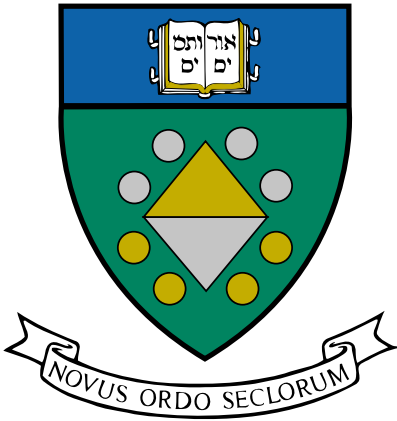


School of Management

2001–2002



BULLETIN OF YALE UNIVERSITY

Series 97 Number 9 August 15, 2001

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School of Management

2001–2002

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Calendar

FALL 2001

27–31 Aug.	Mon.–Fri.	Registration and orientation for first-year students.
4 Sept.	Tue.	Fall-term classes begin, 8.15 A.M.
10 Sept.	Mon.	Fall-term add-drop period ends.
17 Oct.	Wed.	First-session classes end.
18–23 Oct.	Thu.–Tue.	Core Course Exam Period. No classes.
24 Oct.	Wed.	Second-session classes begin, 8.15 A.M.
30 Oct.	Tue.	Second-session add-drop period ends.
16 Nov.	Fri.	Fall recess begins, 5.00 P.M.
26 Nov.	Mon.	Classes resume, 8.15 A.M.
13 Dec.	Thu.	Classes end. Last day to apply for a fall-term leave of absence.
14–17 Dec.	Fri.–Mon.	Reading period.
18 Dec.	Tue.	Final examinations begin.
21 Dec.	Fri.	Final examinations end; fall term ends.

SPRING 2002

2 Jan.	Wed.	Fall-term grades due.
7–11 Jan.	Mon.–Fri.	Internship Interview Week.
14 Jan.	Mon.	Spring-term classes begin, 8.15 A.M.
18 Jan.	Fri.	Spring-term add-drop period ends.
27 Feb.	Wed.	First-session classes end.
28 Feb.–7 March	Thu.–Thu.	Core Course Exam Period. No classes.
1 March	Fri.	Final date for conversion of Incompletes to permanent grades for fall 2001 courses.
8 March	Fri.	Spring recess begins, 12 noon.
25 March	Mon.	Classes resume; second-session classes begin, 8.15 A.M.
29 March	Fri.	Second-session add-drop period ends.
7 May	Tue.	Classes end. Last day to apply for a spring-term leave of absence.
8–12 May	Wed.–Sun.	Reading period.
13 May	Mon.	Final examinations begin.
17 May	Fri.	Final examinations end; spring term ends.
20 May	Mon.	Grades due for spring-term courses.
27 May	Mon.	University Commencement.
12 July	Fri.	Final date for conversion of Incompletes to permanent grades for spring 2002 courses.

The President and Fellows of Yale University

President

Richard Charles Levin, B.A., B.LITT., PH.D.

Fellows

His Excellency the Governor of Connecticut, *ex officio*.

Her Honor the Lieutenant Governor of Connecticut, *ex officio*.

George Leonard Baker, Jr., B.A., M.B.A., *Palo Alto, California*.

Roland Whitney Betts, B.A., J.D., *New York, New York (June 2005)*.

Benjamin Solomon Carson, Sr., B.A., M.D., *West Friendship, Maryland (June 2003)*.

Gerhard Casper, LL.M., PH.D., *Atherton, California*.

Susan Crown, B.A., M.A., *Chicago, Illinois*.

Charles Daniel Ellis, B.A., M.B.A., PH.D., *Greenwich, Connecticut*.

David Richmond Gergen, B.A., LL.B., *McLean, Virginia (June 2002)*.

Holcombe Turner Green, Jr., B.A., LL.B., *Atlanta, Georgia*.

Linda Anne Mason, B.A., M.B.A., *Belmont, Massachusetts (June 2004)*.

The Rt. Rev. Victoria Matthews, B.A., M.DIV., *Edmonton, Alberta, Canada*.

Barrington Daniel Parker, Jr., B.A., LL.B., *Stamford, Connecticut*.

John Ennis Pepper, Jr., B.A., M.A., *Cincinnati, Ohio*.

Kurt Lidell Schmoke, B.A., J.D., *Baltimore, Maryland*.

Theodore Ping Shen, B.A., M.B.A., *Brooklyn, New York (June 2007)*.

Janet Louise Yellen, B.A., PH.D., *Berkeley, California (June 2006)*.

The Officers of Yale University

President

Richard Charles Levin, B.A., B.LITT., PH.D.

Provost

Alison Fettes Richard, M.A., PH.D.

Vice President and Secretary

Linda Koch Lorimer, B.A., J.D.

Vice President and General Counsel

Dorothy Kathryn Robinson, B.A., J.D.

Vice President for Development

Charles James Pagnam, B.A.

Vice President and Director of New Haven and State Affairs

Bruce Donald Alexander, B.A., J.D.

Vice President for Finance and Administration

Robert Loren Culver, B.A., M.A., M.P.A.

SOM Administration

Richard Charles Levin, B.A., B.LITT., PH.D., *President of the University.*

Alison Fettes Richard, M.A., PH.D., *Provost of the University.*

Jeffrey E. Garten, PH.D., *Dean.*

Stanley J. Garstka, PH.D., *Deputy Dean.*

Patricia D. Pierce, PH.D., *Dean of Student Affairs.*

Rick Antle, PH.D., *Senior Associate Dean.*

Cécile Ablack, B.A., *Associate Dean for Public Affairs and Strategic Planning.*

Diane Palmeri, B.A., *Associate Dean for Finance and Administration.*

Cynthia Albert Link, M.P.P.M., *Executive Director for Development and Alumni Affairs.*

William N. Goetzmann, PH.D., *Director of the International Center for Finance.*

Mark A. Case, M.A., *Director of Career Development.*

James Stevens, M.B.A., *Director of Admissions.*

Thomas Raich, B.S., *Director of Information Technology.*

Karin Nobile, M.A., *Director of Media Relations.*

Michael L. Iannazzi, M.DIV., *Director of Publications.*

SOM Faculty

PROFESSORS AND PROFESSORS IN THE PRACTICE

- Rick Antle, PH.D., *Senior Associate Dean and Professor of Accounting.*
- Paul Bracken, PH.D., *Professor of Management and Professor of Political Science.*
- Garry Brewer, PH.D., *Frederick K. Weyerhaeuser Professor of Resource Policy and Management.*
- Zhiwu Chen, PH.D., *Professor of Finance.*
- Judith A. Chevalier, PH.D., *Professor of Finance and Economics.*
- Ravi Dhar, PH.D., *Professor of Marketing.*
- Jonathan S. Feinstein, PH.D., *Professor of Economics.*
- Stanley J. Garstka, PH.D., *Deputy Dean and Professor in the Practice of Management.*
- Jeffrey E. Garten, PH.D., *Dean and William S. Beinecke Professor in the Practice of International Trade and Finance.*
- William N. Goetzmann, PH.D., *Edwin J. Beinecke Professor of Finance and Management Studies and Director of the International Center for Finance.*
- Hua He, PH.D., *Professor of Finance.*
- Roger G. Ibbotson, PH.D., *Professor in the Practice of Finance.*
- Jonathan E. Ingersoll, Jr., PH.D., *Adrian C. Israel Professor of International Trade and Finance.*
- Edward H. Kaplan, PH.D., *William N. and Marie A. Beach Professor of Management Sciences and Professor of Public Health.*
- Lode Li, PH.D., *Professor of Production Management.*
- Florencio López-de-Silanes, PH.D., *Professor of Finance and Economics and Director, Institute for Global Corporate Governance.*
- Paul W. MacAvoy, PH.D., *Williams Brothers Professor of Management Studies.*
- Theodore R. Marmor, PH.D., *Professor of Public Policy and Management and Professor of Political Science.*
- Barry Nalebuff, D.PHIL., *Milton Steinbach Professor of Management.*
- Sharon M. Oster, PH.D., *Frederic D. Wolfe Professor of Management and Entrepreneurship.*
- Benjamin Polak, PH.D., *Professor of Economics and Management and Professor of Economics.*
- Douglas W. Rae, PH.D., *Richard S. Ely Professor of Organization and Management and Professor of Political Science.*
- K. Geert Rouwenhorst, PH.D., *Professor of Finance and Deputy Director of the International Center for Finance.*
- Subrata K. Sen, PH.D., *Joseph F. Cullman 3rd Professor of Organization, Management, and Marketing.*
- Martin S. Shubik, PH.D., *Seymour H. Knox Professor of Mathematical Institutional Economics.*
- Matthew Spiegel, PH.D., *Professor of Finance.*
- Shyam Sunder, PH.D., *James L. Frank Professor of Accounting, Economics, and Finance.*

Arthur J. Swersey, D.ENG.SCI., *Professor of Operations Research.*
 Victor H. Vroom, PH.D., *John G. Searle Professor of Organization and Management and Professor of Psychology.*
 Ivo Welch, PH.D., *Professor of Finance.*
 Dick R. Wittink, PH.D., *General George Rogers Clark Professor of Management and Marketing.*

ASSOCIATE PROFESSORS AND ASSISTANT PROFESSORS

Sigal G. Barsade, PH.D., *Associate Professor of Organizational Behavior.*
 Arturo Bris, PH.D., *Assistant Professor of Finance.*
 Meghan R. Busse, PH.D., *Assistant Professor of Economics.*
 Albert Y. Ha, PH.D., *Associate Professor of Operations Management.*
 Andrew M. Jeffrey, PH.D., *Assistant Professor of Finance.*
 Nathaniel O. Keohane, PH.D., *Assistant Professor of Economics.*
 Jonathan G. Koppell, PH.D., *Assistant Professor of Politics, Policy, and Organization.*
 Harry Mamaysky, PH.D., *Assistant Professor of Finance.*
 Dina Mayzlin, PH.D., *Assistant Professor of Marketing.*
 Christopher McCusker, PH.D., *Associate Professor of Organizational Behavior.*
 Ganapathi Narayanamoorthy, PH.D., *Assistant Professor of Accounting.*
 Nathan Novemsky, PH.D., *Assistant Professor of Marketing.*
 Rodney P. Parker, PH.D., *Assistant Professor of Operations Management.*
 Peter K. Schott, PH.D., *Assistant Professor of Economics.*
 Fiona M. Scott Morton, PH.D., *James L. Frank Associate Professor of Private Enterprise and Management.*
 Sandra Spataro, PH.D., *Assistant Professor of Organizational Behavior.*
 K. Sudhir, PH.D., *Assistant Professor of Marketing.*

JOINT APPOINTMENTS

Ian Ayres, PH.D., *William K. Townsend Professor of Law.*
 Howard P. Forman, M.D., M.B.A., *Associate Professor of Radiology.*
 David Gelernter, PH.D., *Professor of Computer Science.*
 Henry B. Hansmann, J.D., PH.D., *Sam Harris Professor of Law.*
 Jerry L. Mashaw, PH.D., *Sterling Professor of Law.*
 Robert Mendelsohn, PH.D., *Edwin Weyerhaeuser Davis Professor of Forest Policy and Professor of Economics.*
 A. David Paltiel, PH.D., *Associate Professor of Health Policy and Administration and Associate Professor of Management Science.*
 Charles B. Perrow, PH.D., *Professor of Sociology.*
 Daniel Prober, PH.D., *Professor of Applied Physics and Physics.*
 Stephen Rimar, M.D., *Associate Professor of Anesthesiology and Pediatrics.*
 Roberta Romano, J.D., *Allen Duffy/Class of 1960 Professor of Law.*
 Herbert E. Scarf, PH.D., *Sterling Professor of Economics.*
 Alan Schwartz, LL.B., *Sterling Professor of Law.*

ADJUNCT FACULTY

Bruce D. Alexander, J.D., *Professor of Real Estate.*

David M. Cromwell, M.B.A., *Professor of Finance.*

David F. DeRosa, PH.D., *Professor of Finance.*

Frank J. Fabozzi, PH.D., *Professor of Finance.*

Stuart I. Feldman, M.B.A., *Professor of Information Technology.*

Ira M. Millstein, LL.B., *Eugene F. Williams, Jr. Visiting Professor in Competitive Enterprise and Strategy.*

Michael Schmertzler, M.B.A., *Professor of Finance.*

Jeffrey Sonnenfeld, PH.D., *Professor of Management.*

David Swensen, PH.D., *Professor of Finance.*

VISITING FACULTY

David J. Collis, M.B.A., PH.D., *Associate Professor of Business Administration, Harvard Business School.*

Deen Kemsley, PH.D., *Associate Professor of Business Administration, Columbia Business School.*

Jacob Thomas, PH.D., *Ernst and Young Professor of Accounting and Finance, Columbia Business School.*

LECTURERS

Herbert K. Folpe, M.A., M.B.A.

Arthur N. Haut, B.S.

Reed Hundt, J.D.

Bruce Judson, M.B.A., J.D.

Stephen Latham, J.D., PH.D.

Christopher Lovelock, PH.D.

Susana Mondschein, PH.D.

Jennifer Mueller, PH.D.

Gretchen Rubin, J.D.

MANAGEMENT FELLOW

Emil Frankel, LL.B.

DISTINGUISHED FELLOW

Lord Leon Brittan

The SOM Honor Statement

The Yale School of Management is committed to the highest standards of honor and responsibility. Students as individuals, as members of this academic community, and as future managers, are expected to act with integrity. Accordingly, students shall not plagiarize, cheat, or engage in any of the other academic or nonacademic infractions described in the Discipline Committee Statement of Policies and Procedures. Suspected cases should be reported to the Discipline Committee, comprising student peers and faculty, which is solely responsible for administering the disciplinary process. The complete policies and procedures of the Discipline Committee are detailed in an appendix to this bulletin.

Yale School of Management

CORE CURRICULUM

FALL TERM		SPRING TERM	
Session I	Session 2	Session I	Session 2
Data Analysis & Statistics		Decision Analysis & Game Theory	
Economic Analysis		*Designing & Managing Organizations <i>or</i> The Politics of Strategic Management	
The Strategic Environment of Management	† Marketing Management	Leadership	Operations Management I
Fundamentals of Accounting	‡ Valuation & Investment	† Marketing Management	
Corporate Finance & Options		Corporate Finance & Options	
‡ Valuation & Investment		*Financial Reporting <i>or</i> Managerial Accounting	
Corporate Finance & Options		Elective (2 units)	
Corporate Finance & Options		Elective (2 units)	

WINTER RECESS

* Choose one of each of these pairs of courses.

† Marketing Management continues through week 3 of spring term.

‡ **OPTION I** Begin Finance sequence in Session 2 of the fall term; enroll in an additional 2-unit elective during Session 2 of the spring term.

OPTION II Begin Finance sequence in Session 1 of the fall term; enroll in an additional 2-unit elective during Session 2 of the spring term.

MBA Degree Requirements and Academic Policies

THE MBA CURRICULUM

The Yale School of Management offers a two-year program leading to the degree of Master of Business Administration. A Bachelor of Arts or Bachelor of Science or equivalent undergraduate degree is requisite for admission to the MBA program. The program requires two years of full-time study in residence and comprises both course work and non-course activities.

In the first year, students devote the majority of their time to the core courses. In the summer following the first year, students continue their management training through internships or other appropriate activity, in fulfillment of the First Summer Requirement. In the second year, in-depth study in a management area chosen by the student, together with other elective courses, completes requirements for the degree. See MBA Degree Requirements, pages 14–16.

Core Sequence

In the first year, students take a group of core courses in disciplines basic to management practice. The core courses are Financial Accounting, The Strategic Environment of Management, Data I: Probability and Statistical Estimation, Data II: Hypothesis Testing and Regression, Economic Analysis, Decision Analysis and Game Theory, Leadership, Marketing Management, and Operations Management I, as well as one course from each of the following pairs: either Financial Reporting I or Managerial Controls I, and either The Politics of Strategic Management or Designing and Managing Organizations.

First-Summer Requirement

Between the first and second years of the program, students are required to further their management education, normally by obtaining management experience through employment or internship. This requirement may be fulfilled by completing relevant course work at Yale or another approved institution of higher learning, or by completing another approved alternate activity.

In-Depth Requirement

Students are required to complete advanced study in one area of management by structuring their elective choices to include a Concentration or approved In-Depth Sequence. Concentrations are comprised of 12 units of course work from a group approved by the faculty and are offered in the following areas: Finance, Leadership, Marketing, Public Management, Nonprofit Management, Operations Management and Strategy. In-Depth Sequences are 8 units of course work that are complementary in nature, though not necessarily from the same academic discipline. A student may form an In-Depth Sequence to reflect interest in a particular area of management practice, provided the instructors of the courses involved approve the proposal. The requirements for each

Concentration, and examples of In-Depth Sequences, are published annually by the Office of Student Affairs.

Elective Courses

Elective courses, chosen from the offerings described on pages 31–54, or from the approved offerings in other Yale schools and departments, combine with core and In-Depth or Concentration courses to complete the course requirement for the MBA degree.

JOINT-DEGREE PROGRAMS

SOM offers joint-degree study with certain departments of the Graduate School of Arts and Sciences and a number of the other professional schools at Yale. At present, joint-degree agreements exist with the schools of Architecture, Divinity, Drama, Epidemiology and Public Health, Forestry & Environmental Studies, Law, Medicine, and Nursing, and with the Graduate School of Arts and Sciences for its programs in East Asian Studies, International and Development Economics, International Relations, and Russian and East European Studies. These agreements make it possible for a student to complete two degrees in a term or a year less than would be required if the two programs were taken sequentially.

Information about these programs, including enrollment and course requirements, is available in the Office of Student Affairs. See also General Regulations Governing Joint-Degree Programs, pages 22–23.

MBA DEGREE REQUIREMENTS

Degree requirements are designed and administered to ensure the integrity of the MBA degree program. Any exception to the requirements stated below must be approved by the faculty. To qualify for the MBA degree, students must at all times meet the conditions to continue as a degree candidate, and must meet all requirements as follows:

Enrollment Requirement

The MBA must be completed in four consecutive semesters of full-time study, unless a student is permitted to take a leave of absence (see Leaves of Absence, page 55). Students in joint-degree programs are required to maintain continuous, full-time enrollment throughout the program and to complete degree requirements within the normal period specified for the program in the appropriate joint-degree agreement, unless permitted to take a leave of absence.

Each student must enroll and receive a grade (including Fail) in a minimum of 16 units of course work each term. Further, each student must maintain enrollment in at least four courses during each part of each term. Taking a course overload in any part of a term does not excuse a student from the four-course minimum in any other part of a term.

Number of Course Units

Each student must receive credit, i.e., a grade of Pass or better, in 72 units of course work, of which 32 are normally earned in first-year core courses. Successful completion of more than 72 units does not offset deficiency in any other degree requirement.

The MBA course requirement for students in joint-degree programs is reduced to 52 units, exclusive of any courses used to satisfy the course requirement for the non-SOM degree. This reduction applies only to elective courses; the core course requirement remains unchanged. See Distribution of Courses and Academic Standards below.

Distribution of Courses

Each student must:

1. Receive credit in or exemption from each of the following core courses: Data I: Probability and Statistics (2 units), Data II: Hypothesis Testing and Regression (2 units), Economic Analysis (4 units), Decision Analysis and Game Theory (4 units), Financial Accounting (2 units), The Strategic Environment of Management (2 units), Leadership (2 units), Marketing Management (3 units), Operations Management I (3 units), Valuation and Investment/Corporate Finance and Options (4 units). Each student must also receive credit in or exemption from either Financial Reporting I (2 units) or Managerial Controls I (2 units), and either Designing and Managing Organizations (2 units) or The Politics of Strategic Management (2 units), designated as core by the student prior to the first day of the part of the term in which the course is offered; *and*
2. Receive a grade (including Fail) in or exemption from 32 units of core courses in the first year of study; *and*
3. Receive credit in or exemption from at least 28 units of core courses in the first year of study; *and*
4. Fulfill the In-Depth requirement by completing one Concentration (12 units) or In-Depth Sequence (8 units); *and*
5. Receive credit in additional elective courses as necessary to meet the total 72-unit requirement.

Academic Standards

The academic standards of the School of Management are based on the expectation that students will achieve Proficiency in their course work. Proficiency is earned by taking a course and receiving a grade of Proficient or Distinction. In core courses, Proficiency may also be achieved through the exemption process (see Exemption from Core Courses, below, pages 19–20).

To meet the academic standards for the degree, each student must achieve Proficiency in:

1. At least 20 units of core courses in the first year of study;
2. At least 52 course units of the 72 required for the degree (students in joint-degree programs must achieve Proficiency in at least 42 course units of the 52 required for the degree); *and*
3. All 12 units of a Concentration or at least 4 units of an In-Depth Sequence.

First-Summer Requirement

Each student must fulfill the First-Summer Requirement, typically through relevant professional employment. The dean of student affairs is responsible for approving course work or another alternative to employment during the summer following the student's first year in the program. The primary consideration in granting such approval is the potential of the proposed activity to further and enrich the management education of the student. In cases where there are questions as to whether the proposed summer activity satisfies the requirement, the dean of student affairs may consult with the chair of the Academic Standards Committee.

GRADING STANDARDS AND POLICY

The grading system used in the MBA program has been designed to support the overall learning environment. It was first developed by faculty members and students in the fall of 1976 and then revised by a student-faculty committee in 1977. It was reviewed and revised again in 1982, 1984, 1987, and 1996. The grading system explicitly prohibits the computation of grade-point average or class rank. This is intended to create an atmosphere in which students are encouraged to work cooperatively.

The grade a student receives in a course expresses the best judgment of the course instructor regarding the student's success in mastering the subject matter. No other consideration should carry any weight in determining a grade. In particular, it is not within the province of the instructor to take into account the student's academic standing in the program. The standard for determining the grade, and evaluation of the student's performance measured against that standard, are entirely the responsibility of the course instructor.

Grading System

The School uses four grades to measure a student's classroom performance. Two grades indicate proficiency in a course and two reflect nonproficient work:

Distinction: This grade, adopted by the faculty in 1996, is intended to identify work of extraordinarily high quality. Normally it is awarded to no more than 10 percent of the students enrolled in the course.

Proficient: This grade is given for work that clearly meets the normal expectations for competence in each assignment and course.

Pass: This grade is given for work that an instructor feels is not poor enough to deem failing but not good enough to demonstrate proficiency in the subject matter. Courses in which a student receives the grade of Pass may not be used to fulfill requirements for a Concentration.

Fail: This grade is given for unsatisfactory work. Courses in which a student receives the grade of Fail may not be used to satisfy degree requirements.

Grades are intended primarily for internal purposes. As a matter of policy, grade records are not released to potential employers or others outside the School, with the exception of the grade of Distinction. The transcript is a list of courses in which the student has received credit or which are still in progress; courses in which the student has earned a Distinction are indicated by an asterisk (*). At a student's request the dean of student affairs may provide a reference, including an assessment of the student's performance. These references will, however, not refer by name to the student's grades, either with respect to individual courses or to overall distribution, except for courses in which a Distinction has been earned.

Change of Grades

Once a grade has been submitted to the registrar it cannot be changed, with the following exceptions.

1. The registrar may correct a clerical error.
2. The instructor may change a grade if he/she made a computational error in determining the original grade.
3. The faculty may vote to change a grade, if petitioned to do so by the instructor.

Grades for Non-SOM Courses

When an SOM student takes a course offered by another school at Yale, the instructor is asked to use the SOM grade system when assigning the student's grade. If the instructor declines, the registrar assigns the SOM equivalent of the SOM grade, based on the following criteria.

1. A grade of "Fail," "Unsatisfactory," "No Credit," or other grade that the school uses to designate failure will be recorded as "Fail."
2. A grade that the school designates as "barely passing" will be regarded as nonproficient but not failing and will be recorded as "Pass." In Yale College courses, grades of C through D- will be recorded as "Pass."
3. A grade of "Pass" in a course offered on a Pass/Fail basis will be recorded as "Pass."
4. Any other grade will be recorded as "Proficient."

ACADEMIC STANDARDS

Review Process

The registrar conducts a review of the academic progress of all MBA students at the mid-point and end of each term. Students who have received nonproficient grades or have failed to complete the First-Summer Requirement, are brought to the attention of the dean of student affairs and the chairman of the Academic Standards Committee. Students who are in possible or imminent danger of dismissal will be referred to the Academic Standards Committee.

The dean of student affairs will notify all students who are referred to the Academic Standards Committee, making every reasonable effort to provide at least twenty-four hours' notice before the student is to meet with the committee. The student may present to the committee, either orally or in writing, any information that he/she believes is relevant.

The Academic Standards Committee

The Academic Standards Committee is composed of faculty members who hold "track" or "in the practice" appointments. The dean of student affairs, the director of admissions, and the director of student affairs/registrar serve as members *ex officio*. The membership of the committee is a matter of public record.

The committee's primary purpose is to review cases, to provide counsel to students in academic difficulty, and, if necessary, to dismiss students from the program, according to the policies outlined below. In addition, the committee serves as a faculty committee of review for exceptions to academic rules and for proposed changes to academic rules and/or policies.

Academic Grounds for Dismissal

Dismissal from the MBA program is *automatic* if and when it becomes impossible for a student to satisfy the degree requirements with respect to the Number of Course Units, Distribution of Courses, or Academic Standards. Thus, dismissal becomes automatic if a student:

1. Fails to receive credit in 72 units of course work; *or*
2. Accumulates failing grades in 5 or more units of core courses; *or*
3. Accumulates nonproficient grades in 13 or more units of core courses; *or*
4. Accumulates nonproficient grades in 21 or more units of core and/or elective courses; *or*
5. Fails to remediate a grade of Fail in a core course in the term or part of term in which the course is next offered (see Remediation of Failing Grades in Core Courses, page 20).

Any student whose academic performance puts him/her at risk of not fulfilling all requirements for the degree may be reviewed for dismissal. In cases where dismissal is not automatic, the Academic Standards Committee may permit the student to remain in the program if the committee finds that the conditions that caused the deficient performance no longer prevail and judges that the student will be able to satisfy all requirements for the degree.

Within two business days of his/her meeting with the Academic Standards Committee, the student will be provided by the dean of student affairs with a written summary of his/her academic situation and the committee's decision and recommendations.

Appeal of Academic Dismissal

A student who has been dismissed by action of the Academic Standards Committee may appeal by written petition to the dean of the School. An appeal must be filed within forty-

five days from the date of the letter notifying the student of the dismissal. If the dean and the dean of student affairs determine that the appeal has substantial merit, they will bring the appeal before the SOM faculty for a final decision. General dissatisfaction with the Academic Standards Committee's decision does not constitute substantial merit. If the dean and the dean of student affairs determine that the appeal lacks substantial merit, the decision of the Academic Standards Committee will stand and be final. A final decision will ordinarily be reached within two months of the receipt of the letter of appeal. However, if the School is not in session during part of this time, or in instances where additional time may be required because of the complexity of the case, or the unavailability of the student, the dean, or sufficient faculty to achieve a quorum, the dean may extend either of the time periods specified above. A student who has been dismissed and has exhausted the appeal process cannot be readmitted except through the normal admission process.

COURSE POLICIES

Core Courses

Students are assigned to sections of all core courses; section changes are not permitted. Students may not drop a core course, except that when there is a choice between two courses, a student may, within the first week of the course, change his/her designated core choice (e.g., a student who has designated Financial Reporting I as core may, within the first week of the course, change to Managerial Controls I as core).

EXEMPTION FROM CORE COURSES

Proficiency in a core course is earned either by taking the course and earning the grade of Distinction or Proficient, or through alternate means approved by the faculty, and administered by the core course instructors in conjunction with the dean of student affairs and the registrar, as follows:

1. CPAs licensed in the United States will be granted exemption from Financial Accounting I and Financial Reporting I, upon presentation of appropriate documents verifying their certification.
2. A student may be granted exemption from a course upon demonstrating proficiency in the subject through a special examination designed and evaluated by the instructor(s) of the course, and administered by the registrar prior to the beginning of the term or part of term in which the course is offered.
3. A student may be granted exemption if, in the judgment of the course instructor(s), the student is able to demonstrate proficiency in the subject, based on his/her prior education or other experience. In determining whether or not to grant exemption in the case of a course for which an exemption examination is offered, the instructor(s) may also take into consideration prior education or other experience.

Exemption examinations are administered by the registrar before the beginning of the term or part of term in which the course is offered. Students attempting to receive

exemption from a core course for which an examination is not offered must seek faculty approval of prior academic or work experience before the beginning of the term or part of term in which the course is offered.

REMEDIATION OF FAILING GRADES IN CORE COURSES

A student who is Proficient in at least 20 units and receives credit in at least 28 units of core courses but fails one or more core courses must remediate the failing grade(s) either by retaking the course in the next term or part of term in which the course is offered and achieving a passing grade, or by passing an exemption examination for the course, if offered. A student who takes the exemption examination for the course and fails may enroll in the course and remediate the failing grade by achieving a passing grade. A failing grade in Financial Reporting I or Managerial Controls I, or in The Politics of Strategic Management or Designing and Managing Organizations, may be remediated by taking the other course in the pair and achieving a passing grade, or by passing the exemption examination for the other course in the pair, if an examination is offered.

A failing grade must be remediated in the next term or part of term in which the course is offered. A student who does not remediate the failing grade in the next term or part of term in which the course is offered will automatically be dismissed from the program. In no case will a grade other than Pass be recorded in a remediated course.

Elective Courses

SOM ELECTIVE COURSES

Second-year MBA students register for fall-term elective courses during the summer, and for spring-term elective courses late in the fall term. During the add/drop period at the beginning of each term, MBA students may rearrange their elective course selections by filing appropriate forms. After the add/drop period, students may not change their course schedule except by approval of the registrar.

If a student is enrolled in a course at the end of the add/drop period, but does not complete the work of the course and does not receive the appropriate permission either to drop the course or to receive an Incomplete (see Incomplete Course Work, below, pages 21–22), a grade of Fail will be recorded.

NON-SOM COURSES

SOM students who take courses offered by another school at Yale University must comply with any enrollment procedures, restrictions, deadlines, and/or fees imposed by the school offering the course. In addition, the student must file the appropriate forms in the School of Management, as described below.

Students wishing to enroll in a course in the Graduate School of Arts and Sciences or in one of the other professional schools at Yale must receive permission from the course instructor. Enrollment in a Law School course also requires authorization from the registrar of the Law School. Once the appropriate permissions have been obtained, the student must file an add/drop form at SOM. Once enrolled, the student must file an add/drop form with the SOM registrar if the course is dropped. The SOM registrar will notify the registrar of the appropriate school.

Students may receive credit toward the MBA degree for Yale College courses only if such credit has been authorized by the SOM dean of student affairs. Petition forms for requesting credit are available in the Office of Student Affairs. The course will not be posted on the student's record until credit has been authorized.

In some schools students may be offered the individual option of taking a course on a Pass/Fail or Credit/D/Fail basis. SOM students are not permitted to elect such an option.

Students are not permitted to enroll in courses outside Yale University. Furthermore, no credit will be given by the School for any course taken outside Yale University during the period of the student's enrollment in the MBA program.

The credit to be awarded for courses offered by the Graduate School of Arts and Sciences or by one of the other professional schools at Yale will be determined by the registrar, in consultation with the dean of student affairs. Normally a course offered by the Graduate School will carry 4 units of credit at SOM, as will courses carrying 3 or more credit hours or units in the other professional school. Courses carrying 2 credit hours or units in the other professional school will normally carry 2 units of credit at SOM. Courses carrying 1 credit hour or unit in the other school may be audited but not taken for credit.

Examinations

Students are expected to take examinations at the time scheduled and should plan to do so. In unusual circumstances such as a serious family emergency or matter of similar import, a course instructor may agree to allow a student to reschedule an examination to an earlier date. In that case the opportunity to take the examination at the earlier session will normally be made available to all students in the class.

Permission to delay a major examination may be granted only by the dean of student affairs for reasons of incapacitating illness, serious family emergency, or another matter of comparable import. Such approval must be obtained from the dean of student affairs prior to the date and time of the examination, unless the nature of the emergency is such that advance notice is impossible. In the case of delay due to illness, the student must provide the dean of student affairs with written confirmation of the disabling condition from the professional providing treatment.

Incomplete Course Work

Students are expected to complete all assignments and other requirements of the course during the term or part of term in which the course is offered. When extraordinary circumstances such as incapacitating illness, serious family emergency, or other matters of comparable import cause a student to be unable to complete course work in time for the instructor to submit a grade by the appropriate grade deadline, the dean of student affairs, with the approval of the course instructor, may authorize a mark of Incomplete ("I") in that course. Written approval of the Incomplete must be obtained from the dean of student affairs before the last assignment for the course is due or the final examination is given.

A mark of Incomplete will be converted to a Fail automatically and irrevocably sixty days after the date at which grades for the term are due unless (a) the work is completed and a grade is recorded prior to that date, or (b) permission for a further delay has been granted by the dean of student affairs within the first sixty days after the grade deadline. Such extensions will only be granted in extraordinary circumstances, usually of a medical nature.

Auditing

Students may, with the permission of the instructor, audit SOM elective courses or courses in another school in Yale University. The normal expectation for auditors is attending at least two-thirds of all class meetings; instructors may set additional conditions. Audited classes will appear on the transcript only if the instructor certifies that the conditions for auditing have been met. Auditing of SOM core courses is not permitted.

Any person who is not a degree candidate at Yale University and who wishes to audit an MBA course must obtain written permission from the SOM faculty member teaching the course and the dean of student affairs. SOM does not issue transcripts for courses audited under this arrangement. The charge for auditing a course is one-ninth of the SOM tuition for the year. In 2001–2002 the charge for auditing one course will be \$3,200.

GENERAL REGULATIONS GOVERNING JOINT-DEGREE PROGRAMS

Admission decisions for joint-degree programs are made independently by the two schools. Students may apply for concurrent admission to both schools. Alternatively, students may apply for admission to the other school during the first year at SOM. Students already enrolled in one of the other schools with which SOM has joint-degree program agreements may apply to SOM in their first or second year of study, as specified in the appropriate agreement. Students already enrolled in one-year programs are not eligible to apply for joint-degree study with SOM.

The normal pattern for joint-degree candidates in programs totaling three years of study is to spend the entire first year almost exclusively in one school and the entire second year almost exclusively in the other, combining courses from both schools and completing requirements for both degrees during the third year. Candidates in joint-degree programs totaling four years of study (Architecture, Drama, and Law) normally spend two full years almost exclusively in those schools, one full year in SOM, and one year of combined study. Candidates for joint degrees in Medicine normally spend three years exclusively in the School of Medicine, one year almost exclusively in SOM, and one year of combined study.

Students in joint-degree programs are not permitted to enroll in SOM core courses before matriculating at SOM. They must maintain full-time enrollment in both schools at all times. They must satisfy degree requirements in both schools, and must receive both degrees simultaneously.

The School of Management and the other school regularly share information about the status of students enrolled for joint degrees. Shared information may include course registrations and grades, disciplinary actions, or any other information that is normally part of a student's record. In addition, the academic officers of the two programs may share other information that they believe relevant to understanding a student's overall performance.

The School of Management and the other school separately apply their rules governing a student's academic performance. In applying these standards, either school may consider the student's performance in all of his or her course work. A student whose performance does not meet the requirements and standards of a program may be advised or required to withdraw, or may be dismissed from that program. Such a withdrawal or dismissal does not automatically require dismissal or withdrawal from the other program.

The School of Management and the other school jointly apply their rules governing a student's conduct. A charge of academic dishonesty in a course shall normally be handled by the school offering that course. If the course is jointly offered by the two schools, the charge will normally be handled by the school granting credit for that course.

A charge of general misconduct, not related to a particular course or to an event in one of the schools, will normally be handled by the school in which the student is currently registered. Jurisdiction over any case may be transferred if the disciplinary officials or committees of both schools agree. The final determination of fact, and any penalty, shall be communicated to the appropriate officials of both schools. A penalty of suspension, expulsion, or loss of course credit will apply to both degree programs.

Rights and Responsibilities of Students

ACADEMIC FREEDOM

The Yale School of Management is committed to the protection of free inquiry and expression in the classroom and throughout the school community. In this, the School reflects the University's commitment, reaffirmed in its Policy on Freedom of Expression (1988), which states: "Nothing is more conducive to the advancement of knowledge and the search for truth, to individual growth and fulfillment, and to basic human liberties than a community, rare in history, where all shades of opinion can be voiced and all avenues of thought and research pursued."

ACADEMIC INTEGRITY AND GROUP WORK

The SOM community supports the standards of academic integrity expressed in the Honor Statement reproduced on page 11 of this bulletin. Each student is responsible for the integrity of his/her individual work. The SOM educational environment also encourages teamwork, and instructors often assign work to be completed by a group of students. Alternatively, students may be encouraged to discuss cases or problem sets with one another prior to turning in individual written assignments. The practice of encouraging joint work should not be misconstrued as an opportunity to avoid individual responsibility. When a person submits written work that utilizes the work of others, proper citation of that work is expected — regardless of whether that reference pertains to written work, materials published on a Web site, or to personal communication. At no time should an individual submit a verbatim or near-verbatim copy of another person's work as if it were his/her own. Instructors should make clear which assignments are to be done completely individually, which assignments may be prepared cooperatively and submitted individually, and which assignments may be submitted by a group. It is a student's responsibility to ask the instructor what degree of cooperation, if any, is appropriate for each written assignment. Suspected cases of cheating should be reported to the chair of the SOM Discipline Committee or to the dean of student affairs, who is an *ex officio* member of that committee. "Policies and Procedures of the Discipline Committee" are included as an appendix to this bulletin. A list of the members of the Discipline Committee may be obtained from the Office of Student Affairs.

USING INFORMATION REQUIRED IN FIELD PROJECTS

At SOM, students are involved in real-world projects through classroom assignments, summer internships, and volunteer work in the New Haven community or elsewhere. Students should behave thoughtfully and ethically as they pursue field work because they are seen as representatives of the School and of the University.

In all external activities, students should take care to define their role clearly with the people and organizations with whom they are involved. If students are in the role of an

employee or consultant, any information gathered is confidential and the responsibilities assumed are those of loyal employee or consultant. When doing research for academic purposes, information gathered is for presentation and discussion in school, and the student's responsibility is that of a professional journalist or social scientist whose loyalty is to the dissemination of truth.

It is an abuse to obtain information in the first role and use it in the second. It is also an abuse to obtain information in the second role and then to use it for business or personal advantage. Students who are in doubt about the appropriate behavior in a given situation should consult with the faculty member advising the project, or they may wish to speak with the dean of student affairs.

ATTENDANCE AND SOM CLASSROOM POLICY

SOM is a small school, and SOM classes are highly interactive. Students are expected to attend classes regularly, to be on time, and to be prepared to contribute to class discussion. Respect for other students and for the instructor dictates that cell phone use and e-mail and Internet browsing have no place in the classroom. When illness or personal emergency prevents a student from attending classes, he/she should inform the dean of student affairs, the director of student affairs, and/or the course instructor immediately.

Students who must miss a class meeting in order to observe a religious holiday will be allowed to do so. The student should contact the instructor in advance to discuss the reason for the absence and to ask if class notes might be available. Students may get notes from a classmate or, with the instructor's prior permission, may make arrangements to have the class audiotaped.

Students are expected to take examinations at the time scheduled and should plan to do so. In unusual circumstances such as a serious family emergency or matter of similar import, a course instructor may agree to schedule an examination early. In that case the opportunity to take the examination at the earlier session will normally be made available to all students in the class.

Major examinations may be postponed only with the permission of the dean of student affairs in consultation with the instructor, for reasons of incapacitating illness, serious family emergencies, or a matter of comparable import. Written approval must be obtained from the dean of student affairs prior to the date and time of the examination, unless the nature of the emergency is such that advance notice is impossible. In the case of delay due to illness, the student must provide the dean of student affairs with a written confirmation of the disabling condition from the professional providing treatment.

REPORTING STUDENT INFORMATION

All SOM students are expected to submit address, forwarding address, and employment status information throughout their time in the MBA program. Address information allows the School to contact students as necessary. Employment status information is used by the Career Development Office (CDO) as part of its continuous process to improve CDO services and target assistance to students who are involved in an active job search. In addition, this information is included in the School's records.

COURSE EVALUATION POLICY

At the end of each course, students are asked to evaluate the course and instructor. The course evaluation results are given to the instructor and the aggregate results are available for review on the campus Web site, after the grades have been submitted.

STUDENT RECORDS

A permanent file is created for each student upon admission to SOM. This file contains the student's application, essays, acceptance letter, and registration forms, as well as copies of all correspondence to the student. Access to this file is governed by the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment. When a student graduates, his/her file, with the exception of the transcript, is transferred to the Yale University Archives for permanent storage.

Access to Records

Official student records for currently enrolled students are housed in the Office of Student Affairs. Under the Buckley Amendment, student records are accessible to faculty members, deans, and staff members who have a legitimate educational interest in review of the records. Students have automatic access to all parts of their records except recommendations submitted as part of the application for admission.

The following personal information may be released to the public unless a student requests otherwise: name, address, telephone number, dates of attendance, and degrees received. Any student may request that this information be treated confidentially.

Transcripts

Student transcripts are maintained permanently in the SOM Office of Student Affairs. From time to time, students may need to supply a potential employer with an official transcript from the MBA program. An official copy of an SOM transcript will be released on written request from the student or alumnus/a. To have a transcript sent, a student must complete a Transcript Request form available from the Office of Student Affairs. Current students may obtain transcripts free of charge. The fee for an alumnus/a is \$5.

GRIEVANCE PROCEDURES

In an institution that is trying to meet the needs of a diverse collection of individuals (students, faculty, and staff), it is possible that the academic year may give rise to a variety of problems. Students with problems of either a program-wide or personal nature should consult the dean of student affairs. Cases involving possible cheating or plagiarism violations by students may be brought before the standing student-faculty Discipline Committee. These matters should be brought to the attention of the dean of student affairs, who is an *ex officio* member of the Discipline Committee.

Yale is committed to providing an atmosphere that is free of discrimination and sexual harassment. The Grievance Committee deals with complaints of discrimination by a student against a member of the faculty or administration on such bases as race, sex, religion, national or ethnic origin, sexual orientation, or handicap. The Grievance Committee also deals with all complaints of sexual harassment of students by any member of the community.

The first step in the grievance procedure is to contact a member of the Grievance Committee. Membership on the Grievance Committee is a matter of public record. A list may be obtained from the Office of Student Affairs. The Dean's Procedure for Student Complaints governs such cases, and a copy of this procedure may also be obtained from the Office of Student Affairs.

MBA Courses for 2001 – 2002

CORE COURSES

MGT 510, Data I: Probability Modeling and Statistical Estimation. 2 units. This course introduces students to probability modeling and its applications to management problems. Students learn how to portray real-world phenomena as sample spaces and probability trees, and how to calculate the probabilities that different events of interest will occur. Students also learn how to simulate probability experiments in the Excel spreadsheet program. Random variables and their associated probability laws are reviewed and applied to problems in finance, marketing, operations management, health care, and other areas of interest. Statistical approaches to estimating the parameters of probability models are also reviewed, with an emphasis on simple random sampling and confidence intervals. Edward Kaplan, Arthur Swersey.

MGT 511, Data II: Hypothesis Testing and Regression. 2 units. Empirical research in management typically involves tests of hypotheses. In the simplest settings, random sampling is used to justify statistical tests of hypotheses. To estimate causal relations between variables, experimentation is the preferred method. For many management problems, only historical data are available for which regression analysis is the standard method. In this course, all of these situations are considered. For the estimation of relationships between variables, the topics include linear models, nonlinear transforms, and interactions between variables. The objective is to provide students with the basics so that they know when statistical analysis has the potential for improving the quality of decisions, can distinguish between good and bad applications, and can make intelligent use of statistical applications for management decisions. Dick Wittink, K. Sudhir.

MGT 515b, Decision Analysis and Game Theory. 4 units. This course serves as an introduction to methods of quantitative and qualitative decision making. Topics include basic probability concepts and models, decision trees, risk taking and risk aversion, the value of information, and game theory. The course emphasizes the formulation of problems with applications in the public and private sectors. Jonathan Feinstein, Barry Nalebuff, Benjamin Polak.

MGT 520a, Economic Analysis. 4 units. This course concentrates on the role of markets and other forms of organizations in determining the opportunities facing individuals and business firms, the policy issues facing public officials, and the patterns of resource allocation in the economic system. Topics include analysis of competitive markets, firm behavior and the theory of profit, and problems of microeconomic policy design. The course is intended to be at a level accessible to students with little or no prior exposure to economics. Meghan Busse, Nathaniel Keohane, Sharon Oster.

MGT 550a, Marketing Management. 3 units. This course presents the basic concepts of marketing required to formulate sound marketing strategies and understand the many

marketing functions in an organization. Topics include consumer behavior, market segmentation, product planning, international marketing, pricing strategies, distribution strategies, sales force management, advertising and promotion decisions, and issues of corporate responsibility and ethics in marketing. The course consists of readings, cases, lectures, class discussion, and presentations by outside speakers. Course requirements include midterm and final examinations, several written cases, and periodic written assignments. Session two through January 31, 2002. Ravi Dhar, Nathan Novemsky, Dick Wittink.

MGT 571b, Operations Management I. 3 units. This course focuses on the management of operating systems. Topics covered include capacity management, inventory control, the application of queuing models to service and manufacturing systems, scheduling, Japanese manufacturing techniques, and quality management. The emphasis is on real-world cases, including operations at a cranberry processing plant, quality control at Steinway piano, and the production/inventory control game. Begins on February 4, 2002. Albert Ha, Arthur Swersey.

MGT 803b, Leadership. 2 units. Leadership involves influencing others in a non-coercive manner to direct their efforts toward shared goals. This course offers an experiential, practical, and theoretical approach to understanding and developing leadership abilities. The course distinguishes managerial from leadership skills, and stresses the importance of the latter in times of rapid change. The primary teaching methods are experiential- and discussion-oriented, and provide informed practice in key leadership skills. Session one. Victor Vroom.

MGT 815b, Managerial Controls I. 2 units. This course investigates the reporting system for the planning, control, and decision-making activities of an organization. We study the process of identification, measurement, accumulation, analysis, preparation, interpretation, and communication of financial information—the process used by management to plan, evaluate, and exercise control within the organization. Topics include budgeting, variance analysis, pricing of products and services for both internal and external customers, cost allocation, performance evaluation and the balanced scorecard, compensation schemes, decentralization and responsibility centers, and transfer pricing. Session one. Shyam Sunder.

MGT 870a, Financial Accounting. 2 units. Accounting systems provide financial information critical to managing, valuing, and regulating all types of organizations around the globe. Despite their many variations, all accounting systems are built on a common foundation. This foundation relies on such economic concepts as assets, liabilities, and income to convey financial information, as well as the double entry system of debits and credits to accumulate and organize financial data. The purpose of this course is to provide these fundamentals of accounting. Session one. Rick Antle, Stanley Garstka.

MGT 871b, Financial Reporting I. 2 units. Most organizations issue public financial reports of one form or another. For example, for-profit corporations regularly issue

financial statements to their shareholders. In most countries, these financial statements must adhere to a set of generally accepted accounting principles. The purpose of this course is to explore these accounting principles. The principles used in financial reporting in the United States are the focal point of the course, but international examples are often examined. Session one. Rick Antle.

MGT 880a, The Strategic Environment of Management. 2 units. A survey of governmental, civil, and economic institutions that define the major opportunities and risks available to senior management. These include national governments, central banks, regulatory agencies, the joint stock corporation, equity markets, labor unions, nonprofits, and international regimes. Particular attention to issues of conflict and stability in the political environment of business. Emphasis on major capitalist democracies and selected emerging market systems. Case materials form the basis of group projects. Session one. Paul Bracken, Douglas Rae.

MGT 881b, The Politics of Strategic Management. 2 units. The first portion of this course focuses on political issues that managers encounter within organizations — issues of power and influence, of constraints and leverage. We pay special attention to the political calculations, skills, and strategies that can help managers produce or induce change. In the second portion of the course we analyze politics among organizations and across sectors. We examine how political analysis can inform strategic planning and how managers can understand external stakeholders and their interests. We also explore the political strategies that organizations develop, and the tactics they deploy, to achieve their objectives (or frustrate the designs of others). Session two. Jonathan Koppell.

MGT 886b, Designing and Managing Organizations. 2 units. Managing people effectively is a critical challenge in organizations that have become increasingly decentralized, de-layered, and struggling with turbulent environments. Indeed, 80 percent of a manager's time is spent in face-to-face interaction with others. A manager's effectiveness depends upon how she or he organizes, motivates, and directs people. This course is oriented toward helping future managers develop the skills necessary to assess, analyze, and act upon organizational challenges. We examine issues related to organizational culture, implementing change, designing effective organizational architecture, social influence, and managing performance. The course combines hands-on exercises, lectures, readings, and cases in a once-a-week three-hour format. Session two. Sigal Barsade.

MGT 890a, Valuation and Investment. 2 units. Valuation and Investment is an introduction to the basic theory and methods of finance. Students apply the principles of finance to decisions faced by corporate managers as well as by individual and institutional investors. The course develops the concept of Net Present Value through the discounting of future cash flows. Students use the Net Present Value rule to solve problems of capital budgeting and project selection, as well as for the valuation of such financial instruments as perpetuities, annuities, stocks, and bonds. The course teaches the basics of asset allocation through an introduction to the principle of diversification. The foundations of modern portfolio theory are presented, together with new developments

in capital market research such as arbitrage and the impact of information on financial markets. The material is presented in lecture format, with weekly problem sets, two cases, and TA review sessions. Part one of a nondivisible sequence with MGT 891, Corporate Finance and Options; together they constitute the core course in Finance. Matthew Spiegel, Ivo Welch.

MGT 891a, Corporate Finance and Options. 2 units. This course builds on Valuation and Investment and introduces students to two topics: options and corporate finance. The first portion of the course is an introduction to the use and pricing of options. Topics include payoff diagrams; the “no-arbitrage” principle; put-call parity; early exercise of American options; the binomial and Black-Scholes pricing models; and the analogy between options and corporate securities. The corporate finance portion of the course discusses capital structure and dividend policies of firms, first under a perfect capital markets assumption and then under more realistic conditions. Topics include the Efficient Markets Hypothesis and its influence on firms’ financing decisions; the MM irrelevance propositions; the influence of corporate taxes, personal taxes, bankruptcy, and agency costs in determining firms’ financial policies; and capital budgeting for the leveraged firm. Part two of the nondivisible core course in Finance (with MGT 890, Valuation and Investment). Matthew Spiegel, Ivo Welch.

FALL-TERM ELECTIVE COURSES

MGT 505a, Tax Factors in Business Decisions. 4 units. This course emphasizes tax-planning fundamentals within business organizations. It begins by introducing basic tax rules and developing a conceptual framework for conducting tax planning. Then the rules and concepts are applied to various institutional areas, including investment banking, multinational corporations, capital structure, compensation, and real estate. International tax rules are also addressed, and the tax-planning approach emphasized in the course can be applied around the world. The course is appropriate for both tax novices and tax experts. Deen Kemsley.

MGT 519a, Corporate Strategies in Network Industries. 4 units. This course examines the strategies of major companies in network industries where these strategies are constructed within the framework of a transition from regulation to competition. We consider barriers to entry, universal service requirements, price regulation, state versus federal regulation, the relation of antitrust to regulation, mandated access, and pricing of interconnection. Both theory and cases are the focus, with the latter involving student critiques of strategies of companies currently seeking to deal with this complex set of conditions and to emerge as the competitive leader. Enrollment limited to thirty-six. Paul MacAvoy.

MGT 525a, Competitive Strategies. 4 units. This course develops an approach to the analysis of strategic decisions facing an organization. Although the primary emphasis is on strategic choices of organizations at the individual business level, and the primary source of analytical methods is economics, other application areas and other analytical

perspectives are considered. The central integrating idea is the concept of strategically balancing the objectives, characteristics, and resources of the organization on the one hand, and the opportunities presented by the environment on the other. The range of organizations studied includes nonprofits as well as for-profits. Class sessions are a mixture of case discussions and lectures. Oral and written presentations of cases are the classroom responsibilities of those taking the course. Assignments include short essays, case memos, analytical exercises, and a substantial project. Prerequisite: Economic Analysis or equivalent preparation in economics and data analysis. This course is intended for second-year students, and it is assumed that students have a strong background in core curriculum subjects. Enrollment limited to fifty. Meghan Busse.

MGT 525a, Competitive and Cooperative Strategies. 4 units. This course analyzes the strategic choices of organizations. Case studies include nonprofit as well as for-profit organizations, with a focus on strategy at the individual business level. Though often compared to a game like chess, business strategy is different. To win at chess, someone else has to lose. In business, success doesn't require others to fail. Furthermore, people can play chess, but they can't change it. In business, people are free to change the players, rules, boundaries, and more. Actively shaping the game is the essence of successful business strategy.

This course provides a map, method, and mindset for changing the game of business. Behind this approach is a unifying theory, namely game theory. Case discussions and lectures. Oral and written presentations of cases are the classroom responsibility of those taking the course. Assignments include essays, case memos, analytical exercises, and a substantial project. Readings include Porter, Oster, Hammer and Champy, Hamel and Prahalala, and the current work of Brandenburger and Nalebuff. Prerequisite: Economic Analysis or equivalent preparation in economics and data analysis. It is assumed that students have a strong background in core curriculum subjects. Preference given to second-year SOM students. Enrollment limited to fifty. Barry Nalebuff.

MGT 541a, Corporate Finance II. 4 units. This course applies the financial basics, primarily from a perspective within the corporation or entity. Topics covered include capital budgeting, valuation of companies, the cost of capital, initial public offerings, privatizations, mergers and takeovers, dividend policy, optimal capital structure, leveraged buyouts, and applications of option pricing to corporate finance. Prerequisite: Valuation and Investment/Corporate Finance and Options. Werner Stanzl.

MGT 542a, International Finance. 4 units. The course provides an introduction to international financial markets and corporate decision making in an international context. The first part of the course develops a measure of exchange rate risk and provides an overview of international financial markets and the principal contracts traded on these markets: spot and forward contracts on currencies, international bonds, currency swaps, and currency options. Theories about the trade-off between risk and return (CAPM) are extended to include multiple countries and currencies, and the predictions of the theory are compared to the empirical evidence from international developed and emerging equity markets. The final part of the course focuses on three aspects of corporate finan-

cial decision making in an international context: how to measure and hedge corporate exposure to currency risk, the rationale for currency hedging, and capital budgeting in an international context. Throughout the course, students are required to prepare written solutions to case problems and make class presentations. Prerequisites: Data I and II, Valuation and Investment/Corporate Finance and Options, or permission of instructor. Geert Rouwenhorst.

MGT 543a, Financial Instruments and Contracts. 4 units. This course is designed to provide an understanding of why various financial instruments and contracts are used, as well as an introduction to their valuation. The first part of the course develops the tools of contingent claims analysis. Contingent claims are assets or securities whose prices depend on the values of other assets or numerical indexes. Obvious examples of contingent claims are: put and call options, warrants, futures contracts, and convertible bonds. In addition, virtually every financial asset or contract, traded or not, is a contingent claim as well. The value of a firm's debt and equity depends on the value of the firm's assets. A standard mutual fund management fee contract depends on the value of the managed assets. The marketing service of investment bankers depends on the value of the assets they are trying to sell. Even the taxes that the government collects from investors can be viewed as contingent claims. The second part of the course uses the developed understanding of these tools to cover a wide variety of contingent claims, existing contracts, and potential new contracts. In addition to learning how to value these instruments, we discuss the use and design of contracts. The first part of the course is primarily lecture; the second part is lecture, discussion, and mini-cases. The course requirements are a midterm and a final exam. This course uses some calculus. Prerequisites: Data I and II, Valuation and Investment/Corporate Finance and Options. Jonathan Ingersoll, Jr.

MGT 544a, Investment Management. 4 units. This course applies current theory and methods to the problem of investment and portfolio management. The course consists of two-thirds lectures and one-third cases and is designed to develop a specific set of analytical tools that can be used in a broad range of settings, including the management of for-profit and nonprofit institutional portfolios. Among the topics and methods covered are portfolio optimization using mean-variance methods; long-term portfolio management using bootstrapping methods; equilibrium pricing relations (Capital Asset Pricing Model and the Arbitrage Pricing Theory) using linear programming; investment performance evaluation using constrained regression; the efficient market theory and long-term stock market forecasting using OLS regression; bond portfolio management using simulation; and the basics of pricing contingent claims contracts using the binomial model. Students may choose a full case load and no final, or a light case load and a final exam. Prerequisites: Data I and II, Valuation and Investment/Corporate Finance and Options. Harry Mamaysky.

MGT 546a, International Financial Markets. 4 units. The focus of this course is world foreign exchange, interest rates, and stock markets. The course is a balance of theoretical financial economics and practical issues of market and trading mechanics. Topics cover both the G10 economies and the emerging market countries. Analysis of important

policy decisions of central banks and ministries of finance is interspersed throughout the course. Prior course work in finance, especially in derivatives, and macroeconomics would be a great help to students. David DeRosa.

MGT 555a, Pricing Strategy. 4 units. This course examines the pricing strategies used by profit, nonprofit, and public organizations. Topics include: pricing as a means of market segmentation, quantity discounts, product line pricing, product bundling, pricing over the experience curve and the product life cycle, Internet pricing, pricing of durables, pricing in an oligopoly, legal aspects of pricing, and pricing in the public sector. Teaching methods include cases, lectures, and guest speakers. Course requirements: Several cases drawn from a wide variety of products and services, and a group term project. Prerequisites: Economic Analysis or permission of instructor. Subrata Sen.

MGT 558a, Consumer Behavior. 4 units. Because a clear understanding of consumers is critical to successful marketing, contemporary approaches to business emphasize the importance of adopting a customer focus. Marketing, in particular, begins and ends with the consumer – from determining consumer needs to providing customer satisfaction. This course is designed to familiarize students with principles and findings in the area of consumer behavior. We consider topics such as perception, attention, learning and memory, self-concept, personality, attitudes and attitude change, decision making, hedonic judgment, group influence, social class, and culture. The goal is to provide a set of approaches and concepts to help understand and predict how consumers will respond to marketing actions. By focusing attention on what makes the consumers tick, the course aims to provide the ability to better predict consumer response to marketing actions as the basis for making insightful marketing decisions. Prerequisite: Marketing Management or permission of instructor. Nathan Novemsky.

MGT 574a, Management of Quality. 2 units. In recent years, service and manufacturing companies have undertaken six sigma programs and other efforts to improve quality, and it is now commonplace for a firm to be ISO 9000 certified. At the same time, quality disasters, such as the Firestone Tire recall and the crash of the Concorde in Paris, occur with regularity, and customer surveys show that service quality has continued to decline steeply. A recent and highly publicized study found that far more people die each year from medical mistakes than from automobile accidents.

This course focuses on the most useful approaches to quality in delivering services and goods, and emphasizes both managerial issues and statistical methods. We make use of a service quality framework that consists of defining quality, determining customer needs, assessing customer satisfaction, and developing quality measures and standards. Understanding and reducing variability is a fundamental theme. The course involves lectures, in-class demonstrations, and cases. Cases include: controlling and improving production for a leading maker of copier paper, reducing dents and scratches on an automobile assembly line, increasing circulation at *Mother Jones* magazine, and improving service quality at Florida Power & Light and the Paul Revere Insurance Co. A key subject is the design of experiments, with an emphasis on applications to services. Exper-

imental design originated in the 1930s with experiments in agriculture such as measuring the effects on crop yields of using different seeds, fertilizers, and insect sprays. The course presents the basic experimental design principles and shows how they can be applied to a wide range of problems, including improving education, evaluating medical treatments, and marketing applications such as Art Swersey's project at *Mother Jones* magazine aimed at increasing circulation through direct mail. The course builds on the statistical foundations of the data analysis core courses, and integrates concepts from operations, organizational behavior, and marketing. Prerequisite: Data Analysis I and II. Session two. Arthur Swersey.

MGT 585a, Operating Systems, the Internet, and the Web: Where We Were, Where We Are, and Where We're Going. 4 units. The course has four segments: (1) The technical facts of life: What do operating systems and computer networks do, and how do they do it? (2) The historical facts of life: How did today's dominant commercial operating systems develop (where do windows come from?); how did the Internet and the Web develop? (3) What happens now? New technologies (program-building models such as Sun Microsystems' Java and Jini; information-management models such as Lifestreams and mirror worlds). (4) What, if anything, does it all mean? Cultural, educational, and organizational implications (good and bad) of the cybersphere and the increasingly 'Net-centered universe. The course is intended to introduce students to technical (and historical) material in an intellectually rigorous way without relying on mathematics, science, or engineering. Readings are distributed as we go along. Enrollment limited to thirty. David Gelernter.

MGT 587a, The Future of American Cities. 4 units. A comparative survey of American metropolitan regions — Atlanta, Los Angeles, Chicago, New York, Boston, Minneapolis, Seattle — considering the best strategies for dealing with their future development. Issues include governmental fragmentation, racial segregation, failing school systems, inefficient transportation, and uneven tax resources. Douglas Rae, Emil Frankel.

MGT 611a, Policy Modeling. 4 units. How can one evaluate the effectiveness of HIV prevention programs? How many drug treatment slots are required to provide treatment on demand? Does capital punishment deter homicide? These and other policy-related problems are considered in Policy Modeling. Building on earlier course work in quantitative analysis and statistics, this course provides an operational framework for exploring the costs and benefits of public policy decisions. The techniques employed include "back of the envelope" probabilistic models, Markov processes, queuing theory, and linear/integer programming. With an eye toward making better decisions, these techniques are applied to a number of important policy problems. In addition to lectures, assigned articles and text readings, and short problem sets, students are responsible for completing a take-home midterm exam and a number of cases. In some instances, it is possible for students to take a real problem from formulation to solution, and compare their own analysis to what actually happened. Prerequisites: Decision Analysis and Game Theory, Data I and II, or a demonstrated proficiency in quantitative methods. Edward Kaplan.

MGT 618a, Entrepreneurial Business Planning. 4 units. Entrepreneurship is all about starting and running one's own business. In order to focus thinking and to help assemble the needed people and financial resources, most entrepreneurs must write a business plan for their new venture. One of the best ways to learn how to write a business plan is to learn by doing — a real plan for a real new venture. Starting a successful new business requires some special skills and motivation. Entrepreneurs should be flexible thinkers and highly motivated, with a large capacity for work. They must be persistent and able to thrive in an unstructured environment. Entrepreneurs should be confident self-starters with the ability to take the initiative, overcome obstacles, make things happen, and get things done.

This course is for three teams of three to five students each, who want to write a business plan for their own new start-up company. Students enter their plans in the Y50K Business Plan Contest sponsored by the Yale Entrepreneurial Society. The scope of the work includes: doing in-depth market, product, and competitor research; creating a strategy for a sustainable business; and writing a professional-quality plan (including a financial model and deal structure). Enrollment is by permission of the instructor. Session two (through session one of the spring term). David Cromwell.

MGT 621a/ECON 451a, The Theory and History of Money and Financial Institutions. 4 units. An approach to the theory of money and financial institutions that stresses the way in which money, financial instruments, and institutions emerge naturally from the trading and production technology. The way in which the price system meshes with the financial system to provide a control system for a political economy is considered. The approach emphasizes both institutions and the underlying mathematical models (although stress is laid upon modeling, the seminar is not heavily mathematical). A few basic concepts of game theory and the techniques for the building of process models are required, and are covered in the seminar. Both theory and implications for practice are considered. Thus, the ability to read the *Wall Street Journal* and *Forbes* as well as the *Journal of Economic Theory*, the *Journal of Political Economy*, and the *Federal Reserve Bulletin*, as well as to understand generally accepted accounting principles, is regarded as desirable. Martin Shubik.

MGT 623a, Strategic Leadership across Sectors. 4 units. This course takes a comprehensive view of top corporate leaders — how they impact and revolutionize their enterprises, their industries, and the world economy. We consider such key dimensions of strategic change as economic context, shifting markets, emerging technologies, corporate life stage, company culture, and corporate governance, examining how each is affected by the character, skill set, and life stages of individual leaders. The course mission involves three equally important goals: (1) to help students anticipate the multi-dimensional, cross-disciplinary aspects of successful planned change from strategic systems to group dynamics and individual psychology; (2) to appreciate the consequences of the unintended effects of strategic change initiatives on work communities and societies at large; (3) to provide students with an overview of the contemporary industry-specific challenges in an effort to highlight the varied leadership values and skills that are not always apparent as corporations make acquisitions or managers select careers. The

course materials used to fulfill this mission include: research articles, case studies, current industry periodicals, spirited class discussion, role playing, video, and frequent visits from prominent industry leaders. Once the analytic framework for the course is established, the key dimensions of strategic change are examined through a sequence of industry-by-industry settings including professional services, financial services, retail, e-commerce, communications and media, recreation and travel, government and nonprofit, industrial and consumer products. The course concludes with a return to cross-industry change leadership and challenges such as executive succession, life stage imperatives, and ethical dilemmas. Jeffrey Sonnenfeld.

MGT 633a, Strategic Human Resource Management. 4 units. People make organizations work, and organizations gain competitive advantage to the extent that they motivate and mobilize their work force for strategic goals. This course focuses on effectively managing people in organizations by emphasizing the critical link between human resources and organization strategy. It is based on the premise that effective strategy implementation is possible only through a motivated work force, and it is designed for prospective general managers who want to understand how to make this translation happen. A “stakeholder” approach is used, stressing the multiple influences of employees, government, and shareholders on managerial decisions.

Such topics as managing complex global systems, strategic compensation, managing performance, career development, labor relations, and job analysis and design are discussed to interweave management theory with real-world practice. Guest lecturers from both profit and nonprofit sectors provide benchmarks for best practices in organizations, demonstrating current applications of tools and thinking. Current issues confronting managers, including diversity, outsourcing, downsizing, and re-engineering, are studied, discussed, and debated. Class sessions are a combination of case discussions, experiential exercises, and lectures. Jennifer Mueller.

MGT 635a, Venture Capital and Private Equity Investment. 4 units. Investing in venture capital and in the equity of private companies is an apprenticeship business. Venture investors need analytic and quantitative skills as well as broad knowledge of a range of business and financial disciplines. Successful investors need practice and a variety of experience as well as good judgment and people skills. Course topics include start-ups and expansion stage venture capital, leveraged buyouts, and turnaround situations. Disciplines include business research (library skills), business and financial analysis, financial projections and equity valuation, verbal and written presentations, teamwork, and negotiating techniques.

The course includes both lectures and in-depth case studies, with a strong emphasis on “learning by doing.” Teamwork is actively encouraged to frame and solve problems and to handle workloads. Execution of case studies requires teams of students to do research on industries, segments, and niches; to evaluate business plans; and to make financial projections and value equity instruments. Teams make written and oral presentations. Entrepreneur and investor teams negotiate and structure “deals” in a role-playing mode. Enrollment limited to 36 second-year SOM students. Heavy workload. Prerequisite: Valuation and Investment/Corporate Finance and Options. David Cromwell.

MGT 689a, Ecological Knowledge and Environmental Problem Solving. 4 units. Description not available at the time of this publication. Garry Brewer.

MGT 690a, Independent Reading and Research. 2 or 4 units. This course provides an opportunity for students and faculty to work together on projects of mutual interest outside the structure of normal courses. Each independent project must have a faculty sponsor. Students must submit a Petition for Independent Study that includes the project proposal and the faculty sponsor's signature. The proposal must indicate the means by which the student's performance is to be judged (e.g., weekly assignments, final paper, etc.), as well as the scope of the project. The dean of student affairs must also approve the project before the course is entered on the student's record. No more than 4 units of Independent Reading and Research may be undertaken in a term. Petition forms are available in the Office of Student Affairs.

MGT 692a, Business Ethics. 4 units. This course explores the ethical responsibilities of managers to their firms, to their customers, to their employees, and to their communities. We begin by looking at some of the theory of markets: the rules that must be in place in order for them to function, their limits, and the conditions under which they break down. From this base, we develop a picture of the ethical responsibilities of business managers that is tied to the proper functioning of markets. Along the way, we review a number of famous ethical theories and consider their applicability to business-ethics problems. Because ethical responsibilities are frequently embodied in law, this course includes consideration of many of the most important basic legal constraints on managerial behavior. Readings are a mix of ethical and economic theory, ethics cases, and legal material; all readings are accessible to students with no special background in philosophy, economics, or law. Stephen Latham.

MGT 694a/LAW 20023, Housing and Community Development. 4 units. A two-term, multidisciplinary workshop involving students from the schools of Law, Management, and Architecture. Under the supervision of faculty and members of the local bar, participants work on behalf of nonprofit organizations and small businesses to promote job creation, neighborhood revitalization, low-income housing, and social service delivery in the New Haven area. The clinic emphasizes a nonadversarial, transactional approach to problem solving. As legal, financial, and architectural advisers, participants research legal issues, facilitate negotiations, draft contracts, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics include professional responsibility, real estate finance, low-income housing policy, comparative advantages of nonprofit and for-profit organizations, and urban economic development. Limited enrollment. J. L. Pottenger, Jr., Susan Bryson, Laurence Nadel.

MGT 695a/LAW 20051, Nonprofit Organizations Clinic. 2 units. This clinical workshop serves the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and in solving ongoing legal problems — organizations that cannot afford to retain private

counsel. The class meets as a group six or seven times during the term. Students meet with clients throughout the term. John Simon, Lisa Davis, Barbara Lindsay.

MGT 808a, Making Decisions with Spreadsheets: An Introduction to Operations Research. 2 or 4 units. Operations research, also known as management science, is a discipline devoted to applying scientific methods to decision making. Operations researchers utilize statistical and mathematical modeling techniques in concert with empirical observation and occasionally experimentation to arrive at solutions to management problems in government and industry. This course introduces students to operations research through a combination of lectures and computer models using Excel. Model formulation and use of the computer are emphasized in applications to a broad spectrum of management problems. Mathematical details are kept to a minimum. Prerequisites: Data I and II, Decision Analysis and Game Theory. Session one or sessions one and two. Lode Li.

MGT 812a, Financial Statement Analysis. 2 units. This course helps students learn basic tools in analyzing financial statements. We cover the following four topics: (1) financial analysis using ratios; (2) equity valuation; (3) assessment of the impact of using alternative accounting methods and exploration of ways to “disentangle” such methods, if possible; (4) credit analysis. We proceed under the framework of a four-step process: business strategy analysis, accounting analysis, forecasting, and valuation. Business strategy analysis establishes the context of the financial reports and suggests important areas for our attention. Accounting analysis describes the extent to which the use of different accounting methods affects reported results. Forecasting combines the results of the business strategy analysis and the accounting analysis to generate predictions, usually of future earnings and cashflows. Valuation converts the forecasts into estimates of variables of interest, such as stock prices or debt ratings. While no accounting methods beyond those contained in MGT 870a and MGT 871b are presented, we make extensive use of the material from those courses. Class time is spent in a combination of lectures and case discussions. Prerequisite: Financial Reporting I. Session two. Ganapathi Narayanamoorthy.

MGT 814a, Understanding and Evaluating the Financial Statements of Not-for-Profit Organizations. 2 units. This course is designed to provide the basic knowledge needed to understand and analyze the general-purpose financial statements of private not-for-profit organizations (NFPs) and covers the following topics: the historical development of accounting standards for NFPs and the current institutional framework for standard-setting for those organizations, namely the respective jurisdictions of the Financial Accounting Standards Board (FASB) and the Governmental Accounting Standards Board (GASB); consideration of how, if at all, the general-purpose financial statements of NFPs should differ from those of for-profit entities; distinctive accounting standards applicable to private not-for-profit organizations in the areas of required financial statements, contributions, and investments as promulgated by FASB; ratios and other summary indicators used to evaluate the financial condition and performance of NFPs. To illustrate the application of the standards and ratios, the course focuses on

those major groups within the not-for-profit sector — higher education, voluntary health and welfare organizations, and cultural institutions. Students are required to review and analyze financial statements of selected NFPs. Session two. Herbert Folpe.

MGT 826a, Strategic Issues Involving Technology. 2 units. This course uses a mix of lecture and case discussion to explore economic and managerial issues involving technology. The course begins with a look at the economics of research and development, covering both innovation and diffusion of innovations. The pharmaceutical industry provides the case industry for this segment of the class. The second topic covered is patent, copyright, and licensing rules. Here we look at managerial decisions such as which industries are most likely to use patents to protect their intellectual property, and whether a firm should license its patent use, rather than exploit patents themselves. We will also look at some of the current legal doctrine covering patents and copyrights. Medical equipment and the music industry are case industries for this section. The last (shorter) section covers network industries and issues of standards, with computer software as the base. Prerequisite: at least one half-term of Competitive Strategies. Sharon Oster.

MGT 833a, Organizational Communication and Influence. 2 units. This course examines the critical factors involved in communication and influence in organizations. It is intended for managers who seek to understand the complexity of conveying strategies and decisions to others. It is also for those who seek to engage in more effective interpersonal communication in interactions ranging from face-to-face and group to large audience situations. Effective influence strategies are analyzed by focusing on both presentation techniques and the theories behind them. Fundamentals of persuasion and influence tactics provide the context for considering such topics as group interaction and influence, cultural and gender differences in communication, and strategies for communicating during conflict. In-class exercises, oral and written presentations, and case discussions provide hands-on illustrations of concepts. Enrollment limited to thirty. Session two. Sandra Spataro.

MGT 851a, Listening to the Customer. 2 units. In this fiercely competitive world, understanding the customer is crucial to maintaining the profitability and economic viability of the firm. This course provides a concise “user’s guide” to the most valuable and common customer research methods (focus groups, customer visits, interviews, online and offline surveys) used to measure customer preferences, intentions, satisfaction, shopping behavior, recall, and other issues of interest. Students obtain hands-on exposure to the research methods covered in class through the execution of a group project (three to four students per group). The method of instruction is a combination of lectures, cases, and assigned readings. This course is designed for the nonspecialist, i.e., someone planning a career in general management, product or project management, R&D, advertising, or entrepreneurship. Prerequisite: Marketing Management. Session one. K. Sudhir.

MGT 852a, Strategic Market Management. 2 units. This course is a sequel to Listening to the Customer and is designed for the specialist, i.e., someone planning a career in consulting or marketing research. Students learn how to develop, conduct, and analyze a marketing research study. The course provides students with hands-on exposure to

analysis techniques that are widely used in consulting and marketing research, e.g., factor analysis, perceptual mapping, conjoint, and cluster analysis. Students must complete a group project (three to four students per group) and weekly problem sets. Prerequisite: Data Analysis and Marketing Management. Session two. K. Sudhir.

MGT 867a, Building a Virtual Museum. 4 units. This small working seminar is devoted to both the general question of the influence of the Web on museums and the specific tasks of the construction of a virtual museum of money and financial institutions. Students complete a project pertaining to the understanding of the potential for virtual museums or to a specific aspect of the virtual museum of money and financial institutions. Enrollment by permission of the instructor. Martin Shubik.

MGT 872a, Strategic Financial Decisions Lab. 4 units. This course helps students develop an understanding of interactions between decisions made in corporations and in security markets. These decisions include production, investment, dividend, managerial compensation, corporate governance, financial reporting, income management, capital structure, insider trading, issue of equity and debt securities, initial public offerings, valuation of equity and debt securities, and trading strategy in security markets. Designed to consolidate material from the theoretical and case-based courses in accounting, economics, and finance through interactive decision making under controlled conditions in laboratory, this course offers students the chance to practice application of the theory of financial decision making and to learn from others' feedback. Those who plan to pursue careers as financial managers, analysts, or strategists in corporations and banks, as well as financial analysts and investment bankers in the investment industry, should find it useful. This lab course emphasizes experiential learning, and uses new state-of-the-art CAPLAB software. Prerequisites: Financial Accounting, Financial Reporting I or Managerial Controls I, Economic Analysis, The Strategic Environment of Management, Valuation and Investment/Corporate Finance and Options. Shyam Sunder.

MGT 874a, Operations Analysis and Strategy. 2 units. This course is devoted to central issues in operations management, especially those related to design and implementation of a successful operations strategy. These issues include production and capacity planning, facility location and production allocation for multi-plant operations, global operations management, and response time management. This course draws examples from many industries including service sectors and covers a variety of frameworks and quantitative tools for analyzing operations problems. Session two. Lode Li.

MGT 883a, The Strategic Environment of Internet Commerce. 4 units. This class presents a survey of major policy issues related to the growth and development of the Internet. Among the topics covered are Internet governance (who or what should set and enforce rules pertaining to Internet activities?), privacy (what are the appropriate limits of personal privacy on the Internet?), intellectual property (is a new intellectual property rights regime necessary in the Internet Age?), and crime (are current laws and enforcement mechanisms outmoded?). For each policy area, we consider the implications of the rapidly changing environment for existing and future businesses and organizations. Jonathan Koppell.

MGT 884a, Managing Collaboration in a Diverse Work Force. 2 units. As organizations increasingly turn away from traditional hierarchical structures, collaboration among coworkers has emerged as a critical aspect of success in organizations. This course is intended for managers who seek to understand the complexities of sharing knowledge and tasks with others, and for managers who wish to harness the power of collaboration among those they manage. Class sessions make use of a variety of approaches to teaching and learning, including the case method, simulation exercises, and lectures. With a focus on the many structures supporting collaboration in organizations, including project teams, networks, work groups, and virtual teams, we cover topics such as group formation and socialization, diversity, creativity, group problem solving and decision making, conflict, and knowledge sharing. Session two. Sandra Spataro.

MGT 887a, Leading and Managing a Negotiation Process. 2 units. This half-term course studies negotiation using theory and practical experience. At the center of the course are role-playing group exercises in negotiation, lectures involving concepts from the literature of negotiation, and class discussion of the exercises. This experiential/theoretical approach conveys recent findings and concepts on the topic and allows students to apply them. The exercises are designed to introduce sequentially different issues and problems in managerial negotiation. We cover topics of cooperation, competition, leadership, ethics, communication, and the emerging electronic context for negotiating. Since the course relies on in-class participation in experiential exercises, students are required to attend all sessions. Priority is given to MBA students, especially those seeking a Leadership concentration. Enrollment limited to twenty-four per section. Sessions one and two. Christopher McCusker.

MGT 949a, Private Equity Investing. 4 units. The sessions of this case-driven course focus on principal issues and types of investments typically found in substantial private equity portfolios: cash flow analysis; sources of private equity capital – partnership agreements; private equity analytical frameworks; debt-loan agreements; employee incentives; ownership issues – stock purchase agreements; leveraged buyouts; build-ups; growth capital; workouts; venture capital; intellectual property. Classes are based largely on primary source materials and active student participation. Students benefit from reasonable foundations in corporate finance and strategic business analysis. Michael Schmertzler.

MGT 985a, Health Law and Policy. 4 units. In the last twenty years both law and medicine have been undergoing massive structural changes in the organization and financing of their services, in large part driven by intense pressures (in law, chiefly from corporate clients; in medicine, from insurers and the federal government) to cut escalating costs. In both, the result of changes has been significantly to erode the authority and autonomy of professionals to control their markets and the terms on which their services will be rendered; both lawyers and doctors increasingly find that their decisions regarding service and treatment are subject to the direction, supervision, and second-guessing of outside monitors, bureaucratic hierarchies, and regulators. These developments (often coupled with new forms of competition from inside and outside the professions) have given rise

to much protest and debate — with traditional lawyers and physicians claiming that new pressures toward standardization and regulation and increased competition are seriously compromising professional values of quality and care for clients/patients; and proponents countering that the new structures promote superior as well as more cost-effective service. This seminar aims to examine and compare the structural changes occurring in law and medicine and to assess their effects on professional values, beginning with an introduction to American health care financing, policy, and management. Theodore Marmor, Robert Gordon.

SPRING-TERM ELECTIVE COURSES

MGT 505b, Tax Factors in Business Decisions. 4 units. This course emphasizes tax-planning fundamentals within business organizations. It begins by introducing basic tax rules and developing a conceptual framework for conducting tax planning. Then the rules and concepts are applied to various institutional areas, including investment banking, multinational corporations, capital structure, compensation, and real estate. International tax rules are also addressed, and the tax-planning approach emphasized in the course can be applied around the world. The course is appropriate for both tax novices and tax experts. Deen Kemsley.

MGT 518b, Strategic Communication and Business Management. 4 units. This course discusses how politics, game theory, and the information revolution have changed the role of communication in developing business strategy. For example, how did the Port Authority use political research and communications to develop a strategy that prevented an economic disaster from following the World Trade Center bombing? How did the perceived-to-be anti-consumer cable industry use communications to turn the tables on the networks during the cable retransmission debate? How did a large retailer combine behavioral change and aggressive communication to prevent a protracted labor dispute? The course includes a class project in which students use qualitative and quantitative research, political strategy, and game theory to develop a marketing communication plan to navigate what Andy Grove would call a strategic inflection point — a business decision that will be critical to the company's future success (or failure). Barry Nalebuff, Lenny Stern.

MGT 521b, Macroeconomic Analysis. 4 units. The goal of this course is to develop a framework for understanding the current state of the economy and for interpreting macroeconomic events around the world as they occur. The objective is not to produce more macroeconomists, but instead to give students the tools necessary to evaluate the opinions and forecasts of others. In particular, by the end of the term, students should be able to navigate successfully the minefield of contemporary business reporting on macroeconomics.

After defining the major macroeconomic variables and the basic national accounting identities, we examine the behavior of each of the players in the economy: households, firms, and the government. We then explore how these players interact in different markets and how the markets themselves are linked. This yields a contained and logically

consistent system through which to examine the effects of various shocks to, as well as the overall dynamics of, short-term macroeconomic movements, or business cycles. Throughout the course we try to match the models with historical and current evidence to gauge where each succeeds and fails. Examples of macroeconomic topics covered recently are the causes and consequences of the low U.S. savings rate, the “new” economy, the productivity slowdown (real or data illusion?), the importance of the ongoing current account deficit, the East Asian “miracle,” and the East Asian crisis. Topics for this course may be different. Peter Schott.

MGT 524b, Internet Commerce Strategy. 4 units. The course opens by distinguishing between value creation and value capture, then reviews the ways in which traditional microeconomic models of value capture apply to e-commerce. The bulk of the course involves a rigorous evaluation of existing strategies for capturing value in a range of e-commerce applications. In the last five sessions, student teams make presentations. Each presentation focuses on a new or existing e-commerce venture and explains and justifies why it will capture value and, if not, what might be changed to improve its prospects. These presentations are evaluated by both class members and the instructor, and students submit a written version of the presentation at the end of the term. Case write-ups and class participation make up the remainder of the grade. We use *Information Rules*, by Shapiro and Varian, as a textbook and rely on new cases developed at Stanford GSB to illustrate concepts. Fiona Scott Morton.

MGT 525b, Competitive Strategies. 4 units. This course develops an approach to the analysis of strategic decisions facing an organization. Although the primary emphasis is on strategic choices of organizations at the individual business level, and the primary source of analytical methods is economics, other application areas and other analytical perspectives are considered. The central integrating idea is the concept of strategically balancing the objectives, characteristics, and resources of the organization with the opportunities presented by the environment. The range of organizations studied includes nonprofits as well as for-profits. Class sessions are a mixture of case discussions and lectures. Oral and written presentations of cases are the student’s classroom responsibility. Assignments include short essays, case memos, analytical exercises, and a substantial project. Prerequisite: Economic Analysis or equivalent preparation in economics and data analysis. This course is intended for second-year students, and it is assumed that students have a strong background in core curriculum subjects. Enrollment limited to fifty students. Judith Chevalier, Fiona Scott Morton.

MGT 527b, Strategic Management of Nonprofit Organizations. 4 units. The purpose of this course is to study, discuss, and debate many issues of concern to managers of nonprofit organizations. Broadly speaking, these issues involve mission definition, competing internal and external demands, resource scarcity and uncertainty, governance systems, and managing strategic change. While the principal thrust of the course is on nonprofit organizations, there are also opportunities to examine areas where public, for-profit, and nonprofit organizations interact. The course is primarily, although not exclusively, a case-based course. Sharon Oster.

MGT 528b, Public and Private Management of the Environment and Natural Resources. 4 units. This course explores the management of the environment and natural resources from the perspectives of government regulators, private corporations, and nonprofit organizations. The basic analytical framework is economics, but much of the course involves discussions of practical applications and actual cases. A major theme is consideration of various approaches to environmental protection: from conventional “command-and-control” emissions standards, to “market-based instruments” such as tradeable emissions permits, to “demand-side” approaches such as product labeling, to voluntary “green business” practices by private firms. From the public perspective, what is the best policy approach for regulators to use? What should be the role of cost-benefit analysis in determining the level of environmental protection? How are regulatory choices made in the real world? From the private perspective, what can and should companies do to protect the environment? What role can nonprofit organizations play in shaping corporate practices? Minor themes may include the environmental impacts of energy production and electricity generation; the management of national parks, wilderness, and biodiversity; and the role of international institutions, including environmental accords such as the Montreal Protocol as well as trade regimes such as the World Trade Organization. Prerequisite: Economic Analysis or the equivalent. Nathaniel Keohane.

MGT 541b, Corporate Finance II. 4 units. This course focuses on financial management from the perspective of inside the corporation or operating entity. It builds on the concepts from core finance courses, using lectures to develop the theory, and cases and problem sets to provide applications. Topics covered include capital budgeting, valuation of companies, the cost of capital, initial public offerings, privatization, mergers and takeovers, dividend policy, optimal capital structure, leveraged buyouts, and applications of option pricing to corporate finance. Prerequisite: Valuation and Investment/Corporate Finance and Options. Arturo Bris.

MGT 543b, Financial Instruments and Contracts. 4 units. This course is designed to provide an understanding of why various financial instruments and contracts are used and an introduction to their valuation. The first part of the course develops the tools of contingent claims analysis. Contingent claims are assets or securities whose prices depend on the values of other assets or numerical indices. Obvious examples of contingent claims are: put and call options, warrants, futures contracts, and convertible bonds. In addition, virtually every financial asset or contract, traded or not, is a contingent claim as well. The value of a firm’s debt and equity depends on the value of the firm’s assets. A standard mutual fund management fee contract depends on the value of the managed assets. The marketing service of investment bankers depends on the value of the assets they are trying to sell. Even the taxes that the government collects from investors can be viewed as contingent claims. The second part of the course uses the developed tools and understanding to cover as wide a variety of contingent claims as possible. We consider existing contracts and potential new contracts. In addition to learning how to value these instruments, we discuss the use of and the design of contracts. Andrew Jeffrey.

MGT 544b, Investment Management. 4 units. This course applies current theory and methods to the problem of investment and portfolio management. The course consists of two-thirds lectures and one-third cases and is designed to develop a specific set of analytical tools that can be used in a broad range of settings, including the management of for-profit and nonprofit institutional portfolios. Among the topics and methods covered are portfolio optimization using mean-variance methods; long-term portfolio management using bootstrapping methods; equilibrium pricing relations (Capital Asset Pricing Model and the Arbitrage Pricing Theory) using linear programming; investment performance evaluation using constrained regression; the efficient market theory and long-term stock market forecasting using OLS regression; bond portfolio management using simulation; and the basics of pricing contingent claims contracts using the binomial model. Students may choose a full case load and no final, or a light case load and a final exam. Zhiwu Chen.

MGT 547b, Fixed Income Security Analysis. 4 units. This course is designed to provide a comprehensive and rigorous analysis of fixed income securities. What distinguishes fixed income analysis from ordinary equity analysis is the focus on interest rates. In equity analysis the “risk-free interest rate” is often assumed to be given whereas in fixed income analysis it is important to acknowledge that the rate moves randomly over time. The purpose of the course is to give a thorough grounding in fixed income security analysis as a basis for analytical or applied work. This course is mathematical and uses some calculus. Prerequisite: Valuation and Investment/Corporate Finance and Options. Andrew Jeffrey.

MGT 551b, E-Business and Marketing. 4 units. The objective of this course is to examine what happens to markets (whose key players include consumers, sellers, and intermediaries) and strategic marketing decisions (products, pricing, advertising, etc.) as a consequence of business on the Internet. The course is designed to link the opportunities and challenges offered by the Internet with the theory and practice of marketing. Specifically, the course aims to understand how these principles will have to change in order to create and capture value online. Students become actively engaged in critically evaluating online business ideas and have an opportunity to present their topics to the class. Teaching methods include cases, lectures, and discussion, guest presentations, and project work. Dina Mayzlin.

MGT 557b, Product Planning and Development. 4 units. This course deals with the development and introduction of new products and the management of existing products. Topics include the innovation process; product positioning; idea generation; screening; concept testing; the integration of design, manufacturing, and marketing; pre-test market models; test market models; diffusion of innovations; product life cycle; and defensive marketing strategies. The course involves readings, lectures, and guest presentations. Several cases are also discussed. These cases are selected to represent a wide variety of products such as durables, frequently purchased products, Internet products, services, and products from the nonprofit and public sectors. Course requirements:

several cases and a group term project. Prerequisites: Data Analysis and Statistics or permission of instructor. Subrata Sen.

MGT 635b, Venture Capital and Private Equity Investments. 4 units. Investing in venture capital and in the equity of private companies is an apprenticeship business. Venture investors need analytic and quantitative skills as well as broad knowledge of a range of business and financial disciplines. Successful investors need practice and a variety of experience as well as good judgment and people skills. Course topics include start-ups and expansion stage venture capital, leveraged buyouts, and turnaround situations. Disciplines include business research (library skills), business and financial analysis, financial projections and equity valuation, verbal and written presentations, teamwork, and negotiating techniques. Both lectures and in-depth case studies are included, with a strong emphasis on “learning by doing.” Teamwork is actively encouraged to frame and solve problems and to handle workloads. Execution of major case studies requires teams of participants to do research on industries, segments, and niches; to evaluate business plans; and to make financial projections and value equity instruments. Teams make written and oral presentations. Entrepreneur and investor teams negotiate and structure “deals” in a role-playing mode. Enrollment limited to thirty-six second-year SOM students. Heavy workload. Prerequisite: Valuation and Investment/Corporate Finance and Options. David Cromwell.

MGT 642b, International Corporate Finance and Strategy. 4 units. Description not available at the time of this publication. Florencio López-de-Silanes.

MGT 644b, Structured Finance. 4 units. Structured finance products are debt offerings that are structured to be different from standard bond offerings. These products include asset-backed securities and structured notes. The major product is asset-backed securities, created by pooling loans and receivables and using them as collateral for a debt offering. The primary focus of the course is asset securitization. Topics include the motivation for securitization, the types of structures, how to structure transactions, credit enhancement mechanisms, rating of deals, the role of the servicer, due diligence, the types of assets securitized (traditional vs. nontraditional), and accounting/tax considerations (FASIT, REMIC). Case studies are presented. Class will meet Thursday evenings and Fridays; some meetings in New York City. Frank Fabozzi.

MGT 668b, Field Studies in Strategy. 4 units. This field study offers students the opportunity to assist a company in the formulation of a strategy or in the resolution of an important strategic issue. Working in teams of two to five, students perform the analyses required to develop a strategy that is sufficiently articulated and well supported for the sponsoring company to act upon.

The course is designed to serve four objectives: (1) applying tools and analytical techniques developed in the strategy courses; (2) developing team/project management skills; (3) developing written and oral presentation skills; and (4) developing administrative skills in information gathering, interviewing, applying judgment to new data, and dealing with the practical problems of actually conducting analyses of this type. This

course focuses on the missing links in the educational process — getting the data, presenting an analysis, and convincing other managers of the validity of your conclusions.

Projects are chosen to cover a variety of strategic issues facing senior management in the sponsoring companies, from diversification and entry into new businesses to national expansion and basic strategy development. The selection should appeal not only to potential consultants, but also to those potential general managers, entrepreneurs, venture capitalists, and investment bankers who want to have an impact on a corporation's strategic decision-making process at this early stage of their career. Enrollment limited to second-year SOM students. Instructor's permission required. David Collis.

MGT 673b, International Strategy and Competition. 4 units. This course examines the unique characteristics of competitive strategy in the international context. Modules address the issues of formulating global strategy, specifically the choices firms face for configuring and coordinating their global activities to achieve competitive advantage; the importance of location in determining firms' competitiveness, and the reasons why industries cluster in specific locations in ways that contribute to a country's competitiveness; and the organizational design and managerial requirements involved in implementing global strategy. Class sessions are a mix of case discussion and lecture. David Collis.

MGT 675b, From TV to IP: Law and Policy of Modern Media. 4 units. The media shape society and markets, but law and policy shape the media. How does the law — statutes, regulation, courts, norms — categorize, promote, suppress, and alter the media, in particular television? Subject matter extends from the early history of television to the future of the Internet. Issues include the politics of regulating the communications sector; the interrelationships of the judiciary, legislature, executive, and regulatory branches of government as applied to this sector; and current issues in TV and Internet policy. Requirements: experience-based study of TV and Internet content and a paper. Enrollment limited to twenty-five. Reed Hundt, Gretchen Rubin.

MGT 676b, The Scope of the Policy Sciences. 4 units. Description not available at the time of this publication. Garry Brewer.

MGT 689b, Ecological Knowledge and Environmental Problem Solving. 4 units. Description not available at the time of this publication. Garry Brewer.

MGT 694b/LAW 21016, Housing and Community Development. 4 units. A two-term, multidisciplinary workshop involving students from the schools of Law, Management, and Architecture. Under the supervision of university faculty and members of the local bar, participants work on behalf of nonprofit organizations, small businesses, and government agencies to promote job creation, neighborhood revitalization, low-income housing, and social service delivery in the New Haven area. The clinic emphasizes a nonadversarial, transactional approach to problem solving. As legal, financial, and architectural advisers, participants research legal issues, facilitate negotiations, incorporate organizations, complete loan and grant applications, develop financial analyses, and draft architectural plans, among other tasks. Class topics include professional responsibility, real estate finance, low-income housing policy, comparative advantages of nonprofit and for-profit organizations, and urban economic development. J. L. Pottenger, Jr.

MGT 695b/LAW 21056, Nonprofit Organizations Clinic. 2 units. This clinical workshop serves the needs of nonprofit organizations, nascent and established, that require help in the process of organization and incorporation, in obtaining tax exemption, and in solving ongoing legal problems – organizations that cannot afford to retain private counsel. The class meets as a group six or seven times during the term. Students meet with clients throughout the term. John Simon, Lisa Davis, Barbara Lindsay.

MGT 808b, Making Decisions with Spreadsheets: An Introduction to Operations Research. 2 or 4 units. Operations research, also known as management science, is a discipline devoted to applying scientific methods to decision making. Operations researchers utilize statistical and mathematical modeling techniques in concert with empirical observation and occasionally experimentation to arrive at solutions to management problems in government and industry. This course introduces students to operations research through a combination of lectures and computer models using Excel. Model formulation and use of the computer are emphasized in applications to a broad spectrum of management problems. Mathematical details are kept to a minimum. Prerequisites: Data I and II, Decision Analysis and Game Theory. Session one or sessions one and two. Lode Li.

MGT 812b, Financial Statement Analysis. 2 units. This course helps students learn basic tools in analyzing financial statements. We cover the following four topics: (1) financial analysis using ratios; (2) equity valuation; (3) assessment of the impact of using alternative accounting methods and exploration of ways to “disentangle” such methods, if possible; (4) credit analysis. We proceed under the framework of a four-step process: business strategy analysis, accounting analysis, forecasting, and valuation. Business strategy analysis establishes the context of the financial reports and suggests important areas for our attention. Accounting analysis describes the extent to which the use of different accounting methods affects reported results. Forecasting combines the results of the business strategy analysis and the accounting analysis to generate predictions, usually of future earnings and cashflows. Valuation converts the forecasts into estimates of variables of interest, such as stock prices or debt ratings. While no accounting methods beyond those contained in MGT 870a and MGT 871b are presented, we make extensive use of the material from those courses. Class time is spent in a combination of lectures and case discussions. Prerequisite: Financial Reporting I. Session two. Ganapathi Narayanamoorthy.

MGT 818b, Financial Reporting II. 2 units. This course is intended for those interested in enhancing their understanding of corporate financial reporting beyond MGT 871b, Financial Reporting I. The course focuses on selected U.S. and international financial reporting topics and issues in order to reconstruct economic events from information provided in financial statements, understand required and alternative accounting treatments, and develop a framework for analyzing a wide variety of financial reporting issues. Managers issue financial statements to provide information about an entity’s performance and prospects. In providing that information, they choose among alternative accounting methods and establish corporate financial reporting and disclosure policies.

Analysts, investors, creditors, and others use financial statements to assess an entity's current performance and future prospects. Their analysis of financial statements includes a critical assessment of accounting methods and reporting and disclosure policies. The objective of the course is to help the student become an informed issuer or user of financial statement information. An intermediate accounting text; cases and other materials based on actual financial statements; articles; and short lectures are used as a basis for class discussion. Prerequisite: Financial Reporting I. Session two. Herbert Folpe.

MGT 820b, Foreign Exchange and Related Derivative Instruments. 2 units. This course concerns the foreign exchange market and its related derivative instruments. It is meant to be an even mixture of theory and practical applications. The course begins with the workings of the interbank market for spot and forward foreign exchange with special attention to the role of the dealer. A large part of the course covers the pricing and risk characteristics of derivative instruments, specifically currency futures, currency options, exotic currency options, and synthetic structures with special currency features. Prerequisites: Data Analysis and Statistics; Valuation and Investment/Corporate Finance and Options. Some familiarity with derivative instruments is helpful. Session one. David DeRosa.

MGT 821b, Microeconomic Applications: Interacting with the Public Sector. 2 units. An applied microeconomics course whose objective is to provide students with experience in structuring their own economic analysis, presenting their arguments, and assessing the economic analysis of others. While the applications are selected from public sector policy issues, the policies considered affect all sectors, and the course is designed to provide tools for economic analysis in any sector context. Building on concepts introduced in previous economics courses, we develop analytical tools specific to public sector analysis, i.e., cost-benefit analysis. The course is taught as a combination of lectures, cases, and debates. Some background in microeconomics is assumed; either Economic Analysis or the equivalent. Session one. Jonathan Feinstein.

MGT 827b, Endowment Management. 4 units. This course focuses on the process of endowment management and the specific challenges facing the institutional funds manager. These include evaluating the role of the endowment, portfolio choice, manager choice, socially responsible investing, and alternative asset class investing. Prerequisite: Valuation and Investment/Corporate Finance and Options. Enrollment limited to forty. Preference given to second-year SOM students. William Goetzmann, David Swensen.

MGT 828b, The Practice and Management of Creativity and Innovation. 2 units. Creativity and innovation generate novel ideas, products, applications, strategies, and solutions. In this course we explore the many different aspects of creativity and innovation important to business and life, including personal creativity, nurturing creativity in others, managing activities of innovation in organizations, recognizing valuable creative ideas and innovations, and appreciating the competitive dynamics associated with innovations. Students learn about creativity and innovation through a combination of readings, lectures, small group and class discussions, cases, and independent projects. Session two. Jonathan Feinstein.

MGT 829b, The Practice of Real Estate Development. 2 units. This seminar is designed to illustrate the principles of successful real estate development beginning with economic fundamentals and feasibility. Primarily through the use of case studies, the course covers major disciplines in the development process, including public approvals, planning and design issues, construction, marketing, and risk management. The concluding assignment for the seminar is one in which teams choose and conceptualize a real estate project, indicate the steps required for its development, and show that it is economically feasible. Enrollment limited to twenty-five. Permission of instructor required *prior* to the holiday break. Session one. Bruce Alexander.

MGT 833b, Organizational Communication and Influence. 2 units. This course examines the critical factors involved in communication and influence in organizations. It is intended for managers who seek to understand the complexity of conveying strategies and decisions to others. It is also for those who seek to engage in more effective interpersonal communication ranging from face-to-face and group interactions to large audience situations. Effective influence strategies are analyzed by focusing on both presentation techniques and the theory behind them. Fundamentals of persuasion and influence tactics provide the context for considering such topics as group interaction and influence, cultural and gender differences in communication, and strategies for communicating during conflict. In-class exercises, oral and written presentations, and case discussions provide hands-on illustrations of concepts. Enrollment limited to thirty per section. Session one. Sandra Spataro.

MGT 842b, Analysis of Financial Policy for Emerging Market Nations. 2 units. This course is a survey of exchange rate and macroeconomic policy undertaken by emerging market nations in the second half of the twentieth century. Readings are taken from the International Monetary Fund reports and from academic journals. The course includes but is not limited to case studies of financial policy in Asia, Latin America, and Russia. Basic knowledge of macroeconomics and international finance is a prerequisite. Session two. David DeRosa.

MGT 853b, Services Marketing: Strategies for Nonprofits and For-Profits. 2 units. Services have long dominated the economies of highly industrialized nations. Even in developing economies, the combination of for-profit, government, and nonprofit service activities often represents a larger contribution to GNP than that of agriculture, natural resource extraction, and manufacturing combined. Yet marketing management has traditionally emphasized manufactured goods. This course explores the role that marketing plays in the successful creation and delivery of services in both nonprofit and for-profit settings. It offers an expanded perspective on marketing, addressing achievement of nonfinancial objectives as well as traditional bottom-line results, and recognizes the need in service environments to integrate the marketing function more closely with operations and human resource management. We consider the nature of customer involvement in real-time service delivery and consumption, study the role of technology in service delivery, evaluate the marketing implications of replacing face-to-face service

by self-service and remote contact, review appropriate ways of balancing supply and demand for a highly perishable product, and examine how marketing strategies may be used to attract not just customers but also volunteers, gifts, and other resources. Teaching methods include cases on a broad array of service industries, lectures, and guest speakers. Prerequisite: Marketing Management or permission of the instructor. Session two. Christopher Lovelock.

MGT 872b, Strategic Financial Decisions Lab. 2 units. This course helps students develop an understanding of interactions between decisions made in corporations and in security markets. These decisions include production, investment, dividend, managerial compensation, corporate governance, financial reporting, income management, capital structure, insider trading, issue of equity and debt securities, initial public offerings, valuation of equity and debt securities, and trading strategy in security markets. Designed to consolidate material from the theoretical and case-based courses in accounting, economics, and finance through interactive decision making under controlled conditions in laboratory, this course offers students the chance to practice application of the theory of financial decision making and to learn from others' feedback. Those who plan to pursue careers as financial managers, analysts, or strategists in corporations and banks, as well as financial analysts and investment bankers in the investment industry, should find it useful. This lab course emphasizes experiential learning, and uses new state-of-the-art CAPLAB software. Prerequisites: Financial Accounting, Financial Reporting I or Managerial Controls I, Economic Analysis, The Strategic Environment of Management, Valuation and Investment/Corporate Finance and Options. Session one. Shyam Sunder.

MGT 873b, Supply Chain Management. 2 or 4 units. Logistics and supply chain management are hot topics. Increased competition, expanding product variety, and the complexities of the global economy require more efficient supply chains. This course focuses on the management and improvement of supply chain processes. We begin with some basic concepts — supply chain performance measures, cost tradeoffs, and the basic approaches to logistics. We next explore a host of supply chain innovations, including quick response, cross-docking, and vendor managed inventory. An in-class simulation, the Beer Game, illustrates the difficulties in managing inventory in a supply chain environment. We discuss the uses of information technology and optimization software and examine how a firm manages relationships with its suppliers. Finally we consider the impact of e-commerce on supply chain practices. Prerequisite: Operations Management I (first-year students may take Supply Chain Management in the spring term concurrently with Operations I). Sessions one and two. Rodney Parker.

MGT 874b, Operations Analysis and Strategy. This course is devoted to central issues in operations management, especially those related to design and implementation of a successful operations strategy. These issues include production and capacity planning, facility location and production allocation for multiplant operations, global operations management, and response time management. This course draws examples from many industries including service sectors, and covers a variety of frameworks and quantitative tools for analyzing operations problems. Session two. Lode Li.

MGT 884b, Managing Collaboration in a Diverse Work Force. 2 units. As organizations increasingly turn away from traditional hierarchical structures, collaboration among coworkers has emerged as a critical aspect of success in organizations. This course is intended for managers who seek to understand the complexities of sharing knowledge and tasks with others, and for managers who wish to harness the power of collaboration among those they manage. Class sessions make use of a variety of approaches to teaching and learning, including the case method, simulation exercises, and lectures. With a focus on the many structures supporting collaboration in organizations, including project teams, networks, work groups, and virtual teams, we cover topics such as group formation and socialization, diversity, creativity, group problem solving and decision making, conflict, and knowledge sharing. Session one. Sandra Spataro.

MGT 887b, Leading and Managing a Negotiation Process. 2 units. This half-term course studies negotiation using theory and practical experience. At the center of the course are role-playing group exercises in negotiation, lectures involving concepts from the literature of negotiation, and class discussion of the exercises. This experiential/theoretical approach conveys recent findings and concepts on the topic and allows students to apply them. The exercises are designed to introduce sequentially different issues and problems in managerial negotiation. We cover topics of cooperation, competition, leadership, ethics, communication, and the emerging electronic context for negotiating. Since the course relies on in-class participation in experiential exercises, students are required to attend all sessions. Priority will be given to MBA students, especially those seeking a Leadership concentration. Enrollment limited to twenty-four per section. Sessions one and two. Christopher McCusker, Jennifer Mueller.

MGT 888b, Emotional Intelligence at Work. 2 units. Emotional Intelligence (EI) is a critical part of workplace knowledge. Like corporate culture, emotional intelligence provides the ability to manage at work going above and beyond standard organizational structures and procedures. In this half-term course we examine the different facets and levels of EI – how to “read” other people and be sure they can “read” you; understanding how affective processes influence thinking; and how to manage/regulate your own and other coworkers’ affect. More specifically we consider the role of affect and EI in managing work performance, decision making, building and maintaining successful work groups, coping with job insecurity, and job satisfaction. We do so at both a practical and a theoretical level, through self- and other assessments, lectures, case studies, discussions, role playing, experiential exercises, observation, and guest speakers. Sessions one and two. Sigal Barsade.

MGT 984b/HIST 985b/PLSC 716b, Studies in Grand Strategy, Part I. 4 units. This two-term course begins in January with readings in classical works from Sun Tzu to Clausewitz to Kissinger. Students identify principles of strategy and examine the extent to which these were or were not applied in historical case studies from the Peloponnesian War to the post-Cold War period. During the summer students undertake research projects or internships designed to apply resulting insights to the detailed analysis of a

particular strategic problem or aspect of strategy. Written reports are presented and critically examined early in the fall term. Students must take both terms, fulfill the summer research project/internship, and attend additional lectures to be scheduled throughout the spring and fall terms. Admission is by competitive application only; forms are available at International Security Studies. John Gaddis, Charles Hill, Paul Kennedy, Paul Bracken.

MGT 996b/ENAS 996b, SynThesis: Product Design for Entrepreneurial Teams.

The SynThesis course is a product-based graduate course in product design and the management of innovation. During the two terms of the course the students work in entrepreneurial teams to research, develop, create, and market a viable, real-world product. The teams consist of exceptional Engineering students, drawn primarily from the Select Program, as well as School of Management students. The entrepreneurial teams work independently – with the guidance of industry mentors, faculty coaches, and a user community – to develop their prototypes, business plans, and final product. The teams are assessed by juries composed of industry representatives, venture capitalists, and product development experts. Robert Apfel, Natalie Jeremijenko.

Ph.D. Courses for 2001 – 2002

See the Bulletin of the Graduate School of Arts and Sciences.

General Information

THE OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs provides SOM students with information and services about SOM and Yale. The registrar's office and the financial aid office operate as part of student affairs, as do staff who work with students on event planning and scheduling, student organizations and activities, tutoring programs, and other support services.

The dean of student affairs works with students on academic objectives and problems and serves as an important connection between students and the SOM curriculum. The Office of Student Affairs is integrally involved in almost every aspect of SOM student life, from orientation through Commencement.

TUITION AND FEES

For 2001–2002, tuition for the MBA program is \$28,930, charged on a per-term basis. Students are also charged a mandatory student activity fee of \$62.50 per term. These fees are billed by and payable to the Student Financial Services Office, by August 1 for the fall term and by November 1 for the spring term. For 2001–2002 the estimated budget for a single student for tuition, books, fees, and all living costs is \$43,850. All students are expected to meet a substantial portion of the cost of attendance at SOM either from personal funds or through loans. Students should consult the financial aid administrator in the Office of Student Affairs for information about financial aid.

LEAVES OF ABSENCE

Students are expected to complete the MBA program in two consecutive years. Occasionally, however, because of unanticipated personal problems or other special circumstances, students may request a leave of absence. A leave of absence requested because of employment (e.g., to continue a summer internship full time during the following year) is discouraged. Students who wish to take a leave of absence must petition the dean of student affairs no later than the last day of classes in the term in question.

Before the official effective date of a leave of absence, the student must return his/her identification card to the Office of Student Affairs. Students who have received loans or other financial aid must notify the financial aid office about the leave of absence, as loans are only available to enrolled students. They should also consult the University Student Loan Office (246 Church Street) so that they have a full understanding of the grace period and repayment provisions for federal loans. In most cases, students must begin repaying loans during a leave of absence. Upon re-enrolling, students will be eligible to defer loan repayment until they graduate or leave school.

The normal duration of a leave of absence is one term or one year; extension of a one-term leave may be approved for one additional term. Students who do not re-enroll at the end of an approved leave of absence will be considered to have withdrawn from the MBA program.

WITHDRAWAL

A student who decides to withdraw from the MBA program must give prior notification of the withdrawal to the dean of student affairs, the registrar, and the financial aid administrator. Normally the student will be expected to meet with the dean of student affairs prior to the expected withdrawal date. The student's university identification card and SOM building key must be returned to the SOM Office of Student Affairs on or before the effective date of the withdrawal.

TUITION REFUNDS

Because of changes in federal regulations governing the return of federal student aid (Title IV) funds for withdrawn students, the tuition rebate and refund policy has changed from that of recent years. The following rules became effective on July 1, 2000.

1. For purposes of determining the refund of federal student aid funds, any student who withdraws from the School of Management for any reason during the first 60 percent of the term will be subject to a pro rata schedule which will be used to determine the amount of Title IV funds the student has earned at the time of withdrawal. A student who withdraws after the 60 percent point has earned 100 percent of the Title IV funds. In 2001–2002, the last days for refunding federal student aid funds will be November 2, 2001 in the fall term and April 4, 2002 in the spring term.
2. For purposes of determining the refund of institutional aid funds and for students who have not received financial aid, the regulations are as follows:
 - a. 100 percent of tuition will be rebated for withdrawals which occur on or before the end of the first 10 percent of the term (September 13, 2001 in the fall term and January 24, 2002 in the spring term).
 - b. A rebate of one-half (50 percent) of tuition will be granted for withdrawals which occur after the first 10 percent but on or before the last day of the first quarter of the term (September 28, 2001 in the fall term and February 9, 2002 in the spring term).
 - c. A rebate of one-quarter (25 percent) of tuition will be granted for withdrawals which occur after the first quarter of a term but on or before the day of midterm (October 23, 2001 in the fall term and March 8, 2002 in the spring term).
 - d. Students who withdraw for any reason after midterm will not receive a rebate of any portion of tuition.
3. The death of a student shall cancel charges for tuition as of the date of death and the bursar will adjust the tuition on a pro rata basis.
4. If the student has received student loans or other forms of financial aid, rebates will be refunded in the order prescribed by federal regulations; namely, first to the Unsubsidized Federal Stafford and/or Subsidized Federal Stafford loans, if any; then to Federal Perkins loan; next to any other state, private, or institutional scholarships and loans; and, finally, any remaining balance to the student.

5. Loan recipients (Stafford, Perkins, or Yale Student Loans) who withdraw are required to have an Exit Interview before leaving Yale, and should contact the Student Loan Collection Office at 246 Church Street (432.2727) to determine where the interview will take place.

STUDENT INTEREST GROUPS, 2001 – 2002

A-1 Leadership
Arts and Culture
Biotechnology
Black Business Alliance
Blending Sectors
Catholic Student Network
Christian Fellowship
Community Service
Consulting
Double Bottom Line
Economic Development
Education
Entrepreneurship
European
Finance
Generation Net
Greater China Business Forum
Health Care
Information Technology
Inside Scoop
International
Investment Management
Jewish Student Association
Korean America
Latin America
Marketing
Media and Entertainment
Net Impact/Students for Responsible Business
Nonprofit
Partners
Program in Management and the Environment
Public Speaking
Q+Gay/Straight Alliance
Real Estate
Social Committee
SOM Outreach

SOMprov Comedy Release
South Asian Business Forum
Sports
360 Degrees
Venture Capital + Private Equity
Veterans
Wine Club
Women in Management

STUDENT ACTIVITY GROUPS, 2001 – 2002

Food for Thought	SOM Hockey Club
Graduate and Professional Student Senate	SOM Sailing Club
Internship Fund	SOM Times
Outreach Management Consulting Group	SOM United Soccer Club
SOM Crew Club	Yearbook
SOM Golf Club	

FUNDRAISING GUIDELINES

All student groups seeking corporate or alumni funding to support a project must *first* review the guidelines available in the Office of Student Affairs. As noted within these guidelines, all applications should be submitted to the associate director of development, or to the executive director of development and alumni affairs, *at least three months* before the date that funds are needed. Applications should include a one-page summary of the objectives, scope, amount, and a list of the proposed solicitees for the fundraising effort, as well as a sample of the proposed fundraising materials (e.g., letter, brochure, and so forth). Solicitation of alumni, faculty, or staff is not permitted without approval from the SOM Office of Development and Alumni Affairs.

USE OF THE UNIVERSITY AND SCHOOL NAMES AND LOGOS

The Yale University and Yale School of Management names, logotypes, and seals (in all formats) are protected by copyright law. Further, it is of great importance that faculty, students, and staff representing SOM use the School's established graphic standards. Any use of the name, logotype, or seal in the title or caption of a publication or organization; any use of the above-mentioned on stationery or business cards; or their use on any item or product to be distributed or sold by an individual or an organization, must be approved by the SOM Office of Student Affairs and by the Office of the Secretary of Yale University under such requirements and restrictions as those offices may impose. For further information, contact the Yale School of Management Office of Student Affairs (52 Hillhouse Avenue) at 203.432.6012.

Yale University Resources

STUDENT FINANCIAL SERVICES OFFICE

Student accounts, billing, and related services are administered through the Office of Student Financial Services, which is located at 246 Church Street. The telephone number is 203.432.2700.

Yale Charge Account

Students who sign and return a Yale Charge Card Account Authorization form will be able to charge designated optional items and services to their student accounts. Students who want to charge toll calls made through the University's telephone system to their accounts must sign and return this Charge Card Account Authorization. The University may withdraw this privilege from students who do not pay their monthly bills on a timely basis. For more information, contact the Office of Student Financial Services at 246 Church Street, PO Box 208232, New Haven CT 06520-8232; telephone, 203.432.2700; fax, 203.432.7557; e-mail, sfs@yale.edu.

Yale Payment Plan

The Yale Payment Plan is a payment service that allows students and their families to pay tuition, room, and board in eleven or twelve equal monthly installments throughout the year based on individual family budget requirements. It is administered for the University by Academic Management Services (AMS). To enroll by telephone, call 800.635.0120. The fee to cover administration of the plan is \$50. The deadline for enrollment is June 22. For additional information, please contact AMS at the number above or visit their Web site at <http://www.amsweb.com/>.

Bills

A student may not register for any term unless all bills due for that and for any prior term are paid in full.

Bills for tuition, room, and board are mailed to the student during the first week of July, due and payable by August 1 for the fall term; and during the first week of November, due and payable by December 1 for the spring term. The Office of Student Financial Services will impose a late charge if any part of the term bill, less Yale-administered loans and scholarships that have been applied for on a timely basis, is not paid when due. The late charge will be imposed as follows:

<i>If fall-term payment in full is not received</i>	<i>Late charge</i>
by August 1	\$110
by September 1	an additional 110
by October 1	an additional 110

<i>If spring-term payment in full is not received</i>	<i>Late charge</i>
by December 1	\$110
by January 2	an additional 110
by February 1	an additional 110

Nonpayment of bills and failure to complete and submit financial aid application packages on a timely basis may result in the student's involuntary withdrawal from the University.

No degrees will be conferred and no transcripts will be furnished until all bills due the University are paid in full. In addition, transcripts will not be furnished to any student or former student who is in default on the payment of a student loan.

Charge for Returned Checks

A processing charge of \$20 will be assessed for checks returned for any reason by the bank on which they were drawn. In addition, the following penalties may apply if a check is returned:

1. If the check was in payment of a term bill, a \$110 late fee will be charged for the period the bill was unpaid.
2. If the check was in payment of a term bill to permit registration, the student's registration may be revoked.
3. If the check was given in payment of an unpaid balance in order to receive a diploma, the University may refer the account to an attorney for collection.

HOUSING

The Graduate Housing Office has dormitory and apartment units for a small number of graduate and professional students. Approximate rates for 2001–2002 are: dormitory (single) housing, \$4,022–4,782 per academic year; apartments (single and family housing), \$580–838 per month. An application and your letter of acceptance to the School of Management should be faxed to the appropriate department noted below. The assignment process generally starts in mid- to late April after current returning residents are offered renewals.

The Graduate Housing Office consists of two separate offices: the Graduate Dormitory Office and the Graduate Apartment Office, both located within Helen Hadley Hall, a graduate dormitory, at 420 Temple Street. Office hours are from 9 A.M. to 4 P.M., Monday through Friday. For facility descriptions, floor plans, and rates, visit the Graduate Housing Web site at <http://www.yale.edu/graduatehousing/>. For further information on graduate dormitories, contact Beverly Whitney at 203.432.2167, fax 203.432.4578, or beverly.whitney@yale.edu. For graduate apartment information, contact Betsy Rosenthal at 203.432.8270, fax 203.432.0177, or betsy.rosenthal@yale.edu.

The University's Off-Campus Listing Service, limited to current or incoming members of the Yale community, is located at 155 Whitney Avenue, 3d floor, and is open from 8.30 A.M. to 3.30 P.M., Monday through Friday. The listings may also be

accessed from any computer at Yale through the intranet at <http://www.yale.edu/offcampuslisting/>. Call 203.432.9756 to obtain the necessary passwords to access the system from other areas.

HEALTH SERVICES

Yale University Health Services (YUHS) is located on campus at the University Health Services Center (UHSC) at 17 Hillhouse Avenue. YUHS offers a wide variety of health care services for students and other members of the Yale community. Services include student medicine, internal medicine, gynecology, mental health, pediatrics, pharmacy, laboratory, radiology, a twenty-three-bed inpatient care facility (ICF), a twenty-four-hour urgent care clinic, and such specialty services as allergy, dermatology, and orthopedics, among others. YUHS also includes the Yale Health Plan (YHP), a health coverage option that coordinates and provides payment for the services outlined above, as well as for emergency treatment, off-site specialty services, inpatient hospital care, and other ancillary services. YUHS's services are comprehensively described in the *YHP Student Handbook*, available through the YHP Member Services Department, 203.432.0246, located at 17 Hillhouse Avenue.

Eligibility for Services

All full-time Yale degree-candidate students who are paying at least half tuition are enrolled automatically for YHP Basic Coverage. YHP Basic Coverage is offered at no charge and includes preventive health and medical services in the departments of student medicine, internal medicine, gynecology, health education, and mental health (mental hygiene). In addition, through the Urgent Care Clinic, treatment for urgent medical problems can be obtained twenty-four hours a day. Students who need more acute care receive services in the ICF.

Students on leave of absence or on extended study and paying less than half tuition are not eligible for YHP Basic Coverage but may enroll in YHP Student Affiliate Coverage. Students enrolled in the Division of Special Registration as nondegree special students or visiting scholars are not eligible for YHP Basic Coverage but may enroll in the YHP Billed Associates Plan and pay a monthly premium fee. Associates must enroll for a minimum of one term within the first thirty days of affiliation with the University.

Students not eligible for YHP Basic Coverage may also use the services on a fee-for-service basis. Students who wish to be seen fee-for-service must enroll with the YHP Member Services Department. Enrollment applications for the YHP Student Affiliate Coverage, Billed Associates Plan, or Fee-for-Service Program are available from the YHP Member Services Department.

All students are welcome to use specialty and ancillary services at UHSC. Upon referral, YHP will cover the cost of these services if the student is a member of YHP Hospitalization/Specialty Coverage (see below). If the student has an alternate insurance plan, YHP will assist in submitting the claims for specialty and ancillary services to the other plan and will bill through the Office of Student Financial Services for noncovered charges and services.

Health Coverage Enrollment

The University also requires all students eligible for YHP Basic Coverage to have adequate hospital insurance coverage. Students may choose YHP Hospitalization/Specialty Coverage or elect to waive the plan if they have other hospitalization coverage, such as coverage through a spouse or parent. The waiver must be renewed annually, and it is the student's responsibility to confirm receipt of the waiver form by the University's deadlines noted below.

YHP HOSPITALIZATION/SPECIALTY COVERAGE

Students are automatically enrolled and charged a fee each term on their Student Financial Services bill for YHP Hospitalization/Specialty Coverage. Students with no break in coverage who are enrolled during both the fall and spring terms are billed each term and are covered from September 1 through August 31. For students entering Yale for the first time, readmitted students, and students returning from a leave of absence who have not been covered during their leave, YHP Hospitalization/Specialty Coverage begins on the day the dormitories officially open. A student who is enrolled for the fall term only is covered for services through January 31; a student enrolled for the spring term only is covered for services through August 31.

For a detailed explanation of this plan, see the *YHP Student Handbook*.

Waiving the YHP Hospitalization/Specialty Coverage: Students are permitted to waive YHP Hospitalization/Specialty Coverage by completing a waiver form that demonstrates proof of alternate coverage. Waiver forms are available from the YHP Member Services Department. It is the student's responsibility to report any changes in alternate insurance coverage to the YHP Member Services Department. Students are encouraged to review their present coverage and compare its benefits to those available under the YHP. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only.

Revoking the Waiver: Students who waive YHP Hospitalization/Specialty Coverage but later wish to be covered must complete and send a form voiding their waiver to the YHP Member Services Department by September 15 for the full year or fall term, or by January 31 for the spring term only. Students who wish to revoke their waiver during the term may do so, provided they show proof of loss of the alternate insurance plan and enroll within thirty days of the loss of this coverage. YHP premiums will not be prorated.

YHP STUDENT TWO-PERSON AND FAMILY PLANS

A student may enroll his or her lawfully married spouse or same-sex domestic partner and/or legally dependent child(ren) under the age of nineteen in one of two student dependent plans: the Two-Person Plan or the Student Family Plan. These plans include coverage for YHP Basic Coverage and for coverage under YHP Hospitalization/Specialty Coverage. YHP Prescription Plus Coverage may be added at an additional cost. Coverage is not automatic and enrollment is by application. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/uhs/>) and must be renewed annually. Applications must

be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP STUDENT AFFILIATE COVERAGE

Students on leave of absence or extended study or students paying less than half tuition may enroll in YHP Student Affiliate Coverage, which includes coverage for YHP Basic and for the benefits offered under YHP Hospitalization/Specialty Coverage. Prescription Plus Coverage may also be added for an additional cost. Applications are available from the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/uhs/>) and must be received by September 15 for full-year or fall-term coverage, or by January 31 for spring-term coverage only.

YHP PRESCRIPTION PLUS COVERAGE

This plan has been designed for Yale students who purchase YHP Hospitalization/Specialty Coverage and student dependents who are enrolled in either the Two-Person Plan, the Student Family Plan, or Student Affiliate Coverage. YHP Prescription Plus Coverage provides protection for some types of medical expenses not covered under YHP Hospitalization/Specialty Coverage. Students are billed for this plan and may waive coverage. The waiver form must be filed annually and must be received by September 15 for the full year or fall term or by January 31 for the spring term only. For a detailed explanation, please refer to the *YHP Student Handbook*.

Eligibility Changes

Withdrawal: A student who withdraws from the University during the first ten days of the term will be refunded the premium fee paid for YHP Hospitalization/Specialty Coverage and/or YHP Prescription Plus Coverage. The student will not be eligible for any YHP benefits, and the student's YHP membership will be terminated retroactive to the beginning of the term. The medical record will be reviewed, and any services rendered and/or claims paid will be billed to the student on a fee-for-service basis. At all other times, a student who withdraws from the University will be covered by YHP for thirty days following the date of withdrawal or to the last day of the term, whichever comes first. Premiums will not be prorated. Students who withdraw are not eligible to enroll in YHP Student Affiliate Coverage.

Leaves of Absence: Students who are granted leaves of absence are eligible to purchase YHP Student Affiliate Coverage during the term(s) of the leave. If the leave occurs during the term, YHP Hospitalization/Specialty Coverage will end on the date the leave is granted and students may enroll in YHP Student Affiliate Coverage. Students must enroll in Affiliate Coverage prior to the beginning of the term during which the leave is taken or within thirty days of the start of the leave. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/uhs/>).

Extended Study or Reduced Tuition: Students who are granted extended study status or pay less than half tuition are not eligible for YHP Hospitalization/Specialty Coverage and YHP Prescription Plus Coverage. They may purchase YHP Student Affiliate Coverage

during the term(s) of extended study. This plan includes coverage for YHP Basic and for the benefits offered under YHP Hospitalization/Specialty Coverage. Coverage is not automatic and enrollment forms are available at the YHP Member Services Department or can be downloaded from the YUHS Web site (<http://www.yale.edu/uhs/>). Students must complete an enrollment application for the plan prior to the start of the term.

For a full description of the services and benefits provided by YHP, please refer to the *YHP Student Handbook*, available from the YHP Member Services Department, 203.432.0246, 17 Hillhouse Avenue, PO Box 208237, New Haven CT 06520-8237.

Required Immunizations

Before matriculation, all students who were born after December 31, 1956, are required to provide proof of immunization against measles (rubeola) and German measles (rubella). Connecticut state law requires two doses of measles vaccine. The first dose must have been given after January 1, 1969, *and* after the student's first birthday. The second dose must have been given after January 1, 1980. These doses must be at least one month apart. Connecticut state law requires proof of one dose of rubella vaccine administered after January 1, 1969, *and* after the student's first birthday. The law applies to all students unless they present (a) a certificate from a physician stating that such immunization is contraindicated, (b) a statement that such immunization would be contrary to the student's religious beliefs, or (c) documentation of a positive blood titer for measles and rubella.

Students who have not met these requirements prior to arrival at Yale University must receive the immunizations from YHP and will be charged accordingly.

RESOURCE OFFICE ON DISABILITIES

The Resource Office on Disabilities facilitates accommodations for undergraduate and graduate and professional school students with disabilities who register with and have appropriate documentation on file in the Resource Office. Early planning is critical. Documentation may be submitted to the Resource Office even though a specific accommodation request is not anticipated at the time of registration. It is recommended that matriculating students in need of disability-related accommodations at Yale University contact the Resource Office by June 1. Returning students must contact the Resource Office at the beginning of each term to arrange for course and exam accommodations.

The Resource Office also provides assistance to students with temporary disabilities. General informational inquiries are welcome from students and members of the Yale community and from the public. The mailing address is Resource Office on Disabilities, Yale University, 100 Wall Street, PO Box 208305, New Haven CT 06520-8305. Access to the Resource Office is through the College Street entrance to William L. Harkness Hall (WLH). Office hours are Monday through Friday, 8.30 A.M. to 5 P.M. Voice callers may reach staff at 203.432.2324; TTY/TDD callers at 203.432.8250. The Resource Office may also be reached by e-mail (judith.york@yale.edu) or through its Web site (<http://www.yale.edu/rod/>).

THE OFFICE OF INTERNATIONAL STUDENTS AND SCHOLARS

The Office of International Students and Scholars (OISS) coordinates services and support to Yale's international students, faculty, staff, and their dependents. OISS assists members of the Yale international community with all matters of special concern to them and serves as a source of referral to other university offices and departments. OISS staff can provide assistance with employment, immigration, personal and cultural adjustment, and family and financial matters, as well as serve as a source of general information about living at Yale and in New Haven. In addition, as Yale University's representative for immigration concerns, OISS provides information and assistance to students, staff, and faculty on how to obtain and maintain legal status in the United States. OISS issues the visa documents needed to request entry into the United States under Yale's immigration sponsorship and processes requests for extensions of authorized periods of stay in the United States, school transfers, and employment authorization. All international students and scholars must register with OISS as soon as they arrive at Yale, at which time OISS will provide information about orientation activities for newly arrived students, scholars, and family members.

OISS maintains an extensive Web site (<http://www.oiss.yale.edu/>) with useful information for students and scholars prior to and upon arrival in New Haven. As U.S. immigration regulations are complex and change rather frequently, we urge international students and scholars to visit the office and check the Web site for the most recent updates. In addition, OISS maintains an electronic newsletter, which is distributed by e-mail on a regular basis. To subscribe, e-mail your e-mail address and name to oiss@yale.edu.

The Office of International Students and Scholars, located at 246 Church Street, Suite 201, is open Monday through Friday from 8.30 A.M. to 5 P.M.

CULTURAL, RELIGIOUS, AND ATHLETIC RESOURCES

A calendar of events in the University is issued each week during the academic year in the *Yale Bulletin & Calendar*. The hours when special as well as permanent collections of the University may be seen are also recorded in this publication.

The Yale Peabody Museum of Natural History contains collections in anthropology, mineralogy, oceanography, paleontology, and some aspects of geology.

The Yale University Art Gallery contains representative collections of ancient, medieval, and Renaissance art, Near and Far Eastern art, archaeological material from the University's excavations, Pre-Columbian and African art, works of European and American masters from virtually every period, and a rich collection of modern art.

The Yale Center for British Art houses an extraordinary collection of British paintings, sculpture, drawings, and books given to the University by the late Paul Mellon, Yale Class of 1929.

There are more than eighty endowed lecture series held at Yale each year on subjects ranging from anatomy to theology, and including virtually all disciplines.

More than four hundred musical events take place at the University during the academic year. These include concerts presented by students and faculty of the School of Music, the Department of Music, the Yale Concert and Jazz Bands, the Yale Glee Club, the Yale Symphony Orchestra, and other undergraduate singing and instrumental groups. In addition to graduate recitals and ensemble performances, the School of Music features the Philharmonia Orchestra of Yale, the Chamber Music Society at Yale, New Music New Haven, Yale Opera performances and public master classes, and the Faculty Artist Series. Among New Haven's numerous performing organizations are Orchestra New England, the New Haven Chorale, and the New Haven Symphony Orchestra.

For theatergoers, Yale and New Haven offer a wide range of dramatic productions at the University Theater, Yale Repertory Theatre, Yale Cabaret, Long Wharf Theatre, Palace Theater, and Shubert Performing Arts Center.

The religious resources of Yale University serve all students, faculty, and staff. These resources are the University Chaplaincy (located on the lower level of Bingham Hall on Old Campus); the Church of Christ in Yale University, an open and affirming member congregation of the United Church of Christ; and Yale Religious Ministry, the on-campus association of clergy and nonordained representatives of various religious faiths. The ministry includes the Chapel of St. Thomas More, the parish church for all Roman Catholic students at the University; the Joseph Slifka Center for Jewish Life at Yale, a religious and cultural center for students of the Jewish faith; several Protestant denominational ministries and nondenominational groups; and religious groups such as the Baha'i Association, the Unification Church, the New Haven Zen Center, and the Muslim Student Association. Additional information is available at <http://www.yale.edu/chaplain/>.

Established in 1949, the International Center of New Haven is a nonprofit community-based organization. The center's programs are based on the idea that both the international community in Greater New Haven and the local community can benefit from each other. The center is located at 442 Temple Street, and the office is open from 9 A.M. to 4:30 P.M., Monday through Thursday, and from 9 A.M. to noon on Friday. The work of the International Center is carried out by a small professional staff and by many volunteers in the community. The center organizes lectures, trips, picnics, and special events, as well as English as a Second Language (ESL) classes, in addition to a number of programs including the International Host Friendship Program, 'Round The World Women, and the International Classroom Project. The International House, a large Tudor mansion located at 406 Prospect Street in New Haven, is the venue of most of the International Center's activities and the home of sixteen students and scholars. Rooms are available for the academic year and summer. For more information on any of these programs, or on International House, telephone 203.432.6460, fax 203.432.6462, e-mail international.centernh@yale.edu, or visit the Web site at <http://www.oiss.yale.edu/icnh/>.

The Payne Whitney Gymnasium is one of the most elaborate and extensive indoor athletic facilities in the world. This amazing complex includes the 3,100-seat John J. Lee Amphitheater, the site for many indoor varsity sports contests; the Robert J. H. Kipthuth

Exhibition Pool, an architectural marvel; the Brady Squash Center, a world-class facility with fifteen international-style courts; the Adrian C. Israel Fitness Center, a state-of-the-art exercise and weight-training complex; the Brooks-Dwyer Varsity Strength and Conditioning Center, the envy of the Ivy League; the Colonel William K. Lanman, Jr. Center, a 30,000-square-foot space for recreational/intramural play and varsity team practice; the Greenberg Brothers Track, an eighth-mile indoor jogging track; and other rooms devoted to fencing, gymnastics, rowing, wrestling, martial arts, general exercise, and dance. Numerous physical education classes in dance, martial arts, aerobic exercise, and sport skills are offered throughout the year. Graduate and undergraduate students may use the gym at no charge during the academic year and for a nominal fee during the summer term. Academic and summer memberships at reasonable fees are available for faculty, employees, postdoctoral and visiting fellows, and student spouses.

The David S. Ingalls Rink, the Sailing Center in Branford, the Outdoor Education Center (OEC), the tennis courts, and the golf course are open to faculty, students, and employees of the University at established fees.

Approximately thirty-five club sports and outdoor activities come under the jurisdiction of the Office of Outdoor Education and Club Sports. Many of the activities, both purely recreational and instructional, are open to graduate and undergraduate students. Faculty, staff, and alumni, as well as groups, may use the Outdoor Education Center (OEC). The center consists of two thousand acres in East Lyme, Connecticut, and includes cabins, campsites, pavilion, dining hall, swimming, boating, canoeing, and picnic groves beside a mile-long lake. Hiking trails surround a wildlife marsh. The OEC season extends from the third weekend in June through Labor Day and September weekends. For more information, telephone 203.432.2492 or visit the Web site at <http://yale.edu/athletics/> (click on Sport and Rec, then on Outdoor Education).

Throughout the year, Yale University graduate and professional students have the opportunity to participate in numerous intramural sports activities. These seasonal, team-oriented activities include volleyball, soccer, and softball in the fall; basketball and volleyball in the winter; softball, soccer, and volleyball in the spring; and softball in the summer. With few exceptions, all academic-year graduate-professional student sports activities are scheduled on weekends, and most sports activities are open to competitive, recreational, and coeducational teams. More information is available from the Intramurals Office in Payne Whitney Gymnasium, 203.432.2487, or at <http://www.yale.edu/athletics/>.

LIBRARIES

The Yale University Library consists of the central libraries – Sterling Memorial Library, the Cross Campus Library, the Beinecke Rare Book and Manuscript Library, and the Seeley G. Mudd Library – and thirty school and department libraries, as well as small collections within each of the twelve residential colleges. Second largest among the university libraries in the United States, the Yale University Library contains more than ten million volumes, half of which are in the central libraries. Students have access to the collections in all the libraries at Yale.

Appendix: Policies of the Career Development Office

The Career Development Office (CDO) works with students at the Yale School of Management in the delivery of high-quality programs to teach the practical skills necessary to succeed in the dynamic marketplace of today's global economy. Through the Professional Strategies Program, CDO staff, SOM faculty, alumni/ae, and recruiters present a comprehensive sequence of interactive workshops that fully prepares students for both the internship and permanent job search.

In order for this process to be successful, both students and the CDO need to work cooperatively in accord with the policies outlined below.

WHAT STUDENTS CAN EXPECT FROM THE CDO

- The CDO will maintain the strictest confidentiality of student information that is obtained from counseling sessions, interview feedback, and placement surveys.
- The CDO staff will assist students in developing career plans and in making appropriate career decisions with a focus on the individual student's values, interests, and skills.
- Students will have equal access to information regarding all CDO services and sponsored events, including career counseling and job search preparation.
- The CDO staff will actively develop and enhance relationships with employers for purposes of increasing job opportunities for SOM students. These opportunities will be reflected in all aspects of the CDO recruitment process, which will be fair and equitable to students and employers alike. To keep current with the ever-changing and unpredictable job market, the CDO staff will be committed to providing innovative means for SOM students to access job opportunities — including our various recruiting programs and highly effective job referral service.

STUDENT RESPONSIBILITIES

Resources

- *To treat the career information resources — both printed and electronic — as privileged information and to abide by user policies of the CDO.* Unauthorized removal, destruction, or disclosure of career information resources inhibits students' ability to obtain information to which they are entitled.

Interviewing

- *To represent yourself and the School in the best possible manner.*
- *To provide accurate, current, and truthful information regarding academic and employment history.*

- *To prepare responsibly for interviews.* Interviews and corporate presentations are activities that require professional conduct. As part of the preparatory process for interviews, all students are expected to have a thorough knowledge of the organization, its position in the marketplace, and its job function requirements. Punctuality and professional demeanor are also expected.

Employment interviews should be taken only if there is genuine interest in a given job opportunity. On-campus interviews should not be used for practice purposes—it misleads employers and prevents fellow students from being able to obtain highly competitive interview slots.

- *To adhere to interview schedules and counseling appointments.* The CDO makes every effort to schedule students for interviews at times which do not conflict with classes or examinations. Students are expected to keep all scheduled job interview appointments, whether on- or off-campus. All non-emergency cancellations need to be made *at least forty-eight hours in advance of the scheduled appointment*. If an emergency occurs, the CDO should be notified immediately so that alternative arrangements can be made.

Students are also expected to keep all scheduled counseling appointments (including mock interviews) with the CDO staff. *The same forty-eight-hour cancellation policy is in effect*, in order to allow other students to fill the appointment time.

- **Failure to appear for a scheduled interview on campus may result in suspension of interviewing privileges. A letter of apology to the appropriate recruiter must be submitted within twenty-four hours of the missed interview, with a copy submitted to the director of the CDO.**

Job Offers

- *To accept an offer in good faith.* Students should communicate acceptance or rejection of a job offer on or before the date agreed upon with an employer. If it is necessary to request additional time to consider an employer's offer, the employer should be notified as soon as possible.
- **The School of Management does not condone the renegeing of job offers by candidates or employers. Doing so can seriously damage established recruiting relationships.**

Upon accepting a job offer, students are expected to withdraw from the interviewing process immediately and to promptly notify all employers who are actively considering them for jobs that they are no longer available.

- *To notify the CDO when a job offer is accepted.* Students will be expected to complete in a timely manner an **official Yale SOM Placement Record**.

Appendix: Policies on the Use of Information Technology Group Facilities

The Information Technology Group (SOM-IT) at Yale SOM is committed to providing reliable technology and solutions to facilitate the academic and administrative needs of the School. All users of SOM computing and networking services, including those provided by Yale University, are expected to read and abide by the Yale Information Technology Appropriate Use Policies (<http://www.yale.edu/its/policy/>). Further, in order for SOM-IT to provide the highest level of service, members of the SOM community are expected to be aware of and comply with the following additional policies:

Student Hardware: There is a mandatory laptop requirement for MBA students. To provide the highest level of customer service and ensure optimal compatibility with SOM equipment, a standard architecture for student hardware and software exists. SOM-IT offers a laptop at a negotiated group discount. Information on these requirements is mailed to incoming students; copies are available from SOM-IT. The selected hardware is tested with the multimedia presentation equipment and network services to ensure compliance.

User Rights: Users have the right to free inquiry and expression, reasonable confidentiality, and due process in cases of discipline resulting from rules violations.

User Responsibilities:

- **Legal Responsibilities.** All use of SOM-IT facilities is subject to federal, state, and local law, and to University regulations. Users must observe intellectual property rights, in particular the software copyright law. All use of SOM computers and networks must be consistent with all contractual obligations of the University.
- **Security Responsibilities.** Users must not make or attempt any deliberate, unauthorized access to, or changes in, data in an SOM facility, for example, to read personal communications of other users or to access confidential University files. Users must not defeat or attempt to defeat the SOM-IT security systems, such as “cracking” or guessing user identifications or passwords, or compromising room locks or alarm systems. Users must not intercept or attempt to intercept data communications not intended for that user’s access, for example, by “promiscuous” bus monitoring or wiretapping.
- **Denial of Service.** Users must not deny or interfere with, or attempt to deny or interfere with, service to other users, e.g. by means of “resource hogging,” distribution of computer worms or viruses, etc.
- **Personal Responsibility.** Users are responsible for the security of their SOM-IT accounts and passwords. Accounts and passwords are normally assigned to single users and are not to be shared with any other person without SOM-IT authorization. Users are expected to report any observations of attempted security violations.

General Responsibilities:

- **Proper Authorization.** Users must have authorization to use any SOM-IT facility. Users must not permit or assist any unauthorized person to access the SOM-IT facilities.
- **External Data Networks.** Users must observe all applicable policies of external data networks when using such networks.
- **Personal Identification.** Users of SOM-IT microcomputers, workstations, printers, or other public facilities must show University identification upon request.
- **Access to Data.** Users must allow SOM-IT personnel access to data files kept on the SOM-IT systems for the purpose of systems backups or diagnosing systems problems, including rules violations.
- **For-Profit Use.** Without specific authorization, all activities using SOM-IT facilities for personal profit or for the direct financial benefit of any non-Yale organization are prohibited.
- **Threats and Harassment.** SOM-IT facilities must not be used to threaten or harass any person.
- **Modification of Data or Equipment.** Without specific authorization, users of SOM-IT computing or network facilities must not cause, permit, or attempt any destruction or modification of data or computing or communications equipment, including alteration of data, reconfiguration of control switches or parameters, or changes in firmware.
- **Removal of Equipment or Documents.** Without specific authorization by the owner or designated administrator, users must not remove any SOM-IT-owned or administered equipment or documents from an SOM-IT facility.
- **Foreign Devices.** Without specific authorization, users must not physically or electrically attach any foreign device (such as an external disk, printer, or video system) to SOM-IT equipment.
- **Responsibility for Account.** Users are presumed to be responsible for any activity carried out through their SOM-IT accounts.
- **Reports of Violations.** Users must report any evidence of violation of these rules to appropriate SOM-IT personnel and other University authorities. Users must not conceal or help to conceal or “cover up” violations by any party.
- **Privacy Considerations.** Data storage and communications are not perfectly secure. There are software and physical limitations that can compromise security. SOM-IT tries to minimize such exposures, but risks exist.
- **Enforcement Procedures.** Any actual or suspected violation of the rules listed above should be brought to the attention of the director of the SOM Information Technology Group.

Appendix: Business Office and SOM Facilities Policies

The SOM Business Office is responsible for the facilities, general services, and financial transactions of the SOM community. The staff acts as an interface between the SOM community and service providers both inside and outside Yale, and must ensure compliance with University policies. Below is a brief overview of the policies, services, and procedures of the SOM Business Office. Please refer to the SOM Business Office Web site at http://www.som.yale.edu/business_services/default.asp/ for greater detail and policy updates.

Buildings: SOM buildings are unlocked from 7:30 A.M. to 5 P.M. Monday to Friday during the school year. Student keys are programmed to open exterior doors from 7:30 A.M. to 1 A.M. Pets, skates, bicycles, and smoking are not permitted in any SOM buildings. SOM property is not to be removed from the campus for any reason.

Security: A University Security guard patrols the School from 7 P.M. to midnight on weekdays and 4:30 P.M. to midnight on weekends. In the interest of safety, students are asked to leave the buildings by midnight. Exterior door keys are provided to incoming students by the SOM facilities department. A \$25 deposit is charged to student financial accounts, payable upon return of the key. There are security cameras posted around the School.

Insurance: Students are strongly advised to insure all personal property against theft and damage. The School assumes no responsibility for lost, stolen, or damaged personal property. Students are also advised to register bicycles and laptop computers with the Yale University police department.

Room Use and Special Events: SOM rooms are to be used only by members of the SOM community for SOM events. Specific guidelines and procedures for room use, including use of classrooms and break-out rooms for studying, are posted on the Business Office Web site.

Mail Room: The SOM mail room is a minimal service, in-house sorting and metering facility, and not a branch of the U.S. Postal Service. Mail slots are provided for each student and are used for distributing a wide variety of materials, ranging from mail to returned homework assignments. SOM student stationery is on sale, and simple, outgoing postal services such as cash sales of metered postage and stamps are offered. It is inappropriate to use the SOM mailroom as a shipping and receiving station for student-run, for-profit activities or personal matters.

Mail Room Privacy: Although use of open mail slots for students facilitates distribution of materials, such use makes impossible a guarantee of complete confidentiality of materials deposited in mail slots. Business Office staff do not open U.S. mail or overnight packages when the individual's name is clearly identified on the mailing label. Should

staff inadvertently see mail contents during the course of routine mail processing or by accident, this information will not be divulged except as authorized by the Facilities Manager. Business Office staff are specifically forbidden to browse student materials without specific purpose and authorization. Any actual or suspected violation of these policies should be brought to the attention of the business manager.

Course Materials: Most materials required for courses at SOM are photocopied and collated into course packets. These materials are copyrighted, and the costs associated with the royalties are included in the cost of the packet. Copying course packets may constitute a violation of copyright law. Students are also charged for course materials handed out in class; such charges are prorated on the basis of enrollment in the course at the time of billing.

Appendix: Policies and Procedures of the Discipline Committee

COMPOSITION AND CHARGE

The Discipline Committee considers instances of academic infractions and other serious violations by SOM students against the SOM and University communities and their guests. The committee is responsible for collecting facts pertaining to such infractions and violations, making judgments about them, and determining punishment where appropriate. In addition, the committee reviews and proposes revisions in SOM discipline policy and procedures where needed and communicates its policies and actions to the community at large.

The committee is appointed by the dean. It consists of three faculty members (one of whom shall be designated chair), four SOM students (two from each class in residence), and the dean of student affairs (who shall act as secretary to the committee and shall be nonvoting). Two student alternates, one from each class in residence, will also be appointed. Appointments will typically be for the academic year.

DOMAIN

Academic Infractions

SOM encourages group work and interaction. However, students are typically required to submit papers and/or examinations that are not collaborative efforts. With information easily transferable via computer file, students must be especially diligent in accounting for sources consulted. Faculty members should make clear to students their expectations about when written work is to be exclusively the student's own versus when it is to be collaborative, when texts and other references may or may not be consulted, and when past work (or work in other courses) may or may not be drawn upon. In the absence of clear statements to the contrary, the presumption is that the faculty expect papers and examinations to be exclusively the work of an individual student prepared originally for the course. The committee will deal with instances when faculty expectations about such matters are violated and with any other instances in which deception is used in academic work. Any instance of academic dishonesty is considered to be an extremely serious violation.

Students are encouraged to disclose fully information about collaborators on group projects and check with the faculty member teaching the course regarding the appropriateness of collaboration in instances when there is any ambiguity in the faculty member's expectations. (Examples of violations of SOM academic integrity appear on page 78.)

Other Serious Violations

The committee will consider other cases only if, in the judgment of the committee, they involve violations of fundamental standards of behavior in an educational institution.

Behavior that would be considered a violation by the committee includes (but is not limited to) the following:

1. Serious violations of the person, the property, the privacy, or the individual rights of members or guests of the University, including the right to freely express one's views;
2. Exploitation or deception of the University community in any form;
3. Illegal behavior directed against the University community, its members, or guests.

PROCESS

The committee will collect the facts relevant to each complaint under consideration and make judgments on whether an infraction or violation has been committed and on its seriousness to the community. Based on these judgments, the committee will choose a punishment which it deems appropriate to the offense. It shall also inform the community of its actions in such a manner as to protect the identity of individuals who are the recipient of punishments.

Although deviations may be taken by the chair when appropriate to a given case, the following steps are customary:

1. The work of the committee normally begins when a member of the University community (faculty, student, or staff) brings a probable violation or infraction to the attention of the committee chair. The chair then requests a written statement and copies of any other relevant materials pertinent to the complaint.
2. Based on these materials, the chair will decide whether the offense, if the charge is true, would be of sufficient seriousness to warrant the attention of the committee. Should that be the case, the chair shall inform the student who is the subject of the complaint. At the same time the student will be given a copy of the Committee Policies and Procedures to apprise the student of his or her rights: (a) to appear before the committee, (b) to be accompanied by any member of the University community to act as his or her adviser,* (c) to examine any and all written materials being provided to the committee as soon as possible, and ordinarily at least forty-eight hours in advance of the meeting, so that the student may have ample opportunity to question or refute them. At the beginning of a meeting with a student who is the subject of a complaint, the chair will review the Procedures of the Committee and the process to be followed in meetings with the committee.
3. The committee will endeavor to conduct its business in such a way as to protect the privacy and personal integrity of all individuals who are involved with the case. In addition, it will seek to make its judgments as promptly as is consistent with the need to establish the facts of the case and to come to judgments based on these facts.

* Role of the adviser: In the SOM disciplinary process, the student's adviser is not an advocate, but rather a source of support to the student. The adviser may help the student in preparing for the meeting with the Discipline Committee and may accompany the student to the meeting. During the meeting, the adviser may quietly suggest questions or issues for the student to raise with the committee; the adviser does not participate directly in the meeting.

4. The committee will seek to make its decisions by consensus. When consensus is impossible, a majority vote will be taken. No decision shall be made without a quorum of committee members (defined as a majority of both faculty and students present and participating; at least two faculty members and three students).
5. If the committee finds an infraction or violation, it will then decide on an appropriate punishment. Among the possible punishments that can be meted out by the committee are reprimands, probation, suspensions for a specific time period, and, in serious cases, expulsion. A penalty of expulsion will appear on a student's transcript. Correspondence related to any disciplinary penalty will remain in a student's internal SOM file and in the files of the Discipline Committee. A penalty of suspension will be reported to an outside agency or individual when a student makes a written request for release of file information to that agency or individual. A penalty of probation will be reported under the same circumstances for a period of two years following the expiration of the term of the probation. Information about warnings and reprimands will not be released. To provide for some consistency in reactions to offenses year by year, the committee chair shall study the files and inform the committee (ordinarily before the first case of the year is heard) of punishments meted out in certain classes of cases in prior years. The faculty advise that penalties should be set based upon the severity of the infraction, rather than the impact of such penalty on the student's personal situation.
6. The committee chair will inform those against whom complaints have been made of committee decisions within twenty-four hours of the committee's decision.

REVIEW

1. At the beginning of the investigation the chair will inform committee members of the individual(s) involved in a case. Committee members will be invited to excuse themselves from the case if there is a conflict of interest. If a committee member is excused, the chair will recommend to the dean a successor for temporary appointment to the committee for participation in the matter. At the beginning of the investigation, the chair will inform the student whose conduct is in question of the procedures that will be followed and will notify the student of the membership of the committee. Within one day after receiving that notification, the student may object that a member is prejudiced by stating in writing the basis for this objection. On receipt of this objection, the chair will rule on whether the member should be recused from taking part in the proceedings and, if this is done, will recommend to the dean a successor for temporary appointment to the committee for participation in the matter. A decision of the chair not to recuse the challenged member will be communicated to the student, who may within one day after receiving the notice appeal the decision to the dean. The dean's decision to deny or grant the appeal will be final.
2. At the time the committee informs the student of its decision, it shall also inform the dean. The dean will determine whether the committee's conclusion that a violation has occurred is supported by evidence. If the dean determines that the conclusion is not supported by the evidence, the dean will remand the decision to the

- committee for further fact-finding or deliberation. The dean's decision that the conclusion is supported will be final.
3. Following the review of the record, the dean will offer any student against whom an infraction or violation is found the opportunity to meet with the dean, as promptly as the dean's schedule may permit, to raise any objections to the proceedings on the grounds of procedural irregularity or prejudice. If objection is raised, the dean will investigate the objection and may remand the matter to the committee to correct the procedural irregularity or to re-deliberate after disqualifying the member or members found to be prejudiced. A decision of the dean that the proceedings were not irregular or that there is insufficient evidence of prejudice will be final.
 4. Unless remanded by the dean after review, the committee's finding of an infraction or violation is final. The committee's decision on an appropriate punishment may be appealed to the faculty by providing the dean with a written request and any supporting materials within five business days after the student is notified of the committee's decision. If the dean determines that the appeal of the penalty has substantial merit, the dean will bring it before the SOM faculty for a final decision at its next meeting. General dissatisfaction with the committee's decision does not constitute substantial merit. At the meeting, the committee chair may submit a written or oral explanation of the committee's decision. The student's written request and supporting materials will be made available to the faculty, but the student will not be permitted to attend the faculty meeting. The faculty's role in the appeal will be to judge the appropriateness of the punishment assessed by the committee, assuming the correctness of the committee's finding of a violation. The punishment assessed by the committee may be modified by a two-thirds majority of faculty members present and voting. The decision of the faculty is final concerning punishment.

RECORDS AND FILES

Minutes of committee meetings about particular cases and committee deliberations about policy and procedures will be kept by the dean of student affairs, who will act as secretary to the committee. These records will be kept in a confidential, locked file. Only the dean, the dean of student affairs, and the current chair of the Discipline Committee shall have access to them. The dean and the chair will be responsible for passing committee files to the dean of student affairs to ensure the completeness of the committee files kept in the office of the dean of student affairs.

For each term the secretary to the committee shall prepare a document entitled "Actions of the Discipline Committee Academic Year: 20__ to 20__," summarizing each case in which the committee saw fit to assess any form of punishment. Each summary should include a description of the offense and the punishment assessed. These summaries should not identify the students involved and so far as possible should avoid contextual information that would reveal or encourage speculation about the identity of individual students. Discipline Committee reports will be posted at the end of the academic year and at the beginning of the fall and spring terms.

EXAMPLES OF VIOLATIONS OF ACADEMIC INTEGRITY

The following list contains examples of actions that violate SOM's standard of academic integrity. The list is not exhaustive; its purpose is simply to illustrate violations:

In Exams and Courses

1. Using "crib sheets" or other unauthorized materials during exams unless prior approval has been given by the faculty member teaching the course.
2. Having one student substitute for another student (or substituting for another student) in any fashion: (a) by having someone else take his/her examination (or taking an examination for someone else); (b) by having someone "sign in" to a course on an attendance roster (or "signing-in" for someone else).
3. Looking at other students' examination papers to obtain answers.
4. Giving unauthorized assistance of any kind, including e-mail assistance, to another student taking an examination.

On Papers/Cases

The following examples relate only to papers and/or cases that are not designated by the faculty member as "group" projects:

1. Improper sharing of electronic files.
2. Having someone other than the student write his/her paper for him/her.
3. Plagiarizing, or representing someone else's written work as one's own without acknowledgment or with insufficient or improper acknowledgment. This includes using materials copied from Web sites, or other electronic sources, without proper acknowledgment.
4. Using the same paper for more than one course without explicit permission having been given by faculty members in all courses.

In Research

1. Fabricating data in support of research work.
2. Taking credit for work not done by oneself, or not giving credit to those who have assisted in one's work. This includes use of electronically published materials.

On Applications/Résumés

1. Misrepresenting one's academic, employment, or personal history.
2. Providing false accomplishments or omitting substantive and relevant parts of one's life.

The Work of Yale University

The work of Yale University is carried on in the following schools:

Yale College: Courses in humanities, social sciences, natural sciences, mathematical and computer sciences, and engineering. Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Liberal Studies (B.L.S.).

For additional information, please write to the Office of Undergraduate Admissions, Yale University, PO Box 208234, New Haven CT 06520-8234; telephone, 203.432.9300; e-mail, undergraduate.admissions@yale.edu; Web site, www.yale.edu/admit/

Graduate School of Arts and Sciences: Courses for college graduates. Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), Doctor of Philosophy (Ph.D.).

For additional information, please write to the Yale Graduate School of Arts and Sciences, PO Box 208323, New Haven CT 06520-8323; telephone, 203.432.2770; e-mail, graduate.admissions@yale.edu; Web site, www.yale.edu/graduateschool/

School of Medicine: Courses for college graduates and students who have completed requisite training in approved institutions. Doctor of Medicine (M.D.). Postgraduate study in the basic sciences and clinical subjects. Combined program with the Yale Graduate School leading to Doctor of Medicine and Doctor of Philosophy (M.D./Ph.D.). Courses in public health for qualified students. Master of Public Health (M.P.H.), Master of Medical Science (M.M.Sc.) from the Physician Associate Program.

For additional information, please write to the Director of Admissions, Office of Admissions, Yale University School of Medicine, 367 Cedar Street, New Haven CT 06510; telephone, 203.785.2643; fax, 203.785.3234; e-mail, medical.admissions@yale.edu; Web site, www.info.med.yale.edu/medadmit/

For additional information about the Department of Epidemiology and Public Health, an accredited School of Public Health, please write to the Director of Admissions, Department of Epidemiology and Public Health, Yale School of Medicine, PO Box 208034, New Haven CT 06520-8034; e-mail, eph.admissions@yale.edu; Web site, www.info.med.yale.edu/eph/

Divinity School: Courses for college graduates. Master of Divinity (M.Div.), Master of Arts in Religion (M.A.R.). Individuals with an M.Div. degree may apply for the program leading to the degree of Master of Sacred Theology (S.T.M.).

For additional information, please write to the Admissions Office, Yale University Divinity School, 409 Prospect Street, New Haven CT 06511; telephone, 203.432.5360; fax, 203.432.5356; e-mail, ydsadmsn@yale.edu; Web site, www.yale.edu/divinity/

Law School: Courses for college graduates. Juris Doctor (J.D.). For additional information, please write to the Admissions Office, Yale Law School, PO Box 208329, New Haven CT 06520-8329; telephone, 203.432.4995; e-mail, admissions.law@yale.edu; Web site, www.law.yale.edu/

Graduate Programs: Master of Laws (LL.M.), Doctor of the Science of Law (J.S.D.), Master of Studies in Law (M.S.L.). For additional information, please write to Graduate Programs, Yale Law School, PO Box 208215, New Haven CT 06520-8215; telephone, 203.432.1696; e-mail, gradpro.law@yale.edu; Web site, www.law.yale.edu/

School of Art: Professional courses for college and art school graduates. Master of Fine Arts (M.F.A.).

For additional information, please write to the Office of Academic Affairs, Yale School of Art, PO Box 208339, New Haven CT 06520-8339; telephone, 203.432.2600; e-mail, artschool.info@yale.edu; Web site, www.yale.edu/art/

School of Music: Graduate professional studies in performance, composition, and conducting. Certificate in Performance, Master of Music (M.M.), Master of Musical Arts (M.M.A.), Artist Diploma, Doctor of Musical Arts (D.M.A.).

For additional information, please write to the Yale School of Music, PO Box 208246, New Haven CT 06520-8246; telephone, 203.432.4155; fax, 203.432.7448; e-mail, gradmusic.admissions@yale.edu; Web site, www.yale.edu/schmus/

School of Forestry & Environmental Studies: Courses for college graduates. Master of Forestry (M.F.), Master of Forest Science (M.F.S.), Master of Environmental Science (M.E.Sc.), Master of Environmental Management (M.E.M.), Doctor of Forestry and Environmental Studies (D.F.E.S.).

For additional information, please write to the Office of Academic Services, Yale School of Forestry & Environmental Studies, 205 Prospect Street, New Haven CT 06511; telephone, 800.825.0330 or 203.432.5100; e-mail, fesinfo@yale.edu; Web site, www.yale.edu/environment/

School of Architecture: Courses for college graduates. Professional degree: Master of Architecture (M.Arch.); nonprofessional degree: Master of Environmental Design (M.E.D.).

For additional information, please write to the Yale School of Architecture, PO Box 208242, New Haven CT 06520-8242; telephone, 203.432.2296; e-mail, gradarch.admissions@yale.edu; Web site, www.architecture.yale.edu/

School of Nursing: Courses for college graduates. Master of Science in Nursing (M.S.N.), Post Master's Certificate, Doctor of Nursing Science (D.N.Sc.).

For additional information, please write to the Yale School of Nursing, PO Box 9740, New Haven CT 06536-0740; telephone, 203.785.2389; Web site, www.nursing.yale.edu/

School of Drama: Courses for college graduates and certificate students. Master of Fine Arts (M.F.A.), Certificate in Drama, One-year Technical Internship (Certificate), Doctor of Fine Arts (D.F.A.).

For additional information, please write to the Registrar's Office, Yale School of Drama, PO Box 208325, New Haven CT 06520-8325; telephone, 203.432.1507; Web site, www.yale.edu/drama/

School of Management: Courses for college graduates. Professional degree: Master of Business Administration (M.B.A.).

For additional information, please write to the Admissions Office, Yale School of Management, PO Box 208200, 135 Prospect Street, New Haven CT 06520-8200; telephone, 203.432.5932; fax, 203.432.7004; e-mail, mba.admissions@yale.edu; Web site, www.mba.yale.edu/

TRAVEL DIRECTIONS

The School of Management is located at 135 Prospect Street on the Yale University campus in New Haven, Connecticut. Metered parking is available on Prospect and Sachem streets and on Hillhouse Avenue, in the vicinity of the School. Temporary parking passes for Yale parking lots may be obtained from Yale Parking Service, 155 Whitney Avenue, between 8 A.M. and 4 P.M. on weekdays (203.432.9790).

By Car

The best way to reach the School when driving from any direction is via Trumbull Street, Exit 3, I-91. Drive west on Trumbull Street, crossing Orange Street and Whitney and Hillhouse avenues, to Prospect Street. Turn right onto Prospect Street and drive north one block. The School is located on the southeast corner of Prospect and Sachem streets.

From New York and Points South on I-95

upon reaching New Haven, bear left onto I-91; continue north on I-91 a short distance to Exit 3.

From New York via the Merritt Parkway

cross over to I-95 at Milford (Exit 54); at New Haven, bear left onto I-91 and continue to Exit 3.

From Tweed–New Haven Airport and points east

take I-95 south. Upon reaching New Haven, turn right onto I-91; go north a short distance to Exit 3.

From Hartford and points north

drive south on I-91 to Exit 3.

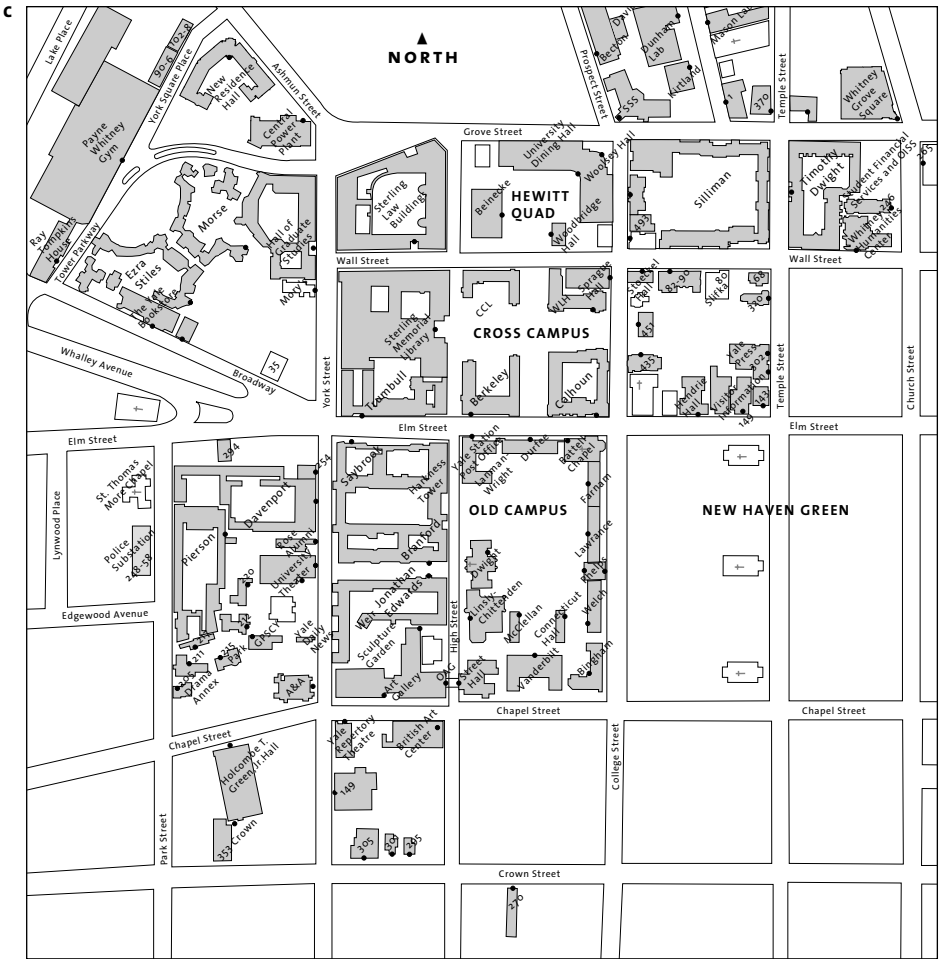
By Air

Tweed–New Haven Airport is served by USAirways (800.428.4322). Local taxi service, Metro Cab (203.777.7777), is available at the airport, as are car rentals. Connecticut Limousine Service (800.472.5466) to New Haven is available from Bradley, Kennedy, LaGuardia, and Newark airports.

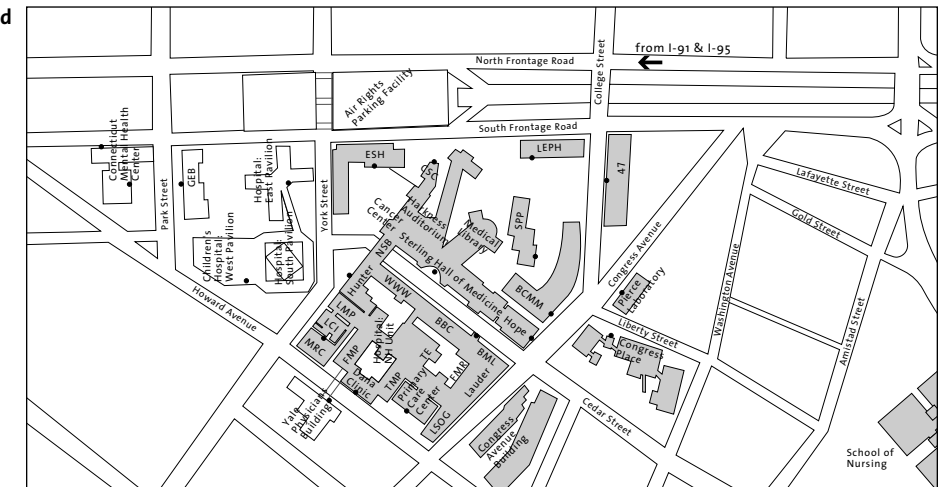
By Train

Amtrak or Metro-North to New Haven. Taxi service is available from the New Haven train station to the Yale campus.

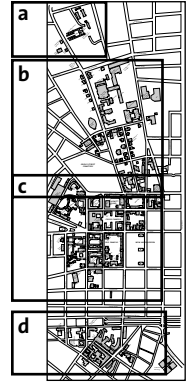
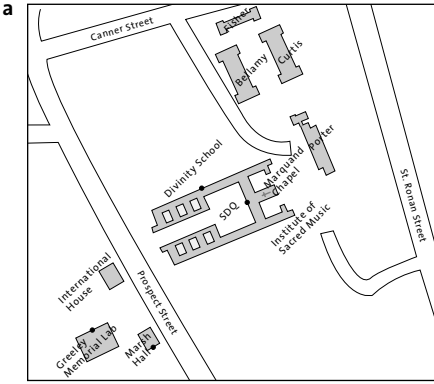
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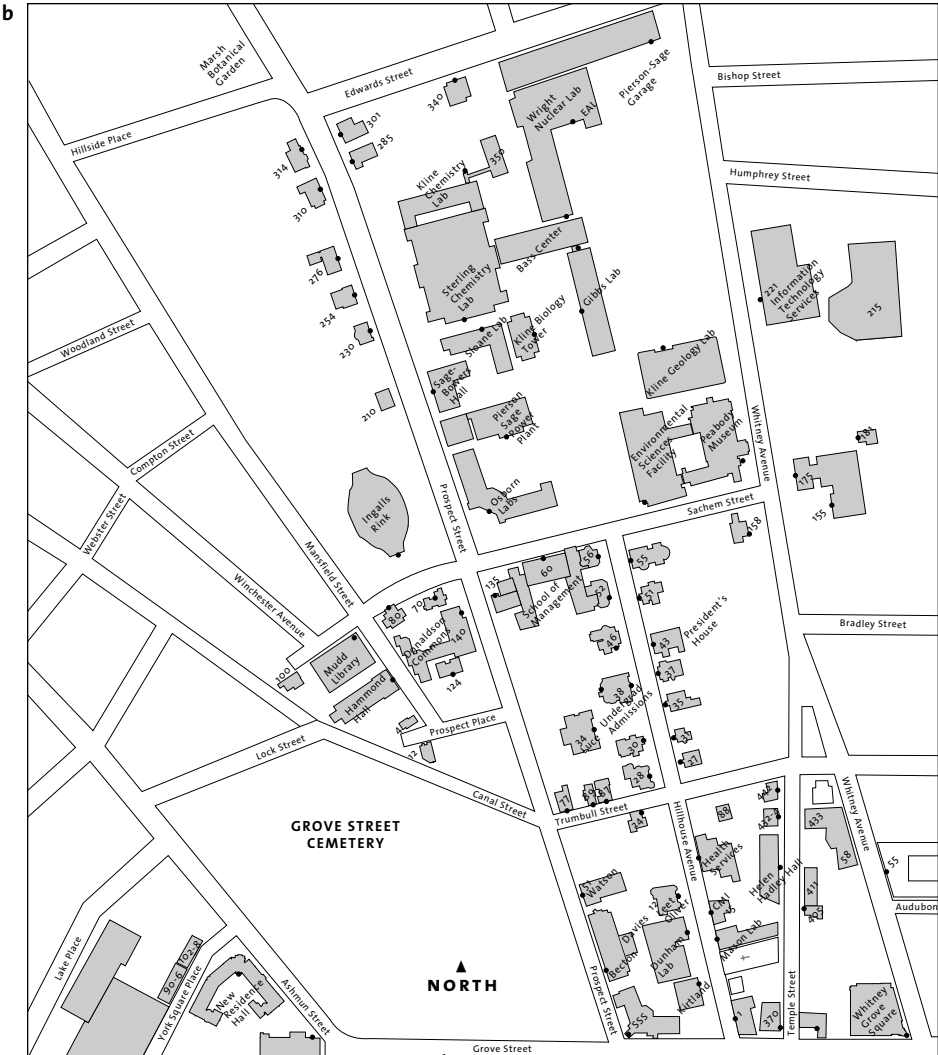
YALE MEDICAL AREA



DIVINITY SCHOOL AREA



YALE UNIVERSITY—NORTH



The University is committed to basing judgments concerning the admission, education, and employment of individuals upon their qualifications and abilities and affirmatively seeks to attract to its faculty, staff, and student body qualified persons of diverse backgrounds. In accordance with this policy and as delineated by federal and Connecticut law, Yale does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, disability, status as a special disabled veteran, veteran of the Vietnam era, or other covered veteran, or national or ethnic origin; nor does Yale discriminate on the basis of sexual orientation.

University policy is committed to affirmative action under law in employment of women, minority group members, individuals with disabilities, special disabled veterans, veterans of the Vietnam era, and other covered veterans.

Inquiries concerning these policies may be referred to Frances A. Holloway, Director of the Office for Equal Opportunity Programs, 104 W. L. Harkness Hall, 203.432.0849.

In accordance with both federal and state law, the University maintains information concerning current security policies and procedures and prepares an annual crime report concerning crimes committed within the geographical limits of the University. Upon request to the Office of the Secretary of the University, PO Box 208230, New Haven CT 06520-8230, 203.432.2310, the University will provide such information to any applicant for admission.

In accordance with federal law, the University prepares an annual report on participation rates, financial support, and other information regarding men's and women's intercollegiate athletic programs. Upon request to the Director of Athletics, PO Box 208216, New Haven CT 06520-8216, 203.432.1414, the University will provide its annual report to any student or prospective student.

For all other matters relating to admission to the School of Management, please telephone the Admissions Office, 203.432.5932.

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