

Professor: Emily Nix
Office: HOH-813 (Hoffman Hall)

Office Hours: Thursdays, 4 - 5 pm over Zoom; once international student locations have been established an additional hour may be added to accommodate alternative time zones. Extra office hours will be provided before all quizzes, the midterm, and the final.

E-mail: enix@usc.edu

Course Description:

The main goal of this course is to show how microeconomic models can be used to guide business decisions. This is a course designed for business majors, with key departures from standard introductory microeconomics courses. We will study the behavior of consumers and firms, and their implications for demand, supply and market equilibrium. We will analyze competitive markets, market failures, and the role of government. To reflect rising concentration in markets we will spend some time on the implications of market power on firm pricing decisions and profits. The course also introduces basic principles of game theory and competitive strategy.

This course is designed to prepare students for future business courses, including finance, marketing, and strategy. The models, methods, and case studies have been selected with a focus on business relevant applications. More generally, this course provides a rigorous foundation for the study of decision making problems within firms. The student who successfully completes this course should be able to apply microeconomic analysis to issues of real world interest within the firm.

Learning Objectives

Upon completion of this course you will be able to:

1. Apply graphical and algebraic analytical techniques to the analysis of resource allocation through an understanding of economic theories and models.
2. Apply the basic demand-supply market model to goods markets and factor markets by identifying and analyzing the values of equilibrium prices and quantities as determined by market forces.
3. Differentiate and apply different aspects of neoclassical economic theory by examining the dynamics of consumer, firm, and market forces and calculating their impacts.
4. Apply the model of behavior in risky circumstances by calculating expected utility, expected income, and certainty equivalents.
5. Explain the role of game theory in economic models through game-theoretic representations.
6. Explore market power by examining the impact of monopoly and oligopoly on resource allocation.
7. Analyze the impact of various forms of government intervention in markets by calculating the changes in consumer and producer surplus, and deadweight loss.
8. Analyze the impact of asymmetric information on market efficiency through the examples of adverse selection, moral hazard, and financial markets.

Course Delivery

Due to the ongoing pandemic, we are unable to meet in person and this class will take place 100% online. To ensure that you receive the best learning experience possible, this class will be delivered largely in two possible formats. Most classes will take place fully “live” online, but will include interactive aspects such as polls, group exercises/discussion, videos, and more. Some lectures will be a flipped classroom with some of the material recorded in lecture format that you will be responsible for viewing ahead of time, and then we will hold a shortened class “live” online to review more difficult concepts and do practice problems in groups. At the start of each week I will email you to confirm the format of classes for that week and I will adjust delivery to best meet student needs and maximize your experience. I will provide many more details on the first day of class.

Required Materials

Given the online nature of this course, you will need access to a computer, tablet, or phone that has a reliable internet connection and a webcam. I also recommend using earphones or a headset. If you do not have access to these materials please contact me as soon as possible by email.

The following equipment and system requirements are recommended to successfully participate in this online course:

- Computer with webcam
- Earphones or headset
- Reliable (preferably high speed) Internet connection
- Current operating system for Windows or Mac
- Current browser
 - Google Chrome
 - Firefox
 - Internet Explorer (not recommended)
 - Safari (Mac)

For technical support please see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)
For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Mon – Fri 9:30am – 5pm and weekends from 8am - 5pm (all Pacific time).
- **Zoom Video Web Conferencing System** (MarshallTALK)
For assistance using Zoom, go to [Zoom Support Page](#). You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.
- **Marshall Systems** (MyMarshall, Marshall Outlook email)
For assistance with Marshall systems you can call +1 (213) 740-3000 Mon-Fri 8am-6pm (Pacific), email HelpDesk@marshall.usc.edu, or use our self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:
 - On a computer or mobile device, go to [MyMarshall Home Page](#) and click the “**Help**” link on the upper right.
 - Log in using your Marshall username and password.
(If you don’t know your Marshall login please follow the onscreen instructions pertaining to login issues)

If your computer does not have Microsoft Word, Office 365 package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

Recommended Materials

The recommended textbook for this class is Microeconomics for Business (Fourth Custom Edition for USC, ISBN: 9781323764992). This book was custom made for our class. It contains 15 chapters from the book Microeconomics by Pindyck and Rubinfeld, 8th edition, and 3 chapters from the book Microeconomics by Hubbard and O'Brien, 5th edition. Some books come with a complimentary subscription to MyEconLab. However, I will only use the textbook; the Study Guide and MyEconLab will not be used in this class.

This is an expensive book, so some students may prefer to look for a used textbook or not purchase the textbook at all. It is fine to buy the First, Second, or Third Custom Edition for USC. It is also Ok to buy the book Microeconomics by Pindyck and Rubinfeld (7th and 8th editions). Obviously, the major difference between our custom book and the original Microeconomics by Pindyck and Rubinfeld (7th and 8th editions) is the addition of three chapters from Hubbard and O'Brien, and the exclusion of chapters that we will not cover in this class. Last, while I will assign readings from the book, it is possible to succeed in this course using only the material from the slides, so you can choose to not purchase the book and still do well in the course.

Prerequisites and/or Recommended Preparation

Although our focus will be on the intuition behind the microeconomic models and their real world consequences, the use of mathematics (in particular, algebra and calculus) will be fundamental to analyze and understand such models. For example, you may be asked to draw and interpret graphs representing demand and supply, to solve a system of equations describing a competitive market, or to compute the derivative of a profit function. MATH 118 is a prerequisite for ECON 351x. Therefore, I expect students to have a good understanding of the material covered in that class.

Course Notes

Additional required material (slides, past exams, etc.) will be available on Blackboard (<http://blackboard.usc.edu>) as pdf documents. They will not be handed out in class. You are responsible for timely download of the material. It is your responsibility to regularly access Blackboard (<http://blackboard.usc.edu>) to receive any additional material and important announcements related to this class.

During the semester I will upload pdf files with practice questions, and I will call them "homework". The homework will not be graded/you will not receive credit, but I will provide the answer key. Although the homework will not be graded, these practice questions are a very important part of our class – students who carefully study the homework obtain significantly better grades on the exams. To underscore the importance of completing the practice homework, note that at minimum 1 question in each quiz, the midterm, and the final will be taken from the homework. I will also post "practice" exams before each exam. The questions will be similar to the actual exams and I will provide answers, but not detailed solutions.

It is always beneficial to do the assigned reading before class (see the last page of this syllabus). Also, the slides posted on Blackboard are not a complete record of what we discuss in class, so attending lectures, taking notes, and asking questions will be necessary to successfully complete the course.

Periodically, class time will be devoted to students solving problems about lecture material from that day or previous classes either individually or in groups. **You can expect to be called upon** to discuss your group's solution online.

Students are strongly encouraged to ask questions during class and during office hours. **Office hours are times set aside for you to come and get help, so are especially useful if you are struggling in the course.** Most times it is not feasible to give a comprehensive answer to questions sent via e-mail. If you send a question by e-mail and I believe that it is not feasible to give a satisfactory answer to that question by e-mail, I will ask you to come to my or the TA's office hours. **Please check the syllabus before emailing a question that might be answered on the syllabus.**

Student Assistants

We are fortunate to have Pantelis Paliouras and Christine Bui as our instructional assistants for this course. Both were outstanding students in my course in previous years. They will hold additional office hours over Zoom and will also answer questions by email. Information on their contact information and offices hours will be provided on the first day of class, and you can also refer to the slides from the first day for that information.

Grading Policies

Grades will be assigned according to the following weights:

<u>Assignments</u>	<u>% of Grade</u>
Participation	6%
Quizzes (best 2 out of 3)	32%
Midterm	30%
Final Exam	32%

There will be 3 quizzes. Your lowest quiz grade will be dropped, so that each remaining quiz corresponds to 16% of your final grade.

I do not assign letter grades to individual exams. For each exam, you will receive a score from zero to 100 points. At the end of the semester, I will compute your weighted average semester score (also from zero to 100 points) as follows:

$$\text{Semester Score} = 0.06 * \text{Participation} + 0.16 * \text{Best Quiz} + 0.16 * \text{Second Best Quiz} + 0.30 * \text{Midterm} + 0.32 * \text{Final Exam}.$$

I will **not**, under any circumstances, provide work for extra credit because it is unfair to the other students. The only way to obtain course credit is through the exams.

Letter grades represent how you perform in the class at an absolute level and relative to other students. There will be no "curve" or hard target for the distribution of grades. Your grade will reflect my best judgment of your class performance, as indicated by your performance on the exams. However, I will attempt to follow the School's recommended **mean** GPA target: 3.0 (B).

Three items are considered when assigning final grades:

1. Your Semester Score (as specified above)
2. The overall average Semester Score within the class.
3. Your ranking among all students in the class.

In the past, a Semester Score between zero and 49 points (inclusive) received a failing grade (F). A score between 50 and 59 points (inclusive) received a D. Semester Scores above 59 points received A's, B's or C's. However, this is only a rough guideline – grades will be determined as specified above.

Tentative Exam Dates:

Quizzes (1) Tuesday Sept/15, (2) Thursday Oct/1, (3) Tuesday Oct/27,
Midterm Thursday, Oct/8
Final Exam Schedule You are responsible for checking the exam schedule at: https://classes.usc.edu/term-20203/finals/ <i>The schedule can be confusing so double and triple check the date!</i>

In **rare** occasions, the dates of the exams might need to be changed. In that case, I will notify students through Blackboard as soon as possible.

University policy requires the final exam to be given at the time indicated by the University's final exam schedule. Instructors **do not** have discretion to grant exceptions to this policy. No student is allowed to take the final exam earlier or to skip the final exam. Please find the final exam date on the university website: <https://classes.usc.edu/term-20193/finals/>

There will be no make-up tests. By enrolling in the course you are committing to take the tests on the scheduled dates. If a quiz is missed, it receives an automatic zero. If the **midterm** is missed for an approved reason, the weight of quizzes and final exam are increased to compensate for the missed midterm. Approval for a missed midterm will be **rare**, and only with appropriate written documentation from an authoritative source indicating why the student was unable to appear for the midterm. Normally, only a doctor's certification of a severe medical problem will suffice.

Each quiz will address the subject matter that precedes it. The midterm covers the first part of the course. The final exam is cumulative, although much more weight will be placed on material from the second half of the course. The quizzes, midterm, and final exam will all be closed book and notes.

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at <https://policy.usc.edu/scampus-part-c/>.

The 6% of your grade from participation will be determined based on one of the following two options. Note that Option 2 is intended for students who have legitimate reasons for missing synchronous classes, and you must include that reason and have ideally contacted me ahead of time to inform me that you will require option 2. For example, Option 2 is primarily intended for students who are located in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone.

Option 1	Option 2
<p>Attend lecture at the regularly scheduled times. Participate in all polls and breakout rooms, and answer questions when called on. Ask questions as needed in the chat.</p>	<p>Write a one page (double spaced) summary of what you learned from watching the recording of the synchronous lecture that you missed.</p> <p>For the first 6 lectures you miss, you do not have to complete this assignment. Any lectures missed in excess of 6, you must complete this writing assignment for every online discussion you miss. In order to earn full participation points, you must complete the assignment in its entirety and submit it no later than Sunday 11:59 pm PT following the class session(s) you missed.</p> <p>Each assignment should take no more than 1 hour and 50 minutes to complete (the scheduled class time). <i>Do not stress over the details or perfection of your submission.</i> This assignment is credit-no-credit and is simply intended to ensure that you get as much as possible out of the course</p> <p>Please email me as soon as possible if you anticipate this option being necessary so that we can discuss in more detail.</p>

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the *Schedule of Classes* (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

The last day to add the class or withdraw without receiving a “W” (and receive a refund) is Friday, September 4, 2020. The last day to drop with a mark of a “W” (no refund) is Friday, November 4, 2020.

Retention of Graded Coursework

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course *if* the graded work has not been returned to the student (i.e., if I returned a graded exam to you, it is your responsibility to file it).

Technology Policy

I expect all students to turn on their webcam during all live sessions. This will enable me to get to know you and to better facilitate conversation during class. When you are not speaking, you must keep your microphone on mute. Please advise me if you have circumstances that will not allow you to comply with this expectation.

Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

1. During synchronous Zoom sessions, the following netiquette is expected, as if you were in a physical classroom.
 - a. Please do:
 - i. Log into class early or promptly
 - ii. Arrange to attend class where there is a reliable internet connection and without distractions
 - iii. Dress respectfully. Video conference business meetings are and will be the norm, so practice your professional telepresence.
 - iv. If you use a virtual background, please keep it respectfully professional.
 - v. Display both your first and last name during video conferencing and synchronous class meetings.
 - vi. Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
 - vii. Engage in appropriate tone and language with instructors and classmates.
 - b. Please try not to:
 - i. Engage in a simultaneous activity not related to the class.
 - ii. Interact with persons who are not part of the class during the class session.
 - iii. Leave frequently or not be on camera for extended periods of time.
2. All Zoom sessions will be recorded and posted in the Blackboard Course pages.

Classroom Policies

If your behavior is a disruption to the class, you will first be asked to cease the disruptive behavior. If you do not comply, you will be removed from the online classroom. Disruptive behavior may include but is not limited to: violations of the technology policy, repeated tardiness, and engaging in side conversations (except when directed to do so by the professor).

Academic Integrity and Conduct

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems

Counseling and Mental Health - (213) 740-9355– 24/7 on call

<https://studenthealth.usc.edu/counseling/>

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

<https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 / Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

https://usc-advocate.symplicity.com/care_report/

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Campus Support and Intervention - (213) 821-4710

<https://uscса.usc.edu/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu Non-emergency assistance or information.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me by email as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Marshall Tutoring Program:

The Marshall Office of Undergraduate Advising offers Peer Tutoring as a supplement to classroom instruction. Marshall Peer Tutors are able to assist students in understanding and clarifying difficult concepts, but tutoring sessions are effective only if students regularly attend class and actively engage in the process of thinking critically about the course content.

Marshall Peer Tutoring services are available for core courses that are traditionally challenging, including ECON 351x. Students can choose to participate in group tutoring sessions or drop-in tutoring sessions. Most students will benefit from group tutoring in particular, as the purpose of group tutoring sessions is to review and discuss content covered in the previous and current week.

Due to the pandemic, all peer review sessions will be held over Zoom. For Econ 351, peer review sessions will take place on Tuesdays from 6:30 pm – 8:30 pm PST. For more information please go to <https://www.marshall.usc.edu/index.php/current-students/marshall-academic-resources/core-review-sessions-schedule> .

Emergency Preparedness/Course Continuity

In case of a declared emergency, the *USC Emergency Information* web site (<http://emergency.usc.edu/>) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

COURSE CALENDAR/READINGS/CLASS SESSIONS

This is our **tentative** schedule. When necessary, changes will be announced on Blackboard.

Session	Topics and Activities Slides for each session provided on blackboard	Homework Provided on blackboard; Not graded but strongly recommended	Readings: Microeconomics for Business (4 th Edition)
Week 1 Aug 18/20	Principals of Business Economics: Economic Models, Math Review and the Basics of Supply and Demand	Homework 1 - Math Self Assessment Homework 2 -Supply and Demand	Chapter 1 and 4
Week 2 Aug 25/27	Elasticities of Supply and Demand Consumer Behavior: The Foundation for Demand, Firm's Revenue, and Marketing	Homework 3 - Elasticity Homework 4 - Consumer Behavior	Chapter 4 Chapter 5
Week 3 Sep 1/3	Consumer Behavior Mathematically Individual and Market Demand	Homework 5 - Consumer Choice Mathematically Homework 6 - Individual and Market Demand	Chapter 6
Week 4 Sep 8/10	Uncertainty and Consumer Behavior Production: An Operations Management Problem	Homework 7 -Uncertainty Homework 8 - Production	Chapter 7 Chapter 8
Week 5 Sep 15/17	** QUIZ 1 The Cost of Production to the Firm	 Homework 9 - Cost of Production	Quiz 1 covers Chapters 4-7 Chapter 9
Week 6 Sep 22/24	Profit Maximization Competitive Markets	Homework 10 – Profit Maximization Homework 11 – Profit Maximization and Competitive Supply	Chapter 10 Chapter 11
Week 7 Sep 29/ Oct 1	Analysis of Competitive Markets ** QUIZ 2	Homework 12 Analysis of Competitive Markets	Chapter 2 Quiz 2 covers Chapters 8-11, 2
Week 8 Oct 6/8	Finish Material and Midterm Review ** MIDTERM (Chapters 1-2, 4-11)		Midterm covers Chapters 1-2, 4-11
Week 9	Market Power: Monopoly and Monopsony	Homework 14 – Market Power	Chapter 12

Oct 13/15	A Business Firm's Pricing Strategy with Market Power	Homework 15 – Pricing with Market Power	Chapter 13
Week 10 Oct 20/22	Monopolistic Competition and Oligopoly	Homework 16 – Monopolistic Competition	Chapter 14
	Business Applications of Game Theory and Competitive Strategy	Homework 17 – Game Theory	Chapter 15
Week 11 Oct 27/Oct 29	** QUIZ 3 Business Applications of Game Theory Continued		Quiz 3 covers Chapters 12-14
Week 12 Nov 3/5	Asymmetric Information in Markets for Commodities and Within Firms	Homework 18 – Asymmetric Information	Chapter 17
Week 13 Nov 10/12	Externalities, Public Goods, and Government Interface with Business	Homework 19 – Externalities and Public Goods	Chapter 18
	Review for Final Exam		
FINAL	** FINAL EXAM (Cumulative, all Chapters) Find exam schedule at: https://classes.usc.edu/term-20203/finals/		

Alignment with Marshall School of Business Program Learning Goals

Learning Goals: In this class, emphasis will be placed on the USC Marshall School of Business learning goals as follows:

Goal	Marshall Program Learning Goal	Course Objectives that support this goal
1	<p>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators. Specifically, students will:</p> <p>1.1 Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas (not explicit for this course).</p> <p>1.2 Critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world.</p> <p>1.3 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.</p> <p>1.4 Demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies.</p> <p>1.5 Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.</p>	1-4, 7-8
2	<p>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures. Specifically, students will:</p> <p>2.1 Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)</p> <p>2.2 Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.</p> <p>2.3 Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.</p>	N/A
3	<p>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts. Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p> <p>3.3 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p>	5
4	<p>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society. Specifically, students will:</p> <p>4.1 Understand professional codes of conduct.</p> <p>4.2 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	8
5	<p>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace. Specifically, students will:</p> <p>5.1 Understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.</p> <p>5.2 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world.</p>	

6	<p>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises. Specifically, students will:</p> <p>6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics.</p> <p>6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management.</p> <p>6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets).</p> <p>6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.</p>	1-8
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