

**2016-  
2017**

# Undergraduate Program Teaching Guidelines



Haas Undergraduate Program  
Spring 2017



Dear Undergraduate teaching faculty,

Thank you for teaching in the Undergraduate Program at Berkeley-Haas. This **Undergraduate Program Teaching Reference Guide** pertains to teaching undergraduate courses and you are welcome to share this guide with your Graduate Student Instructors (GSIs). Topics covered are noted in the table of contents.

In addition to reviewing the Undergraduate Program Teaching Reference Guide, I suggest that you visit the Haas School's "Academic Affairs and Instruction" website at:

<https://ssl.haas.berkeley.edu/groups/academicaffairs/> for additional information about being a faculty member at Haas.

Finally, I would like to encourage you to attend as many of our Undergraduate functions as you are able during the semester, including commencement. There are also many Student Organizations at Haas that would value your input and appreciate your involvement

(<http://www.haas.berkeley.edu/Undergrad/organizations.html>).

Please feel free to contact the Undergraduate Program Office if you need any assistance or just stop by to say hello.

Warmly,

Erika Walker  
Assistant Dean  
Undergraduate Program

# TABLE OF CONTENTS

TABLE OF CONTENTS .....	2
UNDERGRADUATE PROGRAM OFFICE CONTACT LIST .....	3
STAFF FUNCTIONAL ORG CHART- .....	4
TEACHING RESOURCES .....	5
SYLLABI .....	6
COURSE NOTE-TAKING AND COURSE MATERIALS .....	7
ENROLLMENT IN COURSES .....	8
UC EXTENSION/CONCURRENT ENROLLMENT .....	10
UGBA 198 COURSES.....	11
CLASS REPRESENTATIVES, COURSE SYLLABI, AND TEACHING EVALUATIONS.....	12
MISSING, CANCELING OR RE-SCHEDULING A CLASS .....	13
GUEST SPEAKERS AND PARKING PERMITS .....	14
ACADEMIC ACCOMMODATIONS FOR DISABLED STUDENTS.....	15
HAAS TUTORING PROGRAM.....	16
HAAS GRADE POLICY .....	17
GRADING.....	19
MIDTERMS, FINAL EXAMINATIONS, AND PAPERS.....	21
READING/REVIEW/RECITATION (RRR) WEEK .....	23
FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA) .....	24
ASSISTING THE EMOTIONALLY DISTRESSED STUDENT.....	25
SAFETY/SECURITY .....	26
ACADEMIC INTEGRITY .....	27
HONOR CODE OF THE UNDERGRADUATE PROGRAM,.....	29
HAAS SCHOOL OF BUSINESS.....	29
CORE CURRICULUM DESCRIPTIONS .....	30
CORE CURRICULUM OBJECTIVES (7/27/10) .....	31
UPPER DIVISION ELECTIVES .....	37
UNDERGRADUATE CAREER SERVICES.....	38

# UNDERGRADUATE PROGRAM OFFICE CONTACT LIST

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<b>Erika Walker Assistant Dean</b>	<b>ewalker</b>	<b>643-1470</b>
<b>Barbara Felkins Director, Academic Affairs</b>	<b>felkins</b>	<b>642-1421</b>
<b>Sojourner Blair Director, Admissions</b>	<b>blair</b>	<b>642-1421</b>
<b>Karren Bautista Tanisaki Academic &amp; Student Services Coordinator</b>	<b>kbtanisaki</b>	<b>642-1421</b>
<b>Dinko Lakic Student Services Program Manager</b>	<b>lakic</b>	<b>642-1421</b>
<b>Renee Camarena International Studies Advisor Student Services Program Coordinator</b>	<b>renee</b>	<b>642-1421</b>
<b>Dresden John Student Experience Coordinator</b>	<b>dresden_john</b>	<b>642-1421</b>
<b>Dolann Adams Admissions Outreach Coordinator</b>	<b>dolann</b>	<b>642-1421</b>
<b>Susanna Zens Career Counselor for Business Undergraduate Career Center</b>	<b>susanna.zens@berkeley.edu</b>	<b>642-2149</b>

#### **Erika Walker, Assistant Dean**

- Work with faculty and Senior Assistant Dean for Instruction regarding general program oversight & strategic direction of academic and student support services
- Budget control, planning & marketing
- Implementation management of all programming including Admissions & Outreach, BASE Summer Program, SIEMML, Case Competitions, Experiential Learning, Global Management Concentration, Peer Advising, Study Abroad and Scholarships & Awards
- Campus and External Partnerships, including Undergraduate Career Center
- Director's Advisory Council (DAC), Haas School of Business Student Association (HBSA)
- Case Competition Faculty Advisor (UGBA 199), Haas Student Equity Adviser
- Lecturer, UGBA 156AC "Diversity in the Workplace"; Program oversight of UGBA 10 "Principles of Business"

#### **Susanna Zens, Career Counselor for Business**

- Undergraduate Career Center, Business Team Lead
- Exclusive career counselor for Haas students
- Primary liaison with student organizations for career activities
- Coordinator of career workshops and programs
- Resource for Haas alumni representing their employers

#### **Dresden John, Student Experience Coordinator**

- Program Advisor (Outreach, Pre-Admission & General)
- UG Program Event Planning (Women's Empowerment Day, Cal Day, Orientation)
- Travel & Entertainment Reimbursements, Purchase Orders
- Case Competition Coordination
- Focus Groups & Analysis
- Class Representative Program

#### **Renee Camarena, Student Services Program Coordinator**

- Program Advisor (Outreach, Pre-Admission & General)
- International Study (EAP, Non-EAP)
- Petitions (Reciprocity related)
- CPT/OPT
- Scholarships & Awards
- Beta Gamma Sigma Honor Society
- Global Management Concentration
- Beyond Yourself Fellows/Travel Study

#### **Readers (LTE)**

- Screen & Evaluate admissions applications

#### **Work Study Students**

- Functional support

#### **Barbara Felkins, Director, Academic Affairs**

- Program Advisor (Outreach, Pre-Admission & General)
- Leads Degree Completion activity (Degree Checks, Degree Requirements, Policies & Procedures)
- Manages Course Enrollment, Petitions, Simultaneous Degrees
- Student Case Management
- Academic Reports, Planning, Services (Citation, DARS)
- Commencement & Reception
- Faculty/Student Process Support (Academic Integrity, Conduct)
- UGBA 98/198/199
- Faculty Guides

#### **Sojourner Blair, Director, Admissions**

- Program Advisor (Outreach, Pre-Admission & General)
- Leads all Admissions activity (i.e. Appeals, Online Application, Outreach coordination, Training, Screening)
- Reporting, Planning, Recommendations related to admissions policy & procedures
- Review Articulation Agreements with Office of Undergraduate Admissions, reviewing campus application systems
- Business@Berkeley
- Campus Partnerships

#### **Dinko Lacic, Student Services Program Manager**

- Program Advisor (Outreach, Pre-Admission & General)
- Manage BASE Summer Program
- Student Organization Liaison (HBSA, DAC)
- Technology (Campus Groups, Social Media, Web)
- Syllabi database
- Brasch Tutoring Program

#### **Karren Bautista Tanisaki, Academic & Student Svcs Coordinator**

- Program Advisor (Outreach, Pre-Admission & General)
- Course Scheduling & Curricular Planning Liaison
- Coordinates Experiential Learning Program
- Summer Pre-Core Student Services Program Logistics
- Transfer CalSO & Retention Programming
- Student & Faculty Grievance Process
- Enrollment Tracking, UG Service Reports, Surveys

#### **Dolann Adams, Admissions & Outreach Coordinator**

- Program Advisor (Outreach, Pre-Admission & General)
- Admissions screening and evaluation
- Reader Training
- Interview Coordination
- Outreach & campus partnerships (CalSO, EOP, Bridge, etc.)
- Coordinate Haas Freshman to Alumni (F2A) Program

## TEACHING RESOURCES

The **Center for Teaching Excellence (CTE)** at the Haas School of Business promotes teaching excellence, fosters a teaching culture, and works with professional and ladder faculty to deliver the highest quality instruction in the classroom.

The world-class faculty members of the Haas School are committed to outstanding teaching and dedicated to seeking new knowledge, ideas, and practices for business. In support of excellent teaching at Haas, the CTE offers leadership and expertise, acting as a conduit for collecting and disseminating the best teaching practices and the insights of our most successful instructors. For additional information, please visit their web site at: <http://groups.haas.berkeley.edu/CTE/>.

The **Center for Teaching and Learning (CTL)** is an additional campus-wide resource that supports, enhances and promotes teaching and learning at Berkeley. There are a number of helpful links and tips, such as campus policies regarding teaching and learning, available on their website at: <http://teaching.berkeley.edu/>.

In addition, you may find it helpful with the **hiring of academic student employees (ASE)**, who include Graduate Student Instructors (GSI), Readers, Tutors, and Graduate Student Researchers (GSR), to refer to the following link: <http://groups.haas.berkeley.edu/ase/FacultyInfo.html>.

# SYLLABI

**CONTACT: Dinko Lakic ([lakic@haas](mailto:lakic@haas); 642-1421)**

Students expect to have a course syllabus distributed no later than the second class meeting. When distributing the syllabus, you should orally reinforce its important aspects. Your syllabus and oral comments should include at least the following items:

- Your office number, phone number, and office hours.
- The name, office number, phone number, and office hours for any Graduate Student Instructor or Reader associated with the course.
- A summary of the course requirements (i.e., exams, papers, and projects).
- A summary of your grading policy, including the weights you will give to exams, papers, projects, and class participation.
- A class-by-class summary of topics, readings, and assignments.
- A statement on academic integrity (see page 22 for suggested language)
- A statement on accommodations for disabled students (see suggested language below)

**A copy of the syllabus (electronic copy is strongly preferred) must be submitted to the Program Office at least 2 weeks before instruction begins.** Be advised that your syllabus will be available on the Haas Undergraduate Program website unless you tell us otherwise. The main purpose is to have a copy for internal reference during the semester of instruction.

Below please find suggested language for students with disabilities:

*“Students with disabilities seeking academic accommodation in this course need to promptly notify the instructor by providing a Letter of Accommodation from the Disabled Students Program. Notice of accommodation later than three weeks may result in an inability to timely provide accommodations.*

*Students with disabilities granted extended time on examinations will be scheduled to start exams at the same time as other students unless there are extenuating circumstances such as another exam. Failure to notify me of such a conflict within three weeks of the start of the semester may mean that an examination cannot be timely rescheduled.*

**Information about special examination room accommodations will be provided via email a week before the exam is scheduled. Please immediately contact your instructor if you have not received an email with detailed examination accommodation information no later than three business days prior to the date the course examination is scheduled.** “

# COURSE NOTE-TAKING AND COURSE MATERIALS

**CONTACT: Erika Walker ([ewalker@haas](mailto:ewalker@haas); 643-1470)**

A joint Academic Senate-Administrative Task Force revised the Course Note-Taking and Course Materials policy to address twenty-first century learning, commercial and technological environments. The policy can be viewed at: <http://campuspol.chance.berkeley.edu/policies/coursenotes.pdf> .

Since individual instructors hold the intellectual property rights, or copyrights, to their creative output, instructors are responsible for advising students of their individual preferences regarding course note-taking and course material sharing and for responding to violations.

Campus has created a website to assist you in considering your preferences, informing students, and enforcing your rights: <http://www.ucop.edu/ucophome/coordrev/policy/8-19-92att.html>



## ENROLLMENT IN COURSES

**CONTACT: Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)**

- ◆ Enrollment in all Undergraduate courses is handled by Barbara Felkins in the Undergraduate Program Office.
- ◆ Enrollment priority is given to business majors. Business majors only are allowed to enroll in courses during Phase I and II. Meanwhile, non-majors must add themselves to the wait list. During the adjustment period (generally 1 week before instruction begins), wait list students are moved into the course on a space available basis. Therefore, non-major enrollment is determined by business major demand.
- ◆ Priority in upper division undergraduate courses is as follows:
  - 1) Undergraduate Haas Majors
  - 2) All other eligible undergraduates on the wait lists (generally juniors and seniors)
  - 3) Graduate students
  - 4) Eligible Concurrent Enrollment and cross registration students
- ◆ Prior to the first week of the semester, through CalCentral you can download the most current class lists, wait lists, photos, and the students' e-mail addresses. CalCentral is located at:  
<https://calcentral.berkeley.edu/> .
- ◆ **You can drop students from both the class and wait lists if they do not attend during the first three weeks of class or if they do not meet the prerequisites. Lists of those students that you want to drop should be e-mailed to Barbara Felkins no later than noon on Friday of the third week of classes.**
- ◆ **The Undergraduate Program finalizes enrollment on Friday of the third week of classes and in some cases over-enrolls courses to allow for attrition.** Student should check their schedules on Saturday. If they have not been enrolled they should not continue to attend. **Do not grade coursework (homework, exams, etc.) for students that are not enrolled in your course.**
- ◆ **DO NOT** sign any "Add/Drop Petitions". Professors and GSI's CANNOT enroll students in Business Administration courses.

- ◆ Please be advised that discussion sections do not meet before the first lecture.
- ◆ Auditing of Undergraduate Business courses is not allowed.
- ◆ See the Haas Enterprise Computing & Service Management (ECSM) website at: <http://groups.haas.berkeley.edu/HCS/> for information regarding course mailing lists, course web sites/bCourses, etc.
- ◆ For those of you that would like to use Name/Face Cards in your class(es), David Robinson has offered his model for doing so on the UGBA 10 web page at: <http://faculty.haas.berkeley.edu/robinson/namecard.htm>
- ◆ Refer all questions to the Undergraduate Program Office.

# UC EXTENSION/CONCURRENT ENROLLMENT

**CONTACT: Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)**

Concurrent Enrollment is run through the UC Extension Office and makes it possible for non-matriculated UC Berkeley persons to take UC Berkeley courses here on campus. Additional information regarding Concurrent Enrollment can be found on the UC Extension web site at:

<http://extension.berkeley.edu/info/ConcurrentOverview.html> .

Our current practice gives Business majors first priority for enrolling in our courses and the priority for all other students is as follows:

- o All other UC Berkeley Undergraduates (this sometimes includes Freshmen and Sophomores)
- o UC Berkeley Graduate Students
- o UC Extension/Concurrent Enrollment Students

Concurrent Enrollment students can be added to classes ONLY if there is no wait list of matriculated UC Berkeley students. The types of students that are seeking to enroll through Concurrent Enrollment are varied. A small number are matriculated UC Berkeley students that are trying to complete degree requirements through UC Extension to avoid paying out of state fees. The majority of the students are international and their backgrounds vary. As such, there's no way to evaluate what types of course work they have completed.

Our program lists the courses that allow Concurrent Enrollment on our web site at:

<http://www.haas.berkeley.edu/Undergrad/enrollment.html#concurrent>.

Each Fall and Spring semester we ask faculty if they would like to allow these students to enroll with the conditions stated above.

## UGBA 198 COURSES

**CONTACT: Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)**

UGBA 198 (Directed Group Study) are courses that are taught by students with a faculty sponsor. Student-facilitated 198 courses can be an important component of the undergraduate educational experience. They provide a valuable opportunity for undergraduate students to engage with faculty and to take the initiative in the design and facilitation of academically sound courses under faculty supervision. Additional information can be found on our website at: <http://www.haas.berkeley.edu/Undergrad/ba199.html>.

# CLASS REPRESENTATIVES, COURSE SYLLABI, AND TEACHING EVALUATIONS

**CONTACT: Dresden John ([dresden\\_john@haas](mailto:dresden_john@haas);642-1421)**

The Haas School has a policy of requiring each class to have at least one student serve as Class Representative. The Class Representative(s) serves as a conduit of student opinions about the course. The Class Representative(s) should be a Business major. The Program Director will ask you *at the end of the second week of classes to submit the name of your Class Representative(s)*. You can obtain a Class Representative either by asking for a volunteer, holding an election, or appointing someone. His/her formal duties include:

- ◆ Attend an orientation given by the Program Director.
- ◆ At least once during the semester (usually during the fourth or fifth week of class) the Class Representative will ask you to finish class about 15 minutes early. After you leave the classroom, he/she will conduct an "audit" of how the class is going thus far. The Class Representative will then schedule a meeting with you to provide feedback.
- ◆ During the semester, the Class Representative should ask to use about 10 minutes of class time to discuss the benefits of completing the Haas School student surveys (e.g. Haas student satisfaction survey, final course evaluations).
- ◆ Final evaluations at the end of the semester will be online so the Class Representative will not be required to assist with this process. Students will need to have a wi-fi enabled device on the day that they take their evaluations. Currently, the plan is to provide access to their evaluations for the entire last week of class. Thus the instructor will have some flexibility in terms of when s/he would like to administer them. Instructors are encouraged to provide ~15 minutes of class time to allow students to take their evaluations in-class. However, the evals are open until 11:59 pm on the last day the evals are available so students do have the option of taking/completing them after class. In the event that a student does not have a wi-fi enabled device or a smartphone to use, they can also log into one of the computers in the computer center. Students will be required to log in with their CalNet ID's as the online course evaluation site requires authentication to access.
- ◆ Class Representatives act as a liaison between students and instructors and as such students can discuss any concerns about the course with the Class Representative that they may be uncomfortable discussing directly with the instructor (with promises of confidentiality).

## MISSING, CANCELING OR RE-SCHEDULING A CLASS

**CONTACT:** *Barbara Felkins* ([felkins@haas](mailto:felkins@haas); 642-1421) or *Erika Walker* ([ewalker@haas](mailto:ewalker@haas); 643-1470)

- ◆ **For Illness and Other Emergencies.** If illness or another emergency will prevent you from meeting your class, please give as much advance notice as possible by **calling the Undergraduate Program Office at 642-1421 and emailing the class.** Arrangements will be made to post signs at your classroom.
  
- ◆ **For Other Reasons.** Canceling or rescheduling a class for reasons other than illness or emergency requires advance approval. The Undergraduate Program Executive Director will discuss with you acceptable substitutes for you in the classroom or acceptable alternatives for rescheduling your class. If a class is canceled or rescheduled, you should ensure that your students are given *repeated* advance notice.

## GUEST SPEAKERS AND PARKING PERMITS

**CONTACT:** *For Guest Speakers - Karren Bautista Tanisaki (kbtanisaki@haas; 642-1421);  
for Parking Permit go to <https://ems.haas.berkeley.edu/>*

- ◆ The Undergraduate Program does not have a budget for honoraria or gifts. The Dean's office advises faculty to purchase Haas Gear gifts as a token of appreciation but reimbursement cannot be guaranteed, particularly if not approved in advance. In some cases, the Undergraduate Program Office may have small identity items that can be provided. Please contact Karen Bautista Tanisaki in advance to confirm.

- ◆ To obtain parking permits for guest speakers.

Log in to the [Event Management System \(EMS\)](#).

Choose “Parking Spaces” from the drop-down menu under the “Reservations” tab.

Enter the name of the guest and a few other details—nothing onerous!

Almadora will confirm and issue you a validation ticket that your guest can use when exiting the garage. There is nothing to put on the dashboard.

- ◆ **Please note that parking permits are NOT available for UGBA 198 courses.**

# ACADEMIC ACCOMMODATIONS FOR DISABLED STUDENTS

*CONTACT: Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)*

- ◆ The professional staff of the Disabled Students' Program (<http://dsp.berkeley.edu/>) includes several Disability Specialists who are also responsible for explaining the nature and purpose of the accommodations to the student's instructor **in writing** at the beginning of each semester, so the accommodations may be implemented in a timely manner. The instructor is sent an e-mail by the Disabled Students' Program directing them to the DSP's website to view the letter.
  
- ◆ If an instructor has questions about an accommodation that a Disability Specialist has deemed appropriate for a particular disabled student, the instructor should contact the Disability Specialist promptly. If the instructor and the Disability Specialist cannot agree, there is a review procedure that must be followed within five days of notification of the requested accommodation.
  
- ◆ **Academic accommodations for a disabled student are a confidential matter between the student and the instructor.** The instructor should never discuss the requested accommodations in the presence of others and should never refer the student to a member of the Haas School's administration or staff for academic accommodation matters. All questions should be referred to the Disability Specialist.
  
- ◆ Whenever possible it is recommended that you make arrangements for accommodations and proctoring yourself. Your Faculty Assistant can help you to reserve rooms. If you are not able to proctor the exam yourself or arrange for a room, the centralized Proctoring Service is available to assist you. Information regarding this resource can be found on the web at: <http://dsp.berkeley.edu/proctoring/index.html> . The Proctoring Service's phone number is 510/643-4691; e-mail: [proctoring@berkeley.edu](mailto:proctoring@berkeley.edu).



## HAAS TUTORING PROGRAM

**CONTACT: Dinko Lakic ([lakic@haas](mailto:lakic@haas); 642-1421)**

- ◆ Haas majors have access to free tutoring services available for upper division business courses.
- ◆ Each semester, students are hired as tutors for courses that they have completed with a grade of an “A-” or better and upon faculty recommendation.
- ◆ Refer interested students (either potential tutors or students in need of tutoring) to the staff person listed above and/or to the following website: <http://www.haas.berkeley.edu/Undergrad/tutoring.html>.

# HAAS GRADE POLICY

**CONTACT: Erika Walker ([ewalker@haas](mailto:ewalker@haas); 643-1470) or Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)**

The Haas School seeks to assign grades that reflect students' performance, in accordance with UC Berkeley's grading policy, which states:

"The work of all students on the Berkeley campus is reported in terms of the following grades: A (excellent), B (good), C (fair), D (barely passing), F (failure), P (passed at a minimum level of C-), NP (not passed), S (satisfactory, passed at a minimum level of B-), U (unsatisfactory), I (work incomplete due to circumstances beyond the student's control, but of passing quality), IP (work in progress; final grade to be assigned upon completion of entire course sequence). The grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes." (<http://guide.berkeley.edu/academic-policies/#gradestext>)

## ◆ The Haas School of Business grading policy

(<https://groups.haas.berkeley.edu/AcademicAffairs/Bylaws/documents/Policy%20on%20Grading%20-%20April%2027,%202012.pdf>) uses a consistent grade policy across all degree programs. The policy has three goals: to ensure that grading is fair across courses; to encourage students to take their coursework seriously; to hold faculty accountable to the rigorous standards of the Haas School of Business. All instructors who teach Undergraduate, Full Time MBA, Evening and Weekend MBA, Berkeley-Columbia Executive MBA, or MFE courses will be required to follow this grading policy. Only PhD courses are exempt.

As with all UC Berkeley courses, letter grades are assigned a point value as follows:

A+ = 4.0; A = 3.7; A- = 3.3; B+ = 3.0; B = 2.7; B- = 2.3; C+ = 2.0; C = 1.7; C- = 1.3; D+ = 1.0; D = 0.7; D- = 0.3; and F = none.

- ◆ If an instructor wishes to submit grades that would violate this policy, the instructor must explain in writing to the Senior Assistant Dean for Instruction (SADI) why the course, and the distribution of students who are enrolled, warrant a deviation from this policy. Written approval from the SADI must be obtained to proceed with a higher mean GPA for the class. Deviations for must be approved by both the SADI and the Dean of the Haas School. Such waivers should be rare. In the event of such an approved deviation from the policy, the mean GPA of any course should not exceed 3.65.
- ◆ The SADI will report annually to the Policy and Planning Committee on the courses for which waivers have been issued, the reasons for the waivers, and any policies that the SADI has established for such waivers.
- ◆ **Distribution Requirements for Core Courses**  
(UGBA 101A, 101B, 102A, 102B, 103, 104, 105, 106, 107)

The mean GPA of core courses in the undergraduate program should not exceed **3.20-3.40**. The grade distribution is flexible as long as the mean does not exceed this cap.

◆ **Mean Course GPA Requirements for Electives**

The mean GPA of elective (non-core) courses across programs should not exceed **3.40-3.60**. The grade distribution is flexible as long as the mean does not exceed this cap.

◆ **Monitoring and Reporting**

After grades are assigned the SADI's office will calculate the mean GPA of all courses and the distributions of grades for all core courses. Instructors whose grade assignments violate this policy will be promptly notified by the SADI and asked to immediately amend their assigned grades to satisfy this policy's requirements.

◆ **Enforcement and Consequences**

If for any reason a grade assignment that violates this policy is not corrected, the SADI will report such violations to all the Haas instructors, to the ADAA and to the Dean via an email that lists the violators, their courses, and the complete grade distribution of their course. If any of the violations was for a class of less than 18 students, and was approved by the SADI, the SADI will include in the email the reasons for the exceptional approval.

◆ **Group Chairs and the SADI are responsible for communicating the importance of this policy to all Haas instructors. Group Chairs and the ADAA will consider any such violations when making non-ladder appointments or reappointments, and when discussing teaching in ladder merit cases. The SADI will inform non-ladder faculty that violations of this policy may result in a termination of their teaching for the Haas School of Business.**

# GRADING

**CONTACT: Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)**

- ◆ **P/NP (Passed/Not Passed) and S/U (Satisfactory/Unsatisfactory).** For undergraduate students taking courses P/NP, their level of performance must correspond to a minimum letter grade of C- if they are to receive a Passed grade. For graduate students taking courses S/U, their level of performance must correspond to a minimum letter grade of B- if they are to receive a Satisfactory grade.
  
- ◆ **The "Incomplete" ("I") Grade.** The grade of "I" can only be given if a student is doing passing work up to the time when circumstances beyond their control prevent them from completing the course. For example, you should not give an "I" to a student who failed your midterm exam and did not show up for your final exam. **Once an "I" is assigned, it is the Professor's responsibility to oversee the completion of the work. If you expect the student to take the final exam in the following semester with a different faculty member, it is your responsibility to contact that Professor to make the appropriate arrangements. An I grade received in the Fall semester must be replaced by the first day of instruction in the following Fall semester. An I grade received in the Spring semester or Summer Session must be replaced by the first day of instruction in the following Spring semester.**
  
- ◆ **"Negotiation" of Grades.** The grades you assign should **NOT** be negotiable and should only be changed if there was a clerical error. Re-evaluating or changing your mind about how you had previously graded a student's exam, paper, project, etc. would require you to re-evaluate the entire class. It is expected that Professors will provide students with an explanation of how their grades were reached, if requested. Per Academic Senate regulations, students may be entitled to file a formal grade grievance if they feel their grade was based on non-academic criteria. Additional information is on the web at:  
<http://academic-senate.berkeley.edu/committees/coci/handbook3#3-3-1-1>
  
- ◆ **Submission.** Near the end of the semester, you will be given information about the submission of electronic final grades on CalCentral. This information will contain the **deadline specified by the University for the submission of your final grades. It is mandatory that you meet this deadline.** When submitting your final grades, you are also required to e-mail or submit a copy of a worksheet that itemizes the performance of each student on each exam, paper, project, and other grading criteria (such as class participation) to Barbara Felkins ([felkins@haas](mailto:felkins@haas)).

- ◆ **Changing a Final Grade Once Submitted.** You should prepare your final grades very carefully. Once submitted to the campus, final grades are very difficult to change. The only reason the campus will grant a grade change is a clerical error. If you have such a case, you can change the grade on CalCentral. **Please send the information to Barbara Felkins (felkins@haas) as well so that she can make a note in the student's record, if they are a business major.**
  
- ◆ Students' grades are available on their "My Academics" page in CalCentral after midnight on the day you submit your final grades.
  
- ◆ You **cannot** post students' grades with their full SID#s, either physically or electronically, without their written consent. However, you can post grades with an abbreviated version of the SID#. Please contact the Undergraduate Program Office to learn the procedure for this.
  
- ◆ You are free to inform your students that you will not post final grades.

## MIDTERMS, FINAL EXAMINATIONS, AND PAPERS

**CONTACT:** *Barbara Felkins* ([felkins@haas](mailto:felkins@haas); 642-1421) or *Karren Bautista Tanisaki* ([kbtanisaki@haas](mailto:kbtanisaki@haas); 642-1421)

- ◆ You are not required to give a midterm exam, but if you do, it is your responsibility to schedule the date of your midterm exam. **It is expected that the midterm will be given during class time. Any deviation from this must be approved in advance by the Undergraduate Program Office.**
- ◆ **For Undergraduate courses, the University requires a final exam.** Regulation 772 of the Academic Senate states that a written examination, not to exceed three hours, is required in all undergraduate courses. The examination must be given during the examination period scheduled by the Registrar's Office.
- ◆ However, one-time exceptions are granted on a case-by-case basis and could include alternative forms of finals. Contact the Undergraduate Program Assistant Dean for additional information.
- ◆ **Faculty attendance at exams.** A proctor must be present at all exams. It is strongly recommended that you proctor your exam(s). If you cannot be present, you must arrange for someone to serve as your substitute proctor, and you must provide a phone number where you can be reached during the exam if necessary. Your substitute proctor should be qualified to answer questions the students might ask during the exam.
- ◆ **Scheduling.** The University schedules the date and time of your final exam well in advance of the beginning of the semester. Final examinations in any format must not be required to be completed or turned in during the regular semester's period of instruction (including the last week of instruction) or during the days of RRR week. Please note that you can view the semester Final Exam Calendar from the following link: <http://schedule.berkeley.edu/> . Final examination groups are based on the day and time a class is offered and are the default for undergraduate classes. As a reminder, all final exams must be given during the scheduled times. The form of final evaluation for a course, as well as the date and time, must be included in your syllabus at the beginning of each semester.
- ◆ **Rescheduling.** The University prohibits rescheduling the date and/or time of a final exam, even if it would be more convenient for the instructor and/or the majority of your students.
- ◆ **Make-ups.** Before enrolling in your course, students are well aware of the date and time of your final exam. Students also know that they should not enroll in two courses whose final exams are at the same time. If you decide to honor a request to make-up an exam, you must arrange a room through your Faculty Assistant, and if you cannot be present, you must also arrange a proctor and be available by phone for questions during the exam.
- ◆ If you use bCourses for your course(s) you should consider shutting down access to the system while you are giving exams.

- ◆ **Religious Creed Policy.** It is the official policy of the University of California at Berkeley to permit any student to undergo a test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship which could not reasonably have been avoided. Additional Information regarding this policy can be viewed on the web at: <http://registrar.berkeley.edu/calendar>
- ◆ **Returning Scantron Exams to Students.** Our office recommends that you make a copy of scantrons before returning them to students.
- ◆ **Submission of Two Copies of Papers.** The Haas School requests that you require students to submit TWO COPIES of any MAJOR paper -- a hard copy which you will grade and return **and an electronic copy** which you will retain for at least 3 months. (Of course, if you prefer to grade electronic copies, then the hard copy is unnecessary.)
- ◆ Final exams must be kept for thirteen months, at which time they can be disposed of. Prior to that time, you can return the exams to the students in person during your office hours or allow students to view the exams under your supervision.
- ◆ If you are a Visiting Faculty Member who will not be returning the following semester, final exams should be left in the Undergraduate Program Office in S450 Student Services. **Please alphabetize the exams before turning them in.** The Undergraduate Program Office stores **only final exams**. Home works and midterms can be returned to the students or disposed of.
- ◆ The Academic Senate's Committee on Educational Policy [CEP] has adopted Guidelines Concerning Scheduling Conflicts with Academic Requirements [2005-06] which address the issue of conflicts that arise between extra-curricular activities and academic requirements, and specifically concern the schedules of student athletes, student musicians, those with out-of-town interviews, and other students with activities (e.g., classes missed as the result of religious holy days) that compete with academic obligations. The link to the complete policy is available on the Academic Senate website at: [http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines\\_acadschedconflicts\\_final\\_2014.pdf](http://academic-senate.berkeley.edu/sites/default/files/committees/cep/guidelines_acadschedconflicts_final_2014.pdf)

## READING/REVIEW/RECITATION (RRR) WEEK

**CONTACT:** *Barbara Felkins* ([felkins@haas](mailto:felkins@haas); 642-1421) or *Karren Bautista Tanisaki* ([kbтанisaki@haas](mailto:kbтанisaki@haas); 642-1421)

- ◆ Reading, Review, and Recitation (RRR) Week is the week following the end of formal class instruction and preceding the start of final exams and is intended for students to have free time to prepare for exams, to work on final papers and projects, and to participate in optional review sessions and meetings with instructors, to work on final papers and projects, and to prepare for exams. RRR week is based on the pedagogical principle that students benefit from time devoted to synthesizing the course material learned over the course of the semester. In Spring 2009, the Joint Task Force on Exams, after extensive consultation with several Academic Senate committees as well as student and other groups, recommended that a formal review period be created by converting a combination of formal days of class instruction and "dead" days to RRR days. This change formalizes a longstanding Academic Senate guideline that no new material be introduced during the last week of instruction.
  
- ◆ These changes are in order to maintain a full week of RRR days, to eliminate scheduling conflicts between final exams and Saturday religious observances, and to equalize the number of days of formal class instruction in the spring and fall semesters while still maintaining the required 146 days of instruction per year. To see the academic calendar in detail, go to <http://registrar.berkeley.edu/CalendarDisp.aspx?terms=current>
  
- ◆ Additional information can be found on the Office of the Registrar's web site at: [http://registrar.berkeley.edu/sites/default/files/pdf/050714\\_Campus%20Policies%20and%20Guidelines%20Concerning%20the%20Academic%20Calendar.pdf](http://registrar.berkeley.edu/sites/default/files/pdf/050714_Campus%20Policies%20and%20Guidelines%20Concerning%20the%20Academic%20Calendar.pdf)



## **FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)**

**CONTACT: Barbara Felkins ([felkins@haas](mailto:felkins@haas); 642-1421)**

◆ Federal law Family Educational Rights and Privacy Act (FERPA) governs the release of student information.

◆ Please visit the Office of the Registrar's web site at:

<http://registrar.berkeley.edu/sites/default/files/pdfs/FERPAFaculty.pdf>

for "A Quick Reference for Faculty and GSI's."

## ASSISTING THE EMOTIONALLY DISTRESSED STUDENT

**CONTACT:** *Barbara Felkins* ([felkins@haas](mailto:felkins@haas); 642-1421) or *Erika Walker* ([ewalker@haas](mailto:ewalker@haas); 643-1470)

- ◆ Occasionally you may have a student in your course that concerns you in terms of their mental/emotional well being. You should feel free to contact either Barbara Felkins or Erika Walker in the Undergraduate Program Office for assistance. In addition, the Counseling and Psychological Services Office of the University Health Service has compiled a Guide for Faculty and Staff. The “Assisting the Emotionally Distressed Student” Guide is located on their web site at:  
<http://www.uhs.berkeley.edu/students/pdf/CPS/AssistingtheEmotionallyDistressedStudent.pdf>
- ◆ Please keep in mind that if you ever feel threatened by a student do not hesitate to contact the Campus Police at 911 (from campus phones) or 642-3333 (from cell phones).

## **SAFETY/SECURITY**

**CONTACT:** *Barbara Felkins* ([felkins@haas](mailto:felkins@haas); 642-1421) or *Erika Walker* ([ewalker@haas](mailto:ewalker@haas); 643-1470)

- ◆ Crime Prevention Strategies and Services, UC Police Department can be found at:  
<http://ucpd.berkeley.edu/crime-prevention-strategies-and-services>
  
- ◆ If you have not already done so, we urge you to sign up for the “WarnMe”, campus alert and warning system. To learn more visit <http://warnme.berkeley.edu/> .

# ACADEMIC INTEGRITY

**CONTACT:** *Barbara Felkins* ([felkins@haas](mailto:felkins@haas); 642-1421) or *Erika Walker* ([ewalker@haas](mailto:ewalker@haas); 643-1470)

- ◆ The Haas School of Business has a zero tolerance policy for academic dishonesty. (<https://groups.haas.berkeley.edu/AcademicAffairs/Bylaws/documents/Policy%20on%20Academic%20Dishonesty.pdf>) As such, The Undergraduate Program Office expects that any perceived incident must be documented and responded to. ([http://www.haas.berkeley.edu/Undergrad/academic\\_dishonesty.html](http://www.haas.berkeley.edu/Undergrad/academic_dishonesty.html))
- ◆ For more guidance on Berkeley’s definition of Academic Integrity, see: <http://teaching.berkeley.edu/resources/design/academic-integrity>
- ◆ The Undergraduate Program also has a Code of Ethics ([http://www.haas.berkeley.edu/Undergrad/academic\\_guidelines.html](http://www.haas.berkeley.edu/Undergrad/academic_guidelines.html)) that all Undergraduate students are expected to adhere to.
- ◆ If you catch a student cheating on an exam, copying a paper, etc., contact the Undergraduate Program Office immediately. It is the program’s expectation that you report any incident perceived as cheating and document it accordingly. Student Judicial Affairs Office has provided the following “Resolution Options”:

## 1) **Resolve Yourself**

*Student NOT Responsible* -End matter

*Student Admits and Accepts Academic Sanctions*

Faculty Disposition for Academic Dishonesty: With the student, complete this form and assign an “academic sanction”. Upon receipt of the Faculty Disposition, Student Judicial Affairs will send the student a “notification” and file the Disposition for the purpose of information ONLY. The Disposition alone will not create an official conduct record with Student Judicial Affairs. If the student has previous violations on file or SJA deems the violation egregious, SJA may pursue more severe violations. In the event of future violations, SJA may consider the Disposition in assigning sanctions.

## 2) **Refer Directly to Student Judicial Affairs if:**

**You Do Not Feel Comfortable Approaching the Student**

**Student Admits but Case Is Egregious**

**Student Does Not Admit or Agree to Academic Sanction**

**Student Wishes the Matter Reviewed by SJA**

[Discipline Referral for Academic Dishonesty](#): Complete this form to forward the case to Student Judicial Affairs for administrative review and resolution. For full judicial procedures once SJA receives the case, [click here](#). Once you refer the case, SJA will work with you to resolve the case by notifying you of the receipt of the complaint and the possible code sections violated, requesting a recommendation from you on the sanction(s) should the student be found in violation, and notifying you when the case is completed. When a case is under investigation by SJA, you should refrain from assigning a final grade for the course. **Should the course conclude before the investigation is completed, it is recommended that you submit an “Incomplete.”** Additional information is available on the Student Judicial Affairs web site at <http://students.berkeley.edu/osl/sja.asp?id=929&rcol=1202> .

- ◆ Please contact the Undergraduate Program Office for some suggested methods to discourage cheating.
  
- ◆ Any reproduction of the copyrighted material in a course reader is a violation of federal copyright law and the Campus Code of Student Conduct. Students copying any such material without written permission are subject to discipline by both civil and university authorities.

**HONOR CODE OF THE UNDERGRADUATE PROGRAM,**  
**HAAS SCHOOL OF BUSINESS**

As a lifelong member of the Haas School of Business community, I uphold its four defining principles, and act with honesty, integrity, and respect for all.

**HAAS STUDENTS  
HIGHEST STANDARDS**

This code was created and adopted by the Haas School of Business Student Association and the Undergraduate Presidents of Student Clubs and Fraternities at the Haas School of Business – Spring 2014.

**UC BERKELEY HONOR CODE**

As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.

## CORE CURRICULUM DESCRIPTIONS

UGBA 100	<b>Business Communications</b>	Introduces students to key principles, rhetorical strategies, and standard American business conventions for communicating in non-academic settings. Examines and practice a range of techniques to write and deliver effective, appropriate written and oral messages by concentrating on audiences, purposes, forms, and formats of professional communication.
UGBA 101A	<b>Microeconomic Analysis for Business Decisions</b>	Economic analysis applicable to the problems of business enterprises with emphasis on the determination of the level of prices, outputs, and inputs; effects of the state of the competitive environment on business and government policies.
UGBA 101B	<b>Macroeconomics Analysis for Business Decisions</b>	Analysis of the operation of the market system with emphasis on the factors responsible for economic instability; analysis of public and business policies which are necessary as a result of business fluctuations.
UGBA 102A	<b>Introduction to Financial Accounting</b>	The identification, measurement, and reporting of financial effects of events on enterprises, with a particular emphasis on business organization. Preparation and interpretation of balance sheets, income statements, and statements of cash flows.
UGBA 102B	<b>Introduction to Managerial Accounting</b>	The uses of accounting systems and their outputs in the process of management of an enterprise. Classification of costs and revenue on several bases for various uses; budgeting and standard cost accounting; analyses of relevant costs and other data for decision making.
UGBA 103	<b>Introduction to Finance</b>	Analysis and management of the flow of funds through an enterprise. Cash management, source and application of funds, term loans, types and sources of long-term capital. Capital budgeting, cost of capital and financial structure. Introduction to capital markets.
UGBA 104	<b>Analytic Decision Modeling Using Spreadsheets</b>	This course provides an introduction to several quantitative methods used to facilitate complex decision-making in business, with applications in many different industries, at different levels in the organization, and with different scopes of decisions. The power of the methods covered in this class is further enhanced by implementing them in spreadsheet software, which allows complex problems to be approached and solved in a straightforward and understandable manner.
UGBA 105	<b>Leading People</b>	A general descriptive and analytical study of organizations from the behavioral science point of view. Problems of motivation, leadership, morale, social structure, groups, communications, hierarchy, and control in complex organizations are addressed. The interaction among technology, environment, and human behavior are considered. Alternate theoretical models are discussed.
UGBA 106	<b>Marketing</b>	The evolution of markets and marketing; market structure; marketing cost and efficiency; public and private regulation; the development of marketing programs including decisions involving products, price, promotional distribution.
UGBA 107	<b>The Social, Political and Ethical Environment of Business</b>	Study and analysis of American business in a changing social and political environment. Interaction between business and other institutions. Role of business in the development of social values, goals, and national priorities. The expanding role of the corporation in dealing with social problems and issues.

# CORE CURRICULUM OBJECTIVES (7/27/10)

## **Business Communications – UGBA 100**

### Main Course Objectives

**Students will be effective communicators who can craft well-written documents on a business topic**

- Learn to read and revise for one's own idiosyncratic writing problems, and write without errors in syntax, spelling, mechanics, grammar, and punctuation
- Learn to write clearly, cohesively, emphatically and concisely
- Learn to argue a case and persuade an audience, institute changes of policy and secure cooperation
- Learn how to structure and polish business reports and executive summaries
- Be able to write memos and letters with appropriate formats

**Students will deliver effective oral presentations on business topics**

- Learn to build confidence and expertise in oral communication, including: self-presentation, simple informative presentations to small groups and brief persuasive speeches
- Develop a better understanding of business communication strategies, practices, and theories, and improve skills in speaking and listening
- Learn contemporary business protocol and understand cultural differences in communication

**Students will use appropriate technologies to enhance the effectiveness of their written presentations**

- Build expertise in business communications software
- Learn to maintain their audience's attention with imagery, facts, and quotes using appropriate media
- Learn to prepare and deliver multimedia business presentations

## **Microeconomic Analysis for Business Decisions – UGBA 101A**

### Main Course Objectives

- **Presents economic concepts at the level of the consumer, organizations and individual markets.** This course offers a good understanding of how markets operate and it looks at the differences in strategies between the consumers and organizations.
- **Builds a strong foundation of microeconomic theory and applying these theories to management and policy issues.** Among the issues reviewed are the effects of the competitive environment on business and government policies.
- **Uses microeconomics as a tool for management decision-making.** The emphasis is on the determination of the level of prices, outputs and inputs.

### Skills/Framework

- **Learn to develop a concrete solution to a business problem using the appropriate analytical tool. Evaluate the soundness of proposed solutions and make adjustments as necessary.** By reading the text, attending class lectures, reviewing additional handouts and extra readings, alternative solutions to business problems can be explored.



- **Understand the relevance of strategy and price discrimination to business decision making.** By completing practice problem sets and reviewing selected readings and group discussions, students can strengthen their understanding of microeconomic theories.
- **Gain awareness of the effects of the state of the competitive environment on business and government policies.** Reviewing case studies, reading news articles and reading financial periodicals, will help familiarize the student with the current business environment and government policies.

## Macroeconomics Analysis for Business Decisions – UGBA 101B

### Main Course Objectives

- **Analyze the operation of the market system and look at how aspects of macroeconomics affect consumer and business practices.** By looking at past events and current predicaments, we can better understand how macroeconomics influences the business environment, public policies and vice versa.
- **Develop models that can be applied to generate realistic predictions about the behavior of important macroeconomic variables.** Some examples of important variables are output, income, interest rates, unemployment and the government budget balance.
- **Apply models to understand and interpret current and historical macroeconomic developments.** A realistic look at how the business environment is affected by recessions, financial crises, International trade deficits, exchange rates and inflation.

### Skills/Framework

- **To develop models that can explain and predict important macroeconomic factors.** Through a series of required readings, reviewing the text, class lectures and class discussions, the students gain experience and practice in developing models.
- **To understand how current and historical financial developments have been influenced by macroeconomic variables.** Staying abreast of current events by reading recommended periodicals and newspapers; completing several problem sets and class discussions helps insure that students are able to apply macroeconomic concepts and theories appropriately.

## Introduction to Financial Accounting – UGBA 102A

### Main Course Objectives

- **Provide an overview of accepted accounting principles applied to corporate financial reporting.** The processes of the accounting cycle from transaction analysis and data entry to adjusting and closing entries will be reviewed. The emphasis will be on accrual accounting versus cash basis accounting.
- **Learn how to prepare and interpret the principal financial statements.** Vertical and horizontal analyses are performed and the most common ratios are calculated. Attention is also paid to the construction and basic interpretation of the statement of cash flows.
- **Explore the various accounting choices available to management and the strategies used in financial disclosure.** The focus will be on specific elements of financial reports that illustrate variations in interpretation and their impact on reported earnings and cash flow.

### Skills/Framework

- **Learn how to record business transactions and prepare financial statements.** Learn how to prepare a balance sheet, an income statement and the statement of cash flows. The basic disclosure requirements for publicly traded companies will also be introduced.
- **Analyze financial statements using techniques to interpret the data in the statements.** Learn to analyze financial statements using profitability ratios, efficiency ratios, liquidity ratios, solvency ratios and market value ratios.
- **Understand the major asset, liability and shareholder equity accounts, as well as, various costing methods emphasizing the role of overhead allocation.** Through lectures, selected readings and practice problems, students will become acquainted with these methods.
- **How to use managerial accounting data to align the incentives of their managers with the firm.** The focus will be on the areas of performance evaluation and intra-firm coordination (transfer pricing).

## **Introduction to Managerial Accounting - UGBA 102B**

### Main Course Objectives

- **Provides an overview of the managerial use of financial and nonfinancial information for a variety of purposes.** This course introduces managerial decision analysis, external financial reporting, organizational planning and performance evaluation.
- **Develop and use information to support value creation by management.** Learn to evaluate the economic impact of decisions to acquire and deploy resources using basic cost concepts. Compare top-down, long term financial planning with bottom-up, short term budgeting.
- **Focus on cost measurement systems to delineate the cost flow architecture using cost accumulation, cost allocation and cost application systems.** Understand the difference between measurement principles used in cost accounting for external reporting versus internal reporting used for product costing and strategic initiatives.

### Skills/Framework

- **Learn how to use accounting information for planning operations, controlling activities and making decisions.** Through lecture, class participation and practice problems, students will understand the various needs of accounting information and how to analyze internal reports.
- **Build a framework for analyzing short-term and long-term decisions.** Students will learn to identify and solve business problems and evaluate performance using an appropriate decision-making process.
- **Learn about various approaches to budgeting including static, flexible, functional and activity-based budgeting.** Students will also learn about the use of managerial performance evaluation systems and advances in technology and information systems.

# Introduction to Finance – UGBA 103

## Main Course Objectives

- **Introduces the fundamentals of finance.** This course is an introduction to capital markets and corporate finance. Students will learn how organizations make investment and finance decisions.
- **Understand valuation from a financial perspective.** Develop a framework for valuation that includes defining, quantifying and pricing risk that characterizes future value of financial variables.
- **Combine the application of theory to practical real- world examples.** Most of the emphasis of this class will be on the analysis and application of theory to practical situations.

## Skills/Framework

- **Learn how to evaluate the effects of timing and the risk of cash flow from stocks, bonds and interest rates** through course lectures, selected readings and study group discussions.
- **Understand the most widely used theoretical model for determining the market value of risky securities** by preparing and reviewing case studies, completing online practice exercises and assigned readings.
- **Learn the best methods used for choosing alternative investments for corporations and individuals** by reviewing case studies, completing online practice exercise, selected readings and class discussions.

# Analytic Decision Modeling Using Spreadsheets – UGBA 104

## Main Course Objectives

- **Introduces several quantitative methods used to facilitate complex business decision-making in a variety of industries.** This course examines all the steps in constructing an analytical model from defining a problem, developing a model, acquiring data to developing a solution and analyzing results.
- **Implementing these methods in spreadsheet software allows complex problems to be approached and solved more easily.** By using Excel spreadsheets, available commands, tools and add-ins, an intuitive, user friendly platform can be built.
- **Integrates various functional areas of management on a common spreadsheet platform.** This course encourages structured and analytical thinking. It provides a toolkit of methodologies and software that can be put to professional use immediately.

## Skills/Framework

- **Further develop the ability to think about and formulate decision problems.** Using a well-formulated “decision” model, will allow complex problems to be approached and solved in a straightforward and understandable manner.
- **Gain a basic understanding of the principles of mathematical optimization.** The focus will be on understanding how a mathematically derived recommendation informs the decision making process.
- **Develop the ability to use “what if” analysis.** Through a mixture of lecture, computer demonstrations and problem solving, students will learn how to analyze “what if” situations and make “better” decisions more quickly and more reliably.

- **Experience working with computer modeling tools.** Gain hands-on experience with modeling and optimization tools such as Microsoft Excel. This will also lay the groundwork for more advanced software packages.

## Leading People– UGBA 105

### Main Course Objectives

- **Understand how organizations function.** This course provides an overview of the fundamental theories and principles of organizational behavior. Understanding how organizations put themselves together to reach their goals. Topics include job design, culture, diversity, ethics, power and politics.
- **Recognize the nature and dynamics of social behavior related to organizational performance.** Behavior will be examined at the individual, group and organizational level. Using social science theory, key human tendencies that can pose obstacles to success will be identified. Topics include personality, motivation and group behavior.
- **Develop leadership and interpersonal skills.** Become more effective in an organization by learning to diagnose and solve organizational problems. Additionally, learn strategies to motivate others and influence those who resist your ideas. Topics include leadership, decision making and negotiation.
- **Build a framework for organizing your own past experiences.** To gain further insight into how personal experience, preferences, strengths and weaknesses may impact one’s ability to become an effective member of organizations.

### Skills/Frameworks:

- **Further development of problem solving skills** by learning the tools needed to diagnose and solve organizational problems.
- **Enhancing leadership and decision making skills** through example in readings, case studies, discussions and through practice by participating in a group project.
- **Learn strategies for motivating others and negotiation** by learning conceptual and applied aspects of individual and group behavior.
- **Gain insight into one’s own effective and ineffective behaviors** by participating in several in-class simulation exercises and a group project.
- **Develop strategies to become more effective in an organization** by understanding the nature and dynamics of social behavior in an organizational setting.

## Marketing – UGBA 106

### Main Course Objectives

- **Provide a comprehensive introduction to the theory and practice of marketing.** This course offers an introduction to the concepts, theories and terminology of modern marketing and lays a solid foundation for future marketing classes.
- **Acquaint the students with the critical role of marketing in society.** Understanding the importance of marketing in society, the role of marketing within an organization and the connection between marketing and an organization’s overall business strategy are key concepts.
- **Develop the skills to analyze complex business situations and to use the appropriate**

**marketing tools.** Students will learn the appropriate tools and develop skills for analyzing, planning and implementing a successful marketing strategy.

#### Skills/Frameworks:

- **Learn fundamental marketing concepts, theories, terminology and marketing research.** Through lectures, text, case readings and in-class handouts, students gain a significant amount of knowledge about modern marketing.
- **Learn to make effective decisions and develop a marketing strategy.** Students have the opportunity to practice the many processes they are learning and use effective marketing tools in both individual and team assignments.
- **Understand and practice the techniques of marketing research.** Students are introduced to the framework that links tasks and activities to productive marketing outcomes.
- **Enhance oral and written communication skills.** Through a series of presentations, written reports and role playing, the students will have many opportunities to strengthen their communication skills.
- **Experience working in a team.** Many of the assignments in this class are group projects. Students will have the opportunity to be a significant member of a working team.

## **The Social, Political and Ethical Environment of Business – UGBA 107**

#### Main Course Objectives

- **Focus on the social, political and ethical environments of business.** This course illuminates the many complex and controversial social issues that challenge American businesses today. Students will review the ongoing debates regarding corporate social responsibility, corporate governance and government regulation of business.
- **Gain insight into the historical development of American business.** Gain a better understanding of how American business has been shaped. Learn more about the interaction between business and other institutions. Look at America's historical success and the growing problems of competitiveness today.
- **Understand the perplexing paradoxes facing American business managers.** Consider the conflict between the concept of free market versus the need for consumer and environmental protection. Consider also how to best manage business today given the conflicting long and short term interests of shareholder and stakeholder groups.

#### Skills/Frameworks

- **Strengthen abilities to critically analyze ethical issues that may arise in a business career.** Through numerous readings and class discussion and case studies, students will learn how to analyze real business social, political and ethical problems.
- **Enhance abilities to anticipate and appropriately respond to ethical issues that can arise in a business career.** Reading at least one business publication daily is expected and keeping a journal is encouraged. These exercises and class discussion help to prepare the student for the ethical pitfalls they may experience in their business careers.
- **Learn to be sensitive to the potential impacts of business decisions on environmental sustainability.** After analyzing real time social and political business problems, completing selected readings, and numerous class discussions, students will learn to anticipate the potential impact of business decisions.

## **UPPER DIVISION ELECTIVES**

[Click here for a complete list of Business elective courses.](#)

[\*\*Click here for General catalog descriptions of UGBA electives\*\*](#)

## UNDERGRADUATE CAREER SERVICES

**CONTACT:** *Susanna Zens* ([susanna.zens@berkeley.edu](mailto:susanna.zens@berkeley.edu); 510/642-2149)

The Undergraduate Program partners with the campus undergraduate career center to provide services to business majors.

<https://career.berkeley.edu/Business/Business.stm>