



ACADEMIC CATALOG 2017-18



Lake Forest
Graduate School of Management
BROAD THINKERS | STRONG LEADERS

Table of Contents

Revisions, effective February 12, 2018.....	1
LFGSM Directory.....	2
Academic Calendar 2017-18	3
About Lake Forest Graduate School of Management	4
Philosophy and Mission Statement	4
LFGSM's Mission, Vision, and Edge	4
History of Lake Forest Graduate School of Management	5
Who We Are.....	5
What We Teach	5
The Leadership Model.....	6
Leadership Learning™: The LFGSM Learning and Teaching Philosophy.....	6
Our Business Leader Faculty®	7
Our Students.....	8
Learning Delivery Models.....	8
Student Services	9
Admissions Policies and Entrance Requirements.....	10
Academic Policies	14
Academic Credit Hour Policy.....	14
Transfer Credit	15
Course Waiver for Credit.....	15
Credit for Prior Learning	15
Changing Degree Programs.....	15
Pursuit of a Second Degree	16
Grading System	16
Satisfactory Academic Progress (SAP) Policy.....	19
Financial Aid/SAP Appeals.....	20
Academic Load	20
Academic Honors.....	20
The Hotchkiss Scholar Award	21
Attendance and Coursework Policy.....	21
Temporary Leave of Absence/Program Exit Policy.....	23
Student Records	23
Student Conduct	23
Computer Requirements Policy.....	24
Student Verification and Authentication.....	24
Reference Resources	24
Academic Freedom	25

Academic Honesty/Plagiarism Policy	25
Copyrighted Materials Use	25
Student Complaint Policy and Log	26
Financial Policies.....	28
Tuition and Fees	28
Tuition Billing and Payment.....	28
Financial Aid	29
Cancellation/Refund Policies.....	36
Graduate Degree Program Descriptions.....	37
Leadership MBA Program	37
Master of Science in Management (MSM).....	42
Master of Science in Project Leadership (MSPL)	44
Course Descriptions	46
Consumer Information and Policies	56
Student Right to Know.....	56
Campus Security Policy, Campus Crime Statistics Act, and Emergencies	57
Americans with Disabilities Act.....	58
Title IX Non-Discrimination Policy	59
Family Educational Rights and Privacy Act (FERPA)	59
Solomon Act.....	60
Illinois Firearm Conceal Carry Act (Public Act 098-0063)	60
True and Correct Statement.....	60
Effective Date.....	60
Accreditation, Ownership, Locations, Licensing.....	61
Administration and Faculty	63

Revisions, effective February 12, 2018

Section	Revision Description
Academic Policies	Change to SARA complaint policy for FL, MA
Academic Policies	Added "prospective students" to Complaint policy
Academic Policies	Added Course Waiver policy for LDR 5120
Academic Policies	Revised sections related to Satisfactory Academic Progress (SAP) policy
Course Descriptions	Added Course Description for LDR 5809
Course Descriptions	Added Course Descriptions for MSPL degree program courses: MGT 5510, MGT 5520, MGT 5530, CAP 5540
Financial Policies	Added MSPL degree program tuition and fees
Financial Policies	Added revised Satisfactory Academic Progress (SAP) policy
Financial Policies	Revised Return of Title IV Funds policy
Graduate Degree Program Descriptions	Added MSPL degree program description
Graduate Degree Program Descriptions	Corrected course prefix for Marketing Specialization

LFGSM Directory

ACADEMICS		
Bryan J. Watkins, EdD Vice President and Chief Academic Officer	bwatkins@lfgsm.edu	847-574-5270
Cheryl Boncuore, PhD Dean of Faculty and Degree Programs	cboncuore@lfgsm.edu	847-574-5159
Registrar's Office	registrar@lfgsm.edu	847-574-5208
LFGSM 24/7 Online Support Center Support.lfgsm.edu	lfgsm@edusupportcenter.com	866-471-4249
ADMISSIONS	AskAdmiss@lfgsm.edu	847-574-5240
STUDENT ACCOUNTS	StudentAccounts@lfgsm.edu	847-574-5228
FINANCIAL AID OFFICE	FinAid@lfgsm.edu	847-574-5264
STUDENT SERVICES		847-574-5158
Student Services	studentservices@lfgsm.edu	
Tutoring	tutor@lfgsm.edu	
Career Management	careerservices@lfgsm.edu	

Academic Calendar for 2017-2018



Weeknight classes at Lake Forest and Schaumburg meet on Monday, Tuesday, or Thursday from 6:30 - 10:00 p.m.

Saturday morning classes at Lake Forest meet 8:30 a.m. - 12:00 p.m.

Weeknight classes at Allstate meet Tuesdays and Thursdays, 5:30 - 9:00 p.m. CT

Weeknight classes at HCSC meet Wednesdays, 4:30 - 8:00 p.m.

Weeknight classes at Discover meet Wednesdays, 4:00 - 7:30 p.m.

Online courses begin weekly sessions on Monday and end on Saturday at 11:59 p.m. CT.

LFGSM facilities will be closed on the following dates:

July 3 and 4, 2017
September 4, 2017
November 23, 2017
November 25, 2017
December 25, 2017
May 28, 2018

Instructors will make alternate arrangements for courses scheduled on these days.

Important Contact Information

General Information

847-234-5005

Admissions

admissions@lfgsm.edu
Sue Sternberg
847-574-5240

Student Services

studentservices@lfgsm.edu
Currie Gasche, 847-574-5158

Registrar/Academic Records

registrar@lfgsm.edu
Chris Perlstrom
847-574-5208

Diana Booth
847-574-5152

Financial Aid

finaid@lfgsm.edu
Connie Eldridge
847-574-5264

Student Accounts

studentaccounts@lfgsm.edu
Andrew LaGioia
847-574-5188

Classes are offered at:

Lake Forest
Conway Park
1905 W. Field Court
Lake Forest, IL 60045
847-234-5005

Schaumburg
1300 E. Woodfield Road
Suite 600
Schaumburg, IL 60173
847-234-5005

Online
my.LFGSM.edu

Corporate-sponsored
MBA classes meet at
designated locations.

For more information visit www.lakeforestmba.edu



Lake Forest
Graduate School of Management



Greetings,

Whether you scan through our Academic Catalog, or use it to acquire specific information, you will quickly note that a clear philosophy is evident in every facet of Lake Forest Graduate School of Management. Whether you have had an opportunity to dialogue with our accomplished Business Leader Faculty[®], collaborate with our outstanding students, or network with our equally impressive alumni, it is obvious that at the very core of Lake Forest Graduate School of Management lies one firm belief – Great Leaders Change Lives. This builds the foundation of our educational teaching and learning community.

As you continue to frame and reframe your educational goals, I trust that the insights and information provided on the following pages will assist you in formulating your own plan of action and navigating your own course toward completing your graduate business leadership education. We at Lake Forest Graduate School of Management stand, not only ready to assist, but also to share in your journey. We wish you continued success!

Respectfully I remain,

A handwritten signature in black ink that reads "Bryan J. Watkins". The signature is fluid and cursive, with a horizontal line extending from the end of the name.

Bryan J. Watkins, Ed.D.
Vice President and Chief Academic Officer

About Lake Forest Graduate School of Management

Philosophy and Mission Statement

Welcome to Lake Forest Graduate School of Management (LFGSM), a community of successful business professionals highly motivated to advance careers and improve organizations through lifelong graduate business education. If your professional goals include advancing, transitioning or launching your career through a richer understanding of the key areas of business and leadership, consider the benefits of joining our business community and earning an LFGSM graduate degree.

LFGSM's Mission, Vision, and Edge

Our Mission

We are an independent, not-for-profit, accredited business management education enterprise dedicated to improving the competence, confidence, and ability of working professionals and organizations to make significant business contributions that lead to outstanding and measurable results.

Our Vision

To be an unparalleled community of business professionals that creates and captures value by providing affordable, accessible and accountable business management education solutions that address emerging business challenges.

Our Edge

We distinguish ourselves by delivering collaborative degree and non-degree business management education that is contemporary in content, relevant to the workplace, led by proven business leaders, and designed and facilitated for business impact. For our students, the LFGSM edge is our Leadership Learning[™] learning and teaching philosophy and the Leadership Model, unique learning approaches expressly designed to ensure that

our students master leadership skills, apply their mastery of those skills immediately to real business problems, and achieve business impact.

History of Lake Forest Graduate School of Management

The post-World War II economy was growing rapidly. While seasoned people were available, they lacked the breadth of experience necessary to qualify them for increasing responsibility. To meet the challenge, three leading Illinois companies – Abbott Laboratories, Fansteel Metallurgical Corporation, and Johns-Manville Products Corporation – joined with Lake Forest College in 1946 to form the Lake Forest College Industrial Management Institute (IMI). IMI provided practical, applicable management knowledge and experience to help managers meet rapidly changing business needs.

IMI soon evolved into Lake Forest Graduate School of Management. In the 1960s, LFGSM became the independent, non-profit graduate school of management that it is today. In 1978, the Higher Learning Commission (HLC) accepted LFGSM for accreditation. A year later, the Illinois Board of Higher Education (IBHE) recognized LFGSM as a Master of Business Administration (MBA) - granting institution. In 2006, HLC accepted LFGSM into the Academic Quality Improvement Program (AQIP), a quality-based program for continued accreditation that promotes excellence through continuous improvement.

Who We Are

Lake Forest Graduate School of Management is a collaborative learning community dedicated solely to the advancement of business leadership competencies for business professionals. Our community comprises business-professional students, alumni, volunteers, Business Leader Faculty[®], and donors, as well as some of the largest and most successful corporations in the Chicagoland area. We are committed to supporting lifelong learning, business leadership, and measurable career and business impact. Our unique collaborative community identifies emerging business trends and challenges, creates and supports broad leadership competencies, instills emotional connections, builds relationships and networks, encourages discovery, and contributes to professional leadership advancement for all members. Our alumni, Business Leader Faculty[®], and Board members hold key positions at leading companies. Volunteer alumni mentors support students with the type of feedback and guidance that can only come from someone who has walked in their shoes. Finally, LFGSM's leadership team is comprised of seasoned business and education leaders who bring extensive, hands-on experience to everything we do.

LFGSM has grown to be one of the largest graduate management programs in the Midwest. Our graduate degrees are specifically designed for accomplished professionals who want to develop strong leadership skills and a broader perspective of critical business functions in order to advance their careers.

Our Corporate Learning Solutions (CLS) group is committed to providing high quality, non-degree business management education. CLS derives a portion of its content, faculty, and course delivery from the graduate degree programs. Equally important, the insight that CLS gains into emerging business trends contributes to the continuous updating of the graduate degree program curriculum.

What We Teach

Our practical experiential programs leverage the deep insights of our faculty and employ research-based adult learning principles. Beyond learning contemporary business concepts, theories and practices, our students develop critical thinking and leadership skills, which result in advanced business acumen and more sophisticated executive decision-making capabilities. Students who are less experienced develop and practice the necessary business acumen and decision-making capabilities to fast-forward their careers. This results in business professionals who can make significantly measurable positive contributions to their careers, their organizations, and their communities.

LFGSM continually works to improve the quality, relevance, and depth of our graduate-level business leadership degree programs. We are committed to designing the learning approach and assessments to gain the desired

business impact. We work with the business community and maintain a dynamic dialogue with business leaders to continually reinforce our connection to the stakeholders we serve. These strong, reciprocal relationships are extremely important to the continued value of LFGSM graduate degree programs and Corporate Learning Solutions. Through indirect and direct assessments of measurable learning outcomes and subsequent analysis of assessment data, faculty members and the administration help the School and its students continually improve.

We continually seek out the most current business thinking and experiential educational elements to integrate into our course content and delivery. Our mission requires us to ensure that our graduates properly apply their learning for business impact. Our belief that “Great Leaders Change Lives” and our emphasis on the LFGSM Leadership Model thread through all degree programs and course goals.

The Leadership Model

The LFGSM Leadership Model grounds our curriculum and approach to teaching. For over 70 years, LFGSM has been empowering working professionals with the tools to make a difference in their organizations and communities. We believe a leader is someone who inspires others, changes lives, and propels businesses forward. The LFGSM Leadership Model is the core of our degree programs and drives our curriculum and approach to teaching. In the business environment, professionals must be ready not only to adapt to change, but also to lead change.

Throughout the curriculum, students will explore and experience each of the five aspects of the Leadership Model, giving them the tools they need to become a successful leader.



AGILITY

Ability to see things from different perspectives, develop big picture ideas, and drive change.

INNOVATION

Creatively assess customer/market needs, make organizational assumptions, generate ideas, and execute change.

STRATEGIC VISION

Lead the creation and execution of a strategic vision that improves the bottom line, productivity, and culture of the organization.

SELF-AWARENESS

Understand and manage personal strengths and weaknesses to optimize leadership impact.

ENGAGING OTHERS

Actively identify and nurture talent to build effective teams and productive working relationships.

Leadership Learning™: The LFGSM Learning and Teaching Philosophy

The LFGSM Leadership Learning approach provides innovative, affordable, and accessible business leadership education solutions that address emerging business challenges and get measurable business results. The learning environment — whether in the classroom or online — is about experience, providing a practical approach to business leadership education that enables students to “learn it today, use it today.” Graduate degrees and corporate learning programs are based in business leadership skills, are action-focused, and use

a variety of experiential learning methods that are directly linked to the capabilities companies need to face the dynamic complexities of today's business environment.

The activities, materials, and learning technologies used at LFGSM mirror the business world. We encourage students to be forward thinking, take ownership of their learning experience, practice what they learn, and engage in active participation as individuals and in teams. The goal is to provide opportunities for students to apply their insights directly and immediately, supporting their ability to utilize relevant concepts and tools while using technology that is present in the business environment.

Facilitated discussion, case studies, computer simulations and exercises, role-play, and team projects and presentations help students apply their learning to current workplace projects to achieve business impact. Students build skills and confidence while developing a greater understanding of the relationships among disciplines.

LFGSM believes that effective business education occurs when Business Leader Faculty[®] interact with business professional students in a manner that incorporates research-based, best-practice teaching techniques and technologies. Accordingly, the curriculum is structured to allow maximum opportunities for students to learn by doing. This approach allows the faculty to bring their "real world" experience into the learning environment, through focused content delivery, effective use of technology, and structured opportunities that allow students to practice, review, and learn from others. Students practice their skills by applying them to both simulated and real business situations.

Our Business Leader Faculty[®]

LFGSM faculty members are experienced business professionals leading courses within their contemporary subject matter expertise. As a group, they demonstrate a deep understanding of emerging business trends and technologies along with a student-centered passion for developing business leaders. Faculty members demonstrate their business and contemporary subject matter expertise by participating in the business community, including the digital community, and by participating in LFGSM faculty development activities and other LFGSM community events.

A key point in our differentiation – and an important component in the delivery of our business management education – is our faculty. We engage a part-time faculty comprised of business professionals because of the value of their real-life experiences. This experiential approach helps our students directly relate class material to actual business situations and quickly transfer learning to their workplace. Faculty members bring a high level of strategic perspective honed from years of work experience, a facilitative style enhanced by educational technology, and a passion to develop their students' business and leadership competencies. Their active participation in business provides an understanding of the evolving needs and complexities of today's organizations. This differs significantly from traditional programs that tend to rely on tenured professors and business theory as the primary components of their program delivery.

Working together, engaging the students using the Learning and Teaching Philosophy, and being lifelong learners themselves energizes our faculty members to stimulate students' intellectual growth. LFGSM recognizes the vital role that the faculty members play in our community, and is committed to continuously developing their skills as effective teachers of business professionals. Faculty are business professionals serving business professionals. They are actively engaged in our learning community by teaching in both degree and non-degree programs, guest lecturing, and developing curriculum. Faculty members serve as subject matter experts and course facilitators to develop and deliver curricula that address the critical skills that students will find essential to advance their careers. They provide invaluable guidance and feedback, helping learners to tie their readings and experiences to key business concepts.

Our Students

Students value our close ties to the business community. LFGSM students are typically “functional experts” — working professionals with a specific area of deep business expertise and a strong desire to advance their careers through graduate-level leadership education. These functional experts include research scientists, engineers, sales and marketing professionals, IT professionals, and human resource specialists looking to broaden their business knowledge and perspective.

Most LFGSM students have substantial workplace responsibilities and, in many cases, significant family and community obligations. These students find that LFGSM specifically tailors course delivery in a flexible format to balance the difficult and often competing demands of graduate education, business travel, and community and family responsibilities.

LFGSM students become part of a larger community of business professionals that provides valuable guidance and support throughout the program and after graduation. Student intimacy is an integral part of our culture and is how we do business.

Learning Delivery Models

Face-to-Face/Synchronous Video/web conference

Providing flexible options for LFGSM learners is part of the strength of our programs. Courses may consist of an in-class, face-to-face group along with groups of learners at multiple locations.

Hybrid

The Hybrid delivery model combines in-class sessions with virtual sessions. Using the Learning Management System (LMS) and other technology tools, engaging and interactive synchronous and asynchronous sessions become a significant part of the course. Students use the virtual classroom to participate in discussions, simulations, and other activities that support the learning outcomes of the course.

Online

Students in online courses do not meet face-to-face. These courses are delivered through the Learning Management System (LMS) and other technology tools. Each course provides engaging and interactive synchronous and asynchronous activities that encourage discussion and interaction among students, with a high degree of involvement and feedback from the instructor. All online courses require students to become part of an active learning community, with the opportunity to take part virtually in classroom location or campus activities.

Accelerated

Accelerated courses are full credit graduate degree courses offered in a condensed timeframe. These courses require students to attend sessions over several days or a few weeks, rather than a full term. The course goals and objectives remain the same, as does the workload. Accelerated courses require a significant time commitment in a short time period.

Learning Management System (LMS)

All LFGSM courses have a strong Web support component designed to enhance the classroom experience. Web support acts not only as a repository of course materials, but also provides access to other School and course resources. It facilitates the following:

- In-class discussions continue beyond the physical class session.
- Students can work collaboratively outside of class.
- Instructors can include supplemental resources and links for students.
- Instructors can share current and emerging trends through the web support available for each course.

Student Services

LFGSM Student Services provides the resources, guidance and support to help all students achieve their professional and academic goals. As busy working professionals, students will be better equipped to leverage their graduate degree experience through these co-curricular opportunities. Key features include:

Networking and Community Access. Students have access to a strong network of accomplished professionals and an opportunity to participate in regular career and professional events.

Career Development. To help students manage their careers, we offer the following services:

- Online career center with job search and planning resources available through CareerBeam
- Workshops and networking events designed to enhance career management skills
- Private job board for students in transition, and for hiring managers to source LFGSM talent
- Personalized career coaching for students who request additional one-on-one support

With the accelerated rate of change in organizations, professionals need to assume new roles quickly and confidently. While the school does not offer job placement, it is our belief that with the above services and networking with like-minded professionals (classmates, alumni, faculty, and staff), opportunities present themselves to motivated students.

Leadership Exchange. Students seeking guidance on specific, work-related business issues may request a one-on-one consultation with participating Business Leader Faculty[®]. Sessions can be held virtually or in-person and will be limited to 90 minutes. A student may request up to two sessions at no fee.

Workshops and Events. Workshops, webinars and other events designed to supplement the curriculum help students sharpen their business acumen and career management skills.

Tutoring. With the variety of subjects built into the curriculum, some students seek assistance with topics outside their comfort zone. Tutors are available to work with students in their core courses, on areas such as accounting, finance, statistics, and business writing.

Admissions Policies and Entrance Requirements

Admissions Philosophy

At Lake Forest Graduate School of Management, the coursework is challenging but the experience of working with us is not. Our admissions process is streamlined and highly personalized and our Admissions team is available to assist you every step of the way.

LFGSM graduate degree programs offer a challenging and transformational learning experience for working professionals who want to become more effective leaders within their organizations and communities. We are looking for students with intellectual curiosity and personal qualities that will contribute to our learning community, and potential to succeed as a leader in a competitive business environment.

We evaluate candidates based on the following criteria:

- Leadership potential and professional experience
- Ability to contribute to the graduate degree program experience
- Intellectual ability and motivation
- Verbal and written communication skills

Graduate Degree Program Admissions Requirements

The following components are required to complete the admissions process:

1. Admissions Interview

The admissions interview is a critical step in the admissions process. By recommending the admissions interview as the first step in the admissions process, we encourage candidates to assess their fit with an LFGSM graduate degree program prior to completing their admissions documentation. The interview is helpful in assessing the candidate's professional and academic qualifications, in addition to qualities such as commitment, motivation, maturity, and professionalism. Interviews are tailored to the individual, and designed to learn more about the candidate in the context of a conversation. The interview is also used as a tool to stress the LFGSM collaborative learning environment and to help ensure a good institutional fit.

The Admissions Committee may request a second-level interview for candidates who show potential to succeed in a graduate degree program, but have an area of concern within their admissions file. The second-level interview is an additional conversation with the Senior Director of Admissions, Vice President and Chief Academic Officer, or a Senior Manager of Admissions. The second-level interview is intended to assess the area of concern within the candidate's file. The interview will also evaluate the candidate's overall ability to succeed in a graduate degree program.

Interviews may be conducted in person or virtually. After the interview, an Admissions Representative will help the candidate continue his/her application process. Candidates scheduling an interview should call an Admissions Manager toll-free at 800-890-7340 or e-mail the Admissions Office at AskAdmiss@lfgsm.edu.

2. Current Résumé or Robust LinkedIn Profile

LFGSM is looking for candidates who can demonstrate their potential as a leader. We prefer candidates with a minimum of two years of professional work experience that includes managing people, processes, and/or projects. A candidate's work background should demonstrate an ability to contribute effectively to an interactive classroom environment. Students who already have a framework of experience against which to apply their education, and who understand workplace issues, generally get more out of the LFGSM graduate degree program and contribute more to class discussions and

team projects. More important than length of experience is the quality of a candidate's accomplishments and career progression.

3. Professional Letter of Recommendation

The Admissions Committee requires one online recommendation from a professional supervisor or coworker who is familiar with the candidate's work. A recommendation from a candidate's direct manager is preferred. Other useful sources of recommendations are a candidate's clients or former employers. Recommenders should be individuals who are able to give specific information about professional capabilities and accomplishments. The link to the Letter of Recommendation form can be requested by contacting the Admissions Office at AskAdmiss@lfgsm.edu.

4. Official Academic Transcripts

Candidates who are graduates from U.S. institutions must submit an official written or electronic copy of their transcripts. LFGSM requires official transcripts or proof of an earned undergraduate or graduate degree from an institution accredited by a U.S. regional accrediting agency. Candidates who transferred in more than 30 hours of credit from a single institution to their degree-granting institution must also submit transcripts from other contributing institutions unless these grades are indicated on the degree-conferring transcript.

For Non-U.S. Degree Holders

Candidates may submit their mark sheets and diploma to the Admissions Department for evaluation by LFGSM. If LFGSM is unable to make a degree equivalency evaluation, a third-party transcript evaluation is required. Degree equivalency evaluations must be approved by the Vice President and Chief Academic Officer.

Candidates who are asked to submit a third-party transcript evaluation must submit an acceptable third party transcript evaluation from a firm affiliated with one of the following organizations:

1. American Association of Collegiate Registrars and Admissions Officers, International Education Services (AACRAO-IES) at www.aacrao.org; or
2. Members of the Association of International Credential Evaluators, Inc. (AICE). A current membership listing can be found at www.aice-eval.org; or
3. Members of the National Association of Credential Evaluation Services (NACES). A current membership listing can be found at www.naces.org.

For candidates who already have a third-party transcript evaluation completed, LFGSM will review these instances on a case-by-case basis and determine if the transcript evaluator has credentials similar to the organizations listed above. If so, the evaluation is acceptable to LFGSM. If not, the graduate degree program candidate must have their degree evaluated by LFGSM or by a firm that is affiliated with one of the organizations listed above.

Degrees from accredited institutions in the UK, Australia and Canada may not require a third party evaluation. Candidates with a three-year international degree from an accredited institution will be considered on a case-by-case basis. Please contact an Admissions Representative with any questions about third-party evaluations at 847-574-5240.

5. Online Application

Candidates are required to complete the online application form, which includes the submission of background information, contact information (mailing address, phone number, and e-mail address), biographical information, and academic degrees earned. Candidates can apply online at www.lfgsm.edu/apply.

6. Written Personal Statement

Personal statements help the Admissions Committee learn more about our candidates and their motivation behind seeking a graduate degree. Resumes and transcripts give the Committee insight into professional and academic accomplishments. The personal statement should provide insight into the individual seeking to become an active member of the Lake Forest MBA learning community. The personal statement also serves as a writing sample, and is evaluated for expression and clarity of ideas. In accordance with LFGSM's writing guidelines, the personal statement should be free of fundamental errors in format, spelling, punctuation, and grammar. Writing prompts for the personal statement can be found on the online application.

Non-Degree Seeking Candidates

A non-degree seeking candidate is a person who wishes to take graduate degree courses but does not intend to earn a graduate degree. A non-degree seeking candidate may take a maximum of four courses (12 semester credit hours). Non-degree seeking candidates who wish to enroll in more than four courses must satisfy all LFGSM graduate degree program admissions requirements and be accepted to one of the graduate degree programs. Appropriate courses taken for credit may apply toward completing a degree for non-degree seeking students who are admitted to a degree program within one year of completing the non-degree seeking courses. Successful completion of non-degree seeking coursework does not guarantee admission to a graduate degree program. A non-degree seeking student whose application to a degree program is denied may not enroll in further courses or continue as a non-degree seeking student.

Students who intend to complete a Leadership MBA Certificate, but not the MBA degree, are considered non-degree seeking.

Non-degree seeking candidates are required to meet the same admissions standards as degree seeking students, and must fulfill all course prerequisites or receive approval from the Dean of Faculty and Degree Programs or the Vice President and Chief Academic Officer. Non-degree seeking students are not eligible for financial aid. Non-degree seeking students may participate in the Global Focus course with permission of the Dean of Faculty and Degree Programs or the Vice President and Chief Academic Officer.

Non-degree seeking candidates must fulfill the following eligibility and admissions requirements:

Eligibility Requirements

- Meet work experience requirements
- U.S. Bachelor's degree or equivalent

Admissions Requirements

- Admissions interview
- Résumé or robust/detailed LinkedIn profile
- Application
- Personal Statement
- Official transcripts from institution granting highest earned degree

Acceptance and Notification

When the admissions file is complete, the Admissions Committee will evaluate the candidate's credentials. Notification of the Admissions Committee's decision occurs within one to two weeks after all of the admissions requirements are received. All candidates receive notification via preferred e-mail address and U.S. Mail. Upon acceptance, to guarantee a place in a graduate degree program, an enrollment confirmation form and a non-refundable \$100 enrollment deposit is required. The \$100 deposit will be applied to the student's first tuition bill. Candidates who do not start a graduate degree program within one year of acceptance must re-apply for admission under admissions policies in effect at the time of re-application.

Application Fee

A \$75 application fee is required at the time of application. If paying by check or money order, please send payment to the Lake Forest campus Admissions office. All payments should be made payable to Lake Forest Graduate School of Management. Electronic payments may be made when applying online. This fee is not refundable.

Admissions Application Deadline

The admissions application deadline varies for each academic term. For additional details, please contact the Admissions office at 847-574-5240.

An Equal Opportunity Enterprise

Lake Forest Graduate School of Management selects students, faculty, and staff without regard to race, color, gender, religion, veteran status, marital status, national origin, age, disability, or any other legally protected characteristic. However, the School reserves the right to reject any candidate who does not fully meet our admissions requirements.

Academic Policies

Academic Credit Hour Policy

Lake Forest Graduate School of Management assigns and awards credit hours that conform to commonly accepted practices in higher education. The school employs the Federal Credit Hour Definition in the assignment and awarding of credit hours as stated in the following policy:

At LFGSM, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.
- At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours.

Two eight-week terms are considered one semester, resulting in three semesters with six terms over one academic year.

For traditional lecture-discussion and seminar courses, a one credit hour class meets 50 minutes per week over the course of the semester. All definitions and standards apply equally to courses offered both on and off campus. For more information, please contact the Registrar's Office.

Short term courses

Half-semester courses (eight-week term), summer session courses, and other courses offered over a different period of time will require the same amount of classroom and out of class work per credit hour as required of semester-long courses with that work distributed over the shorter period of time.

Research Assistants and Internships

These roles require at least one full-time five-day week of professional practice or the equivalent over a longer period for one credit hour.

Workshops and Contract Courses

Credit bearing courses offered for special student populations by special arrangement will meet regular academic credit hour standards.

Independent Study

Independent Study will represent a minimum of three hours of student work per week throughout the course of the semester or the equivalent work distributed over a different period.

Distance Education, Internet and Hybrid (Blended) Courses

Credit hour policy is consistent with the standards of courses offered through face-to-face instruction, although some or all of content and faculty-student interaction occurs through one or more forms of distance education.

Noncredit Remedial Courses

LFGSM does not offer noncredit remedial courses.

Transfer Credit

Transfer of semester credit hours from other accredited graduate programs may be accepted, pending approval by the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer. Transfer of credit from other accredited graduate programs must be determined upon entry to LFGSM. See each graduate degree program description for the maximum number of semester credit hours allowable for Transfer Credit.

Transfer credit hours must be equivalent in content to those of LFGSM, and will have been completed with a grade of “B” or better in order to qualify. Courses taken on a Pass/Fail basis are not transferable. The student is responsible for providing detailed documentation of course content, syllabus, official transcript, and other pertinent data that reflects the course when it was taken. Transfer credits are not considered in computing a student’s grade point average. Transfer credit hours from another institution that are accepted at LFGSM count as both attempted and completed hours toward degree completion, and each transfer course is counted as an eight-week LFGSM course equivalent in terms of maximum time frame.

Current students are not permitted to take graduate courses at any other institution for transfer without prior approval from the Dean of Faculty and Degree Programs or the Vice President and Chief Academic Officer. Students should contact the Registrar’s Office to inquire about transfer eligibility.

Course Waiver for Credit

Students may demonstrate their competence in areas where they meet the learning outcomes of a specific course. The Dean of Faculty and Degree Programs or the Vice President and Chief Academic Officer may grant a course waiver with credit to a student who satisfies the School’s criteria for competence in a subject, with concurrence of the appropriate course faculty. Students can apply for course waivers for up to two courses. Course waiver applications must be made during the first 12 months of the student’s graduate degree program. A Course Waiver processing fee of \$300 will be charged per successful waiver request to cover the costs of documentation review. No course waivers will be granted for LDR 5120 Effective Leadership or the Capstone courses in any graduate degree program.

The student has the responsibility for initiating a course waiver petition and providing the necessary documentation of the equivalent competency. A Course Waiver for Credit petition includes presenting relevant professional work experience or certifications that demonstrate the competency acquired or academic background documentation (course descriptions from the previous school at the time of enrollment, as well as course work that addresses the course learning outcomes of the course to be waived). Petitions and documentation should be submitted to the Registrar for evaluation.

Students cannot seek a course waiver for a course in which they are currently enrolled once the term has started, or seek a retroactive waiver for courses already completed. Final decision on all Course Waiver petitions rests with the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer.

Credit for Prior Learning

Under certain circumstances, LFGSM will consider granting credit for prior learning acquired through approved corporate training experiences. Credit for Prior Learning requests must be submitted to the Registrar’s Office by the end of the student’s first course of their graduate degree program.

Changing Degree Programs

Students may apply to change from one graduate degree program to another by submitting the Degree Program Change Petition to the Registrar’s Office. Students must satisfy admission requirements for the new degree program at the time of application to the new program. Acceptance into and/or successful completion of one degree program does not guarantee admission to another program. Appropriate courses taken for credit in one

LFGSM graduate degree program may apply as a course waiver toward completing another LFGSM graduate degree program.

There are no fixed rules regarding granting credit for previously completed coursework at LFGSM toward the new degree program requirements. A case-by-case review of the student's prior academic record will be done to determine whether credit can be granted for previously completed coursework at LFGSM. Factors considered during the academic record review include, but are not limited to: length of time since the coursework was completed, grade earned in the course, and curriculum changes that may have occurred since coursework was completed. Required courses with grades below B for the student's first degree program are not eligible for credit toward the new degree program requirements. Courses completed for the first degree program that are not required for the new degree program are not eligible for course waiver.

Grade point average (GPA) is restarted if a student changes from one degree program to another. Students must complete the new degree program within six years of first enrollment in the first degree program.

Pursuit of a Second Degree

Students may not enroll in more than one degree program concurrently.

Grading System

Student Learning Assessment

LFGSM is committed to the objective assessment of student learning outcomes through direct and indirect measures of student learning.

Grading Scale

Lake Forest Graduate School of Management uses a numeric grading system for core and elective graduate degree courses. Academic performance is evaluated using the full range of grades A through F. Plus and minus modifiers are used at the instructor's discretion; however, grades of A+, F+, and F- are not used. Students receive the grades they earn, without regard to tuition reimbursement or other grade point average minimum requirements.

Grade to Grade Point Average (GPA) Comparison	
Letter Grade	GPA Value
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30

D	1.00
D-	0.70
F	0.00

Academic Designators

Designators	Description
AU	Audit
P	Pass
I	Incomplete
TR	Transfer Credit
CW	Course Waived
W	Withdrawal

Grade Point Average (GPA)

Student GPAs are calculated based on performance in courses applicable to the Program of enrollment. Cumulative grade point averages are calculated for all matriculated students at the conclusion of each term and are based on a 4.00 scale. The term “GPA” is a GPA for work completed in a given term only. Grades from transferred or waived courses are not included in GPA calculations. The grade point average is calculated only upon grades earned at Lake Forest Graduate School of Management. Grade point average is restarted if a student changes from one degree program to another.

Computation of GPA

The GPA for graduation is computed by dividing the total number of quality points by the total number of credit hours attempted. Quality points are determined by multiplying the GPA value earned by the number of hours attempted. A grade of “pass” is printed on the permanent record as a “P” and does not count in the quarterly or cumulative GPA, but does count as credits earned toward graduation. To graduate, students must complete all courses with a total grade point average of 2.70 or better, with no more than one grade of D+ or lower. A failed course must be repeated with a passing grade.

Repeated Courses

Students are permitted to repeat courses in order to improve their GPAs or to enhance their understanding of course material. All grades will appear on a student’s transcript; however, the highest grade earned will be used for computing the GPA. Repeated courses, regardless of grade, count toward the maximum time frame calculation for completion of degree.

Grade Period and Posting

Lake Forest Graduate School of Management operates on a term basis. The academic year consists of six terms (Summer, Fall, Winter 1, Winter 2, Spring 1, Spring 2). Each term is eight weeks in length and may have courses offered within the term in a short accelerated format. Grades are posted within one week of the final day of the term.

For all graduate degree programs and certificates, all grades are issued electronically. Grade cards may be printed through the Student Portal at my.LFGSM.edu.

Students who require an official grade card mailed by the School must contact the Registrar's Office at 847-574-5208 or Registrar@lfgsm.edu.

Grade Appeal

To appeal a grade, students must follow the procedure listed below:

1. Within thirty days of the posting of the grade in question, the student must contact the instructor who issued the grade. The student has the right to a full explanation of how the grade was determined.
2. Within fourteen days of contacting the instructor, if the issue has not been resolved, the student may contact the Dean of Faculty and Degree Programs in writing. The Dean of Faculty and Degree Programs will confer with the instructor and review the situation.
3. The student will receive a written response to the grade appeal within fourteen days.
4. If the appeal is not resolved, the student's final course of action is to write the Vice President and Chief Academic Officer.

Students may only appeal a grade if there has been a deviation from the instructor's established, announced, or published grading procedures. The Vice President and Chief Academic Officer may initiate the review of a grade if the instructor's grading practices indicate a serious question concerning the objective application of grading criteria.

Incomplete Grades

If 25% or less of a student's required coursework has not been completed by the end of the term, the student may request or the instructor may issue a grade of Incomplete (I) prior to the end of the term. Incomplete grades are issued at the instructor's discretion. The student is responsible for completing the unfinished work in a manner specified by the instructor. Upon posting the incomplete grade, an automatic e-mail is sent to the student and instructor with notification of due dates and student responsibility.

For an eight-week course, the incomplete coursework must be submitted within four weeks from the date the incomplete grade was recorded on the student's record. For courses shorter than eight weeks, the required work must be submitted within two weeks from the date that the incomplete grade was recorded on the student's record.

After the incomplete coursework deadline, the instructor will calculate the student's grade based on the coursework completed, with no credit given for any incomplete assignment(s). If the grade recorded is "F," no credit is given and the student must retake the course. The final grade is included in the student's GPA calculation. The final grade and completion of the credit hours for the course count toward the maximum time frame calculation for completion of degree.

A student may have only one incomplete on his/her academic record at any time (two, if a student is taking two courses per term). Students on academic probation or provisional acceptance status must successfully complete each probationary course. Students on academic probation or provisional acceptance status receiving an incomplete grade will not be allowed to participate in the next course until the incomplete grade has been replaced with a grade.

Satisfactory Academic Progress (SAP) Policy

The Office of Financial Aid is required by federal and state regulations to monitor the academic progress of potential and current financial aid recipients. Federal regulations require Lake Forest Graduate School of Management to establish and apply reasonable standards of Satisfactory Academic Progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. Financial aid applicants must comply with the Satisfactory Academic Progress (SAP) Policy as a condition of initial or continued eligibility. Please note: Even if a student has not currently applied for financial aid, or is not currently receiving aid, this policy applies and prior academic progress will be evaluated to determine eligibility for financial aid.

Satisfactory Academic Progress is measured both qualitatively and quantitatively. The qualitative measure requires maintaining a satisfactory grade point average. The quantitative measure requires successful completion of a graduate degree program within the Lake Forest Graduate School of Management timeframe policy. Failure to meet the requirements of satisfactory progress and academic good standing will result in the suspension of financial aid eligibility.

Two Components for Satisfactory Academic Progress:

Qualitative:

Students must maintain a minimum cumulative GPA of 2.70 or higher to remain in good academic standing. The Registrar's Office reviews student academic standings at the end of each term (Summer, Fall, Winter 1, Winter 2, Spring 1, Spring 2). The Financial Aid Office reviews student academic standings and SAP at each scheduled loan disbursement in a term.

Each student must complete all courses with a total grade point average of 2.70 or better with no more than one grade of D+ or lower on his/her academic record. Students may only be placed on Academic Probation one time. If a student is placed on Academic Probation for a second time, he/she will automatically be released from the graduate degree program and will not be eligible for reinstatement.

Quantitative:

Students must complete the graduate degree program in a timely manner.

Maximum Time Frame: Students must successfully complete all graduate degree program requirements or certificates within six academic years of their first enrollment. This maximum time to completion applies to all students, regardless of financial aid participation or part-time status.

An academic year is made up of six terms of eight weeks each in duration (Summer, Fall, Winter 1, Winter 2, Spring 1, Spring 2). Two eight-week terms are considered one semester. Graduate degree program students typically take six semester credit hours per semester. Degree programs comprised of 42 semester credit hours require successful completion of a minimum of seven semester credit hours per academic year to complete the degree within the maximum time frame. Degree programs comprised of 48 semester credit hours require successful completion of a minimum of 8 semester credit hours per academic year to complete the degree within the maximum time frame. Degree-seeking and non-degree seeking students requiring more than six years to complete the degree program or Certificate must submit a petition to the Registrar's Office. The Registrar's Office, in conjunction with the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer, will evaluate the applicability of the content of those courses completed early in the student's program. Students receiving federal financial aid requiring more than six years to complete the degree program must submit a petition to the Financial Aid Office to receive a determination of federal financial aid eligibility.

Academic Probation and Re-Admittance

Students who do not maintain a cumulative grade point average of at least 2.70 or who receive a grade of "D+" or lower in any course are automatically placed on academic probation. It is recommended that they meet with the Director of Student Experience and Engagement prior to taking additional courses to review and discuss

their academic progress, and create a degree completion plan to get back on track.

Students placed on academic probation must achieve a cumulative grade point average of at least 2.70 upon the completion of the next six semester credit hours to be removed from probationary status. If a student remains on probationary status at the completion of the next six semester credit hours, the student will be released from the graduate degree program.

Students on academic probation must successfully complete each probationary course. Students on academic probation receiving an incomplete grade will not be allowed to participate in the next course until the incomplete grade has been replaced with a grade. Students must maintain a GPA of 2.70 or higher and are allowed only one grade below "C-" on their record to graduate.

Any student receiving federal financial aid who is placed on academic probation is also placed on financial aid probation, and the student loses federal financial aid eligibility during the probation period. The Satisfactory Academic Progress requirements listed above must be met by the end of the probation period to re-qualify for financial aid. A student reinstated after successfully completing a probation period will receive automatic reinstatement of financial aid eligibility, if Satisfactory Academic Progress requirements have been met.

Appeal of Academic Release

A student who has been released from the graduate degree program for academic reasons and wishes to be reinstated must petition the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer in writing. Any released student who received federal financial aid before release must petition the Financial Aid Office to appeal for reinstatement of financial aid. The petition should clearly state the compelling and extenuating circumstances that contributed to the poor academic performance, show how the circumstances have been overcome, and present a realistic plan for meeting the requirements to return to good academic standing. The Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer will review the academic petition and make a final decision. Final decisions on reinstatement of financial aid are made by the Financial Aid Office. Students petitioning for reinstatement of financial aid are notified of the determination results by the Financial Aid Office. A student placed on academic probation for a second time will automatically be released from the graduate degree program and will not be eligible for reinstatement.

Financial Aid/SAP Appeals

Students who have been suspended from financial aid eligibility are notified via email at the end of the term they fell below a 2.70 GPA. Students are responsible to cover the cost for any upcoming registered courses while on SAP. Once the student has regained their 2.70 GPA they regain eligibility to receive additional financial aid for upcoming courses. If a student has failed to meet the minimum SAP requirements because severe or unusual circumstances have prevented them from making progress toward degree completion, they may appeal the decision. Students seeking reinstatement of financial aid eligibility must submit a written appeal to the Financial Aid Office. The petition should clearly state the compelling and extenuating circumstances that contributed to the poor academic performance, show how the circumstances have been overcome, and present a realistic plan for meeting the requirements to return to good academic standing. Final decisions on reinstatement of financial aid are made by the Financial Aid Office. Students petitioning for reinstatement of financial aid are notified of the determination results by the Financial Aid Office via email or telephone.

Academic Load

Two eight-week terms are considered one semester. Graduate degree program students typically take six semester credit hours per semester.

Academic Honors

The grade point average of each student graduating in June 2018 will be computed at the end of the Spring 2 Term, after all grades have been received. Academic honors will be conferred upon those graduates with a

grade point average of 3.95 or above. All graduates with academic honors will be recognized at the Commencement ceremony.

The Hotchkiss Scholar Award

The Hotchkiss Scholar Award was established in 1984 in honor of Dr. Eugene Hotchkiss, President Emeritus of Lake Forest College and former member of the LFGSM Board of Directors. Hotchkiss Scholars are selected based on outstanding academic achievement, leadership ability, and a commitment to their community. The Hotchkiss Scholar designation is the highest honor that LFGSM confers on a graduating student.

The vision for the Hotchkiss Scholar Award is to encourage and celebrate LFGSM students who demonstrate the five aspects of the LFGSM Leadership Model: Agility, Innovation, Strategic Vision, Self-Awareness, and Engaging Others.

LFGSM students in graduate degree programs who have a 3.95 or higher GPA by the end of the Winter 1 Term of their graduating academic year are eligible to apply for the Hotchkiss Scholar Award. Students interested in applying for the award will submit an initial application by the end of the Winter 1 Term, indicating an interest in the award. The remainder of the application materials: a faculty recommendation, personal essay, and documented service hours are due at the end of the Spring 1 Term. Application materials are available on the student portal, my.LFGSM.edu. Applicants submit their materials to the Director of Student Experience and Engagement at studentservices@lfgsm.edu.

The Hotchkiss Scholar Review Committee will evaluate all applications and select a limited number, totaling no more than 10% of the applicant pool. Hotchkiss Scholar recipients are expected to have a 3.95 GPA at the time of graduation and will be notified in June. Hotchkiss Scholars receive a Hotchkiss Scholar Medallion and are recognized at the Commencement ceremony.

2017-18 Hotchkiss Scholar Award Qualifications:

The Hotchkiss Scholar Candidates scheduled to graduate in June 2018 will be evaluated by a selection committee that will consider the following criteria:

- Cumulative GPA of 3.95 or higher
- Completed Hotchkiss Scholar Application, including a personal essay
- One Letter of Recommendation from a faculty member or supervisor
- Twenty hours of documented community service or business project (outside of the student's own organization). Volunteering or Business Project must be approved by the Director of Student Experience and Engagement prior to beginning.
- Participation in the LFGSM Business Community through networking events, student groups, Graduation, or Admissions Open Houses

Attendance and Coursework Policy

Lake Forest Graduate School of Management regards regular face-to-face, live video/web conference, or online class attendance as vital to academic success. All students are expected to actively participate each week in academic activities, whether in the face-to-face classroom, live video/web conferences, or online. Responsibility for class attendance, coursework and participation rests with the student. Consequently, attendance at all scheduled classes is expected. LFGSM reserves the right to deal with individual cases of non-attendance at any time.

Definitions:

Face-to-face students attend course offerings at the Lake Forest campus, Schaumburg location, or corporate onsite locations in the Chicagoland area.

Video/web conference students attend synchronous course offerings using video/web conferencing tools.

Online students participate in weekly asynchronous course offerings using the LFGSM learning management system. Online course terms run concurrently with face-to-face course offerings, with weeks beginning on Monday and ending on Saturday.

Non-Attendance: If a student does not attend the first two class sessions, or does not participate online for the first two weeks of the term, and does not respond to the School's e-mails or phone calls, the School reserves the right to remove the student from the course. The student is charged for tuition according to the published Cancellation/Refund Policy. Please refer to the Tuition and Financial Aid sections for more information on the financial aid impact of non-attendance.

Face-to-Face Students - Class Attendance Responsibilities

1. Students must notify their instructor in advance of an unavoidable absence due to personal or business reasons, and are responsible for obtaining approval for make-up options with their instructor. (See Class Session Make-up Work section)
2. Students have the option to attend their missed face-to-face session in another face-to-face session (if available), at the same location or at a different location, or attend via web conference, with instructor approval and with no attendance or participation penalty. Video/web conference sessions may be used to make up missed face-to-face class sessions; however, face-to-face students may not attend every class session of the term via video/web conference. Face-to-face students using the video/web conference option for four class sessions or more must receive prior approval from the instructor and the Registrar's Office.
3. If the face-to-face student does not attend an alternate face-to-face class session or video/web conference, the student is responsible for completing missed work that is equivalent in content and rigor for class participation credit, if the instructor determines make-up work to be appropriate.
4. Face-to-face students will receive the grade that they have earned based on their completion of required coursework, class participation and contribution. Participation in face-to-face courses is defined by the grading rubrics associated with the course.

Video/web conference Students - Class Attendance Responsibilities

1. Students must notify their instructor in advance of an unavoidable absence due to personal or business reasons, and are responsible for obtaining approval for make-up options with their instructor. (See Class Session Make-up Work section)
2. Students have the option to attend their missed session in another face-to-face session (if available), at a different location, or attend using video/web conference, with instructor approval and with no attendance or participation penalty.
3. If the student does not attend an alternate face-to-face class session or video/web conference session, the student is responsible for completing missed work that is equivalent in content and rigor for class participation credit, if the instructor determines make-up work to be appropriate.
4. Students will receive the grade that they have earned based on their completion of required coursework, class participation and contribution. Participation in video/web conference courses is defined by the grading rubrics associated with the course.

Online Students - Class Attendance Responsibilities

1. Attendance for each regularly scheduled week for online classes is monitored through tracking of student time in the course site, student submission of class assignments, participation in weekly threaded discussions, and completion of quizzes and exams.
2. Online sessions/weeks run from Monday to Saturday, with due dates determined by the instructor.
3. Students will receive the grade that they have earned based on their class participation and contribution. Participation in online courses is defined by the grading rubrics associated with the course.

Class Session Make-Up Work

If the student misses a class session, the instructor will determine appropriate make-up work. The make-up work

shall require the student to demonstrate substantially the same level of knowledge or competence expected of a student who attended the scheduled class session.

Tardiness

It is incumbent upon the instructor to take appropriate action in the event that a student is consistently tardy.

Temporary Leave of Absence/Program Exit Policy

With the amount of flexibility students have in the graduate degree programs, a leave of absence is infrequent. Before taking a leave of absence or exiting from a program, students are required to contact the Registrar's Office to discuss scheduling options available to remain in the program. Notifying the instructor of non-attendance, withdrawal, taking a leave of absence, or exiting the program, is not sufficient.

Students must submit to the Registrar's Office a written request on a Leave of Absence/Exit Petition found on my.LFGSM.edu. The leave of absence or exit request is considered official when the Registrar's Office has received the Leave of Absence/Exit Petition Form. When a graduate degree program or non-degree seeking student's Leave of Absence/Exit Petition is received by the Registrar's Office, tuition credit or refund will be made, following the Cancellation/Refund Policy. Students on Leave of Absence for more than 180 consecutive calendar days will be removed from the degree program by the Registrar's Office (Program Exit), and students who have received federal financial aid will begin loan repayment.

Administrators of Title IV financial aid programs and VA program loans under which a student may be receiving funds will be immediately notified of any and all leaves of absence and/or program exits.

Re-enrolling: Students may re-enter the Program in any term depending on availability of classes, prerequisites, and class size. Students who have not taken a class in the graduate degree program for six consecutive terms or more will follow the graduation requirements in effect at the time of the student's re-entry to a graduate degree program. A student who wishes to re-enroll must contact the Registrar's Office, and may be required to meet with Student Services, the Financial Aid Office, and/or the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer to discuss their academic progress and create a degree completion plan. (*See Satisfactory Academic Progress Policy - Maximum Timeframe*)

Student Records

Permanent student records are maintained, including admissions information, academic transcripts, and other relevant information. Students may review the content of their files by notifying the Registrar in writing. All materials submitted in support of students' applications become the property of Lake Forest Graduate School of Management, including transcripts from other institutions, letters of recommendation and related documents. LFGSM reserves the right to withhold transcripts and other educational information and documents from students who are in debt to the institution. Grades and transcripts are furnished on request, provided that all financial obligations have been met. Diplomas are issued to graduates when their accounts are paid in full.

Student Conduct

Lake Forest Graduate School of Management is a business community consisting of students, alumni, faculty, staff, donors, and corporate sponsors. Working within the educational mission, vision and values of LFGSM, the School promotes its core values of focusing on the customer, continuous improvement, and integrity. The enforcement of student conduct protects the rights, health and safety of all members of the business community so that they may pursue their educational goals without unwarranted interference. The entire community shares the responsibility for building and maintaining a safe learning experience.

Attending LFGSM is a privilege best safeguarded by each student's use of good judgment and consideration of the rights and property of others. Students are expected to conduct themselves in a professional manner

appropriate within our academic environment.

Ethical Behavior

Community members are expected to aspire to a set of principles and values that demonstrate a commitment to fairness, honesty, empathy and achievement.

Integrity

Community members are expected to possess and adhere to the professional standards and values of Lake Forest Graduate School of Management.

Respect for Others

Community members are expected to respect every person regardless of religion, race, ethnicity, national origin, gender or gender identity, sexual orientation, political view, physical abilities, age, or intelligence.

Respect for Surroundings

Community members are expected to respect the campus and classroom properties, corporate sponsored onsite locations, and other properties used by the School.

Instances of inappropriate behavior are referred to the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer. Consequences could be up to and including dismissal from the School. If asked to leave, a student must wait one year before petitioning the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer for reinstatement. Students are not immune from local, state or federal laws. Lake Forest Graduate School of Management reserves the right to contact local authorities to address those acts that are in violation of the law.

Computer Requirements Policy

LFGSM's interactive environment goes beyond the classroom, utilizing technology to advance learning on a continual basis. All LFGSM courses use Internet-based course management software. All students are required to have unlimited access to a personal computer with readily available Internet access to maximize the educational experience and satisfy coursework requirements. Because firewalls at students' places of business may prevent them from accessing Internet communication areas, students are expected to obtain a personal Internet provider and e-mail service. Using his or her own computer, a student must be able to:

- Install third-party software as required by course technologies. (Java Runtime Environment, Cisco WebEx Meeting Launcher, etc.)
- Have unrestricted access to course-related Internet content.
- Access the LFGSM Learning Management System.
- Create, review, and share professional-quality documents. (Using Microsoft Office, Adobe Reader, etc.)

Some courses may require additional software to support the course goals and session learning outcomes; check the syllabus and course site for details.

Student Verification and Authentication

All students are assigned and must use a unique user account and password combination that is automatically generated by the student information system. In addition to providing access to student-specific resources and the online learning environment, a student may log into the student portal with this account to edit and maintain specific facets of his or her personal information. Students are directed to reset their own passwords through functionality built into the portal. LFGSM staff do not have access to a student's unique password, and cannot alter the password. It is LFGSM school policy that student account information is not shared with others.

Reference Resources

LFGSM's reference resources include ProQuest Library, which is accessible through the Learning Management System (LMS) and my.LFGSM.edu, LFGSM's secure student administrative website. Access is available

remotely using the Internet or from student computers located at the Lake Forest campus and other classroom locations. ProQuest Library has content from six databases totaling millions of documents: reference books, magazines, newspapers, TV/radio transcripts, maps, and photographs. The resources are updated daily. The ProQuest Library features online help and a powerful, easy-to-use search engine. Per the RAILS Illinois Libraries Agreement, anyone holding a valid Illinois library card has usage privileges at all local and Chicago libraries.

Academic Freedom

LFGSM supports academic freedom, the belief that the freedom of inquiry by faculty members and students is essential to the mission of the academy as well as the principles of [academia](#), and that scholars should have freedom to teach or communicate ideas or facts (including those that are inconvenient to external political groups or to authorities) without being targeted for repression, job loss, or imprisonment.

Academic Honesty/Plagiarism Policy

Honesty and integrity are the very foundation upon which any academic enterprise is based. Accordingly, to avoid plagiarism, LFGSM requires the proper citing of sources for all work submitted by students using American Psychological Association (APA) citation guidelines. All work must correctly identify the source of language and ideas, and embody the spirit of intellectual integrity valued by the School.

Plagiarism is defined as the presentation of words or ideas from an existing source as if it were the student's work. A student must not adopt nor reproduce the ideas, words, or statements of another person or group without appropriate citation.

LFGSM considers submission of work done partially or entirely by another person or student group to be academic dishonesty. LFGSM further considers the resubmission of work produced for one course in a subsequent course without the permission of the subsequent course's instructor to be academic dishonesty.

It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, exam, or project, and what sources may be used. The instructor must notify the student and the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer when plagiarism or academic dishonesty is suspected. Appropriate steps will be taken to determine whether plagiarism or academic dishonesty has occurred. Students found guilty of plagiarism or academic dishonesty shall be subject to disciplinary action, up to and including dismissal from the School.

Copyrighted Materials Use

LFGSM's policy is to comply with the requirements of the United States Copyright Law of 1976, as amended, including the law relating to photocopying. Materials provided digitally as part of a course are offered only for students of that course, and are provided only within a timeframe relevant to the completion of that course. Accessing, sharing or distributing these materials outside of those parameters may constitute a violation of copyright.

What is Copyright?

Copyright is a law that gives copyright owners exclusive rights of reproduction, adaptation, publication, performance and display of their work. This law extends to authors of literary, dramatic, musical, artistic, and certain other intellectual works.

What works are protected?

The Copyright protects virtually any written, musical, dramatic, choreographic, pictorial, sculptural, cinematic, software, sound recording or architectural work. However, short phrases, individual words, ideas, and works consisting entirely of information that is common property (e.g. calendars, height & weight charts, and tape measures) are not copyrightable. Unless there is specific information to the contrary, it is assumed that a work

is copyright protected.

How can I legally make copies of Copyrighted works?

Under the law there is a provision for “fair use” of a copyrighted work that applies in cases of research, teaching, reporting and commentary. In determining whether the use of a work in any particular case will be considered “fair use,” the following factors should be considered:

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work
- If proposed copying is not covered by “fair use” guidelines, the student must obtain source permission.

Copyright Infringement

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. At its’ discretion, a court can also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially www.copyright.gov/help/faq.

Student Complaint Policy and Log

The complaint process at LFGSM for students and prospective students is comprised of three steps. Most complaints can be resolved through informal conversations among the involved parties.

Grade Appeals: LFGSM provides published procedures for grade appeals in the LFGSM Student Handbook. These procedures include provisions for formally resolving grading issues. Grade appeals are not considered as complaints that are to be included in the student complaint log.

Step 1: Informal Processes

LFGSM encourages students and prospective students to make every effort to resolve their problems and concerns directly and informally with faculty members or other involved parties.

Step 2: Formal Complaint

If informal discussions between the involved parties do not result in a resolution of the problem, students and prospective students may initiate the formal complaint by submitting a written complaint using the Complaint Form found on my.LFGSM.edu. The formal complaint must be submitted to Complaint@lfgsm.edu within thirty business days of the incident or concern. The School will review and discuss the formal complaint with the involved parties, individually and/or with all concerned parties as appropriate, and will inform the student or prospective student of a decision within fifteen days of receiving the written complaint.

Step 3: Appeal of Complaint Decision

If the student or prospective student is not satisfied with the School's decision, the student or prospective student may submit complaint documentation to the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer for further review. The Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer will review the complaint documentation and speak to the involved parties as appropriate, and will render a decision within fifteen days of receipt of the student's or prospective student's complaint documentation.

Face-to-face, online, or video/web conference students and prospective students residing in the state of Illinois who are dissatisfied with the School's response to their complaint, or who are not able to file a complaint with the School, may file a formal complaint with the Higher Learning Commission ([HLC](#)), or the Illinois Board of Higher Education ([IBHE](#)). Online or video/web conference students and prospective students residing in a state participating in the [State Authorization Reciprocity Agreement \(SARA\)](#) may file a formal complaint with the Illinois Board of Higher Education ([IBHE](#)). Online or video/web conference students and prospective students residing in a non-SARA state (as of 2/1/2018: CA) may file a formal complaint with their state education entity, as listed below.

CALIFORNIA: [Student Complaint Process](#)
California Bureau of Private Postsecondary
Education
P.O. Box 980818
West Sacramento, CA 95798-0818
Email: bppe@dca.ca.gov

The Registrar's Office will maintain a log entry on each formal student or prospective student complaint, which includes:

1. The date the complaint was submitted
2. The nature of the complaint
3. The steps taken to resolve the complaint
4. The date and the final decision regarding the complaint, including referral to outside agencies
5. Any other external actions initiated by the student to resolve the complaint, if known by LFGSM.

The information in the log of student and prospective student complaints, which is maintained by the Registrar's Office, is confidential. The log will be made available for outside review upon request by the Department of Education (DOE), the Higher Learning Commission (HLC), and the Illinois Board of Higher Education (IBHE). However, steps are taken to ensure the anonymity of any student or prospective student who files a complaint.

The purpose of an outside review can include, but is not limited to:

1. Establishing that LFGSM handles complaints in a timely manner
2. Demonstrating fairness and attention to student and prospective student concerns
3. Identifying any pattern in the complaints that suggests problems with institutional quality.

Financial Policies

Tuition and Fees

Degree Program	Course or Course Type	Semester Hours / Course	Number of Courses	Tuition per Course	Estimated Textbook Expense / Course	Total Program Cost
Leadership MBA	Core or Elective	3	16	\$3,510	\$110	\$57,920
	Global Focus*	3	1	\$3,510*	\$110	
MS in Management	Core Course	3	14	\$3,510	\$110	\$50,680
MS in Project Leadership	Core Course	3	14	\$3,510	\$110	\$50,680

Notes

1. Course tuition for 2017-18 academic year. Tuition increase is effective in Summer Term of each academic year.
2. Estimated textbook cost is as of Catalog publication date, if textbook is purchased through the online Lake Forest Graduate School of Management Student Bookstore. Textbook cost is not covered by tuition. Students may purchase or rent required textbooks from any source. Please note that required textbooks may change from time to time to reflect curriculum revisions and as a result, textbook cost may change. All currently required textbook information will be provided to students prior to their course.
3. At current tuition rates and credit hours shown, the total cost of the program includes application fees and the average current textbook cost.
4. Global Focus tuition is subject to exchange rate fluctuations, based on double occupancy (premium tuition applies).

* This course requires the payment of a supplemental international travel fee and airfare. See Course Description for details.

Textbooks

Students are responsible for purchasing textbooks. A listing of textbooks needed for specific courses is available at the online bookstore at www.LFGSMbookstore.com, click on the "Find Books" button, and follow the drop-down menus. Some courses may not require a textbook. Students may purchase or rent required textbooks from any source.

Tuition Billing and Payment

Tuition Billing Procedures

- Invoices are sent on the first day of the term to the student's LFGSM.edu e-mail account.
- Students can access account information, print receipts, and pay tuition through the student portal, my.LFGSM.edu.
- Account statements are sent on the 15th of each month when there is an outstanding balance.
- All invoices are due 30 days from invoice date.
- Students who choose to carry their tuition forward will incur finance fees, and are subject to the terms below.

Payment Terms/Finance Fees

- Finance fees are assessed on the 15th calendar day of each month on balances over 30 days from invoice date.
- Finance fees will be assessed at 0.75% of the outstanding balance per month, which equates to an annual rate of 9%.
- Student accounts must be paid within 120 days of invoice date for the student to continue in the program. Students with balances exceeding 120 days will have a hold placed on their account and will not be able to attend class.
- Tuition and fees can be paid by cash, check, or with the following credit cards: American Express, Discover, MasterCard and Visa. Payments made using a credit card will incur a 2.4% convenience fee charged at the time of payment.
- LFGSM reserves the right to withhold transcripts and other educational information and documents from students who are in debt to the institution.

Employer Tuition Reimbursement / Student Loans

- LFGSM invoices students directly. Students are responsible for understanding their corporate tuition reimbursement policies and procedures.
- Students waiting to receive corporate tuition reimbursement and Student Loans (federal or private) will be assessed finance fees on unpaid balances exceeding 30 days from the invoice date.

Financial Aid

Federal Loans

Federal Stafford Loans are available to eligible students through the Federal Direct Loan program. These loans are made directly by the U.S. Department of Education, not by commercial banks or other financial institutions. Most students are eligible for Stafford Loans regardless of credit history, level of income, or value of assets. Students can borrow a maximum of \$20,500 per borrower based academic year. Student loan disbursements are received directly by LFGSM. LFGSM will use a student's loan disbursement first to pay for tuition, fees, and other school charges for the academic year. If any loan balance remains, the student will receive the funds by check or ACH.

At time of publication, Federal Direct Loans carry a fixed rate interest of 5.31% per year. After a student graduates, leaves school, or drops below half-time enrollment, the student will have a six-month grace period before loan repayment begins. During this period, the student will receive repayment information from the loan servicer, and the student will be notified of the first payment due date. Payments are usually due monthly.

The Direct Loan Program offers several repayment plans designed to meet the different needs of individual borrowers. Generally, a student will have ten years to repay a student loan, depending on the repayment plan chosen.

To receive aid from the federal student aid programs, students must:

- Be enrolled at least half-time or accepted for enrollment as a regular student working toward a degree.
- Be a U.S. citizen or eligible non-citizen.
- Have a valid Social Security Number.
- Maintain Satisfactory Academic Progress (SAP). The Financial Aid Office follows the School's policies for determining Satisfactory Academic Progress when distributing financial aid. For more information, please see the "Standard of Satisfactory Academic Progress" section of the Catalog.
- Sign a statement on the FAFSA certifying the student is not in default on a federal student loan and does not owe money back on a federal student grant.
- Register with the Selective Service, if required.

Loan Default Rate

The Direct Loan borrower default rate for LFGSM, as taken from the U.S. Department of Education, National Student Loan Data System, is available at the [NSLDS website](#). The 3-year borrower default rate for FY 2013 at LFGSM was 1.5%.



School Default Rates
FY 2013, 2012, and 2011

[RETURN TO RESULTS](#)

Record 1 of 1

OPER ID	School	Type	Control	PRGMS	FY2013	FY2012	FY2011	
023192	LAKE FOREST GRADUATE SCHOOL OF MANAGEMENT 1905 WEST FIELD COURT LAKE FOREST IL 60045-4824	Master's Degree or Doctor's Degree	Private	Both (FFEL/FDL)	Default Rate	1.5	2	2.7
					No. in Default	2	2	3
					No. in Repay	132	100	110
					Enrollment figures	902	905	982
					Percentage Calculation	14.6	11	11.2

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2013 CDR Year will use 2011-2012 enrollment).

Current Date : 03/24/2017

[RETURN TO RESULTS](#)

Satisfactory Academic Progress (SAP) Policy

The Office of Financial Aid is required by federal and state regulations to monitor the academic progress of potential and current financial aid recipients. Federal regulations require Lake Forest Graduate School of Management to establish and apply reasonable standards of Satisfactory Academic Progress for the purpose of the receipt of financial assistance under the programs authorized by Title IV of the Higher Education Act. Financial aid applicants must comply with the Satisfactory Academic Progress (SAP) Policy as a condition of initial or continued eligibility. Please note: Even if a student has not currently applied for financial aid, or is not currently receiving aid, this policy applies and prior academic progress will be evaluated to determine eligibility for financial aid.

Satisfactory Academic Progress is measured both qualitatively and quantitatively. The qualitative measure requires maintaining a satisfactory grade point average. The quantitative measure requires successful completion of a graduate degree program within the Lake Forest Graduate School of Management timeframe policy. Failure to meet the requirements of satisfactory progress and academic good standing will result in the suspension of financial aid eligibility.

Two Components for Satisfactory Academic Progress:

Qualitative:

Students must maintain a minimum cumulative GPA of 2.70 or higher to remain in good academic standing. The Registrar's Office reviews student academic standings at the end of each term (Summer, Fall, Winter 1, Winter 2, Spring 1, Spring 2). The Financial Aid Office reviews student academic standings and SAP at each scheduled loan disbursement in a term.

Each student must complete all courses with a total grade point average of 2.70 or better with no more than one grade of D+ or lower on his/her academic record. Students may only be placed on Academic Probation one time. If a student is placed on Academic Probation for a second time, he/she will automatically be released from the graduate degree program and will not be eligible for reinstatement.

Quantitative:

Students must complete the graduate degree program in a timely manner.

Maximum Time Frame: Students must successfully complete all graduate degree program requirements or certificates within six academic years of their first enrollment. This maximum time to completion applies to all students, regardless of financial aid participation or part-time status.

An academic year is made up of six terms of eight weeks each in duration (Summer, Fall, Winter 1, Winter 2, Spring 1, Spring 2). Two eight-week terms are considered one semester. Graduate degree program students typically take six semester credit hours per semester. Degree programs comprised of 42 semester credit hours require successful completion of a minimum of seven semester credit hours per academic year to complete the degree within the maximum time frame. Degree programs comprised of 48 semester credit hours require successful completion of a minimum of 8 semester credit hours per academic year to complete the degree within the maximum time frame. Degree-seeking and non-degree seeking students requiring more than six years to complete the degree program or Certificate must submit a petition to the Registrar's Office. The Registrar's Office, in conjunction with the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer, will evaluate the applicability of the content of those courses completed early in the student's program. Students receiving federal financial aid requiring more than six years to complete the degree program must submit a petition to the Financial Aid Office to receive a determination of federal financial aid eligibility.

Withdrawals

Students withdrawing from a course before receiving a final course grade are recorded as attempting zero semester credit hours for the course. The course withdrawal does not count toward the maximum time frame calculation for completion of degree. If a student is a financial aid recipient, the course withdrawal will count toward the maximum time frame calculation for completion of degree.

Completions

Students completing a course and receiving a final course grade, regardless of grade, are recorded as completing the semester credit hours for the course. Completed courses, regardless of grade, count toward the maximum time frame calculation for completion of degree.

Noncredit Remedial Courses

LFGSM does not offer noncredit remedial courses.

Repeated Courses

Students are permitted to repeat courses in order to improve their GPAs or to enhance their understanding of course material. All grades will appear on a student's transcript; however, the highest grade earned will be used for computing the GPA. Repeated courses, regardless of grade, count toward the maximum time frame calculation for completion of degree.

Incomplete Grades

If 25% or less of a student's required coursework has not been completed by the end of the term, the student may request or the instructor may issue a grade of Incomplete (I) prior to the end of the term. Incomplete grades are issued at the instructor's discretion. The student is responsible for completing the unfinished work in a manner specified by the instructor. Upon posting the incomplete grade, an automatic e-mail is sent to the student and instructor with notification of due dates and student responsibility.

For an eight-week course, the incomplete coursework must be submitted within four weeks from the date the incomplete grade was recorded on the student's record. For courses shorter than eight weeks, the required work must be submitted within two weeks from the date that the incomplete grade was recorded on the student's record.

After the incomplete coursework deadline, the instructor will calculate the student's grade based on the coursework completed, with no credit given for any incomplete assignment(s). If the grade recorded is "F," no credit is given and the student must retake the course. The final grade is included in the student's GPA calculation. The final grade and completion of the credit hours for the course count toward the maximum time frame calculation for completion of degree.

A student may have only one incomplete on his/her academic record at any time (two, if a student is taking two courses per term). Students on academic probation or provisional acceptance status must successfully complete each probationary course. Students on academic probation or provisional acceptance status receiving an incomplete grade will not be allowed to participate in the next course until the incomplete grade has been replaced with a grade.

Academic Probation and Re-Admittance

Students who do not maintain a cumulative grade point average of at least 2.70 or who receive a grade of "D+" or lower in any course are automatically placed on academic probation. It is recommended that they meet with the Director of Student Experience and Engagement prior to taking additional courses to review and discuss their academic progress, and create a degree completion plan to get back on track.

Students placed on academic probation must achieve a cumulative grade point average of at least 2.70 upon the completion of the next six semester credit hours to be removed from probationary status. If a student remains on probationary status at the completion of the next six semester credit hours, the student will be released from the graduate degree program.

Students on academic probation must successfully complete each probationary course. Students on academic probation receiving an incomplete grade will not be allowed to participate in the next course until the incomplete grade has been replaced with a grade. Students must maintain a GPA of 2.70 or higher and are allowed only one grade below "C-" on their record to graduate.

Any student receiving federal financial aid who is placed on academic probation is also placed on financial aid probation, and the student loses federal financial aid eligibility during the probation period. The Satisfactory Academic Progress requirements listed above must be met by the end of the probation period to re-qualify for financial aid. A student reinstated after successfully completing a probation period will receive automatic reinstatement of financial aid eligibility, if Satisfactory Academic Progress requirements have been met.

Appeal of Academic Release

A student who has been released from the graduate degree program for academic reasons and wishes to be reinstated must petition the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer in writing. Any released student who received federal financial aid before release must petition the Financial Aid Office to appeal for reinstatement of financial aid. The petition should clearly state the compelling and extenuating circumstances that contributed to the poor academic performance, show how the circumstances have been overcome, and present a realistic plan for meeting the requirements to return to good academic standing. The Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer will review the academic petition and make a final decision. Final decisions on reinstatement of financial aid are made by the Financial Aid Office. Students petitioning for reinstatement of financial aid are notified of the determination results by the Financial Aid Office. A student placed on academic probation for a second time will automatically be released from the graduate degree program and will not be eligible for reinstatement.

Transfer Credit

Transfer of semester credit hours from other accredited graduate programs may be accepted, pending approval by the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer. Transfer of credit from other accredited graduate programs must be determined upon entry to LFGSM. See each graduate degree program description for the maximum number of semester credit hours allowable for Transfer Credit.

Transfer credit hours must be equivalent in content to those of LFGSM, and will have been completed with a grade of “B” or better in order to qualify. Courses taken on a Pass/Fail basis are not transferable. The student is responsible for providing detailed documentation of course content, syllabus, official transcript, and other pertinent data that reflects the course when it was taken. Transfer credits are not considered in computing a student’s grade point average. Transfer credit hours from another institution that are accepted at LFGSM count as both attempted and completed hours toward degree completion, and each transfer course is counted as an eight-week LFGSM course equivalent in terms of maximum time frame.

Current students are not permitted to take graduate courses at any other institution for transfer without prior approval from the Dean of Faculty and Degree Programs or the Vice President and Chief Academic Officer. Students should contact the Registrar’s Office to inquire about transfer eligibility.

Changing Degree Programs

Students may apply to change from one graduate degree program to another by submitting the Degree Program Change Petition to the Registrar’s Office. Students must satisfy admission requirements for the new degree program at the time of application to the new program. Acceptance into and/or successful completion of one degree program does not guarantee admission to another program. Appropriate courses taken for credit in one LFGSM graduate degree program may apply as a course waiver toward completing another LFGSM graduate degree program.

There are no fixed rules regarding granting credit for previously completed coursework at LFGSM toward the new degree program requirements. A case-by-case review of the student’s prior academic record will be done to determine whether credit can be granted for previously completed coursework at LFGSM. Factors considered during the academic record review include, but are not limited to: length of time since the coursework was completed, grade earned in the course, and curriculum changes that may have occurred since coursework was completed. Required courses with grades below B for the student’s first degree program are not eligible for credit toward the new degree program requirements. Courses completed for the first degree program that are not required for the new degree program are not eligible for course waiver.

Grade point average (GPA) is restarted if a student changes from one degree program to another. Students must complete the new degree program within six years of first enrollment in the first degree program.

Pursuit of a Second Degree

Students may not enroll in more than one degree program concurrently.

Summer Term

Students may receive federal financial aid during Summer Term, and credits earned count toward the maximum time frame for completion.

Temporary Leave of Absence/Program Exit

With the amount of flexibility students have in the graduate degree programs, a leave of absence is infrequent. Before taking a leave of absence or exiting from a program, students are required to contact the Registrar’s

Office to discuss scheduling options available to remain in the program. Notifying the instructor of non-attendance, withdrawal, taking a leave of absence, or exiting the program, is not sufficient.

Students must submit to the Registrar's Office a written request on a Leave of Absence/Exit Petition found on my.LFGSM.edu. The leave of absence or exit request is considered official when the Registrar's Office has received the Leave of Absence/Exit Petition Form. When a graduate degree program or non-degree seeking student's Leave of Absence/Exit Petition is received by the Registrar's Office, tuition credit or refund will be made, following the Cancellation/Refund Policy. Students on Leave of Absence for more than 180 consecutive calendar days will be removed from the degree program by the Registrar's Office (Program Exit), and students who have received federal financial aid will begin loan repayment.

Administrators of Title IV financial aid programs and VA program loans under which a student may be receiving funds will be immediately notified of any and all leaves of absence and/or program exits.

Re-enrolling: Students may re-enter the Program in any term depending on availability of classes, prerequisites, and class size. Students who have not taken a class in the graduate degree program for six consecutive terms or more will follow the graduation requirements in effect at the time of the student's re-entry to a graduate degree program. A student who wishes to re-enroll must contact the Registrar's Office, and may be required to meet with Student Services, the Financial Aid Office, and/or the Dean of Faculty and Degree Programs or Vice President and Chief Academic Officer to discuss their academic progress and create a degree completion plan. (See Satisfactory Academic Progress and Maximum Time Frame policies)

Financial Aid/SAP Appeals

Students who have been suspended from financial aid eligibility are notified via email at the end of the term they fell below a 2.70 GPA. Students are responsible to cover the cost for any upcoming registered courses while on SAP. Once a student has regained their 2.70 GPA, they regain eligibility to receive additional financial aid for upcoming courses. If a student has failed to meet the minimum SAP requirements because severe or unusual circumstances have prevented them from making progress toward degree completion, they may appeal the decision. Students seeking reinstatement of financial aid eligibility must submit a written appeal to the Financial Aid Office. The petition should clearly state the compelling and extenuating circumstances that contributed to the poor academic performance, show how the circumstances have been overcome, and present a realistic plan for meeting the requirements to return to good academic standing. Final decisions on reinstatement of financial aid are made by the Financial Aid Office. Students petitioning for reinstatement of financial aid are notified of the determination results by the Financial Aid Office via email or telephone.

Return of Title IV Funds

If you withdraw, either officially or unofficially, on or before completing 60 percent of the term, and you have received Title IV federal funds in the form of Federal Direct Loan or a Federal Graduate PLUS Loan, the federal government requires that we review your eligibility for those funds. We are required to apply a federally mandated formula to determine how much of the federal funding was "earned" up to the time of withdrawal. This review and recalculation is called a "Return of Title IV Aid."

The amount of Title IV funds you may retain will depend upon the percentage of time you were enrolled during the term:

- If less than or equal to 60% of the semester had elapsed before your withdrawal, you may keep the percent of the funds equal to the percent of the semester that had elapsed. If less than 60% of a term has been completed as a result of a withdrawal for a Title IV aid recipient, a return would be required. For example, if 50% of the semester had elapsed, you may keep 50% of the funds.
- If more than 60% of the semester had elapsed before your withdrawal, Title IV recipient has earned all of the funds for the term.

In some cases, an R2T4, (return of title IV), withdrawal calculation may result in an amount disbursed to a student that is less than the amount the student actually earned. Assuming the student is otherwise eligible, the student is eligible to receive a post-withdrawal disbursement of the earned aid that was not received. The LFGSM Financial Aid Office will contact a student within 30 days of the date the school determined the student's last date of attendance via phone or email if you qualify for a post-withdrawal disbursement. Authorization from the student will be required to disburse loans for charges other than current charges (tuition, fees, and room and board). Authorization and disbursement must occur within 45 days of the determination.

The LFGSM Financial Aid Office will receive notification of a withdrawal based on information received from the Registrar's Office. The Registrar's Office determines the LDA (last date attended) for an official withdrawal based on the last day attendance was recorded by the instructor. The student is contacted by the Registrar's Office and asked to go online to complete a Student Request withdrawal document. This document is then shared with the Financial Aid Office, so that they can determine whether or not an R2T4 calculation is needed. An unofficial withdrawal date is determined/recorded as 14 days from the last date of attendance, last day a student was physically in class or logged into an online course. According to federal regulations, a school must return unearned Title IV financial aid funds to the programs from which the student received aid during the payment period or period of enrollment as applicable, within 45 days of the date of determination of the withdrawal, in the following order:

Unsubsidized Direct Loan
Graduate Plus Direct Loan

A Financial Aid Checklist is available at my.LFGSM.edu, or by contacting the Financial Aid Office.

Graduate PLUS Loans

Graduate PLUS Loans funds are available to students through the U.S. Department of Education. The maximum PLUS Loan amount a student can borrow is for the cost of attendance (determined by the School) minus any other financial assistance a student will receive. There are several repayment plans that are designed to meet the different needs of individual borrowers. Generally, a student will have ten years to repay the loan, depending on the repayment plan chosen, and a student may defer repayment while enrolled at least half-time. Students will receive more detailed information on loan repayment options during entrance and exit counseling sessions.

Veterans Benefits

LFGSM is approved by the Illinois State Approving Agency for educational aid under the G.I. Bill (including the Yellow Ribbon Program) to eligible veterans. Students must provide their Certificate of Eligibility to the school. The Certificate of Eligibility may be obtained through the St. Louis Veterans Affairs Customer Service Office, available 24 hours a day at 1-888-442-4551. For additional information, contact the St. Louis Veterans Affairs Customer Service Office or the LFGSM Financial Aid office.

Alumni Tuition Benefit

Recognizing the value of lifelong learning, LFGSM offers alumni the opportunity to pursue more graduate-level coursework at a reduced tuition rate. Non-degree seeking alumni receive a 50% tuition discount on graduate degree program courses. Alumni seeking to earn a subsequent graduate degree at LFGSM receive a 25% tuition discount on courses taken toward the new degree. Materials and other fees are charged at the published price.

ASSIST Program

The ASSIST (Assistance for Students in Sudden Transition) Program offers financial and career support to help students who have experienced sudden, unexpected job loss. An application with documentation of job loss is required to receive financial support for up to four academic terms. Career coaching is provided to help students rebound quickly. For more information, contact Student Services at 847-574-5158.

Cancellation/Refund Policies

Tuition Credits and Refunds:

A tuition credit or refund will only be issued to a student who provides written notification of withdrawal to the Registrar's Office. The tuition credit or refund will be made according to the following schedule.

Refund per Dropped Course	4-Week Accelerated Courses	8-Week Courses
Full Refund	Up to 3 calendar days after first class meeting	Up to 7 calendar days after the first class meeting
50% Refund	-----	8 to 14 days after the first class meeting
No Refund (administrative fee may apply)	4 days or more after the first class meeting	15 days or more after the first class meeting

Refund Policy for Students Called to Active Military Service

A student who withdraws as a result of being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options:

1. If the student has paid tuition and fees in advance of the withdrawal, the student will receive a pro-rata refund of any tuition, fees, or other charges paid by the student of the program, and a cancellation of any unpaid tuition, fees, or other charges owed by the student for the portion of the program that the student does not complete following withdrawal.
2. The student with an "incomplete" grade with the designation "withdrawn-military" for a course in the program may re-enroll in the program (or a substantially equivalent program if that program is no longer available) no later than the first anniversary of the date that the student was discharged from active duty. Re-enrollment will be without payment of additional tuition, fees, or other charges for the program other than any previously paid balance of the original tuition and fees for the program. This provision does not apply for courses for which the student has previously received a grade that is recorded on the student's transcript.
3. The student is assigned an appropriate final grade or credit for the courses in the program, but only if the instructor determines that the student has satisfactorily completed at least 90% of the required coursework for the class and demonstrated sufficient mastery of course material to receive credit for completing the class.

Refunds will be issued within 60 days after the effective date of termination.

Graduate Degree Program Descriptions

Leadership MBA Program

Program Goals

AGILITY: LFGSM Leadership MBA graduates will be able to evaluate business needs from different perspectives, create plans with multiple financial and operational options, and select a best path of action using critical thinking and analysis.

ENGAGING OTHERS: LFGSM Leadership MBA graduates will be able to build strong personal connections and communicate effectively to create positive business relationships with colleagues and teams, both internally and externally to the organization.

INNOVATION: LFGSM Leadership MBA graduates will be able to apply creative thinking and appropriate risk-taking to devise unique solutions to business challenges, and align the solutions to strategic objectives.

SELF-AWARENESS: LFGSM Leadership MBA graduates will be able to understand and manage their personal strengths and weaknesses using feedback and self-assessment to optimize leadership impact.

STRATEGIC VISION: LFGSM Leadership MBA graduates will be able to examine the future from both macro- and micro-levels, create and communicate coherent strategic plans, and assess key performance indicators to monitor progress.

Degree and Graduation Requirements

- Students must have a cumulative grade point average of at least 2.70 for all coursework applied toward their MBA degree.
- The Leadership MBA program requires a minimum of 48 semester hours of credit.
- At least 36 semester hours of credit must be taken from Lake Forest Graduate School of Management.
- A maximum of 12 semester hours of transfer credit may be applied toward the Leadership MBA degree requirements upon entry to the degree program.
- Students must successfully complete the degree program requirements within six years.
- If the student breaks matriculation for six consecutive terms, the program requirements in effect during the term of re-entry shall be the student's graduation requirements.
- Students are ultimately responsible for ensuring that they have met all graduation requirements.
- The LDR 5120 Effective Leadership and CAP 5240 Strategic Management courses must be taken within the Leadership MBA program. No course waivers or course transfer credit will be granted for these courses.

Course Number	Course Name	Semester Credit Hours
LDR 5120	Effective Leadership	3
COM 5330	Organizational Communication	3
STR 5130	Strategic Thinking	3
LDR 5220	Leading Organizational Change	3
DAT 5140	Business Analytics & Research	3
ECO 5170	Economics for Managers	3
ACC 5110	Accounting for Decision-Making	3
FIN 5190	Financial Management	3
BUS 5160	Global Business and Cultural Diversity	3
STR 5200	Innovation and Risk	3
MKT 5210	Marketing	3
MGT 5230	Operations Management	3
CAP 5240	Strategic Management	3
	Elective	3
	Elective	3
	Elective	3
TOTAL PROGRAM HOURS		48

Elective Courses

Elective courses for the Leadership MBA program may be chosen from the following list:

BUS 5802	HRM 5810	MGT 5820
BUS 5822	FIN 5827	MGT 5833
BUS 5831	FIN 5828	MKT 5849
BUS 5843	FIN 5832	MKT 5850
DAT 5888	FIN 5848	MKT 5851
HRM 5806	LDR 5807	

Certificates

Leadership MBA students mark their progress through the curriculum by achieving certificates, each of which includes a series of four core courses (12 semester credit hours). At least nine semester hours of credit toward a certificate must be earned at LFGSM. Certain courses build on previous work. The recommended core certificate sequence, the default schedule, is designed to help students maximize their learning in each course that constitutes the certificate. A statement at the end of the course description (Recommended Prerequisites) identifies those courses. Students are able to change their schedule to fit their personal needs, but they should be aware that additional work may be needed to take full advantage of the course content.

Change Management Certificate

This series of four core courses helps students develop the skills needed to increase leadership effectiveness. Students will gain the knowledge and skills to guide and facilitate constructive strategic change.

LDR 5120 Effective Leadership
COM 5330 Organizational Communication
STR 5130 Strategic Thinking
LDR 5220 Leading Organizational Change

At the completion of the **Change Management Certificate**, students will be able to:

- Communicate effectively verbally and in writing to a variety of audiences using the most appropriate and effective tool
- Articulate the business case for change
- Gain personal insight from an analysis of their personal leadership style relative to change
- Evaluate how culture impacts and drives change in a global environment
- Apply change leadership principles to create and lead a successful change initiative that enhances organization excellence and maximizes value

Management Analytics Certificate

This series of four core courses helps students structure an approach to gathering, understanding, and interpreting data in various functional business areas, such as accounting and finance. Students will also learn key economic concepts that are critical to managerial decision-making within today's business environment.

ACC 5110 Accounting for Decision Making
DAT 5140 Business Analytics and Research
ECO 5170 Economics for Managers
FIN 5190 Financial Management

At the completion of the **Management Analytics Certificate**, students will be able to:

- Manage the process of identifying, developing, analyzing and challenging data gathered both internally and externally to make sound business decisions
- Communicate quantitative data confidently
- Use performance measurement (accounting) tools to communicate timely and relevant business progress to key stakeholders
- Apply economic value creation concepts to business decisions by understanding its drivers, dynamic relationships, the importance of "what if" analysis, and the need for trade-offs
- Analyze the major components of financial strategy: marketing environment, forecasting needed funds, sources of funds, cost of capital, and appropriate capital structure
- Understand and evaluate how economic issues influence business opportunities and decision making

Strategy and Execution Certificate

This series of four core courses helps students develop and implement strategy and initiate strategically aligned innovation. Students will gain tools to construct an effective marketing strategy based on competitive advantage, and understand and implement the decisions necessary to optimize operational business processes.

BUS 5160 Global Business and Cultural Diversity
STR 5200 Innovation and Risk
MKT 5210 Marketing
MGT 5230 Operations Management

At the completion of the **Strategy and Execution Certificate**, students will be able to:

- Create and apply organizational strategy
- Understand and evaluate the core functions of the organization
- Apply critical thinking models within the organization
- Evaluate and respond to risk, internally and externally, to address organizational initiatives and to remain competitive
- Understand and apply innovation processes

Leadership MBA Specializations

Completing one of the following groups of three elective courses (9 semester credit hours) qualifies a Leadership MBA student for an optional “Specialization” credential. At least six semester hours of credit toward a Specialization must be earned at LFGSM. Any student can take any of the Specialization electives, even if he/she does not declare the Specialization. A Global Focus course can be applied to any Specialization. Students should contact the Registrar’s Office at Registrar@lfgsm.edu to declare a Specialization and request assistance with scheduling courses.

Finance Specialization (choose any three courses below)

FIN 5827 Investments
FIN 5828 Entrepreneurial Finance
FIN 5832 Advanced Topics in Healthcare Finance
FIN 5848 Global Finance
BUS 5843 Global Focus

At the completion of the Finance Specialization, students will be able to:

- Analyze portfolio strategies focusing on common investment types and calculate yield and total return expectations for investment.
- Understand and apply various financing options that reflect the particular risk profile and potential return to investors required by the enterprise.
- Evaluate the global financial and macroeconomic environment to manage exchange risk and market imperfections while maximizing organizational financial performance.

Global Business Specialization (choose any three courses below)

BUS 5843 Global Focus
FIN 5848 Global Finance
MKT 5849 Global Marketing

At the completion of the Global Business Specialization, students will be able to:

- Evaluate personal assumption and build an increased awareness, sensitivity and exposure to cross-cultural differences and the global business environment.
- Demonstrate the ability to address a real-world business situation in a global organization integrating and applying concepts learned in other courses.
- Evaluate business, cultural, social, political, economic, and legal differences through an analysis of key trade blocks and their current impact on regional and global trade.
- Develop awareness, skills and practice in assessing an international opportunity.

Healthcare Specialization (choose any three courses below)

BUS 5831 The Healthcare Landscape
FIN 5832 Advanced Topics in Healthcare Finance
MGT 5833 Healthcare Business Operations
BUS 5843 Global Focus

At the completion of the Healthcare Specialization, students will be able to:

- Evaluate the healthcare landscape and the diversity of the stakeholders, and identify contemporary issues framing the healthcare agenda.
- Understand the healthcare financial environment and recognize industry- specific analytical tools to support short and long term planning.
- Evaluate, explain and defend ethical issues associated with healthcare finance.
- Formulate and implement change in the highly complex organizational environments typical of the healthcare industry.

Marketing Specialization (choose any three courses below)

BUS 5822 Social Media
MKT 5849 Global Marketing
MKT 5850 Digital Marketing
BUS 5843 Global Focus

At the completion of the Marketing Specialization, students will be able to:

- Construct an effective and integrated global marketing and product launch strategy that includes global and regional product sourcing options and staffing resources.
- Apply contemporary digital marketing principles and create a tool set to assess, build, and sustain a successful, comprehensive integrated digital marketing program.
- Understand and apply the basics of the sales process and territory management; create forecasts and the structure to support and deploy the sales force to achieve them.

Organizational Behavior Specialization (choose any three courses below)

BUS 5802 Negotiations and Conflict Management
HRM 5806 Team and Employee Effectiveness
LDR 5807 Ethical Leadership and Decision Making
HRM 5810 Strategic Talent Management
BUS 5843 Global Focus

At the completion of the Organizational Behavior Specialization, students will be able to:

- Create an environment that fosters personal growth, professional engagement, and productive conflict resolution.
- Build productive functional teams that give and receive constructive feedback.
- Recognize how values shape ethical behavior and influence leadership and decision-making.
- Apply effective negotiation strategies that rely on perceptual, analytical, and interpersonal skills.

Master of Science in Management (MSM)

The MSM degree program is best suited to working professional students with practical business experience. This degree is designed for professionals from non-business backgrounds in liberal arts, engineering, technology, science, and other fields. Students will develop the leadership and management skills needed to advance as a business leader in the private or public sector. Graduates of the MSM degree program gain the interpersonal, strategic, and business knowledge necessary to successfully lead and orchestrate change in their organizations. Prospective students will typically have an undergraduate degree in a non-business field.

Program Goals

AGILITY: LFGSM MSM graduates will be able to evaluate business needs and initiatives from different perspectives, develop and modify “big picture” plans with multiple options, and drive change amid changing circumstances.

ENGAGING OTHERS: LFGSM MSM graduates will be able to select and implement collaboration and communication strategies across business functions, within work teams, and between individuals to create positive and effective business relationships.

INNOVATION: LFGSM MSM graduates will be able to use creativity in assessing customer, market, and business needs, devising alternative experiments and solutions, making organizational assumptions, and executing change within the scope of their business role.

SELF-AWARENESS: LFGSM MSM graduates will be able to understand and manage their personal strengths and weaknesses using feedback and self-assessment to optimize management leadership impact.

STRATEGIC VISION: LFGSM MSM graduates will be able to employ critical thinking and analysis skills, plan and implement strategic initiatives, and continuously improve business functions and processes to deliver excellent personal and business performance.

Degree and Graduation Requirements

- Students in the MS in Management degree program must complete 14 required courses (42 semester credit hours).
- Students must have a cumulative grade point average of at least 2.70 for all coursework applied toward their degree.
- At least 30 semester hours of credit must be taken from Lake Forest Graduate School of Management.
- A maximum of 12 semester hours of transfer credit may be applied toward the MS in Management degree requirements upon entry to the degree program.
- A maximum of 7 courses may be applied from a completed LFGSM MBA or former MSM toward the MSM degree.
- Students must successfully complete the program requirements within six years.
- If the student breaks matriculation for six consecutive terms, the degree program requirements in effect during the term of re-entry shall be the student’s graduation requirements.
- Students are ultimately responsible for ensuring that they have met all graduation requirements.
- The LDR 5120 Effective Leadership and CAP 5370 Team Capstone Experience courses must be taken within the LFGSM MS in Management program. No course waivers or course transfer credit will be granted for these courses.

Course Number	Course Name	Semester Hours
LDR 5120	Effective Leadership	3
COM 5330	Organizational Communication	3
STR 5130	Strategic Thinking	3
ECO 5170	Economics for Managers	3
LDR 5220	Leading Organizational Change	3
MGT 5820	Project Management	3
BUS 5802	Negotiations and Conflict Management	3
HRM 5810	Strategic Talent Management	3
FIN 5310	Accounting and Finance	3
HRM 5320	Leading Human Capital	3
LDR 5340	Organizational Ethics	3
STR 5350	Innovation Methods	3
HRM 5360	Workplace Diversity	3
CAP 5370	Team Capstone Experience	3
TOTAL PROGRAM HOURS		42

Master of Science in Project Leadership (MSPL)

The MSPL degree program is best suited to working professional students with practical business experience. This degree is designed for professionals from business backgrounds or non-business backgrounds in liberal arts, engineering, technology, science, and other fields. Students will develop the leadership and management skills needed to advance as a project leader in the private or public sector. Graduates of the MSPL degree program gain the interpersonal, strategic, and business knowledge necessary to successfully lead and orchestrate projects in their organizations. Prospective students may have an undergraduate degree in a business or a non-business field.

Program Goals

AGILITY: LFGSM MSPL graduates will be able to evaluate business needs and projects from different perspectives, develop and modify “big picture” project plans with multiple options, and drive change amid changing circumstances.

ENGAGING OTHERS: LFGSM MSPL graduates will be able to select and implement collaboration and communication strategies across business functions, within work teams, and between individuals to create positive and effective business relationships and to complete projects.

INNOVATION: LFGSM MSPL graduates will be able to use creativity in assessing customer, market, and project needs, devising alternative experiments and solutions, making organizational assumptions, and executing change within the scope of their projects.

SELF-AWARENESS: LFGSM MSPL graduates will be able to understand and manage their personal strengths and weaknesses using feedback and self-assessment to optimize project leadership impact.

STRATEGIC VISION: LFGSM MSPL graduates will be able to lead the creation and execution of a strategic vision for projects that improves the bottom line, planning, productivity, and culture of the organization and project team.

Degree and Graduation Requirements

- Students in the MS in Project Leadership degree program must complete 14 required courses (42 semester credit hours).
- Students must have a cumulative grade point average of at least 2.70 for all coursework applied toward their degree.
- At least 30 semester hours of credit must be taken from Lake Forest Graduate School of Management.
- A maximum of 12 semester hours of transfer credit may be applied toward the MS in Project Leadership degree requirements upon entry to the degree program.
- A maximum of 7 courses may be applied from a completed LFGSM MBA or former MSM toward the MSPL degree.
- Students must successfully complete the program requirements within six years.
- If the student breaks matriculation for six consecutive terms, the degree program requirements in effect during the term of re-entry shall be the student’s graduation requirements.
- Students are ultimately responsible for ensuring that they have met all graduation requirements.
- The LDR 5120 Effective Leadership and CAP 5540 Project Management Capstone Experience courses must be taken within the LFGSM MS in Project Leadership program. No course waivers or course transfer credit will be granted for these courses.

Course Number	Course Name	Semester Hours
LDR 5120	Effective Leadership	3
COM 5330	Organizational Communication	3
STR 5130	Strategic Thinking	3
LDR 5220	Leading Organizational Change	3
DAT 5140	Business Analytics and Research	3
BUS 5160	Global Business and Cultural Diversity	3
MKT 5210	Marketing	3
FIN 5310	Accounting and Finance	3
HRM 5320	Leading Human Capital	3
MGT 5820	Project Management	3
MGT 5510	Cost Estimation and Control	3
MGT 5520	Risk Management and Analysis	3
MGT 5530	Project Procurement Management	3
CAP 5540	Project Management Capstone Experience	3
TOTAL PROGRAM HOURS		42

Course Descriptions

ACADEMIC DISCIPLINE PREFIX GROUPS	
ACC	Accounting
BUS	Business
CAP	Capstone
COM	Communications
DAT	Data Analysis
ECO	Economics
FIN	Finance
HRM	Human Resources
LDR	Leadership
MGT	Management
MKT	Marketing
STR	Strategy

ACC 5110 ACCOUNTING FOR DECISION MAKING

(3 semester hours credit)

This course provides students with an understanding of the management information critical to internal stakeholders in achieving stated goals in the organization. The creation of useful analysis and communication of management financial information is essential to meeting internal corporate objectives. This course will provide students with a set of tools and models to approach difficult decisions faced each day.

BUS 5160 GLOBAL BUSINESS AND CULTURAL DIVERSITY

(3 semester hours credit)

This course examines the effect of cultural diversity on personal and organizational effectiveness, the impact of globalization on business operations, and the strategic considerations and factors necessary to compete ethically and effectively in this dynamic marketplace. Students view the global environment from many viewpoints (individual contributor, functional manager, and CEO) through case studies, discussions, simulations and assignments. Students develop leadership skills to drive change amid growing global uncertainty. Students learn international strategies in building the culture of innovation focused on emerging markets. Students learn tools and techniques for effective teamwork and communication, ethical decision-making, strategic thinking, and planning under the umbrella of the global challenge.

Required Prerequisite: 5170

BUS 5802 NEGOTIATIONS AND CONFLICT MANAGEMENT

(3 semester hours credit)

Students become stronger leaders by learning effective techniques to constructively handle and manage the frequent conflicts and resulting negotiations that confront business executives. Students learn the complex process of negotiation, which requires the successful practitioner to develop and utilize a unique blend of perceptual, analytical, communication, and interpersonal skills. These skills include agile and critical thinking, devising options, and selecting the best path to agreement. Students use experiential methods including practice negotiations, one-on-one and team situational roleplay.

Recommended Prerequisite: 5120

BUS 5822 SOCIAL MEDIA

(3 semester hours credit)

Social media has increased the complexity of business and interpersonal communication by creating interactive environments where customers become collaborators and employees become facilitators. Organizations now communicate in a significantly altered way, both internally and with customers. Students learn to evaluate social media tools and recommend plans that identify particular markets and address organizational initiatives. Students assess key performance indicators (KPIs) and initiate social media programs that bring increased value to the organization. Students will participate in social networks, forums, blogs, wikis, micro-blogs, and more.

BUS 5831 THE HEALTHCARE LANDSCAPE

(3 semester hours credit)

Healthcare is dynamic, complex, and a force of change in the world today. It offers substantial career opportunities for the aspiring business professional. It is essential that leaders possess a greater understanding of the healthcare landscape and be able to drive change amid uncertainties. Students will explore the healthcare landscape and examine it from different perspectives, including the diversity of its stakeholders, outcomes and payment mechanisms, and contemporary issues framing the healthcare agenda.

BUS 5843 GLOBAL FOCUS

(3 semester hours credit)

Students gain an understanding of business operations beyond the US with sensitivity to and awareness of international and cross-cultural differences. Combining traditional, classroom-based learning with rigorous in-country experiential learning, the Global Focus enables students to identify business growth opportunities, as well as the challenges that these offer, in an innovative and flexible framework. Students analyze and compare key elements of the operational aspects of business functions outside the US. Beyond cultural differences, the comparison will focus on the organization, management, economics, resource production, and delivery of goods and/or services. (Additional Student Cost)

Required Prerequisite: 5160 or Dean approval.

Students must register with LFGSM Registrar and travel partner WorldStrides 60 days before term begins. There is a 15-student minimum required to conduct course. Due to enrollment requirements, LFGSM advises that students book airfare when course is confirmed. Students are responsible for booking their own airfare, processing visa applications and in-country ground transportation between airport and hotel. (WorldStrides offers optional upgrade services: visa processing, and in-country ground transportation between airport and hotel.) Standard LFGSM course tuition and fees apply (payable to LFGSM). There is a supplemental International travel fee based on location, (payable to travel partner – WorldStrides), which includes hotel, daily breakfast, in-country ground transportation for planned events, and boxed meals during scheduled visits.

CAP 5240 STRATEGIC MANAGEMENT

(3 semester hours credit)

Students apply and integrate knowledge and skills acquired in the degree program. Students craft a business strategy and use acquired team and leadership skills to successfully execute this strategy from the holistic perspective of the CEO/General Manager. Students explore management situations and apply strategies within the contexts of stakeholder value, ethical decision-making, innovation, and strategic thinking. No course waivers will be granted for CAP 5240 Strategic Management.

Required Prerequisites: All MBA Core Courses

CAP 5370 TEAM CAPSTONE EXPERIENCE

(3 semester hours credit)

Students apply and integrate knowledge and skills acquired in the degree program. Students craft a business strategy and use acquired team and leadership skills to successfully execute this strategy from the holistic perspective of the CEO/General Manager. Students explore management situations and apply strategies within the contexts of stakeholder value, ethical decision-making, innovation, and strategic thinking. No course waivers will be granted for CAP 5370 Team Capstone Experience.

Required Prerequisites: All MSM Courses

CAP 5540 PROJECT MANAGEMENT CAPSTONE EXPERIENCE

(3 semester hours credit)

The project management capstone experience integrates all the knowledge areas from the degree program, and students apply their learning to an intricate project management scenario. The balance of project constraints of scope, time, cost, and quality for the project scenario are explored and quantified, as risk, human resources, procurement, integration, and communication are incorporated. Effective communication of key project information to senior managers and critical stakeholders is covered. Students demonstrate skills and completion of program learning objectives through all stages of the project management cycle: initiation, planning, execution, monitoring and control, and closing. No course waivers will be granted for CAP 5540 Project Management Capstone Experience.

Required Prerequisites: All MSPL Courses

COM 5330 ORGANIZATIONAL COMMUNICATION

(3 semester hours credit)

Organizational communications studies how individuals and groups within an organization communicate to strategically shape business outcomes both internally and externally. It includes the interpersonal relationships among employees at all levels, and how information flows through formal and informal channels and social networks. Students learn the critical communication skills necessary for successful leadership in organizational settings. Students fine-tune their written, verbal, and listening skills, and learn how to communicate effectively to their managers, peers, and subordinates (both individually and among teams). Students learn how to frame impactful messages for different audiences, using various communication tools (face-to-face and virtual). Students learn persuasive presentation and storytelling techniques to engage and motivate their audiences. Fundamental concepts and guidelines are reinforced through practical assignments, ongoing instructor/peer/self-critique, and team activities.

DAT 5140 BUSINESS ANALYTICS AND RESEARCH

(3 semester hours credit)

This course focuses on the practical application of statistical tools to understand and use relevant data, which leads to successful decision-making. Students are introduced to major statistical and decision analysis tools used in business. Students perform quantitative analysis in a variety of areas, including strategy, operations, finance, human resources, marketing, and sales. Separating fact from opinion and identifying the most influential factors and risks in those areas, students formulate judgments that provide a competitive advantage to themselves and their organizations. Interpreting data and making decisions are not exclusively mechanical processes; they also involve intuition, ideas, and values to find real-world meaning from real-world numbers.

DAT 5860 LEADING TECHNOLOGY STRATEGY

(3 semester hours credit)

This course examines the unique technological and economic circumstances facing businesses today and in the future. Students identify a range of strategies that enable organizations to succeed in conditions that require agility and flexibility to produce results.

ECO 5170 ECONOMICS FOR MANAGERS

(3 semester hours credit)

Students examine key economic concepts critical to managerial decision-making within today's business environment, including microeconomic and macroeconomic principles. Microeconomic topics addressed include supply and demand, consumer and competitor behaviors, cost analysis, and pricing and output decisions within various market structures. Students explore issues related to public policy and regulation as they apply to market dynamics and business decision-making. Students consider macroeconomic concepts in the national and worldwide economic environment within which businesses operate, with an emphasis on real-world applications. Students gain an understanding of gross domestic product, unemployment, investment, interest rates, the money supply, inflation, exchange rates, international trade, business cycles, and fiscal and monetary policy.

FIN 5190 FINANCIAL MANAGEMENT

(3 semester hours credit)

This course broadens the student's perception of the role of the financial function in informing and executing business strategy. Students increase their comfort level in working with and discussing basic financial concepts and performance indicators at all levels of the organization. Students expand prior critical thinking skills and knowledge to apply "what-if" analyses, and to identify and optimize risk-reward tradeoffs leaders must make in results-oriented business planning and operations. The course places special emphasis on capital management, asset valuation, and economic value creation.

Recommended Prerequisites: 5140, 5110

FIN 5310 ACCOUNTING AND FINANCE

(3 semester hours credit)

Students learn basic concepts and techniques of accounting and finance and application to accounting statements and financial reports. Topics include operating statements, balance sheets, fund flow statements, financial resource allocation and utilization, and internal and external auditing functions. Students explore interrelationships among financial statements, key financial ratios, financial ethics, and time value of money decisions.

FIN 5827 INVESTMENTS

(3 semester hours credit)

Students learn basic portfolio strategies focusing on various investment vehicles, including equity, fixed income, derivative securities, mutual funds, and annuities from the perspective of the individual and institutional investor. Students explore concepts of market operations, fundamental security analysis, and modern portfolio theory with respect to asset allocation, diversification, and management of risk. Students analyze and evaluate various securities, recognizing both risk and reward characteristics, which enable them to develop and populate a personal allocation model.

Required Prerequisite: 5190

FIN 5828 ENTREPRENEURIAL FINANCE

(3 semester hours credit)

Students with an interest in starting, working in, or investing in an entrepreneurial business explore the financing landscape of all stages of a venture's lifecycle from startup to exit. Students use key financial concepts and analytical tools to model key financial indicators and think critically about capital structure strategies to make better investment and financing decisions. Multiple methodologies are applied to determine a reasonable valuation of a company and understand how to manage working capital and quickly adapt to changing environments. Real-world examples are used to illustrate how different businesses move through the entrepreneurial spectrum with scarce capital and human resources. Student work individually and in teams to demonstrate mastery of the course objectives.

Required Prerequisite: 5190

FIN 5832 ADVANCED TOPICS IN HEALTHCARE FINANCE

(3 semester hours credit)

Students explore the challenges and complexities of the healthcare industry. Topics include industry stakeholders, third-party payments, regulations, competitive market forces, increasing capital demand, enterprise risk, and a mixture of government, private, not-for-profit, and investor-owned organizations. Healthcare leaders are faced with managing evolving models of delivery and financing of care, continually rising costs, and a value-based payment system. Students learn agility, strategic vision, and communication skills to understand and analyze the financial implications of the healthcare system, identify strategic financial opportunities and risks, and make sound business decisions to create value. Students examine the healthcare financial environment, industry-specific analytical tools, balance sheet management of both short-term and long-term assets and liabilities, integrated strategic and financial planning, risk management, and ethics.

Required Prerequisite: 5190

FIN 5848 GLOBAL FINANCE

(3 semester hours credit)

Students examine the volatility found in the global financial markets, with the understanding that companies that operate internationally need to remain agile to keep pace as the global economy trends toward greater integration and interdependency. Students develop an advanced and in-depth understanding of the innovative financial tools that can help resolve the challenges of global expansion and an increased awareness of emerging global risks and ever-changing global capital markets. Focusing on the global financial and macroeconomic environment, topics such as foreign exchange markets, management of foreign exchange exposure, cross-border acquisitions, capital spending and investments are explored in a collaborative course setting. Students learn to engage others in the workplace on a topic of increasing relevance to companies that operate globally, or are seeking to, in pursuing their strategic vision.

Required Prerequisite: 5190

GLS 5881 SPECIAL TOPICS

(1 semester hours credit)

Students discuss and examine issues of a contemporary nature in the field of business. Students are encouraged to blend a variety of business-related disciplines to understand the implications and impact of the contemporary issue(s) being examined.

GLS 5882 SPECIAL TOPICS

(2 semester hours credit)

Students discuss and examine issues of a contemporary nature in the field of business. Students are encouraged to blend a variety of business-related disciplines to understand the implications and impact of the contemporary

issue(s) being examined.

GLS 5883 SPECIAL TOPICS

(3 semester hours credit)

Students discuss and examine issues of a contemporary nature in the field of business. Students are encouraged to blend a variety of business-related disciplines to understand the implications and impact of the contemporary issue(s) being examined.

HRM 5320 LEADING HUMAN CAPITAL

(3 semester hours credit)

Students develop their leadership capabilities in human capital decisions and administration. Students examine both social and legal frameworks for effective human capital management within the context of historical patterns and current developments. Students focus on all aspects of human capital management, including employee rights and responsibilities, employment at will, performance evaluation and management, compensation and benefits, collective bargaining, equal employment, non-discrimination, and motivation.

HRM 5360 WORKPLACE DIVERSITY

(3 semester hours credit)

Today's U.S. workplace is more diverse than ever before, and global business integration is strategically critical. For the first time, four generations potentially work together in today's U.S. businesses. Students gain the knowledge and skills to effectively navigate within, communicate with, value, and leverage workplace diversity within the frameworks of generational diversity, gender diversity, ethnic/racial diversity, socioeconomic diversity, and value diversity.

HRM 5806 TEAM AND EMPLOYEE EFFECTIVENESS

(3 semester hours credit)

Students examine the communications challenges specific to teams as well as the feedback process that occurs in coaching or managing relationships. Students practice building and working in teams in order to create strong personal connections, communicate effectively, build security and trust, and achieve common goals. Employee effectiveness is dependent upon the feedback processes that occur in the workplace. Students learn how to engage in a number of key one-on-one interactions to ensure improved performance. These key interactions encompass the life cycle of employment: interviewing, onboarding, setting goals, performance reviews, coaching and termination. Students practice strategies that help them develop direct reports and improve their ability to successfully engage in critical coaching conversations.

Recommended Prerequisite: 5120

HRM 5810 STRATEGIC TALENT MANAGEMENT

(3 semester hours credit)

Students apply a conceptual framework to improve business performance through the strategic management of people. Students learn techniques that maximize the performance and promote the success of their employees. As leaders move up in their organizations, their success ultimately depends on their ability to achieve results by managing the efforts of their direct reports and colleagues. There are three major themes in this course: 1) an organization is most effective when "people strategies" and "business strategies" are properly aligned; 2) the strategic management of people is a critical responsibility of all business leaders within an organization; and 3) as leaders move up in an organization, the challenge of working through others to achieve success increases.

Recommended Prerequisites: 5120, 5220

LDR 5120 EFFECTIVE LEADERSHIP

(3 semester hours credit)

This introductory course establishes personal performance expectations for the critical leadership skills necessary for success in business. Self-awareness is at the heart of effective leadership, and by connecting all five LFGSM Leadership traits students will accurately judge their own performance and behavior and respond appropriately to different business situations. Students will assess their own skills, talents, and personal tendencies accurately to develop a personal leadership plan that they will pursue and develop throughout their degree program. Fundamental concepts and guidelines are reinforced through personal assessment tools, practical assignments, ongoing instructor/peer/self-critique, and participation in team activities. Students fine tune written, oral, and listening skills, as well as learn the basics of teamwork. Subsequent courses will build upon the criteria for excellence in leadership that have been defined in this class. No course waivers will be granted for LDR 5120 Effective Leadership.

LDR 5220 LEADING ORGANIZATIONAL CHANGE

(3 semester hours credit)

Students learn how to become change agents who can effectively execute strategies in dynamic environments. Students identify what needs to be changed, when to change it and how to be successful in small, medium or large-scale efforts to create change with or without formal authority to support strategic needs. Focusing on an individual, business-related change project, students provide peer feedback, contribute to group online simulations, and work with a team to build a comprehensive, change management action plan to lead effective change.

Recommended Prerequisite: 5120

LDR 5340 ORGANIZATIONAL ETHICS

(3 semester hours credit)

Students examine how values shape individual ethical behaviors, and how these behaviors influence leadership and decision-making. Students apply practical knowledge and tools needed to effectively manage the everyday ethical conduct of self and employees. Core components include discussions on how legal, philosophical, and corporate practices influence ethical behavior for individuals and companies. Students examine how social, environmental, and stakeholder responsibilities, as well as different values, impact ethical behavior in companies and their leaders.

LDR 5807 ETHICAL LEADERSHIP AND DECISION-MAKING

(3 semester hours credit)

Students examine how values shape individual and organizational ethical behaviors, and how these behaviors influence leadership and decision-making. Students apply practical knowledge and tools needed to effectively manage the everyday ethical conduct of self and employees. Core components include discussions on how legal, philosophical, and corporate practices influence ethical behavior for individuals and companies. Students examine how social, environmental, and stakeholder responsibilities, as well as different values, impact ethical behavior in companies.

Recommended Prerequisite: 5120

LDR 5809 CORPORATE SOCIAL RESPONSIBILITY AND VOLUNTEERISM

(3 semester hours credit)

Students explore the nature of corporate social responsibility within the context of responsible business practices, environmental stewardship, social impact, and stakeholder engagement. Topics include: how the social and corporate values of a business are driven by a company's CSR strategy; generational differences;

benefits of CSR; such as driving innovation, brand differentiation, customer engagement, employee recruitment, engagement and retention, investor recruitment and relations, and community revitalization.

MGT 5230 OPERATIONS MANAGEMENT

(3 semester hours credit)

This course provides an overview of key operations management functions in the context of a globally competitive environment, both in a service and a manufacturing setting. Various elements critical to achieving optimal performance are examined. Such elements include labor evaluation, process design and management, capacity planning, site selection, software systems such as ERP, inventory management, scheduling and demand flow, quality systems, managing customer relationships, supply chain management, employee involvement, lean enterprise management, operational strategies, and the impact of global operations. Students will attain insight and a deeper understanding of the role that operations play in the overall organizational strategy.

Recommended Prerequisite: 5140

MGT 5510 COST ESTIMATION AND CONTROL

(3 semester hours credit)

This course covers tools, techniques, and methods for cost estimation and control in all phases of a project. Estimation methodologies such as financial modeling, analogous estimates, expert judgment, capital budgeting, and parametric assumptions will be applied to project tasks and activities. Overall strategies for cost management, budget creation, and cost control will be included within the balance of project constraints of scope, time, cost, and quality. Effective communication of cost and budget information to senior managers and critical stakeholders is covered.

Recommended Prerequisite: 5820

MGT 5520 RISK MANAGEMENT AND ANALYSIS

(3 semester hours credit)

This course covers tools, techniques, and methods for risk management and analysis in all phases of a project. Project team generation, analysis, communication, and monitoring of risk management factors will be included within the balance of project constraints of scope, time, cost, and quality. Effective communication of risk management and analysis information to senior managers and critical stakeholders is covered.

Recommended Prerequisite: 5820

MGT 5530 PROJECT PROCUREMENT MANAGEMENT

(3 semester hours credit)

This course covers tools, techniques, and methods required to acquire, purchase, and manage products and services needed to execute a project. Procurement methods such as bid management, make/buy analysis, vendor selection, contract negotiation, and relationship management will be included within the balance of project constraints of scope, time, cost, and quality.

Recommended Prerequisite: 5820

MGT 5820 PROJECT MANAGEMENT

(3 semester hours credit)

This course covers the process and techniques required to manage almost all types of projects. The course integrates key management skills with specific project management skills and knowledge. This integration helps students more effectively meet project objectives on time and within budget, as well as meet expectations and quality requirements. Considerable emphasis is placed on the knowledge, skills, tools, and techniques needed to manage projects successfully.

MGT 5833 HEALTHCARE BUSINESS OPERATIONS

(3 semester hours credit)

Students build understanding about the scope and breadth of the healthcare services and products industry, the unique aspects related to financing, the political and regulatory issues and impacts, and the various ethical issues that run through all aspects of decision-making in the industry. This course incorporates the use of case analysis, and broad-based, in-depth exposure to various industry segments through site visits to healthcare service and/or manufacturing settings, and guest speakers from clinical, scientific, and operations perspectives across segments and political and/or public health arenas.

Recommended Prerequisites: 5831, 5832

MKT 5210 MARKETING

(3 semester hours credit)

Students develop a working knowledge of contemporary marketing principles, the ability to solve diverse and complex marketing problems, and a comprehensive set of marketing strategies to compete effectively within a global environment. Emphasis is placed on applying course learning to real-world challenges. Students learn to think strategically and ethically to achieve a desired market presence, and develop and maintain strong customer relationships. Areas of study include market assessment and development, understanding consumer behavior, segmentation and target selection, strategic brand positioning, product management, integrated communications, channel management, strategic pricing, and market planning.

Recommended Prerequisite: 5140

MKT 5849 GLOBAL MARKETING

(3 semester hours credit)

Global economy trends toward greater integration and interdependency impact companies and managers. Students gain an advanced and in-depth understanding of marketing principles as they examine the global marketplace, including environmental factors, political, economic, legal, socio-cultural, technological, and competition. Students assess each factor's impact on entry strategy, product, pricing, distribution, packaging, promotion planning, and branding. Through lecture, case study, group discussion, presentation, and in-store research the complex and dynamic global environment in which marketing strategies are formulated and implemented are analyzed to advance student decision-making skills in successful global marketing. This course addresses effective communication and ethical decision-making under the umbrella of the global challenge.

Required Prerequisite: 5210

MKT 5850 DIGITAL MARKETING

(3 semester hours credit)

This course examines the ways new digital technologies have changed the marketing industry. It covers its impact on the e-enabled marketing mix and communication strategies, as well as changes in product and channel strategy driven by digital technology. Students gain a working knowledge of contemporary digital marketing principles and build a tool set to assess, create, and sustain a successful, comprehensive integrated digital marketing program. In a field that literally changes on a daily basis, emphasis is placed on staying on top of contemporary topical issues, while applying course content to real-world challenges.

Required Prerequisite: 5210

MKT 5851 BUSINESS AND MARKETING INTELLIGENCE

(3 semester hours credit)

Students examine the effect of business and marketing intelligence on leadership decisions and implementation of both strategic business plans and tactical marketing programs. The central focus of the course is building an understanding of the market research tools and data available, and when and how to utilize such intelligence. Students analyze both primary and secondary research sources, from focus groups and market experiments to consumer reports. As a result, students will understand how to integrate acquired information to develop informed business strategies to meet defined needs and opportunities.

STR 5130 STRATEGIC THINKING

(3 semester hours credit)

Students learn to think strategically and apply strategic concepts and tools to the fundamental functions and processes necessary to lead a business in a dynamic and highly competitive environment. Students develop higher level thinking skills by forming an integrated systems perspective of an organization. Students demonstrate their ability to convert their analysis into logical and persuasive recommendations. Students are challenged to improve their ability to resolve complex business issues, identify underlying problems, be open to new ideas that lead to innovative but feasible alternatives, and take actions that will meet the needs of their organization's stakeholders.

STR 5200 INNOVATION AND RISK

(3 semester hours credit)

This course focuses on the acquisition of discovery techniques, risk assessment tools, and innovation leadership skills to initiate strategically aligned innovation in an organizational environment. Students learn to lead innovation within existing organizations by understanding the significance of innovation, the strategic and organizational environment, and best implementation practices for both individuals and teams.

Recommended Prerequisites: 5130

STR 5350 INNOVATION METHODS

(3 semester hours credit)

This course explores innovation methods relevant to process, product and system innovations within a business environment. Students will learn and practice multiple innovation methods within various simulated business types to gain knowledge and skills enabling them to apply innovation methods to their role and function within the workplace.

Consumer Information and Policies

Student Right to Know

Key Institutional Data

In accordance with the Student Right to Know and Campus Security Act, Public Law 101-542, as amended by the Higher Education Technical Amendments of 1991, Public Law 102-26, Lake Forest Graduate School of Management discloses basic institution information below, including enrollments, degrees conferred, graduation rate, graduates' time-to-completion, retention, and tuition and required fees.

Please note that all information in the following charts pertain to the 2015-2016 academic year and may not be representative of the year in which a student will enroll.

12-Month Unduplicated Headcount - Degree Programs July 1, 2015 through June 30, 2016	
Total	600
By Program MBA, General Management CIP Code 52.0201	600

Fall Enrollment (August 1 through October 31)			
	Fall 2014	Fall 2015	Fall 2016
Total	470	401	393
Level			
Graduate	470	401	393
Gender			
Female	219	189	187
Male	251	212	206
Race/Ethnicity			
Black, non-Hispanic	30	28	36
White, non-Hispanic	209	162	181
Hispanic	21	20	26
Non-Resident Aliens	5	1	1
Asian	44	39	65
Hawaiian or other Pacific Islander	1	1	1
American Indian/Alaskan Native	2	1	1
Two or more races	3	2	4
Not reported	155	147	78
By Program			
MBA, General Management	470	401	393

Degrees Conferred			
	2013-2014	2014-2015	2015-2016
Total Degrees Awarded	216	206	158
Master's Degrees	216	206	158
By Program			
MBA, General Management	216	206	158

This institution does not offer programs at or below the baccalaureate level, and does not admit first time, full-time undergraduate-level students; therefore, reporting of gainful employment, graduation rate, time-to-completion, and first-to-second year retention rate are not required.

Graduation rate and mean completion time by start year are provided below for informational purposes only. Students must complete their graduate degree program within six years.

Graduation Rate and Mean Completion Time				
Start Year	Graduated	Mean Completion Time (Years)	Left Institution	Current Students
2014-2015	19%	---	20%	61%
2013-2014	57%	2.44	22%	21%
2012-2013	65%	2.60	25%	10%
2011-2012	73%	3.03	24%	3%
2010-2011	74%	3.25	25%	1%

Cost of Attendance

Master's Degree Programs - Tuition and Fees			
July 1, 2015 through June 30, 2016			
	Leadership MBA	Immersion MBA	MSM
Tuition Per Course	\$3,400 (3 credit hours)	\$3,600 (4 credit hours) \$900 (1 credit hour)	\$3,400 (3 credit hours)
Books and Materials Fee	\$0	\$0	\$0
Technology Fee	\$0	\$0	\$0
Degree Conferral Fee	\$0	\$0	\$0

Please Note: The data above is from the 2015-2016 academic year. Consult the Tuition and Fees section, the website at <http://www.lfgsm.edu>, or an Admissions Manager for the current tuition rates.

Campus Security Policy, Campus Crime Statistics Act, and Emergencies

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

Consistent with federal law, Lake Forest Graduate School of Management publishes an annual security report on or before October 1 of each year. The report includes statistics for the previous three years concerning reported crimes that occurred on any LFGSM campus and corporate sponsored sites, or on public property within or immediately adjacent to and accessible to the campus. The report also includes information on reporting crimes and other emergencies, crime prevention, and other important matters about security at each campus and corporate-sponsored location.

The annual security compliance document and campus crime statistics are available on the Lake Forest Graduate School of Management's Student Portal and public website.

Emergency Procedures

While the school strives to provide a safe and secure environment, safety is enhanced when students and employees take precautions such as:

- Never leave valuables (wallets, purses, books, computers) unattended
- Avoid walking alone at night; travel with a friend or companion
- Avoid parking or walking in secluded or dimly lit areas
- In case of emergency, follow the clearly marked exit procedures for the classroom and building in which you are located.

Students, faculty, and staff are encouraged to report all crimes or suspicious persons immediately. Please report all non-emergency incidents to the Facilities Manager at 847-574-5249, during business hours. In case of an emergency, call the Police Department or Fire Department at 911 from any phone.

Emergency Notification

LFGSM has several vehicles at its disposal to communicate emergency notifications to the LFGSM community. The appropriate modes of communication are determined based upon the severity and urgency of the emergency.

Communication Vehicles Available to LFGSM:

- Emergency Notification System (text message and e-mail notification)
- E-mail (individual or small batches) through Outlook
- Direct mail (letters, etc.) to home addresses or work addresses
- Telephone
- In-person announcement at meetings, classes, etc.
- Posting to school websites
- Posting to student/faculty/alumni portal my.LFGSM.edu
- Posting on Learning Management System (LMS) (for students and faculty)

Emergency Contacts

Police	911
Fire Department	911
Paramedics	911
Bomb and Arson	911
Main Reception (during business hours)	877-771-4MBA
Facilities Director (during business hours)	847-574-5249
IT Emergency Support	847-574-5217

Americans with Disabilities Act

LFGSM complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Documentation of the student's disability and its effect on his/her course participation must be submitted to the Director of Student Services. Any student with special needs or difficulties in learning and/or in completing course requirements should notify the instructor immediately so that available and reasonable accommodations can be arranged. It is the student's responsibility to disclose his/her accommodation request with the instructor and discuss the necessary arrangements. Assistance with these arrangements can be facilitated with the help of Student Services upon request.

Title IX Non-Discrimination Policy

Lake Forest Graduate School of Management (LFGSM) is committed to providing a non-discriminatory and harassment-free educational and working environment for all members of the LFGSM community, including students, faculty, administrators, staff, and visitors. In compliance with Title IX of the Education Amendments of 1972, LFGSM prohibits all forms of sexual or gender-based harassment, discrimination or misconduct, including sexual violence, sexual assault, and stalking. Misconduct of this nature is contrary to LFGSM's institutional values and prohibited by state and federal law.

LFGSM encourages the prompt reporting of any incident of sexual or gender-based misconduct to local law enforcement and to LFGSM's Title IX Coordinator using the complaint procedure described in our policy. This means that anyone that is either a **victim or a witness** of sexual or gender-based misconduct must report the incident. The full institutional policy on Title IX can be found at <http://www.lakeforestmba.edu/about/consumer-information-policies/titleix.aspx>.

Persons with inquiries concerning the application of Title IX, or persons wishing to report a Title IX incident or complaint may contact LFGSM's Title IX Coordinator:

Linda Stolberg

Title IX Coordinator

(847) 574-5244

1905 W. Field Ct.

Lake Forest, IL 60045

l Stolberg@lfgsm.edu

Anonymous report: complaint@lfgsm.edu

Family Educational Rights and Privacy Act (FERPA)

All information provided to LFGSM is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (Public Law 93-380). Except as required by law, no information regarding attendance, grades or any other aspect of students' academic standing will be released to any third party without written student consent. The records are maintained for five years after graduation or at least six years after a student's last day of attendance.

Students have the right to file a complaint with the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-5920, concerning any alleged failure by the College to comply with FERPA.

FERPA Annual Notice – Possible Federal and State Data Collection & Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which a student's education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without the student's consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("federal and state authorities") may allow access to student records and PII without consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to students' education records and PII without their consent to researchers performing certain types of studies, in certain cases even when Lake Forest Graduate School of Management objects to or does not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive a student's PII, but the authorities need not maintain direct control over such entities.

In addition, in connection with statewide longitudinal data systems, state authorities may collect, compile, permanently retain, and share without students' consent PII from their education records, and they may track their participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Solomon Act

The Solomon Amendment (10 U.S.C. §983, effective January 2000) is a federal law that mandates that colleges provide student recruiting information upon request to military recruiting organizations. The request and information released by the college is limited to military recruiting purposes only. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. The release of student recruiting information follows the FERPA guidelines defining student directory information. Students are not permitted under federal law to restrict the release of this information specifically to military organizations, but if students withhold the release of directory information generally, then the College may not release this information to military organizations.

Illinois Firearm Conceal Carry Act (Public Act 098-0063)

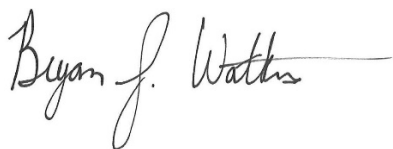
Section 65 of the law specifies the prohibited areas where conceal carry licensees cannot legally carry a firearm:

“A Licensee under this Act shall not knowingly carry a firearm on or into any building, classroom, laboratory, medical clinic, hospital, artistic venue, entertainment venue, officially recognized university-related property under the control of a public or private community college, college, or university.”

LFGSM qualifies as a prohibited area. Conceal carry licensees **cannot** legally carry a firearm on LFGSM property.

True and Correct Statement

Lake Forest Graduate School of Management reserves the right to make changes affecting policies, curricula, or any other matters published in this catalog. LFGSM reserves the right to refuse to admit, refuse to re-admit, or to dismiss any student at any time should it be deemed to be required in the interest of the student or the School to do so. The LFGSM *Academic Catalog* is the document of authority for all students. The requirements published in the *Academic Catalog* supersede information issued by any department or program. The information contained in the *Academic Catalog* is true and correct to the best of our knowledge.



Bryan J. Watkins, Ed.D.
Vice President and Chief Academic Officer

Effective Date

The information contained in this *Academic Catalog* is applicable to students on the first day of the Summer Term 2017-18. Lake Forest Graduate School of Management (LFGSM) reserves the right to revise, supplement, or rescind any contents of this publication at any time.

Accreditation, Ownership, Locations, Licensing

The Higher Learning Commission (HLC) has continually accredited LFGSM since 1978. HLC is one of six regional accrediting bodies for higher education in the United States, and is recognized by the U.S. Department of Education. The School participates in the HLC Academic Quality Improvement Program (AQIP) Pathway, a continuous improvement-based accreditation pathway. This is a voluntary, rigorous program and accreditation pathway modeled after well-known state and national quality programs.

Higher Learning Commission (HLC)

230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411

www.hlcommission.org

800.621.7440

General Information:

info@hlcommission.org

Online Complaint System:

<http://hlcommission.org/HLC-Institutions/complaints.html>

LFGSM is authorized to operate as a postsecondary educational institution by the Illinois Board of Higher Education (IBHE). LFGSM has received operating and degree-granting authority in the North Suburban, Chicago, and West Suburban regions.

Illinois Board of Higher Education (IBHE)

1 North Old State Capitol Plaza

Suite 333

Springfield, Illinois 62701-1377

www.ibhe.org

217.782.2551

General Information:

info@ibhe.org

Institutional Complaint Hotline:

217.557.7359

Online Complaint System:

<http://complaints.ibhe.org>

Ownership

LFGSM is an independent, accredited, non-profit graduate school, registered as a 501 (c) 3 corporation.

Classroom Locations

Lake Forest Campus:

Lake Forest Graduate School of Management

1905 West Field Court

Lake Forest, IL 60045

Schaumburg Location:

Lake Forest Graduate School of Management

1300 East Woodfield Road, Suite 600

Schaumburg, IL 60173

Corporate MBA Locations

Allstate Insurance Company

2775 Sanders Road

Northbrook, IL 60062

Allstate Insurance Company

3200 Windy Hill Road, Suite 900 East

Atlanta, GA 30339

Discover Financial Services

2500 Lake Cook Road

Riverwoods, IL 60015

Health Care Service Corporation

300 East Randolph Street

Chicago, IL 60601

Corporate MBA Programs are open to qualified employees of the hosting corporation.

The campus and all other classroom locations are equipped with contemporary learning technology and have restrooms, vending, and break areas. The campus and all locations are overseen by the Vice President and

Chief Academic Officer, and are staffed by the local Campus Operations Team.

Licensing

LFGSM is an approved institution in the National Council for State Authorization Reciprocity Agreements (NC-SARA). SARA is a voluntary agreement among its member states and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. For more information, visit www.nc-sara.org.

Administration and Faculty

Board of Directors

Joher S. Akolawala

CIO & Senior Vice President of Cost Leadership
Mondelez International

Jeffrey J. Anderson

President and CEO
Lake Forest Graduate School of Management

John Anderson

Sr. Vice President
Trustmark Companies

Edward O. Carney '01

President and CEO
Superior Graphite Co.

Patricia A. Coffey

Senior Vice President – Allstate Technology and Strategic
Ventures
Allstate Insurance Company

John F. Ginascol '91

Vice President, Nutrition Supply Chain
Abbott Laboratories

Christopher Kempa '04

Senior Vice President – Merchandising
Essendant

David Lee

President and CEO
Lake Forest Bank & Trust (a Wintrust Bank)

Todd Litzsinger

Chairman of the Board
Follett Corporation

Carlos M. Minetti

President, Consumer Banking
Discover Financial Services

John P. Pappas '92

President
Chicago Collaborators

Stephen D. Schutt

President
Lake Forest College

Leanna J. Walther '99

Vice President, Business Human Resources, Operations
AbbVie, Inc.

Leadership Team

Jeffrey J. Anderson, President and Chief Executive Officer

MBA, The University of Chicago - Booth School of Business
BA, Economics and Accounting, Carthage College
Certified Public Accountant (Illinois)

Carolyn Brune, Senior Director of Admissions

MBA, Lake Forest Graduate School of Management
MEd, College Student Personnel, Loyola University Chicago
BS, Communications, Iowa State University

Carrie G. Buchwald, Vice President, Corporate Learning Solutions

MBA, Lake Forest Graduate School of Management
Bachelor of Business Administration, University of Notre Dame
Post-Graduate studies in Organizational Development, University of Wisconsin, Milwaukee

Gregory J. Kozak, Vice President of Information Technology and Chief Information Officer

S.T.L.-Theology, University of St. Mary of the Lake
M.Div., University of St. Mary of the Lake
BS, Computer Science, Loyola University of Chicago
BA, English, Loyola University of Chicago
BS, Mathematics, Loyola University of Chicago

Thomas Perozzi, Chief Financial Officer, Vice President of Finance and Human Resources

BBA, Accounting, University of Notre Dame – Mendoza College of Business
Certified Public Accountant (Illinois)

Max Reed, Vice President, Leadership and Strategic Initiatives

MBA, Strategy, Finance, Economics, The University of Chicago - Booth School of Business
BS, Computer Studies and Economics, Northwestern University

Barbara L. Siegel, Senior Director of Marketing

MBA, Marketing and Finance, Northwestern University – Kellogg School of Management
BS, Business, Miami University

Bryan J. Watkins, Vice President and Chief Academic Officer

EdD, Adult and Continuing Education, National-Louis University
MBA, Keller Graduate School of Management
BS, Business Administration, Morningside College

Key Academic and Administrative Staff

Cheryl Boncuore, Dean, Faculty and Degree Programs

PhD, Professional Studies, Capella University
MATD, Training and Development, Roosevelt University
BS, Journalism, Southern Illinois University

Neil Holman, Dean, Educational Programs and Development

PhD, Educational Technology, University of Colorado
MS, Broadcasting, City University of New York
BS, Communication Arts/Education, University of Wisconsin-Madison

Chris Perlstrom, Registrar

AAS, College of Lake County

Business Leader Faculty® - Degree Programs

Barbara Adelman

Financial Management
MBA, The University of Chicago
BA, The University of Chicago

Atakan Arica

Global Business and Cultural Diversity, Leading Organizational Change, Business Analytics and Research
MBA, The University of Michigan – Ann Arbor
BS, Northwood University

James Austin

Strategic Thinking, Financial Management
MPA, Princeton University
MURP, Princeton University
BA, Yale University

Julie Bjorkman

Strategic Talent Management, Team and Employee Effectiveness, Leading Organizational Change
PhD, Benedictine University
MS, Case Western University
BA, John Carroll University

Luz Canino-Baker

Effective Leadership
MBA, The University of Chicago
BS, DePaul University

Paul Chaitkin

The Healthcare Landscape
DDS, University of Illinois at Chicago
MBA, Northwestern University – Kellogg Graduate School of Management

Jeanne Craig

Marketing for Results
DBA, Anderson University
MBA, Middle Tennessee State University
BS, Ball State University

Medy Agami

Economics for Managers
MBA, The University of Chicago
MS, Illinois Institute of Technology
BA, University of Alexandria

Robert Arvidson

Effective Leadership, Team and Employee Effectiveness
MBA, Roosevelt University
MA, Loyola University Chicago

Michael Baskin

Effective Leadership
MBA, Northwestern University – Kellogg Graduate School of Management
BA, Vassar College

Melonie Boone

Strategic Talent Management, Team and Employee Effectiveness, Global Business and Cultural Diversity, Negotiations and Conflict Management
MJ, Loyola University Chicago
BBA, Loyola University Chicago

Tracey Cantarutti

Effective Leadership, Strategic Thinking
PhD, Benedictine University
MM, Thunderbird School of Global Management
BA, University of Illinois at Urbana-Champaign

Gary Conrad '91

Effective Leadership, Operations Management
MBA, Lake Forest Graduate School of Management
BA, Gettysburg College

Mark Dapier

Negotiations and Conflict Management
JD, John Marshall Law School
BS, University of Dayton

Jill Anderson

Strategic Thinking, Leading Organizational Change
MBA, Western Michigan University
BS, Western Michigan University

Janice Aull

Effective Leadership
MA, DePaul University
BA, Concordia University

Katherine Bertone

Project Management, Global Business and Cultural Diversity, Team and Employee Effectiveness, Leadership in Organizations
MBA, Baker College
BAS, Boston University

Christopher Bona '00

Executive Success Skills
MBA, Lake Forest Graduate School of Management
MA, DePaul University
BA, Lake Forest College

Malinda Carter

Strategic Talent Management, Team and Employee Effectiveness
MS, The Ohio University
BA, The Pennsylvania University

Jodi Coplan

Strategic Talent Management, Team and Employee Effectiveness
MS, Loyola University Chicago
BA, Indiana University

Sean Desai

Effective Leadership, Ethical Leadership and Decision Making
EdD, Temple University
MA, Teacher's College, Columbia University
BA, Boston University

James Deters
Strategic Thinking, Financial Management, Strategic Management
MBA, The Ohio State University
BS, The Ohio State University

Thomas Ealy
Leading Organizational Change
MBA, Harvard University
BA, University of Notre Dame

John Flood '00
Operations Management
MBA, Lake Forest Graduate School of Management
BA, Northern Illinois University

Hilda Gonzalez
Executive Success Skills
MA, Lewis University
BS, Calumet College

Stephen Griffith
Strategic Talent Management
MA, University of West Florida
BS, University of Wisconsin, La Crosse

James Heyland
Operations Management
MS, Illinois Institute of Technology
MS, University of Illinois at Chicago
MS, Illinois Institute of Technology
BS, Illinois Institute of Technology

James Holton
Effective Leadership, Strategic Talent Management
MBA, Loyola University Chicago
BA, DePaul University

Sangita Kasturi
Executive Success Skills, Effective Leadership, Leading Organizational Change
MA, Northwestern University
BS, Rensselaer Polytechnic Institute

Kristie King '99
Entrepreneurial Finance
MBA, Lake Forest Graduate School of Management
BS, Northern Illinois University

Scott Kremers
Project Management
MBA, University of Michigan, Ann Arbor
BA, Calvin College

David Detlefsen
Innovation and Risk
MBA, Illinois Institute of Technology
MS, Illinois Institute of Technology
BS, Illinois Institute of Technology

B. Montgomery Edson
Innovation and Risk, Strategic Management
MBA, Harvard University
BA, Middlebury College

Jay Frischkorn '12
Business Analytics and Research, Financial Management, Operations Management, Financial Accountability
MBA, Lake Forest Graduate School of Management
BS, University of California, Berkeley

Susan Granquist '09
Executive Success Skills, Project Management
MBA, Lake Forest Graduate School of Management
MPM, George Washington University
BA, Aurora University

Robert Gross
Financial Management, Global Finance
MBA, University of Wisconsin - Whitewater
BBA, University of Wisconsin - Whitewater

Elizabeth Hill
Strategic Thinking
MBA, Northwestern University – Kellogg
Graduate School of Management
MA, Northwestern University
BA, Wellesley University

Jerome Jaros
Marketing, Strategic Management
MBA, Loyola University Chicago
BA, Lewis University

Matthew Keogh
Operations Management
PhD, Capella University
MBA, Webster University
MS, National University
BA, University of Virginia

Robert Kinton
Project Management
MBA, University of Illinois at Urbana-Champaign
BS, University of Missouri - Columbia

Kathleen Leck
Effective Leadership, The Healthcare Landscape
MS, National-Louis University
BA, Northeastern University

Sergey Diykov
Global Business and Cultural Diversity
PhD, Market Research Institute of USSR
Foreign Trade
MBA, Harvard University
BA, Moscow State Institute for International Relations

Miguel Edwards
Strategic Thinking
MBA, Rider University
BA, Metropolitan College of New York

Marshall Gardner
Accounting for Decision Making
MS, Roosevelt University
BSBA, Roosevelt University
Certified Public Accountant

William Griffin
Strategic Thinking, Leading Organizational Change
EdD, National-Louis University
MBA, DePaul University
BS, DePaul University

Cristina Haidau
Business Analytics and Research
PhD, University of Illinois at Chicago
MS, University of Illinois at Chicago
BS, Universitatea de Vest Din Timișoara

Ronald Hirasawa
Effective Leadership, Marketing, Strategic Management, Global Marketing
MBA, St. Mary's University
BS, University of Pennsylvania – Wharton School of Business

Nicole Johnson-Scales
Corporate Social Responsibility
MBA, Olivet Nazarene University
BA, SUNY-Buffalo

Maureen Kiernan
Financial Management, Advanced Topics in Healthcare Finance
MBA, Northwestern University – Kellogg Graduate School of Management
BBA, Notre Dame University

Sean Klunder '04
Digital Marketing
MBA, Lake Forest Graduate School of Management
BA, Concordia University Wisconsin

Peter Logothetis
Strategic Talent Management
MBA, DePaul University
BS, University of Illinois at Chicago

Mark Long

Financial Management, Entrepreneurial Finance, Advanced Topics in Healthcare Finance

MBA, Northwestern University – Kellogg Graduate School of Management
BS, Northern Illinois University

Michael McCullough

Accounting for Decision Making

MM, Northwestern University
BBA, University of Iowa

Patricia Moten Marshall

The Healthcare Landscape

MHA, St. Louis University
BA, Kansas State University - Salina

Richard Olejniczak

Business Analytics

MEM, Northwestern University
MBA, DePaul University
BS, United States Military Academy

John Pappas '92

Marketing, Ethical Leadership and Decision Making, Leading the Sales Function

MBA, Lake Forest Graduate School of Management
BA, Drake University

Robert Pearlstein

Business Analytics and Research, Operations Management

MBA, Northwestern University – Kellogg Graduate School of Management
BS, University of Illinois at Chicago

James Prather, '13

Marketing

MBA, Lake Forest Graduate School of Management
BS, Syracuse University

Michelle Robinette-Das

Strategic Thinking, Economics for Managers, Strategic Management

MBA, Loyola University Chicago
BS, Northwestern University

Steven Rudnick '92

Business Analytics and Research, Operations Management

MBA, Lake Forest Graduate School of Management
BS, University of Rochester

Janine Sergay

Strategic Thinking

MA, University of the Witwatersrand
BA, University of the Witwatersrand

Christopher Looby '94

Leading Organizational Change, Operations Management, Healthcare Business Operations

MBA, Lake Forest Graduate School of Management
BA, University of Illinois at Urbana-Champaign

Brian Meinken

Economics For Managers, Global Finance

MS, Rutgers University
BS, University of Arizona

Michael Mroz

Financial Management

MBA, The University of Chicago
BS, Illinois State University

Marino Orlandi

Financial Management

MBA, New York University
BA, Columbia University

Teresa Pappas

Business Analytics and Research

PhD, Illinois Institute of Technology
MS, Illinois Institute of Technology
BS, Loyola University Chicago

Remo Picchietti

Global Business and Cultural Diversity, Strategic Management, Global Focus, Global Marketing

MBA, Northwestern University – Kellogg Graduate School of Management
BS, Drake University

Max Reed

Economics for Managers

MBA, The University of Chicago
BS, Northwestern University

Juan Rocha

Leading Organizational Change, Global Focus

MBA, Northwestern University – Kellogg Graduate School of Management
BS, Ibero-American University

Dianne Russo, '14

Effective Leadership, Leading Organizational Change

MBA, Lake Forest Graduate School of Management
BS, Bowling Green State University

Carleen Shaffer

Social Media

EdD, National-Louis University
MS, California State University
BS, University of Illinois at Urbana-Champaign

Jean Luber

Innovation and Risk, Project Management

MS, University of Illinois at Urbana-Champaign
BS, University of Illinois at Urbana-Champaign

Nancy Miller

Career Development

EdD, National-Louis University
MA, DePaul University
BA, University of Illinois at Chicago

Charles Munro

Economics for Managers, Investments

MBA, Northwestern University – Kellogg Graduate School of Management
BSBA, University of Florida

Anthony Palcheck

Marketing, Digital Marketing

MBA, DePaul University
BS, DePaul University

Theresa Parse

Effective Leadership, Strategic Thinking

MBA, University of Michigan
BS, Michigan State University

Anthony Poidomani

Accounting for Decision Making

MBA, Loyola University Chicago
BS, Ithaca College

Cynthia Riehm '93

Leading Organizational Change

MBA, Lake Forest Graduate School of Management
BS, Southern Illinois University

Amy Rubinstein

Negotiations and Conflict Management

MS, Loyola University Chicago
BA, University of Arizona

Loren Sanders '12

Executive Success Skills

MBA, Lake Forest Graduate School of Management
BS, University of Illinois at Urbana-Champaign

Manish Shah

Strategic Thinking, Innovation and Risk

MBA, Northwestern University – Kellogg Graduate School of Management
MS, Illinois Institute of Technology
BS, BVM - India

Muddassir Siddiqi
Business Analytics and Research
EdD, Northern Illinois University
MBA, University of North Alabama
MS, Illinois Institute of Technology
MBA, Institute of Business Administration
BSEE, NED University of Engineering and
Technology

Joseph Stachnik
*Economics for Managers, Strategic
Management*
JD, Loyola University Chicago
MBA, Loyola University Chicago
BS, DePaul University

Christine Sullivan
*Financial Management, Advanced Topics in
Healthcare Finance*
MBA, University of Illinois at Chicago
BA, University of New Hampshire

Jeannie Thomas
Marketing
MS, Southern Methodist University
BA, Millsaps College

Susan Tobias
Corporate Social Responsibility,
MBA, Columbia University
BA, SUNY-Albany

Derrick Walters
Project Management
EdD, Northern Illinois University
MBA, Keller Graduate School of Management
BS, Purdue University

James Welch
Ethical Leadership and Decision Making
JD, University of Kentucky
MA, University of Alabama
MBA, Florida State University
BA, University of South Carolina

Katherine Sopranos
Organizational Communications
MBA, Northwestern University – Kellogg
Graduate School of Management
MA, DePaul University
BA, Illinois Wesleyan University

Brian Steinberg
*Strategic Talent Management, Leading
Organizational Change*
MBA, Webster University
BA, Bloomsburg University of Pennsylvania

Kelly Sullivan
*Effective Leadership, Leading Organizational
Change, Data Analytics, Strategic Talent
Management*
PhD, Chicago School of Psychology
MS, Chicago School of Psychology
MBA, Roosevelt University

Willis Thomas
Project Management
PhD, Western Michigan University
MS, National-Louis University
BA, University of Wisconsin – Madison

John Venetch
Effective Leadership
MA, New York University
BS, Brooklyn Polytechnic

Douglas Warren
Entrepreneurial Finance
MSM, Northwestern University – Kellogg
Graduate School of Management
BS, The University of Chicago

Evan Wood
*Leading Organizational Change, Strategic
Talent Management*
PhD, Indiana State University
MBA, Indiana University-Purdue University –
Fort Wayne
BA, Cedarville University

Judi Spaletto
Business Analytics
DBA, Argosy University
MBA, Roosevelt University
BA, DePaul University

Bruce Such '87
*Executive Success Skills, Global Business
and Cultural Diversity, Negotiations and
Conflict Management, Strategic Talent
Management*
MBA, Lake Forest Graduate School of
Management
MDiv, University of St. Mary of the Lake
BA, Loyola University Chicago

Mark Tauber
*Executive Success Skills, Effective
Leadership*
MS, Illinois State University
BS, Illinois State University

Robin Thompson
Effective Leadership
MS, University of Utah
BS, West Virginia University

Leslie Wainwright
Innovation and Risk
PhD, Northwestern University
BA, DePaul University

Kathryn Weber '02
Operations Management
MBA, Lake Forest Graduate School of
Management
BA, University of Notre Dame

Faculty assignments are subject to change. For a current list of LFGSM Business Leader Faculty®, please visit <http://www.lfgsm.edu/Faculty>.

Published: June 2017
Revised: February 2018

Effective: Summer Term 2017-18 (June 26, 2017)

Lake Forest Graduate School of Management
1905 W. Field Court
Lake Forest, IL 60045

LFGSM.edu | 847.234.5005

At Lake Forest Graduate School of Management everything we do is designed to cultivate Broad Thinkers and Strong Leaders who make a difference across organizations. Our real-world approach creates leaders who can manage everyday operations, and develop and drive a long-term vision for their organizations.

