning
- December 5-14 (Sa-M) Final Exams
- December 15-January 4 (T-M) Break

Spring 2027 (BA28, HA28, ABA27)

- January 5-18 (T-M) Classes via Asynchronous Learning Begin
- January 19-April 12 (T-M) Classes via Synchronous Learning
- April 10-19 (Sa-M) Final Exams
- April 20-May 3 (T-M) Break

Summer 2027 (BA28, HA28, ABA27)

- May 4-17 (T-M) Classes via Asynchronous Learning Begin
- May 14-16 (F-Su) Leadership Intensive
- May 18-August 9 (T-M) Classes via Synchronous Learning
- August 7-16 (Sa-M) Final Exams
- August 17-23 (T-M) Break
- August 16 (M) End of 2027 Accelerated MSQM program

Fall 2027 (BA28, HA28)

- August 24-September 6 (T-M) Classes via Asynchronous Learning Begin
- September 7-November 29 (T-M) Classes via Synchronous Learning
- November 27-December 6 (Sa-M) Final Exams
- December 7-January 3 (T-M) Break
- December 10-12, 2027 (F-Su) Data Visualization Intensive

Spring 2028 (BA28, HA28)

- January 4-17 (T-M) Classes via Asynchronous Learning Begin
- January 18-April 10 (T-M) Classes via Synchronous Learning
- April 8-17 (Sa-M) Final Exams
- April 18-May 12 (T-F) Break
- May 13 (Sa) Class of 2028 MSQM Commencement Ceremony
- May 14 (Su) Class of 2028 Duke-wide Commencement Ceremony (Degree Conferral)

Academic Freedom

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

Accreditation

The Fuqua School of Business is a member of the Graduate Management Admission Council (GMAC), and is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For more information reference the Duke University Office of the Provost.

Fuqua Administration

Mary Frances Luce, PhD, Dean

Manuel Adelino, PhD, Senior Associate Dean for Faculty

Scott Dyreng, PhD, Senior Associate Dean for Innovation

Robert Swinney, PhD, Senior Associate Dean for Programs

Natalie Albertson, Executive Director, Operations and Strategic Priorities

Ed Bernier, MBA, Assistant Dean, Career Management

Carlton Brown, MSLS, Director, Ford Library

Matthew Clemons, MBA, Assistant Dean, Admissions

Karen Courtney, MA, Associate Dean, Working Professional Programs

Teri de Leon, MBA, Executive Director and Assistant Dean, Career Management

Alistar Erickson-Ludwig, PhD, Assistant Dean, MQM and MBCS Programs

Richard Freishtat, PhD, Associate Dean, Executive Education

Randy Haskin, Associate Dean, Information Technology

Elizabeth Hogan, MBA, Associate Dean, Global Marketing

Shari Hubert, MBA, Associate Dean, Admissions

Allison Jamison, MBA, Assistant Dean, Admissions

Thomas Kosempa, Associate Dean, Development & Alumni Relations

Allie McClarnon, Assistant Dean, MMS Program

Steve Misuraca, MBA, Associate Dean, Daytime MBA Program

Leslie Sharpless, Assistant Dean, Finance and Financial Aid

Chris Shull, CPA, MBA, Associate Dean, Finance & Administration

Ryan Smith, PhD, Assistant Dean, Career Management

Sharon Thompson, MA, Assistant Dean, Admissions

Fuqua Board of Visitors

Mary Frances Luce, Dean, The Fuqua School of Business

Daniel M. Allen, Founder & Co-Chief Executive Officer, Mycor Capital Management, LLC

Katherine J. Bayne, President, Bayne Advisors

Brittany Bowlen

William Copeland Brody, Chief Executive Officer, Nooshee

Mark Burgess, Chief Executive Office, Mauser Packaging Solutions

Demetrio Carceller Arce, Executive Chairman, S.A. DAMM

James Dawson Carey, President, Stone Point Capital

Kareem Abdul Cook, Chief Marketing Officer and Owner, Naturade

Michael S. Cuffe, Executive Vice President and Chief Clinical Officer, HCA Healthcare

Joseph J. Euteneuer, Chairman and CEO, Orbits IQ Global SA

Caroline Francis Xavier Fairchild, Founder, On New Terms Media

Thomas Michael Finke, Retired Independent Board Director, VENU Inc.

Graham C. Goldsmith, Chief Executive Officer and Co-Chief Investment Officer, Cross Ocean Partners

Bradford Richard Hirsch, Co-founder, Highlander Health

Catherine Chao Jefferson

Gregory Clark Kelly, Senior Partner, McKinsey & Company

Kate Shapira Latts, Co-President, Heaven Hill Brands

Alison Levine, Faculty and Board Member, Thayer Leader Development Group at West Point

Administration & Faculty

Fuqua Faculty

All faculty profiles are available via Fuqua's Faculty Directory (fuqua.duke.edu/faculty-research/directory/all) or Scholars@Duke.

Duke and Fuqua Community Values

Duke University is an institution and community committed to the principles of excellence, fairness, and respect for all people. As part of this commitment, we value the unique abilities and perspectives that people of different backgrounds bring to our workplace and seek to take advantage of the abilities of everyone. Our equal opportunity policies affirmatively protect all Duke staff and applicants, ensuring that employment decisions are based on individual merit, as opposed to stereotypes and biases. Duke's equal opportunity policies apply to all employment actions.

Links to Policies and Procedures

Listed here are links to the major policies and procedures protecting access and opportunity at Duke.

1. Nondiscrimination Statement
2. Equal Employment Opportunity Policy
3. Policy on Prohibited Discrimination, Harassment and Related Misconduct
4. Consensual Relationship Policy
5. Disability Accommodations Procedure
6. Human Resources Policies and Procedures

Nondiscrimination

Duke's nondiscrimination statement is available on the University Information page under the section "Duke University Policies." Contacts for Fuqua programs are:

Duke MBA—Daytime Program
Sarah Isham, Director: (919) 660-3741; sarah.isham@duke.edu
Lydia Hammond, Assistant Director: (919) 660-1996; lydia.hammond@duke.edu

Executive MBA and MSQM Programs
Melinda Strickland, Director: (919) 660-7670; melinda.strickland@duke.edu

MMS Program
Allie McClarnon, Assistant Dean: (919) 660-8097; allie.mcclarnon@duke.edu

MQM and MBCS Programs
Alistar Erickson-Ludwig, Assistant Dean: (919) 660-7632; alistar.erickson.ludwig@duke.edu

Additional information, including complete policy text and appropriate complaint procedures, may be found by visiting the Office for Institutional Equity's website at oie.duke.edu.

History of The Fuqua School of Business

In 1969, Duke University's Board of Trustees recognized the growing importance of business beyond its economic impact and established the Graduate School of Business Administration. The school welcomed its inaugural MBA class of 20 students in 1970.

Two years later, Duke alumnus Professor Thomas F. Keller was appointed dean, a position he held until June 1996. At the time of his appointment, the school enrolled fewer than 100 students.

During his more than two decades of leadership, Keller's dedication to the school, its people, and its culture helped shape Fuqua into the globally respected institution it is today. His legacy endures through the spirit of "Team Fuqua," a phrase he coined to describe a collaborative approach that emphasizes drawing out the strengths of others.

J.B. Fuqua, for whom the school is named, was raised by his grandparents on a small tobacco farm in Virginia. Unable to afford college, he wrote to several universities asking to borrow textbooks. Duke University was the only institution to respond, mailing him books on finance and banking so he could educate himself independently. Fuqua later achieved remarkable success in business and expressed his gratitude through a transformative $10 million gift to the school. In recognition of his generosity, the school was renamed The Fuqua School of Business in 1980.

Today, Duke's Fuqua School of Business offers 10 academic degree programs and is home to 91 tenure-track faculty members, 85 PhD candidates, and approximately 1,900 master's degree students. Full-time residential offerings include the Daytime MBA, Accelerated Daytime MBA, Master of Management Studies, and Master of Quantitative Management: Business Analytics program.

Fuqua and Duke's Nicholas School of the Environment also jointly offer the Master's in Business, Climate, and Sustainability, a 10-month full-time program designed to prepare future leaders to drive sustainable business transformation.

For working professionals, Fuqua provides flexible degree options, including the Weekend Executive MBA and three fully online analytics programs: the Master of Science in Quantitative Management: Health Analytics, the Master of Science in Quantitative Management: Business Analytics, and the Accelerated Master of Science in Quantitative Management: Business Analytics. Duke University's Graduate School also offers a PhD program in Business Administration taught and advised by Fuqua faculty.

Beyond degree programs, Fuqua delivers non-degree Executive Education courses and seminars covering leadership, management, communication, negotiation, finance, operations, data-driven decision-making, and healthcare-related topics. Customized programs are also available for organizations.

Fuqua Facilities

In January 1983, The Fuqua School of Business relocated to its current home on Fuqua Drive on Duke University's West Campus. Designed by architect Edward Larrabee Barnes, the Thomas F. Keller Center for MBA Education is widely regarded as one of the premier settings for management education in the United States.

The 148,000-square-foot Keller Center supports instruction across a variety of graduate business programs. The west wing houses academic and administrative offices, virtual teaching rooms, and two amphitheater-style classrooms. The east wing features six amphitheater-style classrooms, the 458-seat Harold S. Geneen Auditorium, the F.M. Kirby Reading Room, and numerous seminar, breakout, and interview rooms.

In May 1989, Fuqua opened the R. David Thomas Executive Conference Center, named after the founder of Wendy's International, Inc. Designed to support executive education and professional programs, the center was later renovated as part of the JB Duke Hotel project completed in 2017. The state-of-the-art hotel and conference facility now serves Fuqua's working professional degree programs and non-degree executive education offerings. A covered walkway connects the JB Duke Hotel to the east wing of the Keller Center.

The 61,000-square-foot Wesley Alexander Magat Academic Center opened in fall 1999 and houses most faculty offices along with seminar and meeting spaces. In 2002, the 77,000-square-foot Lafe P. and Rita D. Fox Student Center was added to the campus. The center includes a student business center, lockers and showers, a PhD study area, administrative offices, conference rooms, a café and coffee bar, the McClendon Dining Room, outdoor terraces, and a spacious atrium.

Doug and Josie Breeden Hall opened in August 2008, adding 91,000 square feet to the Fuqua campus and bringing the total campus footprint to nearly half a million square feet. The five-story facility features a three-story atrium at the Science Drive entrance, three 70-seat lecture rooms, two auditoriums with seating for 126 and 146 people, a team room suite, large meeting rooms connected by an outdoor terrace, faculty offices, and an expanded Ford Library.

In 2023, Duke Innovation & Entrepreneurship opened its new campus hub for innovators and entrepreneurs. Made possible through a generous gift from William K. Luby and Eileen O. Luby, the facility was dedicated as the Luby Family Bullpen on August 29, 2023. The space includes classrooms, offices, and event venues designed to foster collaboration, creativity, and innovation across the Duke community.

Most recently, in 2026, renovations along the Hall of Flags in East Keller introduced new study cubbies and collaborative huddle areas. A student lounge was also added to the Fox Student Center, featuring updated seating, modern finishes, and a student art gallery.

The Fuqua Culture

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

Team Fuqua

“Team Fuqua” is how students, faculty, and staff have come to refer to Fuqua’s team-based working environment. It refers not only to the many teams in which students work on class projects throughout their time here, but also to the cooperative approach that all of us at Fuqua take to accomplish the many tasks at hand. Team Fuqua is a way of working that draws out strengths in members of the team to reach the best results.

During the first year, students will hear much about Team Fuqua. Students worried about competing with fellow students will be pleasantly surprised upon arriving at Fuqua. Through the concept of Team Fuqua, the Fuqua community stresses success through teamwork among students, faculty, and the administration. Consequently, students are more focused on learning from and challenging each other rather than competing for grades. In addition, the faculty and administration are very accessible and cooperative, and treat the entire practice as a mutual learning experience.

The Fuqua Paired Principles

Being a part of Team Fuqua is not just about encouraging teamwork and collaboration. On a higher level, it is about creating a philosophy to live by that is based on six core principles that translate into a series of values described below.

Authentic Engagement. We care and we do. We make a difference to Team Fuqua by being ourselves and engaging in the things we are passionate about.

Supportive Ambition. We support each other to achieve great things, because your success is my success. The success of each member of Team Fuqua makes the whole team better.

Collective Diversity. We embrace all of our classmates because our individuality is better and stronger together.

Loyal Community. We are a family who looks out for each other. Team Fuqua has your back when you need it the most.

Impactful Stewardship. We are the leaders who focus on solutions to improve our community both now and in the future. We aren’t satisfied with just maintaining the status quo.

Uncompromising Integrity. We internalize and live the honor code in the classroom. We conduct ourselves with integrity within Fuqua, the Duke Community, and our lives.

Celebrating and Capitalizing on Our Diverse Community

Faculty, staff, and students at Fuqua value the collective diversity of our community. The following statement is displayed on the east end of the Keller Building Mallway: "The Fuqua School of Business appreciates and values the differences inherent in our community. As an organization, we are committed to building and sustaining an environment that is conducive to capitalizing on the diversity within our community as a source of intellectual, personal, and professional growth and innovation."

In addition to continuously exploring ways to facilitate a more inclusive environment, Fuqua serves as host for a number of events each year to promote and celebrate our diverse community.

Fuqua Community Standard

The most recent version is available at fuqua.duke.edu/fuqua-community-standard.

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

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and

- I will act if the Standard is compromised.

The Fuqua Community Standard embodies Fuqua's principles. Community entails a sense of connectedness to others and their welfare, feeling part of Duke University every day, and being responsible for its continual improvement. Community also refers to a feeling of connection to the region of the world in which we are located. It posits the counterbalancing of group benefit with individual needs and wants, and a Duke identity with the many personal identities based on demographics and interests. The kind of environment we strive to achieve is one in which civil discourse thrives; an environment in which ideas are promulgated, and challenged, in a stimulating give and take; an environment in which learning (whether from peers, faculty, administrators, or others in the Duke and broader communities) is accomplished with openness, honesty, and respect. The Honor Code is a driving influence in the community standard because it expresses our institution's core values and expectations for behavior.

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

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

Student's Obligation to Act

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

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

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

The Fuqua School of Business Honor Code

I. Purpose

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

Members of The Fuqua School of Business community uphold these values in all academic, professional, and community activities. Individuals accept personal responsibility for living by these standards and a shared responsibility for sustaining a community that expects, supports, and protects honorable behavior. Recognizing that our choices shape the learning environment and the reputation Fuqua carries into the world, membership in the Fuqua community entails an obligation that endures throughout our time as students, alumni, and professionals.

The purpose of The Fuqua School of Business Honor Code (hereafter, "the Honor Code") is to communicate, support, and promote these standards.

II. Scope

The Honor Code governs the conduct of master's students of The Fuqua School of Business and others enrolled in Fuqua master's courses, including those conducted jointly with other Duke schools or as part of joint-degree programs for which both schools have agreed the Fuqua Honor Code applies, regardless of location or modality. PhD students are members of The Graduate School of Duke University and are governed by its Judicial Code and Procedures.

Misconduct not explicitly covered by the Honor Code may fall under other Fuqua or Duke University policies, including the Fuqua Community Standard. Allegations involving discrimination, harassment (including sexual misconduct), domestic violence, dating violence, or stalking should be addressed through Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct and its applicable Duke University procedures.

III. Standards of Conduct

In all academic, professional, and community settings, Fuqua students are expected to demonstrate:

- **Academic Integrity:** Submitting only their own work, properly attributing sources, and refraining from cheating, plagiarism, misrepresentation, or the use of unauthorized materials or collaboration. This includes responsible use of technology and AI tools, consistent with course instructor authorization and disclosure requirements.
- **Fairness:** By neither seeking nor providing unfair advantage in academic, employment, or extracurricular endeavors.
- **Respect for Others' Property and Information:** Including the intellectual, physical, and digital assets of others and Duke University.
- **Personal Accountability:** Accepting responsibility for one's actions and their consequences, recognizing that accountability is essential to personal integrity and the community of trust. Students should acknowledge the impact of their conduct, accept outcomes that result from their choices, and take steps to restore trust when it has been compromised.
- **Shared Responsibility:** Protecting community integrity by addressing or reporting conduct that undermines trust or violates these expectations.

Faculty share responsibility for upholding the Honor Code by clearly communicating academic expectations, designing assessments and learning experiences that reinforce academic integrity and equitable evaluation, and taking appropriate and prompt action when potential Honor Code violations arise.

IV. Honor Code Procedures

All individuals involved in administering the Honor Code process described below, including Judicial Board members, Judicial Advisors, and administrators, must act impartially and avoid conflicts of interest. A conflict of interest exists when an individual has a personal, academic, professional, or other relationship with an accused student that clearly calls into question their impartiality. This includes, but is not limited to:

- A faculty investigator or Judicial Board faculty member who served as the instructor for a course in which an alleged Honor Code violation occurred, and
- A Judicial Board student member who was a teammate of an accused student on an assignment serving as the basis for an alleged Honor Code violation.

Any individual who believes they may have a conflict of interest must disclose it promptly. When a conflict is identified, the individual will be recused from participation in the matter, and an alternate will be assigned as appropriate by the Dean of The Fuqua School of Business or their designee.

1. Honor Code Violations

Any action that undermines the principles of integrity, honesty, or accountability may constitute an Honor Code violation, even if not explicitly described below. Students are responsible for understanding the standards and seeking clarification when unsure about appropriate conduct.

Specific violations of the Honor Code include, but are not limited to, the following:

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

- **Lying:** Communicating untruths to gain an unfair academic or employment advantage. This includes, but is not limited to:
  - falsifying information on documents,
  - fabricating or falsifying data in academic work,
  - providing false information related to classroom attendance or missing course deadlines, and
  - providing deliberately misleading information during an Honor Code investigation or Judicial Board hearing.
- **Cheating:** Engaging in any unauthorized action that grants oneself or others an advantage in an academic activity that is not available to all students under the same conditions. This includes, but is not limited to:
  - using unauthorized materials or resources to complete an assignment, including unauthorized use of AI tools,
  - copying the work of or unauthorized collaboration with another person,
  - unauthorized providing of material or information (e.g., proprietary course information) to another person,
  - using the work of another without giving proper credit (e.g., plagiarism),
  - unauthorized submission of identical or highly similar work in more than one course, and
  - unauthorized work on course material outside the time constraints imposed by the instructor.

    If a student is unclear about what constitutes unauthorized material and/or the appropriate time constraints, they have a duty to seek clarification from the course instructor. Instructors are responsible for defining how assignments should be completed.
- **Stealing:** Taking or sharing the property of another, including physical or intellectual property, without consent or permission. This includes, but is not limited to:
  - taking the property, including academic work, of another member of the Fuqua community without permission, and
  - unauthorized sharing of academic materials, including exams, assignments, teaching notes, or other intellectual property.
- **Failure to Report:** Failing to report conduct that is clearly inconsistent with the standards in this Honor Code. Good-faith uncertainty or situations involving ambiguous expectations do not, by themselves, constitute a failure to report. Individuals are encouraged to seek guidance from an instructor, administrator, or Judicial Board member when unsure how to proceed. Retaliation against any individual who raises a concern or participates in an Honor Code process is prohibited and may constitute a separate violation.

- **Obstruction:** Engaging in conduct that obstructs, distorts, or compromises the integrity of an Honor Code investigation or hearing. This includes, but is not limited to, discouraging others from participating truthfully and providing false or misleading information.

2. Reporting Possible Honor Code Violations

The Honor Code relies on each member of the Fuqua community to uphold its principles. When a student, faculty member, or staff member becomes aware of a potential violation, they share the responsibility to address it appropriately and in good faith.

If someone suspects that a violation may have occurred, they may choose to first approach the individual involved to clarify what happened. In some instances, an open conversation between those involved may clarify a misunderstanding. If, after that discussion, the person who raised the concern determines that no violation occurred, the matter may be dropped with no further action.

If the concern remains unresolved or appears to involve a clear violation, it should be reported promptly to the course instructor, a program administrator, or a Judicial Board member. Alternatively, an Academic Dishonesty Referral Form may be submitted through Duke's Office of Student Conduct and Community Standards. In all cases, reports should include sufficient detail to allow for an informed review. The purpose of reporting is not to assign guilt or blame, but to ensure that concerns are evaluated fairly, consistently, and confidentially.

3. Preliminary Review

When a potential Honor Code concern is raised, the Senior Associate Dean for the relevant program will review the information to determine whether it contains sufficient detail to proceed. At this stage or at any later point in the process, the Senior Associate Dean may designate a Fuqua faculty or staff member to process the case. In the remainder of Section IV, "Senior Associate Dean" refers to this program dean or such a designee.

Preliminary review helps ensure that all concerns are evaluated consistently, promptly, and fairly before a formal investigation begins. The review confirms that the concern identifies the key elements necessary for further consideration:

- The individual or individuals involved;
- The assignment or assignments at issue (if relevant);
- Specific actions or behaviors in question; and
- A specific potential Honor Code violation.

If these elements are clearly present, the Senior Associate Dean will initiate an investigation. If any element is missing or unclear, the Senior Associate Dean may request clarification or determine that the information is insufficient to establish a potential Honor Code violation.

4. Investigation

When an investigation begins, the individual will be notified and offered the opportunity to have a Judicial Advisor assigned to them. Until the matter is resolved (by dismissal of the investigation, Administrative Resolution, or a Judicial Board decision), the individual is presumed to have acted in accordance with the Honor Code. Students are encouraged to participate fully in all aspects of the Honor Code process. If a student declines to participate or fails to attend a scheduled meeting or hearing, the process may proceed in the student's absence, and the student will be bound by any resulting determinations or sanctions.

Upon notification of an investigation, the individual will be given an opportunity to meet with the Senior Associate Dean to provide an explanation and any relevant information regarding the potential Honor Code violation, including any evidence or potential witnesses. This meeting may occur in-person or via phone/video conference, at the discretion of the Senior Associate Dean. Following this meeting, the Senior Associate Dean will investigate as needed to gather additional information and assess the credibility and relevance of available evidence.

At the conclusion of the investigation, the Senior Associate Dean will determine whether the case should be dismissed, resolved through an Administrative Resolution, or referred to a formal hearing before the Judicial Board. If an investigation proceeds to a Judicial Board hearing, a temporary administrative hold will be placed on the student's academic record, preventing the release of the official transcript, but not affecting access to classes, grades, or participation in Fuqua activities. This hold is removed immediately upon completion of the hearing.

5. Administrative Resolution

An Administrative Resolution provides a means to resolve certain Honor Code violations without a Judicial Board hearing when specific criteria are met. This resolution may include sanctions.

An Administrative Resolution may be considered when all the following conditions apply:

- The individual has acknowledged responsibility and provided a full accounting of the conduct under investigation;
- The case represents the individual's first violation of the Honor Code; and
- The Judicial Board Chair determines that sanctions other than suspension, expulsion, or degree revocation are warranted within the context of an Administrative Resolution.

The Senior Associate Dean may offer an Administrative Resolution to the individual if all the above conditions apply. The Judicial Board Chair will be informed before an Administrative Resolution is offered and may provide advisory input to the Senior Associate Dean regarding the appropriateness and consistency with precedent of proposed sanctions.

If the individual accepts the Administrative Resolution, they must sign a Voluntary Agreement to Sanctions. After that, the matter is considered resolved, no hearing will occur, and the decision is not subject to appeal. If the individual declines the Administrative Resolution, the case proceeds to a Judicial Board hearing.

6. Judicial Advisors

To ensure that every individual understands the Honor Code process and has access to informed support, a Judicial Advisor will be available to any individual involved in a formal investigation or hearing. Judicial Advisors are trained faculty, staff, or students in the Fuqua community who are not otherwise connected to the case.

Judicial Advisors are equipped to assist individuals in understanding procedures, expectations, and available options. They may serve as a confidential resource throughout the investigation and hearing process, help the individual prepare for meetings, and, if appropriate, act as a liaison between the individual and those administering the process. Judicial Advisors are bound by confidentiality and may not share information related to a case except as required by the Honor Code process. Their role is to help the individual understand and navigate the process, not to serve as defense counsel or argue the facts of the case.

Individuals under investigation may request assignment of an advisor at the start of a formal investigation or at any later stage in the process. The Senior Associate Dean oversees the assignment of Judicial Advisors.

7. Judicial Board

The Judicial Board is responsible for hearing and adjudicating all potential violations that are not dismissed or resolved through Administrative Resolution. Its purpose is to ensure that all cases are considered impartially, consistently, and in accordance with established procedures.

The Board is composed of at least four faculty members and at least five student representatives. All faculty members must be members of the voting faculty at Fuqua and appointed by the Dean of The Fuqua School of Business or designee. One of the selected faculty members is appointed by the Dean or designee as Chair of the Board. The student representatives may be enrolled in any of Fuqua's master's programs.

All Judicial Board members receive training at the start of each academic year to ensure familiarity with the Honor Code, precedent, hearing procedures, and expectations of impartiality.

8. Judicial Board Meetings and Hearings

The Judicial Board will hold regular meetings during the academic year to (a) review recent Administrative Resolutions, (b) conduct Judicial Board Hearings for any completed Honor Code investigations that were neither dismissed nor resolved through Administrative Resolution, and (c) discuss as necessary required revisions to this Honor Code. In addition, the first Judicial Board meeting each academic year will be held in September and will include training for any new Judicial Board members, as described in Section IV-7 above. Judicial Board meetings may be held in-person or via video conference, at the discretion of the Judicial Board Chair. Judicial Board members not available for an in-person meeting may participate via video conference if feasible.

All Board members must maintain the confidentiality of all those involved and all discussions in these meetings.

a. Review of Administrative Resolutions. Before each meeting, the Senior Associate Dean will send to the Board summaries of all cases resulting in Administrative Resolutions since the previous meeting. Members of the Board may ask for clarifications from the Senior Associate Dean, who will be available to provide details associated with each case. These reviews serve to ensure the integrity of the Administrative Resolution process and provide a mechanism for Board members to oversee the appropriateness of sanctions used in cases resolved through Administrative Resolution.

b. Judicial Board Hearings. The purpose of Judicial Board hearings is to provide a fair and thorough review of the facts surrounding a potential Honor Code violation. The Judicial Board conducts hearings in accordance with established procedures to ensure consistency, impartiality, and respect for everyone involved.

Judicial Board hearings require at least three Board faculty, including the Chair, and at least two students from the Board to be present. The Chair will select members from the Board to be present at each hearing. For cases involving individuals enrolled in a Fuqua degree program jointly offered with another Duke school for which both schools have agreed the Fuqua Honor Code applies, up to two faculty members from the partner school may be appointed by the Senior Associate Dean and serve as ad hoc Board members. Judicial Board hearings will usually be held during the Board's regularly scheduled meetings, with additional meetings used for lengthy hearings at the discretion of the Chair.

Judicial Board hearings are not legal proceedings and are not governed by courtroom rules of evidence or formality. They are designed to promote open and honest discussion that helps the Board understand the facts, the circumstances surrounding the conduct, and the perspectives of those involved. The Board may consider any information it deems relevant and reliable, including written or verbal statements, provided it contributes meaningfully to understanding the matter under review.

The individuals alleged to have violated the Honor Code will be notified by email to their Duke University accounts at least 7 days before the hearing, to ensure adequate time to prepare. The notice will include the hearing date, the assignments or actions at issue, and the potential Honor Code violation. The individual may review the investigative materials forming the basis of the charges and will have the opportunity to prepare a response. Neither the individual nor a Judicial Advisor may use electronic devices that capture or facilitate unauthorized communication (e.g., cell phone, computer, audio/video recorder, etc.) during any portion of the Honor Code process, including a hearing.

Attendance at the hearing is strongly encouraged so the individual can share their perspective and respond to questions. If the individual chooses not to attend, the hearing will proceed based on the available information, and a decision will be rendered accordingly.

The accused individual has the right to:

- Receive written notice of the hearing at least 7 days before the hearing;
- Be advised by a Judicial Advisor, who may quietly confer with the individual during the hearing but may not address any other participant in the hearing;
- Review relevant information presented to the Board before the hearing;
- Present a statement, evidence, and witnesses;

- Respond to information presented during the hearing; and
- An equitable and impartial hearing by the Board.

At the start of the hearing, the Chair outlines the process and confirms that all members are impartial and have no conflicts of interest. The Senior Associate Dean presents the results of the investigation, after which the individual may offer a statement, provide additional information, and respond to questions from the Board or the Senior Associate Dean. The individual may request that relevant witnesses or materials be considered. The Senior Associate Dean may respond to comments or evidence presented by the individual. The Board may impose time limits on any stage of the process and may determine the relevance of any witness or information to be presented or considered by the Board. To serve as an internal reference for future cases, an audio or video recording of the hearing will be retained by the Dean's office in accordance with university retention policy.

After all information has been presented, the Judicial Board deliberates in private. A decision is reached by a simple majority vote of the Board members in attendance. The Chair votes only in the case of a tie. Determinations of responsibility by the accused individual are based on a preponderance of the evidence. A Board member should vote that the individual violated the Honor Code if they believe that this violation is more likely than not to have occurred. For the purposes of determining responsibility, the Chair will treat abstentions as equivalent to votes of no violation.

If a majority of the Board determines that the individual violated the Honor Code, the Board will then discuss and vote on any sanctions. All sanctions are decided by a simple majority of those in attendance, except suspension, expulsion, or degree revocation, which require the unanimous vote of all Board members in attendance. Consideration may be given to prior disciplinary violations.

If necessary, the Chair may adjourn the hearing or deliberations concerning responsibility or sanctions. However, the Board must conclude its proceedings within two weeks of the first Judicial Board hearing on a case.

The outcome and any sanctions are communicated in writing to the individual by the Senior Associate Dean.

c. Review of The Honor Code. Any Board member may suggest revisions to the Honor Code by submitting a request in writing to the Chair at least one week in advance of a Board meeting. The Board and Senior Associate Dean may discuss such suggested changes during a Board meeting. All proposed changes to the Honor Code remain subject to the requirements described in Section V.

9. Sanctions

The role of sanctions is to uphold the integrity of the Fuqua community, promote learning, and reinforce accountability. The sanctions described below represent common outcomes but are not exhaustive. Specific sanctions in each case will depend on the nature and severity of the violation, the circumstances surrounding it, the degree of demonstrated accountability, prior disciplinary history, and any relevant precedent. Multiple sanctions may be applied in combination to address both the conduct and its impact.

Academic evaluation and disciplinary sanctions are distinct processes. Faculty retain the authority to make academic judgments about the quality of student work and to determine grades in the interest of furthering learning. Although grades are not disciplinary sanctions, the Judicial Board may recommend that a student's grade be revised, and such recommendations are advisory to the relevant faculty members. Regardless, if an individual is found responsible for an Honor Code violation affecting the integrity of academic work, the Senior Associate Dean will inform the relevant faculty, who may revise the student's grade to reflect the confirmed facts of the case.

Only the Judicial Board may impose disciplinary sanctions for Honor Code violations. These sanctions may include, but are not limited to, the following:

- **Educational Project:** The individual must complete an assignment or educational project designed to promote understanding of ethical decision-making or the impact of the violation.
- **Reprimand:** A formal written notice that the behavior violated the Honor Code and that any further violations will result in more serious consequences.
- **Community Service:** The individual must complete a defined number of service hours to contribute to Fuqua, Duke University, or the broader community. The nature of the service should be constructive, meaningful, and consistent with the developmental goals of the sanction.
- **Transcript Notation:** A temporary or permanent notation may be placed on the transcript to reflect an Honor Code violation, consistent with Duke University policy.
- **Honor Code Probation:** The individual is placed in probationary status for a specific period of time during which they remain in good academic standing but are formally notified that any further violation of university policy, Honor Code, or any of the conditions of the probation during the probationary period may result in suspension or expulsion. Probation may impact eligibility to participate in various programs and activities.
- **Deferred Sanction:** A sanction, such as suspension or expulsion, may be imposed but deferred for a specified period. If no further violations occur and any required conditions are met, the sanction is not imposed. If a subsequent violation occurs, the deferred sanction is automatically imposed in addition to any new sanctions.
- **Suspension:** Temporary removal from enrollment and participation in Fuqua programs and activities for a defined period. Conditions for reinstatement may also be specified.
- **Expulsion:** Permanent separation from the Fuqua School. In such cases, the individual is not eligible for readmission to any program at The Fuqua School of Business.
- **Degree Revocation:** In exceptional cases, Duke University may revoke a degree if a serious violation is discovered after conferral.

If a sanction includes required conditions, a temporary registration hold may be placed on the individual's account until those conditions are fulfilled. The hold is lifted immediately upon confirmation of completion, pending approval from the Senior Associate Dean.

10. Case Records

For every Honor Code case that proceeds to an investigation, the Senior Associate Dean will prepare a written report summarizing the process and outcome. The report serves as the official record of the matter. Each report will include, as applicable:

- Summary of the alleged Honor Code violation;
- Information and evidence reviewed;
- Determination and rationale for an investigation; and
- Summary of associated proceedings and any sanctions.

All reports are maintained in accordance with FERPA and Duke University recordkeeping policies and retained by the Dean's office. Information contained in these reports, including recordings of Judicial Board hearings, is confidential and may be accessed only by individuals with legitimate educational or administrative need.

11. Reporting to the Community

Regular reporting ensures that the Honor Code remains transparent, instructive, and connected to members of the Fuqua community. The goal of reporting is not only to summarize outcomes but also to share insights that strengthen the culture of integrity and mutual trust.

Once each academic year, the Senior Associate Dean's office will prepare and distribute an Honor Code Report to all active Fuqua students and members of the voting faculty. The report will summarize activity from the prior period and identify themes or observations that support ongoing learning and improvement. These reports are intended to provide the community with insight into how the Honor Code functions in practice and identify opportunities for continued education and improvement.

Each report may include, in aggregate form:

- The number and general types of cases reported, investigated, or resolved;
- The range of sanctions applied and the processes used (Administrative Resolution or Judicial Board Hearing);
- Common areas of misunderstanding or recurring patterns observed;
- Any revisions or clarifications implemented since the previous report; and
- Key reminders or recommendations for upholding academic integrity in the future.

12. Appeals

Any person found responsible for an Honor Code violation has the right to appeal a Judicial Board decision if either:

- Substantial new evidence that was not reasonably available at the time of the hearing that is material to the decision is uncovered; or
- The Senior Associate Dean or the Judicial Board made procedural errors that materially impacted the Judicial Board's decision.

Appeals must be initiated in writing and submitted directly to the Dean of The Fuqua School of Business. If the Dean determines that at least one of the two requirements is met for an appeal, the Dean or appointee will form an Appeals Committee, consisting of the Dean or the Dean's designee, a tenured Fuqua faculty member, and a Fuqua student. The Appeals Committee may uphold the decisions of the Judicial Board, reverse a determination of responsibility, change a sanction, or ask the Judicial Board to redeliberate a case based on new evidence.

Appeals based on a claim of procedural error(s) must be initiated within two weeks of a conviction. The Appeals Committee will typically respond to an appeal in writing within two weeks of the appeal. If a decision will take longer, the Dean will notify the individual.

V. Revisions

Following the process described in Section IV-8-c, the Judicial Board may, at any time, propose revisions to the Honor Code. Any proposed revisions must be approved by both the Board faculty and the Board students through separate votes. All Board members, even those not in attendance, must vote on proposed revisions. In each vote, approval will be determined by a simple majority of each body.

If both bodies approve a proposed revision, as soon as practicable, the Chair will notify members of Fuqua's voting faculty of the proposed Honor Code revisions, as well as the rationale for the proposed revisions. The revisions can be challenged if two members of the voting faculty request a faculty meeting within 7 days after notification to discuss and decide on the revisions. If fewer than two voting faculty request a meeting within 7 days after notification or the proposed revisions are approved by the faculty at a requested meeting, the revisions to the Honor Code become effective immediately.

Fuqua Community Standard

Fuqua Policies

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

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

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

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

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

Alcohol

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

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

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

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

- Consuming an excessive quantity in a short amount of time
- Participating in or facilitating drinking games or progressive parties
- Consuming through beer bongs
- Use or attempted use of fraudulent identification or another's identification to obtain alcohol
- Making alcohol available to underage drinkers

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

- Driving
- Exhibiting disorderly conduct, damaging property, and/or fighting
- Littering
- Running away or hiding from university or public officials, including law enforcement
- Vomiting and/or urinating in public
- Cursing and/or shouting at others

General Provisions Violation. Additionally, Duke University has established the following general provisions regarding alcohol:

- Only university-approved bartenders are permitted to distribute alcohol on campus, including alcohol from common-source containers.
- All students on university property consuming or possessing alcohol must carry a valid driver's license, state identification card, military identification card, or passport.
- Alcohol may not be brought in glass containers to on-campus BYOB events.
- No alcoholic beverages are permitted within the confines of campus athletic facilities during sporting events.
- The use of alcoholic beverages as a prize is prohibited.
- BYOB is prohibited at events held at Fuqua.

Health and Safety Intervention. Because the health and safety of students are of primary importance, students are encouraged not only to look out for their own health and safety but also for that of their peers. When a person's health and/or safety is/are threatened or appear(s) to be in jeopardy, immediate action should be taken to prevent injury/illness/danger. See below for Resources.

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

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

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

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

- **Duke Police and Emergency Medical Service:** 911 or (919) 684-2444. Professionals will respond to assess the medical needs of an individual who is incapacitated or at risk.
- **Counseling and Psychological Services (CAPS):** (919) 660-1000. CAPS offers evaluation, consultation, counseling, and referrals for students concerned about alcohol use.
- **Duke Addictions Program (DAP):** (919) 684-3850. DAP offers evaluation, consultation, and treatment for individuals with alcohol and other substance abuse issues, as well as support services for family members.
- **Holly Hill Hospital:** (800) 447-1800. 24-hour confidential advice on alcohol abuse.

Classroom Disruption

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

Disorderly Conduct

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

- Any unreasonable or reckless conduct by an individual or group that is inherently or potentially unsafe to other persons or their real or personal property
- Any behavior by an individual or group that disrupts the peace or interferes with the normal operation of the university or university-sponsored activities

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

Drugs and Drug Paraphernalia

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

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

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

DukeCard

Graduate students are issued electronic Duke University identification cards through their mobile devices. This identification should be carried at all times. DukeCards are the means of identification for library privileges, athletic events, and other university functions or services open to university students. Students will be expected to present their cards on request to any university official or employee. DukeCards are not transferable and fraudulent use may result in the loss of student privileges or suspension.

Failure to Comply

A student may be held accountable for failure to comply with any or all of the following:

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

Falsification/Fraud

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

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

Gambling

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

Hazing

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

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

- **Level I Violations,** including marching in line; road trips; wearing apparel that is conspicuous and not normally in good taste, and/or inappropriate for the time of year; calisthenics; line-ups; pledge/signature books; periods of silence; standing for a length of time; personal servitude; activities that would not normally construe hazing but because of time, place, or manner make them inappropriate.
- **Level II Violations,** including sleep deprivation or interruption of consecutive sleep hours; expected or forced consumption of food, drink (including alcohol), or other substance; acts of humiliation or degradation (including streaking or wearing degrading or humiliating apparel); restrictions on eating or bathing; acts that disrupt academic instruction or learning of others; interruption or interference of academic commitments.
- **Level III Violations,** including branding; paddling in any form; compromising (sexual) situations.

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

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

— Adapted from the Fraternity Executive Association, the North American Interfraternity Conference, Inc., and Washington University

Property/Facilities/Services

Students and groups are expected to respect the property of others (including that of the university) and may be subject to disciplinary action for the following:

- Theft of the property and/or services of another
- Damage, destruction, or defacement of the property of another, including littering or chalking of university property
- Wrongful appropriation of the property and/or services of another
- Unauthorized possession and/or use of the property of another, including knowingly being in possession of stolen goods (this Includes unauthorized use of vehicles, equipment, services, and the Duke University name and logo)
- Unauthorized access, entry, and/or use of university or non-university facilities or property, including but not limited to buildings, classrooms, residential rooms, athletic areas, Central Campus pool, parking areas, roofs, ledges, and tunnels
- Violation of any policy or guidelines pertaining to specific usage of a university facility

— Wording adopted from Eastern Michigan University Student Conduct Code

Physical Abuse, Fighting, and Endangerment

Any physical abuse, fighting, and/or endangerment to an individual or group is specifically prohibited. This behavior includes, but is not limited to:

- Physical violence (initiating or responding to) or attempted physical violence against another person or group. This includes fighting
- Threat of physical violence against another person or group

- Any action that endangers the health, safety, or welfare of a person or group
- Attempting to, or actually harming oneself

Recruiting

Students share the responsibility of building the Duke and Fuqua brands in a positive manner among employers around the world. Student behavior in the recruiting process, whether on- or off-campus, must uphold the fundamental principles of mutual respect, honesty, integrity, and professionalism at all times. These expectations are fully outlined in the Fuqua Code of Career Conduct.

Once a student accepts a job offer, either full-time or internship, they have made a commitment to that employer. A student who continues a job search after acceptance and/or reneges upon an accepted offer for another opportunity may be subject to disciplinary action.

— Wording adopted from Eastern Michigan University Student Conduct Code

Sexual Misconduct

The Policy on Prohibited Discrimination, Harassment, and Related Misconduct (PPDHRM) governs allegations of sex/gender-based harassment; see oie.duke.edu/introduction-policiesfor the university's full discrimination and harassment policy. The Office for Institutional Equity facilitates the intake and investigation of allegations under the PPDHRM, and the Office of Student Conduct & Community Standards facilitates the resolution process for sexual misconduct (non-Title IX) matters in which the respondent is an undergraduates or graduate student according to the procedures set forth in the Student Conduct Resolutions and Procedures (page 34).

Retaliation

Retaliation by individual students, groups of students, or student groups is prohibited. Retaliation is an adverse action or threat of adverse action taken against an individual for reporting behavior that may be prohibited by law or policy or participating in an investigation or resolution process related to an allegation of misconduct. Retaliation must be sufficiently severe or pervasive to create a work or academic environment that a reasonable person would consider intimidating, hostile, or abusive and that adversely affects the targeted individual's/student group's educational, work, or living environment.

Solicitation

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

Stalking

Duke University prohibits stalking and cyberstalking. Stalking is a course of conduct (including cyberstalking) directed at a specific person that would cause a reasonable person to fear for their or others' safety, or to suffer substantial emotional distress.

Unauthorized Surveillance/Photography

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

— Wording adopted from Rice University

Weapons/Firearms/Explosives

Though a portion of our programs may take place outside of North Carolina, The Fuqua School of Business applies Duke University policies to all of its programs.

Although North Carolina law permits weapons on public university campuses under certain parameters, Duke University policy has not changed and continues to prohibit weapons on campus.

It is against university policy to possess and/or use a gun, rifle, pistol, or other firearm of any kind, or any powerful explosive on university property. Additionally, other than when permitted by the Vice Provost/Vice President for Student Affairs (or designee) for legitimate educational purposes, students are not permitted to possess and/or use on campus any weapon, including but not limited to pepper spray, mace, BB gun, stun gun, paintball gun, potato gun, realistic-looking toy gun, air rifle, air pistol, sword, bowie knife, dagger, slingshot, switchblade knife, blackjack, and/or metallic knuckles.

Other Violations

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

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

The Disciplinary Process

Bringing a Complaint against a Student or Group

Complaints regarding student or group behavior may be filed with The Fuqua School of Business, or in cases of harassment, with the Office of Student Conduct and/or the Office for Institutional Equity. In any situation where a party is unsure of whom to call, they may contact their academic program office.

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

Interim Restrictions

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

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

Participation

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

Investigation

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

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

Referral for Disciplinary Action

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

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

Resolution through Agreement

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

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

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

Disciplinary Hearing Types

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

Administrative Hearings

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

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

All decisions of responsibility issued by the Fuqua Conduct Board (FCB) are based on clear and convincing information, except for allegations of discrimination and/or harassment-related behaviors (including sexual misconduct), which are handled under the procedures set out in the Policy on Prohibited Discrimination, Harassment, and Related Misconduct or Student Sexual Misconduct Policy and decided based on the standard of preponderance of evidence). In determining sanctions, the associate dean, or designee, will take into account the interests of the student/group and the university, previous violations of the student/group, and prior university response to similar violations.

The associate dean, or designee, has the right to refer the case discussed in an administrative hearing to the FCB. Additionally, if a student/group does not accept the administrative hearing resolution, they may request by the stated deadline a hearing before the Fuqua Conduct Board.

Fuqua Conduct Board Hearings

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

The senior associate dean of programs, or designee, will appoint five panelists which will include a combination of faculty and staff. One panelist will be appointed to be the chair of the hearing panel. The chair is responsible for running the proceedings and moderating all discussions.

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

Accused Students

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

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

Advisors

Accused students are encouraged to seek advice and support from whomever they choose throughout the FCB disciplinary process.

An advisor may accompany a complainant to any FCB. The advisor must be a current Duke student or a Duke-employed faculty or staff member. The advisor may not be a member of the FCB and may not serve as a material or expert witness. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing.

Notice

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

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

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

Witnesses

The conduct officer may request the presence of any witness with pertinent information about a case. If a witness is unidentified or unavailable to attend the hearing, their statement may not constitute a sole or substantial basis for determining responsibility. If they are necessary and unidentified or unavailable, the conduct officer or the chair of the hearing panel may suspend or dismiss the proceedings. The accused student/group may bring relevant material witnesses to speak on their/its behalf. Absent exceptional circumstances, the accused student/group should inform the conduct officer in writing at least twenty-four hours in advance of the hearing of the names of the witnesses and to what they will attest. The panel may determine the extent to which witnesses will be permitted in the hearing, including the relevancy of questioning and information presented.

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

Procedure

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

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

Information to Be Considered by the Panel

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

Outcome

Based on clear and convincing information considered during the hearing, the panel may find a student/group responsible for an alleged violation by majority vote. The panel, also by majority vote, may dismiss any charge.

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

Notification and Record of the Hearing Outcome

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

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

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

Sanctions

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

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

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

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

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

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

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

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

Formal Warning. A formal written reprimand for violation of the specified policy(ies).

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

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

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

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

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

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

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

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

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

Appeals

A student/group found responsible through a hearing of the Fuqua Conduct Board or an administrative hearing may appeal the outcome of the hearing by the stated deadline. The appeal is not a rehearing of the case; it is a written statement to the dean of The Fuqua School of Business, or designee, specifically stating the grounds for the appeal and any supporting information. The exclusive grounds upon which an appeal may be made are:

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

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

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

Disciplinary Action While Civil/Criminal Charges Pending

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

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

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

Disciplinary Hold

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

Disciplinary Records/Student Status

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

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

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

Joint Degree Programs

For joint degree programs in which both participating schools have agreed that the Fuqua Community Standard governs student conduct, the processes described in this document apply with adjustments appropriate to the joint nature of the program. Such adjustments may include, but are not limited to:

- Inclusion of faculty and/or staff from the partner school on Fuqua Conduct Board hearing panels;
- Notification of, and consultation with, the appropriate dean or designee of the partner school at relevant stages of the process;
- Coordination of sanctions and records with the partner school as required by the joint program's governing agreements.

Where the schools' governing agreements specify particular procedures for a joint program, those provisions apply.

Involuntary Administrative Withdrawal

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

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

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

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

At any point in the process, the student may request a voluntary withdrawal.

Student Life & Activities

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

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

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

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

Office of Student Life (OSL)

The Daytime MBA Office of Student Life (OSL) works to support and enhance the MBA student experience. We manage orientation, graduation, and the day-to-day stuff in between – including health and wellness programming, academic accommodations, resources for personal and academic obstacles, and support for MBAA and student organizations. We are also a central hub of information, so if you don't know where to go for something, come to us and we can help you find the right information!

Fuqua-Specific Health and Wellness Resources

- MBAA Health and Wellness: Provides a myriad of health and wellness program initiatives for Daytime students including workshops, fitness classes, and other programming.
- Student Life Staff for the Daytime MBA Program: Fuqua can be a stressful place and the Office of Student Life (OSL) is committed to supporting students to help them manage what can be a challenging time.
- COLE Fellows: These second-year students provide valuable insight and perspective to current first-year students.
- CMC Coaches: These staff members are here to help and support students through the overall career process.

Living Accommodations

Most Daytime MBA students live off campus in housing or apartments not owned by the university. However, Duke University has residential facilities in which some graduate and professional students may live. More information is available at students.duke.edu/living/housing/graduate-professional-housing.

Student Activities

Clubs, Organizations, and Events

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

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

Duke Cocurricular and Extracurricular Activities

Graduate students at Duke University are welcome to use university recreational facilities such as swimming pools, tennis courts, and a golf course, and to affiliate with the choral, dance, drama, music, and religious groups. Visit the Duke Recreation website to learn more about all the recreational facilities Duke has to offer.

A full program of cultural, recreational, and religious activities is presented by the Center for Multicultural Affairs, the Duke University Union, as well as recreational clubs. The Duke University Union sponsors a wide range of programs through its committees which are open to all segments of the campus community. Included are touring Broadway shows; rock, jazz, and pop concerts; speakers; films; a filmmaking program; a student-run television station; and art exhibits in two galleries.

The university center complex includes the Bryan Center, which houses the Information Center, Page Auditorium, the University Box Office, two drama theaters, a film theater, lounges, stores, meeting rooms, a game room, an art gallery, and other facilities.

The Duke Event Calendar is a resource for information on a majority of the cocurricular and extracurricular activities across Duke's campus.

Executive MBA and MSQM Student Leadership

Elected Weekend Executive MBA & MSQM students serve as class representatives and liaisons with other departments at Fuqua (admissions, career management, etc.). Collectively they act as intermediaries connecting students, faculty, and administration in both academic and nonacademic matters.

Graduate and Professional Student Government (GPSG)

The Graduate and Professional Student Government (GPSG) is the representative body for the students of graduate departments and professional schools. The council provides a means of communication between schools and between graduate students and the administration.

Intramural and Recreational Sports

The Duke recreational and intramural programs provide all students with opportunities to participate in some form of healthful, informal, and competitive physical activity. The men's and women's intramural programs include many different activities (e.g., bowling, cross-country, golf, handball, horseshoes, table tennis, volleyball, soccer, softball, and track). In addition, special events in other areas of interest are held. Through coeducational intramurals, the student is encouraged to participate on a less competitive level, promoting relaxed social and physical activity. Opportunities for competition between men and women are provided in areas that include "traditional" sports, like flag football, soccer, and basketball, as well as "nontraditional" sports such as spikeball, pickleball, and cornhole, just to name a few!

The university's varied athletic and recreational facilities and equipment are available for use by students. The facilities for recreation include a golf course, lighted tennis courts, three swimming pools, squash and racquetball courts, three gymnasia, a weight training room, outdoor handball and basketball courts, an archery range, horseshoe pits, an all-weather track, numerous playing fields, jogging and exercise tracks, and informal recreational areas. More than thirty sports clubs dealing with gymnastics, scuba diving, sailing, cycling, crew, riding, fencing, football, frisbee, ice hockey, kayaking, lacrosse, badminton, karate, rugby, soccer, and other activities are available to interested students. For more information, visit the Duke Intramural Sports website.

MBA Student Association (MBAA)

The MBAA serves as a liaison between daytime students, faculty, and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as career support, technology and communications, student life and engagement, service and community engagement, sustainability, and social events.

MBCS Student Association

The MBCS student association serves as a liaison between Master of Business, Climate, and Sustainability students, faculty, and administration in both academic and nonacademic matters. The structure of the association includes standing and ad hoc student groups supporting career, technology, communications, student life and engagement, service and community engagement, sustainability, and social events.

MMS Fellows

The MMS Fellows serve as a liaison between MMS students, faculty, and administration in both academic and nonacademic matters. The structure of the Fellows includes many standing and ad hoc committees supporting and addressing concerns related to career, discipline- and industry-specific clubs, admissions, technology, communications, facilities, intramural sports participation, alumni, and social events.

MQM Student Association

The MQM student association (MQMA) serves as a liaison between Master of Science in Quantitative Management: Business Analytics (MQM:BA) students, faculty, and administration in both academic and nonacademic matters. The structure of the association includes many standing and ad hoc committees dealing with concerns such as career placement, discipline- and industry-specific clubs, admissions, technology, facilities, intramural sports participation, alumni, and social events.

The Career Management Center

Because students enter business school with diverse career interests and various levels of job search and career planning skills, the services provided by the Fuqua Career Management Center (CMC) are designed to meet a wide range of interests and needs. Students will not only find services and resources to help them find jobs now, but will gain career-building strategies and skills that can be used throughout their careers.

The CMC empowers students and alumni to find meaningful work and to navigate their careers through collaborative coaching, programs, and employer partnerships.

The Career Management Center Overview

The CMC serves as an integral part of the Fuqua and Duke communities, generating thought leadership, sharing best practices, developing resources, and building networks through the development of educational, professional, and cross-cultural experiences.

The CMC functions to:

- Educate students about hiring trends in job functions, industries, and companies of interest
- Prepare students for the job search
- Support students throughout their career advancement and/or job search process
- Market Fuqua students and alumni to a range of employers
- Connect students to the global job market through appropriate channels in the Fuqua and Duke networks, which may include virtual, on-campus, or off-campus recruiting events

Offering group and individual services, the CMC is here to help answer the big picture questions:

- What do you want to do?
- What is your overall job search strategy?
- What is your branding statement or value proposition?
- What is your personal marketing plan?
- What barriers will you face and how will you overcome them?

The CMC guides students as they refine their career advancement and job search tools through:

- Target lists
- Communication and social networking strategies
- Library and industry resources
- Networking correspondence
- Résumé reviews

- Cover letter reviews
- Mock interviews

Maximizing student success by:

- Job offer evaluations
- Job offer negotiating
- On-the-job objectives and questions

Strong Employer Partnerships

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

Ford Library

Ford Library primarily supports the research and instructional mission of The Fuqua School of Business while also contributing significantly to Duke University's emphasis on interdisciplinary approaches to scholarship and learning. It assists and provides resources to a broad range of other academic units such as the Department of Economics, the Duke Law School, the Nicholas School of the Environment, and the Pratt School of Engineering. It is a state-of-the-art 21,000-square-foot sanctuary in Breeden Hall that features 260 reader spaces, a database instruction classroom, the Dorothea F. Peterjohn Virtual Leadership Collection, and a conference room housing the J. B. Fuqua Collection—an installation of archival materials about the school's primary benefactor.

Ford Library's collections cover a broad spectrum of business disciplines, including accounting, corporate strategy, data analytics, decision sciences, economics, entrepreneurship, finance, global business management, health sector management, marketing, operations management, and organizational behavior. Recent acquisitions focus on key business issues in the curriculum, such as leadership, ethics, climate studies, and sustainability. Library staff work closely with the teaching faculty, researchers, and administrators to ensure that the collection mirrors current developments in business education, scholarship, and practice.

Ford Library provides the principal business collections for the university, including more than 50,000 books and journals, both in print and online. It supplements this discipline-focused collection with extensive print and online career resources for Duke students and alumni; an ESL and foreign language learning collection; a strategy-focused board game collection; and a media collection that includes Kindles pre-loaded with topical collections, required course titles and recreational reading.

Ford Library emphasizes its commitment to current business scholarship with subscriptions to over ninety databases. Faculty and students have ready access to these databases supplied by major business information providers such as Bloomberg, Euromonitor, Factiva, FactSet, IBISWorld, LSEG/Refinitiv, MarketLine, Mergent, Moody's/Bureau van Dijk, Pitchbook, and S&P Capital IQ. These databases contain information and statistics on companies, industries, financial markets, and other topics of interest to business faculty and students. The library spends over $1.5 million annually on its library materials, electronic resources, and databases to support faculty research and student learning in all areas related to business.

Ford Library employs subject-specialist librarians to assist faculty members and students with their research questions by telephone, email, chat, remote videoconferencing, and in person. These librarians provide classes in library technology and database use throughout the year as well as assist faculty in identifying and licensing specialized data sets for research.

Ford Library's website highlights its activities, collections, and resources. It provides updates on instructional classes, new acquisitions, access to interlibrary loan resources, and the online catalog. The catalog allows patrons to locate materials in all Duke Libraries as well as in the neighboring university libraries. Learn more about Ford Library from library staff or via the library's website at library.fuqua.duke.edu.

Technology at Fuqua

Fuqua's Information Technology organization delivers a secure, innovative, and user-centered digital environment that supports teaching, learning, and collaboration across the school. From AI-powered tools to advanced classroom technology, Fuqua continually evolves its technology ecosystem to enhance the student experience.

Fuqua provides students with access to **DukeGPT**, a secure, university-managed platform for exploring and comparing advanced AI models. By combining Duke's in-house open-source capabilities with leading cloud-based foundation models, DukeGPT ensures strong data privacy and protection while enabling students to experiment with AI for learning, research, and productivity.

Fuqua's **AI-enabled classrooms** leverage advanced audio, video, and custom software to capture and analyze class discussions. These tools generate time-stamped transcripts and insights on participation and engagement, giving faculty deeper visibility into classroom dynamics and providing students with individualized feedback to improve their contributions. The system is opt-in and designed with robust privacy safeguards to ensure classroom recordings are used solely for teaching and learning.

Fuqua's main web presence provides prospective students, alumni, and corporate partners with access to program information, events, faculty research, and school initiatives. Prospective and incoming students can request information, schedule campus visits, and participate in virtual events.

FuquaWorld, the school's intranet portal, serves as a centralized hub for students, faculty, and staff. It offers personalized access to course materials, announcements, schedules, career resources, and directory information, along with collaboration tools that keep the Fuqua community connected.

Fuqua Connect complements this experience by serving as a hub for student life, providing up-to-date information on clubs, events, newsletters, and student-led initiatives.

Course delivery is supported through the **Canvas learning management platform**, which provides streamlined access to syllabi, assignments, course materials, and communication tools.

Fuqua's **Ford Library** supports academic and career research with access to industry-leading databases across finance, consulting, marketing, healthcare, and economics, including Bloomberg, Capital IQ, Datastream, Factiva, Mintel, MarketLine Advantage, BCC Market Research, and Deloitte RECAP.

Students benefit from a robust computing environment designed for both individual and team-based work. The **Fuqua Student Computing Space**, available 24/7, includes:

- Team rooms with wireless shared display technology for collaboration
- Workstation computers throughout the space
- Configurable virtual machines available to all students and renewable each semester
- High-performance, encrypted wireless access across the campus
- ePrint-enabled printers and multifunction devices

Team rooms are equipped with motion sensors and integrated reservation displays, along with an online application that provides real-time room availability.

Dedicated support is provided through Fuqua's **Technical Support Center (TSC)**, which offers comprehensive assistance via walk-in service, appointments, phone, email, and online tutorials.

Fuqua continuously evaluates and adopts emerging technologies, engaging students, faculty, and staff in testing new tools and platforms. This commitment ensures that the Fuqua community remains at the forefront of innovation in business education.

Academic Policies

Registration

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

Late Registration

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

Change of Registration

Registration may be changed during the Drop/Add period only. For information about a specific program and term, follow the guidance of the Fuqua registrars.

Full-Time Status and Course Credits

Students in the Fuqua School of Business are considered full-time if they are enrolled in at least six credits per semester. This reflects the unique structure and academic intensity of Fuqua's programs and is indicative of significant instructional time and academic engagement.

Enrollment in at least six credit meets the institutional definition of full-time status, however, students pursuing a degree are expected to carry a significantly higher credit load each term to maintain normal academic progress. In practice, students are commonly enrolled in anywhere from three to 24 credits per term, depending on program and academic calendar. Students must be enrolled in coursework contributing to degree requirements, and students must maintain satisfactory academic progress.

Leaves of Absence (LOA)

At the discretion of the academic dean, students may be granted an LOA of up to one academic year. Students must petition for the LOA and, to the extent possible, describe their plans for the period of the leave. The academic dean in charge of the student's program must approve the request for the LOA. Such LOAs may be extended for up to one additional year by a second petition to the appropriate academic dean. Fuqua does not allow LOAs longer than two academic years.

If an LOA expires without the student re-entering the program, the student will be withdrawn from the program. Multiple leaves may be granted, but the total period of the leave cannot total more than two years.

If a student takes an LOA before completing any terms for which tuition has been paid, tuition paid for terms that were not completed may be partially refunded according to the date the LOA began and the schedule in the Tuition Refund Policies section of the bulletin. When the student returns to the program, tuition and fees will be charged at the current rate at the time of the student's return. Any tuition from the term in which the leave began that was not refunded will be credited toward tuition for the term in which the student returns.

Military Leaves of Absence

Any student called up for military service will be placed on an immediate military leave of absence. See the procedure below.

1. A student receiving notice of a military call-up will take the original notification to their academic dean.

2. The dean will discuss options and procedures regarding academic coursework and refund policies and will point the student to the Duke University Military Leave Policy and provide any instructions for further actions on the part of the student, should such be necessary to obtain allowable refunds.
3. After a determination has been made by the student, in concert with the dean, about academic options, the dean will place the student on leave of absence and will notify the bursar, the Fuqua and Duke registrars, appropriate financial aid officer, and other members of the university staff as needed, using a memorandum template provided by the Office of the Provost for such cases of military call-up. The dean will attach to this memo a copy of the call-up letter as well as any additional pertinent documents regarding leave of absence and course withdrawals or grades of Incomplete.

Transfer Credit

Fuqua permits external transfer credits, approved upon admission, into the Accelerated MBA (AMBA) or the Master of Science in Quantitative Management: Accelerated Business Analytics (MSQM:ABA) program. These credits must be earned in a program as defined by admission requirements.

Upon review of the program Dean, the following programs may allow internal credits, earned from other Fuqua programs, to transfer towards graduation requirements: Executive MBA and Master of Science in Quantitative Management programs, including: Health Analytics, Business Analytics, and Accelerated Business Analytics.

No coursework done prior to matriculation at Fuqua is transferable in any of the other degree programs. However, our Daytime and AMBA students who take part in Fuqua’s Exchange Program with our partner exchange schools can transfer up to 15 credits to the Fuqua transcript during their degree program (after matriculation).

Daytime MBA Dual Degree Programs

Students who are in any of the dual degree programs offered by the Fuqua School of Business must complete a minimum of 65 graduate course credits at Fuqua, exclusive of what requirements exist for the other degree. Because the two degrees are interconnected, students must complete all requirements for both degrees in order to receive either degree. Dual degree students already take a substantial number of non-Fuqua courses and receive a reduction in the number of credits required to graduate, therefore they may not count additional non-Fuqua courses toward their degree. They may participate in Fuqua’s international exchange program which allows students to study for a term or semester at an overseas business school.

Experiential Course Credit Limit

Daytime MBA. Students can take up to 15 course credits across all experiential courses [i.e., Global Academic Travel Experience (GATE), Mentored Study, Fuqua Client Consulting Practicums (FCCP), Programs for Entrepreneurs (New Ventures courses), and independent studies].

Executive MBA. Executive MBA students can count three credits from an approved list of experiential courses (e.g., GATE or FCCP) toward their total credits needed for graduation. Either of these courses can be used as an elective replacement course, though replacing an elective is not required. Students taking GATE or FCCP may still take a full complement of electives in their final term.

Reciprocal Agreements with Other Graduate and Professional Schools at Duke

Anyone who is a full-time graduate student in a full-time degree-granting program at Duke is eligible to take Daytime MBA elective courses at Fuqua with the approval of the instructor, Fuqua registrars, and appropriate administrator at the student's home program.

Reciprocal Agreements with Neighboring Universities

Under a plan of cooperation between Duke University and the University of North Carolina at Chapel Hill, the University of North Carolina at Greensboro, North Carolina Central University, and North Carolina State University, students properly enrolled in the Fuqua School of Business Duke Daytime MBA Program during the regular academic year, and paying full fees to this institution, may be admitted to a maximum of two graduate-level courses per semester and four graduate-level courses total at one of the other institutions in the cooperative plan. Under the same arrangements, students in the graduate schools in the neighboring institutions may be admitted to coursework in the Duke Daytime MBA Program at Duke University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke University tuition coverage. This option is not available for dual degree students for inclusion of credits toward graduation requirements.

Student Records

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

An explanation of the complete policy on student records may be obtained from the associate registrar of the university.

Students are assessed a one-time transcript fee of $120. Official transcripts may be sent by the university registrar at the signed request of the student.

There are two ways to get a transcript. Current students or alumni who graduated within the past year may request a transcript online via DukeHub. All others should follow the instructions at registrar.duke.edu/student-resources/transcripts. No information contained in student records (academic or otherwise) is released to persons outside the university or to unauthorized persons on the campus without the consent of the student. A student grants consent by signing a form authorizing the release of data. Specific consent is required for the release of information to any person or organization outside the university, and it is the responsibility of the student to provide the necessary authorization and consent.

Conferring of Degrees

Degrees are conferred three times each year: May, September, and December. May graduates and others who have completed their degree prior to May are invited to attend the university commencement exercises. Fuqua Scholars, the top 10 percent of the graduating class based on GPA, are recognized at the Fuqua Graduation Celebration.

Academic Requirements

Grading—All Programs

Fuqua uses the grading scale shown below. The grade review procedure is available upon request.

GRADE	GPA
Superior Pass (SP)	4.0
High Pass (HP)	3.5
Pass (P)	3.0
Low Pass (LP)	2.5
Fail (F)	0

Graduation and Continuation Requirements

Daytime MBA

To graduate, students must complete at least 79 course credits (or 65 course credits if in dual degree program), complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress toward this goal. Satisfactory progress is defined by the following two criteria:

- Students must complete a minimum of 45 course credits in the first academic year of the program and 79 course credits by the end of the second academic year. Courses designated as required must be taken at the designated times unless the student has earned an exemption from the course, either by receiving an administrative exemption based on prior coursework or by passing an exemption exam.
- Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive 1 strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The thresholds for dismissal vary by term as follows:

THRESHOLD FOR DISMISSAL	
First Year - Summer 1 and Fall 1	1.5 strikes
First Year - Fall 2, Spring 1, and Spring 2	2 strikes
Second Year	2.5 strikes

Thus, for example, a student who earns one F and one LP in Summer 1 and Fall 1 of the first year of the program will be dismissed. A student who earns one F in Summer 1 or Fall 1 and one LP later in the first year would not.

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

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

Applied Learning Degree Requirements

Fuqua's Applied Learning requirement allows Daytime MBA students to deepen their understanding of core business concepts and complement their classroom experience. Students are expected to apply their learning through temporary employment with a business that matches their sector and function interests, allowing students the potential for more immersive classroom experiences following the experience and allowing for more informed career choices.

Daytime MBA students can fulfill the Applied Learning requirement through the successful completion of one or more internships.

An internship is defined by the following:

- Internship with a corporation, institution or not-for-profit, or entrepreneurial venture. Sponsored students and students with other special circumstances may request approval of alternatives to fulfill the Applied Experience requirement. For example, Mentored Study, New Venture practicum classes, volunteering, and FCCP.
- The expectation is for at least a 6-week experience (cumulative)
- Can be paid or unpaid
- Degree requirement but not for course credit

While most students will do an internship during the summer between their first and second years, some students will elect to do an internship during the school year. Fuqua will support this effort provided that the student has successfully completed the first year of classes and the internship does not interfere with their studies.

Because this is an MBA program requirement, students can only satisfy the requirement using an internship (or experience) that occurs during the MBA program. Internships that start before the first day of the MBA program or after the last day of term in which they graduate will not count towards the requirement. International students on F-1 visas are required to get authorization to work from Duke Visa Services (DVS) regardless of whether the internship is paid or unpaid. F-1 students must apply for Curricular Practical Training (CPT). Because our program requires students to do at least one internship, enrollment in an internship course is not required as a condition to get CPT approval during the summer. Students on J1 will be able to utilize Academic Training to fulfill this requirement.

Accelerated Daytime MBA

To graduate, students must complete at least 79 course credits, including 30 transfer credits and 49 credits (core and electives), complete required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress toward this goal. Satisfactory progress is defined by the following two criteria:

1. Courses designated as required must be taken at the designated times.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal is 1 strike for Summer, Fall 1, Fall 2, Spring 1, and Spring 2.

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

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

Weekend Executive MBA

To graduate, students must earn a GPA of at least 3.0, receive credit for all required courses, and receive at least 51 course credits in the Weekend Executive MBA. There are no exemptions from required courses.

Students who earn an F in a required course (and who are allowed to continue in the program) will be placed on an academic suspension until the term when the course is next offered, generally the same term in the following year. The student will retake and pass that course the next time the course is offered in the student's program. At that point, they will be allowed to join the subsequent cohort of students, picking up where they left off. If the student does not meet the requirements within the allotted time period, the student will be dismissed from the program.

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

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

WEEKEND EXECUTIVE MBA	THRESHOLD FOR DISMISSAL
Terms 1 or 2	1.5 strikes
Terms 3 or 4	2 strikes
After Term 4	2.5 strikes

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

Master in Business, Climate, and Sustainability (MBCS)

To graduate in the MBCS program, students must complete at least 49 course credits in the Master in Business, Climate, and Sustainability (MBCS) Program, complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal is 1.5 strikes for Summer, Fall 1, Fall 2, Spring 1, and Spring 2.

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

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

Master of Management Studies: Foundations of Business and Duke Kunshan University

To graduate, students must complete at least 43 course credits in the Master of Management Studies Program, complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal is 1 strike for Summer, Fall 1, Fall 2, Spring 1, and Spring 2.

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

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

Master of Science in Quantitative Management: Business Analytics

To graduate in the Marketing, Risk, or Strategy tracks, students must complete at least 50 course credits in the Master of Science in Quantitative Management: Business Analytics (MQM:BA) Program, complete all required courses, and have a GPA of at least 3.0. To graduate in the Finance track, students must complete at least 53 course credits in the MQM:BA Program, complete all required courses, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. Satisfactory progress is defined by the following two criteria:

1. Students must complete all required courses by the end of the academic year. Courses designated as required must be taken at the designated times.
2. Students' grades must exceed a minimum threshold defined by the following "strike system." Students receive one strike for each F they earn and 0.5 strikes for each LP; these strikes accumulate through the program. If the total number of strikes received meets or exceeds the thresholds specified below, the student will be immediately dismissed from the program. The threshold for dismissal is 1.5 strikes for Summer, Fall 1, Fall 2, Spring 1, and Spring 2.

Students who are dismissed from the program may appeal their dismissal to the Curriculum Committee. The Curriculum Committee will review the appeal and consider extenuating circumstances, if any. Appeals must be submitted in writing within two weeks of notification of dismissal.

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

Master of Science in Quantitative Management: Business Analytics (online)

To graduate, students must receive credit for all 16 courses, receive a total of 47 credits within the Master of Science in Quantitative Management: Business Analytics (MSQM:BA) Program curriculum, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

- Students who earn an F grade in a course receive 1 strike.
- Students who earn an LP grade in a course receive 0.5 strikes. The thresholds for dismissal vary by term as follows:

THRESHOLD FOR DISMISSAL	
Terms 1-3	1.5 strikes
Terms 4-5	2 strikes

Students dismissed from the program may appeal their dismissal to the Curriculum Committee within two weeks of notification of dismissal. The Curriculum Committee will review the appeal and consider extenuating circumstances.

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

Master of Science in Quantitative Management: Accelerated Business Analytics (online)

To graduate, students must receive 47 credits within the Master of Science in Quantitative Management: Accelerated Business Analytics (MSQM:ABA) and have a GPA of at least 3.0. This program permits 20 transfer credits which are approved upon admission to the program. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

- Students who earn an F grade in a course receive 1 strike.
- Students who earn an LP grade in a course receive 0.5 strikes.

- The threshold for dismissal is 1.5 strikes for Terms 1-3.

Students dismissed from the program may appeal their dismissal to the Curriculum Committee within two weeks of notification of dismissal. The Curriculum Committee will review the appeal and consider extenuating circumstances.

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

Master of Science in Quantitative Management: Health Analytics (online)

To graduate, students must receive credit for all 17 courses, receive a total of 49 credits within the Master of Science in Quantitative Management: Health Analytics (MSQM:HA) Program curriculum, and have a GPA of at least 3.0. Students may be dismissed from the program if they fail to make satisfactory progress to this goal. The minimum threshold of grades to maintain eligibility is defined by the following strike system:

- Students who earn an F grade in a course receive 1 strike.
- Students who earn an LP grade in a course receive 0.5 strikes. The thresholds for dismissal vary by term as follows:

THRESHOLD FOR DISMISSAL	
Terms 1-3	1.5 strikes
Terms 4-5	2 strikes

Students dismissed from the program may appeal their dismissal to the Curriculum Committee within two weeks of notification of dismissal. The Curriculum Committee will review the appeal and consider extenuating circumstances.

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

Admissions

The Fuqua School of Business is a challenging and rigorous academic institution, to which admission is highly selective. Acceptance is based on the ability to excel, not only academically, but also in the business community. All admitted applicants must possess outstanding intellectual ability and strong academic credentials. In addition, applicants must have demonstrated leadership and managerial skills through their professional and extracurricular activities. The coursework frequently requires students to work together in teams, so each student must also possess excellent interpersonal skills. To be eligible for admission, a student must have earned, or be in the process of completing, a bachelor's degree from an accredited college or university. No specific undergraduate major is considered preferable to any other. The demands of the curriculum calls for mathematical skills and aptitude, along with the ability to perform successfully in a program that emphasizes logical and analytical reasoning.

The Fuqua School of Business offers ten degree programs described in detail in the Programs area of this Bulletin and at fuqua.duke.edu:

- Daytime MBA
- Accelerated Daytime MBA (AMBA)
- Weekend Executive MBA (WEMBA)
- Master of Management Studies: Foundations of Business (MMS:FOB)
- Master of Management Studies: Duke Kunshan University (MMS:DKU)
- Master of Science in Quantitative Management: Business Analytics (MQM:BA)
- Master in Business, Climate, and Sustainability (MBCS)
- Master of Science in Quantitative Management: Business Analytics, online program (MSQM:BA)
- Master of Science in Quantitative Management: Business Analytics, accelerated online program (MSQM:ABA)
- Master of Science in Quantitative Management: Health Analytics, online program (MSQM:HA)

Duke University also offers a PhD in Business Administration through The Graduate School. More information about this program, as well as its policies and procedures, is available in the Graduate School Bulletin.

Application Requirements

Application

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

Interview

- **Daytime MBA and AMBA:** All of our interviews will be by invitation only. Interviews by invitation are held by application round in-person or virtually by staff, alumni, and Admissions Fellows, and will be conducted during the interview period that corresponds to the application round. Interviewers will have a copy of the applicant's resume, but no other component of the application. Accelerated Daytime MBA applicants are eligible to apply in Rounds 1, 2, 3, or 4.
- **Weekend Executive MBA (WEMBA); Master of Science in Quantitative Management: Business Analytics, online program (MSQM:BA); Master of Science in Quantitative Management: Business Analytics, accelerated online program (MSQM:ABA); Master of Science in Quantitative Management: Health Analytics, online program (MSQM:HA):** An official interview is required, and an application is not considered complete without one. Interviews typically last 45 minutes. Interviewers will have a copy of the applicant's resume, but no other component of the application. Applicants can schedule interviews using the online scheduling system. All interviews must be scheduled at least 72 hours prior to an applicant's desired interview date.
- **Master of Management Studies: Foundations of Business (MMS:FOB); Master of Management Studies: Duke Kunshan University (MMS:DKU); Master of Science in Quantitative Management: Business Analytics (MQM:BA); and Master in Business, Climate, and Sustainability (MBCS):** Interviews will be extended by invitation only after careful review of an application. Most interviews will occur virtually.

Resume

- **Daytime MBA, AMBA, MMS:FOB, MMS:DKU, MQM:BA, and MBCS**: Resumes should be one page and submitted electronically as part of the application. The resume can include full-time employment, volunteer work, internships, part-time work experience, and education. For employment and volunteer positions, include the location, title, date, and responsibilities, starting with the applicant's most recent position. The education section should include dates of attendance and degrees received.
- **WEMBA, MSQM:BA, MSQM:ABA, and MSQM:HA**: Resumes should be no more than two pages and submitted electronically as part of the application. The resume can include full-time employment, volunteer work, internships, part-time work experience, and education. For employment and volunteer positions, include the location, title, date, and responsibilities, starting with the applicant's most recent position. The education section should include dates of attendance and degrees received.

Essay Questions

In addition to the requirements below, applicants have the opportunity to submit optional information to explain any circumstances of which the admissions committee should be aware.

- **Daytime MBA and AMBA:** Applicants will need to complete one short-answer question and two essays as part of their application. All reapplicants are required to complete a reapplicant essay in addition to the other essays.
- **MMS:FOB, MMS:DKU, and MBCS:** Applicants will need to complete three short-answer questions and two essays as part of their application. All reapplicants are required to complete a reapplicant essay in addition to the other essays.
- **MQM:BA:** Applicants will need to complete two short-answer questions and two essays as part of their application. All reapplicants are required to complete a reapplicant essay in addition to the other essays.
- **WEMBA:** Applicants will need to complete three short-answer questions as part of their application.
- **MSQM:HA, MSQM:BA, and MSQM:ABA:** Applicants will need to complete one short-answer question and two essays as part of their application.

Test Scores

- **Daytime MBA and AMBA:** Applicants must take either the GMAT Exam, GRE, or Executive Assessment (EA) prior to submitting their application. Self-reported scores are accepted with the application. Official score reports sent directly from the testing agency will be required after admission and before the program begins. If an applicant is not satisfied with their score, they may retake the exam before submitting their application. If the applicant takes the exam multiple times, they should only report their highest score and any sub-scores from the same testing date. Admissions system test codes are the following: GMAT/EA: Q13-N5-32, GRE: Duke program code 5156, and the 4201 Business Administration and Management Department name.
- **MMS:FOB, MMS:DKU, MQM:BA, and MBCS:** Applicants must submit standardized test scores as part of the application. We accept the GMAT, GRE, SAT, or ACT. Self-reported scores are accepted with the application. Official score reports sent directly from the testing agency will be required after admission and before the program begins. If an applicant is not satisfied with their score, they may retake the exam before submitting their application. If the applicant takes the exam multiple times, they should only report their highest score and any sub-scores from the same testing date. Admissions system test codes are the following: GMAT/EA: Q13-N5-19, GRE: Duke program code 5156 and the 4201 Business Administration and Management Department name, SAT: 5946, and ACT: 3052. Applicants whose first language is not English are required to submit an English language proficiency test. We accept the TOEFL, IELTS, and Duolingo English Test. The Duolingo English Test is preferred. A waiver of the English language test requirement may be granted for applicants who meet specific criteria. More information about waiver eligibility requirements can be found in the online application.

- **WEMBA, MSQM:BA, MSQM:ABA, and MSQM:HA:** Standardized test scores are not required to apply. Applicants may choose to submit GMAT, GRE, or Executive Assessment (EA) scores if they believe doing so will strengthen their application. All tests are equally valued, and there is no minimum score requirement. The Admissions Committee evaluates each applicant's quantitative readiness through academic performance, professional experience, and other indicators. In some cases, the Committee may request that an applicant take an exam to provide additional quantitative evidence before making a final decision.

Admissions system test codes are the following:

ADMISSION TEST	FUQUA PROGRAM	ADMISSIONS SYSTEM TEST CODES
GMAT	WEMBA	Q13-N5-18
GMAT	MSQM:BA	Q13-N5-99
GMAT	MSQM:ABA	Q13-N5-02
GMAT	MSQM:HA	Q13-N5-99
EA	WEMBA	Q13-N5-18
EA	MSQM:BA	Either Q13-N5-56 or Q13-N5-18*
EA	MSQM:ABA	Either Q13-N5-56 or Q13-N5-18*
EA	MSQM:HA	Either Q13-N5-56 or Q13-N5-18*
GRE	Use Duke program code 5156, and the 4201 Business Administration and Management Department name	

*MSQM applicants should submit their EA scores to the Weekend Executive MBA GMAT test code.

Transcripts

A legible, scanned copy of an applicant's unofficial transcript(s) must be uploaded into the online application for each college or university where you earned (or will earn) a degree prior to the start of the program to which you are applying, or where you attended classes that relate to your graduate study interests. Admitted students will be required to submit official transcripts from each college or university listed for verification.

Recommendations

- **Daytime MBA, AMBA, WEMBA, MSQM:BA, MSQM:ABA, and MSQM:HA:** One letter of recommendation is required. All recommendations should be submitted through Fuqua's online system. The required letter of recommendation should come from someone who can objectively evaluate the applicant's professional skills and abilities and reflect the applicant's performance in their most recent professional setting, such as a current supervisor.
- **MMS:FOB, MMS:DKU, MQM:BA, and MBCS:** One letter of recommendation is required. All recommendations should be submitted through Fuqua's online system. The required letter of recommendation should reflect the applicant's performance in a professional setting, such as a supervisor at an internship or place of employment.

Reapplicants can clone their letter(s) of recommendation from the previous admissions cycle or submit one new letter of recommendation that did not come from a previous recommender.

Nonrefundable Application Fee

- **Daytime MBA, AMBA, and WEMBA:** A $225 application fee is payable by Visa or MasterCard. The application fee is paid electronically with the submission of the online application. Some applicants are eligible for a fee waiver or discount. More information about eligibility requirements can be found in the online application.
- **MSQM:BA, MSQM:ABA, MSQM:HA, MMS:FOB, MQM:BA, and MBCS:** A $125 application fee is payable by Visa or MasterCard. The application fee is paid electronically with the submission of the online application. Some applicants are eligible for a fee waiver or discount. More information about eligibility requirements can be found in the online application.
- **MMS:DKU:** No application fee is required.

Dual Degrees

Daytime MBA: Dual Degree application instructions and timing vary by program. Fuqua has the following dual degree options: JD/MBA, MPP/MBA, MEM/MBA, or MF/MBA and MD/MBA. Dual Degree applicants will need to apply to each school independently and complete one short-answer question as part of their Fuqua application.

Admissions

International Applicant Requirements (Applies to All Programs)

- **Daytime MBA, AMBA, WEMBA, MSQM:BA, MSQM:ABA, and MSQM:HA**: We do not accept English as a Second Language test scores (TOEFL, IELTS, Duolingo English Test, or PTE). Instead, we evaluate English language proficiency through all aspects of the application, including other standardized tests, essays, undergraduate academic records, letters of recommendation, and the interview.

- **MMS:FOB, MMS:DKU, MQM:BA, and MBCS**: Applicants whose first language is not English are required to submit an English language proficiency test. We accept the TOEFL, IELTS, and Duolingo English Test (preferred). A waiver of this requirement may be granted for applicants who meet specific criteria. More information about waiver eligibility requirements can be found in the online application.
- **Academic Records:** International applicants who completed their education in a non-English language must submit both the original academic records and certified English translations. Where American-style transcripts are not used, include all available documentation—such as courses, grades, degrees, and class rank. If applicable, submit a degree certificate or diploma with its translation. All records should be certified by appropriate university officials. If your institution issues only one original transcript, you must provide an attested or official photocopy upon admission. This can be verified by your university, a US Embassy/Consulate, or a Fulbright/Education advisor. If your university does not provide an English version, you are also required to submit an official English translation. Note, although the admissions committee does not require a WES transcript for evaluation purposes, you may elect to submit one to fulfill your English translation requirement, in addition to your transcript in the original language. A WES report alone is not sufficient to fulfill your transcript requirement.
- **Request for Temporary Visa, Proof of Financial Support Forms:** All international students must submit proof of sufficient funding to obtain student status at Duke University.
- **Financial Aid:** Fuqua is pleased to be able to offer merit scholarship aid to international applicants. However, scholarship funds are limited and awards will not be sufficient to fund all tuition and living expenses. International applicants are not eligible for federal student aid and must demonstrate that they have sufficient resources to fund their years of study. Fuqua is pleased to offer both cosigner and no-cosigner international student loan opportunities. These loans are not available to students in the MMS: Duke Kunshan University program. Further details are available on Fuqua's financial aid website.
- **Daytime MBA Business, Communication, and Culture:** Two years are required to complete the Duke MBA—Daytime Program, and all students are required to carry the normal full course load. All instruction is in English, so those who have a different native language may want to consider the advantages of attending the Business, Communication, and Culture Program offered at Fuqua. Business, Communication, and Culture attendance may be a condition of admission for incoming international students. For more information on the Business, Communication, and Culture program, visit sites.fuqua.duke.edu/isb.
- **MMS:FOB, MMS:DKU, MQM:BA, and MBCS Business, Communication, and Culture:** The MMS: Foundations of Business Program; the MMS: Duke Kunshan University Program; the MQM: Business Analytics Program; and the Master in Business, Climate, and Sustainability Program are instructed exclusively in English, and all students are required to carry the normal full course load. Those students who have a different native language may want to consider the advantages of attending the MMS/MQM Business, Communication, and Culture Program offered at Fuqua. MMS/MQM Business, Communication, and Culture attendance may be a condition of admission for incoming international students. For more information on the Business, Communication, and Culture program, visit sites.fuqua.duke.edu/mms-mqm-isb.

Tuition and Fees

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

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

The Daytime MBA degree requires four semesters of full-time academic work totaling at least 79 graduate course credits. In some cases, it is possible for a student to complete these 79 course credits in fewer than four semesters. This will not reduce tuition costs. Students are required to pay four semesters of tuition in the Duke MBA—Daytime Program.

2026-2027 Cost of Attendance

Daytime MBA First-Year Student, Class of 2028 (for Nine-Month Period)

	FALL (5 MONTHS)	SPRING (4 MONTHS)	ACADEMIC YEAR TOTAL
Educational Expenses (Student Bursar Account Charges)			
Fuqua Daytime Tuition	$41,850	$41,850	**$83,700**
Student Medical Insurance	$4,290		**$4,290**
Health Fee	$524	$524	**$1,048**
MBA Association (Gov't Fee)	$575		**$575**
Graduate Activity Fee	$20	$20	**$40**
Graduate Recreational Facility Fee	$204	$204	**$408**
Graduate Student Services Fee	$14	$14	**$28**
Transcript Fee	$120		**$120**
Pre-Term Fee	$2,625		**$2,625**
Total Educational Expenses	**$50,222**	**$42,612**	**$92,834**
Educational Supplies (Books/Course Packs)	$425	$425	**$850**
Student Living Expenses			
Board (Food)	$2,460	$1,968	**$4,428**
Housing (including Utilities & Phone Service)	$7,900	$6,320	**$14,220**
Miscellaneous	$2,500	$2,000	**$4,500**
Transportation	$1,190	$952	**$2,142**
Total Living Expenses	**$14,050**	**$11,240**	**$25,290**
Total Cost of Attendance	**$64,697**	**$54,277**	**$118,974**

Accelerated Daytime MBA, Class of 2027 (for Nine-Month Period)

	FALL (5 MONTHS)	SPRING (4 MONTHS)	ACADEMIC YEAR TOTAL
Educational Expenses (Student Bursar Account Charges)			
Fuqua Daytime Tuition	$53,950	$53,950	**$107,900**
Student Medical Insurance	$4,290		**$4,290**
Health Fee	$524	$524	**$1,048**
MBA Association (Gov't Fee)	$575		**$575**
Graduate Activity Fee	$20	$20	**$40**
Graduate Recreational Facility Fee	$204	$204	**$408**
Graduate Student Services Fee	$14	$14	**$28**
Transcript Fee	$120		**$120**
Pre-Term Fee	$2,625		**$2,625**
Total Educational Expenses	**$62,322**	**$54,712**	**$117,034**
Educational Supplies (Books/Course Packs)	$425	$425	**$850**
Student Living Expenses			
Board (Food)	$2,460	$1,968	**$4,428**
Housing (including Utilities & Phone Service)	$7,900	$6,320	**$14,220**
Miscellaneous	$2,500	$2,000	**$4,500**
Transportation	$1,190	$952	**$2,142**
Total Living Expenses	**$14,050**	**$11,240**	**$25,290**
Total Cost of Attendance	**$76,797**	**$66,377**	**$143,174**

Master of Management Studies: Foundations of Business, Class of 2027 (for Ten-Month Period)

	SUMMER (JULY - AUG)	FALL (SEP - DEC)	SPRING (JAN - APR)	ACADEMIC YEAR TOTAL
Educational Expenses (Student Bursar Account Charges)				
Fuqua MMS Tuition	$23,300	$23,300	$23,300	**$69,900**
Student Medical Insurance		$4,290		**$4,290**
Health Fee	$187	$524	$524	**$1,235**
MMS Association (Gov't Fee)		$500		**$500**
Graduate Activity Fee		$20	$20	**$40**
Graduate Recreational Facility Fee		$204	$204	**$408**
Graduate Student Services Fee		$14	$14	**$28**
Transcript Fee	$120			**$120**
Total Educational Expenses	**$23,607**	**$28,852**	**$24,062**	**$76,521**
Educational Supplies (Books/Course Packs)	$240	$280	$280	**$800**
Student Living Expenses				
Board (Food)	$984	$1,968	$1,968	**$4,920**
Housing (including Utilities & Phone Service)	$3,160	$6,320	$6,320	**$15,800**
Miscellaneous	$1,000	$2,000	$2,000	**$5,000**
Transportation	$476	$952	$952	**$2,380**
Total Living Expenses	**$5,620**	**$11,240**	**$11,240**	**$28,100**
Total Cost of Attendance	**$29,467**	**$40,372**	**$35,582**	**$105,421**

Master of Management Studies: Duke Kunshan University

Refer to the following MMS: Duke Kunshan University link to learn more about tuition and fees: mms.dukekunshan.edu.cn/admissions/tuition-and-fees.

	NON-CHINESE STUDENTS	CHINESE STUDENTS
Tuition	USD $69,900	RMB ¥210,000
Health Insurance (including enrollment fee) and Health Fee	$3,662	¥21,518
Student Fees (MMS Association Fee, Graduate Student Activities Fee, Student Recreation Fee, Graduate Student Services Fee, Program Fee, Transcript Fee)	$3,856	¥27,068
Books & Course Packs	$800	¥5,616
Estimated Living Expenses (housing, food, travel)	$24,753	¥154,207
Estimated Total Cost of Attendance	**$102,971**	**¥418,409**

Master of Quantitative Management (MQM): Business Analytics, Class of 2027 (for Ten-Month Period)

	SUMMER (JULY - AUG)	FALL (SEP - DEC)	SPRING (JAN - APR)	ACADEMIC YEAR TOTAL
Educational Expenses (Student Bursar Account Charges)				
Fuqua MQM Tuition	$29,267	$29,267	$29,266	**$87,800**
Student Medical Insurance		$4,290		**$4,290**
Health Fee	$187	$524	$524	**$1,235**
MQM Association (Gov't Fee)		$500		**$500**
MQM Technology Fee	$1,000			**$1,000**
Graduate Activity Fee		$20	$20	**$40**
Graduate Recreational Facility Fee		$204	$204	**$408**
Graduate Student Services Fee		$14	$14	**$28**
Transcript Fee	$120			**$120**
Total Educational Expenses	**$30,574**	**$34,819**	**$30,028**	**$95,421**
Educational Supplies (Books/Course Packs)	$240	$280	$280	**$800**
Student Living Expenses				
Board (Food)	$984	$1,968	$1,968	**$4,920**
Housing (including Utilities & Phone Service)	$3,160	$6,320	$6,320	**$15,800**
Miscellaneous	$1,000	$2,000	$2,000	**$5,000**
Transportation	$476	$952	$952	**$2,380**
Total Living Expenses	**$5,620**	**$11,240**	**$11,240**	**$28,100**
Total Cost of Attendance	**$36,434**	**$46,339**	**$41,548**	**$124,321**

Master in Business, Climate, & Sustainability, Class of 2027 (for Ten-Month Period)

	SUMMER (JULY - AUG)	FALL (SEP - DEC)	SPRING (JAN - APR)	ACADEMIC YEAR TOTAL
Educational Expenses (Student Bursar Account Charges)				
Fuqua MBCS Tuition	$23,300	$23,300	$23,300	**$69,900**
Student Medical Insurance		$4,290		**$4,290**
Health Fee	$187	$524	$524	**$1,235**
MBCS Association (Gov't Fee)		$500		**$500**
Graduate Activity Fee		$20	$20	**$40**
Graduate Recreational Facility Fee		$204	$204	**$408**
Graduate Student Services Fee		$14	$14	**$28**
Transcript Fee	$120			**$120**
Total Educational Expenses	**$23,607**	**$28,852**	**$24,062**	**$76,521**
Educational Supplies (Books/Course Packs)	$240	$280	$280	**$800**
Student Living Expenses				
Board (Food)	$984	$1,968	$1,968	**$4,920**
Housing (including Utilities & Phone Service)	$3,160	$6,320	$6,320	**$15,800**
Miscellaneous	$1,000	$2,000	$2,000	**$5,000**
Transportation	$476	$952	$952	**$2,380**
Total Living Expenses	**$5,620**	**$11,240**	**$11,240**	**$28,100**
Total Cost of Attendance	**$29,467**	**$40,372**	**$35,582**	**$105,421**

2026-2027 Cost of Attendance for Working Professional Programs

Optional terms and costs for electives (that are not a part of the degree curriculum) and certificates (e.g., HSM Certificate) are not covered by any financial aid. Term 1 includes a one-time transcript fee of $120.

Weekend Executive MBA program, Class of 2028

	2026-27 ACADEMIC/FINANCIAL AID YEAR				2027-28 ACADEMIC/FINANCIAL AID YEAR				
	TERM 1 (4 MONTHS)	TERM 2 (4 MONTHS)	TERM 3 (4 MONTHS)	TOTAL	TERM 4 (4 MONTHS)	ELECTIVE 1 (3 MONTHS)	ELECTIVE 2 (3 MONTHS)	TOTAL	PROGRAM TOTAL
Educational Expenses (Student Bursar Account Charges)									
Tuition	$35,972	$29,972	$29,971	$95,915	$29,971	$14,984	$14,983	$59,938	**$155,853**
Program Residency Fee	$5,005	$3,672	$4,080	$12,757	$3,672	$3,059	$3,059	$9,790	**$22,547**
Recreation Fee		$25	$25	$50		$25	$25	$50	**$100**
Transcript Fee	$120			$120					**$120**
Total Educational Expenses	**$41,097**	**$33,669**	**$34,076**	**$108,842**	**$33,643**	**$18,068**	**$18,067**	**$69,778**	**$178,620**
Student Living Expenses									
Board (Food)	$1,968	$1,968	$1,968	$5,904	$1,968	$1,476	$1,476	$4,920	**$10,824**
Housing (including Utilities & Phone Service)	$6,320	$6,320	$6,320	$18,960	$6,320	$4,740	$4,740	$15,800	**$34,760**
Miscellaneous	$2,000	$2,000	$2,000	$6,000	$2,000	$1,500	$1,500	$5,000	**$11,000**
Transportation	$952	$952	$952	$2,856	$952	$714	$714	$2,380	**$5,236**
Total Living Expenses	**$11,240**	**$11,240**	**$11,240**	**$33,720**	**$11,240**	**$8,430**	**$8,430**	**$28,100**	**$61,820**
Total Cost of Attendance	**$52,337**	**$44,909**	**$45,316**	**$142,562**	**$44,883**	**$26,498**	**$26,497**	**$97,878**	**$240,440**

Master of Science in Quantitative Management: Business Analytics program (Online), Class of 2028

	2026-27 ACADEMIC/FINANCIAL AID YEAR				2027-28 ACADEMIC/FINANCIAL AID YEAR			
	FALL 2026 (4 MONTHS)	SPRING 2027 (4 MONTHS)	TOTAL	SUMMER 2027 (4 MONTHS)	FALL 2027 (4 MONTHS)	SPRING 2028 (4 MONTHS)	TOTAL	PROGRAM TOTAL
Educational Expenses (Student Bursar Account Charges)								
Fuqua MSQM:BA Tuition	$15,236	$14,460	$29,696	$14,460	$14,460	$14,460	$43,380	**$73,076**
Residency Meals & Lodging	$1,224		$1,224					**$1,224**
Transcript Fee	$120		$120					**$120**
Total Educational Expenses	**$16,580**	**$14,460**	**$31,040**	**$14,460**	**$14,460**	**$14,460**	**$43,380**	**$74,420**
Student Living Expenses								
Board (Food)	$1,968	$1,968	$3,936	$1,968	$1,968	$1,968	$5,904	**$9,840**
Housing (including Utilities & Phone Service)	$6,320	$6,320	$12,640	$6,320	$6,320	$6,320	$18,960	**$31,600**
Miscellaneous	$2,000	$2,000	$4,000	$2,000	$2,000	$2,000	$6,000	**$10,000**
Transportation	$952	$952	$1,904	$952	$952	$952	$2,856	**$4,760**
Total Living Expenses	**$11,240**	**$11,240**	**$22,480**	**$11,240**	**$11,240**	**$11,240**	**$33,720**	**$56,200**
Total Cost of Attendance	**$27,820**	**$25,700**	**$53,520**	**$25,700**	**$25,700**	**$25,700**	**$77,100**	**$130,620**

Master of Science in Quantitative Management: Health Analytics program (Online), Class of 2028

	2026-27 ACADEMIC/FINANCIAL AID YEAR				2027-28 ACADEMIC/FINANCIAL AID YEAR			
	FALL 2026 (4 MONTHS)	SPRING 2027 (4 MONTHS)	TOTAL	SUMMER 2027 (4 MONTHS)	FALL 2027 (4 MONTHS)	SPRING 2028 (4 MONTHS)	TOTAL	PROGRAM TOTAL
Educational Expenses (Student Bursar Account Charges)								
Fuqua MSQM:HA Tuition	$15,236	$14,460	$29,696	$14,460	$14,460	$14,460	$43,380	**$73,076**
Residency Meals & Lodging	$1,224		$1,224					**$1,224**
Transcript Fee	$120		$120					**$120**
Total Educational Expenses	**$16,580**	**$14,460**	**$31,040**	**$14,460**	**$14,460**	**$14,460**	**$43,380**	**$74,420**
Student Living Expenses								
Board (Food)	$1,968	$1,968	$3,936	$1,968	$1,968	$1,968	$5,904	**$9,840**
Housing (including Utilities & Phone Service)	$6,320	$6,320	$12,640	$6,320	$6,320	$6,320	$18,960	**$31,600**
Miscellaneous	$2,000	$2,000	$4,000	$2,000	$2,000	$2,000	$6,000	**$10,000**
Transportation	$952	$952	$1,904	$952	$952	$952	$2,856	**$4,760**
Total Living Expenses	**$11,240**	**$11,240**	**$22,480**	**$11,240**	**$11,240**	**$11,240**	**$33,720**	**$56,200**
Total Cost of Attendance	**$27,820**	**$25,700**	**$53,520**	**$25,700**	**$25,700**	**$25,700**	**$77,100**	**$130,620**

Accelerated Master of Science in Quantitative Management: Business Analytics program (Online), Class of 2027

	2026-27 ACADEMIC/FINANCIAL AID YEAR			2027-28 ACADEMIC/FINANCIAL AID YEAR		
	FALL 2026 (4 MONTHS)	SPRING 2027 (4 MONTHS)	TOTAL	SUMMER 2027 (4 MONTHS)	TOTAL	PROGRAM TOTAL
Educational Expenses (Student Bursar Account Charges)						
Fuqua Accelerated MSQM:BA Tuition	$16,744	$15,966	$32,710	$15,966	$15,966	**$48,676**
Residency Meals & Lodging	$1,224		$1,224			**$1,224**
Transcript Fee	$120		$120			**$120**
Total Educational Expenses	**$18,088**	**$15,966**	**$34,054**	**$15,966**	**$15,966**	**$50,020**
Student Living Expenses						
Board (Food)	$1,968	$1,968	$3,936	$1,968	$1,968	**$5,904**
Housing (including Utilities & Phone Service)	$6,320	$6,320	$12,640	$6,320	$6,320	**$18,960**
Miscellaneous	$2,000	$2,000	$4,000	$2,000	$2,000	**$6,000**
Transportation	$952	$952	$1,904	$952	$952	**$2,856**
Total Living Expenses	**$11,240**	**$11,240**	**$22,480**	**$11,240**	**$11,240**	**$33,720**
Total Cost of Attendance	**$29,328**	**$27,206**	**$56,534**	**$27,206**	**$27,206**	**$83,740**

Tuition Refund Policies

Tuition may be refunded, in part or whole, under certain conditions when a student withdraws/is withdrawn from a program. The refund policy refers only to tuition payments; the initial deposit is nonrefundable. Some Duke University fees are non-refundable after the first week of classes.

Daytime MBA and Accelerated MBA

Should a student desire to withdraw from the Daytime MBA or Accelerated MBA Program, they must inform the director of the program in writing. 100 percent of tuition is refunded prior to the start of Summer Term classes for incoming students and prior to the start of Fall Term 1 for returning students. After the beginning of classes, tuition refunds will be made on a prorated basis, according to the table below. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student.

If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL	REFUND AMOUNT
Before Summer Term for incoming students Before the start of Fall Term 1 Before the start of Spring Term 1	100% tuition for the semester
During the first week of Summer Term for incoming students During the first week of Fall Term 1 for returning students During the first week of Spring Term 1 for all students	80% tuition for the semester
During the second or third week of Summer Term for incoming students During the second or third week of Fall Term 1 for returning students During the second or third week of Spring Term 1 for all students	60% tuition for the semester
During the final week of Summer Term for incoming students During the fourth or fifth week of Fall Term 1 for returning students During the fourth or fifth week of Spring Term 1 for all students	20% tuition for the semester
After the fifth week (each semester)	None

Master of Management Studies: Foundations of Business (MMS:FOB) and Master of Management Studies: Duke Kunshan University (MMS:DKU)

Should a student desire to withdraw from an MMS program, they must inform the director of the program in writing. After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL	REFUND AMOUNT
Before classes begin (each semester)	100% tuition for the semester
During the first week of classes (each semester)	80% tuition for the semester
During the second or third week of classes (each semester)	60% tuition for the semester
During the fourth or fifth week of classes (each semester)	20% tuition for the semester
After the fifth week (each semester)	None

Master of Science in Quantitative Management: Business Analytics (MQM:BA)

Should a student desire to withdraw from the MQM:BA Program, they must inform the director of the program in writing. After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL	REFUND AMOUNT
Before classes begin (each semester)	100% tuition for the semester
During the first week of classes (each semester)	80% tuition for the semester
During the second or third week of classes (each semester)	60% tuition for the semester
During the fourth or fifth week of classes (each semester)	20% tuition for the semester
After the fifth week (each semester)	None

Master of Science in Quantitative Management: Business Analytics Online (MSQM:BA)

Should a student desire to withdraw from the MSQM:BA Program, they must inform the director of the program in writing. After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL (PER TERM)	REFUND AMOUNT
Before the start of the Reading Period	100% tuition for the term
During the first or second week of the term	80% tuition for the term
During the third or fourth week of the term	60% tuition for the term
During the fifth or sixth week of the term	20% tuition for the term
After the sixth week of the term	None

Master of Science in Quantitative Management: Accelerated Business Analytics Online (MSQM:ABA)

Should a student desire to withdraw from the MSQM:ABA Program, they must inform the director of the program in writing. After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL (PER TERM)	REFUND AMOUNT
Before the start of the Reading Period	100% tuition for the semester
During the first or second week of the term	80% tuition for the semester
During the third or fourth week of the term	60% tuition for the semester
During the fifth or sixth week of the term	20% tuition for the semester
After the sixth week of the term	None

Master of Science in Quantitative Management: Health Analytics Online (MSQM:HA)

Should a student desire to withdraw from the MSQM:HA Program, they must inform the director of the program in writing. After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL (PER TERM)	REFUND AMOUNT
Before the start of the Reading Period	100% tuition for the term
During the first or second week of the term	80% tuition for the term
During the third or fourth week of the term	60% tuition for the term
During the fifth or sixth week of the term	20% tuition for the term
After the sixth week of the term	None

The Duke MBA—Weekend Executive MBA

Should a student desire to withdraw from the Weekend Executive MBA program, they must inform the director of the program in writing. Tuition refunds will be made according to the following schedule. Tuition paid from loans may be returned to the lender and not to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

The Duke MBA—Weekend Executive (Term 1)

Tuition refunds for The Duke MBA—Weekend Executive Program will be made according to the following schedule for Term 1:

TIME OF WITHDRAWAL	REFUND AMOUNT
Before the start of the opening residency	100% tuition for the term
Before the last day of the opening residency	90% tuition for the term
Before the start of the second weekend residency	60% tuition for the term
Before start of the third weekend residency	20% tuition for the term
After the start of the third weekend residency	None

The Duke MBA—Weekend Executive (Terms 2-4)

Tuition refunds for The Duke MBA—Weekend Executive Program will be made according to the following schedule for Terms 2-4:

TIME OF WITHDRAWAL	REFUND AMOUNT
Before the start of the term	100% tuition for the term
Before the start of the first weekend residency	80% tuition for the term
Before the start of the second weekend residency	60% tuition for the term
Before the start of the third weekend residency	20% tuition for the term
After the start of the third distance weekend	None

The Duke MBA—Weekend Executive (Terms 5-6)

Tuition refunds for The Duke MBA—Weekend Executive Program (Terms 5-6) will be made according to the following schedule:

TIME OF WITHDRAWAL	REFUND AMOUNT
Before the start of the term	100% tuition for the term
Before the start of the residency	80% tuition for the term
Before the start of the first distance weekend	60% tuition for the term
Before the start of the second distance weekend	40% tuition for the term
Before the start of the third distance weekend	20% tuition for the term
After the start of the third distance weekend	None

Master in Business, Climate, and Sustainability (MBCS)

Should a student desire to withdraw from the MBCS Program, they must inform the director of the program in writing. After the beginning of classes, tuition refunds will be made on a prorated basis. Tuition charges paid from grants or loans must be returned to the proper grant or loan account and will not be returned to the student. If a student was offered a Fuqua scholarship, the scholarship amount will be prorated and applied to the tuition cost. The scholarship amount combined with the deposit may not exceed the determined tuition cost.

TIME OF WITHDRAWAL	REFUND AMOUNT
Before classes begin (each semester)	100% tuition for the semester
During the first week of classes (each semester)	80% tuition for the semester
During the second or third week of classes (each semester)	60% tuition for the semester
During the fourth or fifth week of classes (each semester)	20% tuition for the semester
After the fifth week (each semester)	None

Payment Policies

Payment of Accounts

Following first enrollment in The Fuqua School of Business, monthly invoices are available online. Questions should be directed to the Office of the Bursar. As a part of the agreement of admission to Duke University, a student is required to pay all invoices as presented. A late payment charge will be assessed for all charges not paid in full by the late payment date, and certain restrictions may be applied.

Late Payment Charge

If the total amount due on the student's invoice is not received by the bursar by the invoice late payment date, a penalty charge will be accrued from the billing date of the invoice. The late payment charge is assessed at a rate of 1.25 percent per month (15 percent per annum) applied to the amount outstanding.

Debts

Individuals are responsible for paying their accounts in full by the scheduled due date. Failure to pay the student account bill or any monies due and owed to Duke University by the scheduled due date will result in a financial hold on the account. This hold will prevent the student from registering for future classes or receiving the diploma. In addition, an individual in default may be administratively withdrawn as a Duke University student.

Restrictions

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

Fees

Transcript Fee. All Fuqua students will be charged in the first semester a one-time mandatory fee of $120 for transcripts. This entitles the student to an unlimited number of Duke University transcripts.

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

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

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

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

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

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

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

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

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

MMS & MQM Association Fee. All MMS: Foundations of Business, MMS: Duke Kunshan University, and MQM students are assessed a nonrefundable fee to be used to support the activities of the MMS and MQM Associations.

MQM Technology Fee. MQM:BA students will be charged a nonrefundable one-time technology fee to be used to support the MQM technology infrastructure.

Financing the Degree

The Fuqua School of Business endeavors to make it possible for qualified students to attend Duke even though their own resources may be insufficient. Student aid is available in the form of fellowships/scholarships and through various student loan programs.

Scholarships and Fellowships

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

Named Scholarships and Fellowships

Fuqua has more than 100 named scholarship awards that are available to incoming students who have been notified of a Fuqua scholarship award by Admissions. A list of named scholarship awards is available on the Fuqua website. Students will learn that Fuqua alumni support their journey in many ways—volunteering on boards, in the classroom, through student clubs, and via recruiting—including sharing their resources to make the Fuqua community better. These endowed scholarships are fueled by philanthropic gifts to the school from alumni, corporations, and friends of Fuqua. Selection of recipients is made during the summer/fall. Some awards have a special decision-making process to honor endowment restrictions. All such awards are coordinated through the financial aid office. Named awards replace or cover a portion of The Fuqua School of Business merit scholarships already awarded, but do not provide additional scholarship funding to the recipient.

Each year a small number of students are made admissions offers to join the Fuqua community as Keller Scholars. Keller Scholarships are named in honor of Dr. Thomas Keller, Dean Emeritus, and R. J. Reynolds, Professor Emeritus, who led The Fuqua School of Business to a position of international prominence in less than a decade. These awards, covering 100 percent of tuition, are funded by Fuqua and philanthropic support of the Fuqua Annual Fund. The Admissions Scholarship Committee selects Keller Scholars based on academic excellence and strong commitment to improving their communities through leadership and service.

Yellow Ribbon & Veterans Affairs (VA) Educational Benefits

Fuqua offers up to $18,000 in Yellow Ribbon funds to qualified students per VA academic year. Veterans and service members must be 100% eligible for the Post 9/11 GI-Bill to qualify for this VA program. All veterans seeking VA educational benefits must first apply for those benefits through the Department of Veterans Affairs.

Veterans with questions about their eligibility for the various VA educational benefit programs should first consult the VA to determine their eligibility for specific programs. For further information regarding anticipated benefit coverage and the application process, contact the Financial Aid Office at (919) 660-8079 or finaid-info@fuqua.duke.edu. Visit registrar.duke.edu/military-affiliated-education-benefits for detailed application instructions.

Student Loan Programs Loans for U.S. Citizens & Permanent Residents

U.S. citizens/permanent residents have various options for borrowing the necessary funds to attend Fuqua. All student loans are disbursed to the student's bursar account directly to offset university charges.

Effective July 1, 2026, the federal government will eliminate the Graduate PLUS loan program for new borrowing. Visit this link to learn about the federal student aid Updates and Recent Legislation regarding available resources.

Loan Fast Facts

- Students may defer loan payments while they are in school.
- Student loans offer a post-graduation grace period.
- Both the grace period and the repayment period can vary by lender.
- Admitted students who are interested in applying for federal student loans and have completed their FAFSA after March 1 will typically receive their award notice within ten business days.

Student Loan Options

- Federal Direct Unsubsidized Loan
- Federal Direct Graduate PLUS Loan (*Available to current students who received federal student loan disbursements prior to July 1, 2026)*
- Private Alternative Student Loan

Applying for Federal Student Aid (Unsubsidized & Graduate PLUS)

- Complete Free Application for Federal Student Aid (FAFSA)
    - Duke/Fuqua Title IV Code: 002920
    - College Name: Duke University, The Fuqua School of Business
- Once we receive the FAFSA Submission Summary (formerly the Student Aid Report-SAR), your student aid eligibility will be reviewed after March 1.
- The student aid review process begins in March. Students will receive an electronic loan aid offer notice.
- Student accepts/reduces/declines the aid offer in DukeHub and completes the loan application process outlined in the loan aid offer notice.
- Once an applicant completes the required application forms, loan amounts will be scheduled to disburse to the student's Bursar account no earlier than 10 days before the start of class.

Applying for Private Alternative Student Loans

Complete one of the following student loan applications from the Duke University list of Private Loan Options. Once the lender reviews and pre-approves the student's loan request, they will send the school a certification request. The school will send a loan certification file to the lender, confirming the approval. Once applicant completes required application forms, loan amounts will be scheduled to disburse to the student's Bursar account no earlier than 10 days before the start of class.

Federal Student Loan Programs

Federal Direct Unsubsidized Loan: This is a federal student loan that enables graduate students to borrow up to $20,500 per academic year. The student is responsible for the interest that accrues while they are enrolled in school. The interest may be paid while the student is enrolled in school, or the student can allow the lender to capitalize the interest and add it to the principal at the time of repayment. The aggregate loan limit for the Federal Unsubsidized Loan program is $100,000. If a student reaches the $100,000 loan program aggregate limit, then they will not be eligible for the federal Direct Unsubsidized Loan. Borrowers are responsible for tracking their federal student loan history through the National Student Loan Data System (NSLDS). Access the following site to log-in or create a Federal Student Aid account to access NSLDS records: studentaid.gov.

The federal Direct Unsubsidized Loan has a six-month grace period. Typically, the grace period begins on the last enrollment date of the program or graduation date. However, the grace period will begin on the date that a student drops below a half time course load and becomes a part-time student or withdraws from school.

Federal Direct Graduate PLUS Loans: This credit-based federal student loan may be used to supplement or replace expected contributions up to the standard cost of attendance. The Department of Education (the federal government) is the lender and they set the interest rates for Federal Direct Student Loans. A six-month grace period after the student leaves school is available upon request. All programs provide deferment of payments while enrolled full-time.

To learn about the current rates and terms for the Federal Unsubsidized and Graduate PLUS loans, access this link.

Alternative (Private) Student Loans

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

For more information about borrowing through a private/alternative education loan program, visit this link for the Duke University list of Private Loan Options and application process.

International Student Loan Options

The Fuqua School of Business offers both cosigner and no-cosigner international student loan options. For more information about the cosigner and no-cosigner loan options, access this link.

Cosigner Options: Loans with a cosigner typically offer a lower interest rate. The cosigner must be a creditworthy citizen or permanent resident. Keep in mind that for some lenders, a student must have a social security number in addition to having a cosigner. Students may borrow up to 100 percent of their cost of attendance, minus other aid (i.e., scholarships, sponsorships, and other student loans).

No-Cosigner Options: International students using a no-cosigner loan option may borrow up to 100 percent of their cost of attendance (depending on the lender), minus other aid (i.e., scholarships, sponsorships, and other student loans).

External Funding Sources for International Students

Fuqua has provided a list of external funding programs from various international agencies here.

Dual Degree Program Costs

Dual degree students pay a blended tuition rate for the dual program, which is shared by both schools. Students who apply and are new admits to both schools for the same academic year will pay the blended tuition rate from the start of the dual degree program. Applicants who are already a student at one school and at a later time decide to apply to the other school as a dual degree student will have a one-time tuition adjustment that is split evenly over the two semesters in the first year of their dual degree program.

The estimated Cost of Attendance (COA) totals for the dual degree programs below are generally based on nine months (the academic year) of off-campus living allowances assuming that the living expenses are shared. The estimated COA can be used to help determine total financial aid eligibility. COA figures are subject to change. Please visit each dual degree page to learn more about the programs.

Below is the estimated Cost of Attendance (per dual degree program) for students starting in the 2026 Fall semester:

2026-2027 ACADEMIC YEAR	JD/MBA	MD/MBA	MEM/MBA & MF/MBA	MPP/MBA
Total Blended Tuition Rate	**83,512**	**83,700***	**66,845**	**70,704**
Fees	9,284	9,014	9,134	9,234
Course Materials	676	850	676	676
Living Expenses	25,290	25,290	25,290	25,290
Total COA	**$118,762**	**$118,854**	**$101,945**	**$105,904**

*Since students are registered only at Fuqua during the first year of the MD/MBA dual degree program, the tuition will reflect Fuqua's normal MBA tuition rate (no blended tuition rate in the first year).

Typically, financial aid (i.e., student loans) for a dual degree program is initially processed at the school where the student will begin their course of study. A Fuqua dual degree student is expected to enroll at the other school in their first year of the dual degree program. Therefore, that school will process the financial aid for the first year. Fuqua will then process aid in the year that the student is enrolled at Fuqua, which is usually the second year of the dual degree program. There are exceptions for the JD/MBA and MD/MBA programs.

Each school makes scholarship decisions independently. Fuqua scholarship awards will be applied in all dual degree academic years that have a blended tuition rate charge.

International dual degree students may borrow up to 100 percent of Fuqua’s share of the cost of attendance (depending on the lender), minus other aid (i.e., scholarships, sponsorships, and other student loans).

Please contact the Financial Aid Office for further information on borrowing eligibility.

All Programs

Doctoral Programs

Business Administration PhD

Master's Programs

The Duke MBA—Accelerated Daytime
The Duke MBA—Daytime
The Duke MBA—Weekend Executive

Master in Business, Climate, and Sustainability

Master of Management Studies (Duke Kunshan University)
Master of Management Studies (Foundations of Business)

Master of Science in Quantitative Management: Business Analytics
Master of Science in Quantitative Management: Business Analytics (Accelerated Online)
Master of Science in Quantitative Management: Business Analytics (Online)
Master of Science in Quantitative Management: Health Analytics (Online)

Certificates

Academic Excellence in Finance Certificate
Health Sector Management Certificate

Nondegree Executive Education Programs

Nondegree Executive Education Programs

Business Administration PhD

Program Code: G-BUS-PHD
Degree Designation: Doctor of Philosophy
Department: Business PhD
Website: fuqua.duke.edu/programs/phd

PhD programs follow the policies in The Graduate School Bulletin.

Program Summary

The PhD program in Business Administration prepares candidates for research and teaching careers at leading educational institutions and for careers in business and governmental organizations where advanced research and analytical capabilities are required. The PhD program emphasizes independent inquiry, the development of competence in research methods, and the communication of research results. Students are introduced at the outset of the program to rigorous coursework and to the research activities of faculty and of other students. A low ratio of doctoral students-in-residence to faculty facilitates collaborations between PhD students and faculty. The school offers programs of research and training in the areas of accounting, decision sciences, finance, management and organizations, marketing, operations management, and strategy.

The PhD program typically requires five years of full-time in-residence study and work. Students are required to be in-residence for the duration of the program.

The PhD program is administered by and follows the policies of The Graduate School. Additional information may be obtained by visiting fuqua.duke.edu/programs/phd.

Academic Requirements

The program requires that doctoral candidates acquire and demonstrate expertise in their chosen area of study and in research methods. This competence may be gained from coursework, participation in seminars, independent study and other means. Each student must complete a preliminary examination (a paper and/or other requirements depending on the area) by the end of the third year of residence and a proposal examination by the end of the fourth year of residence. The final requirement is the dissertation examination. Each student works with the faculty in the student’s area to determine the specific program of study.

The Duke MBA—Accelerated Daytime

Program Code: F-MBZ-MBA
Degree Designation: Master of Business Administration
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/accelerated-daytime-mba

Program Summary

Students with a strong foundation in business concepts and fundamentals, which they earned through either a one-year MBA, a Master in Management, a Master in Management Studies, a Master of Quantitative Management, or an equivalent graduate business master's program, from certain accredited universities can build on this prior knowledge with The Duke MBA—Accelerated Daytime program. Over 12 months, students immerse themselves in the electives and experiential learning opportunities that support their unique goals. Learning alongside a diverse group of peers, they develop a new way of working that draws out the strength in others and helps them grow into a new kind of business leader.

Concentrations

The Accelerated Daytime MBA program offers many opportunities to enrich one's knowledge of business fundamentals. Students may choose to broaden their experience across multiple academic areas, or to earn concentration or certificate credentials in the one or two areas that will advance their career. Specialized concentrations provide the option to deepen their educational experience, so they are more fully prepared for the specific challenges of their career. While a concentration is not required, students may choose one in any of the major functional or topical areas—or both. It is a way to further refine the business and leadership skills students need to capture the hearts, minds, and hands of entire organizations.

Academic Requirements

- DECISION 616 - 2 credits
- FUQINTRD 565 - 1 credit
- FUQINTRD 566 - 1 credit
- FUQINTRD 692 - 1.5 credits
- Electives, 43.5 credits from any non-required course
- Transfer credits, 30 credits

Total: 79 credits

The Accelerated Daytime MBA degree requires two semesters, divided into a total of four terms (plus a summer term), of full-time academic work totaling at least 79 graduate course credits and a minimum cumulative GPA of 3.0. All students must pay two semesters of full tuition.

Courses

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

The Summer Term

The Duke MBA—Accelerated Daytime Program begins with a four-week-long Summer Term held in August. The term features three core courses: Leading Business in a Complex World, Collaborative Leadership 1 (C-LEAD 1) and Collaborative Leadership 2 (C-LEAD 2). C-LEAD 1 & 2 involves several experiential learning and team-building sessions. Optional electives in MGMTCOM are available to Accelerated MBA students during the Summer Term. After the Summer Term, students join the second year Daytime MBA students, and tailor their course of study to meet their specific educational and career goals. Concentrations and certificates are offered in various disciplines; while not required, students are able to pursue up to a total of two concentrations and/or certificates.

Typical Schedule

Required core courses are noted with an asterisk (*).

- **First Semester**
    - **Summer Term (4-Week Term)**
        - FUQINTRD 692 (Leading Business in a Complex World) * - 1.5 credit
        - FUQINTRD 565 (Collaborative Leadership 1) * - 1 credit
        - FUQINTRD 566 (Collaborative Leadership 2)* - 1 credit
        - MGMTCOM (Optional Electives) - 2 to 4 credits
    - **Fall 1**
        - DECISION 616 (Software Tools for Analytics)* (Students have the option of starting this course prior to arrival on campus.) - 2 credits
        - 3 Electives
    - **Fall 2**
        - 4 Electives

- **Second Semester**
  - **Spring 1**
    - 3 Electives
  - **Spring 2**
    - 3 Electives

As part of the Daytime Accelerated MBA degree, students have the opportunity to take up to four approved (up to 12 credits) graduate-level courses in other schools or departments at Duke University, such as the School of Law, the Nicholas School of the Environment, the Sanford School of Public Policy, and the Department of Economics of The Graduate School.

The Duke MBA—Daytime

Program Code: F-MBA-MBA
Degree Designation: Master of Business Administration
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/daytime-mba

Program Summary

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

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

More specific information about the curriculum is available on the Fuqua website, in this bulletin under Courses, and under Concentrations, below.

Concentrations

The Daytime MBA offers specialized concentrations in all of the major functional areas and in topical areas. More specific information about the curriculum is available on the Fuqua website at fuqua.duke.edu/programs/daytime-mba/concentrations-certificates.

Each concentration identifies a set of electives from which students choose six courses. Most concentrations have a common 4-2 structure, where the concentration typically has four courses in a focal area (like finance) and two courses from other areas that support the focal concentration. Concentrations are not required, but they do provide an opportunity for students to solidify expertise in specific areas of study.

Dual Degree Programs

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

Students who are in any of the dual degree programs offered by The Fuqua School of Business must complete a minimum of 65 graduate course credits at Fuqua, exclusive of what requirements exist for the other degree. Because the two degrees are interconnected, students must complete all requirements for both degrees in order to receive either degree. Because dual degree students already take a substantial number of nonbusiness courses, they may not count additional non-Fuqua courses toward their degree. They may participate in Fuqua's international exchange program which allows students to study for a term or semester at an overseas business school.

The MBA—JD. The concurrent MBA—JD program requires four academic years of study that meet the requirements for both the MBA and JD degrees. If you would like to apply for the MBA—JD program, you must apply for admission to each program and be admitted by both schools independently. Additional information about the Duke Law School may be obtained at law.duke.edu/apply/degreeprograms/jd-mba and by email at admissions@law.duke.edu.

The MBA—MF and the MBA—MEM. The concurrent MBA and master of forestry or master of environmental management degrees normally require three years of study. To apply for these concurrent degrees, prospective students must apply for admission to each program and be admitted by both schools independently. Additional information on the environmental programs may be obtained from the admission office at nicholas.duke.edu/admissions/connect-with-us and by email at nicholas-admissions@duke.edu.

The MBA—MPP. The concurrent MBA degree and master of public policy degree requires three years of study. Prospective students must apply for admission to each program and be admitted by both schools independently. Additional information about the public policy program may be obtained from the admission office at sanford.duke.edu/admissions/mpp-admissions.

The MBA—MD. The MBA—MD program will require five years to complete and begins with two years at the School of Medicine. Prospective students must apply for admission and be admitted by both schools independently. Additional information about the Duke University School of Medicine program may be obtained from the Office of Admissions at medschool.duke.edu/education/health-professions-education-programs/doctor-medicine-md-program/office-md-admissions.

Academic Requirements

- ACCOUNTG 590 - 3 credits
- DECISION 610 - 3 credits
- DECISION 616 - 2 credits
- FINANCE 645 - 3 credits
- FUQINTRD 565 - 1 credit
- FUQINTRD 566 - 1 credit
- FUQINTRD 685 - 0 credit
- FUQINTRD 692 - 1.5 credits
- MANAGEMT 730 - 3 credits
- MARKETING 795 - 3 credits
- MGMTCOM 567 - 2 credits
- MGMTCOM 568 - 2 credits
- MGRECON 780 - 3 credits
- OPERATNS 820 - 3 credits
- STRATEGY 835 - 3 credits
- Electives, 45.5 credits from any non-required course

Total: 79 credits

The Daytime MBA degree requires four semesters, divided into a total of eight terms (plus the summer term), of full-time academic work totaling at least 79 graduate course credits and a minimum cumulative GPA of 3.0. Students who are proficient in a particular subject may be granted an administrative exemption or pass an exemption exam and subsequently be allowed to substitute advanced coursework for one or more core courses. All students must pay four semesters of full tuition.

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

Collaborative Leadership Experiences

Collaborative Leadership (C-LEAD) Experiences are designed to address areas of the curriculum that are difficult to present in a traditional classroom setting and are better addressed via nontraditional and multiple formats. C-LEAD Experiences are organized to reflect the stages of students' development as they progress through the program. C-LEAD focuses on the three pillars of Fuqua's culture: team, leadership, and ethics, and involves an experience-based series of activities that build upon the leadership themes that are developed during the first year at Fuqua.

Courses

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

The First Year

The Summer Term. The Duke MBA—Daytime Program begins with a four-week-long Summer Term held in August. The term features three core courses: Leadership, Ethics, and Organizations (LEO); Leading Business in a Complex World; and Collaborative Leadership 1 (C-LEAD 1). LEO is a more traditional classroom-based courses. Leading Business in a Complex World will be a short, discussion-based course. C-LEAD 1 involves several experiential learning and team-building sessions.

During the first year, students are immersed in the core curriculum. The core courses provide a firm foundation in management, economics, statistics, accounting, finance, marketing, operations management, and strategy. Complementary courses help develop communication and computing skills. Students who receive exemptions from core courses can potentially begin taking MBA electives in the fall of the first year. First year students may begin to take non-Fuqua electives starting in Spring.

Typical First-Year Schedule. Required core courses are noted with an asterisk (*).

- **First Semester**
    - **Summer Term (4-Week Term)**
        - MANAGEMT 730 (Leadership, Ethics, and Organizations)* - 3 credits
        - FUQINTRD 692 (Leading Business in a Complex World)* - 1.5 credits
        - FUQINTRD 565 (Collaborative Leadership 1)* - 1 credit
    - **Fall 1**
        - DECISION 610 (Foundations of Business Analytics)* - 3 credits
        - MGRECON 780 (Managerial Economics)* - 3 credits
        - ACCOUNTG 590 (Financial Accounting)* - 3 credits
        - MGMTCOM 567 (Leadership Communication 1)* - 2 credits
        - Flexible Scheduling: for those with exemptions
        - DECISION 616 (Software Tools for Analytics)* (Students have the option of starting this course prior to arrival on campus.) - 2 credits
    - **Fall 2**
        - FINANCE 645 (Financial Management)* - 3 credits
        - MARKETNG 795 (Marketing Management)* - 3 credits
        - STRATEGY 835 (Foundations of Strategy)* - 3 credits
        - Flexible Scheduling: for those with exemptions
- **Second Semester**
    - **Spring 1**
        - OPERATNS 820 (Operations Management)* - 3 credits
        - MGMTCOM 568 (Leadership Communication 2)* - 2 credits
        - Elective
    - **Spring 2**
        - 3 Electives

The Second Year

In the second year, Daytime MBA students complete C-LEAD 2 (1 credit), and typically take three elective courses per term; a fourth elective can be added as an overload each term. Students are able to tailor their course of study to meet their specific educational and career goals. Concentrations and certificates are offered in various disciplines; while not required, students are able to pursue up to a total of two concentrations and/or certificates. Fuqua's elective course offerings change in response to the needs and interests of the students and the business community. These electives, taught by some of the leading professors and practitioners in business, help students develop expertise in functional skills and analytical thinking. The result is a well-rounded, yet focused, management education—a blend of practical know-how, critical thinking, communication skills, and a strategic, global perspective.

As part of the Daytime MBA degree, students have the opportunity to take up to four approved (up to 12 credits) graduate-level courses in other schools or departments at Duke University, such as the School of Law, the Nicholas School of the Environment, the Sanford School of Public Policy, and the Department of Economics of The Graduate School. However, dual degree students may not count non-Fuqua credits toward their MBA degree because they already take a substantial number of non-Fuqua classes.

The Duke MBA—Weekend Executive

Program Code: F-WBA-MBA
Degree Designation: Master of Business Administration
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/weekend-executive-mba

Program Summary

The Duke MBA—Weekend Executive program is specifically designed to meet the needs of working professionals who remain on the job while completing this rigorous academic program. The Weekend Executive MBA Program is widely recognized as one of the leading programs to prepare working professionals for a rapidly changing, globally competitive business environment.

The Weekend Executive program combines superb academics and up-to-the-minute research with the experience and knowledge of established managers from a diverse range of companies, industries and functions, providing an unsurpassed grounding in business management.

The curriculum emphasizes the fundamentals of business and management theory: accounting, decision sciences, economics, finance, management, marketing, operations management, leadership, and strategy. Faculty use a variety of teaching methods in the Weekend Executive classroom, including lectures, case studies, class discussions, simulations, and group projects.

The Weekend Executive program meets Friday, Saturday, and Sunday once per month. Two weeks later, hybrid classes are held with students either attending in person on the Durham campus or virtually from wherever they are in the world. During the fifth and sixth terms, students take two to three elective courses each term in an alternate format: a one-week long, face-to-face residency followed by 5 weeks of distance education. More specific information about the curriculum is available on the Fuqua website at fuqua.duke.edu/programs/weekend-executive-mba/curriculum and in this bulletin under Courses.

Applicants should be in a managerial position and have a minimum of five years of professional experience. The program requires twenty-two months of study including fourteen core courses and four elective courses. Prospective students should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: weekend-mba-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/weekend-executive-mba; phone: (919) 660-7705.

Concentrations

To further enhance the MBA degree and build functional expertise, students may choose to pursue a concentration in one of several subject areas. To complete the requirements for a concentration, in most cases a student must take three approved elective courses in the academic area of the concentration. Details regarding concentration subjects and required courses are available on the program's Canvas site.

Academic Requirements

- ACCOUNTG 590W
- ACCOUNTG 591W
- DECISION 610W
- DECISION 611W
- FINANCE 645W
- FUQINTRD 565W
- FUQINTRD 566W
- FUQINTRD 683W
- MANAGEMT 730W
- MANAGEMT 747W
- MARKETNG 795W
- MGRECON 780W
- OPERATNS 820W
- STRATEGY 835W
- Electives, at least 12 credits from any non-required course

Total: 51 credits

Over six terms students will cover at least 18 courses: ten in the core curriculum, four focused on leadership and personal skill development, and at least four electives.

- **Core curriculum**
    - Financial Accounting
    - Managerial Economics
    - Managerial Accounting
    - Marketing Management
    - Foundations of Business Analytics
    - Decision Models
    - Foundations of Strategy
    - Operations Management
    - Financial Management
    - Global Markets and Institutions (GMI)
- **Leadership series.** Four required courses connect across your experience, building on each other as well as the personal insights you gain through the program. This leadership curriculum provides an academic framework to address relevant issues along with opportunities to practice new skills.
    - Leadership, Ethics, and Organizations (LEO)
    - Integrative Leadership Experience I (ILE I)
    - Integrative Leadership Experience II (ILE II)
    - Leadership and Development
- **Electives.** You'll take at least four elective classes during two 1-week campus residencies in the final two terms. While elective courses will change from year to year, a sample of topics are available at fuqua.duke.edu/programs/weekend-executive-mba/curriculum

Detailed information about the program's requirements and structure are available at fuqua.duke.edu/programs/weekend-executive-mba/curriculum.

Master in Business, Climate, and Sustainability

Program Code: F-BCS-MBCS
Degree Designation: Master in Business, Climate, and Sustainability
Department: Fuqua School of Business, Nicholas School of Environment
Website: business-meets-climate.duke.edu

Program Summary

The Master in Business, Climate, and Sustainability (MBCS) equips students with the interdisciplinary expertise to lead in a climate-disrupted economy. The MBCS program integrates three critical layers of expertise: core business skills, climate science literacy, and applied analytical methods. This interdisciplinary foundation prepares you to navigate complex systems, translate insight into strategy, and lead across industries and functions.

Students interested in the program should contact the MBCS Office of Admissions Duke University, Box 90120, Durham, NC 27708-0120; email: admissions@mbcs.duke.edu; website: business-meets-climate.duke.edu; phone: (919) 660-7700; fax: (919) 684-2818.

Academic Requirements

The curriculum for the MBCS degree involves 15 required courses totaling 49 graduate credit hours and a minimum cumulative GPA of 3.0 or higher. These courses are offered over five terms (three-to-four courses per term). Most courses meet twice a week for 2.25 hours each. Courses generally meet Mondays, Wednesdays, and Fridays.

The planned schedule, which is subject to change, is as follows:

- **Summer**
    - CLIMATE 664N (Climate Science)
    - CLIMATE 671N (Decision Analytics for Business and Sustainability)
    - CLIMATE 672N (Financial and Managerial Accounting)
    - CLIMATE 686N (Navigating Impact)
- **Fall 1**
    - CLIMATE 666N (Climate Impacts)
    - CLIMATE 670N (Climate Economics and Policy)
    - CLIMATE 674N (Marketing Management)
    - CLIMATE 686N (Navigating Impact)
- **Fall 2**
    - CLIMATE 669N (Climate Reporting and Carbon Accounting)
    - CLIMATE 673N (Climate Finance)
    - CLIMATE 675N (Sustainable Operations)
    - CLIMATE 686N (Navigating Impact)
- **Spring 1**
    - CLIMATE 896N (Practicum Part 1)
    - CLIMATE 676N (Climate and Strategy)
    - CLIMATE 678N (Climate Innovation)
    - CLIMATE 686N (Navigating Impact)
- **Spring 2**
    - CLIMATE 668N (Climate and Energy)
    - CLIMATE 896N (Practicum Part 2)
    - CLIMATE 677N (Leading for Sustainability)

Practicum

Participating in the two-term practicum, students have the unique opportunity to apply their classroom learning to real-world environmental challenges. Students collaborate in diverse teams to tackle defined problems for actual clients, enhancing their analytical, communication, and leadership skills. This hands-on approach reinforces the fundamentals acquired during the MBCS program and provides a practical context that can differentiate students in the job market.

Master of Management Studies (Duke Kunshan University)

Program Code: K-MMS-MMS
Degree Designation: Master of Management Studies
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/mms-duke-kunshan-university

Program Summary

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

The curriculum for the Fuqua MMS Program involves fifteen required courses.

Duke Kunshan University MMS students will spend part of the year in Durham and part of the year in Kunshan, China. Courses in the Duke Kunshan University MMS Program may be taught in different formats, ranging from the same six-week format that is typical for FOB courses to more intensive two-week courses.

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

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/mms-duke-kunshan-university; phone: (919) 660-7700; fax: (919) 684-2818.

Academic Requirements

Degree requirements include completion of the following core courses:

- ACCOUNTG 510F/510K (Introduction to Financial Accounting)
- DECISION 516F/516K (Quantitative Business Analysis)
- MGMTCOM 505F/505K (Business Communication 1)
- FINANCE 524F/524K (Foundations of Capital Markets)
- MARKETNG 550F/550K (Introduction to Marketing Analysis)
- MGRECON 547F/547K (Fundamentals of Business Economics)
- FINANCE 525F/525K (Foundations of Corporate Finance)
- MGMTCOM 506F/506K (Business Communication 2)
- STRATEGY 557F/557K (Principles of Strategy)
- ACCOUNTG 511F/511K (Principles of Cost and Managerial Accounting)
- DECISION 517F/517K (Spreadsheet Modeling and Decision Analysis)
- MARKETNG 551F/551K (Fundamentals of Market Intelligence)
- ACCOUNTG 512F/512K (Fundamentals of Financial Analysis)
- MANAGEMT 544F/544K (Foundations of Management & Organizations)
- OPERATNS 554F/554K (Introduction to Operations and Supply Chain Management)

Master of Management Studies (Foundations of Business)

Program Code: F-FMS-MMS
Degree Designation: Master of Management Studies
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/mms-foundations-of-business

Program Summary

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

The curriculum for the Fuqua MMS Program involves fifteen required courses. For the Foundations of Business (FOB) Program, these courses are typically offered over five six-week terms (three courses per term). Each course meets twice a week for 2.25 hours. Classes meet Monday and Thursday or Tuesday and Friday. Wednesdays are reserved for MMS programming, such as Career Management Center activities, team-building sessions, and professional development seminars.

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

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/mms-foundations-of-business; phone: (919) 660-7700; fax: (919) 684-2818.

Academic Requirements

Degree requirements include completion of the following core courses:

- ACCOUNTG 510F/510K (Introduction to Financial Accounting)
- DECISION 516F/516K (Quantitative Business Analysis)
- MGMTCOM 505F/505K (Business Communication 1)
- FINANCE 524F/524K (Foundations of Capital Markets)
- MARKETNG 550F/550K (Introduction to Marketing Analysis)
- MGRECON 547F/547K (Fundamentals of Business Economics)
- MANAGEMT 544F/544K (Foundations of Management & Organizations)
- FINANCE 525F/525K (Foundations of Corporate Finance)
- STRATEGY 557F/557K (Principles of Strategy)
- ACCOUNTG 511F/511K (Principles of Cost and Managerial Accounting)
- MGMTCOM 506F/506K (Fuqua Client Consulting Practicum)
- MARKETNG 551F/551K (Fundamentals of Market Intelligence)
- DECISION 517F/517K (Spreadsheet Modeling and Decision Analysis)
- ACCOUNTG 512F/512K (Fundamentals of Financial Analysis)
- OPERATNS 554F/554K (Introduction to Operations and Supply Chain Management)

Master of Science in Quantitative Management: Business Analytics

Program Code: F-MQM-MSQM
Degree Designation: Master of Science in Quantitative Management
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/mqm-business-analytics

Program Summary

The Master of Science in Quantitative Management: Business Analytics program is a pre-experience master's degree program intended to provide a foundation in data analytics with a focus on specific issues in one of four industry domains. In addition to learning data science tools, the program stresses critical thinking and communication skills to help students ask the right questions, generate insights, and present solutions effectively. Designed for students with zero-to-three years of work experience, MQM: Business Analytics is a STEM-designated degree program giving international students meeting certain requirements the opportunity to work in the United States for three years.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/mqm-business-analytics; phone: (919) 660-7700; fax: (919) 684-2818.

Academic Requirements

Curriculum

The curriculum for the Fuqua MQM: Business Analytics Program involves sixteen required courses totaling at least 50 graduate credit hours and a minimum cumulative GPA of 3.0 or higher. The Finance track requires an additional course, totaling at least 53 graduate credit hours. These courses are offered over five terms (three–four courses per term). Most courses meet twice a week for 2.25 hours. Classes generally meet Monday and Thursday or Tuesday and Friday, with occasional classes falling on Wednesdays. When classes are not being held, Wednesdays are reserved for MQM: Business Analytics programming, such as Career Management Center activities, team-building sessions, and professional development seminars.

The application of business analytics requires the ability to not only perform deep quantitative analysis, but also to communicate insights throughout an organization. As such, applicants with a strong quantitative background are preferred, especially from STEM fields in which quantitative tools are used in applied environments. While not required, applicants are encouraged to have some familiarity with statistics, mathematics, and computer programming.

Courses

The MQM: Business Analytics Program consists of two types of courses. Core courses consist of technical courses, which develop the data science tools necessary to perform deep quantitative analysis, and critical thinking and communication courses, which develop the ability to present insights effectively. Track courses are focused on topics specific to one of four tracks: Finance, Marketing, Risk, and Strategy.

Each student is admitted into a track and must complete all required track courses to graduate. In addition, students are able to select elective courses subject to availability, generally from track courses offered outside their admitted track. There are no course exemptions or course substitutions in the program.

The planned schedule, which is subject to change, for each track is as follows:

- **Summer**
    - QM 518QB (Applied Probability & Statistics) - Core
    - QM 507QB (Business Communications) - Core

    - QM 531QB (Business Fundamentals) - Core
    - QM 563QB (Programming for Analytics) - Core
- **Fall 1**
    - QM 520QB (Data Science for Business) - Core
    - QM 519QB (Data Infrastructure) - Core
    - **Finance Track:** QM 526QB (Introductory Finance) - Track
    - **Marketing Track:** QM 549QB (Digital Marketing) - Track
    - **Information Risk Management Track:** QM 515QB (Managing Operational and Informational Risks) - Track
    - **Strategy Track:** QM 558QB (Strategic Management) - Track
- **Fall 2**
    - QM 542QB (Critical Thinking & Collaboration) - Core
    - QM 546QB (Modern Analytics) - Core
    - **Finance Track:** QM 528QB (Derivatives) AND QM 527QB (Intermediate Finance) - Track
    - **Marketing Track:** QM 553QB (Customer Relationship Management) - Track
    - **Information Risk Management Track:** QM 523QB (Fraud Analytics) - Track
    - **Strategy Track:** QM 556QB (Operations Analytics) - Track
- **Spring 1**
    - QM 522QB (Data Visualization) - Core
    - QM 521QB (Decision Analytics and Modeling) - Core
    - **Finance Track:** QM 529QB (Fixed Income Securities) - Track
    - **Marketing Track:** QM 552QB (Market Intelligence) - Track
    - **Information Risk Management Track:** QM 548QB (Empirical Economic Analysis) - Track
    - **Strategy Track:** QM 548QB (Empirical Economic Analysis) - Track
- **Spring 2**
    - QM 532QB (Capstone Project) - Core
    - QM 543QB (Navigating Organizations) - Core
    - **Finance Track:** QM 530QB (Financial Risk Management) - Track
    - **Marketing Track:** QM 555QB (Pricing) - Track
    - **Information Risk Management Track:** QM 534QB (Managing Cybersecurity Risk) - Track
    - **Strategy Track:** QM 559QB (People Analytics) - Track

Capstone

The MQM: Business Analytics Program culminates in the Capstone Project (QM 532QB - Core), a six-week intensive project in which teams of four to five students partner with a faculty advisor to solve a specific industry problem utilizing analytics techniques. The capstone is designed to give students the opportunity to utilize the domain-specific skills developed throughout the program in a real-world environment in which they are exposed to the challenges inherent to the modern data environment.

Master of Science in Quantitative Management: Business Analytics (Accelerated Online)

Program Code: F-BQZ-MSQM
Degree Designation: Master of Science in Quantitative Management
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/accelerated-msqm-business-analytics

Program Summary

Designed for working professionals already possessing an MBA, the 12-month online Master of Science in Quantitative Management: Accelerated Business Analytics (MSQM:ABA) program builds on prior training in business management courses and upgrades student skills with advanced data science, AI, and machine learning. Credit may be given for previous business education if the program's curriculum was similar to a Duke MBA or MMS degree, enabling students to complete this program in one year. Combining a student's business background with new data and analytics skills, students will learn how to develop business insights for their work and be ready for new career opportunities.

The program is delivered online, providing students with the flexibility to participate while continuing to balance their professional and personal responsibilities.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/accelerated-msqm-business-analytics; phone: (919) 660-7705.

Academic Requirements

- QM 523QB

- QM 530QB
- QM 545QB
- QM 549QB
- QM 563QB
- QM 564QB
- QM 611QB
- QM 700QB
- QM 701QB
- Transfer credits, 20 credits

Total: 47 credits

The MSQM:ABA program extends across 12 months, divided into three 12-week terms. The two weeks prior to each term are known as Reading Periods, with the intent to prepare students for their upcoming coursework. The faculty will provide reading materials, asynchronous videos, and assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and teamwork. Required live class sessions meet virtually every Saturday morning and early afternoons. The program is offered lock-step, with all students within a cohort taking the same classes at the same time.

In addition to the online curriculum, MSQM:ABA students have three opportunities for on-campus programming. The first is a mandatory orientation residency at the beginning of the program, which serves as the program launch and an opportunity for students in the cohort to develop a shared sense of community. The second is an optional Data Visualization intensive residency taking place between Terms 1 and 2. The third is an optional Leadership intensive residency taking place between Terms 2 and 3.

Sequence

- **Term 1**
    - Decision Models
    - Fraud Analytics
    - Programming for Data Analytics
- **Term 2**
    - Data Analytics and Applications
    - Empirical Analysis for Business Strategy
    - Ethics and Legal Issues in Business Analytics
- **Term 3**
    - Advanced Data Analytics and Applications
    - Digital Marketing
    - Financial Risk Management

Master of Science in Quantitative Management: Business Analytics (Online)

Program Code: F-BQM-MSQM
Degree Designation: Master of Science in Quantitative Management
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/msqm-business-analytics

Program Summary

Designed for working professionals with strong quantitative backgrounds, the 19-month online Master of Science in Quantitative Management: Business Analytics (MSQM:BA) program provides the business fundamentals and advanced data-analytics training needed for decision-making in modern business environments. As a professional who can go beyond the mere mechanics and identify business insights from business analytics, students will be in high demand in companies seeking to reap the full benefits of the growing surge of big data and advances in data science and digital technology. Using the business analytics skills developed in the program, students will be able to help organizations improve business outcomes and drive innovations.

The program is delivered online, providing students with the flexibility to participate while continuing to balance their professional and personal responsibilities.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/msqm-business-analytics; phone: (919) 660-7705.

Academic Requirements

- QM 507QB
- QM 518QB
- QM 523QB

- QM 530QB
- QM 545QB
- QM 549QB
- QM 563QB
- QM 564QB
- QM 611QB
- QM 700QB
- QM 701QB
- QM 703QB
- QM 704QB
- QM 780QB
- QM 778QB
- QM 820QB

Total: 47 credits

The MSQM:BA program extends across 19 months, divided into five 12-week terms. The two weeks prior to each term are known as Reading Periods, with the intent to prepare students for their upcoming coursework. The faculty will provide reading materials, asynchronous videos, and assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and teamwork. Required live class sessions meet virtually every Saturday morning and early afternoon. The program is offered lock-step, with all students within a cohort taking all the same classes at the same time.

In addition to the online curriculum, MSQM:BA students have three opportunities for on-campus programming. The first is a mandatory orientation residency at the beginning of the program, which serves as the program launch and an opportunity for students in the cohort to develop a shared sense of community. The second is an optional Leadership intensive residency taking place in between Terms 2 and 3. The third is an optional Data Visualization intensive residency taking place between terms 4 and 5.

Sequence

The typical course sequence is below, however the timing of when courses are offered may shift between years.

- **Term 1**
    - Applied Probability and Statistics
    - Managerial Economics
    - Programming for Data Analytics
- **Term 2**
    - Business Fundamentals: Accounting and Finance
    - Business Fundamentals: Marketing and Strategy
    - Data Analytics and Applications
- **Term 3**
    - Advanced Data Analytics & Applications
    - Digital Marketing
    - Financial Risk Management
- **Term 4**
    - Decision Models
    - Fraud Analytics
    - Navigating Organizations
- **Term 5**
    - Business Communication
    - Empirical Analysis for Business Strategy
    - Ethical and Legal Issues in Business Analytics
    - Operations Management

Master of Science in Quantitative Management: Health Analytics (Online)

Program Code: F-HQM-MSQM
Degree Designation: Master of Science in Quantitative Management
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/msqm-health-analytics

Program Summary

The Master of Science in Quantitative Management: Health Analytics (MSQM: HA) program provides working professionals the business fundamentals, industry context, and advanced data analytics needed for decision-making in health-care markets. This 19-month curriculum prepares students to develop insights and explore dynamics within the health-care sector by integrating data analysis, business, and policy perspectives. The program is meant for individuals interested in a wide range of sectors in the health-care industry such as providers, practitioners, payers, biotech, and pharmaceuticals as well as for those interested in consulting, data science, and information technology.

The program is delivered online, providing students with the flexibility to participate while continuing to balance their professional and personal responsibilities.

Students interested in the program should contact the Office of Admissions, The Fuqua School of Business, Duke University, Box 90120, Durham, NC 27708-0120; email: admissions-info@fuqua.duke.edu; website: fuqua.duke.edu/programs/msqm-health-analytics; phone: (919) 660-7705.

Academic Requirements

- QM 507QH
- QM 518QH
- QM 563QH
- QM 611QH
- QM 700QH
- QM 701QH
- QM 702QH
- QM 703QH
- QM 704QH
- QM 718QH
- QM 720QH
- QM 721QH
- QM 722QH
- QM 723QH
- QM 724QH
- QM 778QH
- QM 779QH

Total: 49 credits

The MSQM:HA program extends across 19 months, divided into five 12-week terms. The two weeks prior to each term are known as Reading Periods, with the intent to prepare students for their upcoming coursework. The faculty will provide reading materials, asynchronous videos, and assignments to complete during the Reading Period as preparation for the upcoming term. During each term, instruction materials will include asynchronous materials as well as synchronous live class sessions and teamwork. Required live class sessions meet virtually every Saturday morning and early afternoons. The program is offered lock-step, with all students within a cohort taking the same classes at the same time.

In addition to the online curriculum, MSQM:HA students have three opportunities for on-campus programming. The first is a mandatory orientation residency at the beginning of the program, which serves as the program launch and an opportunity for students in the cohort to develop a shared sense of community. The second is an optional Leadership intensive residency taking place between Terms 2 and 3. The third is an optional Data Visualization intensive residency taking place between terms 4 and 5.

Sequence

The typical course sequence is below, however, the timing of when courses are offered may shift between calendar years.

- **Term 1**
  - Applied Probability and Statistics
  - Managerial Economics for Health Care
  - Programming for Data Analytics
- **Term 2**
  - Business Fundamentals: Accounting and Finance
  - Business Fundamentals: Marketing and Strategy
  - Data Analytics and Applications
  - Healthcare Institutions and Policy
- **Term 3**
  - Advanced Data Analytics and Applications
  - Electronic Health Records and Data Structures
  - Life Sciences Strategy

- **Term 4**
    - Decision Models
    - Navigating Organizations
    - Value-Based Care
- **Term 5**
    - Analysis of Healthcare Effectiveness & Outcomes
    - Business Communication
    - Ethics and Legal Issues in Health Analytics
    - Provider Operations Analytics

Certificate of Academic Excellence in Finance

Program Code: F-CAEF-C
Degree Designation: Certificate
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/daytime-mba/concentrations-certificates

Program Summary

The Certificate of Academic Excellence in Finance (CAEF) distinguishes Daytime MBA students who focus in the discipline and attain excellent grades in finance courses.

Academic Requirements

To earn the certificate, one must complete a minimum number of Finance electives and achieve a GPA above a specified threshold. Those requirements are:

- A minimum of 10 finance-related electives (beyond the core finance courses).
- A grade-point average of 3.75 or better in these 10 courses. If more than the minimum set of 10 Finance courses are completed, the GPA is calculated over the highest 10 qualifying grades.

Health Sector Management Certificate

Program Code: F-HSM-C
Degree Designation: Certificate
Department: Fuqua School of Business
Website: fuqua.duke.edu/programs/daytime-mba/concentrations-certificates

Program Summary

The Health Sector Management (HSM) Certificate offers an education in the interaction and interdependencies of health-related industries and organizations. Offered across all of Fuqua's MBA programs, as well as to Fuqua MBA alumni, students earn the HSM certificate through a combination of required coursework, industry context electives, and breadth electives.

The HSM curriculum offers a comprehensive approach to studying the entire health care ecosystem, incorporating a range of programming to complement the general MBA curriculum and experience. Students will gain insights across many subsectors of the healthcare industry including pharmaceutical, medical device, biotechnology, health systems, healthcare finance, and more. Students will be prepared to work in any area of the health care landscape, in any role. The HSM Certificate allows for specialization within the Duke MBA, providing in-depth training specific to the business of health care. Seventeen course credits of study are required for successful completion of the HSM certificate.

Academic Requirements

Required Courses

The following courses are required for Duke MBA students pursuing the HSM certificate:

- HLTHMGMT 705-707 (Seminars in Health Care) (705 & 706, Daytime and EMBA; 707, EMBA only)
- HLTHMGMT 710 (Health Institutions, Systems and Policy – HSM Bootcamp) (Daytime and EMBA)
- HLTHMGMT 897E (HSM Project Course) (EMBA only)

Elective Courses

The Daytime MBA Program requires four electives to complete the HSM Certificate. The EMBA Program requires three electives. Sample courses include the following:

- HLTHMGMT 711 (Healthcare Markets) (Daytime and EMBA)
- HLTHMGMT 712 (Medical Device Strategy) (Daytime only)
- HLTHMGMT 714 (Provider Strategy and Operations) (Daytime only)

- HLTHMGMT 715 (Marketing of Health and Wellness) (Daytime only)
- HLTHMGMT 716 (Health Systems and Policy) (Daytime and EMBA)
- HLTHMGMT 717 (Biotechnology and Pharmaceutical Strategy) (Daytime only)
- HLTHMGMT 718E (Life Sciences Strategy) (EMBA only)
- Select additional Fuqua electives may also qualify for HSM Certificate credit.

Nondegree Executive Education Programs

Fuqua's nondegree executive education programs provide professional development for executives and managers across various functions, industries, and geographies. Program participants are equipped with knowledge, strategies, action plans, procedures, and tools that they can immediately apply in their organizations.

Leading Through Negotiation

Leading Through Negotiation is beneficial for a wide range of individuals involved in business transactions, partnerships, or deal-making scenarios. Effective negotiation—whether with partners, employers, managers, clients, or colleagues—is a foundational skill in management and leadership. In addition to negotiating tactics, this program focuses on strategies to use, whether negotiating once or when nurturing a long-term relationship is highly valued. Participants learn how to leverage what makes them different from others to gain a positional advantage. During the program, participants practice their skills by role playing negotiations in a variety of settings, integrating their personal experiences with key principles from exercises and discussions.

Duke Leadership Program

Duke Leadership Program is ideal for anyone with current or anticipated leadership responsibilities, ranging from high-level executives and managers, to managers preparing to take on leadership roles. The program provides a framework for understanding and improving participants' individual leadership styles. Central to the course is a proprietary 360-degree assessment that explores participants' strengths and weaknesses in six leadership domains and identifies specific challenges and opportunities. Participants work one-on-one with experienced executive coaches to develop personalized plans for successful leadership that can be implemented immediately. Learning happens through case discussion, experiential exercises, teamwork, and reflection. Upon completion, participants leave with a Personal Development Plan (PDP) and an Organizational Change Initiative (OCI).

Duke Management Program

Duke Management Program is ideal for those who lead teams, departments, or units where work is accomplished by guiding and managing others. The program is valuable to people of various levels of organizational management, from project managers to people managers. Both new and seasoned managers can benefit from the program. The program translates the science of management into practical insights and actionable strategies. Led by distinguished Fuqua professors who are experts in decision-making, teams, motivation, and conflict management, participants learn to identify obstacles to individual and team success and leverage different techniques to improve team dynamics, manage people and performance, and establish a productive culture.

Leading AI-Era Organizational Transformation

The Leading AI-Era Organizational Transformation program equips executives with the frameworks, practices, and insights needed to enable dynamic change within their organizations. Central to this program are the Organization Transformation (OT) Canvas and People Centered Transformation (PCT) Framework, designed to guide leaders through the complexities of organizational change. Over the course of the program, participants develop an OT Canvas and PCT Framework unique to their organization's challenges. By the program's conclusion, participants will be ready to return to their organization and drive the change envisioned.

Strategic Business Communication

Strategic Business Communication is intended for professionals who want to enhance their ability to influence stakeholders, drive organizational change, effectively communicate their vision, and pitch ideas that resonate. Participants will learn to be seen as authentic, trustworthy, visionary, and pragmatic by harnessing effective tools and techniques of influence. Ultimately, individuals will be better able to drive change through crafting compelling messages, understanding audience psychology, and leveraging storytelling techniques.

Certificate of Leadership and Management

Individual programs can address a specific area of need, but combining multiple programs can address needs on several levels while enhancing overall leadership and business acumen. Whether to strengthen leadership skills or invest in high-potential employees, the Duke Certificate of Leadership & Management is a mark of distinction which communicates values focused on career growth and continuous development. The certificate offers a customizable learning pathway: a solid grounding in leadership that can be tailored with electives in management, communication, negotiation, and more. To earn the certificate, professionals must complete the Duke Leadership Program and three additional electives from Fuqua's Executive Education portfolio within three years.

In-Person Delivery

In-person programs are held at the JB Duke Hotel & Thomas Executive Conference Center located on Duke's West Campus, adjoining the Fuqua School of Business. Visit fuqua.duke.edu/programs/executive-education for a list of in-person programs.

Virtual Delivery

Duke faculty will engage diverse cohorts of leaders in live virtual class sessions and complement the learning experience with their own online teaching via videos, facilitated group discussion/exercises and recommended cases and articles to prepare for class discussion. Visit fuqua.duke.edu/programs/executive-education for a list of virtually delivered programs.

Tailored Programs

Any of these programs can be tailored for a particular organization. Tailored Programs are excellent for addressing challenges and opportunities at the organizational level, as well as nurturing and developing internal talent as force multipliers for achieving strategic aims. Visit fuqua.duke.edu/programs/executive-education or email execed-info@duke.edu for more information and to speak with a member of the Executive Education team.

All Courses

ACCOUNTG501 - Financial Accounting Review

Course Description

This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

No Grade Associated

Units

Min Units:
0

Max Units:
0

ACCOUNTG501W - Financial Accounting Review

Course Description

This course is for Weekend Executive MBA students.

Grading Basis

No Grade Associated

Course Typically Offered

Occasionally

Units

Min Units:
0

Max Units:
0

ACCOUNTG510F - Introduction to Financial Accounting

Course Description

This course provides you with a basic understanding of the construction and interpretation of corporate financial reports which are used by external parties (including investors, creditors, and regulators). Our goal is to help you become informed user of financial statement information. Fulfillment of these objectives involves acquiring several skills: (i) gaining familiarity with business transactions; (ii) understanding how those transactions map into accounting numbers; (iii) developing fluency in accounting terminology; and (iv) appreciating the complexity of accounting due to the (considerable) discretion and judgment involved in implementing accounting rules. The course emphasizes the use of real financial statements, so that you become accustomed to the many variations that these reports take. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG511F - Principles of Cost and Managerial Accounting

Course Description

Managerial accounting is concerned with the internal use of accounting information by managers to plan, control, and evaluate operations and personnel of the firm. The course covers two broad topics: (i) cost management systems and their use in decision making (these systems provide information about the costs of the goods and services sold by the firm, and decisions based on them include break-even analyses, pricing, and make/buy decisions); and (ii) management control systems and their use (control systems help the firm plan, execute, measure, and evaluate its operations). Topics covered include cost structures, costing systems, budgeting, variance analysis, performance measurement and evaluation, and transfer pricing. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG512F - Fundamentals of Financial Analysis

Course Description

This course focuses on financial analysis of a firm and on valuation of its shares. The course provides a framework to analyze and interpret financial statements, exposes students to the publicly available sources of financial information used in capital markets, and develops important Excel modeling skills pertaining to financial planning, analysis, and valuation. The course builds on prior coursework (in financial accounting, strategy, managerial accounting, investments, and corporate finance) by having students: (i) evaluate the financial implications of a firm's articulated strategy; (ii) use that information to project the firm's financial statements several years into the future; and then (iii) apply various valuation techniques (such as free cash flow valuation and multiples approaches) to determine forecasted (target) prices of the firm's shares. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG513Q - Financial Reporting Foundations

Course Description

This course addresses the construction and interpretation of corporate financial reports. The course focuses on two complementary aspects of financial reporting: management's responsibility for applying objective and informed judgment to implement financial reporting standards in preparing corporate financial reports and the financial statement user's interpretation and analysis of those reports. The course will focus on areas of financial reporting with relatively difficult and complex required judgments and estimates. After completing the course, students will be able to work with the FASB's Codification of US GAAP to identify and interpret authoritative guidance. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

ACCOUNTG514Q - Financial Statement Fraud

Course Description

Students will develop increased awareness of fraud in businesses, the circumstances in which fraud arises, techniques for detecting, measuring and preventing fraud, and skills needed to help in the eventual resolution of discovered frauds. This course demonstrates the various aspects of fraudulent financial reporting, including the identification of fraud schemes and analytical techniques in uncovering fraud in financial reports. The course includes written projects on executed frauds in public companies and material weakness reports. Students will gain an understanding of SAS 99 as it pertains to the consideration of fraud in a financial statement audit, the nature of internal controls and the role of initiatives to curb fraud both from the PCAOB and from provisions of the Sarbanes-Oxley Act. The course presumes students have basic knowledge of the following components on Form 10-K: MD&A, financial statements and footnotes, auditor report, and management representations. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

ACCOUNTG515Q - Managing Operational and Informational Risks

Course Description

This course introduces the concepts of (a) Enterprise Risk Management which is the enterprise-wide process applied in a strategic setting to identify potential events that may affect the entity, to manage the risk of these events, and to provide reasonable assurance regarding the achievement of entity objectives. (b) Internal Control which is a process that provides reasonable assurance regarding the achievement of objectives relating to operations, reporting, and compliance. And (c) Fraud Deterrence which entails detecting, preventing, and responding to individuals acting outside the organization's expected standards of ethical conduct for financial or personal gain. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

ACCOUNTG590 - Financial Accounting

Course Description

Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

ACCOUNTG590G - Financial Accounting

Course Description

Focuses on how economic events and transactions are communicated through the financial reporting process in both U.S. and non-U.S. jurisdictions. In this course, students will obtain a basic understanding of (1) the fundamental concepts that support financial reporting systems; (2) the role of judgements and estimates in the preparation and interpretation of financial reports; (3) how to read, analyze and interpret financial reports prepared in different countries; (4) the major differences across countries in financial reporting and some implications of those differences. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:
3

Max Units:
3

ACCOUNTG590W - Financial Accounting

Course Description

Introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis, using cases and topical problems in financial accounting as a foundation for the learning experience. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG591 - Managerial Accounting

Course Description

Concerns how to do the practice of operating a business using financial and, in some cases, non-financial information. Helps students appreciate how information supplied by the internal information system can be used for planning and controlling operations, and for measuring the performance and motivating personnel. The course integrates accounting with ideas from microeconomics, data analysis, decision analysis, finance, and operations management. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG591G - Managerial Accounting

Course Description

Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

ACCOUNTG591W - Managerial Accounting

Course Description

Emphasizes the use of accounting information for internal purposes as opposed to the external disclosure focus of the financial accounting course. The design of management accounting systems for planning and controlling operations, and for motivating personnel is covered. The course integrates accounting with ideas from microeconomics, data analysis, finance, and operations management. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

ACCOUNTG592 - Detecting Earnings Management

Course Description

Provides an in-depth examination of periodic reported performance of public corporations. Helps students appreciate the factors influencing reported performance, with a focus on evaluating earnings quality by considering incentives to manage earnings, and places in the financial reporting system requiring managerial discretion. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Accounting 590.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

ACCOUNTG596 - Accounting for Mergers and Acquisitions

Course Description

Examines advanced topics in financial accounting from the perspective of the professional accountant. Specific attention is devoted to the accounting and reporting problems of complex corporate enterprises. Topics include consolidated financial statements, foreign currency transactions, and international reporting issues. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Accounting 590.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG597 - Financial Statement Analysis

Course Description

Provides a broad framework for using financial statement information in a variety of business analysis contexts. Students first develop an understanding of a firm's competitive strategy through the use of techniques such as ratio analysis and prospective analysis. Topics in the second portion of the course include intangible assets, international accounting, earnings quality, and earnings management. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG598 - Valuation and Fundamental Analysis

Course Description

How does one identify under-valued and over-valued stocks based on financial statement information? That is the focus of this course, using cases developed from (real) financial statements. It provides students with a strong theoretical and practical understanding of equity valuation and stock selection methods used by financial managers, investment professionals, securities analysts, and portfolio managers. It covers several approaches including relative valuation (price-multiples) and discounted attributes models (such as free cash flows and residual income), focusing on their implementation using financial statement data and accompanying notes. This course is designed for Daytime MBA and Accelerated Daytime MBA students. Recommended prerequisite: Accounting 590.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG598E - Valuation and Fundamental Analysis

Course Description

Emphasizes the role of financial statement information in equity valuation, using cases developed from (real) financial statements. The course is intended to provide students with a strong theoretical and applied understanding of the equity valuation and stock selection approaches used by financial managers, investment professionals, securities analysts, and portfolio managers. The approaches covered include relative valuation (price-multiples) and discounted payment models (such as free cash flows and residual income). The course focuses on the implementation of these models using information reported in the financial statements and notes thereto. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG601 - Taxation and Global Management Decisions

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG894 - Special Topics

Course Description

Permits the study of special topics in Accounting on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
1

Max Units:
2

ACCOUNTG894E - Special Topics

Course Description
Permits the study of special topics in accounting on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
2

ACCOUNTG896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG898G - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG898W - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Weekend Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

ACCOUNTG899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
1

Max Units:
3

CLIMATE504N - Business, Communication, and Culture

Course Description
Course offered to International Students who will be attending the MBCS program for the first time. This course is for Master of Business, Climate and Sustainability students.

Grading Basis
No Grade Associated

Course Typically Offered
Summer Only

Units

Min Units:
0

Max Units:
0

CLIMATE664N - The Physical Science of Climate Change

Course Description

The overarching goal of this course is to develop a fundamental and integrated understanding of the physical science of climate change. We will begin with a discussion the scientific evidence showing that the Earth is warming and place this in the context of international climate change agreements. We will then delve into the physical science basis of climate change and discuss the latest understanding of human impacts on climate. We will then focus on understanding the sources of greenhouse gases, explore the potential of alternative low-carbon and carbon-free energy sources in the context of stabilizing atmospheric greenhouse gas concentrations, and discuss potential geoengineering options to mitigate climate change. Finally, we will delve into specific strategies for tackling climate change in Duke University's Climate Action Plan. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

CLIMATE666N - Climate Impacts

Course Description

Course covers the effects of climate change on humans, the economy, and natural systems, with an emphasis on interactions between these domains and the unequal social and geographic distribution of negative impacts. The course will also address climate-related risks to business operations and supply chains, as well as potential adaption measures. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

CLIMATE668N - Climate and Energy

Course Description

This course introduces the energy system from a climate perspective, examines how the ways in which we supply and use energy affect greenhouse gas emissions, and explores low-carbon alternatives. The class approaches the mitigation challenge by discussing how the energy system itself is organized: how we got to where we are today, how the existing system operates, what might be feasible going forward, and how we can leverage the forces driving change for a more sustainable future. An energy system perspective is essential to this understanding, and therefore frames the course. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

CLIMATE669N - Climate Reporting and Carbon Accounting

Course Description

This course introduces students to accepted standards and accounting frameworks for measuring and reporting greenhouse gas emissions associated with business operations. Topics include development of greenhouse gas inventories, U.S. and international regulatory requirements, and reporting. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE670N - Climate Economics and Policy

Course Description

This course explores the economics of climate change and related public policies. Key topics include the social cost of carbon, the design and evaluation of climate mitigation policies across sectors, the economics of climate adaptation, and, briefly, the role of climate finance and climate justice. Students will engage with conceptual and methodological topics from cutting-edge economic research, as well as with policy debates in the United States and globally. By the end of the course, students will have gained a deeper understanding of the economic dimensions of climate change and developed practical skills in applying economic analysis to generate quantitative evidence that supports climate policies and strategies in both the public and private sectors. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE671N - Decision Analytics for Business and Sustainability

Course Description

You'll learn to make data-informed business decisions using decision trees, linear and logistic regression, simulation, and optimization. You'll use Excel and write Python code with the help of generative AI. You'll also analyze sustainability-focused applications and beyond, from forecasting renewable energy generation to setting up biofuel production networks.We'll also discuss how quantitative model and computation facilitate the design of incentive contracts for innovation. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE672N - Financial and Managerial Accounting

Course Description

The course provides a foundation for understanding and using accounting information, starting with basic concepts underlying financial reports prepared to inform external users such as investors and lenders. Building on those basic concepts, students will be introduced to the use of accounting information for internal decision-making and performance evaluation. The course will focus on climate-related applications, such as incorporating climate and sustainability considerations in operating and investing decisions. Students will also develop the ability to communicate effectively in financial terms to both internal and external users of accounting information. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE673N - Climate Finance

Course Description

The course in Climate Finance covers core finance concepts with a focus on their application to climate-related challenges. It introduces a set of tools for analyzing the investment and financing decisions of individuals and firms, including the time value of money, valuation of bonds and stocks, the cost of capital, determining cash flows, net present value (NPV) decision-making, and firm valuation. These ideas are applied to climate finance-relevant problems such as the pricing of 'Green' bonds and their role in financing projects that have a positive environmental impact and the impact that ESG-related considerations have on the cost of capital. The basic theoretical underpinnings of the various topics are discussed as they are necessary for competent financial analysis. Because of the practical importance of the material and as an illustration of the relevant theory, several examples and cases are discussed throughout the course. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE674N - Marketing Management: Strategy, Sustainability, and the Environment

Course Description

This course provides a rigorous foundation in marketing management, with a focus on how businesses can create value for customers, compete effectively, and deliver sustainable growth while addressing pressing environmental challenges. Students will learn to analyze markets through the 3 Cs (customer, company, competition) and design strategies using the 4 Ps (product, price, promotion, place). Core topics include customer psychology and decision-making, customer lifetime value, segmentation and targeting, branding, pricing strategies, and channel management. Cases and guest speakers highlight firms that balance profitability with environmental and social impact, preparing students to develop marketing strategies that achieve product-market fit while advancing sustainability goals. The course culminates in student projects that apply marketing frameworks to real-world environmental challenges. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE675N - Sustainable Operations

Course Description

This course equips students with the critical knowledge and tools necessary to transform businesses through the integration of sustainable practices into firm operations. This transformation aims not only to boost probability but also to ensure a positive environmental and social impact. The course is composed of two parts which, collectively, serve to build a foundation of operations knowledge and discuss how sustainability can be incorporated into a firm's operations. The first part introduces the fundamentals of operations and supply chain management, exploring the importance of addressing long-term capacity issues, managing process variability, and optimizing inventory to balance demand and supply in business processes. The second part illustrates the critical role of operations in achieving a firm's sustainability goals and, utilizing life cycle assessment as a pivotal tool, examines sustainability challenges across various stages of the supply chain. Students will engage in an in-depth analysis of sustainable material sourcing, strategies for reducing carbon footprints, the integration of green logistics, and the implementation of circular business models. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE676N - Climate and Strategy

Course Description

This course covers the principal elements of how business is affected by climate change, and the role that business practices have in limiting or contributing to potential changes. This is done in the context of how to identify business opportunities in dynamic competitive environments, including an emphasis on the role of climate change. Students will develop the skills necessary to be an effective strategy analyst as part of a business addressing climate change. The course tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm's strategic position with respect to rivals, the larger industry, and customers given the firm's internal resources and capabilities. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE677N - Leading for Sustainability

Course Description

Leading for sustainability will cover basic skills for managing and leading others, including motivating others, designing incentive systems, leading teams, and making effective decisions. These topics will include applications to sustainability, such as creating effective internal metrics for measuring and rewarding sustainable behavior. The course will also examine the challenges of leading organizations to incorporate and execute on sustainable goals. The course will analyze the dynamics of power and politics in organizations, the challenges of polarization among stakeholders, and strategies for leading organizational change. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE678N - Climate Innovation

Course Description

The course goal is to introduce how organization can respond to climate change through innovation. Innovation could change new strategies, new business models or practices, as well as product and service development. This course will be developed over the course of the year with the Fuqua and Nicholas faculties. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE686N - Navigating Impact: Skills, Teams, and Purpose for the Modern Professional

Course Description

This interdisciplinary mini-course is designed to equip students with the practical tools, collaborative mindsets, and self-awareness needed to thrive in dynamic professional environments. Through a blend of technical workshops, team-based challenges, career development labs, and wellness activities, students will explore how to manage projects, work effectively in teams, and chart meaningful career paths—all while maintaining a strong sense of identity and well-being. This course is for MBCS students.

Grading Basis

Credit / No Credit

Course Typically Offered

Occasionally

Units

Min Units:

1

Max Units:

1

CLIMATE896N - Practicum

Course Description

The two-term practicum will provide an extended period for students to engage deeply in the application of climate and business and gain applied professional experience ahead of graduation. The practicum is designed to assist students in developing team-based business and project management skills through the application of content learned in the MBCS program, to real challenges facing business and other community-based organizations. More specifically, in the context of business and climate, the course emphasizes development of the following skills: identifying and understanding the needs of an organization; engaging with a client to develop a project plan focused on solving the client's problem; researching and applying program content to complete the project; gathering, analyzing, and synthesizing information; communicating with the client to move the project forward, to summarize findings, and to make recommendations. Projects will be sourced domestically and internationally and will be scoped to fit the two term (approximately 12 week) timeframe. We will match students to projects based on student interest, and faculty will serve as advisors and provide project oversight. This course is for MBCS students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

CLIMATE899N - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for MBCS students. Prerequisite: Consent of the programmatic dean and instructor.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

1

Max Units:

3

DECISION502 - Summer Mathematics Review

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
No Grade Associated

Units

Min Units:
0

Max Units:
0

DECISION502F - Business Math Review

Course Description
This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. This course provides a review of important mathematical concepts involved in formulating and analyzing business problems. Topics are taught from an applications perspective, specifically applied to business problems. Each class session is organized to provide a brief overview of the session topic followed by the opportunity for students to solve a series of problems focused on business applications of the topic. Specific math topics included are using math to represent business problems, linear equations, quadratic equations, linear inequalities, functions, derivatives and their applications, the time value of money, and discounting. This course is for MMS: Foundations of Business students.

Grading Basis
No Grade Associated

Units

Min Units:
0

Max Units:
0

DECISION516F - Quantitative Business Analysis

Course Description
Introduces a framework for thinking about business problems involving decisions under uncertainty and, building on this framework, develops tools for interpreting data. The course covers foundation in probability theory, statistical inference and regression analysis. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Course Typically Offered
Summer Only

Units

Min Units:
3

Max Units:
3

DECISION517F - Spreadsheet Modeling and Decision Analysis

Course Description

Successful management requires the ability to make good decisions by responding to challenges and taking advantage of opportunities in complex situations. However, many decision problems -- particularly those involving many uncertainties and many variables -- are difficult to grasp intuitively, and their stakes may be too high for trial and error. In such cases, spreadsheet models may be useful for exploring, evaluating, and improving the alternatives in a systematic fashion. This course provides an introduction to the 'art' as well as the 'science' of decision modeling with Microsoft Excel. The ideas and skills learned in this course are applicable in most areas of business. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

DECISION518Q - Applied Probability and Statistics

Course Description

Management decisions are increasingly data-driven and supported by quantitative arguments, yet these decisions are necessarily made under conditions of uncertainty. This course introduces a framework for thinking about data-driven problems involving uncertainty and develops probabilistic and statistical tools for understanding, analyzing, and interpreting data. Specifically, the objective of the course is to provide an appropriate foundation in applied probability and statistics necessary for data-driven quantitative managerial decision-making and for subsequent courses in the program. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

DECISION519Q - Data Infrastructure

Course Description

This course explores the fundamentals of data storage, cleansing, and retrieval. We will examine structured versus unstructured data, relational database design, and data integrity issues. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

DECISION520Q - Data Science for Business

Course Description

This course will investigate how data can be used to directly impact business decisions. The volume, variety, and velocity associated with currently available data motivate an important paradigm for data-driven decision-making in business. Beyond extracting information from data, and creating data-driven, real-time autonomous decision making systems, the data itself should be thought of as an asset for current and future use. In this course, we will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will focus on (1) general principles that are long lasting despite the rapidly changing technology; (2) specific algorithms/technologies that are currently being used in many industries; and (3) 'hands-on' analyses of actual datasets to develop methodologies. Ultimately, the course aims to develop 'data-analytic' thinking. This should enable you to evaluate how data can improve performance, identify opportunities, and assist in decision making for managers. The understanding of the principles of data mining techniques will allow you to interact effectively with experts/consultants, and to quickly conduct pilot studies. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

DECISION521Q - Decision Analytics and Modeling

Course Description

Successful management requires the ability to recognize a decision problem, understand its essential features, and make a smart choice. However, many decision problems — particularly those involving uncertainty or many variables — are difficult to grasp intuitively. In these cases we may benefit from using a computer-based mathematical model to explore and evaluate the possibilities in a systematic fashion. This course introduces several commonly used modeling frameworks and provides an introduction to the art and science of modeling decisions. The ideas and skills learned in this course are applicable in most areas of business. The course is divided into 3 parts: (a) the use of decision trees for structuring decision problems under uncertainty; (b) Monte Carlo simulation, a technique for simulating decision situations with many uncertainties; (c) optimization, an approach for finding the best possible solution in problems with many decision variables and constraints. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

DECISION522Q - Data Visualization

Course Description

This course explores techniques to effectively communicate information about data using graphical means. We will utilize popular data visualization tools such as Tableau, Crystal Report, and/or R. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

DECISION523Q - Fraud Analytics

Course Description

The cutting edge of fraud detection now combines data analytics with expert analysis. With the processing power and volume of data available to most large businesses, it is now possible to use quantitative techniques to identify potentially fraudulent behavior. In some cases, this behavior can be identified without ever having previously seen the potential fraud pattern. But when a new fraud pattern is detected, these techniques can help identify potential perpetrators and put corrective measures into place. This course will explore analytics techniques currently being used to identify and prevent fraud. They will be looked at in relevant business contexts. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

DECISION546Q - Modern Analytics

Course Description

This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

DECISION561F - Foundations of Data Analytics

Course Description

This course examines the core ideas behind data science, challenges associated with data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) 'hands-on' analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, and others. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

2

Max Units:

2

DECISION563Q - Programming for Data Analytics

Course Description
This course is for MQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Summer Only

Units

Min Units:
3

Max Units:
3

DECISION610 - Foundations of Business Analytics

Course Description
Examines structures for managerial decision making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

DECISION610G - Foundations Of Business Analytics

Course Description
Develops students' ability to make inferences and predictions from data. Special emphasis is placed on using statistical analysis in managerial decision making. Topics include exploratory data analysis, probability distributions, sampling and inference, and regression analysis. This course is for Global Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

DECISION610W - Foundations Of Business Analytics

Course Description

Examines structures for managerial decision making under conditions of partial information and uncertainty. After developing a foundation in probability theory, the course extends this foundation to a set of methodologies for the analysis of decision problems. Included are topics in probability, statistical inference, and regression analysis. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

DECISION611 - Decision Models

Course Description

Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

DECISION611G - Decision Models

Course Description

Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

DECISION611W - Decision Models

Course Description

Enhances students' ability to address complex management problems through the use of formal modeling and quantitative analysis techniques. Special emphasis is placed on decision making under conditions of uncertainty and constrained resources. Analytical techniques include decision analysis, Monte Carlo simulation, and optimization. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

DECISION614 - Forecasting

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

DECISION616 - Software Tools for Analytics

Course Description

Provides students with the exposure required to achieve functional literacy with Fuqua's core set of business software tools. Classroom demonstrations show the principal features of the software and how it might be used in core course work for the MBA program. Students demonstrate their own competence with the tools by completing a set of required computer assignments on which the course grade is based. Course is available online in advance of the term for students who want to work ahead. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
2

Max Units:
2

DECISION617 - Information Management

Course Description
Business intelligence (BI) tools allow a PC user to manage large amounts of data: Writing queries, gathering data from multiple sources, creating visualizations, and generating reports and dashboards. Information Management focuses on BI tools and their growing capabilities. The course is organized around data extraction, transformation, and load (ETL) operations as well as small system building, automation, visualization, and effective presentation. The student completes practical tasks and projects that illustrate the features and functions of Excel and Tableau software. The only prerequisite is familiarity with Excel. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Spring Only

Units

Min Units:
3

Max Units:
3

DECISION617E - Information Management

Course Description
Business intelligence (BI) tools allow a PC user to manage large amounts of data: Writing queries, gathering data from multiple sources, creating visualizations, and generating reports and dashboards. Information Management focuses on BI tools and their growing capabilities. The course is organized around data extraction, transformation, and load (ETL) operations as well as small system building, automation, visualization, and effective presentation. The student completes practical tasks and projects that illustrate the features and functions of Excel and Tableau software. The only prerequisite is familiarity with Excel. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

DECISION618 - Data Analytics for Business

Course Description
Investigates how data can be used to directly impact business decisions. We will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) 'hands-on' analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, social media analysis, network of systemic risk, real-time online advertisement, text mining, and data mining contests. Ultimately, the course aims to develop 'data-analytic' thinking. This should enable you to evaluate how data can improve performance, identify opportunities, and assist in decision making for managers. The understanding of the principles of data mining techniques will allow you to interact effectively with experts/consultants, and to quickly conduct pilot studies. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

DECISION618E - Data Analytics for Business

Course Description

Investigates how data can be used to directly impact business decisions. We will study the core ideas behind data mining, challenges associated with big data, and the interplay between data science and business decisions. We will focus on (i) general principles that are long lasting despite of the rapid changing technology; (ii) specific algorithms/technologies that are currently being used in many industries; and (iii) 'hands-on' analyses of actual datasets to develop methodologies. A variety of real life examples will be discussed such as customer retention, health risk prediction, social media analysis, network of systemic risk, real-time online advertisement, text mining, and data mining

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

DECISION619 - Digital Platforms

Course Description

This course focuses on three fundamental features of digital platform design and implementation: market creation and design, the role of data and information, and the impact of interconnectedness and networked world. Today's and tomorrow's leaders need to understand these elements and have a workable knowledge on how to think about these issues when making business decisions and when thinking about old (and new) business problems. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

DECISION619E - Digital Platforms

Course Description

This course focuses on three fundamental features of digital platform design and implementation: market creation and design, the role of data and information, and the impact of interconnectedness and networked world. Today's and tomorrow's leaders need to understand these elements and have a workable knowledge on how to think about these issues when making business decisions and when thinking about old (and new) business problems. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

DECISION894 - Special Topics

Course Description

Permits the study of special topics in decision on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

DECISION894E - Special Topics

Course Description

Permits the study of special topics in decision on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

DECISION896 - Practicum

Course Description

Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

DECISION898 - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

DECISION898E - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

DECISION898G - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

DECISION898W - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

DECISION899 - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Graded

Units

Min Units:	Max Units:
1	3

ENRGYENV625 - Energy, Markets and Innovation

Course Description

This course will use recent case studies to explore how ongoing changes in energy supply, demand, and technology are affecting energy markets and the businesses that operate within them. The specific transformations that will be explored include shale gas and shale oil, renewable power generation, energy efficiency retrofits in buildings, and recent government environmental regulations/incentives. Changes in these areas will be analyzed in terms of business strategy, investment, and stakeholder engagement, as well as in terms of broader market dynamics. The course will emphasize business opportunities/ challenges in U.S. energy markets, but because these are tied to international markets, the latter will also be considered where relevant. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:	Max Units:
3	3

ENRGYENV625E - Energy, Markets and Innovation

Course Description

The energy industry is one of the world's largest and fastest-growing industries. Emerging markets are building out infrastructures to meet rising energy needs, while developed markets are adapting their systems to balance reliability, cost, and environmental considerations. In this course, we will apply economics, finance, and strategy tools to understand energy markets, with a focus on electricity in the United States. Through readings, case studies and simulations, we will consider the dynamics of supply and demand, industry structure, technology, and prices; explore how value is created and how risks are managed. We will also examine the role of public policy and regulation in shaping energy markets. This class is designed to meet the learning needs of students with experience in the energy industry, but also to provide a valuable introduction to energy markets and issues for non-specialists. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:	Max Units:
3	3

ENRGYENV628 - Edge Seminar Series 1

Course Description

Meeting on select Wednesdays during Fall 1 and Fall 2 terms, the EDGE Seminar on Energy & Environment gives students a unique opportunity to learn about today's most important energy issues directly from senior business executives. Students engage in candid conversations with influential industry leaders in a small-group setting. The seminars present a variety of industry perspectives and cover topics ranging from global energy market economics and finance, to energy system transformation, and clean-tech commercialization and entrepreneurship. This year, the Fall Series will focus on energy-related themes, while the Spring will address environmental sustainability issues (e.g. food and agriculture, water, ecosystems, supply chains, etc.). Different seminar speakers are selected each semester, and students can enroll for the seminar up to two times over their degree program. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1.5

Max Units:

1.5

ENRGYENV629 - Edge Seminar Series 2

Course Description

Meeting on select Wednesdays across Spring 1 and Spring 2 terms, the EDGE Seminar on Energy & Environment gives students a unique opportunity to learn about today's most important energy and environment industry issues directly from senior business executives. Students have a chance to engage in candid conversations in a small-group setting with influential industry leaders. The seminars are designed to present a variety of energy and environment perspectives and cover topics ranging from global energy market economics and finance, to corporate sustainability, energy system transformation, and clean-tech commercialization and entrepreneurship. Seminar speakers vary by semester. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1.5

Max Units:

1.5

ENRGYENV894 - Special Topics

Course Description

Permits the study of special topics in decision on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

1

Max Units:

2

ENRGYENV895 - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
6

Max Units:
6

ENRGYENV896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

ENRGYENV897E - Concentration Project

Course Description
An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
6

Max Units:
6

ENRGYENV898 - Special Topics

Course Description

Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

ENRGYENV898E - Special Topics

Course Description

Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

ENRGYENV898H - Special Topics

Course Description

Permits the study of special topics in energy and/or environment on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
1.5

Max Units:
1.5

ENRGYENV899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Consent of associate dean and instructor.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
1

Max Units:
3

ENTREPRN897E - Concentration Project

Course Description
An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
6

Max Units:
6

FINANCE524F - Foundations of Capital Markets

Course Description
This course provides a rigorous treatment of the fundamental principles of asset valuation, investments, and investment management. Topics include time value of money and discounting, diversification and risk, arbitrage and hedging, asset allocation, asset pricing models (including the capital asset pricing model (CAPM), factor models, and consumption based asset pricing), active portfolio management, performance evaluation, and the interaction between capital markets and the macro economy. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

FINANCE525F - Foundations of Corporate Finance

Course Description

This course examines important issues in corporate finance from the perspective of financial managers who are responsible for making investment and financing decisions. The concept of net present value, suitably adapted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect the value of the firm. A key component of the course is the coverage of capital budgeting, first without and then with uncertainty. Throughout, emphasis is placed on the interaction between (corporate and personal) taxes and the cost of capital. The course also includes a treatment of dividend policy and capital market efficiency, as they relate to the value-maximization objective of the firm. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE526Q - Introductory Finance

Course Description

This course covers all the basic concepts in finance—discounting, equities, bonds, portfolio diversification, CAPM, and WACC. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

FINANCE527Q - Intermediate Finance

Course Description

This course covers the key concepts in portfolio management. Key topics include mutual funds, multifactor models, asset classes and asset allocation, foreign exchange markets, international investment and capital budgeting, hedge funds, private equity and venture capital. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:
3

Max Units:
3

FINANCE528Q - Derivatives

Course Description

Explores key issues in derivatives and financial risk management. It develops tools for valuing and modeling the risk exposures of derivatives, with the ultimate goal of deploying these instruments in a corporate or financial risk management setting. The course is divided into three parts, covering (1) linear instruments including forward, futures and swaps, (2) non-linear instruments such as options, and (3) corporate finance and risk management applications of both types of instruments. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

FINANCE529Q - Fixed Income Securities

Course Description

This course covers key concepts in fixed income securities including: bond pricing and term structure of interest rates, interest rate risk management, interest rate derivatives, inflation, fed funds and monetary policy, term structure modeling, continuous time modeling, and no arbitrage modeling. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

FINANCE530Q - Financial Risk Management

Course Description

This course covers the main concepts of financial risk management for banks and asset managers. These include: risk management for banks (mortgages, prepayment risks, commercial loans, credit risk, Basel Accords, capital requirements, stress testing) as well as risk management for asset managers (security selection, selection of weights, systematic risk of portfolio). This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

FINANCE645 - Financial Management

Course Description

This course provides an introduction to fundamental concepts in finance. The main objective is to develop a set of tools for analyzing the investment and financing decisions of individuals and firms. The course's topics form the foundation for subsequent courses in corporate finance, corporate valuation, investments, and financial derivatives. More specifically, the course is organized around three main concepts: present value, diversification and risk, investment decisions. The course emphasizes the development of problem-solving skills based on a good understanding of general principles that can accommodate the constantly evolving nature of the business environment. The basic theoretical underpinnings of the various topics are discussed as they are necessary for competent financial analysis. Because of the practical importance of the material and as an illustration of the relevant theory, several examples and cases are discussed throughout the course. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

FINANCE645G - Financial Management

Course Description

This course provides an introduction to fundamental concepts in finance. The main objective is to develop a set of tools for analyzing the investment and financing decisions of individuals and firms. The course's topics form the foundation for subsequent courses in corporate finance, corporate valuation, investments, and financial derivatives. More specifically, the course is organized around three main concepts: present value, diversification and risk, investment decisions. The course emphasizes the development of problem-solving skills based on a good understanding of general principles that can accommodate the constantly evolving nature of the business environment. The basic theoretical underpinnings of the various topics are discussed as they are necessary for competent financial analysis. Because of the practical importance of the material and as an illustration of the relevant theory, several examples and cases are discussed throughout the course. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

FINANCE645W - Financial Management

Course Description

This course provides an introduction to fundamental concepts in finance. The main objective is to develop a set of tools for analyzing the investment and financing decisions of individuals and firms. The course's topics form the foundation for subsequent courses in corporate finance, corporate valuation, investments, and financial derivatives. More specifically, the course is organized around three main concepts: present value, diversification and risk, investment decisions. The course emphasizes the development of problem-solving skills based on a good understanding of general principles that can accommodate the constantly evolving nature of the business environment. The basic theoretical underpinnings of the various topics are discussed as they are necessary for competent financial analysis. Because of the practical importance of the material and as an illustration of the relevant theory, several examples and cases are discussed throughout the course. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

FINANCE646 - Corporate Finance

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

FINANCE646E - Corporate Finance

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

FINANCE647 - Investment

Course Description

This class provides a rigorous treatment of the fundamentals of investments, investment management, and asset pricing. Topics include asset allocation, asset pricing models, portfolio management, performance evaluation, the interaction between capital markets and the macro economy, as well as alternative investments such as hedge funds and private equity. The course should be valuable from the perspective of the individual investor, the corporate financial manager, and the investment manager. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:	**Max Units:**
3	3

FINANCE647E - Investment

Course Description

The objective of this course is to develop an understanding of the institutional structure and fundamental concepts of asset valuation in financial markets. Some analytical tools will be developed to study the valuation of different types of securities. The course is structured in three parts. The first part deals with the institutional background of security markets. Particular emphasis is placed on fixed income markets. Second, the concepts of market microstructure are introduced. For example, we examine such questions as: What is liquidity and how is it created? The final part of the course examines the recent advances in asset valuation (asset pricing theory). This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:	**Max Units:**
3	3

FINANCE648 - Derivatives

Course Description

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

Grading Basis

Graded

Units

Min Units:	**Max Units:**
3	3

FINANCE650 - Structuring and Regulating Financial Transactions

Course Description

This course examines the innovative areas of legal practice involving Structuring Commercial and Financial Transactions. Course examines bankruptcy, securities law, corporation law, secured transactions, finance, international capital markets, and tax. This Finance course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

FINANCE651 - Entrepreneurial Finance & Venture Capital

Course Description

The course is designed to introduce to the challenge and pitfalls of financing new enterprises. Broadly speaking, entrepreneurial financing decisions have a life cycle. The cycle begins with identifying opportunities, moves to marshaling resources to take advantage of these opportunities and executing the business plan, and ends with harvesting the venture's success. Accordingly, the course has three sections: Identifying and Valuing Opportunities, Structuring Deals, and Harvesting Opportunities. This course complements Finance 660, Venture Capital and Private Equity. Students would benefit from being exposed to the material in both courses. Entrepreneurial Finance focuses on the perspective of the entrepreneur, while VCPE focuses on that of the venture capitalist. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Finance 646 (Corporate Finance) or Finance 525F, taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken either of these courses, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

FINANCE652 - Project Finance

Course Description

This course focuses broadly on project finance, which is lending that relies exclusively or mainly on the cash flows generated by the project to repay loans and earn a return on investment. Such financing is called 'non-recourse' or 'limited recourse' financing and is done via large syndicates of banks and (or) large institutions like the European Investment Bank or the World Bank. Project finance can be contrasted with corporate lending that focuses more on the balance sheet of the borrower. While corporate finance principles are important, one of the key distinctions we discuss is the profound difference between Corporate Finance and Project Finance as disciples and in practice. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

FINANCE653 - Fixed Income Securities

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE654 - Advanced Corporate Finance

Course Description

Examines in depth the major financial decisions faced by the firm. Topics include dividend policy and capital structure decisions of the firm, as well as the pricing of various financial instruments. While the major emphasis of the course is on the traditional and recent theories regarding corporate financial decision making, much time is devoted to the consideration of empirical evidence supporting/refuting the various theoretical propositions. Time permitting, some special topics such as mergers and acquisitions and lease financing will be considered. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Finance 646 (Corporate Finance) or Finance 525F, taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken either of these courses, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FINANCE655 - International Corporate Finance

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE656 - Global Asset Allocation and Stock Selection

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE657 - Financial Engineering

Course Description

The objective of the course is to provide the quantitative tools which are necessary to price a variety of derivative instruments and to hedge the often substantial risks that are involved in taking positions in derivatives. The course is very applied by nature, with a focus on models and techniques that are currently being used in practice. The techniques are applied to the most recently available data in a series of practical exercises. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE658 - Corporate Restructuring

Course Description

Application of skills learned in Corporate Finance to real world cases. Intended for those entering corporate finance departments of large corporations or banks; M&A, divestiture, and spin off consultants; careers in finance/operational restructuring of public and private companies. The first half covers board governance of firms, mergers and acquisitions, leveraged buy outs and the role of finance and consulting professionals in domestic and international transactions. The second half covers operational and financial merger integration and the firm in financial/operational distress. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Finance 646 (Corporate Finance) or Finance 525F, taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken either of these courses, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FINANCE658E - Corporate Restructuring

Course Description

This interdisciplinary course examines the finance, economics, law and business strategies that underlie major corporate restructuring transactions. These transactions include: mergers, acquisitions, tender offers, leveraged buyouts, leveraged cashouts, divestitures, spin-offs, equity carve-outs, share repurchases and the creation of tracking stock. Students will be expected to do fundamental analysis of relatively complicated corporate transactions involving aspects of financial economics, corporate strategy and corporate law. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE659 - Emerging Markets Corporate Finance

Course Description

Exploration of the corporate finance issues that are special to emerging economies. These economies will likely provide substantial growth opportunities in the world economy in the new millennium. The recent crises in Latin America and Asia reinforce the importance of having a better understanding of these markets. The goal of this course is to explore the finance side of emerging markets. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE660 - Private Capital Markets

Course Description

Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Finance 646 (Corporate Finance), taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken Finance 646, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FINANCE660E - Venture Capital and Private Equity

Course Description

Focus on how financial, legal, and economic issues are dealt with in the financial contracts between venture capitalists and their limited partners and between venture capitalists (or other private equity investors) and the firms in which they invest. Emphasis on the perspective of the venture capitalist rather than that of the entrepreneur or manager. Examines not only how venture capitalists provide capital to start-up firms in growing industries, but also how private equity markets provide capital to help established medium-sized firms (often family businesses) grow and restructure. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE661 - Raising Capital and Financial Technologies

Course Description

This course covers capital raising by firms—traditional methods as well as new market disruptions through financial innovations and financial technologies. Topics to be covered in this course include the role of financial intermediaries—such as commercial banks and investment banks—in the capital raising process, the decision to go public, bank debt, public debt markets, securitization, peer-to-peer lending, rewards based and equity based crowdfunding, digital footprints and other recent developments in financing. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: Finance 646 (Corporate Finance) or Finance 525F, taken in advance of or in parallel to this course, is necessary for enrollment. Students who have not taken either of these courses, but who have a depth of experience working in corporate finance, may request permission from the instructor to be enrolled.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FINANCE662 - Real Estate Entrepreneurship

Course Description

Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate—residential, office, retail, and land—from an investment and development standpoint. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE662E - Real Estate Entrepreneurship

Course Description

Focus on the real estate entrepreneur who desires to take advantage of inherent inefficiencies in his or her local real estate market for profit opportunities. Course provides the student with the analytical tools needed to evaluate real estate projects effectively; cases and outside speakers provide numerous examples. Topics include the operational framework, market environment, real estate investment analysis, legal environment, and tax environment. Review of various types of real estate residential, office, retail, and land from an investment and development standpoint. Course is crosslisted with Law 378. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE663 - International Finance

Course Description

During this course you'll assume the role of a CEO facing major operating, financing and investment decisions in the international arena. You´ll learn to insure against forex risk via forwards, money market- and option hedges, calculate cash flows and discount rates for foreign operations, estimate optimal liquidity and leverage in international subsidiaries, and structure global equity portfolios, IPOs and cross-border M&As. The course has been designed as a workshop—focused on the essentials, fully case-based, and highly practical: there are no theory lectures. The classroom is a shop-floor where all students are expected to work intensively on their laptops in each and every session, using the Crystal Ball simulation software. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FINANCE894 - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
1

Max Units:
2

FINANCE894E - Special Topics

Course Description
Permits the study of special topics in finance on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

FINANCE895 - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
6

Max Units:
6

FINANCE895E - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Global Executive MBA and Weekend Executive MBA students. Department consent required.

Grading Basis
Graded

Course Typically Offered
Spring Only

Units

Min Units:
3

Max Units:
3

FINANCE896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

FINANCE897E - Concentration Project

Course Description
An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
6

Max Units:
6

FINANCE898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

FINANCE898E - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE898G - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FINANCE899 - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Graded

Units

Min Units:
1

Max Units:
3

FUQINTRD501 - R Programming Workshop

Course Description

This workshop provides a fundamental overview of programming skills for graduate business students. We use R as the underlying language because it is one of the most common programming languages used in data analytics due to its flexibility and simplicity. The workshop will prepare you for courses that use R as a programming language. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

No Grade Associated

Course Typically Offered

Fall Only

Units

Min Units:

0

Max Units:

0

FUQINTRD531Q - Business Fundamentals

Course Description

The goal of this course is to give students an understanding of general business principles to enhance their effectiveness in the organizations they work for and lead in the future. The course is designed for students with limited previous exposure to the business topics of accounting, finance, operations management, marketing, and strategy. This structure is intended to provide a coherent introduction to a broad range of business topics, rather than a detailed treatment of any individual topic. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

FUQINTRD532Q - Capstone Project

Course Description

In this capstone, students will work in teams to apply what they have learned in the MQM program to a real-world problem. Analyses will be presented to an audience of peers and faculty. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

6

Max Units:

6

FUQINTRD534Q - Managing Cybersecurity Risk

Course Description

This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

FUQINTRD560F - Programming Fundamentals for Business

Course Description

This course provides fundamental programming skills for graduate business students. We use R as the underlying language because it is one of the most common programming languages used in data analytics due to its flexibility and simplicity. This course will prepare you for courses that use R as a programming language. This course is for MMS: Foundations of Business students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

2

Max Units:

2

FUQINTRD562F - Technology Driven Transformation of Business

Course Description

This course details several technological initiatives that both pose threats and present opportunities to new and current businesses. Course topics include: historical role of technology, globalization, how the internet works, cryptology, hashing algorithms, introduction to cyber security, decentralized finance (blockchain, decentralized exchange protocols, stablecoins, lending protocols, tokenization, identity), introduction to machine learning, systematic investing and introduction to quantum computing. This course is for MMS: Foundations of Business students.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

2

Max Units:

2

FUQINTRD565 - Collaborative Leadership 1

Course Description

Collaborative Leadership (C-LEAD 1 and C-LEAD 2) provides an end-to-end collaborative leader development experience. The course includes a series of experiences that allow students to learn about teammates and to identify individual strengths and weaknesses in being an effective team member and leader. The experiences emphasize leading through collaboration, which is one of the distinctive values in the Duke MBA culture. C-LEAD 1 is an experiential complement to the Leadership, Ethics, and Organizations (LEO) core course. It offers the opportunity to practice and implement the principles first learned in LEO and through exposure to other coursework at Fuqua. There is a strong emphasis on collaborative leadership—working together in teams to accomplish goals, stepping up to guide the team when the situation demands it, holding oneself and others to high standards, and helping teammates contribute and learn. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
1

Max Units:
1

FUQINTRD565W - Integrative Leadership Experience 1

Course Description

The primary objective of this course is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. This course is for Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
1.5

Max Units:
1.5

FUQINTRD566 - Collaborative Leadership 2

Course Description

Collaborative Leadership (C-LEAD 1 and C-LEAD 2) provides an end-to-end collaborative leader development experience. The course includes a series of experiences that allow students to learn about teammates and to identify individual strengths and weaknesses in being an effective team member and leader. As students move into their second year, the team focus will continue along with some additional focus on self-awareness and practicing inclusive leadership. By design, additional development opportunities are provided throughout the Leadership Communication courses in the fall of the first year, in club and community leadership roles, in selected elective courses, and in sponsored workshops. The majority of the C-LEAD events are organized around assigned C-LEAD teams. Team class assignments and projects allow students to develop effective practices for coordination and collaboration, as well as a sense of camaraderie for working together. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
1

Max Units:
1

FUQINTRD566W - Integrative Leadership Experience 2

Course Description

The primary objective of this course is to provide experiential and classroom-based personal development opportunities in teamwork, leadership, and social responsibility. This course is for Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
1.5

Max Units:
1.5

FUQINTRD679G - Global Markets and Institutions 1

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:
0

Max Units:
0

FUQINTRD680G - Global Markets and Institutions 2

Course Description

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

Grading Basis

Credit / No Credit

Course Typically Offered

Winter Only

Units

Min Units:
0

Max Units:
0

FUQINTRD681G - Global Markets and Institutions 3

Course Description

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

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

FUQINTRD682 - Collaborative Leadership

Course Description

The Collaborative Leadership (C-LEAD) provides an end-to-end collaborative leader development experience. The course includes a series of experiences that allow students to learn about teammates and to identify individual strengths and weaknesses in being an effective team member and leader. The experiences emphasize leading through collaboration, which is one of the distinctive values in the Duke MBA culture. C-LEAD is an experiential complement to the Leadership, Ethics, and Organizations (LEO) core course. It offers the opportunity to practice and implement the principles first learned in LEO and through exposure to other coursework at Fuqua. There is a strong emphasis on collaborative leadership—working together in teams to accomplish goals, stepping up to guide the team when the situation demands it, holding oneself and others to high standards, and helping teammates contribute and learn. As students move into their second year, the team focus will continue along with some additional focus on self-awareness and practicing inclusive leadership. By design, additional development opportunities are provided throughout the Leadership Communication courses in the fall of the first year, in club and community leadership roles, in selected elective courses, and in sponsored workshops. The majority of the C-LEAD events are organized around assigned C-LEAD teams. Team class assignments and projects allow students to develop effective practices for coordination and collaboration, as well as a sense of camaraderie for working together. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

2

Max Units:

2

FUQINTRD683W - Global Markets and Institutions

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FUQINTRD685 - Applied Learning Experience

Course Description

This course allows students to deepen their understanding of core business concepts and complement their classroom experience. Students are expected to apply their learning through temporary employment with a business that matches their sector and function interests, allowing students the potential for more immersive classroom experiences following the experience and allowing for more informed career choices. This requirement is satisfied through the successful completion of one or more internships. A qualifying internship is with a corporation, institution or not-for-profit, or entrepreneurial venture that occurs during the MBA program, a 6-week experience (cumulative), and can be paid or unpaid. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

No Grade Associated

Course Typically Offered

Fall Only

Units

Min Units:
0

Max Units:
0

FUQINTRD692 - Leading Business in a Complex World

Course Description

Traditionally, managers of for-profit firms were supposed to focus on maximizing the long-run value of the firm, leaving it to governments and the non-profit sector to deal with externalities, redistribution, and any other societal objectives. However, employees, customers, and investors are increasingly calling upon business leaders to consider a broader purpose beyond shareholder value. This has led to a re-examination of the role of business in society. You need to be prepared for a world where firms will be pressed to reach beyond shareholder value. This course is designed to help you as a manager evaluate how you might respond to issues that transcend the traditional role of the firm. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:
1.5

Max Units:
1.5

FUQINTRD693 - Irrational Choices, Unconscious Decisions & Market Failure

Course Description

This course focuses on problems of market failures due to consumer irrationality, such as when consumers cannot comprehend information relevant to their potential purchases. The emphasis in this course will be on exploring what the proper response to consumer related market failure should be -- from businesses and governments. Topics include ethical duties of various players and the role of regulation. The health sector is an important application area for this course

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

FUQINTRD694G - Global Immersion 1

Course Description

The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. This course is for Global Executive MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:
1

Max Units:
1

FUQINTRD695G - Global Immersion 2

Course Description

The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. This course is for Global Executive MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Winter Only

Units

Min Units:
1

Max Units:
1

FUQINTRD696G - Global Immersion 3

Course Description
The purpose of this course is to provide an opportunity to understand cultural, historical, and economic differences and similarities of various regions to better understand current day management challenges unique to running a global firm. Students will consider the implications of the historical events, cultural norms, economic conditions, and common business practices in the country/region they visit in order to understand the competitive advantages and challenges as well as potential synergies across regions. Specific structured activities include cultural activities, company visits and interactions and assignments which afford students the opportunity to experience the regions first-hand. Dialogue with global business leaders and engagement in immersion experiences will bring the students directly in touch with an array of historic, cultural, and commercial experiences. This course is for Global Executive MBA students.

Grading Basis
Credit / No Credit

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
1

FUQINTRD697 - Innovation and Cryptoventures

Course Description
The central topic of the course is understanding blockchain technology and its application to decentralized finance or DeFi. Blockchain is a distributed ledger technology with very special features such as immutability and a high level of security. The advantage of blockchain is that it provides a transactional or verification framework without the need for trust-ensuring central parties (e.g., banks). This reduces transaction costs and lowers the possibility of fraud. The work for the course consists primarily of readings and an entrepreneurial group project that is presented at the end of the course. In addition to discussing DeFi and other business applications of blockchain, the course covers some ground on necessary concepts from cryptography (hashing, digital signatures, public/private keys, ciphers, etc.). The course is interdisciplinary. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FUQINTRD698 - Entrepreneurial Mindset & Action

Course Description
Business today requires talent possessing an innovative spirit with the knowledge and ability to see opportunities, create value, and marshal resources by solving big problems for the benefit of business, customers, and society. This course emphasizes developing these perspectives and skills through experiential learning activities. It is designed to equip you to contribute to organizational growth in entrepreneurial ventures and in established organizations across a wide-ranging set of profit and non-profit industries. This course will position you to make a meaningful difference by solving important problems through user-centered, resource-efficient approaches. We will strive to equip you to put your vision into motion and to turn your team's ideas into world-changing, industry-shifting solutions. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
2

Max Units:
2

FUQINTRD699 - Technology Transformation of Business

Course Description
Technology has a fundamental impact on how businesses organize, compete, and ultimately deliver value. At the same time, businesses play a vital role in the dissemination of technological innovation: they harness technology in a way that creates value for themselves and, ultimately, for society. Hence, businesses are transformed by technology, and themselves wield technology to transform society. This course will provide students with an overview of the transformative power of technology on businesses, and foster an appreciation of the role of businesses in driving technological changes that directly impact society as a whole. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1.5

Max Units:
1.5

FUQINTRD894 - Special Topics

Course Description
Permits the study of special topics in Fuqua Interdisciplinary on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
2

FUQINTRD894 - Special Topics

Course Description
Permits the study of special topics in decision on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
1

Max Units:
2

FUQINTRD894E - Special Topics

Course Description
Permits the study of special topics in Fuqua Interdisciplinary on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

FUQINTRD898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

FUQINTRD898E - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

FUQINTRD899 - Independent Study (Top)

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
1

Max Units:
3

FUQINTRD899E - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
3

FUQINTRD899F - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for MMS students. Prerequisite: Consent of the programmatic dean and instructor.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
3

FUQINTRD899Q - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for MQM: Business Analytics students. Prerequisite: Consent of the programmatic dean and instructor.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

GATE580 - Global Academic Travel Experience

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

3

Max Units:

3

GATE580E - Global Academic Travel Experience

Course Description

Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member at Fuqua to learn about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. While overseas the study tour group visits corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. The first section of the course is academic and is a prerequisite for the second section of the course that makes up the travel piece of the class.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

3

GATE580F - Global Academic Travel Experience

Course Description

The China Travel Experience is an elective global opportunity focused on leveraging Duke's connections in China. Participants will spend ten days traveling in and around Shanghai and Beijing, learning about and being immersed in business practices and the culture of the region. Activities include historical site seeing and tours, corporate visits, introduction to local cuisine, and a visit to Duke's campus in Kunshan. This course is for MMS: Foundations of Business students.

Grading Basis

Credit / No Credit

Course Typically Offered

Occasionally

Units

Min Units:
0

Max Units:
0

GATE580W - Global Academic Travel Experience

Course Description

Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member at Fuqua to learn about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. While overseas the study tour group visits corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. This course is for Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE581 - Global Academic Travel Experience

Course Description

See description for 580. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE582 - Global Academic Travel Experience

Course Description
See description for 580. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE583 - Global Academic Travel Experience

Course Description
See description for 580. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE584 - Global Academic Travel Experience

Course Description
See description for 580. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE585 - Global Academic Travel Experience

Course Description
See description for 580. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE586 - Global Academic Travel Experience

Course Description
See description for 580. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Credit / No Credit

Units

Min Units:
3

Max Units:
3

GATE601W - Global Academic Travel Experience

Course Description
Combines classroom study of one or more foreign countries with a visit and observation of the region studied. Participants work with a faculty member at Fuqua to learn about the business and organizational systems of one or more countries. They prepare intensively to engage in meaningful discussion with overseas managers and leaders. While overseas the study tour group visits corporations, nonprofit organizations, U.S. or host government agencies, and educational institutions, as well as cultural and historical sites. Upon return to the U.S., students are responsible for completing a written project. This course is for Weekend Executive MBA students

Grading Basis
Credit / No Credit

Course Typically Offered
Summer Only

Units

Min Units:
1.5

Max Units:
1.5

GATE899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT705 - Seminars in Healthcare 1

Course Description

This extensive series of seminars in the fall is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within healthcare sectors. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:

1.5

Max Units:

1.5

HLTHMGMT705E - Fundamentals of Health Sector Management 1

Course Description

This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

0

Max Units:

0

HLTHMGMT706 - Seminars in Healthcare 2

Course Description

This extensive series of seminars in the spring is a required component of the Health Sector Management program that provides students the opportunity to demonstrate applications of the skill sets taught in the core courses to health care. In addition to faculty, outside speakers are used to highlight, address and discuss the most current changes within healthcare sectors. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:

1.5

Max Units:

1.5

HLTHMGMT706E - Fundamentals of Health Sector Management 2

Course Description

This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

0

Max Units:

0

HLTHMGMT707E - Fundamentals of Health Sector Management 3

Course Description

This course provides an overview of the global health sector to help create a context for other health sector management courses and to form the foundation for overall discussions of health management. It will address current business and policy challenges in health sector management. The course addresses key challenges in the value chain by which people and organizations around the world create, deliver, and consume healthcare goods and services. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

HLTHMGMT710 - Health Institutions, Systems and Policy

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

2

Max Units:

2

HLTHMGMT711 - Healthcare Markets

Course Description

We will apply tools from business and the social sciences, especially economics and strategy, to challenges faced by managers, patients, and policy makers in the health sector. We will aim for broad coverage of health care, including patients, providers and manufacturers. We will pay particular attention to payers. Payers are of interest throughout the health sector, because most providers and manufacturers want to be paid, and because third party payment influences consumer/patient decisions. This course is intended to prepare people for other Health Sector Management electives. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT711E - Health Care Markets

Course Description

We will apply tools from business and the social sciences, especially economics and strategy, to challenges faced by managers, patients, and policy makers in the health sector. We will aim for broad coverage of health care, including patients, providers and manufacturers. We will pay particular attention to payers. Payers are of interest throughout the health sector, because most providers and manufacturers want to be paid, and because third party payment influences consumer/patient decisions. This course is intended to prepare people for other Health Sector Management electives. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT712 - Medical Device Strategy

Course Description

Managing the commercialization process of lifescience innovations with a focus on medical device. Business development of the basic components of unmet need analysis, finance, strategy, market modeling, valuation and navigation strategies of the regulatory and reimbursement process in the backdrop of competition, regulation, and profitability at various milestone stages of company growth in an international marketplace. Analyze and challenge business models from the perspectives of entrepreneurship, corporate management, investor finance consultancy and innovation development with a return to investors and society. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT714 - Health Care Provider Strategy and Operations

Course Description

This course provides students with the tools to understand, formulate and innovate strategy in today's global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT714E - Health Care Provider Strategy and Operations

Course Description

This course provides students with the tools to understand, formulate and innovate strategy in today's global provider space. Cases span the US, Canada, India, and South Africa, and introduce the Blue Ocean strategy innovation approach. This course may be taken as a first or second year elective and is taught by a former physician and management consultant. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT715 - The Marketing of Health and Wellness

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT716 - Management of Health Systems and Policy

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT717 - Biotechnology and Pharmaceutical Strategy

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT718E - Life Science Strategy

Course Description

We will examine product strategy in the biotech, device, and pharmaceutical industries. We will consider the perspectives of entrepreneurial start-ups, large incumbents, and companies in between. Life science product companies face new challenges and opportunities given rapid growth in emerging markets but increasing regulatory oversight and reimbursement challenges in developed markets. To succeed, industry professionals need a deep understanding of corporate strategy, financing options, product development and innovation management, regulatory and reimbursement trends, and customer needs. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT894 - Special Topics

Course Description
Permits the study of special topics in Health Management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
2

HLTHMGMT894E - Special Topics

Course Description
Permits the study of special topics in health management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

HLTHMGMT895 - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
6

Max Units:
6

HLTHMGMT895E - Fuqua Client Consulting Practicum

Course Description

Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

HLTHMGMT896 - Practicum

Course Description

Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

HLTHMGMT897E - Health Sector Management Project

Course Description

An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

HLTHMGMT898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

HLTHMGMT898Q - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for MQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

HLTHMGMT899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
1

Max Units:
3

HLTHMGMT899E - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Global Executive MBA and Weekend Executive MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

3

IMPINV895 - Fuqua Client Consulting Practicum

Course Description

Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

6

Max Units:

6

MANAGEMT542Q - Critical Thinking and Collaboration

Course Description

This course will complement your courses on data by exploring how the human mind works, including when it works well and when we are systematically misled by our own cognitive failures. Building on psychology and behavioral economics, this course will help you to develop insights about why decisions can go wrong and what tools you can use to make better decisions. Often times, the best approach to overcoming individual shortcomings is to collaborate with others. However, collaboration has its own challenges. You will also be introduced to the elements of a good team process, and address why 'constructive conflict' is important in teams. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

MANAGEMT543Q - Navigating Organizations

Course Description

The reality of business life is that no person is an island — smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. This course has 2 goals: (1) Provide a roadmap for understanding how organizations function; (2) Provide basic concepts you can build on later in your career. With success in your technical job you will be promoted and your responsibilities will shift increasingly to leading and managing others. The course will accomplish these goals by focusing on many different knowledge-bases and skill sets. These include: What principles can you draw on to analyze and improve performance in organizations? How can you exert influence for positive results at any level of an organization? This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

MANAGEMT544F - Foundations of Management and Organizations

Course Description

The goal of this course prepares you to be an effective leader and manager of others whatever your level in the organization. We will examine practices that make teams more efficient and adaptable and that help harness diversity and enhance innovation. We will also study the theory and practice of negotiation. We will study how you can improve your personal contribution to your team and your firm and how you can lead others to respect your views and listen to you. Much of the content of the course will be put to use in learning teams used throughout the program. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MANAGEMT545Q - Ethical & Legal Issues of Data Analytics

Course Description

Provides an introduction to the legal, policy, and ethical implications of data. The course will examine issues that arise throughout the full life cycle of data science, including the collection, storage, processing, analysis, and use of data. Case studies will be used to explore privacy, surveillance, security, classification, discrimination, decisional-autonomy, and duties to warn or act. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

2

Max Units:

2

MANAGEMT730 - Leadership, Ethics and Organizations

Course Description

The reality of business life is that no person is an island—smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. The goal of LEO, therefore, is to prepare you to be an effective leader and manager of others regardless of your career path and to be a good analyst of how best to organize people. The course will accomplish these goals by focusing on two broad sets of questions. First, what principles can you draw on to analyze and improve performance in organizations? We will examine principles for designing incentive systems, motivating employees, running effective teams, making good decisions, harnessing diversity, and organizing the distribution of work. The second set of questions concerns what you need to do as an individual to be an effective leader. What can you contribute to your firm and why should others respect and listen to you? We will challenge you to reflect on your own personal strengths and weaknesses and to develop specific strategies for making a difference in the organizations to which you'll belong. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT730G - Managerial Effectiveness

Course Description

Provides an introduction to the study of the behavior of individuals and groups within organized settings. The relationship of organizations to their environments is also examined. Emphasis is given to managerial strategies which enhance organizational effectiveness. Topics include leadership, motivation and reward systems, decision making, power and politics, conflict management, and organization structure and design. A mixture of lectures, cases, and experimental exercises is used to develop managerial skills. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:
3

Max Units:
3

MANAGEMT730W - Leadership, Ethics, and Organizations

Course Description

The reality of business life is that no person is an island—smart quantitative analysis without the support of employees, colleagues, or supervisors goes nowhere. To succeed in your career and to improve the performance of your company requires working with others effectively. The goal of LEO, therefore, is to prepare you to be an effective leader and manager of others regardless of your career path and to be a good analyst of how best to organize people. The course will accomplish these goals by focusing on three general factors that contribute to the performance of organizations—strong systems, solid leadership skills, and the ability to meet current challenges. First, what principles can you draw on to analyze and improve performance in organizations? Effective leaders understand the importance of systems for coordinating and motivating people, and organizing and distributing work. We will examine basic principles for designing effective systems. Second, do you have personal skills needed to be an effective leader? We will give you the chance to reflect on—and practice—your skills at leading others, building trust, making effective decisions, and negotiating successful outcomes. Finally, can you lead others in meeting the challenges of the global economy? We will focus on critical challenges such as developing a system for ethical decision making, harnessing the power of diversity, and staying competitive by organizing for innovation. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT736G - Leadership for The Global Executive 1

Course Description

Using a model of leadership developed at Duke University ('The Sitkin-Lind Six Domains Model of Leadership'), the course will examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at 'leading up' organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. This course is for Global Executive MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
0

Max Units:
0

MANAGEMT737G - Leadership for The Global Executive 2

Course Description

Using a model of leadership developed at Duke University ('The Sitkin-Lind Six Domains Model of Leadership'), the course will examine six core topics representing the model's six domains of leadership (personal leadership, relational leadership, contextual leadership, inspirational leadership, supportive leadership, and responsible leadership). The course will examine how the various domains relate to each other and how each domain influences followers. It will also examine how the effective application of different configurations of these domains are required by different leadership situations (for example, it will look at 'leading up' organizations, leading in leading change, and leading in times of crisis). Related issues in management will also be considered. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT738 - Managing Innovation in a Global Organization

Course Description

This course is designed to do two things. First, to give students a sense of why building a rich understanding of innovation is both exciting and critical to modern managerial practice, and second, to provide a solid grounding in the tools and metrics necessary to manage it in large, established organizations. In particular, there is no 'one best way' to manage innovation -- for example, the tools and metrics appropriate to managing incremental innovation are quite different from those appropriate to managing radical innovation. Taking a management perspective, this course complements approaches in marketing and strategy by focusing on organizational structure and process issues related to innovation in a wide range of multi-national firms. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT738E - Managing Innovation in a Global Organization

Course Description

This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT741 - Sports Business

Course Description

Provide students with an understanding of how to apply the principles of business and/or the elements of organization to sport. Students will have the opportunity to explore basic theories of leadership, human resource management, politics, finance, marketing, resource acquisition (fundraising and corporate support), sports law, broadcast properties, media and publicity, future trends in facilities as well as philosophical, sociological and cultural considerations of sport. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MANAGEMT741E - Sports Business

Course Description

Provide students with an understanding of how to apply the principles of business and/or the elements of organization to sport. Students will have the opportunity to explore basic theories of leadership, human resource management, politics, finance, marketing, resource acquisition (fundraising and corporate support), sports law, broadcast properties, media and publicity, future trends in facilities as well as philosophical, sociological and cultural considerations of sport. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MANAGEMT745 - Negotiation

Course Description

Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT745E - Negotiation

Course Description
Explores the processes of bargaining and negotiation; the dynamics of interpersonal and intergroup conflict; and understanding of theory and research related to the processes of influence, negotiation, and conflict management. Skills will be developed through extensive case analysis, role playing, and simulation. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT746 - Power & Influence

Course Description
Power helps people to accomplish their goals and to pursue the things they care about in life. In this course, we will explore the nature of power, how individuals utilize power to get things done, and how power affects people. The course aims to help you improve your ability to 1) diagnose the underlying distribution of power in social contexts, 2) identify strategies for building sources of power, and 3) develop techniques for influencing others. The course will be largely experiential, giving you an opportunity to develop your skills by participating in numerous exercises and simulations enabling you to integrate your experiences with the principles presented in the readings and class discussions. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MANAGEMT747 - Leadership

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

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT747W - Leadership and Development

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

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
3

Max Units:
3

MANAGEMT748 - Diversity & Talent Management

Course Description
Human resource management (HRM) is a central function of any organization. Key to effective HR management is an organization's ability to identify, deploy, motivate, and retain human capital. It involves leadership, values, workforce planning, training, rewards, and evaluating performance. For leaders, one of their most important goals is to create sustainable settings for productive exchange and interaction where all members can thrive and put their best foot forward. To do this, they must understand how to motivate and communicate with people from different backgrounds and also ensure that the organization's policies, practices, and procedures create (not hinder) a culture where everyone has equal opportunity to succeed. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MANAGEMT748E - Diversity & Talent Management

Course Description
Human resource management (HRM) is a central function of any organization. Key to effective HR management is an organization's ability to identify, deploy, motivate, and retain human capital. It involves leadership, values, workforce planning, training, rewards, and evaluating performance. For leaders, one of their most important goals is to create sustainable settings for productive exchange and interaction where all members can thrive and put their best foot forward. To do this, they must understand how to motivate and communicate with people from different backgrounds and also ensure that the organization's policies, practices, and procedures create (not hinder) a culture where everyone has equal opportunity to succeed. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MANAGEMT749 - Ethics in Management

Course Description
The overall purpose of this course is to increase students' capacity to sustain effective and ethical management and leadership in their organizations. This course is an opportunity for students to challenge and sharpen their 'philosophy of business' and their own purposes in business. Students are helped to deepen their own self-awareness as ethical beings and leaders, and to strengthen their moral courage. Students see how every single management decision has ethical implications. Students wrestle with the question: Are there universal norms for individuals and business that transcend boundaries? Students are given tools for 'finding and speaking their voice' when they confront ethical challenges and lapses. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT750 - Social Entrepreneurship

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

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT754 - Mentored Study in Entrepreneurship

Course Description
Course provides experiential learning within venture capital and entrepreneurial growth firms. Placements are coordinated based on student selections and approvals by mentoring organizations. Each study program is custom designed by agreement among the student, mentor, and program administrator. Students have a general management experience with a broad and multifunctional exposure to the mentor business. Students may participate during any two consecutive academic terms and must successfully complete both terms to receive credit. Scheduling is at the convenience of both parties. This course is for Daytime MBA and Accelerated Daytime MBA students. Credit/no credit grading only.

Grading Basis
Credit / No Credit

Units

Min Units:
3

Max Units:
3

MANAGEMT754E - Mentored Study

Course Description

Course provides experiential learning within venture capital and entrepreneurial growth firms. Placements are coordinated based on student selections and approvals by mentoring organizations. Each study program is custom designed by agreement among the student, mentor, and program administrator. Students have a general management experience with a broad and multifunctional exposure to the mentor business. Students may participate during any two consecutive academic terms and must successfully complete both terms to receive credit. Scheduling is at the convenience of both parties. Credit/no credit grading only. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and Summer

Units

Min Units:

3

Max Units:

3

MANAGEMT762 - Social Venture Capital

Course Description

Social Venture Capital is seed, early stage or growth private capital that seeks to achieve market based financial returns while making a positive social impact. This course will focus on deals and social venture funds investing in those deals. In each case, we look at the deal from the lens of both the fund investing in the deal as well as the entrepreneur creating the business. The course focuses on deal, investment and growth strategy, managerial choices in creating and building businesses as well as the unique challenges of creating and running a social venture business or creating a social venture fund. Cases used in the course will be presented by the business entrepreneur or a member of the venture fund who invested in the deal. The course will also cover current methods of evaluating ESG considerations in private capital investing. The course is case-based covering deals in U.S. and Emerging Markets, investments made in debt and/or equity, as well as a variety of expected positive social impact spanning job creation, health care, agriculture and community development. This course complements but is not a replacement for Impact Investing and Private Equity and Venture Capital. This course is intended for Second Year MBA's unless prior permission from the instructor is received. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

MANAGEMT894 - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

1

Max Units:

2

MANAGEMT894E - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

MANAGEMT895 - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
6

Max Units:
6

MANAGEMT896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT898G - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT898W - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Weekend Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MANAGEMT899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MARKETNG549Q - Digital Marketing

Course Description
Communication and distribution channels are rapidly evolving in the context of digital technology and consumer migration to the Internet. As a result, advertising budgets are shifting to display and search, and goods are increasingly marketed and purchased online. This course will overview digital markets along with the associated key performance indicators and the tools being used to improve the efficiency of digital marketing. Topics include advertising markets and integrated marketing communication; attribution; ad networks and media buying; campaign performance measurement; social media; search marketing; auctions; e-commerce; marketplaces; assortment and pricing; omni-channel marketing. This course is for MQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

MARKETNG550F - Introduction to Marketing Analysis

Course Description
Modern marketing philosophy holds that only those firms that provide high customer value can succeed in the long run. Creating this value requires that managers must effectively: (i) assess marketing opportunities by analyzing customers, competitors, and their own company ('the 3 C's'), and (ii) design effective marketing programs via selecting appropriate strategies for pricing, promotion, place, and product ('the 4 P's'). Accordingly, this course will introduce students to the principles, processes and tools necessary to analyze markets and design optimal marketing programs. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MARKETNG551F - Fundamentals of Market Research

Course Description
This course is about gathering, analyzing, and interpreting data about markets and customers. In this course, students will learn: (i) to define decision problems and determine what information is needed (e.g., engage in backward marketing research by envisioning decisions that will be taken based on the research); (ii) to acquire trustworthy and relevant data and judge its quality (e.g., to utilize secondary research such as internal customer databases or knowledge management systems); and (iii) to analyze data relevant to classic marketing decisions (e.g., understanding state-of-the-art data analysis techniques). The context for learning these analysis skills will be common marketing decision problems, including target market selection, new product or service introduction, customer retention, and pricing. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MARKETNG552Q - Market Intelligence

Course Description

This course is about gathering, analyzing, and interpreting data about markets and customers. It has been designed for analysts who will be working with customer-generated data, and so is intended for students wanting to go into marketing, consulting, and entrepreneurship. Topics include analyzing data to understand customers and inform marketing decisions; evaluating the quality and usefulness of available data and analyses conducted by others; communicating analysis-based conclusions to colleagues and managers. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

MARKETNG553Q - Customer Relationship Management

Course Description

This course employs a number of overlapping frameworks. Foremost among these is the concept of the customer lifecycle. This concept decomposes customer interactions into birth, growth and death. Birth involves customer acquisition or first sale. Growth involves customers buying more items and spending more on these items (denoted cross-selling and upselling). Death involves leaving the firm, typically called attrition or churn. Collectively, the stages of the customer lifecycle imply a revenue and profit stream that can be managed. The financial discounting of this profit stream yields the net present value of a customer, often called customer lifetime value, or CLV for short. Summing CLV across customers — or customer equity — is a major component of the value of the firm, net of investments. This course will develop quantitative methods to improve the efficiency and effectiveness of customer relationship management (CRM) activities. We will introduce an array of CRM-specific models, tools, and frameworks and apply them to real-world problems. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

MARKETNG555Q - Pricing

Course Description

While most of a firm's marketing activities (such as product design, sales or advertising) create value for the customer, pricing is the only marketing activity that creates value for the firm. Despite the significance of pricing for a firm's profits, many managers lack the quantitative and strategic skills to set prices. This course will examine the quantitative tools used to formulate pricing strategy, and address how to formulate pricing tactics. Topics include estimating the value of a product or service; how to estimate own-price and cross-price elasticities to use in pricing decisions; determining when promotions should occur; and how to set prices that are consistent with both the firm's pricing strategy and its overall marketing strategy. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

MARKETNG795 - Marketing Management

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG795G - Marketing Management

Course Description

Successful design and implementation of a marketing program requires a thorough understanding of the internal (company) and external (competition and customer) environments and how these elements interact with decisions about the appropriate marketing mix (product, price promotion, and distribution). This course provides the student with the necessary framework, knowledge bases, and analysis tools and techniques to develop and/or critic all aspects of a marketing program. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:
3

Max Units:
3

MARKETNG795W - Marketing Management

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG796 - Market Research

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

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MARKETNG796E - Market Research

Course Description
This is a course about making decisions with marketing data. Participants will learn about the sorts of marketing decision problems in which research information might prove useful, problems of selection of target market, new product or service introduction, customer retention, pricing, etc. Students will learn how to specify the decision to be made and the information required to make the decision. They will learn how to acquire secondary and primary market research data and judge its quality and appropriateness to the decision problem at hand. They will learn how to analyze and interpret the resultant data to make the decision. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall Only

Units

Min Units:
3

Max Units:
3

MARKETNG797 - Consumer Behavior

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

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MARKETNG799 - Strategic Brand and Product Management

Course Description

Develops an understanding of how to formulate strategies for building, leveraging and growing strong brands. Addresses the organizational and individual characteristics necessary for successful strategic brand management and how to design and implement effective brand-building programs. Course consists of case discussions, lectures and guest speakers, as well as a simulation that allows students to act as brand managers. Valuable for students seeking to advance as marketers, general managers, consultants or entrepreneurs. Lessons applicable to B2B and B2C contexts and across industries. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

MARKETNG799E - Strategic Brand and Product Management

Course Description

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

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

MARKETNG800 - Marketing Communications Management

Course Description

Includes the management of advertising, promotions, public relations, and the other more subtle ways companies communicate with their customers. Objective is to provide an approach to management that is thoughtful, sophisticated, and state-of-the-art, while being practical and relevant to "real world" communications planning, decision making, and control. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MARKETNG802 - Marketing of Innovations

Course Description

The course focuses on marketing of innovations, at a macro and a micro-level. At the macro-level, it uses historical data to understand how innovations and technologies have been adopted by consumers over time. This leads to the development of a forecasting model that can help managers predict how & when consumers are likely to adopt their product. Having established the adoption process at a macro level, the course moves to the firm-level problem of introducing an innovation to the market. At this stage, the focus is on the role of a product manager who is responsible for managing the new-product development process from ideation to commercialization. Daytime MBA and AMBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG802E - Marketing of Innovations

Course Description

This course focuses on developing marketing strategies in technology-intensive environments. Some of the topics that we will cover in this course are electronic-commerce, diffusion and adoption of technology, forecasting sales of high technology products, and user-needs analysis for technology products. The basic structure of the course will involve case discussions and lectures. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG807 - Marketing Strategy

Course Description

Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm's three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG807E - Marketing Strategy

Course Description

Considers in greater depth the process of strategic thinking in marketing. Focus on the strategic-level management of the firm's three customer-related tasks (customer identification and understanding, customer value creation, and customer value delivery) through firm culture, capabilities, and the configuration of firm structure and assets. The purpose is the development of market-based knowledge and skills in order to facilitate marketing strategy design, implementation, and evaluation. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG808 - Strategy and Tactics of Pricing

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG808E - Strategy and Tactics of Pricing

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG809 - Value Creation in MarTech

Course Description

What is MarTech and Why is it Important? Digital marketing technology (MarTech) is now imperative for demand generation. Hence, Cascadia estimates the MarTech sector is at $1 trillion in revenue and growing at an annual 17.1% CAGR. What Will the Course Cover? On the enterprise side, this course covers the latest advances in digital marketing, e-commerce, AI, privacy, content and customer management tools, and like technologies. On the supplier side, it covers the major vendors, platforms, and industry ecosystems that underpin the MarTech landscape. Who Should Take the Course? The course is targeted to students in marketing, tech, consulting, private/venture capital, and entrepreneurship. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

MARKETNG894 - Special Topics

Course Description

Permits the study of special topics in marketing on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

MARKETNG894E - Special Topics

Course Description

Permits the study of special topics in marketing on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

2

MARKETNG895 - Fuqua Client Consulting Practicum

Course Description

Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
6

Max Units:
6

MARKETNG895E - Fuqua Client Consulting Practicum

Course Description

Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Global Executive MBA and Weekend Executive MBA students. Department consent required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:
3

Max Units:
3

MARKETNG896 - Practicum

Course Description

Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MARKETNG897E - Concentration Project

Course Description

An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

6

Max Units:

6

MARKETNG898 - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MARKETNG898E - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MARKETNG898G - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis

Credit / No Credit

Units

Min Units:
3

Max Units:
3

MARKETNG899 - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Graded

Units

Min Units:
1

Max Units:
3

MGMTCOM504 - Business, Communication, and Culture

Course Description

Course offered to International Students who will be attending Fuqua in the Fall. The course is listed as zero units so it will not effect the students' load in the full fall term. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Summer Institute

Course Typically Offered

Summer Only

Units

Min Units:
0

Max Units:
0

MGMTCOM504F - Business, Communication, and Culture

Course Description
Course offered to International Students who will be attending Fuqua for the first time. This course is for MMS: Foundations of Business students.

Grading Basis
Summer Institute

Course Typically Offered
Summer Only

Units

Min Units:
0

Max Units:
0

MGMTCOM504Q - Business, Communication, and Culture

Course Description
Course offered to International Students who will be attending Fuqua for the first time. This course is for MQM: Business Analytics students.

Grading Basis
Summer Institute

Course Typically Offered
Summer Only

Units

Min Units:
0

Max Units:
0

MGMTCOM505F - Business Communication 1

Course Description
Business Communication 1 introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. This course gives students opportunities to focus on individual goals for skill development. Topics include strategic management communication; giving and receiving feedback; researching companies; uses of influence and advocacy; presentation skills; and career management skills. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Course Typically Offered
Summer Only

Units

Min Units:
2

Max Units:
2

MGMTCOM506F - Business Communication 2

Course Description

Building on the skill development and concepts from Business Communication 1, Business Communication 2 continues to focus on helping students learn to communicate clearly, strategically, persuasively, and collaboratively in professional business settings. This course gives students multiple opportunities to hone skills in team presentations where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively; presenting with one voice; using narrative structures to enhance coherence; asking and answering questions; team dynamics; and interpersonal communication. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

2

Max Units:

2

MGMTCOM507Q - Business Communication 1

Course Description

Introduces basic topics in business communication. These include interacting with clients, running meetings, and business etiquette. It also covers career management skills such as networking, preparing resumes and cover letters, and interviewing. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

2

Max Units:

2

MGMTCOM508Q - Business Communication 2

Course Description

Explores techniques to help students learn how to effectively interact in the business environment. Building on Business Communication 1, this course will provide additional opportunities to develop presentation and career management skills. We will explore change management, cultural differences, and interviewing skills. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

2

Max Units:

2

MGMTCOM567 - Leadership Communication 1

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
2

Max Units:
2

MGMTCOM568 - Leadership Communication 2

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
2

Max Units:
2

MGMTCOM570 - Effective Advocacy

Course Description
Builds on the skills and concepts that students learned in Management Communication core courses. Focus on advocacy skills, team skills, collaborative skills, and the ability to communicate strategically individually and as a team in written and oral form. Students refine their ability to construct persuasive arguments and move beyond mere persuasion to advocacy. They learn how to challenge others' viewpoints and positions effectively and strategically. Students master the ability to manage questions and challenges gracefully in highly interactive communication situations. Students learn advocacy skills; manage communication; construct written and oral messages; analyze and respond to complex communication situations, and anticipate and answer challenges and counter arguments. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
2

Max Units:
2

MGMTCOM571 - Professional Project Communication

Course Description

Builds on the important interpersonal skills that students learned in Management Communications core courses. It focuses on successful communication with executives and managers from outside the school who have agreed to act as project mentors. The communication project culminates in delivery of a fully professional and persuasive presentation to these decision makers. The course tests students' abilities to analyze an audience, align and adapt to the needs of that audience, influence the decision makers with written documents and oral discussions prior to the final presentation, and adapt to feedback and challenges throughout the term. Students polish the skills they are likely to use during summer internships and throughout their business careers. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

2

Max Units:

2

MGMTCOM572 - Managerial Writing

Course Description

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

Grading Basis

Graded

Units

Min Units:

2

Max Units:

2

MGMTCOM573 - Workshop in Managerial Improvisation

Course Description

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

Grading Basis

Credit / No Credit

Units

Min Units:

2

Max Units:

2

MGMTCOM575 - Beginning Working Spanish A

Course Description

Working Spanish, developed by The NC Global Center, helps business students and professionals learn Spanish and the nuances of culture affecting business in Mexico and Latin America. The main goal of the course is to prepare MBA students to be able to function effectively in Spanish at work. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

4

Max Units:

4

MGMTCOM896 - Practicum

Course Description

Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MGMTCOM898 - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

4

MGMTCOM899 - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Graded

Units

Min Units:
1

Max Units:
3

MGMTCOM899W - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Weekend Executive MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Graded

Units

Min Units:
1

Max Units:
3

MGRECON547F - Fundamentals of Business Economics

Course Description

This course covers the fundamental ideas and tools of microeconomics. The course begins with: (i) supply and demand analysis, the basic tool for analyzing and understanding competition and the market determination of prices and quantities; (ii) consumer choices and market demand; and (iii) production and cost theory. The tools for market structure analysis are then developed and applied to monopoly and oligopoly markets as well as to price discrimination. Game theory tools are developed and applied to analyze strategic interactions. This course is for MMS: Foundations of Business students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MGRECON548Q - Empirical Economic Analysis

Course Description

This course focuses on empirical techniques used to more deeply understand economic markets in which firms operate. We will identify and empirically analyze a variety of market structures, ranging from perfect competition to oligopoly (rivalry between a small number of competitors) to monopoly (one dominant firm). We want to develop the skills necessary to make effective managerial decisions and strategic choices based on the quantitative analysis of a firm's productive capabilities and the market in which it operates. We will also focus strongly on the insight necessary to optimally identify, estimate, interpret, and test an economic model. This course is designed for students who are interested in utilizing empirical economic models for market analysis. While not fully inclusive, this would comprise students interested in consulting, strategic analysis, operations, marketing, and mergers & acquisitions. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

MGRECON780 - Managerial Economics

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MGRECON780G - Global Managerial Economics

Course Description

Course examines market behavior and the actions and reactions of business firms and consumers in a variety of market environments. The impact of different market structures (including perfect competition, monopoly, and oligopoly) on production and consumption is analyzed. Specific topics include the following. Logic of interventions by national governments; International trade; Empirical demand analysis; Price discrimination strategies; Pricing, entry and regulatory issues with application to the pharmaceuticals industry; Game theory, and tools for the analysis of strategic interactions among large players; Cartels and anti-trust in the world economy; Comparative analysis of competition and regulation policy in the U.S. and Europe. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Winter Only

Units

Min Units:

3

Max Units:

3

MGRECON780W - Managerial Economics

Course Description

This course considers how the actions of business firms, consumers, and the government—operating within a price system in a decentralized market economy—answer such basic resource allocation questions as what will be produced, how it will be produced, who will consume what is produced, and what resources to divert from present consumption to increase future consumption. The impact of various types of market structures (such as perfect competition, monopoly, and oligopoly) on economic efficiency will be discussed. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MGRECON781 - The World Economy

Course Description

Provides a conceptual framework for understanding the macroeconomic forces that shape business decisions. Topics covered include the determinants of long-run growth of developing and advanced economies, the allocation of capital across the globe, causes for speculative attacks on currencies, and an understanding of a country's international financial policy in dealing with various real and financial crises. Particular attention is paid to understanding a variety of current global issues that are important for firms. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

MGRECON783 - Economics of International Business and Multinationals

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

MGRECON784 - The Art and Application of Game Theory

Course Description

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

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

MGRECON785 - Managing the Governmental Relationship

Course Description

Provides the student with an ability to understand and manage private sector problems and opportunities created by government programs. By examining the processes used by the legislative, executive, and judicial branches to create, implement, and enforce laws and regulations, the prospective manager will be prepared to compete effectively in markets controlled or affected by government activities. The course will consider the management problems created by the United States antitrust laws and various government agencies regulating environmental hazards, energy, and health and safety. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MGRECON786 - Economic Models for Consulting Practices

Course Description

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

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

MGRECON787 - Behavioral Economics

Course Description
Behavioral economics and the closely related field of behavioral finance, couple scientific research on the psychology of decision making with economic theory to better understand what motivates investors, employees, and consumers. This course will be based heavily on my own research. We will examine topics such as how emotion rather than cognition determines economic decisions, 'irrational' patterns of how people think about money and investments, how expectations shape perceptions, economic and psychological analyses of dishonesty by presumably honest people, and how social and financial incentives combine to motivate labor by everyday workers and CEOs alike. This highly interdisciplinary course will be relevant to students with interests in General Management, Behavioral Finance, Entrepreneurship, Social Entrepreneurship, and Marketing. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MGRECON788 - Competitive Analysis

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

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MGRECON894 - Special Topics

Course Description
Permits the study of special topics in managerial economics on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
2

MGRECON894E - Special Topics

Course Description
Permits the study of special topics in managerial economics on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

MGRECON896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MGRECON898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MGRECON898G - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MGRECON898W - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Weekend Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

MGRECON899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
1

Max Units:
3

OPERATNS554F - Introduction to Operations and Supply Chain Management

Course Description
A supply chain comprises all the processes and activities involved with product delivery, from the extraction of raw materials, through transportation and processing, to the delivery of finished products to the customer. These activities typically involve numerous geographic locations and firms with different objectives. The crucial decisions include infrastructure investments, the quantities to produce and ship, the timing of shipments, where to hold inventories, and which firms should be responsible for which activities. The management of supply chains is difficult and complicated, but essential in the modern economy. This course will cover the basic facts and principles of the subject. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

OPERATNS556Q - Operations Analytics

Course Description

This course focuses on prescriptive analytics techniques to understand and improve a firm's operational capabilities. The course is divided into two modules. In the first module, called Process Analytics, the focus will be on individual manufacturing and service processes. Students will learn to map and visualize complex processes, identify and improve process performance, quantify and analyze the impact of randomness on processes, and visualize process quality. In the second module, called Supply Chain Analytics, the focus will broaden from a single process to the entire supply chain. Students will learn to forecast uncertain demand, optimize inventory, and design distribution networks and supply chains to match supply with demand. The course is designed for students who are interested in operational and consulting positions, who may interact with operations units of a firm (e.g., product or marketing managers), and who need to understand supply chain strategies at a high level. Key methodologies used in the course include estimation, forecasting, analytic modeling, optimization, simulation analysis, and data visualization. This course is for MQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

OPERATNS820 - Operations Management

Course Description

Covers issues in the design, planning, and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean production, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

OPERATNS820G - Operations Management

Course Description

Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. This course is for Global Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

OPERATNS820W - Operations Management

Course Description

Covers issues in the design, planning and control of the processes by which goods are manufactured and services are delivered. Specific topics include analysis of production processes, the impact of variability on process performance, inventory management, lean productions, total quality management, process improvement, comparison of manufacturing and service process management, and the strategic role of operations in the firm. This course is for Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

OPERATNS823 - Operations Strategy

Course Description

Operations are central to firm success. Decisions on the design & management of operations must align with business strategy & the competitive environment. This course prepares students to (1) evaluate & develop an operations strategy and (2) analyze operational decisions affecting competitive position. Building on prior operations coursework, students examine how operations create competitive advantage. Practice-based learning includes cases, simulations & interactive activities. Topics include capacity, quality, service design, sourcing, network design, supplier mgmt., supply chain resilience, sustainability & scaling for growth.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

OPERATNS823E - Operations Strategy

Course Description

A firm's operations are the processes, resources, and capabilities that together produce its goods and services. The long-term design and control of a firm's operations to accomplish its strategic goals is referred to as its operations strategy. In this course, we discuss how to understand, analyze, and design effective operations strategies. We consider how different operational choices can lead to different levels of performance along four (at least) critical dimensions: cost, quality, flexibility, and speed. We also introduce a framework that structures the most important operational decisions into three categories, and discuss how to make decisions in these categories that align each dimension of operational performance with the firm's strategic goals. Finally, we apply this framework to analyze a series of critical problems faced by modern firms, such as developing resilient operations strategies, integrating social and environmental responsibility into operations strategy, scaling operations strategies in start-ups, and integrating breakthrough technology into an operations strategy. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

OPERATNS828 - Value Chain Innovation in Business Processes

Course Description

A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

OPERATNS828E - Value Chain Innovation in Business Processes

Course Description

A value chain is a network of organizations involved in different processes that create value in the form of products and services. Increased competition, expanding product variety, and more demanding consumers require efficient value chains. Innovations arise from three main sources: application of data science and information technology, reconfiguration of the value chain network, and modification of incentives. Effective value chain management and analytics can enable companies to increase market shares, reduce costs, and improve customer service. In this course, we will introduce main concepts, best practices, and key strategies of value chain management and analytics. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

OPERATNS894 - Special Topics

Course Description

Permits the study of special topics in operations on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

OPERATNS894E - Special Topics

Course Description
Permits the study of special topics in operations on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

OPERATNS895 - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
6

Max Units:
6

OPERATNS896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

OPERATNS898 - Special Topics

Course Description
Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

OPERATNS898E - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

OPERATNS898G - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

OPERATNS899 - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis

Graded

Units

Min Units:

1

Max Units:

3

QM507QB - Business Communication

Course Description

Master the foundations of effective management communication, including communicating clearly, strategically, persuasively, and collaboratively in professional business settings. You'll learn about and practice a variety of crucial communication skills and hone them in team presentations, where analysis and recommendations must withstand the challenges of audience members. This course is for MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

2

Max Units:

2

QM507QH - Business Communication

Course Description

This course introduces students to the foundations of effective management communication. It focuses on helping them communicate clearly, strategically, persuasively, and collaboratively in professional business settings. Students learn about and practice a variety of crucial communication skills. It also gives students opportunities to focus on individual goals for skill development, and hones students' skills in team presentations, where analysis and recommendations must withstand the challenges of audience members. Topics include presenting recommendations persuasively, presenting with one voice, using narrative structures to enhance coherence, asking and answering questions, team dynamics, and interpersonal communication. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

2

Max Units:

2

QM518QB - Applied Probability and Statistics

Course Description

Understand how to address management decisions that, invariably, will need to be made under conditions of uncertainty. This course provides you with a solid foundation in applied probability and statistics, required for data-driven quantitative managerial decision-making as well as for subsequent courses in your program. This course is for MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM518QH - Applied Probability and Statistics

Course Description

Management decisions are increasingly data-driven and supported by quantitative arguments, yet these decisions are invariably made under conditions of uncertainty. This course introduces a framework for thinking about data-driven problems involving uncertainty and develops probabilistic and statistical tools for understanding, analyzing, and interpreting data. Specifically, the objective of the course is to provide an appropriate foundation in applied probability and statistics, which is necessary for datadriven quantitative managerial decision-making and for subsequent courses in the program. Topics include an introduction to probability, discrete and continuous probability distributions, sampling distributions, estimating population parameters, linear regression, and time series. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM523QB - Fraud Analytics

Course Description

Find out how quantitative analytic techniques combined with expert analysis can identify potentially fraudulent behavior. Once you've detected a new fraud pattern, quantitative techniques can help identify potential perpetrators and put corrective measures into place. In this course, you will explore analytics techniques currently in use to identify and prevent fraud in relevant business contexts. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM530QB - Financial Risk Management

Course Description

Study key concepts of fixed income securities and learn how to calculate the return of a portfolio of securities as well as quantify the market risk of that portfolio, using the R programming language with Microsoft Open R and RStudio, to calculate Value-at-Risk (VaR) and Expected Shortfall (ES). You'll master these important skills for financial market analysts in banks, hedge funds, insurance companies, and other financial services and investment firms. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM532QH - Capstone Project 1

Course Description

This is the first of a two-part capstone course. In the capstone project course, students will work in teams to apply what they have learned in the MQM program to a real-world problem. The first part of the course will focus on problem formulation and data preparation. The course will also have a module on data visualization. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM533QH - Capstone Project 2

Course Description

This is the second part of the capstone course, in which students will continue the work on the project selected in the first Capstone Project course. The focus in this course will be on analysis, report writing, and presentation. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM545QB - Ethics and Legal Issues in Business Analytics

Course Description

Examine the leading issues in ethics and the law, including those that arise in the decisions made by manufacturers and marketers. You'll cover topics including privacy, data ownership, restrictions on data analysis, the effect of new technologies on business policy, and potential for biases. The course will use case examples to illustrate the dilemmas and challenges. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM549QB - Digital Marketing

Course Description

Assess the impact of the rapidly evolving communication and distribution channels in the context of digital technology and consumer migration to the Internet. You'll consider advertising budgets shifting to display and search, and goods now positioned for online purchase, and review the associated key performance indicators and tools to use to improve the efficiency of digital marketing. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM563QB - Programming for Data Analytics

Course Description

Build a foundation in R and Python to prepare for subsequent courses in your program that use these languages. In addition, you'll learn basic principles of visualization. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM563QH - Programming for Data Analytics

Course Description

Build a foundation in R and Python to prepare for subsequent courses in student's program that use these languages. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

QM564QB - Empirical Analysis for Business Strategy

Course Description

Gain exposure to the statistical techniques, primarily causal inference, used to evaluate business outcomes, as well as potential confounding factors and the quasi-experimental methods, such as instrumental variables regression, regression discontinuity, and difference-in-differences estimation, to mitigate their effects. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM611QB - Decision Models

Course Description

Identify decision situations that are too difficult to grasp intuitively, or where the stakes are too high to learn by experience, in order to leverage decision models you'll learn in this course that allow you to consider the different possible scenarios and learn more about the problem. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM611QH - Decision Models

Course Description

Successful management requires the ability to recognize a decision situation, understand its essential features, and make a choice. However, many such situations may be too difficult to grasp intuitively, or the stakes may be too high to learn by experience. In these cases, we may benefit from using decision models - simplified representations of these situations that allow you to consider the different possible scenarios (i.e., ask 'what if') and learn more about the problem. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM700QB - Data Analytics and Applications

Course Description

Investigate how data analysis can be used to guide business practices by discussing a variety of real-world situations. You will study the core concepts behind data analytics, the challenges associated with big data, and the interplay between data science and business decisions, with your focus being on the long-lasting, general principles that endure the rapid change of technology and the 'hands-on' analyses of actual datasets to develop methodologies. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM700QH - Data Analytics and Applications

Course Description

The course investigates how to use data to impact business practices. We will study the core ideas behind data analytics, challenges associated with big data, and the interplay between data science and business decisions. We will focus on general principles that are long lasting despite the rapid changing technology and on 'hands-on' analyses of actual datasets to develop methodologies. Topics may include data mining, advanced topics in linear regression, quantile regression, classification (logistic regression, support vector machine, classification trees), model selection and overfitting, cross-validation, similarity, k-nearest neighbor, and clustering. A variety of real life examples will be discussed such as customer retention, health risk prediction, social media analysis, real-time online advertisement, and data mining contests. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM701QB - Advanced Data Analytics and Applications

Course Description

Learn how an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations have fostered data-driven business decisions. You'll build on the material you covered in 'Data Analytics and Applications' with advanced tools, algorithms, and technologies currently being used in many industries. This course is for MSQM: Business Analytics and Accelerated MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM701QH - Advanced Data Analytics and Applications

Course Description

Data-driven business decisions have been fostered by an expansion in data availability, improvements in computational power, and the design of digital- and data-centric organizations. This course builds on and extends the material covered in 'Data analytics and applications.' Specifically, we will focus on advanced tools, algorithms, and technologies that are currently being used in many industries. We will discuss a variety of business applications and tools such as causal inference, experimental and observational studies, neural networks and network effects, text mining (bag of words, term frequency, and n-grams), and advanced predictive models (deep learning and ensemble methods). This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM702QH - Electronic Health Records and Data Structures

Course Description

This course explores the fundamentals of data storage, cleaning, and retrieval, with a special focus on electronic health records. It examines structured versus unstructured data, data integrity, data security, and interoperability issues. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM703QB - Business Fundamentals: Accounting and Finance

Course Description

Explore two core areas of business: financial accounting and finance. The accounting module introduces you to the types of information requirements imposed on a firm by agencies in its environment, and study financial accounting, reporting, and measurement problems from both a theoretical and an applied basis. The finance module introduces you to fundamental concepts in finance and provides a set of tools for analyzing the investment and financing decisions of both individuals and firms. This course is for MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM703QH - Business Fundamentals: Accounting and Finance

Course Description

This course covers two core areas of business: financial accounting and finance. The accounting module introduces the student to the types of information requirements imposed on the firm by agencies in its environment and develops an understanding of the activities of the firm within the framework of a financial accounting system designed to satisfy these information requirements. Emphasis is given to the study of financial accounting, reporting, and measurement problems from a theoretical and an applied basis. The finance module gives an introduction to fundamental concepts in finance, and develops a set of tools for analyzing the investment and financing decisions of both individuals and firms. The concept of NPV, suitably adjusted to account for taxes, uncertainty, and strategic concerns, is used to analyze how investment and financing decisions interact to affect firm value. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM704QB - Business Fundamentals: Marketing and Strategy

Course Description

Examine two core areas of business: marketing and strategy. The marketing module provides you with an overview of the role of marketing in organizations by exposing you to the fundamental issues and decisions involved in planning and managing marketing activities. You'll develop an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. The strategy module examines topics related to the question: Why are some firms more profitable than others? You'll learn the concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. This course is for MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM704QH - Business Fundamentals: Marketing and Strategy

Course Description

This course covers two core areas of business: marketing and strategy. The marketing module provides an overview of the role of marketing in organizations by acquainting students with the fundamental issues and decisions involved in planning and managing marketing activities. It begins with strategic decisions of segmentation, targeting and positioning. Subsequently, it examines product policy, pricing, advertising and communications, and channels of distribution. Major emphasis is placed on developing an understanding of the underlying forces that influence marketing decisions, including customer behavior, competitive marketing activity, and organizational considerations. The strategy module examines topics related to the question: Why are some firms more profitable than others? It explores the sources of sustained profits in the face of competitive pressures. In doing so, it introduces concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM718QH - Life Sciences Strategy

Course Description

This course examines business strategy in the biotech, device, diagnostic, and pharmaceutical industries, with a focus on product development and commercialization. It begins with research and development, including how companies acquire knowledge and products; how companies manage intellectual property; and how companies use clinical trials to demonstrate product safety and efficacy to regulators, as well as payers and providers. It then discusses commercialization, including how companies determine price, justify the value of products, and market to providers and patients. It also examines the nuances of reimbursement in health care and the shift from blockbuster to niche product strategy. Finally, the course will discuss how companies prepare for patent expiration, and how generics compete. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM720QH - Analysis of Healthcare Effectiveness and Outcomes

Course Description

Participants in the health care ecosystem, including lifesciences product manufacturers, medical service providers, health and wellness app developers, and payers, increasingly have access to vast amounts of observational data. This course focuses on the analysis of real-world observational data to draw inferences about effectiveness of various interventions at individual patient and/or community levels. An important component of the course is the study of potential confounding factors and the use of quasi-experimental methods, such as propensity score matching, instrumental variables regression, and difference-in-differences estimation, to mitigate their effects. The course will demonstrate these methods using examples from various health care sectors. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM721QH - Value-Based Care

Course Description

Recent changes and proposed reforms in public as well as private sectors are moving the US health care system from the traditional fee-for-service model to a variety of value-based models of reimbursement. This course examines the relative merits of various value-based models compared to the traditional feefor-service model. It also teaches key components of value-based models including coordination of care, patient compliance (adherence), social determinants of health, selection and definitions of specific quality outcomes, data and measurement, and sound analysis of observed data. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM722QH - Provider Operation Analytics

Course Description

This course focuses on understanding and improving business processes through data analysis. Modern technology has changed the way that organizations collect the data generated in these processes and utilize that data to make effective decisions. This course is a prescriptive analytics course that focuses on improving processes in health care organizations to better utilize limited resources and increase patient satisfaction. The course starts with a study of major causes of congestion and wait times in hospitals and clinics and strategies to reduce them through effective scheduling and resource allocation. The second module then focuses on managing inventory of drugs and medical supplies. The third module concerns process quality, with a goal of maintaining high and consistent quality of care to patients. The course is expected to include topics such as capacity planning, scheduling, queueing analysis, inventory analysis, and lean and six-sigma program implementation. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM723QH - Ethics and Legal Issues in Health Analytics

Course Description

This course examines the leading issues in bioethics and the law, including those that arise in the decisions made by providers, payers, and product manufacturers. Topics will include patient privacy, data ownership, restrictions on data analysis, the effect of new technologies on science policy, end-oflife care, and rationing of scarce drugs, organs, and other resources. The course will use case examples to illustrate the dilemmas and challenges. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM724QH - Health Care Institutions and Policy 1

Course Description

In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. This course is for MSQM: Health Analytics students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

2

Max Units:

2

QM725QH - Health Care Institutions and Policy 2

Course Description

In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. This course is for MSQM: Health Analytics students.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

0

Max Units:

0

QM726QH - Health Care Institutions and Policy 3

Course Description

In most markets, the consumer chooses, pays for, and consumes a product. However, in health care, we often find that a provider chooses, an insurer pays, and a patient consumes. We will describe health care providers, insurers, manufacturers, and regulators, and how they interconnect in health care. While health care is different from other markets, the tools of business and the social sciences nevertheless provide valuable insights about strategy and policy. The course will provide background for subsequent health courses in the curriculum. This course is for MSQM: Health Analytics students.

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

2

Max Units:

2

QM778QB - Navigating Organizations

Course Description

Conduct smart quantitative analysis by overcoming common cognitive biases as well as by working effectively with others in your organization. Identify what principles you can draw on to analyze and improve performance in your firm and how to become an effective leader and contributor to your firm that others respect and are willing to follow. This course is for MSQM: Business Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM778QH - Navigating Organizations

Course Description

Smart quantitative analysis requires overcoming common cognitive biases as well as working effectively with others in the organization. This course builds on insights from behavioral sciences to help students meet these challenges and be effective analysts and managers. The course will primarily focus on two broad sets of questions. First, what principles can students draw on to analyze and improve performance in organizations? Second, what do an individual needs to do to be an effective leader and contributor to his/her firm that others respect and are willing to follow? This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

QM779QH - Managerial Economics for Health Care

Course Description

This course covers the fundamental concepts of microeconomics, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information. More broadly, this course provides a structured framework for evaluating firm strategies and market outcomes across a wide variety of settings, with a particular focus on health care. The economic principles introduced throughout the term will serve as a foundation for future courses in business functions such as finance, marketing, and strategy. This course is for MSQM: Health Analytics students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

QM780QB - Managerial Economics

Course Description
Learn the fundamental concepts of microeconomics, such as pricing decisions, market equilibrium, strategic interaction, and asymmetric information, which will serve as a foundation for future courses in business such as finance, marketing, and strategy. This course is for MSQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

QM820QB - Operations Management

Course Description
Understand and improve business processes, such as capacity planning, scheduling, queueing analysis, inventory analysis, and lean and six-sigma program implementation, through data analysis. Technology has enhanced the way that the data generated in these processes is collected and assessed to make more effective decisions. This course is for MSQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

QM899QB - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for MSQM: Business Analytics students. Prerequisite: Consent of the programmatic dean and instructor.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
3

QM899QH - Independent Study

Course Description

Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for MSQM: Health Analytics students. Prerequisite: Consent of the programmatic dean and instructor.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

1

Max Units:

3

SOCENT895 - Fuqua Client Consulting Practicum

Course Description

Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

6

Max Units:

6

SOCENT895E - Fuqua Client Consulting Practicum

Course Description

Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. Department consent required. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

SOCENT899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
1

Max Units:
3

STRATEGY557F - Principles of Strategy

Course Description
How to identify business opportunities in dynamic competitive environments and develop skills necessary to be an effective strategy analyst as part of any business position. Tackles the complexity of analyzing competition in this era of globalization and changing firm boundaries, as well as assesses strategy under increasing uncertainty. Develops strategic thinking by learning the concepts, models, and tools of strategic analysis and by applying them to competitive situations. Develops the capability to assess a firm's strategic position with respect to rivals, the larger industry, and customers given the firm's internal resources and capabilities. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY558Q - Strategic Management

Course Description
Strategic management raises the broad questions faced by management and explores how to structure the firm to use the insights from externally-focused and internally-focused analytics teams. The course will cover: industry analysis, business unit strategy, corporate strategy, estimating learning curves, project management, implementation and organizational form, and incentives. This course is for MQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

STRATEGY559Q - People Analytics

Course Description
This course focuses on prescriptive analytics techniques to understand and improve a firm's organizational processes. Topics include diversity analytics, predicting employee turnover, predicting employee performance, recruitment analytics, and intervention impact. This course is for MQM: Business Analytics students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

STRATEGY627 - Climate, Sustainability, and Corporate Governance

Course Description
Global challenges such as urbanization, food security, water crises, inequality, natural resource degradation, and climate change increasingly present material risks to corporations. Yet these same trends can create profitable opportunities for companies if innovation is harnessed to create products and business models that provide solutions for growing global markets. As these challenges grow, companies are increasingly integrating sustainability as a business imperative and a key to competitive advantage. In the course, we will examine how businesses assess their risks and opportunities, and how they develop strategies to promote more sustainable practices. We will assess challenges in different firms, industries and geographies, and evaluate how these differences affect corporate strategy and practice. Class sessions will combine case studies, lectures, guest speakers, and interactive activities. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY835 - Foundations of Strategy

Course Description
Why are some firms more profitable than others? This course explores the sources of sustained profits in the face of competitive pressures. In doing so, it introduces concepts and skills necessary for managers, management consultants, and financial analysts to understand, craft, and support a firm's strategy. Students should leave the course well prepared for focused electives on strategic issues. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY835G - Foundations of Strategy

Course Description

Deals with the work and understanding of strategic management. The course adopts the perspective of the managers within the corporation, business, division, plant, or other operating unit who must mesh their individual actions and responsibilities with the overall objectives of the firm. During the course, we will focus on the perspectives and skills required to diagnose and find realistic solutions for critical problems in complex business situations. Core topics include industry analysis, business analysis, international strategy, strategic planning, and strategy implementation. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY835W - Foundations of Strategy

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY836 - Global Institutions and Environments

Course Description

This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
2

Max Units:
2

STRATEGY837 - International Strategy

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY838 - Entrepreneurial Strategy for Innovation-Based Ventures

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

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY838E - Entrepreneurial Strategy For Innovation-Based Ventures

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

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY839 - Strategies for Driving Corporate Corporate Growth

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

STRATEGY840 - Business Strategy by Firms Based in Developing Countries

Course Description
Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY840E - Business Strategy by Firms Based in Developing Countries

Course Description
Focuses on strategies firms in emerging markets are adopting to compete at home and abroad. Emerging market economies have a growing commercial infrastructure of legal institutions, capital and labor markets, external supply chains, and physical infrastructure. These economies -- the BRICS countries of Brazil, Russia, India, China, and South Africa as well as rapidly growing countries throughout Africa, Latin America, Asia, and the Middle East - are now among the most dynamic economies in the world. Strategies in these economies reflect traditional business strategy, but also incorporate important elements from the distinct conditions of the emerging markets in general and of their home countries in particular. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY841 - Strategy Implementation

Course Description

Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY841E - Strategy Implementation

Course Description

Focuses on strategy implementation. The course teaches how organizational realities shape the constraints and opportunities for creative strategizing. In doing so, the classes address the relationship between strategic choices, the competitive environment, formal structure, and the informal organization. Class topics include sources of strategy, strategic planning, business processes, relationships, formal and informal organization, knowledge, overcoming inertia, managing acquisitions, and global organization. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY842 - Strategic Modeling and Business Dynamics

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY843 - Intellectual Capital and Competitive Strategy

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY845 - Entrepreneurial Execution and Planning

Course Description

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

Grading Basis

Graded

Units

Min Units:
3

Max Units:
3

STRATEGY845E - Entrepreneurial Execution and Planning

Course Description

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

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:
3

Max Units:
3

STRATEGY848 - New Ventures: Discover

Course Description

New Ventures: Discover is designed to lead students to a eureka moment by teaching how to explore the world around them, seeking problems worth solving, and moving from an idea to action. This course is ideal for students who want find white space for new innovation and entrepreneurial action, whether that's as part of a larger organization or by launching a new venture. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and Summer

Units

Min Units:

3

Max Units:

3

STRATEGY849 - New Ventures: Develop

Course Description

New Ventures: Develop is designed to help students gain experience building and testing a business model for their own ideas or as a team member working on someone else's venture. Students will explore the process of evaluating and understanding whether a business is worth doing. Students will learn to assess opportunities, develop and test business models, understand financials, and build a successful team. For ideas that have been validated through New Ventures Discovery or through the independent customer discovery process, New Ventures Development can help move from idea to action. This course is for both founders and for students interested in forming teams around ideas sourced from peers across the university. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

6

Max Units:

6

STRATEGY850 - New Ventures: Develop 2

Course Description

This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

STRATEGY851 - New Ventures: Deliver

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
6

Max Units:
6

STRATEGY852 - New Ventures Delivery 2

Course Description
This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

STRATEGY853 - Advanced Corporate Strategy

Course Description
This course will challenge students to develop a framework to make business decisions in the shadow of complex political and social issues. Students will discuss several contemporary case studies of business leaders making choices that intersect with controversial issues related to economic inequality, civil rights, public health, consumer and environmental protection, among others. Students will also develop familiarity with the political debates and empirical evidence on several current public policy issues through the assigned readings, which will include media articles and academic papers. Selected topics include CEO activism, the impact of technological innovation on jobs, the regulation of new business models, corporate political activities, and engaging the media. This course is designed to be useful to any student who wishes to develop the skills to analyze the environment their organization operates in and craft effective strategies both within and beyond markets. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

STRATEGY894 - Special Topics

Course Description
Permits the study of special topics in strategy on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
2

STRATEGY894E - Special Topics

Course Description
Permits the study of special topics in strategy on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Fall, Spring and Summer

Units

Min Units:
1

Max Units:
2

STRATEGY895 - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
6

Max Units:
6

STRATEGY895E - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic and international clients covering strategy, international business, small business, energy and environment, health care management, social entrepreneurship and other topics. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

STRATEGY895F - Fuqua Client Consulting Practicum

Course Description
Team-based consulting practicums with local, domestic clients covering strategy and other topics. This course is for MMS: Foundations of Business students.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
3

Max Units:
3

STRATEGY896 - Practicum

Course Description
Topics vary each semester offered. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis
Graded

Units

Min Units:
3

Max Units:
3

STRATEGY897E - Concentration Project

Course Description

An applied study of a business problem or a theoretical research effort. A written presentation of the objectives, intellectual resources, and methodology is required. A written report at the conclusion of the project is also required. The graded project is an individual effort as opposed to a team-based effort and is undertaken with the guidance of the instructor. This course is for Global Executive MBA and Weekend Executive MBA students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

6

Max Units:

6

STRATEGY898 - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Daytime MBA and Accelerated Daytime MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

STRATEGY898G - Special Topics

Course Description

Permits the study of special topics in management on an occasional basis depending on the availability and interests of students and faculty. This course is for Global Executive MBA students.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

STRATEGY899 - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Daytime MBA and Accelerated Daytime MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Units

Min Units:
1

Max Units:
3

STRATEGY899E - Independent Study

Course Description
Allows the student an opportunity to engage in a study of special topics on an individual basis under the supervision of a faculty member. This course is for Global Executive MBA and Weekend Executive MBA students. Prerequisite: second-year standing in the MBA program and consent of the associate dean and instructor.

Grading Basis
Graded

Course Typically Offered
Fall and/or Spring

Units

Min Units:
1

Max Units:
1