
CHARLES F. DOLAN
SCHOOL OF BUSINESS
GRADUATE PROGRAMS

Master of Business Administration

Master of Science in Accounting

Master of Science in Finance

Master of Science in Taxation

Certificate Programs for Advanced Study in

Accounting

Finance

General Management

Human Resources Management

Information Systems and Operations Management

International Business

Marketing

Taxation

2009-2010

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Charles F. Dolan School of Business

2009-10 ACADEMIC CALENDAR — GRADUATE SCHOOL

Classes are offered on weeknights and Saturdays to accommodate those in the program who are employed full time. Refer to the schedules that are distributed each semester for calendar changes.

Fall 2009

Sept. 1	Classes begin
Sept. 7	Labor Day – University holiday
Oct. 12	Columbus Day – University holiday
Oct. 16	Degree cards due for January graduation
Nov. 25 - Nov. 29	Thanksgiving recess
Nov. 30	Classes resume
Dec. 17	Last day of classes for graduate students

Winter 2010 Intersession

Jan. 4 - Jan. 16	Intersession classes
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Spring 2010

Jan. 18	Martin Luther King Jr. Day – University holiday
Jan. 19	Classes begin
Feb. 12	Degree cards due for May graduation
March 8 - March 12	Spring recess
March 15	Classes resume
April 1 - April 4	Easter recess
April 5	Classes resume
May 10	Last day of classes
May 22	Baccalaureate Mass – 4 p.m.
May 23	60th Commencement – 3 p.m.

Summer 2010

May 24 - June 4	Summer Session I
May 31	Memorial Day – University holiday
June 7 - July 1	Summer Session II
July 4	Independence Day – University holiday
July 6	Degree cards due for August graduation
	Registration begins for all Fall 2010 graduate programs
July 6 - Aug. 7	Summer Session III
Aug. 9 - Aug. 21	Summer Session IV

A Message from the Dean

Excellence is what the business community demands of its leaders and what drives the activities of the Charles F. Dolan School of Business at Fairfield University. Our high quality was recognized in 1997 when AACSB International — The Association to Advance Collegiate Schools of Business — accredited our undergraduate and graduate degree programs. In 2007, this prestigious organization re-accredited the Dolan School. Only 40 percent of all business schools are so recognized.

This recognition stems from the success we have had in educating undergraduate and graduate students to be successful and responsible business leaders dedicated to pursuing excellence. We focus on being worldwide leaders in business curriculum innovation and, in our graduate programs, on teaching current best practices for solutions to business problems within the context of a rigorous conceptual framework. The School partners with its stakeholders in the business community to offer programs in a technologically advanced, active learning environment. This active learning environment brings actual organizational problems into the classroom and puts students into real-life organizational settings. This approach enables us to create a seamless learning environment that builds on our faculty's excellence — and an average of 10 years of business experience — in their respective disciplines. Students graduating from the Dolan School of Business are thus equipped with state-of-the-art knowledge in current business concepts and practices. Our top-notch programs and faculty are appropriately housed in a building dedicated to the School of Business. The educational facilities available to students in this building and on the entire campus are second to none.

This exciting business learning environment is enhanced by our key geographic location. More than 40 Fortune 500 firms are headquartered in Fairfield County, with nearly 100 more headquartered in New York City and lower Westchester County, N.Y. In addition, Fairfield County hosts the country's largest concentration of foreign multinational corporations with U.S. headquarters.

Because we are so highly regarded by the business community, each year the School plays host to numerous high-level executives — many of them alumni — who visit our classes and share their expertise with our students. Our business degree can be a passport to success in the job market. Our students are widely sought after by top firms upon graduation.

We believe that the Charles F. Dolan School of Business at Fairfield University offers you a tremendous opportunity to complete your undergraduate and graduate business education in a unique academic and professional environment. We look forward to welcoming you!



Dr. Norman A. Solomon
Dean, Charles F. Dolan School of Business

Fairfield University Mission

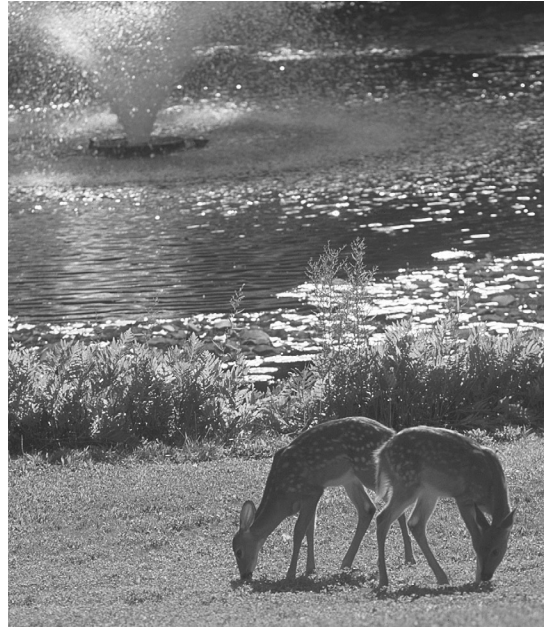
Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values, and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university, it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity that their membership brings to the University community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective, and a commitment to excellence. Fairfield encourages a respect for all the disciplines—their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools, it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense, liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education that it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education that will extend to the broad range of areas to which they have been introduced in their studies.



As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible people.

Fairfield University values each of its students as individuals with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time, it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

Fairfield University Overview

Fairfield University offers education for an inspired life, preparing students for leadership and service through broad intellectual inquiry, the pursuit of social justice, and cultivation of the whole person: body, mind, and spirit.

A comprehensive university built upon the 450-year-old Jesuit traditions of scholarship and service, Fairfield University is distinguished by a rigorous curriculum, close interaction among faculty and students, and a beautiful, 200-acre campus with views of Long Island Sound.

Since its founding in 1942 by the Society of Jesus (the Jesuits), the University has grown from an all-male school serving 300 to a competitively ranked coeducational institution serving 3,300 undergraduate students, 1,000 graduate students, and more than 800 part-time students enrolled in University College for degree completion programs as well as personal and professional enrichment courses.

Fairfield offers 35 undergraduate majors, 17 interdisciplinary minors, and 35 graduate programs. The University is comprised of six schools: the College of Arts and Sciences, the Charles F. Dolan School of Business, and the schools of Engineering, Graduate Education and Allied Professions, and Nursing. Students benefit from small class sizes, an outstanding faculty, a rich array of study abroad, internship, and service opportunities, and the resources and reputation of a school consistently ranked among the top regional universities in the north by the *U.S. News & World Report*.

In the past decade, more than 50 Fairfield students have been named Fulbright scholars, and the University is among the 12 percent of four-year colleges and universities with membership in Phi Beta Kappa, the nation's oldest and most prestigious academic honor society.

Fairfield is located one hour north of New York City at the center of a dynamic corridor of educational, cultural, and recreational resources, as well as leading corporate employers.

Diversity Vision Statement

As a Jesuit and Catholic institution, Fairfield University strives to be a diverse learning community of culturally conscious individuals. The University values and celebrates different perspectives within a commitment to the God-given dignity of the human person. As an expression of its dedication to the service of faith and the promotion of justice, the Fairfield community seeks to create an environment that fosters a deep understanding of cultural and human diversity. This diversity enriches its members, both as individuals and as a community, and witnesses to the truth of human solidarity.

Fairfield University is committed to promoting dialogue among differing points of view in order to realize an integral understanding of what it is to be human. The University recognizes that transcending the nation's political and social divisions is a matter of valuing diversity and learning respect and reverence for individuals, in their similarities and their differences. Fairfield will continue to integrate diversity in all facets of University life—academic, administrative, social, and spiritual—as together, the community seeks to realize a vision of the common good.

CAMPUS SERVICES

The DiMenna-Nyselius Library. DiMenna-Nyselius Library is the intellectual heart of Fairfield's campus and its signature academic building, combining the best of the traditional academic library with the latest access to print and electronic resources. Carrels, leisure seating, and research tables provide study space for up to 900 individual students, while groups meet in team rooms, study areas, or convene for conversation in the 24-hour cybercafe. Other resources include a 24-hour, open-access computer lab with Macintosh and Intel-based computers; a second computer lab featuring Windows-based computers only; two dozen multimedia workstations; an electronic classroom; a 90-seat multimedia auditorium; photocopiers, microform readers, and printers; and audiovisual hardware and software. Workstations for the physically disabled are available throughout the library.

The library's collection includes more than 355,000 bound volumes, 120,000 e-books, 1,400 journal and newspaper subscriptions, electronic access to 30,000 full-text journal and newspaper titles, 18,000 audiovisual items, and the equivalent of 108,000 volumes in microform. To borrow library materials, students must present a StagCard at the Circulation Desk. Students can search for materials using an integrated library system and online catalog. Library resources are accessible from any desktop on or off campus at <http://sirsi.fairfield.edu>. From this site, students use their StagCard number and a pin code to access their accounts, read full-text journal articles from more than 150 databases, submit interlibrary loan forms electronically, or contact a reference librarian around the clock via IM, e-mail, or "live" chat.

The library has an Information Technology Center consisting of a 30-seat, state-of-the-art training room, a 12-seat conference/group study room with projection capability, and 10 collaborative work areas. Also, the Center for Academic Excellence is housed on the lower level.

During the academic year, the library is open Monday through Thursday, 7:45 a.m. to midnight; Friday, 7:45 a.m. to 10:30 p.m.; Saturday, 9 a.m. to 9 p.m.; and Sunday, 10:30 a.m. to midnight with an extended schedule of 24/7 during exam periods.

The Rudolph F. Bannow Science Center houses advanced instructional and research facilities that foster the development of science learning communities, engage students in experiential learning, and invite collaborative faculty and student research in biology, chemistry, computer science, mathematics, physics, and psychology.

The John A. Barone Campus Center is the social focal point of University activities and offers students a place to relax, socialize, or study during the day. Students can pick up a cup of coffee at Jazzman's CyberCafe, shop at the University bookstore, watch deejays from the campus radio station, WVOF-FM 88.5, at work in their glass-enclosed studio, or grab meals at one of two dining facilities. The center is open 24 hours from Sunday through Thursday and from 7 a.m. to 1 a.m. on Fridays and Saturdays. Call the Campus Center between 9 a.m. and 9 p.m. for bookstore and dining hall hours.

The Early Learning Center. The Center provides an early care and education program based on accepted and researched theories of child development; individualized programs designed to meet the needs of each child; a curriculum that is child-oriented and emergent by the children; and teaching staff who have specialized educational training in child development and developmentally appropriate practice with young children, including health, safety, and nutritional guidelines.

The Center is open all year from 7:30 a.m. - 5:30 p.m. for children aged 6 weeks to 5 years. Children may be enrolled on a full- or part-time basis depending upon space availability. Registration takes place every March. For tuition details, registration requirements, or other information, call the Center at (203) 254-4028 or visit www.fairfield.edu/gseap/elc.

Aloysius P. Kelley, S.J. Center. Located on Loyola Drive, the Kelley Center houses the offices of Undergraduate and Graduate Admission, the Registrar, Financial Aid, Enrollment Management, StagCard, Academic and Disability Support Services, New Student Programs, as well as the Career Planning Center.

The Career Planning Center is open to graduate students and offers career information, online job listings, and career counseling services. The Center also invites leading employers to recruit on campus. Graduate students who wish to leverage their master's degrees in a career transition should meet with a career planning counselor one year before graduation.

Campus Ministry, located on the first floor of the University Chapel, in the Pedro Arrupe, S.J. Center, strives to be a home for students of all faith traditions who are interested in exploring and enriching their spiri-

tual lives. Rooted in the Catholic faith and steeped in the Jesuit tradition, Campus Ministry is committed to the development of the whole person, because a healthy spiritual life is an essential element of the Fairfield University experience.

Campus Ministry offers a wide variety of popular programs, including retreats, Musical, Eucharistic, and Lector liturgical ministries, and many social justice advocacy programs. Campus Ministry is also home to many urban, national, and international volunteer programs that take place during the Christmas, spring and summer breaks to places like Bridgeport, Kentucky, Utah, Jamaica, Ecuador, Nicaragua, and beyond. All students are invited to participate in all programs, regardless of faith tradition. The staff of Campus Ministry also offers opportunities for one-on-one conversation, pastoral counseling, and spiritual direction. Liturgies are held daily at 12:10 p.m. and on Sundays at 11 a.m., 4:30 p.m., and 9 p.m.

Computing Services at Fairfield are state-of-the-art. High-speed fiber-optic cable, with transmission capabilities of 1 gigabit per second, connects classrooms, residence hall rooms, and faculty and administrative offices, providing access to the library collection, e-mail, various databases, and other on-campus resources.

Twelve computer labs, supported by knowledgeable lab assistants and open 14 hours a day for walk-in and classroom use, offer hardware and software for the Windows and Macintosh environments. All campus buildings are connected to the Internet, and all residence hall rooms have Internet connections, cable television, and voicemail. Students are issued individual accounts in StagWeb, a secure Web site where they can check e-mail, register for courses, review their academic and financial records, and stay tuned to campus-wide announcements.

Administrative Computing (SunGard Higher Education) is located in Dolan 110 East and provides support for the integrated administrative system, Banner. Additionally, Administrative Computing supports StagWeb, the campus portal that enables students to access their e-mail, grades, calendars, course schedules and other types of information.

Computing and Network Services (CNS), located on the first and second floors of Dolan Commons, provides lab support, technical advice, classroom technology applications, and personal Web page assistance. All computing and network infrastructure on campus, the telecommunications system, hardware and software support for faculty and staff desktops/laptops, and operational support for public computer labs fall within the jurisdiction of CNS. Office hours are 8:30 a.m. to 4:30 p.m. and the Help Desk number is (203) 254-4069 or cns@fairfield.edu.

The **Department of Public Safety (DPS)** is responsible for the safety of people and property on campus. Officers patrol campus by bike, foot, and vehicle 24 hours a day, 365 days a year. The Department of Public Safety is authorized to prevent, investigate, and report violations of State or Federal Law and University regulations. In addition, officers are trained to provide emergency first aid and are supplemental first responders for the Town of Fairfield. Public Safety officers also oversee the flow of traffic on campus and enforce parking regulations. Any student, faculty member, or employee of Fairfield University should report any potential criminal act or other emergency to any officer or representative of DPS immediately by calling (203) 254-4090 or visiting Loyola Hall, Room 2.

The **Regina A. Quick Center for the Arts** serves as a cultural hub and resource for the University and surrounding towns, offering popular and classical music programs, dance, theatre, and outreach events for young audiences. The center consists of the 740-seat Aloysius P. Kelley, S.J. Theatre, the smaller Lawrence A. Wien Experimental Theatre, and the Thomas J. Walsh Art Gallery. Tickets to Quick Center events are available to graduate students at a discounted price. For a calendar of events, visit www.quickcenter.com.

In addition, various departments schedule exhibitions, lectures, and dramatic programs throughout the academic year. These events are open to all members of the University community and many are free or offered to students at a discounted rate.

Athletics and Recreation

Fairfield is a Division I member of the National Collegiate Athletic Association (NCAA) and competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference (MAAC). The men's and women's basketball teams play at Bridgeport's **Arena at Harbor Yard**, considered one of the top facilities in collegiate basketball. Discounted tickets for Fairfield Stags games are available to graduate students. For tickets or other information, call the athletic box office or visit www.fairfieldstags.com. In addition, soccer, lacrosse, and other games are held on campus and are free to graduate students.

The Leslie C. Quick Jr. Recreation Complex, a multi-purpose facility also known as the RecPlex, features a 25-meter, eight-lane swimming pool; a field house for various sports; a whirlpool; saunas in the men's and women's locker rooms; and racquetball courts. Other amenities are two cardio theatres, a weight room, and group fitness courses. The Department of Recreation also oversees the outdoor tennis and outdoor basketball courts. Graduate students may join the RecPlex on a per semester basis by presenting a current StagCard, proof of current registration, and paying the appropriate fee. For membership information and hours, call the RecPlex office at (203) 254-4141.

ACCREDITATIONS

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Additional accreditations include:

- ACSB International – The Association to Advance Collegiate Schools of Business
(Charles F. Dolan School of Business)
- Accreditation Board for Engineering and Technology
(School of Engineering)
Computer Engineering Program
Electrical Engineering program
Mechanical Engineering program
Software Engineering Program
- American Chemical Society
(College of Arts and Sciences)
B.S. in Chemistry
- Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy
(Graduate School of Education and Allied Professions, GSEAP)
Marriage and Family Therapy program
- Connecticut State Department of Higher Education
(GSEAP)
- Council for Accreditation of Counseling and Related Educational Programs
(GSEAP)
Counselor Education programs
- Commission on Collegiate Nursing Education
(School of Nursing)
Undergraduate Nursing programs
Graduate Nursing programs
- National Council for the Accreditation of Teacher Educators (NCATE)
Elementary Education, Secondary Education, School Counseling, School Library Media Specialist, School Psychology, Special Education, TESOL/Bilingual Education programs

Program approvals include:

- Connecticut State Department of Higher Education
 - Elementary and Secondary Teacher certification programs
 - Graduate programs leading to certification in specialized areas of education
 - School of Nursing programs
- Connecticut State Board of Examiners for Nursing
 - Undergraduate Nursing programs
- Council on Accreditation of Nurse Anesthesia Educational Programs

The University holds memberships in:

AACSB International – The Association to Advance
Collegiate Schools of Business
American Association of Colleges for Teacher
Education
American Association of Colleges of Nursing
American Council for Higher Education
American Council on Education
ASEE – American Society for Engineering Education
Association of Catholic Colleges and Universities
Association of Jesuit Colleges and Universities
Connecticut Association of Colleges and Universities
for Teacher Education
Connecticut Conference of Independent Colleges
Connecticut Council for Higher Education
National Action Council for Minorities in Engineering
National Association of Independent Colleges and
Universities
National Catholic Educational Association
New England Business and Economic Association

ACADEMIC POLICIES AND GENERAL REGULATIONS

Academic Advising and Curriculum Planning

Specialty M.S. Directors advise all fully matriculated students in their respective tracks. The Assistant Dean advises all MBA students. Students must meet with their advisor during their first semester of enrollment to plan a program of study. The advisor must be consulted each subsequent semester regarding course selection, and the advisor's signature of approval on the University registration form is required. Students must register no later than one week prior to the first day of class.

Information about state certification requirements may be obtained from the certification officer or graduate faculty advisors.

Student Programs of Study

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether the prerequisites set forth for the specific program have been met. Should a student wish to change his or her track or concentration, this request must be made in writing and approved by the advisor and the dean.

Academic Freedom and Responsibility

The statement on academic freedom, as formulated in the 1940 Statement of Principles endorsed by the AAUP and incorporating the 1970 interpretive comments, is the policy of Fairfield University. Academic freedom and responsibility are here defined as the liberty and obligation to study, to investigate, to present and interpret, and discuss facts and ideas concerning all branches and fields of learning. Academic freedom is limited only by generally accepted standards of responsible scholarship and by respect for the Catholic commitment of the institution as expressed in its mission statement, which provides that Fairfield University "welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community."

Parking on Campus

All vehicles must be registered with the Department of Public Safety and display a current vehicle registration sticker. For graduate students, the fee for this is included as part of tuition. However, graduate students must register their vehicle. To do so, students complete and submit the online registration form available on StagWeb. Students should then bring a copy of the submitted application to Public Safety (Loyola Hall, Room 2) with proof of enrollment and their state vehicle registration. A pamphlet detailing traffic and parking regulations will be provided with your registration sticker. Unauthorized vehicles parked in fire lanes, handicapped, or service vehicle spaces are subject to both fines and towing. Handicapped persons must display an official state handicapped permit.

Academic Honesty

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Students are sometimes unsure of what constitutes academic dishonesty. In all academic work, students are expected to submit materials that are their own and are to include attribution for any ideas of language that are not their own. Examples of dishonest conduct include, but are not limited to:

- Falsification of academic records or grades, including but not limited to any act of falsifying information on an official academic document, grade report, class registration document or transcript.
- Cheating, such as copying examination answers from materials such as crib notes or another student's paper.
- Collusion, such as working with another person or persons when independent work is prescribed.
- Inappropriate use of notes.
- Falsification or fabrication of an assigned project, data, results or sources.
- Giving, receiving, offering, or soliciting information in examinations.
- Using previously prepared materials in examinations, tests, or quizzes.
- Destruction or alteration of another student's work.
- Submitting the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- Appropriating information, ideas or the language of other people or writers and submitting it as one's own to satisfy the requirements of a course- commonly known as plagiarism. Plagiarism constitutes theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources, publications, students, or other sources and submitted as one's own original work will be considered plagiarism.
- Unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an F for the course itself. When appropriate, expulsion may be recommended. A notation of the event is made in the student's file in the academic dean's office. The student will receive a copy.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty. Therefore, it is expected that all students taking classes at the University adhere to the following Honor Code:

"I understand that any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, I hereby pledge to uphold and maintain these standards of academic honesty and integrity."

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors, and open to graduate students with permission

Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses

Normal Academic Progress

Academic Load

A full-time student will normally carry nine credits during the fall or spring semester. Twelve credits is the maximum load permitted. During summer sessions, full-time students are permitted to carry a maximum load of 12 credits. Students who work full-time or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semesters and nine credits during the summer sessions.

Academic Standards

Students are required to maintain satisfactory academic standards of scholastic performance. Candidates for a master's degree or certificate must maintain a 3.00 grade point average.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A

Permission to Audit form, available at the dean's office, must be completed and presented at registration during the regular registration period. No academic credit is awarded and a grade notation (AU) is recorded on the official transcript under the appropriate semester and course name. The tuition for auditing is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation. In this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Students must submit a preliminary proposal using the Independent Study Application form, which is available in the dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Matriculation/Continuation

To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisors to program adjustments to their course load. If, at the end of the probationary semester, the student's overall average is again below 3.00, he or she may be dismissed.

Time to Complete Degree

Students are expected to complete all requirements for the M.A. and M.S. programs within five years after beginning their course work. Each student is expected to make some annual progress toward the degree or certificate to remain in good standing. A student who elects to take a leave of absence must submit a request, in writing, to the dean.

Applications for and Awarding of Degrees

All students must file an application for the master's degree in the dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises. Refer to the calendar for the degree application deadline.

Graduation and Commencement

Diplomas are awarded in January, May, and August (see calendar for application deadlines). Students who have been awarded diplomas in the previous August and January, and those who have completed all degree requirements for May graduation, are invited to participate in the May commencement ceremony. Graduate students must successfully complete all requirements for the degree in order to participate in commencement.

Grading System

Grades; Academic Average

The work of each student is graded on the following basis:

A	Excellent
B	Good
C	Fair
F	Failed
I	Incomplete
P	Pass
W	Withdrawn without penalty

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades. The symbol - suffixed to the grades A, B, and C indicates the lower ranges covered by those grades.

The grade of incomplete is given at the discretion of individual professors. All coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete grade, after which the "I" becomes an F. Pass or Fail grades are used in a limited number of courses.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the dean by the professor of record within one calendar year of the final class of the course or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the dean of their school if he or she can provide documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A change of an incomplete grade follows the established policy.

A student who elects to withdraw from a course must obtain written approval from the dean. Refunds will not be granted without written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is canceled.

Each grade has a numerical value as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
F	0.00

Multiplying a grade's numerical value by the credit value of a course produces the number of quality points earned by a student. The student's grade point average is computed by dividing the number of quality points earned by the total number of credits completed, including failed courses. The average is rounded to the nearest second decimal place.

Incomplete

An incomplete grade is issued in the rare case when, due to an emergency, a student makes arrangements – in advance and with the professor's and the dean's permission – to complete some of the course requirements after the semester ends. All course work must be completed within 30 days of the end of the term. Any "I" still outstanding after the 30-day extension will become an F and the student will be excluded from the program.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to entering Fairfield University.

No more than six credits may be transferred. Transfer credit will be considered for graduate coursework earned with a grade of B or better. An official transcript of the work done must be received before a decision will be made on approving the transfer.

Grade Reports

Grade reports for all graduate students are issued electronically by the Registrar via the student's web portal (Stag Web) at the end of each semester.

Scholastic Honors

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, graduate students must have scholastic rank in the top 15 percent of their class, demonstrate a proven concern for others, and manifest a true concern and commitment to the values and goals of the society. The Fairfield chapter was reactivated in 1981 and includes outstanding undergraduate and graduate students who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education.

Beta Gamma Sigma (*business honor society*)

Beta Gamma Sigma is an international honor society recognizing the outstanding academic achievements of students enrolled in collegiate business programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business. With more than 440,000 members worldwide, the Society's

membership comprises the brightest and best of the world's business leaders. At Fairfield University, the top 7 percent of juniors, the top 10 percent of seniors, and the top 20 percent of graduate students are eligible for membership in the University's Beta Gamma Sigma chapter, which was established in 1998. Each spring, an induction ceremony is held at the Charles F. Dolan School of Business to welcome new members into the Society.

Beta Gamma Sigma membership provides recognition for a lifetime. With alumni chapters in major metropolitan areas across the United States and the BetaLink online membership community, those recognized for their academic achievements at Fairfield University can continue an active relationship with Beta Gamma Sigma long after graduation. This lifelong commitment to its members' academic and professional success is defined in the Society's mission: To encourage and honor academic achievement in the study of business and personal and professional excellence in the practice of business.

Disruption of Academic Progress

Academic Probation/Dismissal

A student whose overall grade point average falls below 3.00 in any semester is placed on probation for the following semester. If the overall grade point average is again below 3.00 at the end of that semester, the student may be dismissed. Any student who receives two course grades below 2.67 or B- will be excluded from the program.

Course Withdrawal

Students who wish to withdraw from a 14-15-week course before its sixth scheduled class must do so in writing or in person at the Registrar's Office. Written withdrawals are effective as of the date received or postmarked. In-person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form.

Those who wish to withdraw from a course after the sixth scheduled class must submit a written statement of their intention to the dean for approval to withdraw without academic penalty. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course. In general, course withdrawals are not approved after the sixth scheduled class. In extreme cases, exceptions may be approved by the dean.

Continuous Registration

Graduate students matriculated in a degree program who choose to interrupt their education for a given term must file for Continuous Registration status with the Registrar's Office in order to maintain their active student status. Continuous Registration allows students use of the library, computing facilities and access to faculty advising. Students may remain on Continuous

Registration status for up to two successive terms. Students who do not register for Continuous Registration status will be assumed to be inactive. Students deemed inactive are required to secure reinstatement from the dean in order to continue their enrollment.

Readmission

If a student has been inactive for three terms or longer, students must submit a written update to the dean for reinstatement. Depending on the individual circumstances it may be necessary to complete a full application for admission. A review of past work will determine the terms of readmission.

All honorably discharged veterans who have interrupted their Fairfield education to serve in the military will be readmitted and may apply for financial aid.

Academic Grievance Procedures

Purpose

Procedures for review of academic grievances protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

Types of Grievances

A grievance is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances that may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances relate to procedural appeals or to academic competence appeals, or to issues of academic dishonesty. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed. Remedies would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

Academic dishonesty appeals are defined as those seeking a remedy because of a dispute over whether plagiarism or cheating occurred. Remedies would include but not be limited to removal of file letter, change of grade, or submitting new or revised work.

Time Limits

The procedures defined here must be initiated within one semester after the event that is the subject of the grievance.

INFORMAL PROCEDURE

Step one: The student attempts to resolve any academic grievance with the faculty member, department chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced

that a grievance exists, she or he advances to step two.

Step two: The student consults the chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, he or she advances to step three.

Step three: The student presents the grievance to the dean of the school in which the course was offered, bringing to this meeting documentation of steps one and two. If the dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedures.

FORMAL PROCEDURE

Step one: If the student still believes that the grievance remains unresolved following informal procedures, she or he initiates the formal review procedure by making a written request through the dean of the school in which the course was offered for a formal hearing in the Senior Vice President for Academic Affairs' office. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the dean's opinion of the grievance.

Step two: The Senior Vice President for Academic Affairs determines whether the grievance merits further attention. If not, the student is so informed.

If, however, the grievance does merit further attention, the Senior Vice President for Academic Affairs determines whether it is a procedural, competence, or academic dishonesty appeal.

- If it relates to a procedural matter, the Senior Vice President for Academic Affairs selects a dean (other than the dean of the involved school) to chair a grievance committee.
- If it relates to an academic competence matter, the Senior Vice President for Academic Affairs requests from the dean involved the names of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.
- If it relates to academic dishonesty, the Senior Vice President for Academic Affairs will convene a committee comprised of a dean and two faculty from outside the department in which the course was offered to review the material and the sanction.

In addition, in some instances it may be possible for the Senior Vice President for Academic Affairs to settle the grievance.

Step three: For procedural appeals, the grievance committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the Senior Vice President for Academic Affairs contacts the outside panel members and requests that they review the case in relation to its content validity.

For academic honesty appeals, the Senior Vice President for Academic Affairs will request that the committee present a written report of their findings relating to the validity of the charge and the sanctions.

Step four: The recommendation from either the grievance committee or the panel is forwarded to the Senior Vice President for Academic Affairs in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Senior Vice President for Academic Affairs renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Senior Vice President for Academic Affairs is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

Structure of the Grievance Committee

The structure of the Grievance Committee is the same as the existing Academic Honesty Committee, as follows:

- Two faculty members are selected from a standing panel of eight faculty members elected by the general faculty. The faculty member against whom the grievance has been directed proposes four names from that panel; the student strikes two of those names, and the two remaining faculty members serve.
- Two students are selected from a standing panel of eight students elected by the student government. The student grievant proposes four names from that panel; the faculty strike two of those names; the two remaining students serve.
- In the event that a faculty member or student selected through the foregoing process is unable to meet, another elected member of the panel serves as an alternate.
- The committee is chaired by a dean (other than the dean of the school in which the course was offered) to be selected by the Senior Vice President for Academic Affairs. The dean so selected has no vote except in the event of a tie, and is responsible for overseeing the selection of the review committee, convening and conducting the committee meetings, and preparing the committee's report(s) and other appropriate documentation.
- The election of committee members should take into account the possible need for response on 24-hour notice (particularly at the time of Commencement), and availability should, in such instances, be a prime consideration in committee member selection.

Due Process Procedure

- a. Both the student and the faculty member have the right to be present and to be accompanied by a personal advisor or counsel throughout the hearing.
- b. Both the student and the faculty member have the right to present and to examine and cross-examine witnesses.

- c. The administration makes available to the student and the faculty member such authority as it may possess to require the presence of witnesses.
- d. The hearing committee promptly and forthrightly adjudicates the issues.
- e. The full text of the findings and conclusions of the hearing committee are made available in identical form and at the same time to the student and the faculty member. The cost is met by the University.
- f. In the absence of a defect in procedure, recommendations shall be made to the Senior Vice President for Academic Affairs by the committee as to possible action in the case.
- g. At any time should the basis for an informal hearing appear, the procedure may become informal in nature.

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in the Kelley Center. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should include the program and dates that they attended in their requests. In accordance with the general practices of colleges and universities, official transcripts with the University seal are sent directly by the University. Requests should be made one week in advance of the date needed. Requests are not processed during examination and registration periods.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University, who has not waived that right, may see any records that directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the financial aid office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the dean's office. Information contained in student files is available to others using the guidelines below:

1. Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
2. Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
3. All other information, excluding medical records, is available to staff members of the University on a need-to-know basis; prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

ADMISSION

Admission Criteria and Procedures

Master of Business Administration, Master of Science in Finance, Master of Science in Taxation,* and Master of Science in Accounting*

Admission policies are the same for the MBA, the M.S. in Finance, the M.S. in Accounting, and the M.S. in Taxation. Students pursuing the MBA who hold a bachelor's degree in any field from a regionally accredited college or university (or the international equivalent) and who have demonstrated their ability or potential to do high-quality academic work are encouraged to apply. In addition, applicants are required to meet all program prerequisites, which include the following undergraduate courses:

College-level Mathematics Microeconomics Macroeconomics Statistics

The School generally admits graduate students who meet the minimum criteria of a formula score of 1100. The formula score is the result of multiplying an applicant's grade point average (GPA) by 200 and adding that product to his or her GMAT score. In most cases, this requires an undergraduate GPA of at least 3.00 accompanied by a GMAT score of at least 500.

The following items must be on file before an applicant may be considered for admission:

- 1) A completed Application for Admission form. We encourage you to apply online at www.fairfield.edu/dsbapp
- 2) A non-refundable \$60 application fee
- 3) A statement of self-evaluation of work experience and career objectives
- 4) A professional resume
- 5) An official copy of transcripts of previous college or university work
- 6) Completed recommendation forms from two references; one recommendation from a faculty member and one from a present or former employer is preferred
- 7) A score for the Graduate Management Admission Test (GMAT)

* See additional admission criteria under Master of Science in Taxation and Master of Science in Accounting on page 25 and page 26.

Applications are accepted on a rolling basis.

The applicant should submit all items to the Committee on Graduate Admission, Charles F. Dolan School of Business, Dean's Office, Fairfield University, 1073 North Benson Rd., Fairfield, CT 06824. The Committee on Graduate Admission reviews the applications and selects those who will be accepted to the program.

Certificate Programs for Advanced Study in:

Accounting
Finance
General Management
Human Resources Management
Information Systems and
Operations Management
International Business
Marketing
Taxation

Students who hold a master's degree, who have professional experience, and who have demonstrated their ability to do high-quality academic work are encouraged to apply.

The following items must be on file with the School's Graduate Admission Committee before an applicant may be considered for admission:

- 1) A completed Application for Admission form. We encourage you to apply online at www.fairfield.edu/dsbapp
- 2) A non-refundable \$60 application fee
- 3) A professional resume
- 4) An official copy of transcripts of previous undergraduate and graduate work

Applications are accepted on a rolling basis.

Application materials should be sent directly to the:
Committee on Graduate Admission
Charles F. Dolan School of Business
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

The GMAT Exam

The Graduate Management Admission Test is a test of aptitude rather than a test of business knowledge per se. The test, offered throughout the year at local computer labs and administered by Pearson VUE, examines two areas: verbal and quantitative. A score is earned in each area and the scores are added together for a total GMAT score that ranges between 200 and 800. The actual required score for admission of an individual candidate into the program depends upon the cumulative grade point average earned in undergraduate work and an assessment of all parts of the candidate's application dossier. For more information on the GMAT, visit www.gmat.org.

Measles and Rubella Immunization

Connecticut Law requires that students born after December 31, 1956 provide proof of Measles and Rubella Immunization. This includes two doses of measles vaccine administered at least one month apart (the second dose must be given after December 31, 1979) and one dose of rubella vaccine after the student's first birthday. The exception to this is students who provide laboratory documentation of immunity to measles and rubella.

Although this is not required to complete an application, **you must provide proof of immunization prior to course registration.** Please keep in mind that this process can take some time, and that you **MUST** be in compliance before registration. Immunization verification information should be submitted directly to the University's Health Center. You can download the necessary form at www.fairfield.edu/immunization. Any questions regarding this policy should be directed to the University Health Center by calling (203) 254-4000, ext 2241.

International Students

International applicants must also provide a certificate of finances (evidence of adequate financial resources in U.S. dollars) and must submit certified English translations and course-by-course evaluations, done by an approved evaluator from the list on file in the dean's office, of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL composite score of 550 for the paper test, 213 for the computer-based, or 80 on the internet based test is strongly recommended for admission to the graduate school. Scores must be sent directly from the Educational Testing Service (Fairfield's ETS code is 3390). TOEFL may be waived for those international students who have earned an undergraduate or graduate degree from a regionally accredited U.S. college or university. International applications and supporting credentials must be submitted at least three months prior to the intended start date.

Students with Disabilities

Fairfield University is committed to providing qualified students with disabilities an equal opportunity to access the benefits, rights, and privileges of its services, programs, and activities in an accessible setting. Furthermore, in compliance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Connecticut laws, the University provides reasonable accommodations to qualified students to reduce the impact of disabilities on academic functioning or upon other major life activities. It is important to note that the University will not alter the essential elements of its courses or programs.

If a student with a disability would like to be considered for accommodations, he or she must make this request in writing and send the supporting documentation to the director of academic and disability support services. This should be done prior to the start of the academic semester and is strictly voluntary. However, if a student with a disability chooses not to self-identify and provide the necessary documentation, accommodations need not be provided. All information concerning disabilities is confidential and will be shared only with a student's permission. Fairfield University uses the guidelines suggested by CT AHEAD to determine disabilities and reasonable accommodations.

Send letters requesting accommodations to: Director of Academic and Disability Support Services, Fairfield University, 1073 North Benson Road, Fairfield, CT 06824-5195.

Other Student Requirements

The StagCard

All students are required to obtain a StagCard, the University's official identification card. With the StagCard, graduate students can gain access to the University's computer labs, the library, StagPrint, and much more. Graduate students can also purchase a membership to the Quick Recreational Complex, which requires a valid StagCard for entry.

To obtain a StagCard you will need a valid, government-issued photo identification card. Also, proof of course registration will quicken the processing your card, but is not required. Please note: returning students can use their existing card.

The StagCard Office is located in the Aloysius P. Kelley, S.J. Center. Office hours are: Monday, Wednesday, Thursday, and Friday from 8:30 a.m. to 4:30 p.m.; Tuesday from 11 a.m. to 7 p.m. NOTE: Summer hours may vary from those listed in this catalog. For more information, you may check the website: www.fairfield.edu/stagcard, e-mail the office at stagcard@mail.fairfield.edu, or call (203) 254-4009.

StagWeb (<http://stagweb.fairfield.edu>)

All graduate students are issued individual accounts for StagWeb, a secure website where you can check e-mail, register for parking, review your academic and financial records including course schedules and unofficial transcripts, and stay tuned to campus-wide announcements. Your new StagWeb account will be available within 24 hours of registering for classes for the first time. To log in you will need your Fairfield ID number (an eight-digit number which can be found on your course schedule) and your date of birth (in MMDDYY format). For more information or for assistance with StagWeb, please contact the StagWeb helpdesk at (203) 254-HELP or by e-mail at helpdesk@mail.fairfield.edu.

The Charles F. Dolan
School of Business

THE CHARLES F. DOLAN SCHOOL OF BUSINESS OVERVIEW

The Charles F. Dolan School of Business was established in 1978, having been a Department of Business Administration for 31 years within the College of Arts and Sciences. In 1981, in response to a stated need by the Fairfield County business community, the School began its master of science in financial management program. The certificate for advanced study in finance was initiated in 1984. In 1994, in response to unprecedented market demand, the School introduced the master of business administration program that now has concentrations in accounting, finance, general management, human resources management, information systems and operations management, international business, marketing, and taxation.

The School received full accreditation of its graduate and undergraduate programs by AACSB International – The Association to Advance Collegiate Schools of Business on March 6, 1997. In 2000, the School's advancement was recognized further by a generous \$25 million gift from Charles F. Dolan, founder and chairman of Cablevision Systems Corp. and a long-time friend and trustee of the University, for whom the School is now named.

The School is housed in a state-of-the-art facility with 11 classrooms, three computer labs, eight group workrooms, and outstanding media and technology equipment. The building has extensive lounge and meeting areas for student activities and unrivaled offices for faculty and staff. The School's building and facilities are among the best in the nation and reflect the continual development and unlimited potential of the Charles F. Dolan School of Business.

Vision Statement

The Charles F. Dolan School of Business aspires to be recognized nationally and internationally for developing persons of integrity who become part of a community of leaders working for the benefit of all.

Central to this vision is:

- the Jesuit tradition of reflection and action
- integration of a broad-based and rigorous business education
- faculty committed to excellence in teaching, scholarship, and service.

Mission Statement

The Charles F. Dolan School of Business is committed to the Jesuit tradition of educating the “whole” person to be a socially responsible professional, who is prepared to serve others. Our innovative and cohesive curriculum provides a broad body of knowledge and skills to prepare our diverse student population for an increasingly complex and global environment.

The Charles F. Dolan School of Business emphasizes excellence in the classroom, in scholarly research and in service. We continually strive to:

1. Develop each student's full potential with respect to his or her needs, talents, and goals to enable him or her to apply academic concepts to the world of business in an effective and socially responsible manner.
2. Create a resource network, including our alumni, businesses, community partners, and other academic institutions that will assist our students in meeting present and future challenges.
3. Maximize the potential of the learning process through continued investment in faculty, curricula, staff, and facilities.
4. Promote faculty development by maintaining a balance among teaching, intellectual contributions, and service consistent with the needs of our stakeholders.

In carrying out its mission, the School typically admits graduate students who have an average of one to two or more years of professional experience. Generally, the School admits graduate students who meet the minimum criteria of a formula score of 1100. The formula score is the result of multiplying an applicant's grade point average by 200 and adding that product to his or her GMAT score. In most cases, this requires an undergraduate GPA of at least 3.00 accompanied by a GMAT score of at least 500. Moreover, the School requires all students seeking admission to its graduate programs to demonstrate that they either have performed satisfactorily at the undergraduate level in microeconomics, macroeconomics, college-level mathematics, and statistics, or will take those courses at the University or elsewhere.

In addition, the admission process requires complete, official transcripts of all undergraduate work, two recommendations, and a self-evaluation of work experience. A committee on graduate admissions reviews the applications and selects those who will be accepted to the program.

The School offers classes at night and on weekends to serve the needs of part-time graduate students from the regional business community and full-time students. Class sizes are small, 20 to 25 students on average, with an emphasis on close interaction between the individual and the faculty member. The School is dedicated to the use of the latest classroom teaching technologies and it has a balanced emphasis between individual assignments and group work in a variety of different classroom

formats, such as lectures, case work, experiential exercises, business projects, and research papers.

The School designs individual programs of study for students, enabling them to meet their educational goals and professional objectives. These program designs are completed upon matriculation, and each semester students may update or amend their plans in consultation with the director of graduate programs.

The School's faculty members have extensive professional business experience to accompany their strong academic preparation, which includes earned doctorates and, in nearly every case, previous academic work in the liberal arts and sciences, scholarly contributions and ongoing research interests, and continuing professional involvement in their chosen areas of expertise. They are dedicated to teaching excellence and their strong business and academic backgrounds give them a unique ability to bridge the gap between theory and practice.



Dolan Graduate Business Association

The Dolan Graduate Business Association (DGBA) was formed at Fairfield University to improve and enrich the experience of graduate students, alumni, faculty, and administrative staff. The DGBA strives to build successful business leaders and enhance the reputation of the Dolan School of Business. The DGBA is dedicated to developing business skills and intellectual talents of graduate students through activities, student clubs, social events, and networking opportunities within the student body, throughout the alumni network, and in the business community. In addition, the association serves as a conduit for community members interested in the resources and business opportunities available through the Dolan School of Business.

THE MASTER OF BUSINESS ADMINISTRATION PROGRAM

An MBA is meant to be a generalist degree that covers all the relevant topical areas and gives students the opportunity to specialize, but not major, in a functional area of business. The MBA program includes core courses, breadth courses, specialization or concentration courses, a free elective, and a required capstone course.

The core courses are designed to provide fundamental tools and functional area competencies for students who did not major in a business specialty as undergraduates, did not perform well academically as undergraduates, or took only a portion of the functional and tool courses that comprise the MBA core. For example, a student who majored in economics as an undergraduate probably has sufficient background in economics, mathematics, and statistics, but lacks course work in marketing, accounting, finance, organizational behavior, etc. Therefore, the economics major would need to complete the missing core courses in order to have the same set of fundamental competencies as a student who majored in a business discipline. This is called "leveling," where everyone starts at the same level, or nearly so, before they go on to take advanced coursework. Therefore, the core courses are prerequisites to the full MBA program.

The full MBA program consists of the breadth and specialization courses. The AACSB International accreditation standards require at least 30 semester hours of study beyond the core. The Dolan School limits the number of options that it offers in the breadth and specialization courses to strengthen the program pedagogically with a strong set of breadth courses that everyone must take, and a limited number of specialization electives to provide a focus for each concentration. The capstone course, taken after the completion of core, breadth, and other concentration courses, is aimed at giving all MBA students a comprehensive overview of global competitive strategy, essential in today's global economy.

Course waiver policy: Students admitted to the graduate programs may be able to waive selected courses on the basis of previous course work, relevant work experience when combined with related course work, or a program of undergraduate study completed with a grade of B or better. A maximum of six core courses may be waived in the MBA Core. Generally, the student's undergraduate degree must have been earned within five years from an AACSB accredited Business school from the date of enrollment in the graduate program for those undergraduate courses to be considered for waivers.

Computer usage: All students are expected to demonstrate and/or attain proficiency in the use of computers during their program of study. Usage is integrated throughout the curriculum and it is expected in each course. The School provides fully equipped microcomputer labs for student use, and each student should obtain a computer account for access to the University's mainframe systems.

The MBA Curriculum

All courses are 3 credits unless otherwise noted.

Core courses (18 credits)

Core courses are designed to be taken before breadth and elective courses.

AC 400	Introduction to Accounting
FI 400	Principles of Finance
MG 400	Organizational Behavior
MK 400	Marketing Management
OM 400	Integrated Business Processes
QA 400	Applied Business Statistics

Breadth courses (18 credits)

AC 500	Accounting Information for Decision-Making
FI 500	Shareholder Value
IS 500	Information Systems
MG 500	Managing People for Competitive Advantage
MG 503	Legal and Ethical Environment of Business
MK 500	Customer Value

Concentration/Specialization Areas** (12 credits)

Accounting*
 Finance
 General Management
 Human Resources Management
 Information Systems and Operations
 Management
 International Business
 Marketing
 Taxation*

* Only students with a bachelor's degree in accounting or the equivalent may pursue these concentrations.

** At least one of a student's concentration courses must be designated as a research course (See the section on MBA concentrations).

Free Elective (3 credits)

Students select an additional course from any concentration area.

Capstone Course (3 credits)

MG 584	Global Competitive Strategy
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Each student takes this course at the end of his or her graduate program.

MBA Concentrations

Accounting Concentration

To earn an MBA with a concentration in accounting, students must successfully complete the MBA core and breadth courses, the area of concentration in accounting, and the capstone course. To be eligible for admission to this area of concentration, students must have an undergraduate degree (B.S. or B.A.) with a major in accounting or the equivalent. The equivalent of an undergraduate degree in accounting includes the successful completion of: intermediate accounting (six credits), advanced accounting (three credits), cost accounting (three credits), auditing (three credits), and taxation (three credits). Deficiencies will be handled on a case-by-case basis.

Required concentration course

AC 590* Contemporary Issues in Accounting

Elective concentration courses

*Students select three from the following list**:*

- AC 520 International Accounting
- AC 530 Accounting for Governments, Hospitals, and Universities
- AC 540 Topics in Managerial Accounting
- AC 550 Accounting Information Systems and Technology
- AC 560 Issues in Auditing and Assurance Services
- AC 570 Issues in Accounting Ethics
- AC 580 Financial Statement Analysis
- AC 598 Independent Study in Accounting

**Designated research course*

***In consultation with an advisor, students pursuing a concentration in accounting may substitute one 500 level taxation courses as an elective*

Finance Concentration

Required concentration courses

- FI 530 Corporate Finance
- FI 540* Investment Analysis

Elective concentration courses

Students select two courses from the following list:

- FI 545 Portfolio Management
- FI 555* International Financial Management
- FI 560 Global Financial Markets and Institutions
- FI 565* Derivative Securities
- FI 570 Fixed Income Securities
- FI 575 Capital Budgeting
- FI 580 Financial Risk Management
- FI 585 Seminar: Contemporary Topics in Finance

**Designated research course*

MBA/M.S. in Finance Overlap

The MBA with a concentration in Finance (MBA-FI) is a generalist degree that covers all relevant topical areas for a business professional, gives students the opportunity to specialize, but not major, in Finance. Immediately after completion of the MBA-FI, students sometimes wish to further their graduate study in Finance. Interested students then may apply for admission to the M.S. in Finance and, once accepted, can earn the degree by completing an additional 6 courses drawn from the M.S. in Finance Curriculum. Courses are selected in advisement with the Finance Department Chair. Students are encouraged to seek individualized advisement well before completing the MBA-FI.

Information Systems and Operations

Management Concentration

Students in the Information Systems and Operations Management concentration take four courses: three advanced graduate courses in Information Systems (IS) or Operations Management (OM), and one advanced (MBA 500 level) graduate course from any business school department. A student may substitute an IS or OM advanced graduate course with an alternative graduate course, such as one from the School of Engineering's M.S. in Management Technology program, with the approval of the IS&OM department chair.

Students select three courses from the following list:

- IS 501* International Information Systems
- IS 520 Project Management
- IS 585* Contemporary Topics in Information Systems and Operations Management
- IS 598 Independent Study in IS&OM
- OM 525 Business Process Improvement
- OM 535 Global Logistics and Supply Chain Management
- CO 528 Professional Rhetoric and Presentation

*Students select **one course** (free elective) from any MBA 500 level course.*

**Designated research course*

International Business Concentration**Required concentration course**

IB 585 International Business Management

Elective concentration courses

Students select three courses from the following list:

AC 520 International Accounting
 FI 555* International Financial Management
 FI 560 Global Financial Markets and Institutions
 IB 565* International Business Seminar
 IB 580 Study Abroad
 IS 501* International Information Systems
 MG 535* International Human Resources Management
 MG 540 Cross-Cultural Management
 MG 550 International Business Law and Regulation
 MK 550 Global Marketing

**Designated research course*

***With permission from the Instructor and the Accounting Department Chair*

Human Resources Management Concentration**Required concentration course**

MG 505* Human Resources Strategies

Elective concentration courses

Students must take three electives: two Human Resources Management electives from the following list, or one from the following list and one from the list of General Management electives, and a third elective to be approved by an MBA advisor.

MG 525 Employee Performance, Management, and Reward
 MG 535* International Human Resources Management
 MG 545* Law and Human Resources Management
 MG 555 Labor Relations
 MG 595 Seminar: Contemporary Topics in Human Resources Management

**Designated research course*

Management Concentrations**General Management Concentration****Required concentration course**

MG 504 Leadership

Elective concentration courses

Students must take three electives: two General Management electives selected from the following list, or one from the following list and one from the list of Human Resources Management electives, and a third elective to be approved by an MBA advisor.

MG 505* Human Resources Strategies
 MG 506 Organizational Culture
 MG 507 Negotiations and Dispute Resolution
 MG 508* Strategic Management of Technology and Innovation: The Entrepreneurial Firm
 MG 510 Management Communication, Influence, and Power
 MG 520 Diversity in the Workplace
 MG 530 Entrepreneurship
 MG 540 Cross-Cultural Management
 MG 550 International Business Law and Regulation
 MG 580 Seminar: Contemporary Topics in Management and Human Resources

Marketing Concentration**Required concentration courses**

MK 510 Customer Behavior
 MK 520* Marketing Research

Elective concentration courses

Students select two courses from the following list:

MK 535 Building Brand Equity
 MK 540 Advertising Management
 MK 550 Global Marketing
 MK 560 Business-to-Business Marketing in the Internet Economy
 MK 570 Internet Marketing
 MK 585 Seminar: Contemporary Topics in Marketing

**Designated research course*

Taxation Concentration

Required concentration course

TX 550* Tax Planning

Elective concentration courses

TX 500* Tax Research
 TX 501 Tax Accounting
 TX 502 Taxation of Property Transactions
 TX 510 Corporate Income Taxation I

**Designated research course*

***In consultation with an advisor, students pursuing a concentration in taxation may substitute one 500 level accounting course as an elective.*

MBA/M.S. in Taxation Overlap

The MBA with a concentration in Taxation (MBA-TX), is a generalist degree that covers all relevant topical areas for a business professional, gives students the opportunity to specialize, but not major, in Taxation. Immediately after completion of the MBA-TX, students sometimes wish to further their graduate study in Taxation. Interested students then may apply for admission to the M.S. in Taxation and, once accepted, can earn the degree by completing an additional 6 courses drawn from the M.S. in Taxation Curriculum. Courses are selected in advisement with the Accounting Department Chair. Students are encouraged to seek individualized advisement well before completing the MBA-TX.

Overall Program Requirements

Core courses	18 credits
Breadth courses	18 credits
Concentration courses	12 credits
Free Elective	3 credits
Capstone course	<u>3 credits</u>
Total requirements	54 credits

A minimum of 36 graduate credit hours must be completed at Fairfield University for the MBA degree.

THE MASTER OF SCIENCE IN ACCOUNTING PROGRAM

The M.S. in Accounting is designed to prepare students for careers in the field of accounting. Students learn to analyze complex accounting issues from an ethical perspective and use professional literature (e.g., accounting and auditing standards and interpretations) in resolving them. The degree is offered in a full-time cohort program, which includes 10 three-credit courses (seven required and three electives). It is designed to address the educational requirements for certification in Connecticut and most other states. Prior to beginning the program, applicants must have a baccalaureate degree in accounting or have completed the equivalent coursework.

The M.S. in Accounting Curriculum

Required courses (21 credits)

AC 520 International Accounting
 AC 530 Accounting for Governments, Hospitals, and Universities
 AC 550 Accounting Information Systems and Technology
 AC 560 Computer Auditing and Contemporary Audit Issues
 AC 570 Issues in Accounting Ethics
 AC 590 Research on Contemporary Issues in Accounting*
 TX 510 Corporate Income Taxation I

Elective courses (9 credits)

AC 500 Accounting Information for Decision-Making
 AC 540 Topics in Managerial Accounting
 AC 580 Financial Statement Analysis
 AC 598 Independent Study in Accounting
 CO 528 Professional Rhetoric and Presentation
 MG 510 Management Communication, Influence and Power
 MG 512 The Law of Financial Transactions and Forms of Organization

In addition, two elective courses may be chosen from any other 500-level business or taxation course.

**Designated research course*

MBA/M.S. in Accounting Overlap

The MBA with a concentration in Accounting (MBA-AC), is a generalist degree that covers all relevant topical areas for a business professional, gives students the opportunity to specialize, but not major, in Accounting. Immediately after completion of the MBA-AC, students sometimes wish to further their graduate study in Accounting. Interested students then may apply for admission to the M.S. in Accounting and, once accepted, can earn the degree by completing an additional 6 courses drawn from the M.S. in Accounting Curriculum. Courses are selected in advisement with the Accounting Department Chair. Students are encouraged to seek individualized advisement well before completing the MBA-AC.

M.S. in Accounting/ M.S. in Taxation Overlap

The M.S. in Accounting gives students an in depth knowledge of Accounting. Immediately after completion of the M.S. in Accounting, students sometimes wish to further their graduate study in Taxation. Interested students then may apply for admission to the M.S. in Taxation and, once accepted, can earn the degree by completing as few as an additional 6 courses drawn from the M.S. in Taxation curriculum, which appears in the subsequent section of this catalog. Courses are selected in advisement with the Accounting Department Chair. Students are encouraged to seek individual advisement, particularly with regard to selected M.S. in Accounting electives, well before completing the M.S. in Accounting.

THE MASTER OF SCIENCE IN FINANCE PROGRAM

The M.S. in Finance provides unique opportunities for individuals who want to enhance their career opportunities in the areas of investments, corporate finance, or banking. The main program consists of 10 three-credit courses (seven required and three electives) and is especially useful for those who want to pursue advanced certification, such as the CFA, CFM, CFP, etc. Applicants should hold an undergraduate or an MBA degree and have an adequate background in the areas of microeconomics, macroeconomics, financial accounting, and statistics. Applicants lacking proper training in these areas will need to take preparatory courses in addition to the main course work.

The M.S. in Finance Curriculum

Required courses (21 credits)

FI 530	Corporate Finance
FI 540	Investment Analysis
FI 545	Portfolio Management
FI 560	Global Financial Markets and Institutions
FI 565	Derivative Securities
FI 580	Financial Risk Management
FI 595	Research Methods in Finance**

Elective courses (9 credits)

FI 500	Shareholder Value
FI 555	International Financial Management
FI 570	Fixed Income Securities
FI 575	Capital Budgeting
FI 580	Financial Risk Management
FI 585	Contemporary Topics in Finance
FI 597	Independent Seminar in Finance

***Designated research course*

THE MASTER OF SCIENCE IN TAXATION PROGRAM

The M.S. in Taxation is designed to prepare students for careers in the field of taxation. Students will learn to use a variety of tax authorities (e.g., statutory, judicial, and administrative) and other resources to critically consider and resolve complex tax issues. The degree is offered in a part-time program consisting of 10 three-credit courses (seven required and three electives). It is especially useful for those seeking a specialized education in taxation. Prior to beginning the program, applicants must have a baccalaureate degree in accounting, finance or equivalent coursework. In addition, Federal Income Taxation I and II, or the equivalent are program prerequisites.

The M.S. in Taxation Curriculum

Required courses (21 credits)

TX 500	Tax Research*
TX 501	Tax Accounting
TX 502	Taxation of Property Transactions
TX 510	Corporate Income Taxation I
TX 530	Partnership Taxation
TX 540	State and Local Taxation
TX 550	Tax Planning*

Elective courses (9 credits)

TX 512	Corporate Income Taxation II
TX 520	Estate and Gift Taxation
TX 522	Income Taxation of Trusts and Estates
TX 532	Taxation of Flow-Through Entities and Closely Held Businesses
TX 542	International Taxation
TX 545	Tax Implications of Deferred Compensation
TX 548	Tax Practice and Procedure
TX 585	Seminar: Cont. Topics in Taxation
TX 598	Independent Study in Taxation
MG 510	Management Communication, Influence and Power
CO 528	Professional Rhetoric and Presentation

In addition, elective courses may be chosen from any other 500-level accounting or law course.

*Designated research course

THE CERTIFICATE PROGRAMS FOR ADVANCED STUDY

The certificate programs for advanced study (C.A.S.) in accounting, finance, general management, human resources management, information systems and operations management, international business, marketing, and taxation provides opportunities for qualified professionals to enhance their competency and update their skills in an area of specialization.

The 15-credit program is designed to provide a complete integration between the theory and practice of contemporary business. The C.A.S. programs are suitable for working professionals who have already earned a graduate degree, but whose responsibilities are currently or are expected to be in a particular specialty and desire greater depth of academic preparation in that subject area, or for individuals outside of the area who desire to understand multifunctional thinking in order to compete effectively in the marketplace.

The program requires completion of the subject area's required course plus four additional elective courses, for a total of 15 credits in the area of specialization. All programs of study are planned with the help of the assistant director of graduate programs and consider the interests and goals of the participant.

Candidates for the certificate are to complete all requirements within three years of beginning their course work. They are expected to make some annual progress toward the certificate in order to remain in good standing. A candidate who elects to take a leave of absence must notify the dean in writing.

Grades and academic average computation are identical to those of the MBA and M.S. programs. Certificates are awarded to candidates who complete their programs with at least a 3.00 overall grade point average.



Course Descriptions

All courses are 3 credits unless otherwise noted.

AC 400 Introduction to Accounting

This course examines the basic concepts necessary to understand the information provided by financial and managerial accounting systems. The focus is on interpretation of basic information, as students learn about internal and external financial reporting. Topics include: accrual accounting; revenue and expense recognition; accounting for assets, liabilities, and equities; accumulation and assignment of costs to products and services; and budgeting.

AC 500 Accounting Information for Decision-Making

This course emphasizes the use of accounting information by managers for decision-making. It is designed to provide managers with the skills necessary to interpret analytical information supplied by the financial and managerial accounting systems. Financial accounting concepts based on profit, liquidity, solvency, and capital structure are used in the process of employing management accounting tools to decisions and evaluate organization performance and changes in cost, profit and investment centers. (Prerequisite: AC 400 or equivalent)

AC 520 International Accounting

The primary focus of this course is the study of International Financial Reporting Standards (IFRS). Particular emphasis will be placed on developing an understanding of significant differences between the current United States Generally Accepted Accounting Principles (GAAP) and IFRS standards. Students will also learn the pros and cons of U.S. GAAP and IFRS approaches for select technical accounting issues. Some other non-IFRS related topics include International Taxation, International Transfer pricing and the impact of culture on the development of accounting standards and practices throughout the world.

AC 530 Accounting for Governments, Hospitals, and Universities

This course examines the generally accepted accounting principles applicable to governmental entities (as issued by GASB) as well as accounting principles applicable to not-for-profit entities (as issued by FASB). The focus will be on the financial statements and reports prepared by state and local governments and financial reporting for the wide array of not-for-profit entities with and emphasis on the contrast of these entities with for-profit accounting.

AC 540 Topics in Managerial Accounting

This course examines contemporary topics in management accounting. Students are expected to become familiar with key articles in the professional literature and discuss their implications in a seminar format. They are expected to compare and contrast contemporary approaches with traditional methods, and evaluate the impact on the process of managerial reporting and decision-making.

AC 550 Accounting Information Systems and Technology

This course analyzes the methods used to capture, process, and communicate accounting information in a modern business enterprise. Students learn to document business transaction cycles, identify weaknesses, and recommend internal control improvements. They may design and build a module of an accounting information system using appropriate database technology.

AC 560 Computer Auditing and Contemporary Audit Issues

This course has an emphasis on computer auditing. In addition, the course examines current issues in auditing. The course is designed with a modular format that facilitates the updating of topics as needed. Thus, topics will vary any given semester, but may include the following: XBRL and its impact on auditing, continuous auditing, computer assisted audit tools and techniques, fraud detection and forensic accounting, computer authentication of confirmation evidence, auditor independence, materiality, internal controls, international auditing rules and the impact of IFRS on auditing, and the evaluation of audit evidence. The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills and critical thinking skills.

AC 570 Issues in Accounting Ethics

This course investigates ethical problems in contemporary accounting practice. The goal is to increase students' ethical perception so they are better able to identify, consider, and ultimately act on the ethical issues they may face in their professional accounting career, regardless of specialty area (e.g., audit, tax, and corporate accounting). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 580 Financial Statement Analysis

The course is designed to increase and extend the knowledge of the student in financial statement information and topics introduced in undergraduate courses in intermediate and advanced financial accounting through lecture, problem solving and case analysis. A critical examination of both objective and subjective aspects of financial reporting will be undertaken with both quantitative as well as qualitative assessments of financial information emphasized.

AC 590 Research on Contemporary Issues in Accounting*

This course is a designated research course. In it students will investigate, analyze, develop, and present recommendations for emerging issues, recent pronouncements of accounting rule-making bodies and/or unresolved controversies relating to contemporary financial reporting. In doing so, students will consider institutional, historical, and international perspectives. In their research, students are expected to use authoritative resources (e.g., FASB and/or IASB pronouncements). The course is taught seminar style, with students leading the discussions of cases and current articles. Assignments are designed to develop students' written and oral communication skills, analytical skills, and critical thinking skills.

AC 598 Independent Study in Accounting

This course provides students with an opportunity to develop research skills while exploring a specific contemporary accounting issue with a full-time faculty member specializing in the area of the discipline. Students are expected to complete a significant research paper as the primary requirement of this course. (Prerequisite: Permission from Department Chair)

FI 400 Principles of Finance

This course examines the fundamental principles of modern finance that are helpful in understanding corporate finance, investments, and financial markets. More specifically, the course examines the time value of money; the functioning of capital markets; valuation of stocks, bonds, and corporate investments; risk measurement; and risk management. Students learn to use sources of financial data and spreadsheets to solve financial problems. (This course must be taken after AC 400 and QA 400)

FI 500 Shareholder Value

This course examines business decision-making with the aim of creating and managing value for shareholders. Accordingly, students learn how to lead and manage a business in a competitive environment. This involves the formulation of corporate objectives and strategies, operational planning, and integration of various business functions leading to greater shareholder value. Topics include investment and strategic financial decision-making. A business simulation facilitates the learning process. (Prerequisite: FI 400)

FI 530 Corporate Finance

This course provides an exploration of theoretical and empirical literature on corporate financial policies and strategies. More specifically, the course deals with corporate investment decisions, capital budgeting under uncertainty, capital structure and the cost of capital, dividends and stock repurchases, mergers and acquisitions, equity carve-outs, spin-offs, and risk management. (Prerequisite: FI 500)

FI 540 Investment Analysis*

This course examines the determinants of valuation for bonds, stocks, options, and futures, stressing the function of efficient capital markets in developing the risk-return tradeoffs essential to the valuation process. (Prerequisite: FI 500)

FI 545 Portfolio Management

Students examine how individuals and firms allocate and finance their resources between risky and risk-free assets to maximize utility. Students use an overall model that provides the sense that the portfolio process is dynamic as well as adaptive. Topics include portfolio planning, investment analysis, and portfolio selection, evaluation, and revision. (Prerequisite: FI 540)

FI 555 International Financial Management*

The globalization of international financial markets presents international investors and multinational corporations with new challenges regarding opportunities and risks. This course examines the international financial environment of investments and corporate finance, evaluating the alternatives available to market participants in terms of risk and benefits. Topics include exchange rate determination, exchange rate exposure, basic financial equilibrium relationships, risk management including the use of currency options and futures, international capital budgeting and cost of capital, and short-term and international trade financing. (Prerequisite: FI 530)

FI 560 Global Financial Markets and Institutions

This course examines financial markets in the context of their function in the economic system. The material deals with the complexity of the financial markets and the variety of financial institutions that have developed, stressing the dynamic nature of the financial world, which is continually evolving. (Prerequisite: FI 540)

FI 565 Derivative Securities

This course offers in-depth coverage of financial derivative securities, such as options futures and swaps. The course focuses on the principles that govern the pricing of these securities as well as their uses in hedging, speculation, and arbitrage activities. (Prerequisite: FI 540)

FI 570 Fixed Income Securities

This course deals extensively with the analysis and management of fixed income securities, which constitute almost two-thirds of the market value of all outstanding securities. The course provides an analysis of treasury and agency securities, corporate bonds, international bonds, mortgage-backed securities, and related derivatives. More specifically, this course provides an in-depth analysis of fixed income investment characteristics, modern valuation, and portfolio strategies. (Prerequisite: FI 540)

FI 575 Capital Budgeting

This course examines the decision methods employed in long-term asset investment and capital budgeting policy. The course includes a study of quantitative methods used in the capital budgeting process: simulation, mixed integer programming, and goal programming. Students use these techniques and supporting computer software to address questions raised in case studies. (Prerequisite: FI 530)

FI 580 Financial Risk Management

This course focuses on the evaluation and management of corporate and portfolio risk. More specifically, this course examines the methods of evaluating and managing risk with the objective of contributing to value maximization. Risk assessment methodologies such as value-at-risk (VaR) and cash-flow-at-risk (Car) are analyzed and used extensively. (Prerequisites: FI 530 and FI 540)

**FI 585 Seminar:
Contemporary Topics in Finance**

This course presents recent practitioner and academic literature in various areas of finance, including guest speakers where appropriate. Topics vary each semester to fit the interests of the seminar participants. (Prerequisites: FI 530 and FI 540)

FI 595 Research Methods in Finance

This course, open to M.S. in finance students only, deals extensively with applied research methods in finance, a highly empirical discipline with practical relevance in the models and theories used. The central role of risk distinguishes research methodology in finance from the methodology used in other social sciences, necessitating the creation of new methods of investigation that are adopted by the finance industry at an astonishingly fast rate. For example, methods of assessing stationarity and long-run equilibrium, as well as methods measuring uncertainty, found a home in the finance area. This course covers traditional and new research methods that are directly, and in most instances, solely applicable to finance problems. (Prerequisites: FI 530 and FI 540)

FI 597 Independent Seminar in Finance

This course, which is open to M.S. in finance students only, provides participants with the opportunity to explore a financial topic of interest in depth, immersing students in detailed investigations requiring substantial research and analysis. (Prerequisite: FI 595)

IB 565 International Business Seminar*

This course examines recent practitioner and academic literature in various areas of international management, incorporating guest speakers where appropriate. Topics vary each semester to fit the interests of the seminar participants. (Prerequisite: IB 585)

IB 580 Study Abroad

This program provides students with the opportunity to supplement their class lectures and assignments on a specific topic during a visit to specific world region. This program offers students the invaluable experience of visiting a company and meeting business leaders in another country to learn about their culture and business practices.

IB 585 International Business Management

This course is designed from the perspective of business practitioners who are involved in operating and managing day-to-day operations of their firms and in planning their firms' diversification. Modern managers are operating in a rapidly changing environment and they can succeed in this risky environment only if they understand the dynamics of internationalization and are adept in adjusting their modus operandi.

IS 500 Information Systems

This course provides a managerial perspective on information systems and technologies, and their enabling roles in business strategies and operations. The course uses case studies to facilitate discussions of practical application and issues involving strategic alignments of organizations, resource allocation, integration, planning, and analysis of cost, benefit, and performance. At appropriate points in the course, students use information technology software and tools, such as Group Support Systems (GSS), Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and eCommerce. (Prerequisite: Competency in basic office software, such as Microsoft Office)

IS 501 International Information Systems*

This course examines information technology environments around the world, and attendant challenges to business strategy and information systems design. The course identifies geographic and institutional variables that create borders in the global Internet economy: material infrastructures, socio-economic elements, and political-legal systems. The course emphasizes national and regional strategies, emergent technologies, hybrid systems, and equity issues. (Prerequisite: IS 500 or permission of instructor)

IS 520 Project Management

This course explores the process and practice of project management. Topics to be covered include project life-cycle and organizations, teambuilding and productivity, task scheduling and resource allocation, and progress tracking and control. Cases will be used to consider the implications for change management, consulting, IT implementation, and other related disciplines. Small team projects and experiential exercises will also be used to provide an active learning environment. This course is designed to count toward professional project management certification. (Prerequisites: IS 500 or OM 400 or permission of the instructor)

IS 585 Contemporary Topics in Information Systems and Operations Management*

This course draws from current literature and practice on information systems and/or operations management. The topics change from semester to semester, depending on student and faculty interest and may include: project management, e-business, management science with spreadsheets, e-procurement, executive information systems, ethics, and other socio-economic factors in the use of information technology. (Prerequisite: IS 500 or permission of instructor)

IS 598 Independent Study in Information Systems and Operations Management

This course provides an opportunity for students to complete a project or perform research under the direction of an Information Systems and Operations Management (ISOM) faculty member who has expertise in the topic being investigated. Students are expected to complete a significant project or research paper as the primary requirement of this course. (Prerequisite: permission of the ISOM Department Chair)

MG 400 Organizational Behavior

This course examines micro-level organizational behavior theories as applied to organizational settings. Topics include motivation, leadership, job design, interpersonal relations, group dynamics, communication processes, organizational politics, career development, and strategies for change at the individual and group levels. The course uses an experiential format to provide students with a simulated practical understanding of these processes in their respective organizations.

MG 500 Managing People for Competitive Advantage

This course focuses on effectively managing people in organizations by emphasizing the critical links between strategy, leadership, organizational change, and human resource management. The course strives to assist students from every concentration – including finance, marketing, information systems, accounting, and international business – to become leaders who can motivate and mobilize their people to focus on strategic goals. Topics include the strategic importance of people, leading organizational change, corporate social responsibility, implementing successful mergers and acquisitions, and fundamentals of human resource practices. Discussions interweave management theory with real-world practice. Class sessions are a combination of case discussions, experiential exercises, and lectures.

MG 503 Legal and Ethical Environment of Business

This course helps students be more responsible and effective managers of the gray areas of business conduct that call for normative judgment and action. The course is designed to develop skills in logical reasoning, argument, and the incorporation of legal, social, and ethical considerations into decision-making. The course teaches the importance of legal and ethical business issues and enables students to make a difference in their organizations by engaging in reasoned consideration of the normative aspects of the firm. Using the case method, the course provides an overview of current topics, including the legal process, corporate governance, employee rights and responsibilities, intellectual property and technology, and the social responsibility of business to its various stakeholders.

MG 504 Leadership

Are great leaders born or made? This course takes a team-building approach to explore the art and science of leadership. The course discussions include traditional theories, contemporary theories, and strategic leadership concepts. Class sessions are a combination of lectures, case discussions, experiential exercises, and discussions about leadership and management challenges in the workplace. Students participate in a variety of team-building activities, questionnaires, and a simulation to assess leadership and teamwork skills. (Prerequisite: MG 500)

MG 505 Human Resources Strategies*

This course conceptualizes “human resources strategies” in the broadest sense. The central goal of this course is to assist students to become better managers of people: better bosses, better leaders, better motivators, and more effective employee-agents. Students learn the basic and best practices in several functional areas of employee management (including staffing, performance evaluation, training and development, compensation, work design, and labor relations), their nexus to organizational performance, and their interconnections. On the micro-level, it encourages students to develop and refine strategies that will strengthen their personal model of employee management. (Prerequisite: MG 500)

MG 506 Organizational Culture

This course starts from the premise that organizations are more than the sum of their parts and best understood as complex, evolving cultures. Indeed, organizations prosper or stumble on the meanings they produce. An organization’s structure, control mechanisms, leadership, and identity are not, therefore, to be treated as brute facts of nature but as accomplishments of culture-bound human imaginations. Predicted on this ‘constructivist’ perspective, this course employs pressing questions about the efficacy of market-based culture (e.g., resource depletion) to improve students’ skills in reconsidering corporate business purpose and social and environmental obligation.

MG 507 Negotiations and Dispute Resolution

This course uses the theories of negotiation and alternative dispute resolution, along with extensive experiential exercises, to build individual negotiation skills and to help students manage disputes from a business perspective. The course emphasizes ways of managing both internal and external disputes. (Prerequisite: MG 500)

MG 508 Strategic Management of Technology & Innovation: The Entrepreneurial Firm*

This course begins by presenting cutting-edge concepts and applications so that students understand the dynamics of innovation, the construction of well-crafted innovation strategy, and the development of well-designed processes for implementing the innovation strategy. It then focuses on the building of an entrepreneurial organization as a critical core competency in the innovation process. Concurrent with this, it also focuses on the development and support of the internal entrepreneur, or intrapreneur, as part of the process of developing organizational core competencies that build competitive comparative advantages, which in turn allow the firm to strategically and tactically compete in the global marketplace. Topics explored, in this regard, include technology brokering, lead users, disruptive technologies and the use of chaos, and complexity theory in the strategic planning process.

MG 510 Management Communication, Influence, and Power

This course examines the critical factors involved in communication, influence, and power in organizations. It emphasizes that a business strategy, decision, or idea is effective only if it is communicated in a way that persuades an audience. The course is intended for managers who seek to become more effective communicators, whether it is with one person, a group, or a large audience. Fundamentals of persuasion and influence tactics provide the context for considering such topics as critical listening skills, assessing one's emotional intelligence, analyzing communication networks, gender differences in communication, and strategies for communicating during conflict. The course addresses how to formulate communication objectives and strategy; assess levels of credibility; power, audience diversity, and corporate culture; analyze message structure; and choose appropriate communication media. This is an involved, hands-on class. In-class exercises, oral and written presentations, and case discussions provide vivid illustrations of the concepts. (Prerequisite: MG 500)

MG 512 The Law of Financial Transactions and Forms of Organizations

This course offers an analysis of legal principles related to the law of agency, sole proprietorship, partnerships, corporations, limited liability companies, and other business forms. In addition, the study of negotiable instruments, bank deposits and collections, suretyship, secured transactions, debtor-creditor relationships, and bankruptcy is included.

MG 520 Diversity in the Workplace

Students explore the value of diversity in organizations. They develop an increased understanding of the ways in which differences in the workplace can enhance both personal development and organizational effectiveness. To accomplish this, students explore why diversity has become a central strategic issue, their own diversity framework, the relationship between diversity and management effectiveness, and strategies for valuing diversity. The class addresses specific dimensions of diversity and the knowledge and skills students must develop to work effectively with people who are different. (Prerequisite: MG 500)

MG 525 Employee Performance Management and Rewards

This course builds on the foundational evaluations and reward concepts covered in "Managing People for Competitive Advantage." Students explore in some depth the employee performance management, compensation, and reward systems in organizations. Topics may include 360 degree feedback programs, ESOPs, profit sharing, gain sharing, and the strategic use of employee benefits. The course focuses on how employee performance management, compensation, and reward systems can lead to a competitive advantage for firms. (Prerequisite: MG 500)

MG 530 Entrepreneurship

This course covers entrepreneurship and small business management. The course focuses on the development of entrepreneurial start-up ventures from the point of view of the founding entrepreneur. The course explores characteristics and skills of successful entrepreneurs, the stages of growth of entrepreneurial businesses, the crises in start-up ventures, and issues confronting family and small business management. Students may create their own start-up business plan in conjunction with faculty as the primary course requirement.

MG 535 International Human Resources Management

This course delves into the complexities of managing human resources in the global business arena. Business today is characterized by the relentless pace of globalization through the formation of international collaborations, mergers, joint ventures, and the opening of new markets. A major challenge posed by this landscape is the need to understand the similarities and differences in people management practices across cultures and countries. As firms enter global markets, hire foreign employees, or outsource work to foreign countries, human resources management practices such as recruitment, training, compensation, performance management, and employee relations become more complex. Legal and regulatory requirements of foreign countries, cultural differences, expatriate management, and workforce mobility become important considerations for global businesses. This course explores these complexities and analyzes in-depth the people-related issues in different countries. (Prerequisite: MG 500)



MG 540 Cross-Cultural Management

This course develops a framework for distinguishing the various stages of cooperative relationships across national cultures, which have distinct characteristics and call for different modes of behavior. The stages of this framework include: identifying a cross-cultural win-win strategy; translating the strategy into viable action plans; executing the strategy and making cross-cultural collaboration happen; and assuring that emerging synergistic organizations become self-initiating entities. The course identifies and discusses in detail the necessary managerial skills for the support of each of these stages.

MG 545 Law and Human Resources Management*

This course examines law and public policy issues relating to employee rights and obligations, including employment discrimination, OSHA, pension and benefit issues, minimum wage, and workers' compensation. The course provides a basic overview of the law and its relevance to human resource strategy and operations. (Prerequisite: MG 503)

MG 550 International Business Law and Regulation

This course examines public and private international law and regulation, emphasizing issues relevant to doing business internationally. (Prerequisite: MG 503)

MG 555 Labor Relations

The dual aim of this course is to acquaint students with the dynamics of the labor-management relationship and to make them better negotiators and managers of workplace conflict. Toward these ends, this course examines the processes of bargaining and dispute resolution, primarily in the context of the unionized environment. Case studies, law cases, and experiential exercises are used to explore issues such as negotiations strategy, mediation, and arbitration. Successful models of cooperative relations between management and labor are also covered. (Prerequisite: MG 505)

MG 580 Contemporary Topics in Management and Human Resources

This course examines recent practitioner and academic literature in various areas of management. Topics vary each semester. Guest speakers may be invited as appropriate.

MG 584 Capstone course: Global Competitive Strategy

All MBA students must take this capstone course at the end of their program of study. The course begins by considering the three components of a global strategy: development of the core strategy (building a sustainable competitive advantage), internationalizing the core strategy (international expansion of activities and adaptation of the core strategy), and globalizing the core strategy (integrating the strategy across countries). It then considers the global levers of strategy such as the selection of international markets in which to conduct business, the product/service mix offered in different countries, the location of value-adding activities, international marketing strategies, and competitive moves in individual countries as part of a global competitive strategy. The course explores the benefits of a global strategy by examining cost reductions, improved quality of products and programs, enhanced customer preference, and increased competitive leverage. (Prerequisites: Completion of core, breadth, and other concentration courses)

MG 595 Contemporary Topics in Human Resources Management

This course examines recent academic literature in various areas of Human Resources Management. Topics vary each semester to fit the interests of the seminar participants. Guest speakers may be invited as appropriate.

MK 400 Marketing Management

This course examines analytical and managerial techniques applied to the marketing function, with an emphasis on the development of a conceptual framework necessary to plan, organize, direct, and control the product, and strategies for promotion, distribution, and pricing of the firm. The course also considers the relationship of marketing to other units within the firm.

MK 500 Customer Value

This course covers several of the related but independent concepts that have recently emerged under the umbrella of "customer value." Topics include the nature of the costs and benefits associated with the notion of customer value, and the associated concepts of customer satisfaction, customer loyalty, and customer relationship building. The course rests on the philosophy that satisfying customer needs is the best way to meet a firm's organizational goals in the long-term. The course also presents its concepts in terms of adding value to global campaigns for products and services.

MK 510 Customer Behavior

This course offers an interdisciplinary approach to understanding the behavior of consumers in the marketplace, covering concepts from the fields of economics, psychology, social psychology, sociology, and psychoanalysis. Topics include motivation, perception, attitudes, consumer search, and post-transactional behavior.

MK 520 Marketing Research*

This course provides an overview of the risks associated with marketing decisions and emphasizes developing skills for conducting basic market research. Topics include problem formulation, research design, data collection instruments, sampling and field operations, validity, data analysis, and presentation of results.

MK 535 Building Brand Equity

This course focuses on the theory and conceptual tools used to develop and implement product and service branding strategies, as means for insuring brand awareness, acceptance, and success, or "equity," in the marketplace. The course highlights the importance and impact of the brand in the marketplace; identifies various decisions involved in creating successful brands; provides an overview of different means for measuring brand effectiveness; and explores the existence of customer-brand relationships. The course incorporates three general modules: Module 1 - Identifying/Developing Brand Equity; Module 2 - Measuring Brand Equity; and Module 3 - Managing Brand Equity.

MK 540 Advertising Management

This course provides a comprehensive overview of advertising and promotional processes, and develops strategies facilitating managerial decisions in the areas of advertising, public relations, sales promotion, and direct marketing. This course analyzes the importance and influence of advertising in the changing marketplace; provides students with an integrated approach for analyzing marketing communication opportunities; develops the capability for designing, implementing, and evaluating advertising campaigns; and promotes an understanding of the different methods of measuring advertising effectiveness.

MK 550 Global Marketing

This course investigates the role of marketing and marketing management in different environments. It focuses on the distinction between the various marketing activities in a domestic setting versus the impact of the cultural, political, and geographic issues faced in different countries and regions of the world.

MK 560 Business-to-Business Marketing in the Internet Economy

This course develops an applied understanding of the principles of business-to-business marketing, which focuses on organizational customers who buy for production purposes rather than individuals who buy for personal consumption. The techno-economic purchase motivations of organizational customers require appropriate adaptation of product, promotion, distribution, and pricing strategies. The course examines the strategic and operational implications of organizational buyer behavior and other special characteristics of business-to-business products and services that influence their marketing strategy. The course incorporates the vital and specific role of the Internet as an integral and indispensable instrument of every function and activity in business-to-business marketing operations in all subjects.

MK 570 Internet Marketing

The move to an Internet-based society is among the changes expected to have a significant impact on the way that business is, and will be, conducted. This course pays particular attention to the impact of Internet technology on marketing strategy and practices, and discusses Internet technology and e-business in the context of established marketing concepts such as promotion, distribution/logistics, pricing, retailing, marketing research, customer behavior, and other product/service decisions from a practical and academic perspective. Students develop an in-depth understanding of the marketing implications of this promising business management development.

MK 585 Seminar: Contemporary Topics in Marketing

This course examines recent practitioner and academic literature in various areas of marketing, incorporating guest speakers as appropriate. Topics vary each semester to fit the interests of the seminar participants.

OM 400 Integrated Business Processes

Process management is concerned with the design and control of processes that transform inputs (such as labor and capital) into finished goods and services. Course topics include process mapping, quality management and control, capacity planning, supply chain management, and operations strategy. The course uses case studies to show how concepts and models presented in lectures and readings apply to real-world business situations.

OM 525 Business Process Improvement

This course addresses topics and methods related to the improvement of business processes along dimensions such as cost, quality, speed, and flexibility. Through the use of case studies, students learn to approach problems using methods that have proven effective for a variety of organizations. Topics include: financial justification of operational improvements; change management; six-sigma process improvement methods and tools; business process reengineering; and lean production concepts applied in both manufacturing and service organizations. This course will also reinforce skills involved in working in teams and communicating recommendations effectively (Prerequisites: OM 400 and QA 400)

OM 535 Global Logistics and Supply Chain Management*

This course emphasizes global logistics as the management of time and place. It takes an integrated cross-functional management approach using strategic infrastructure and resource management to efficiently create customer value. Specifically, it examines the time-related global positioning of resources and the strategic management of the total supply-chain. Topics include procurement, manufacturing, distribution, and waste disposal, and discussion of associated transport, storage, and information technologies.

QA 400 Applied Business Statistics

Using spreadsheet software, this hands-on course teaches a variety of quantitative methods for analyzing data to help make decisions. Topics include: data presentation and communication, probability distributions, sampling, hypothesis testing and regression, and time series analysis. This course uses numerous case studies and examples from finance, marketing, operations, accounting, and other areas of business to illustrate the realistic use of statistical methods.

TX 500 Tax Research*

This course introduces students to tax research source materials and provides students with the opportunity to conduct tax research. After the course, students should be able to identify tax issues inherent in various fact scenarios, locate and evaluate various sources of tax law, and effectively communicate conclusions and recommendations based on their research.

TX 501 Tax Accounting

This course introduces students to federal tax accounting and contrasts its effects with those of financial accounting. After the course, students should be able to identify accounting transactions and methods that have differing tax and financial statement treatments, and to understand and plan for the consequences of those differences.

TX 502 Taxation of Property Transactions

This course introduces students to the income tax laws impacting real property transactions. After the course, students should be able to identify tax issues stemming from various types of real property transactions and activities, as well as plan for the consequences of, and make recommendations for alternatives to, contemplated property transactions.

TX 510 Corporate Income Taxation I

This course introduces students to the fundamental concepts of the federal income taxation of corporations and corporate-shareholder transactions. After the course, students should be able to identify tax issues stemming from various corporate transactions and activities, including those between the corporation and shareholders, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended transactions and activities.

TX 512 Corporate Income Taxation II

This course introduces students to advanced concepts of the federal income taxation of corporations and corporate-shareholder transactions. After the course, students should be able to identify tax issues stemming from various corporate transactions and activities, particularly those involving corporate divisive and acquisitive restructurings, as well as plan for the consequences of, and make recommendations for alternatives to the contemplated restructurings.

TX 520 Estate and Gift Taxation

This course introduces students to the concepts of, as well as the statutory rules surrounding, federal estate and gift taxation. After the course, students should be able to identify tax issues stemming from lifetime and at-death transfers of various types of property and property rights to various classes of beneficiaries or donees, as well as to plan for the consequences of, and make recommendations for alternative structuring of intended wealth transfers.

TX 522 Income Taxation of Trusts and Estates

This course introduces students to the concepts of, as well as the statutory rules surrounding, the federal income taxation of trusts and estates. After the course, students should be able to identify income tax issues arising during administration, which affect the various parties to the estate or trust, as well as to plan for the consequences of, and make recommendations for alternative structuring of intended transactions.

TX 530 Partnership Taxation

This course introduces students to the fundamental concepts of the federal income taxation of partnerships and partner-partnership transactions. After the course, students should be able to identify tax issues stemming from various partnership transactions and activities, including those between the partnership and the partners, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended transactions and activities.

TX 532 Taxation of Flow-Through Entities and Closely Held Businesses

This course introduces students to the provisions of the Internal Revenue Code that affect closely held corporations. After the course, students should be able to identify tax issues stemming from the transactions and activities of closely held corporations, including those between the corporation and the shareholder, as well as plan for the consequences of, and make recommendations for alternative structuring of intended transactions and activities.

TX 540 State and Local Taxation

This course helps students develop a conceptual understanding of the constitutional limits on a state's power to impose taxes, the determination of state-specific taxable income, the sales and use tax system, and various other state taxes. After the course, students should be able to identify the tax issues associated with the conduct of business in multiple states, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended multi-state transactions and activities.

TX 542 International Taxation

This course helps students develop a conceptual understanding of the federal income tax provisions applicable to non-resident aliens and foreign corporations. After the course, students should be able to identify the tax issues associated with the generation of U.S. taxable income by foreign individuals and corporations, as well as plan for the consequences of, and make recommendations for alternative structuring of, intended U.S. transactions and activities by these particular taxpayers.

TX 545 Tax Implications of Deferred Compensation

This course helps students develop a conceptual understanding of the various forms of deferred compensation available, the purposes and uses of each, and the federal income tax provisions applicable thereto. After the course, students should be able to identify the tax issues associated with the design and adoption of various forms of deferred compensation plans, as well as plan for alternative structuring of compensation.

TX 548 Tax Practice and Procedure

This course familiarizes students with the rules of practice before the Internal Revenue Service, as well as the procedures available for the resolution of income tax matters of disagreement. After the course, students should be able to identify the appropriate procedures applicable to specific transactions, elections and filings, as well as the appropriate and alternative means by which the resolution of disagreements between taxpayers and the IRS can be achieved.

TX 550* Tax Planning

This course develops a framework for understanding how taxes affect business decisions, and provides students with the tools to identify, understand, and evaluate tax planning opportunities in various decision contexts, such as investments, compensation, organizational form choice, and multinational endeavors. (Prerequisite: Completion of all required courses for the M.S. in taxation)

TX 585 Seminar: Contemporary Topics in Taxation

This course presents recent practitioner and academic literature in various areas of taxation, including guest speakers where appropriate. Topics change semester to semester, depending upon faculty and student interests.

TX 598 Independent Study in Taxation*

This course provides students with an opportunity to develop research skills while exploring a specific contemporary taxation issue with a full-time faculty specializing in the area of the discipline. Students are expected to complete a significant research paper as the primary requirement of this course. (Prerequisite: Permission from Department Chair)

**Designated as research courses.*

COMPLIANCE STATEMENTS AND NOTIFICATIONS

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Fairfield University complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of the Fairfield University Department of Public Safety's policies and procedures along with crime statistics as required. A copy of this report may be obtained at the Department of Public Safety office, located on the ground floor of Loyola Hall, Room 2 or by accessing our website at www.fairfield.edu/clery. The Department of Public Safety is open 24 hours per day, 365 days a year. The University is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Fairfield is a drug-free campus and workplace.

Catalog

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the students. The University reserves the right to change any provision or any requirement at any time. The course listings represent the breadth of the major. Every course is not necessarily offered each semester.

Non-Discrimination Statement

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Notification of Rights Under FERPA

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of the Dean of Students.

Listed below are the rights afforded to students with respect to their education records under FERPA are:

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access: Students should submit to the registrar, dean, head of the

academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading: Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent: One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fairfield University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

TUITION, FEES, AND FINANCIAL AID

Tuition and Fees

The schedule of tuition and fees for the academic year:

Application for matriculation (not refundable)	\$60
Registration per semester	\$25
Tuition per credit	\$685
M.S. in Accounting tuition per credit	\$720
Continuing Registration Fee	\$50
Change of course fee	\$10
Computer lab fee	\$45
Commencement fee (required of all degree recipients) . .	\$150
Transcript	\$4
Promissory note fee	\$25
Returned check fee	\$300

The University's Trustees reserve the right to change tuition rates and the fee schedule and to make additional changes whenever they believe it necessary.

Full payment of tuition and fees, and authorization for billing a company must accompany registration. Payments may be made in the form of cash (in person only), check, money order, credit card (MasterCard, VISA, or American Express), or online payment at www.fairfield.edu/bursar. All checks are payable to Fairfield University.

Degrees will not be conferred and transcripts will not be issued until students have met all financial obligations to the University.

Deferred Payment

During the fall and spring semesters, eligible students may defer payment on tuition as follows:

1. For students taking fewer than six credits: At registration, the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to each semester.
2. For students taking six credits or more: At registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments.

Failure to honor the terms of the promissory note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations pay their employees' tuition. Students should check with their employers. If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead acknowledging approval of the course registration and explaining the terms of payment. The terms of this letter, upon approval of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab, or material) are payable at the time of registration.

Students will be required to sign a promissory note, which requires a \$25 processing fee, acknowledging that any outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration with a MasterCard, VISA, or American Express credit card. If the company offers less than 100-percent unconditional reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per-semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registration.

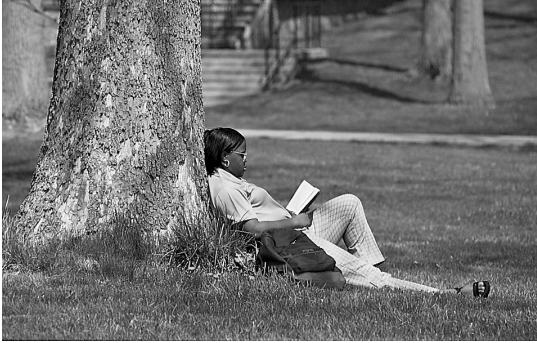
Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate dean's office immediately after withdrawal from class. Fees are not refundable. The request must be in writing and all refunds will be made based on the date notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on a MasterCard, VISA, or American Express must be applied as a credit to your charge card account.

Percent Refunded

Before first scheduled class	100 percent
Before second scheduled class	90 percent
Before third scheduled class	80 percent
Before fourth scheduled class	60 percent
Before fifth scheduled class	40 percent
Before sixth scheduled class	20 percent
After sixth scheduled class	No refund

Refunds take two to three weeks to process.



Financial Aid

Dolan School of Business Graduate Assistantships

Graduate Assistantships are awarded to full-time graduate students in the School of Business. The assistantships are designed for students to work directly with faculty and the Dean's Office. The graduate assistants may be involved in gathering background information for study, compiling data, organizing literature for review and other projects as assigned. The graduate assistants may also help faculty inside and outside the classroom to proctor exams, assist with grading, organize and prepare the classroom prior to class meetings, and informally work with undergraduate students seeking extra help. Usually, the candidate will hold a baccalaureate degree in the academic area assigned to as a graduate assistant.

Federal Stafford Loans

Under this program, graduate students may apply for up to \$20,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$12,000 should they borrow the maximum loan), would be borrowed on an unsubsidized basis.

When a loan is subsidized, the federal government pays the interest for the borrower as long as he or she remains enrolled on at least a half-time basis and for a six-month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

To apply for a Federal Stafford loan, apply online at:

<http://www.fairfield.edu/loans.html>

Follow the instructions on how to set up your account online and apply for a Federal Stafford online.

After successfully applying for your Federal Stafford loan online, you can electronically sign (E-sign) the loan online. However, if you do not want to use E-Sign, you can still print out the MPN, sign it, and mail it directly to your lender at the address they list on the MPN.

*Stafford Loan Borrowers must have a current FAFSA form on file and have completed Entrance Counseling online (while completing the MPN) before your loan can disburse. To apply online for the FAFSA go to: www.fafsa.ed.gov (Fairfield's school code is 001385).

If you have any questions, please call the Financial Aid Office at (203) 254-4125 or finaid@mail.fairfield.edu.

Approved loans will be disbursed in two installments. Receipt of financial aid requires full matriculation in a degree program.

Alternate Loans

These loans help graduate and professional students pay the cost of attending the University. For further information view online at: http://www.fairfield.edu/gradadmission/gfa_loans.html, or contact the office at (203) 254-4125 or finaid@mail.fairfield.edu.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and the cost of travel, meals, and lodging) undertaken to: maintain or improve skills required in one's employment or other trade or business; or meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file numbers at the time of registration. The University Registrar's office will complete and submit the certification form. Fairfield University has also announced a new Veterans Pride Program that offers qualifying veterans tuition-free enrollment at Fairfield. To learn more about Fairfield's Veterans Pride Program, please go to: www.fairfield.edu/veterans.

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