THE UNIVERSITY OF ARIZONA
Eller MBA

Eller Professional MBA Program

Eller College of Management
Student Handbook

2022 - 2023

Table of Contents

Program Introduction

The Professional MBA program utilizes the University of Arizona's (#7 in US News ranked) Online MBA program which couples UA's tradition of academic excellence with bold innovation, challenging and rewarding curriculum, and exceptional faculty.
The Professional MBA curriculum features a hybrid style with online and one night, every other week for practicum. This allows us to accommodate diverse student backgrounds and interests, with classes designed to emphasize educational and career needs. This flexible schedule enables students to complete their degree in 21 months.

By joining forces with the University of Arizona's top-10 online MBA program we can deliver the Professional MBA program core classes during the first year and enhance it with (a) in-person practicums that will focus on working with data, from modeling to visualizing to strategic decision-making. These practicums will tie together the different disciplines and provide great ways for peer-to-peer interactions, faculty guidance, case studies and business speakers. (b) Your choice of second-year specializations in Entrepreneurship, Management Information System, Management and Organizations, Marketing to pursue.

Tuition includes course fees, books and other learning materials, lite snack while on campus for practicums. Cases, ebooks*, and all lectures will be located within D2L, the University's learning management system. There may be icourse fees for certain electives. Students will take midterms and final exams via HonorLock (an online test proctoring service).

We will send information regarding pre-launch/level up activities to be done prior to launch. Launch is mandatory and will be in person and include virtual aspects to get to know your classmates. Launch will be in August 19 & 20th, in downtown Chandler Hilton Garden Inn. Please plan on a long day on Friday August 19, beginning 8:00 a.m. sharp and plan for a reception till 7:30pm.

Important Contacts

Karthik Kannan

Eller College Dean
Halle Chair for Leadership
1130 E. Helen St., McClelland Hall 108
Tucson, AZ 85721
kkarthik@arizona.edu

Pam Perry

Associate Dean, Eller MBA Programs
1130 E. Helen St., McClelland Hall 210
Tucson, AZ 85721
pperry@arizona.edu

Paige Bausman

Associate Dean, Eller MBA Programs
1130 E. Helen St., McClelland Hall 210
Tucson, AZ 85721
pbausman@arizona.edu

Megan Forristall

Sr. Director, Phoenix Eller MBA Programs
550 E. Van Buren
Phoenix, AZ 85004
meganf2@arizona.edu

Patrice Courtney

Asst. Director, Phoenix Eller MBA Programs
55 N Arizona Pl. Suite 301
Chandler, AZ 85225
pcourtney@arizona.edu

Alana Zwiener

Assistant Director - Eller Online MBA
1130 E. Helen St., McClelland Hall 210
Tucson, Arizona 85721
azwiener@arizona.edu

Admissions

The Eller Professional MBA program looks for students who bring strengths and aspirations to our online learning environment, and who possess the ability to be part of an MBA program in which they are the co-creators of their experience.

What We Look For

We look for strengths in three areas:

- Three years professional work experience demonstrating challenging assignments. career progression, carefully considered goals, and a strong work ethic.
- An academic background demonstrating strong intellectual capacity.
- Personal qualities demonstrating leadership potential, initiative, involvement, and integrity.

Application Requirements

A complete application consists of the following items:

A complete application consists of the following items:

- 3 years professional experience
- Completed application form.
- Application fee ($90) may be waived.
- One comprehensive essay
- A professional résumé
- One professional recommendation
- One copy of official transcripts* from each university, college, or community college attended.
- GMAT/GRE not required
- Interviews will be conducted via Zoom.

*Unofficial versions of transcripts for initial evaluation purposes are accepted but this does not eliminate the need for official documents to be submitted. Refer to the [UA Graduate College transcript requirements](#)for more information.

The Eller College welcomes the cultural experience and knowledge that international applicants add to the program. In addition to the materials listed in the Application Requirements, international applicants are required to submit the following:

- TOEFL scores
- One copy of official transcripts and one official copy of diploma(s) and/or degree certification both in native language and in English*

Cost and Funding

The cost is $51,525* for the program. Tuition includes all eBooks and electronic course materials catered snacks. (Extra icourse fees will be incurred on some electives and BNAD505)

Fall 2022: 9 units = $1,145x9 = $10,305 (+53 AFAT mandatory fee) = approximately $10,358

Spring 2023: 9 units = $1,145x9 = $10,305 (+53 AFAT mandatory fee) = approximately $10,358

Summer 2023: 9 units = $1,145x9 = $10,305 (+53 AFAT mandatory fee) = approximately $10,358

Fall 2023: 9 units = $1,145x9 = $10,305 (+53 AFAT mandatory fee) = approximately $10,358

Spring 2024: 9 units = $1,145x9 = $10,305 + $3000 Innovation Trip + 50 = approximately $13,355

The University of Arizona charges a $35 fee at graduation to process and mail the diploma earned.

icourse fees may be charged for some elective course material.

* Costs are subject to change with the Approval of the Arizona Board of Regents (ABOR).

** There is a course fee, estimate of $3000, for travel associated with the Immersion Experience Trip in 2nd year.

Tuition Payment

Tuition payments for the Eller Professional MBA will be processed through the University of Arizona Bursar's Office.

Participants can pay using cash, check, cashier's check, money order, VISA, Master Card, American Express, or company purchase order (through a financial guarantee). Details are available on the [Bursar's Office website](#).

Students whose companies, vocational rehabilitation offices, and government agencies are funding their education should follow the [guidelines for sponsors](#).

Please note that tuition, payment dates, and process are subject to change.
Additional information can be found on the [Bursar's Office](#) website.

Tuition Deadlines

Course Start Date	Tuition Deadline		Course Start Date	Tuition Deadline
August 29, 2022	[Bursar's Office](#)		August 28, 2023	[Bursar's Office](#)
January 9, 2023	[Bursar's Office](#)		January 8, 2024	[Bursar's Office](#)
May 8, 2023	[Bursar's Office](#)			

dates subject to change – please refer to the Bursar's Office Website for specific tuition due dates

Financial Aid

Financial aid — including government grants and loans — may be available to help pay program costs. For information, contact the University of Arizona Office of Student Financial Aid:

- http://financialaid.arizona.edu
- askaid@email.arizona.edu
- 520.621.1858

Find additional information regarding scholarships at:

- https://scholarshipuniverse.arizona.edu/suha
- https://grad.arizona.edu/futurestudents/funding-tips

University Services

Many resources have been designed to help graduate students balance and manage school with family and work.

- [University of Arizona Student Services](#)
- [Life & Work Connections](#) – Child and Elder Care Resources for students can be found here.
- [Disability Resource Center](#)

Student Conduct

Eller MBA Academic Integrity Policy

We strive to prepare MBA professionals who can pursue careers in demanding and competitive environments with skill and integrity. To this end we work to foster a climate of honesty, collaboration, and respect. **The Eller MBA Department's Academic Integrity Policy follows the Dean of Student's Policy for The University of Arizona.** Our success in promoting a culture of honesty and respect will depend on the extent to which all members of the Eller community embrace these standards, holding themselves and those with whom they work accountable to them in their daily actions and words.

What is Academic Integrity?

Academic integrity is a character trait involving honesty and ethical behavior related to scholarly work. Scholarly work involves all the intellectual endeavors of a student or faculty member during their course of study/employment related to education. Pursuing a mindset of integrity is not only important during one's academic career, but also throughout one's life and dealings with society. Academic Dishonesty involves unethical behavior conducted by either students or faculty related to scholarship. It can involve a variety of activities from cheating to plagiarism.

Potential Consequences of Academic Dishonesty

- failing grade on assignment
- failing the course
- removal from program of study
- expulsion from university

Forms of Academic Dishonesty (this is not an exhaustive list)

- providing forged documents, using fake information, or submitting plagiarized material during the admission process
- using the same assignment for more than one class without the instructor's prior consent
- using unauthorized materials (cheat sheets, notes, textbook, talking with other individuals, etc.) during examinations without the instructor's prior consent
- gaining unauthorized access to examinations prior to the exam date and time
- submitting someone else's work as your own (includes various forms of plagiarism and having someone else do the work for you)
- submitting false research or laboratory information as actual result
- using fake documents to gain an extension of time to submit work or take an examination.

Academic Writing

Features of academic writing include:
- A well-crafted, thoroughly researched argument
- Written with the appropriate audience in mind.
- Displays critical thinking, reading, and writing.
- Free from common errors of spelling, punctuation, syntax, and grammar
- Avoids all forms of plagiarism.
- Cites all sources.

Citations: Carroll, L. A. (2002). Rehearsing new roles: How college students develop as writers. Carbondale: Southern Illinois University Press.

Levin, L. L. (2010). What is Academic Writing? In C. Lowe and P. Zemliansky (Eds.), Writing spaces: Readings on writing, Vol. 1 (pp. 3–17.

Plagiarism

Anyone who has written or graded a paper knows that plagiarism is not always a black-and- white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it.

List of Reading Resources

The following is a list of selected online writing resources:

- The Purdue Online Writing Lab (OWL) – http://owl.english.purdue.edu/
  - Purdue OWL provides over 200 writing resources including information about various citation formats.

- Dartmouth University Institute for Writing and Rhetoric – http://writing-speech.dartmouth.edu
  - The Institute for Writing and Rhetoric provides a variety of resources including information about logic and argument and writing a thesis.

- George Washington University Writing Center
  http://www.gwu.edu/~gwriter/Resources.html
  - The GWU Writing Center provides an assortment of writing guides for various subject areas as well as other useful writing resources.

All Eller MBA students must sign the Eller MBA Academic Integrity Policy

Eller MBA Academic Integrity Policy Form

All members of the Eller MBA Program are expected to know the Academic Integrity Policy's content and implications. Lack of familiarity with the policy will not excuse integrity violations.

Complete information about the Code of Academic Integrity can be reviewed at: https://grad.arizona.edu/policies/academic-policies/code-academic-integrity . Violations include, but may not b e limited to:

Integrity Violations in Academic Conduct:

- Direct use of the words or ideas of another without giving proper credit, including material drawn from print, televised, or electronic sources.
- Submission of the same or substantially same assignment to different instructors, without the express permission of the later instructor.
- Unauthorized use of another person's work, in part or in whole, on assignments (including work done in conjunction with another student) and in exams.
- Receiving or giving unauthorized assistance on exams, quizzes, or assignments.
- Using unauthorized materials during an exam or on assignments.

It is every student's responsibility to seek clarification from faculty on class rules before an assignment is turned in. It is unacceptable to submit an assignment and then claim lack of

knowledge of the rules by which it was governed.

<u>Integrity Violations in Personal Conduct:</u>

- Taking or attempting to take the property of another without permission.
- Misrepresenting the truth or furnishing false information, with the intent of gaining unfair personal advantage, or causing harm to another.
- Verbal or physical harassment of any kind aimed at any individual or group.
- Inappropriate use of another student's personal information.
- Inappropriate use of D2L or other University of Arizona information systems.

Faculty members are responsible for describing rules specific to their classes beyond the general policy and will determine the penalties for violations. **Penalty for violations listed could include:**

- Failing grade for an assignment or course in which the violation occurred.
- Inability to obtain recommendation letters for graduate school or employment.
- Removal from the Eller MBA Major or Eller College.

Eller MBA follows the Dean of Students processes regarding academic integrity. Additional information regarding this can be found at: Dean of Students https://deanofstudents.arizona.edu/

Program Requirements
Curriculum

To earn the Professional MBA, you must complete 45 units (36 core + 9 elective units)

Program courses begin with CORE subject matter for the first year and all are required to have a passing grade of "C" or above. Each semester will have two 8-week sessions with 2 courses in each session, Fall I and Fall II along with for credit practicum nights. In your 2nd year, you will begin to take elective courses. You need to add 9 units of "elective" courses to meet 45 units.

University of Arizona, Eller Professional <u>Core</u> Courses:

MKTG 510: Market-Based Management (2 units)
Market and customer analysis for product service, price, promotion, and distribution decisions; study of marketing management theories and practices to maximize customer value and satisfaction.

BNAD 562: Applied Business Statistics (2 units)
Conceptual understanding of advanced, applied, inferential statistics with emphasis on their use as a managerial decision-making tool.

ACCT 540: Introduction to Financial Accounting (2 units)
Principles and procedures underlying the financial accounting process and their application in the preparation and analysis of financial statements.

MGMT 520 Managing Ethics in Organizations (2 units)

Given the plethora of recent high-profile corporate scandals and financial misconduct on Wall Street, leading ethically is an important skill for MBA students interested in long-term success. We have seen a massive decline in the public's trust of organizations and their leaders. Trust is an essential component of conducting business, and the ability to trust peers and business partners, and to operate in an environment where laws are taken seriously, are goals which every MBA student should strive to achieve. In this course, students will gain the ability to identify traps that business professionals fall into that result in ethical lapses and develop skills in utilizing ethical frameworks to more effectively navigate situations that are ethically grey confidently and with better results.

ACCT 545: Introduction to Managerial Accounting (2 units)

This course presents an overview of managerial accounting concepts, focusing on providing and evaluating accounting information for decision making, planning and control of operations and organizations, and strategic management.

BCOM 511: Communication for Managers (2 units)

This course introduces a strategic approach to professional communication, examines principles of effective writing and speaking, and provides practice for developing a more polished, Focused, and professional persona. Key components include audience analysis, communicator credibility, message construction, design, delivery, and style flexibility.

FIN 510A: Survey of Finance as Analyst (2 units)

Survey of Finance as Analyst provides students with a rapidly paced but substantive view of the basic skills, concepts and analytical techniques employed in the Finance discipline, specifically as applied to modern corporations. This course has the perspective of the company "outsider": that of an analyst, broker, competitor, or regulator. The course is a complement to Finance 510M, which takes the perspective of the company "insider". Discussions and techniques will be of benefit to the Financial Manager and non-Financial Manager alike. Specific topics include Financial Analysis, Time Value of Money, Risk, Stock and Bond Issuance, firm valuations, and introductions to Derivatives. The knowledge and skills developed in the core economics, statistics, and accounting classes serve as the building blocks for this course.

MIS 585: Strategic Management of Information Systems (2 units)

The objective of this course is to define how a business manager can work with an IS professional to articulate the value of an IT solution (project).

FIN 510B: Survey of Finance as Corporate Manager (2 units)

Survey of Finance as Corporate Manager is the compliment to Finance 510E. In this course, we examine the Finance field from the perspective of the "insider": a corporate Finance manager, focusing on the techniques and tools they utilize in their jobs, and how those tools and techniques are significant for the managers in other disciplines (operations, marketing, and management). We examine the basic tools of finance -- Time Value of Money and Risk analysis, then show how these tools are applied in corporate decision making -- encompassing Capital Budgeting, Real Options, Working Capital Management, and Capital Structure analysis.

Computational processes and analytic techniques will be the feature of most of the course; additionally, spreadsheet analysis tools will be featured.

MGMT 501 Leadership in Organizations (2 units)

During the course, we will be examining and evaluating several theories and techniques for leading individuals, as well as exploring the concept of corporate social responsibility. At the end of this course, participants should be able to translate theories into more specific competencies that will improve their ability to lead and manage in today's corporate and non- profit environment.

ECON 551: Business Strategy (2 units)

This course is concerned with the long-term strategy of a business organization, identifying and analyzing past and current strategies and discusses formulating and implementing new ones.

OSCM 560: Operations Management (2 units)

Organizations use their operations to achieve their strategic objectives. While operations can be diverse, they have characteristics in common. This course focuses on those common attributes. The class will focus on managing processes, inventory, supply chain management, and the integration of operations with strategic issues.

ECON 550: Economics for Managers (2 units)

Firm decision making to sustain competitive advantage in the context of different market structures and regulatory environments.

MKTG 579E: Marketing of Innovations (2 units)

To develop innovations more effectively, organizations must understand the customers and markets that they intend to serve. This course provides a market-based view of innovation and entrepreneurial activities with a focus on how to apply an effective process to identify new product and entrepreneurial opportunities, and to develop an appropriate plan to bring the product to market. The course covers topics such as the emergence of innovative ideas, new product development within and beyond organizational boundaries, innovation in an entrepreneurial environment, and marketing strategies for innovations.

BNAD 505: Strategic Innovation (3 units)

This module will examine the innovation process including the development of the business case necessary for achieving success in the market. During this module students either individually or in teams will be expected to define the scope, timelines, and milestones for completing their project during the remaining modules of the program. In addition, they will apply the learning from this module to plan a product or service introduction from their assigned company.

Concentrations

These concentrations are offered and are earned by taking specific electives. Like our on- ground MBA programs, concentrations do not appear on your diploma or transcripts; they are self-declared and may be added to your résumé:

- Entrepreneurship
- Management Information Systems
- Management and Operations
- Marketing

Management Information Systems (MIS) electives

MIS 511: Social and Ethical Issues of the Internet (3 units)
Broad survey of the individual, organizational, cultural, social, and ethical issues provoked by current and projected uses of networked computers on the Internet.

MIS 515: Information Security in Public and Private Sectors (3 units)
This course exposes students to a broad range of cyber and information security topics focused on awareness of confidentiality, integrity, and availability. Course is approved by NSA/Committee on National Security Systems and accepted as a model curriculum course for the Information Systems Audit and Control Association (ISACA).

MIS 516: Information Security Risk Management (3 Units)
The objective of this course is to provide students with a thorough and operational knowledge of information security so that this critical area is recognized as a management issue and not an I.T. issue.

MIS 578: Project Management (3 units)
This course will take students through a typical process of managing projects, including organizing, planning, and performing projects; and will present to students a scientific, systematic approach to project management.

MIS 545: Data Mining for Business Intelligence (3 Units)
Corporations today are said to be data rich but information poor. For example, retailers can easily process & capture millions of transactions every day. In addition, the widespread proliferation of economic activity on the Internet leaves behind a rich trail of micro-level data on consumers, their purchases, retailers and their offerings, auction bidding, music sharing, so on a n d so forth. Data mining techniques can help companies discover knowledge and acquire business intelligence from these massive datasets. This course will cover data mining for business intelligence. Data mining refers to extracting or "mining" knowledge from large amounts of data. It consists of several techniques that aim at discovering rich and interesting patterns that can bring value or "business intelligence" to organizations. Examples of such patterns include fraud detection, consumer behavior, and credit approval. The course will cover the most important data mining techniques --- classification, clustering, association rule mining, visualization, prediction --- through a hands-on approach using XL Miner and other specialized software, such as the open- source WEKA software. It is helpful to have statistics/linear regression knowledge as well as knowledge of R language.

Entrepreneurship (ENTR) electives

ENTR 523R: Customer Focused Entrepreneurship (3 units)
This course is an experiential, laboratory-like experience where students learn to develop customer driven products or services. Students will learn entrepreneurship by practicing a data-driven approach to entrepreneurial decision making and applying fundamental techniques like requirements gathering,

hypothesis development, experimentation, testing and validation.

ENTR 554: Leading and Organizing for Innovation (3 units)
This graduate level course will focus in on what is increasingly understood to be a primary reason for the gap between aspirations and outcomes for innovation and entrepreneurship: the leadership and organization of the innovative process.

ENTR 506: Principles of Entrepreneurship (3 units)
Purpose of course is to introduce entrepreneurial principles used in identification and assessment of economically viable business opportunities. Graduate-level requirements include engagement in an advanced level of critical classroom dialogue, a feasibility study requiring gathering and assessing background data on a social and/or economic problem with a potential entrepreneurial solution to the identified problem.

ENTR 534: Industrial Analysis and New Venture Development (3 units)
Value maximization; simulation of value distribution; sources of venture capital; timing of initial public offering; new venture ownership structuring

ENTR/MGMT 588: Social Entrepreneurship (3 units)
Focusing your business and entrepreneurial skills on social and/or environmental problem solving. Graduate-level requirements include the experience to pitch the social entrepreneurship venture they have developed. Also, the graduate students will have the experience to facilitate classes.

Management and Operations electives

BNAD 523: Business Law (2 units)
Law permeates virtually all aspects of business, and thus a basic understanding of business law is critical for managers. In that regard, this course introduces students to the fundamentals of contract law, corporate law, securities regulation, employment law, mergers and acquisitions law, and property law. We will cover the principal legal rules and issues in these areas and discuss how they impact business operations and transactions.

ECON 555: Macroeconomics & Forecasting (3 units)
An understanding of the larger economy is essential to making good business decisions. This course examines how macroeconomic performance is measured, how monetary and fiscal policies influence macroeconomic performance, and how these relate to individuals and businesses. The course also provides students with an understanding of how macroeconomists produce forecasts and how those forecasts should be used. Students will learn macroeconomic concepts and immediately apply them to real world scenarios using macroeconomic data. The focus will be on analytical skills that will allow the student to apply macroeconomics to the real world in real time.

ECON 556: Health Economics (3 units)
Healthcare expenditures now account for more than 17% of Gross Domestic Product in the United States, and health care reform, targeted at improving access to and quality of care while also slowing cost growth, is evolving rapidly. This course explores the sources of funding for those expenditures and the rapidly changing trends therein, including analysis of current spending parameters, the

demand for insurance, and historical and c o n t e m p o r a r y consequences of insurance.

MGMT 524: Groups and Teams (3 units)

This course is designed to provide students with the knowledge and skill needed to maximize performance in today's team-based work environments. The course will progress according to the classic forming, storming, norming, performing, and disbanding model of team development. Students will, for example, learn how to identify the best team members, motivate the team to achieve organizational objectives, resolve conflict within the team, and improve outcomes such as team decision-making and group creativity.

MGMT 566: Negotiations (3 units)

Successful leaders and managers understand that negotiation skills greatly aid them to achieve their own and their organization's goals. This course introduces students to the basic elements of negotiations, including preparing for negotiations and selecting the best negotiation strategy.

MKTG 530: Integrated Marketing Communications (3 units)

This course focuses on integrated marketing communications, which includes packaging, advertising, web sites, promotions, press releases, corporate facility design and layout, in- facility signage, employee attire, employee pamphlets, corporate policies, corporate communications, and annual reports; ALL firm-authored communication to its various constituents. We will be evaluating the execution of planned and emergent corporate and marketing communications, and designing integrated, effective, new brand communications. You will be responsible for conducting primary and secondary research, recognizing branding and communications theories in action, and creating effective corporate communications and marketing campaigns. We will be focusing on healthcare. Specifically, we will be narrowing in on consumer data streams, improved diagnostics, and consumer compliance to healthcare regimes.

MKTG 572: Marketing Research for Managers (3 units)

This course is designed to provide an overview of applied research methods as used in marketing research and as tools to help make effective marketing decisions. The course is for managers who will be using marketing data rather than those doing "marketing research".

MKTG 531: Social Media Marketing (3 units)

This course is designed to introduce students to the complexities of social media marketing through revealing foundational theories and associated concepts of collective behavior, social influence, and social media marketing.

Practicums – Dates & Content (All dates are subject to change)

Session - dates	Instructor	Email address	Topic
Fall 1/PracticumB NAD596A:	Catherine Jennings	cjennings@arizona.edu	Technical Tools: MS desktop applications—using advanced tools to work more effectively (directly applied to coursework in progress and more of a foundational tool for more
Technical Practicum: Data savvy leadership begins with foundational concepts and progresses to more advanced applications of software products. Recent experience with UA graduate students (MBA & MIS) has been informative: very few, if any, are well- versed in even general software, such as MS Office products. These products, along with more advanced software products such as Tableau and Power BI are critical to student and professional success, in terms of time management, quality of submissions and, more broadly demonstrating technological savvy. Feedback in [on-ground MBA/MSMIS] program offerings has been robustly positive, as students learn to use tools that save them significant time and allow them to focus more on class content. More advanced technical topics are an opportunity to introduce students to industry professionals who can expand the scope of workshops focused on transferable skillsets. Creating classroom learning scenarios around real-life datasets and creating models and visualizations will give students the opportunity to stretch their learning goals. These topics can be built out collaboratively with faculty to complement what is taught in their classes and give students tools for success.			
Fall 2/Practicum: BNAD596B	Bikram Ghosh	bghosh@arizona.edu	Marketing Communications: Connected strategies with platforms and ecosystem
The first module in the practicum relates to strategies associated with Product and Brands, Channels and pricing and most importantly Managing marketing communications that Jesper covers in MKTG 510. With the rapid diffusion of Artificial intelligence and Internet of things technology in business, managers today are increasingly using connected technology to formulate business strategy. The core idea of such connected business strategies is to get hands on development of business models and strategies (product, brand, channels, and communications) that delivers a continuous rather than episodic customer relationship. Through a set of workshops (see below), in this module, we will apply marketing strategies for the organization that the students are working in or to an organization that they choose to analyze. Apart from being a follow up application to MKTG 510, these workshops develop the following competencies as outlined in the RFP - interpreting business models, sustainable business platforms and ecosystems; outlining value propositions and user centered designs.			
Spring 1/Practicum BNAD596A:	Michael Mendel	mkmandel@arizona.edu	Personal Development: Understanding and Communicating Personal Emotional Intelligence and Adaptability
According to the alumni practicum survey, emotional intelligence and adaptability are considered the third most important skill sets for working professionals. Indeed, these are foundational – not "soft" – skills that every professional needs to master in order to effectively lead others. This practicum builds on the work students will complete in BCOM 511 by focusing on the nexus of communication efficacy: the three quotients, IQ, EQ (emotional intelligence), and AQ (adaptability).			

Spring 2/Practicum BNAD596B	Amber Montz	amberowens@arizona.edu	Professional Development

This course is grounded in the principles of experiential learning. We learn by doing, but we learn the most by

making mistakes and having the opportunity to self-correct in a structured and supportive environment.

Towards this end, creating a supporting, challenging, and honest culture in the classroom is critical to success in

the course. To be successful in this course requires your active participation, time management skills, & willingness

to move beyond your comfort zone, professionalism, and your ability to trust the process.

Summer 1/Practicum BNAD596A	Michael Fricke	fricke@arizona.edu	Critical Thinking & Stakeholder Influence

Skill building around a structured way of critically thinking through and solving problems (e.g. Starting enquiry, progressing enquiry, interpreting/evaluating, communicating/concluding). Specific focus on educating participants on overcoming bias and identifying the root cause before jumping to solutions, as well as stakeholder identification, evaluation, and influence.

Session - dates	Instructor	Email address	Topic
Summer 2/Practicum BNAD596B	Debbie Himsel	himseld @arizona.edu	HR Analytics

As the Human Resources function has shifted from a purely administration focus to becoming more of a strategically in managing   overall business performance, most organizations have recognized that people are their most important assets. Consequently, the   field of HR analytics has grown and increased in importance over the past few years. Increasingly organizations have launched HR analytics departments and/or have initiated HR analytics projects. Even if the organization has an HR analytics group, the role of   understanding and quantifying the value of human capital to drive business outcomes is the role of all leaders. This practicum will   explore techniques to improve decisions that relate to the core people processes of hiring, turnover, employee retention,   engagement, performance, talent planning and diversity and inclusion.

Fall 1/Practicum BNAD596A:	Aamir Khan	khana@arizona.edu	Leading Change in Organizations

Leading Change in Organizations will focus on developing knowledge and skill designed to overcome resistance that is typical in most   change initiatives. The practicum will revolve around the use of an interactive change management simulation developed by   Experience point, where teams plan and implement change at a fictitious organization, Globaltech. The simulation provides   interactive and real time feedback to participants and is much more involved than typical simulations (e.g., Harvard). The simulation   costs $75 per student.

Fall 2/Practicum BNAD596B	Gray Hunter	grayhunter@arizona.edu	Economic and Business Reasoning with Data

My plan is to build on the statistics, economics, strategy, and business courses in the first year of the program. For this course to work, the students must have already had statistics and economics. The goal is to have the students work on projects related to their own businesses. The projects might involve analyzing data sets using regressions, make decisions using cost-benefit analysis, analyze the markets in which they are operating, or analyze the effects of government policies.

Spring 1/Practicum BNAD596A:	Catherine Jennings	cjennings@arizona.edu	Data Analytics

This practicum will enable students to apply data, technology, and critical thinking to influence business decisions. Using narrative, students will simplify and make sense of their data, suppling context, insight, and

Spring Practicum	Nooshin Warren	nwarren@arizona.edu	User Centered Design

We know that research has shown that close to 70% of call change efforts fail. Recent research by Gartner estimated that between 60-85% of big data projects failed. The benefits of a more data driven organization may be readily apparent, the changes people and organizations must make to realize those benefits are often overlooked. Data analytics projects can disrupt business models, business relationships, decision making processes and power structures, causing people to be uncomfortable and fearful as they learn new skills and navigate a new landscape. Understanding, applying, and practicing change leadership principles and tactics in this context can increase the likelihood of a successful implementation.

Mission and Outcomes

The Eller College of Management's mission is:

…to discover and share new knowledge that shapes the future of business and to educate the next generation of responsible, global leaders who embody the changing business world and possess the knowledge and drive to impact it.

The Eller Way
As students, faculty, and staff members at the Eller College of Management, we embrace a long and sustained culture of excellence. Our school is nationally recognized, and our contribution is critical to our continued elevation. Our standards are high and call us to:

Integrity
Do the right thing 100 percent of the time.

Innovation
Creatively anticipate and leverage change.

Excellence
Consistently surpass ordinary standards.

Determination
See challenges as opportunities.

Inclusion
Create a community where everybody thrives.

In addition to the Eller Way values, the following set of learning outcomes was developed to assess the knowledge and skills attained by Eller MBA graduates.

Critical Thinking
- Demonstrates the ability to identify a problem and the information needed to develop a solution, develop alternative solutions, recommend the best solution, and evaluate the efficacy of the solution after it has been implemented.
- Demonstrates the ability to articulate both sides of an argument, evaluate the quality of arguments and evidence, and construct and defend the position taken.
- Explores innovative alternatives during the problem-solving process.

Communication
- Expresses written information appropriate for a given audience with conciseness and clarity.
- Demonstrates the ability to prepare and deliver a professional presentation on a business topic.
- Demonstrates active listening.
- Effectively utilizes data in written and oral presentations to communicate ideas.
- Demonstrates proficiency in written and oral business communications.

Collaboration

- Provides and receives feedback, ideas, and instruction in a professional manner.
- Organizes tasks and delegates responsibility to complete collaborative projects in a timely manner.
- Explains the role and impact of each team member (including self) on the collaborative project.
- Effectively works with a diverse, cross-functional team towards a common goal.

Business Knowledge
- Demonstrates the ability to understand markets and financial theories through appropriate analysis and reporting.
- Formulates an operations strategy that supports the competitive strategy of the firm and provides a means to achieve a competitive advantage.
- Demonstrates an understanding of current theories of management and leadership.
- Employs statistical data analysis and management science as a support to decision-making processes throughout an organization.
- Demonstrates an understanding of the domestic and global economic environments of organizations.
- Demonstrates an understanding of business strategy and performs analysis of competitive markets to recommend strategies.
- Applies marketing strategies and tactics as a way of understanding customers and competitors to create profitable firms and organizations.
- Describes how information technology and information systems influence the structure and processes of organizations and economies, and the roles and techniques of management.

Technology
- Demonstrates the ability to use business software and technology appropriately.
- Utilizes technology appropriately in research contexts.

Ethics/Social Responsibility

- Identifies ethical dilemmas and develops appropriate courses of action that consider the well-being of others and society.
- Develops an understanding of the role of legal and social responsibility in organizations and society.
- Engages in public service and professional development activities.

Leadership and Professional Skills
- Demonstrates leadership and appropriate inter-personal skills.

Professional Skills
- Applies knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Demonstrates the ability to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

- Leverage's skills and experiences for career success.

AcademicRequirements/Grades

Degrees

Graduate degrees will only be awarded to students that complete the program with a GPA of 3.0 or better, are in good standing with the University and are current on all University bills.

D or E Grade

If a grade of D or E is earned the course must be repeated.
- There is no grade replacement at the graduate level; therefore, the D or E will factor into the GPA.
- The failed course will not count towards course completion requirements for graduation.

Students who have a cumulative grade-point average of less **than 3.0** will be placed on academic probation under the following conditions:
- Required to meet with the program advisors.
- Must devise a written plan of action to be submitted to the Graduate College.
- After a student is placed on academic probation, they will be allowed to register for one additional term.
- Students whose GPA is below 3.0 for two consecutive semesters will be disqualified from the MBA program.

"I" Incomplete Grade

The grade of "**I"** may be awarded **ONLY** at the end of a session when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned. Students should decide with the instructor to receive an incomplete grade before the end of the term.

If the incomplete grade is not removed by the instructor within one year (the last day of finals one year later), the "**I"** grade will convert to a failing grade. For graduate courses, the one-year extension must be approved by the instructor and Graduate College dean. This extension requires the instructor and dean's signature on a Petition for Extension of Course Work.

"W" Withdrawal, Dropping a Course:

Prior to the beginning of the second week of classes, official withdrawal (drop) of a course cancels the registration for the course. No approval is needed. No grade for the course will appear on the student's permanent record.

During the next three weeks, students may use UAccess Student Self-Service to withdraw from a course. No approval is needed. The grade of "W" is awarded regardless of whether the student is passing at the time of withdrawal. The "W" will appear on the student's permanent record.

After the fifth week of classes, the grade of "W" can be awarded only with the approval of the student's instructor and academic dean, and only under exceptional circumstances.

In the case of complete [Withdrawal from the University](), if a student withdraws before the end of the fourth week for graduate and professional students, no classes show on the student's permanent record. If a student withdraws from the University after the fourth week for graduate and professional students and before the final exam period, the grade of WC (withdrawal-complete) is awarded for all classes processed in the complete withdrawal.

Leave of Absence

General Information

It is not necessary for a student to apply for a Leave of Absence (LOA) if he or she has a registration record for that semester. A "W" counts as a registration record. A LOA is inappropriate for a student who withdraws from all classes after the start of a semester and gets "W' grades since a LOA presupposes no registration at all for a term. Since, in such cases, the student has maintained continuous enrollment by having a registration record, he or she is eligible to register the following semester (or Summer or Winter term) and will suffer no adverse effects since he or she was not eligible to apply formally for a Leave.

Only academic services or facilities available to the public can be used during the LOA. LOA's may affect the status of a graduate student's financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a LOA.

If a student fails to register and does not have a Leave of Absence on file, the student will be discontinued from their program. A new application will be necessary for the student to continue in the program. Re-admission is not guaranteed. See [Continuous Enrollment]() and [Re- admission Policies]() for more information.

Academic Leaves
Academic LOAs (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student's department and the Graduate College.

Medical Leaves
Graduate students in degree or certificate programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Further information may be found at: [Leave of Absence]().

Personal Leaves

Graduate students in degree or certificate programs are typically granted a LOA for only one year throughout the course of their degree program. When circumstances warrant, this may be extended beyond one year with approval from the Dean of the Graduate College. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will maintain their status without reapplying to the department and the Graduate College at the expiration of the LOA.

Retroactive Leave of Absence

A retroactive leave request is any request made after the last day of finals in the semester. If a student does not request the leave by the last day of finals, he or she would need to apply for re-admission to the program. Under extraordinary circumstances, LOAs may be granted retroactively. In such cases, students will be readmitted without reapplying to the department and the Graduate College.

Requesting LOA

Students may request a Leave of Absence by submitting the [Leave of Absence](#) form to the program director.

Policies

Policies and Procedures

Graduate students are expected to follow all policies and procedures of Eller MBA and the UA Graduate College. It is the student's responsibility to stay up to date on changes and to comply with the most current policies and procedures.

UA Policies
http://catalog.arizona.edu/policies

Graduate College Policies
https://grad.arizona.edu/new-and-current-students

Graduate College Summary of Grievance Types and Responsible Parties
https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties

Program Policies

All-Inclusive Program

The Professional MBA program cost is **$51,525** for 39 core courses and 9 elective units for a total of 45 units *(+$3000 Silicon Valley Experience). + any course fees attached to electives.*

The PMBA Program Costs Include:

- Tuition for MBA courses, including electives, during the 21-month program.
- Course materials including textbooks in eBook format, articles, case studies, simulations, etc.
- Desire 2 Learn (D2L) access.
- Lite dinner and beverages on practicum days
- *Wildcat* Launch/orientation presented both in person and virtually.
- *Innovation Experience* (domestic experience includes hotel, activities and transportation, and some meals. Does not include domestic airfare and personal spending.)

The Professional MBA program is an <u>all-inclusive</u> program. The components above are imbedded in the assessed tuition and fees and are not allocated between components.

Refunds are not available for any portion of the tuition and fees, even if individual components are not utilized.
Students who take a leave of absence from the program may be subject to additional tuition and fee charges.

Platform Change

Eller MBA consists of five platforms: Professional MBA, Evening MBA, Full Time, Executive, and Online. Each program has unique elements that meet the needs of different student demographics. We make every effort to coach students into the right platform fit prior to starting their program.

Changes in platform after starting a program is not encouraged. However, we understand that, at times, changes are necessary. Students who are in good academic and financial standing may request a change in platform under two circumstances: documented work relocation, documented health challenges preventing continuation.

All platform changes are approved on a case-by-case basis, after review of submitted documentation. If approved, changes in tuition and other program fees may be applicable.
*Please note scholarships, discounts, and other tuition reduction programs do not transfer across platforms. Additionally, program management cannot guarantee similar expected graduation times.

Appeals

Graduate students have the right to request an exception or appeal of any policy or procedure.

Eller MBA students may do this through an [Exception Request Form](#). On a case-by-case basis, we will review exceptions to the policies for extenuating and compelling circumstances. Please complete the form and provide any additional documentation to your Program Director.

Eller MBA believes in creating an exceptional student experience that is fair and equitable for all. Requests are reviewed by Director Committee or by the MBA Associate Dean. Every exception decision is made based on each situation and circumstance.

*A review of your request does not guarantee the request will be granted.

Graduation

In addition to meeting all the program requirements, having a GPA of 3.0 or better as well as being current with all university bills, there are several forms that you will need to complete to be eligible for your program completion and graduation. These forms are collectively called GradPath forms.

GradPath Forms
To access your GradPath forms you will need to log on to your UAccess account. From your drop-down menu select GradPath Forms. The following four (4) forms must be completed in sequential order.

1. **Responsible Conduct of Research Statement**
This form is an acknowledgement and acceptance of the University's Academic Code of Integrity. ***This form should be completed in the first month of your last semester.***
Completing this form allows you to access the next form in the GradPath.

2. **Master's Plan of Study (MPoS)**
This form documents your entire program coursework and academics. ***This form should also be completed in the first month of your last semester***. Please list Paige Bausman **as your Faculty Advisor**. If your Plan of Study gets declined, you will receive an automated message alerting you. Once you log into UAccess and view your GradPath forms, you will be provided with a reason for the denial and instructions on how to proceed.

3. **Master's Committee Appointment Form**
This form will not be available until the MPoS has been approved. Pending the submission and approval of your MPoS, this form must be completed by the third month in your final semester. When asked whether you have a committee answer NO.

4. **Master's Completion Form.**
This form requires no action on your part. The MBA Department will report completion for a master's student to notify the Graduate College that the student has satisfied all departmental requirements for the degree. Your MBA Director (Pamela Jorden) will complete this form.
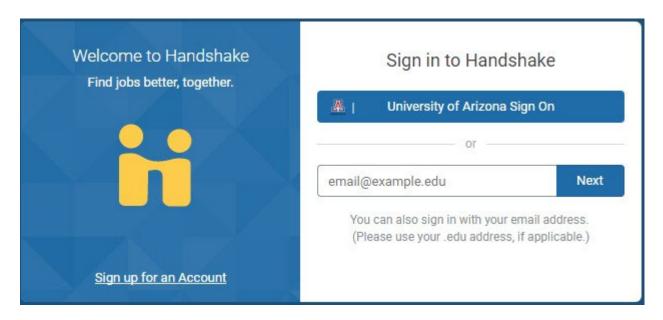
Professional Development

Resources

Whether exploring your career options, preparing for interviews, or deciding on job offers, Eller MBA Professional Development offers several resources. Below are some that are available to you.

Handshake (University of Arizona Job Board)
https://arizona.joinhandshake.com/login
- Maintain an updated resume and profile.
- Apply for jobs.
- Sign up for Information Sessions
- Sign up for On-Campus Interviews
- Sign up for Mock Interviews
- Sign up for Career Advising Appointments
- Search companies with a relationship to the University of Arizona and Eller MBA

JobCats Newsletter
ellermbacareer@eller.arizona.edu
Eller MBA Career Management produces a weekly e-newsletter for students that communicates important events and list the new internship and job postings available to MBA students. Opt-in is required to receive the weekly e-newsletter. Please email ellermbacareer@eller.arizona.edu to request an opt-in to JobCats

GradLeaders (MBA-specific Job Board)

Contact Career Management for your class's unique link.

- Maintain an updated resume and profile.
- Apply for jobs.
- Report job offers.
- Compare offers to historical data.
- Exclusivity to GradLeaders partner corporations and schools

Professional Development Student Resource Center (via D2L)

- Launch Professional Development materials.
- Salary and Employment Reports
- JobCats Archives
- Employer and Labor Market Resources
- Professional Relationships and Building Your Network Presentations
- Workshop Presentations
- International Student Resources
- Resumes, Cover Letters, Interviews, and More

Jobscan

https://www.jobscan.co/home#

This service provides resume key work optimization, compares your resume with the job posting and determines the level of match. Access after receiving a link to create a Jobscan Premium account.

Career Advising

Whether you have a good idea of what you want to accomplish or are starting with a desire to explore career options the Eller MBA Professional Development team will use the following techniques to help you achieve a career outcome that is the right fit and level that aligns with who you are and who you want to become.

- Meet with you to learn about your academic and professional background, as well as your aspirations and goals by assisting you.
- Identify your skills, needs, difficulties, and opportunities.
- Use specialized tools to determine your interests and skills.
- Assist you to find career opportunities by researching the market.
- Assist you in developing your personal brand through LinkedIn profiles and how you present yourself.
- **If you are a career changer, by**:
  - Reviewing and suggesting improvements to enhance résumés and cover letters.
  - Helping you develop an effective job search strategy.
  - Providing interview preparation, including performing mock interviews.
  - Providing information on networking best practices both online and face-to-face.
  - Advising you on negotiation strategies when you have a job offer.

- **If you are a career deepener**, the MBA Professional Development team can offer tips and recommendations on how to keep a job and scale up the career ladder.

IMPORTANT LINKS

Eller Home
D2L
UACCESS
The University of Arizona Graduate College
General Catalog
Eller Faculty Directory
Dean of Students
Student Health
Bursars Office
Office of Financial Aid and Scholarships

Acknowledgment

Please read the following statement and indicate your agreement by providing your signature below.

I understand that my registration for courses in the program will **only be completed upon receipt of my Eller MBA enrollment form, my holding fee, and clearance from Campus Health regarding mandatory immunizations.**

For subsequent courses, I understand that for my registration to go smoothly, I must clear any holds in UAccess, have my tuition account paid in full and maintain good academic standing with a cumulative GPA of 3.0 or better.

I have read the Eller MBA Student Code of Conduct, starting on page 7 of this document, and I understand and agree to fulfill the requirements therein and my program's expectations. If I incur a challenge in fulfilling the expectations and responsibilities, I will first contact my program director to discuss the matter. I understand that failure to meet any of the following criteria will subject me to consequences including those listed by the Dean of Students. Requirements include but are not limited to the following:

- Maintain good standing with the University.
  - Academic Requirements as defined by the Graduate College
  - Code of Academic Integrity as defined by the Dean of Students
- Meet the expectations outlined in the Student Code of Conduct as defined by the Dean of Students
- Fulfill financial obligations and work directly with the Bursar's office, Veteran's Affairs, and Financial

  Aid to maintain good

   standing.
- Maintain professional appearance and decorum.
- Complete and contribute effectively to group work.
- Complete program surveys
- Fulfill my expectations as defined by the program.

Thank you for taking the time to read the Professional MBA Student Handbook. If you have any questions or comments about this Handbook, please contact the PMBA staff.

Please sign one Acknowledgment page and return to Megan Forristall, Senior Director, Phoenix MBA programs, stating that you have read, understand, and agree to abide by the guidelines and procedures outlined in the Professional MBA Student Handbook, including the Academic Requirements, Code of Academic Integrity,   and Student Code of Conduct guidelines.

_____   _____

Signature   *Date*

_____   _____

Printed Name   *Date*