



## **ACCT/BUAD 380 – Introduction to Enterprise Risk Management**

**Term:** Fall 2023  
**Time:** TTh 10:00 am – 11:50 am  
**Units:** 4  
**Professor:** Kristen Jaconi  
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**Office Hours:** Office hours will be held via Zoom on W 10:00 am – 12:00 pm and by appointment

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### **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 and retain 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, a 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://nationalalliancebooks.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](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](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: <https://libraries.usc.edu/databases/wall-street-journal>. 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](http://www.linkedin.com)) or the Insurance Thought Leadership group ([www.insurancethoughtleadership.com](http://www.insurancethoughtleadership.com)). The Risk & Insurance Management Society ([www.rims.org](http://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.

**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:

<b>Assignments</b>	<b>Points</b>	<b>Weight</b>
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%
<b>Total</b>	<b>750</b>	<b>100%</b>

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. This is a residential class and in-person attendance is expected. Unless students provide an accommodation letter from the Office of Student Accessibility Services requiring remote attendance, there is no option to attend class via Zoom. 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. In addition, minute papers provide opportunities for students to quickly (typically, in one to two minutes) organize their thoughts and respond to a significant question or evaluate the most important or surprising facts introduced during a class session. Minute papers, if given, will factor into the grade for contribution and professionalism.

### **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 7:00 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 7:00 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 (December 12, 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.

<b>Class Session</b>	<b>Date</b>	<b>Topics</b>	<b>Advanced Required Readings</b>	<b>Deliverables and Due Dates</b>
<b>Part I: Introduction</b>				
1	8/22	Course Objectives	Syllabus and Outline of Class Sessions	
2	8/24	What is Risk?	NARA, Ch. 1, pp. 3-6 Blackboard Materials	
3	8/29	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	8/31	Overview of Risk Management	NARA, Ch. 1, pp. 7-9, pp. 12-16 Blackboard Materials	
<b>Part II: Risk Identification</b>				
5	9/5	Identifying Risks: The Foundation of Successful Risk Management	NARA, Ch. 2, pp. 17-28	
6	9/7	Factoring in Risks from the Annual Report	Blackboard Materials	Discussion Board Assignment Due 9/6 at 7:00 pm
7	9/12	Using the MD&A and the Financial Statements to Identify Risk	NARA, Ch. 4, pp. 39-74	Discussion Board Assignment Due 9/11 at 7:00 pm

8	9/14	What the Notes Can Tell Us	NARA, Ch. 4, pp. 74-101	Discussion Board Assignment Due 9/13 at 7:00 pm
<b>Part III: Risk Analysis</b>				
9	9/19	The Perception of Risk	Blackboard Materials	
10	9/21	The Art of Forecasting	NARA, Ch. 5, pp. 105-13 Blackboard Materials	
11	9/26	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 9/25 at 7:00 pm
12	9/28	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 9/27 at 7:00 pm
13	10/3	Risk Assessment in Practice	Blackboard Materials	Discussion Board Assignment Due 10/2 at 7:00 pm
<b>Part IV: Risk Control</b>				
14	10/5	The Basics of Risk Controls	NARA, Ch. 10, pp. 179-184 Blackboard Materials	
15	10/10	Workplace Violence	NARA, Ch. 12, pp. 220-222 Blackboard Materials	Guest Speaker Questions Due 10/9 at 7:00 pm
16	10/17	Implementing a Risk and Control Assessment	Blackboard Materials	Guest Speaker Questions Due 10/16 at 7:00 pm
<b>Part V: Risk Financing</b>				
17	10/19	Introduction to Risk Financing	Blackboard Materials	CEO Memorandum Due 10/18 at 12:00 pm
18	10/24	Views from the Insurance Industry: A Panel Discussion	NARA, Ch. 12, pp. 222-228, and Ch. 24, pp. 461-471 Blackboard Materials	Guest Speaker Questions Due 10/23 at 7:00 pm
19	10/26	COVID, ESG, #Me Too, and SPACS: EPL and D&O to the Rescue?	Blackboard Materials	Guest Speaker Questions Due 10/25 at 7:00 pm
20	10/31	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 10/30 at 7:00 pm
<b>Part VI: Risk Administration</b>				

21	11/2	Governing, Monitoring, and Reporting Risk	Blackboard Materials	Discussion Board Assignment Due 11/1 at 7:00 pm
22	11/7	The Convergence of Ethics, Culture, and Risk Management	Blackboard Materials	Discussion Board Assignment Due 11/6 at 7:00 pm
<b>Part VII: Enterprise Risk Management Applied</b>				
23	11/9	Enterprise Risk Management: Definition and Framework	Blackboard Materials	Discussion Board Assignment Due 11/8 at 7:00 pm; Risk Appetite Statement Due 11/10 at 12:00 pm
24	11/14	Friedman vs. Fink: ESG, ERM, and the Purpose of a Corporation	Blackboard Materials	Discussion Board Assignment Due 11/13 at 7:00 pm
25	11/16	ERM at SCE	Blackboard Materials	Guest Speaker Questions Due 11/15 at 7:00 pm
26	11/21	Team Presentations		Team Presentations Due 11/20 at 6:00 pm; Team Presentations in Class
27	11/28	Team Presentations		Team Presentations in Class
28	11/30	Team Presentations		Team Presentations in Class
	12/12 (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 **September 8**. Please note that if a student drops after **September 8** 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 **September 8**.



Dates to Remember:

Last day to add classes or drop without a "W":	September 8
Last day to change enrollment from P/NP to Letter Grade:	October 6
Last day to drop with "W":	November 10

### **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.

### **Artificial Intelligence Usage Policy**

Students can use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill. Students should keep in mind the following:

AI tools may help students brainstorm topics or revise work students have already written. If students provide minimum-effort prompts, students will obtain low-quality results. Students will need to refine their prompts to obtain good outcomes. Students will still need to meet any grading rubric requirements. This will take work.

Students should proceed with caution when using AI tools and not assume the information provided is accurate or trustworthy. If an AI tool gives students a number or fact, students should assume it is incorrect unless students either know the correct answer or can verify its accuracy with another source. Students will be responsible for any errors or omissions provided by the tool. It works best for topics students understand.

AI is a tool, but one that students need to acknowledge using. Students must include a paragraph at the end of any assignment that uses AI explaining how (and why) students used AI and indicate/specify the prompts students used to obtain the results. Failure to do so is a violation of academic integrity policies.

Students should be thoughtful about when AI is useful. Students should consider AI's appropriateness for each assignment or circumstance. The use of AI tools requires attribution. Students are expected to clearly attribute any material generated by the tool used.

Students should ask the instructor if students are unsure about what constitutes unauthorized assistance on an assignment, or what information requires citation and/or attribution.

- Collaboration. In this class, students are expected to submit work that demonstrates students' individual mastery of the course concepts.
- Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.
- Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment and/or in the course.

### **Use of Recordings**

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook/>, page 21, page 57), 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.

### **Open Expression and Respect for All**

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](#)."

### **Statement on Academic Conduct**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission

of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [USC Student Handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#). Students should ask the instructor if students are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **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](mailto:osas-frontdesk@usc.edu).

### **Student Well-Being Support Systems**

*Counseling and Mental Health - (213) 740-9355 - 24/7 on call*  
<https://sites.usc.edu/counselingandmentalhealth/>

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

*988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call*

<https://988lifeline.org/>

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), 24/7 on call*

<https://sites.usc.edu/clientservices/>

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086*

<https://eetix.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](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) 740-0411*

<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 - (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](mailto:otfp@med.usc.edu)*

<https://chan.usc.edu/patient-care/faculty-practice> 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.

Appendix I



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

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
1	<p><b>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.</b> Specifically, students will:</p> <p>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.</p> <p>1.2 Demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking.</p> <p>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.</p> <p>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.</p> <p>1.5 Understand the concepts of critical thinking, entrepreneurial thinking, and creative thinking as drivers of innovative ideas.</p>	1-8
2	<p><b>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21<sup>st</sup> century's evolving work and organizational structures.</b> Specifically, students will:</p> <p>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.</p> <p>2.2 Understand factors that contribute to effective teamwork including how to elicit, manage, and leverage diverse perspectives and competencies.</p> <p>2.3 Recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors).</p>	2-8
3	<p><b>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</b> Specifically, students will:</p> <p>3.1 Identify and assess diverse personal and organizational communication goals and audience information needs.</p> <p>3.2 Demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts.</p> <p>3.3 Understand individual and group communications patterns and dynamics in organizations and other professional contexts.</p>	3-8
4	<p><b>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities, and aspire to add value to society.</b> Specifically, students will:</p> <p>4.1 Recognize ethical challenges in business situations and assess appropriate courses of action.</p>	2,3

Goal	Marshall Program Learning Goal	Course Objectives Supporting This Goal
	4.2 Understand professional codes of conduct.	
5	<p><b>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.</b> Specifically, students will:</p> <p>5.1 Understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor), and business practices vary across regions of the world.</p> <p>5.2 Understand how local, regional, and global markets interact and are impacted by economic, social, and cultural factors.</p>	2, 3, 5, 6, 7, 8
6	<p><b>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</b> 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>	3-8

## Appendix II



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

Objective	Learning Objective		Course Objective Supporting This Goal
<b>OBJECTIVE 1</b>	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.	<b>3</b>
<b>OBJECTIVE 2</b>	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.	<b>1-8</b>
<b>OBJECTIVE 3</b>	Ethical Decision Making	Students will demonstrate an understanding of ethics, ethical behavior, and ethical decision-making.	<b>2, 3</b>
<b>OBJECTIVE 4</b>	Communication	Students will demonstrate the ability to communicate ideas both orally and in writing in a clear, organized, and persuasive manner.	<b>2-8</b>
<b>OBJECTIVE 5</b>	Leadership, Collaboration and Professionalism	Students will demonstrate leadership skills and the ability to work cooperatively and productively to accomplish established goals.	<b>7, 8</b>
<b>OBJECTIVE 6</b>	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.	<b>3, 5-8</b>