ACCT/BUAD 380x – Introduction to Enterprise Risk Management

Term:	**Spring 2022**
Time:	**TTh 10:00 am – 11:50 am**
Units:	**4**
Professor:	**Kristen Jaconi**
Office:	**ACC 111**
Office Phone:	**213 821 4144**
Email:	**kjaconi@marshall.usc.edu**
Office Hours:	**Office hours will be held via Zoom on W 10:00 am – 12:00 pm and by appointment**

Course Description

This course is an introduction to enterprise risk management for undergraduate students. An organization faces risks in nearly all activities it undertakes, whether to market a new product, expand an existing business line to a new region, build a factory, engage a supplier, or hire personnel. Individuals able to identify risks across an organization's operations and understand the methods and tools available to analyze, control, and transfer these risks contribute to an organization's success. In addition, communicating these risks clearly, accurately, and timely to executive management, the board of directors, and other enterprise stakeholders is critical to performance. This course aims to develop these skills by providing a basic understanding of risk and risk management processes for those entering into the fields of risk management, consulting, insurance, technology, engineering, psychology, urban planning, accounting, auditing (internal and external), operations, and many others.

Learning Objectives

Upon completion of this course, students should be able to:

1. Define the concept of "risk" and how it applies to an organization;
2. Identify and assess significant risks within an organization;
3. Describe the commonly used methods and tools to identify, analyze, control, transfer, and communicate risks;
4. Explain key risk management concepts, including risk acceptance, avoidance, control, and transfer;
5. Write a memorandum to an organization's chief executive officer to communicate a significant risk and recommend measures to control that risk;
6. Create a risk appetite statement setting forth early warning triggers and risk limits to assist management and boards of directors in their understanding of risk trends;
7. Develop a report to communicate key risk information to an organization's board of directors; and

8. Weigh the benefits and challenges of designing and implementing an enterprise risk management program within an organization.

To achieve these learning objectives, we will use a combination of background reading, videos, podcasts, interactive discussion, lecture, guest speakers, and cases.

For how students achieve in this course the Marshall School of Business six undergraduate program learning goals, see Appendix I, and the Leventhal School of Accounting six undergraduate program learning objectives, see Appendix II.

Required Materials

The following books are required materials in the course:

- National Alliance Research Academy (2014). Risk Management Essentials. Texas: National Alliance Research Academy. A paperback edition is available at https://nationalalliance-books.com/collections/digital-products/products/risk-management-essentials-2nd-edition. A digital edition is available at https://nationalalliancebooks.com/collections/digital-products/products/risk-management-essentials-digital-pdf.
- Bernstein, P. (1996). Against the Gods: The Remarkable Story of Risk. John Wiley & Sons, Inc. A paperback edition is available at https://www.amazon.com/Against-Gods-Remarkable-Story-Risk/dp/0471295639/ref=sr_1_1?ie=UTF8&qid=1545933600&sr=8-1&keywords=peter+bernstein+against+the+gods.
- Barabasi, A. (2002). Linked: How Everything Is Connected to Everything Else and What It Means for Business, Science, and Everyday Life. New York, NY: The Penguin Group. A paperback edition is available at https://www.amazon.com/Linked-Everything-Connected-Business-Everyday/dp/0465085733/ref=sr_1_1?dchild=1&keywords=barabasi+linked&qid=1610758751&s=books&sr=1-1.

In the course calendar, "NARA" represents the National Alliance Research Academy's Risk Management Essentials, "Bernstein" represents Peter Bernstein's Against the Gods, and "Barabasi" represents Albert-Laszlo Barabasi's Linked. Additional materials will be posted to Blackboard. Individual and team assignments will be provided during class sessions or posted to Blackboard. This syllabus, including the course calendar, may be subject to change.

Prerequisites and/or Recommended Preparation

Although not a formal requirement for this course, regular reading of a general business periodical or newspaper's financial section will aid in your business education. Students can access The Wall Street Journal for free through the USC Libraries. In addition, The Wall Street Journal now offers a daily email feed, the Morning Risk Report, that can be accessed with a subscription. See https://blogs.wsj.com/riskandcompliance/.

In addition, you may want to join a risk management group online. You can find several thoughtful risk management groups through LinkedIn (www.linkedin.com) or the Insurance Thought Leadership group (www.insurancethoughtleadership.com). The Risk & Insurance Management Society (www.rims.org) has an active Los Angeles chapter and provides a variety of resources related to risk management. Reviewing posts relating to risk management from any of these sources can give you a current view on the issues that risk management professionals face on a daily basis.

Course Notes

Course communications will take place through announcements in class, announcements posted to Blackboard, and emails sent through Blackboard. The professor's class presentations will be posted to Blackboard. All students must have a fully operational Blackboard account.

Classroom Policies – Spring 2022

1.   Active class participation is important in achieving the learning objectives for this course. Unless students provide an accommodation letter from the USC Office of Student Accessibility Services or from the USC Marshall School of Business detailing visa or travel restrictions, attendance and active participation are expected in the classroom.

2.   Any student with such accommodations should submit their accommodation document to their instructor as soon as possible. Your instructor will then provide regular access to a recording of the class and an opportunity to regularly make up missed in-class participation.

3.   Students who are experiencing illness should not attend class in person. Please inform the instructor in advance of the class session to discuss what accommodations will be made to allow for the make-up of missed class work and missed in-class participation. Students will not be penalized for not attending class in person under these circumstances.

Technology Requirements

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 students should see:

- **USC Systems** (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps)

For assistance with USC login or other USC systems, students should call +1 (213) 740-5555 or email Consult@usc.edu. They are open Monday – Friday 9:30 am – 5:00 pm and weekends from 8:00 am – 5:00 pm (all Pacific time).

- **Zoom Video Web Conferencing System** (MarshallTALK)

For assistance using Zoom, students should visits the Zoom Support Page. Students 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, students can call +1 (213) 740-3000 Monday – Friday 8:00 am – 6:00 pm (Pacific), email HelpDesk@marshall.usc,edu, or use the self-help service portal as shown below. The portal allows students to get immediate assistance by searching for the information needed. Students can also use it to chat with a technician or input a request. To access the service portal, students should 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 a student's computer does not have Microsoft Word, the Office 365 package is available to students free of charge and allows students to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to five 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, students should log into their student (University) email through a web browser, choose Settings (top right corner), and select software. If students have further questions or need help with the software, students should contact the USC ITS service portal.

Grading Policies

Your relative performance related to contribution and professionalism, discussion board, guest speaker questions and take-aways, the individual exercises (chief executive officer memorandum, risk appetite statement), the team presentation (board risk report), and final exam presentation (course take aways) will determine your grade in this class. The weights listed below determine your overall course grade for this class:

Assignments	Points	Weight
Contribution and Professionalism	90	12%

Discussion Board (10 Assignments)	50	6.67%
Guest Speaker Questions and Take-Aways (5 points each)	30	4%
Individual Exercise (CEO Memo)	150	20%
Individual Exercise (Risk Appetite Statement)	150	20%
Team Presentation (Board Risk Report)	250	33.33%
Final Exam Presentation (Course Take-Aways)	30	4%
Total	750	100%

Final grades represent how you performed in the class relative to other students. Your grade will not be based on a mandated target, but on your performance. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible);
2. The overall average percentage score within the class; and
3. Your ranking among all students in the class.

The grade of "W" is allowed only if a student withdraws after the official add period and before the end of the drop period during the semester. The grade of incomplete (IN) can be assigned only if there is work not completed because of a documented illness or unforeseen emergency occurring after the drop period of the semester that prevents the student from completing the semester. An "emergency" is defined as a serious documented illness or an unforeseen situation that is beyond the student's control that prevents a student from completing the semester. Prior to the end of the drop period, the student still has the option of dropping the class so incompletes will not be considered. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. All work required to replace the IN with a final grade must be completed within one calendar year from the date the IN was assigned. If the student does not complete the work within the year, the IN will automatically be converted to a grade of F.

Assignments and Grading Detail

Expectations regarding your performance are as follows:

Contribution and Professionalism

Contribution and professionalism are integral components of this course. Students are required and expected to attend and participate actively in all class sessions. In each circumstance that the student needs to be absent, the student is expected to notify the professor prior to the start of class. Failure to notify the professor results in a reduction of points. If an emergency situation or illness arises, the student should take care of himself or herself or the loved one and notify the professor as soon as practicable.

While contribution and professionalism are not graded based on attendance only, attendance is a prerequisite for receiving a positive contribution and professionalism grade. High-quality contributions and professionalism include, but are not limited to: thoughtfully responding to the professor's prompts; asking questions; answering other students' questions; sharing personal or professional experiences related to course content; actively participating in in-class team exercises; demonstrating respectful and courteous behavior towards class members during class discussions and team exercises; and arriving to class on time.

Given that some sessions of this course will be online, professionalism will also be based on the following netiquette expectations.

Students should:

- Log into class early or promptly.
- Arrange to attend class with a reliable internet connection and without distractions.
- Have cameras on during the synchronous Zoom class sessions. Students should advise the professor if they have circumstances under which they will not be able to meet these expectations.
- Dress respectfully.
- If using a virtual background, keep it respectfully professional.
- Display both your first and last name during synchronous class sessions.
- Respectfully minimize distractions by muting and or turning off video if necessary and when appropriate.
- Engage in appropriate tone and language with instructors and classmates.

Students should not:

- Engage in a simultaneous activity not related to the class.
- Interact with persons who are not part of the class during the class session.
- Leave frequently or not be on camera for extended periods of time.
- Have other persons or pets in view of the camera.

Discussion Board

Several Discussion Board assignments posted to Blackboard will be used to engage students in social learning. These assignments provide opportunities for students to post thoughtful reflections on assigned topics or questions, as well as to consider and respond to classmates' posts on these topics or questions. Discussion Board assignments evidencing thoughtful reflections, fulfilling all of the stated requirements, and submitted on time will receive the full five points. A Discussion Board assignment fulfilling most, but not all, of the stated requirements and/or posted after the deadline but before the start of the next class session will receive a reduction of two points. A Discussion Board assignment not fulfilling most of the stated requirements and/or posted after the start of the next class session will receive no points.

Guest Speaker Questions and Take-Aways

We will have several guest speakers during the semester. For particular guest speakers, students will be required to submit by 8:00 pm Pacific the day before the guest speaker's appearance in the class session two questions on the materials provided for that class session. Questions reflecting a thorough review of the materials and submitted on time will receive the full four points. Questions submitted after the deadline, but before the start of the relevant class session will receive a reduction of two points. Questions submitted after the start of the relevant class session will receive no points. Student will also be required to submit one take-away regarding the guest speaker session after the class session and no later than 8:00 pm Pacific the day prior to the next class session. Take-aways reflecting new facts, issues, and considerations that are key to understanding the guest speaker presentation and discussion and submitted on time will receive the full one point. A take-away submitted after the deadline, but before the start of the next class session will receive a reduction of half a point. A take-away submitted after the start of the next class session will receive no points.

Individual Exercises

The individual exercises will be posted to Blackboard and discussed during a relevant class session. Each student must complete these exercises without collaboration with others. Individual exercises are meant to test the student's understanding of the material recently covered during the course. Superficial answers that only demonstrate a topical understanding of the material will be graded accordingly. The first individual exercise requires the student to write a memorandum to a public company's chief executive officer to communicate a significant risk and recommend measures to control that risk. The second individual exercise requires the student to create a risk appetite statement setting forth early warning triggers and risk limits for a particular risk a public company faces.

Team Presentation (Board Risk Report)

The team presentation assignment will be discussed during a class session towards the end of the semester. The assignment is a research-based project that will require each team to evaluate a public company and produce a presentation to the company's board of directors on the top five risks and an emerging risk the company faces and the implementation of an enterprise risk management program for that company. This presentation will include identifying key risks of the company, an assessment of the impact and likelihood of the risks, recommendations on how to manage the identified risks, and an update on the status of building out the organization's enterprise risk management program. Each team will orally provide the presentation to classmates and any guests attending the particular class session and submit the presentation to the professor on the day prior to the day of the first set of team presentations.

Final Exam Presentation (Course Take-Aways)

In lieu of a final exam, each student will develop and deliver on the appointed date and time of the final exam (May 10, 8:00 am – 10:00 am Pacific) a presentation on overall course take-aways. This assignment will be discussed during a class session towards the end of the semester. This assignment provides students the opportunity to reflect on the readings and other background materials, guest speakers, case studies, and individual and team exercises, which have been most meaningful to them and share their thoughts with their classmates and professor.

Course Calendar

The course calendar is set forth below. For a detailed outline of class sessions, see Blackboard. Note this course calendar is subject to change.

Class Session	Date	Topics	Advanced Required Readings	Deliverables and Due Dates
Part I: Introduction				
1	1/11	Course Objectives	Syllabus and Outline of Class Sessions	
2	1/13	What is Risk?	NARA, Ch. 1, pp. 3-6 Blackboard Materials	
3	1/18	The History of Risk (Management)	NARA, Ch. 1, pp. 3-4 Bernstein, Introduction, pp. 1-8, and Ch. 1, pp. 11-22 Blackboard Materials	
4	1/20	Overview of Risk Management	NARA, Ch. 1, pp. 7-9, pp. 12-16 Blackboard Materials	
Part II: Risk Identification				
5	1/25	Identifying Risks: The Foundation of Successful Risk Management	NARA, Ch. 2, pp. 17-28	
6	1/27	Factoring in Risks from the Annual Report	Blackboard Materials	Discussion Board Assignment Due 1/26 at 8:00 pm
7	2/1	Using the MD&A and the Financial Statements to Identify Risk	NARA, Ch. 4, pp. 39-74	Discussion Board Assignment Due 1/31 at 8:00 pm
8	2/3	What the Notes Can Tell Us	NARA, Ch. 4, pp. 74-101	Discussion Board Assignment Due 2/2 at 8:00 pm
Part III: Risk Analysis				
9	2/8	The Perception of Risk	Blackboard Materials	
10	2/10	The Art of Forecasting	NARA, Ch. 5, pp. 105-13 Blackboard Materials	

11	2/15	Craps, Black Swans, and Certainty But Only for the Most Part	NARA, Ch. 8, pp. 145-156 Bernstein, Ch. 3, pp. 39-56 Blackboard Materials	Discussion Board Assignment Due 2/14 at 8:00 pm
12	2/17	Network Theory, Systemic Risk, and Risk in a Digital and Interconnected Age	Barabasi, pp. 1-8, pp. 55-64, pp. 65-78, pp. 109-122, pp. 209-211 Blackboard Materials	Discussion Board Assignment Due 2/16 at 8:00 pm
13	2/22	Risk Assessment in Practice	Blackboard Materials	Discussion Board Assignment Due 2/21 at 8:00 pm
Part IV: Risk Control				
14	2/24	The Basics of Risk Controls	NARA, Ch. 10, pp. 179-184 Blackboard Materials	
15	3/1	Controls in the Workplace	NARA, Ch. 11, pp. 193-216	
16	3/3	Workplace Violence	NARA, Ch. 12, pp. 220-222 Blackboard Materials	Guest Speaker Questions Due 3/2 at 8:00 pm
Part V: Risk Financing				
17	3/8	Introduction to Risk Financing	Blackboard Materials	CEO Memorandum Due 3/9 at 12:00 pm
18	3/10	Views from the Insurance Industry: A Panel Discussion	Blackboard Materials	Guest Speaker Questions Due 3/9 at 8:00 pm
19	3/22	Culture, Captives, and COVID at the Pirates of the Caribbean's Mother Ship	NARA, Ch. 18, pp. 346-349 and pp. 356-358 Blackboard Materials	Guest Speaker Questions Due 3/21 at 8:00 pm
20	3/24	COVID, ESG, #Me Too, and SPACS: EPL and D&O to the Rescue?	NARA, Ch. 12, pp. 222-228, and Ch. 24, pp. 461-471 Blackboard Materials	Guest Speaker Questions Due 3/23 at 8:00 pm
Part VI: Risk Administration				
21	3/29	Governing, Monitoring, and Report-ing Risk	Blackboard Materials	Discussion Board Assignment Due 3/28 at 8:00 pm
22	3/31	The Convergence of Ethics, Culture, and Risk Management	Blackboard Materials	Discussion Board Assignment Due 3/30 at 8:00 pm
Part VII: Enterprise Risk Management Applied				
23	4/5	Enterprise Risk Management: Defini-tion and Framework	Blackboard Materials	Discussion Board Assignment Due 4/4 at 8:00 pm

24	4/7	Friedman vs. Fink: ESG, ERM, and the Purpose of a Corporation	Blackboard Materials	Discussion Board Assignment Due 4/6 at 8:00 pm; Risk Appetite Statement Due 4/8 at 12:00 pm
25	4/12	Graying the Black Swans Through Business Continuity Planning	Blackboard Materials	
26	4/14	How to Build an ERM Program	Blackboard Materials	Guest Speaker Questions Due 4/13 at 8:00 pm
27	4/19	ERM at SCE	Blackboard Materials	Guest Speaker Questions Due 4/18 at 8:00 pm
28	4/21	Team Presentations		Team Presentations Due 4/20 at 6:00 pm; Team Presentations in Class
29	4/26	Team Presentations		Team Presentations in Class
30	4/28	Team Presentations		Team Presentations in Class
	5/10 (8:00 am – 10:00 am)	Final Exam Presentations		

ADDITIONAL INFORMATION

Add/Drop Process

Students may drop via Web Registration to receive a refund at any time prior to **January 28**. Please note that if a student drops after **January 28** the student's STARS report and student record will show a "W" for the class. Students may add the class as space becomes available via Web Registration through **January 28**.

Dates to Remember:

Last day to add classes or drop without a "W":	January 28
Last day to change enrollment from P/NP to Letter Grade:	February 25
Last day to drop with "W":	February 25

Retention of Graded Coursework

All 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. If a graded paper is returned to the student, it is the student's responsibility to file it.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the professor. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping class lectures and discussions is not permitted due to copyright infringement regulations. Audio recording is only permitted if approved in advance by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Recordings

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Statement on Academic 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://pol-icy.usc.edu/scampus-part-b/](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://pol-icy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at http://osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osas-frontdesk@usc.edu.

Student Well-Being 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
https://suicidepreventionlifeline.org
Provides 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 and 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 for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
https://eeotix.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 for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

Office of Student Accessibility Services - (213) 740-0776
https://osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
http://campussupport.usc.edu

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

Diversity, Equity, and Inclusion at USC - (213) 740-2101
https://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
https://dps.usc.edu or https://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) 442-1200 - 24/7 on call
https://dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)
https://ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu
https://chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, 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 (http://blackboard.usc.edu), teleconferencing, and other technologies.

USCMarshall

School of Business

How ACCT/BUAD 380x Contributes to Student Achievement of
Marshall's Six Undergraduate Program Learning Goals

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
1	**Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators, and decision makers in diverse and rapidly changing business environments.*** Specifically, students will:	1-8
	1.1 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.	
	1.2 Demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.	
	1.3 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.	
	1.4 Be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems.	
	1.5 Understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas.	
2	**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:	2-8
	2.1 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.	
	2.2 Understand factors that contribute to effective teamwork including how to elicit, manage, and leverage diverse perspectives and competencies.	
	2.3 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).	
3	**Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts*.** Specifically, students will:	3-8
	3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.	
	3.2 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.	
	3.3 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.	
4	**Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, *and aspire to add value to society.*** Specifically, students will:	2,3
	4.1 Recognize ethical challenges in business situations and assess appropriate courses of action.	

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
	4.2 Understand professional codes of conduct.	
5	**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: 5.1 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor), and business practices vary across regions of the world. 5.2 Understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors.	**2, 3, 5, 6, 7, 8**
6	**Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises*.** Specifically, students will: 6.1 Demonstrate foundational knowledge of core business disciplines, including business analytics and business economics. 6.2 Understand the interrelationships between functional areas of business so as to develop a general perspective on business management. 6.3 Apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor, and labor markets). 6.4 Show the ability to utilize technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices.	**3-8**

USC Leventhal
School of Accounting

How ACCT/BUAD 380x Contributes to Student Achievement of
Leventhal School of Accounting's Undergraduate Accounting Program
Student Learning Objectives

Objective		Learning Objective	Course Objective Supporting This Goal
OBJECTIVE 1	Technical Knowledge	Students will demonstrate technical proficiency in the accounting discipline, including the use of technical accounting knowledge to help solve problems and make decisions.	**3**
OBJECTIVE 2	Research, Analysis and Critical Thinking	Students will demonstrate the ability to critically analyze, synthesize, and evaluate information for decision-making in the local, regional, and global business environment.	**1-8**
OBJECTIVE 3	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior, and ethical decision-making.	**2, 3**
OBJECTIVE 4	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized, and persuasive manner.	**2-8**
OBJECTIVE 5	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	**7, 8**
OBJECTIVE 6	Technology	Students will demonstrate an understanding of technology issues and utilize relevant technology tools and applications to gather and evaluate information, analyze and solve problems, work interactively with other people, and develop and present conclusions.	**3, 5-8**