

From: [Smith, Randy](#)
To: [Miller, Beth](#); [Conder, Meredith](#)
Cc: [Leite, Fabio](#); [Miriti, Maria](#); [Reed, Katie](#); [Smith, Randy](#); [Griffiths, Rob](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Chandrasekaran, Aravind](#); [Makhija, Anil](#)
Subject: Proposal to establish a Graduate Certificate in Mini-Healthcare Focus with SAMBA
Date: Monday, March 25, 2024 10:53:45 AM
Attachments: [image001.png](#)

Beth and Meredith:

The proposal from the Fisher College of Business to establish a Graduate Certificate in Mini-Healthcare Focus with SAMBA was approved by the Council on Academic Affairs at its meeting on March 20, 2024. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2024).

Please note that stackable guidelines are still being developed and thus the implementation of any stackable component here is contingent upon adherence to future guidelines. In addition, any program title change, as was referenced during the meeting, would need to be submitted to the Office of Academic Affairs and be taken to the Council as an informational item.

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Fábio Leite.11, or me.

I wish you success with this important program development.

Randy



THE OHIO STATE UNIVERSITY

W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

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TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: **2/16/2024**

RE: Proposal to **Graduate Certificate in Mini-Healthcare SAMBA** in **Fisher College of Business**

The **Department of Business Operations** in the **Fisher College of Business** is proposing a **Graduate Certificate in Mini-Healthcare Focused program with Society for Ambulatory Anesthesia Physicians (SAMBA)**

The proposal was received by the Graduate School on **1/16/2-24**. The combined GS/CAA subcommittee first reviewed the proposal on **2/14/2024** and is in support of elevation to CAA for review.



THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS

Associate Dean's Office
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TO: Randy Smith, Vice Provost for Academic Programs
Maria Miriti, Associate Dean for Academic Affairs
Fabio Leite – Chair of Council on Academic Affairs

FROM: Aravind Chandrasekaran, Associate Dean for Graduate Programs & Executive Education, Fisher College of Business

DATE: January 16, 2024

RE: Proposal for a Graduate Certificate in Mini-Healthcare Focused program for Society for Ambulatory Anesthesia Physicians (SAMBA)

Dear Randy, Maria and Fabio,

The Fisher College of Business respectfully requests approval for a proposal for a graduate certificate on Mini-Healthcare Focused Program for the Society for Ambulatory Anesthesia Physicians (SAMBA). This proposal was approved by the Non-Degree Executive Education Committee and endorsed by the Dean of the Fisher College of Business. The proposal was also discussed in the College Executive Committee on Jan 16th 2-2024 and received positive recommendation.

The documentation accompanying this letter includes the proposal explaining the need for graduate certificate program and the collaboration with SAMBA's leadership in developing the content. This online certificate program is planned to begin in Fall 2024 with physician leaders from the SAMBA group. We have also mapped the curriculum from this certificate program with the existing online WPMBA program creating stackable pathways into our WPMBA program. We have also offered details on the financial model and organizational support structure required for this program.

Many thanks in advance for helping the Fisher College continuously innovate in their graduate education portfolio.

Sincerely,

Aravind Chandrasekaran, PhD

Associate Dean for Graduate Programs and Executive Education
Fisher Distinguished Professor of Operations
Fisher College of Business
The Ohio State University



THE OHIO STATE UNIVERSITY
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January 12, 2024

Randy Smith
Vice Provost for Academic Programs
The Ohio State University

Dear Randy:

Our Non-Degree Executive Education Committee and Associate Dean for Graduate Programs and Executive Education, Aravind Chandrasekaran (AC), has endorsed a proposal for a mini-healthcare focused Graduate Certificate Program in collaboration with the Society for Ambulatory Anesthesia Physicians. This is in alignment with our strategic plan to develop stackable certificates leading into our Online Working Professional MBA degree.

The proposed curriculum allows working professional physicians to receive management and leadership training that is extremely important to improve the business of healthcare. These students are anesthesiology physicians from all over the United States and hence the certificate offers a pathway to those interested in seeking an MBA degree by transferring credits into our WP MBA Program.

Please accept my deepest thanks for considering this proposal and for shepherding it through the levels of review.

Sincerely,

Anil Makhija
Dean and John W. Berry, Sr. Chair in Business

A Proposal to Create a Mini-Healthcare Focused Graduate Certificate (MHFC) Program for the Society for Ambulatory Anesthesia Physicians

**Submitted by the Fisher College of Business
The Ohio State University**

1.0. INTRODUCTION

The Fisher College of Business proposes a 15-credit online graduate certificate with health-care focused MBA foundations in collaboration with the Society for Ambulatory Anesthesia (SAMBA). SAMBA's mission is to advance the practice of ambulatory anesthesia and encourage education and research among its professional members. Founded in 1984, SAMBA has over 1500 physician leaders who actively practice ambulatory anesthesia and are focused on improving the efficacy of healthcare delivered around the world. The genesis of the certificate program began with several physician leaders belonging to SAMBA realizing the importance of general management education for anesthesiologists to improve their leadership and decision-making skills. Several physician leaders at SAMBA have earned their MBA degrees at the Fisher College of Business and wanted to create similar opportunities for their members.

The 15-credit graduate certificate program (From here on referred to as Mini-Healthcare Focused Graduate Certificate or MHFC) is a 3-semester online program that is planned to be launched fall 2024, and will have classes across three semesters (Fall, Spring and Summer). The Fisher College of Business in collaboration with the SAMBA Advisory Council members designed this program. SAMBA will be responsible for recruiting and selecting the students for this program from its members. The Fisher College of Business would assist these recruiting efforts by marketing the program through university and college websites, social media marketing, and faculty and alumni base. A Memorandum of Understanding (MOU) will be executed between SAMBA and the Fisher College of Business that spells out the roles and responsibilities of both these organizations (Appendix A1 contains the MOU used for the program). A minimum of 15 students are needed to run this program and SAMBA is confident in recruiting these students for the Fall 2024 program from its members. SAMBA will also partner with other organizations such as the American Society of Anesthesiologists (ASA) to promote the MHFC program. Table 1 gives the overview of the curriculum involved in the MHFC program.

Table 1: Program Overview of the Mini-Healthcare Focused Graduate Certificate (MHFC) Program with SAMBA

Course	Term	Credits	Existing Course
Strategy Formulation and Implementation	Fall Full Term	3-credits	Yes
Operations Management	Fall Full Term	3-credits	Yes
Organizational Behavior	Spring 1 st Term	1.5-credits	Yes
Leadership	Spring 2 nd Term	1.5-credits	Yes
Data Analysis for Managers	Spring Full Term	3-credits	Yes
Finance	Summer Full Term	3-credits	Yes

As shown in Table 1, curriculum for the program is based on existing course offerings that will be modified to fit the healthcare audience’s needs (e.g. by using healthcare focused cases, simulations). The offerings are also balanced across the terms (6-credits in fall, 6-credits in spring and 3-credits in summer) to facilitate learning among the working professional anesthesiologists. Finally, the curriculum is balanced in terms of soft-skills (e.g. Organizational Behavior, Leadership) and quantitative skills courses (e.g. Data analysis, Finance) that are required for development of healthcare leaders. All of these courses will be taught by the Fisher Faculty and will be offered using the existing standards of online teaching (i.e., a mix of 50-50 between asynchronous and synchronous learning). Appendix A2 gives an overview of these courses as well as their learning objectives.

2.0. EVIDENCE OF NEED FOR THE GRADUATE CERTIFICATE PROGRAM

Business of healthcare has changed significantly in the last decade and requires all physician leaders to develop managerial and interpersonal skills to deliver value to their patients. The rise of Accountable Care Organizations and Population-Based Health Models requires every care provider to understand the value of delivering care, given the changes to payment models. As a result, there has been significant growth among healthcare physician leaders enrolling in MBA programs across the nation. Despite the presence of these programs, studies show that not all practicing physicians utilize these programs owing to scheduling constraints (i.e., taking 2-3 years and balancing with their busy working schedule) as well as the additional cost (i.e., spending more than \$80k/degree). This is especially the case for working anesthesiologists who have long-working hours and experience frequent on-call duties. As a result, there is a clear untapped market need for targeted certificate programs for upskilling.

To explore more on the opportunities, SAMBA formed a working group consisting of several physician leaders. This group conducted focus groups among its constituents that revealed the need for training on improving managerial and operational skills for their members. They also found varying degrees of interest among their members for gaining business and

leadership skills. While some were interested in pursuing an MBA part-time, others indicated time and financial constraints in gaining a full degree. There was enthusiastic support for the credit-bearing certificate opportunity that could potentially work towards an MBA degree, which caters to a larger need within the group. As a result, SAMBA's leadership explored opportunities with degree-granting institutions around the United States on the possibility of a stackable credit-bearing certificate program. To the best of our knowledge, there are very few accredited programs in the United States that offer stackable credit-bearing MBA options. Only, University of Iowa¹ (among the Big-Ten Peers) has a healthcare management certificate program with 12-credit hours that can be added to the MBA program. However, this program is currently offered in the in-person format through the collaboration between College of Public Health and College of Business. Other healthcare certificate programs (e.g. Vanderbilt University) are non-credit bearing programs that are less attractive for the SAMBA members.

SAMBA's leadership contacted the Fisher College of Business given the presence of several credit-bearing certificate programs. Fisher College of Business currently offers three credit-bearing certificate programs – Honda Leadership program, JP Morgan Chase Analytics Program and Graduate Certificate in IT Business Strategy and all these programs offer 100% credit transfer into the online Working-Professional MBA program. Fisher's Working Professional MBA program is ranked in the top-10 public programs in the United States and is an attractive option for the physician leaders. The program already serves several physician leaders and has reputation to offer specialized electives in the healthcare area. All these characteristics were attractive to the SAMBA working group; hence they recommended working with the Fisher College of Business and The Ohio State Wexner Medical Center in upskilling their members.

3.0. Roles and Responsibilities of SAMBA and Fisher College of Business in the Mini-Healthcare Focused Graduate Certificate Program

The following agreement is drafted as a Memorandum of Understanding (MOU) between SAMBA and the Fisher College of Business with respect to the Mini-Healthcare Focused Graduate Program.

- (1) SAMBA will create an advisory council comprised of 3-5 members that provides oversight and offers input to the program. The advisory council will collaborate with Fisher College of Business to customize the learnings (e.g., selecting cases in coursework, projects etc.) to benefit its participants. This council is already formed and involves Dr. Renuka Shenoy, MD, MBA, Dr. Heather Ozga, MD, MBA candidate, Dr. Jarrett Heard, MD, MBA, Dr. Leopoldo Rodriguez, MD, MBA, Dr. Arnaldo Valedon, MD, MBA and Dr. Alberton Ardon, MD, MPH. This leadership team will work closely with the Executive Education staff and leadership during the program.

¹ [Healthcare Management Certificate](#) offered by University of Iowa (Total Cost - \$45,000, \$3750 per course)

- (2) SAMBA is responsible for leading the recruiting efforts for the Graduate Certificate program. Fisher College of Business would assist SAMBA in marketing the program through the university/college website, social media marketing channels and through its alumni base. Based on the financial model (see section 5), a minimum of 15 students is required to run the program with independent core classes. SAMBA will ensure that the minimum enrollment number is met every year during the program. It is planning to use several channels including their annual conference (held during May of every year, May 2024 – Savannah GA), monthly newsletters and virtual information sessions to promote the program.
- (3) If the minimum number is not met, Fisher College will allow the interested students to enroll into the certificate program by taking the core classes with the online Working Professional MBA students. The courses identified by SAMBA are offered every semester in the online format in the WPMBA program with enough capacity to enroll students if the numbers are below 15.
- (4) Fisher will set the admissions criteria for the Graduate Certificate program like Fisher’s Working Professional MBA program. They include (1) A 4-year bachelor’s degree or its equivalent, (2) Minimum of two-years of post-baccalaureate work experience (including residency and fellowship), (3) Resume and (4) 1-page essay. Like the Working Professional Program, test score waivers will be granted for students who have a minimum of 3.0 GPA in their undergraduate program. Since the audience for this program are practicing anesthesiologist, we do not anticipate any issues with the admissions requirements.

3.0. PROGRAM ADMINISTRATION

Responsibility for administration and/or oversight of the mini-healthcare focused graduate certificate program will reside with a dean-appointed academic director (AD) who will, in turn, work closely with:

- An advisory board consisting of the Fisher College’s Associate Dean for Graduate Programs and Executive Education and the respective chairs of the Departments of Finance and of Operations and Business Analytics.
- SAMBA Advisory Board consisting of SAMBA leadership responsible for their education and learning.
- the Fisher College Executive Education (EE) on matters related to recruiting, admissions, advising, and correspondence with current students and alumni.
- the Ohio State Office of Distance Education and E-learning (ODEE) and the Fisher College of Business Office of Information Technology Services, which have critical roles to play in adapting the program content to an online format.

5.0. FINANCIAL MODEL FOR THE MHFC PROGRAM

The MHFC program will be priced at \$23,000 per student and the students are individually responsible for the program fees. As noted earlier, the only other credit-bearing certificate program with healthcare focus is offered by the University of Iowa and costs \$45,000. Fisher's program is priced lower given the synergies with the existing MBA program. Table 2 gives the financial model for the program with a minimum number of 15 students. As seen from Table 2, the program will be financially sustainable after accounting for various administrative and marketing costs. Table 3 gives a comparison of the various certificate programs currently offered by the Fisher College of Business. Honda and JP Morgan Chase programs involve a single payer-third party model with contracts with these individual companies at a given cost. This may explain the rationale for their pricing. The Mini-Healthcare Focused Graduate Certificate program is similar to the Graduate Business in IT-Strategy where the students directly enroll in the program and hence have a per-credit cost that is similar to the Working Professional MBA program.

Table 2: Financial Model for the mini-MBA Graduate Certificate Program

				AU,SP	SU, AU,SP	SU, AU,SP
Program Revenue Information	INPUT	INPUT	INPUT	Year 1	Year 2	Year 3- Steady State
Program instructional fee per credit hour	\$1,483	\$1,483	\$1,483	\$1,483	\$1,483	\$1,483
Base instructional fee per credit hour				\$782	\$782	\$1,483
# of new students	15	15	15	15	15	15
# of continuing students					15	15
# of semesters per new student				2	2	2
# of semesters per continuing student					1	1
# of credit hours per semester per new student				6	6	6
# of credit hours per semester per continuing student					3	3
State subsidy revenue rate per credit hour				\$316	\$316	\$316
University central tax rate				24%	24%	24%
Distance Learning (Y/N)	Y	Y	Y	Y	Y	Y
Distance Learning NR surcharge				\$200	\$200	\$200
Program Revenue Calculation						
Base instructional fee revenue				\$140,794	\$302,220	\$333,777
Subsidy revenue					64,061	71,179
Distance learning non-resident surcharge	50%	50%	50%	\$3,000	\$4,500	\$4,500
Support units tax (24%)				(34,511)	(88,988)	(98,270)
Distance Education share (30%)				(\$32,785)	(\$84,538)	(\$93,356)
Differential instructional fee revenue				\$126,227	\$31,557	\$0
Projected Net Revenue				\$202,726	\$228,813	\$217,831
Program Cost Calculation						
Instructional costs	\$6,667	\$6,667	\$6,667	\$80,004	\$100,005	\$100,005
Program Director				9,280	9,280	9,280
Advertising costs, consulting costs				15,000	20,000	0
Projected Cost				\$104,284	\$129,285	\$109,285
Projected Revenue less Cost				\$98,442	\$99,528	\$108,546

Table 3: Comparison of Certificate Programs at the Fisher College of Business

Type of Graduate Certificate	Tuition	Credits Earned
JP Morgan Chase Certificate on Analytics	\$ 14,888	12 credits
Honda Leadership Certificate	\$ 14,000	13 credits
Graduate Certificate on IT Business Strategy	\$ 20,223	13.5 credits
Proposed Mini-Healthcare Focused Graduate Certificate	\$23,000	15 credits

6.0. ASSESSMENT PLAN

The Fisher College of Business will continuously assess student learning in the MHFC program courses and in the program overall. The courses taught in the program and derived from existing Online WPMBA program offerings. Curriculum mapping ensures that expected learning outcomes (ELO's) are reflected in a program's curriculum so that each goal is taught and assessed. The Fisher College will assess, and compare year-to-year, the proportion of students that meet and exceed expectations and goals from these classes.

In addition, the Fisher College conducts indirect assessments of its' programs' effectiveness. This includes systematically tracking the raw count, quality (i.e., GMAT, GPA, leadership potential), and diversity (% women and under-represented minority) of its applicant, admissions, and matriculation pools. It also includes ongoing assessment of student satisfaction with coursework (i.e., SEI's) and with their program overall (during the program, upon graduation, and well after graduation).

7.0. DELIVERY OF MHFC PROGRAM

The MHFC program will be offered in an online format to make it convenient for the participants from outside the state of Ohio. For the online offering, the Fisher College aims for a breakdown of 50% synchronous and 50% asynchronous in each class for the program. Students will also have access to the instructors through office hours and outside the classroom contact hours when needed. With this instructional mix, the college can give adult learners some flexibility to fit the program around their work schedule while also offering opportunities to collaborate and network with other students and with faculty in real time.

8.0. ENROLLMENT TARGETS AND PLANS

SAMBA will be responsible for advertising and recruiting the students for the program. They will use multiple channels including their annual conference (held in May every year), monthly newsletters and other social media campaigns to promote the program. A minimum of 15 students per cohort will be the target of this program to remain financially stable. Fisher College of Business will offer additional support by generating marketing materials for the program. Fisher College will also use its existing alumni base that consist of several physicians to promote this offering. Fisher will also plan on contacting organizations such as RADAR (Raising Anesthesiology Diversity and Anti-Racism) and partner with SAMBA to reach a wider diverse group of anesthesiologists for promoting this program.

9.0. STACKABLE PATHWAYS TO WPMBA

Upon completion of the MHFC program, the participants will also be eligible to enter the Working Professional MBA program and transfer their graduate credits towards an MBA degree. This is consistent with the college's strategic plan to develop stackable certificate pathways towards a degree-granting program. The admissions criteria for the MHFC program are similar to the WPMBA program which makes it easier to transfer their credits and admit students into the WPMBA program. Currently, Fisher allows 100% of credits to be transferred from all three of its certificate programs (i.e., JP Morgan Chase, Honda Leadership and Graduate Certificate in IT Business Strategy). We will extend this transfer opportunity to the Mini-Healthcare Focused Graduate Certificate Program. Table 4a-4c shows the pathways possible for the graduates of this program if they are interested in pursuing an MBA degree.

Table 4a: Program Overview of the Mini-Healthcare Focused Graduate Certificate Program with SAMBA

Course #	Course Name	Term	Credits	Existing Course
MBA 6293	Strategy Formulation and Implementation	Fall Full Term	3-credits	Yes
MBA 6233	Operations Management	Fall Full Term	3-credits	Yes
MBA 6201	Organizational Behavior	Spring 1 st Term	1.5-credits	Yes
MBA 6202	Leadership	Spring 2 nd Term	1.5-credits	Yes
MBA 6273	Data Analysis for Managers	Spring Full Term	3-credits	Yes
MBA 6223	Finance	Summer Full Term	3-credits	Yes
		Mini-MBA Total:	15 credits	

Table 4b: Coursework remaining if an MBA degree is desired.

Course #	Course Name	Term	Credits	Existing Course
MBA 6243	Managerial Economics (<i>Accelerated 7-week course</i>)	Fall 1 st Term	3-credits	Yes
MBA 6253	Marketing	Fall Full Term	3-credits	Yes
MBA 6261	Global Environment of Business	Spring 1 st Term	1.5-credits	Yes
MBA 6281	Professional Development	Spring 2 nd Term	1.5-credits	Yes
	Elective*	Spring Term	3-credits	Yes
	Elective*	Summer Term	3-credits	Yes
	Elective*	Summer Term	3-credits	Yes
MBA 6211	Accounting	Fall Full Term	3-credits	Yes
	Elective*	Fall Full Term	3-credits	Yes
	Elective*	Spring Term	3-credits	Yes
	Elective*	Spring Term	3-credits	Yes
	Elective*	Summer Term	3-credits	Yes
		Total:	33 credits**	

Table 4c: Example (Sample) Electives Only

Course #	Course Name	Term	Credits	Existing Course
OBA 7235	Health Care Operations Management	varies	3-credits	Yes
OBA 7257	Data Analysis and Visualization	varies	3-credits	Yes
OBA 7247	Artificial Intelligence and Machine Learning	varies	3-credits	Yes
MHR 7230	Developing High Performance Teams	varies	1.5-credits	Yes
MHR 7222	Advanced Topics in Leadership	varies	1.5-credits	Yes
ML 7207	Pricing Strategy	varies	1.5-credits	Yes
FIN 7234	Fintech	varies	1.5-credits	Yes

For many more elective options, visit: <https://go.osu.edu/wpmba-electives>

* See Table 1.2 for some elective examples and a link to even more.

** 48 total credits are required for the Working Professional MBA degree program. This path would be 15 Mini-Healthcare Focused Graduate Certificate Program transfer credits + 33 remaining credits.

Appendix A1
MOU between Fisher College of Business and SAMBA Regarding Mini-Healthcare Focused Graduate Certificate Program

**Agreement between
The Ohio State University
and
Society for Ambulatory Anesthesia**

This Agreement entered into this DATE, is by and between The Ohio State University, 190 North Oval Mall, Columbus, Ohio 43210 on behalf of the Fisher College of Business (hereinafter collectively referred to as "Ohio State") and Society for Ambulatory Anesthesia., a not-for-profit society with its principal place of business at 6737 W Washington Street, Suite 4210, Milwaukee, WI 53214 (hereinafter referred to as "SAMBA").

WHEREAS, Ohio State wishes to provide a Graduate Certificate program to SAMBA and SAMBA desires to offer this program to its members.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

- 1.0 Ohio State will design and deliver the *Mini-Healthcare Focused Graduate Certificate* program (hereinafter referred to as "the Program") for qualified and selected members of SAMBA. This educational program shall consist of graduate-level college credit courses selected by Ohio State to meet the learning and development needs identified by SAMBA for their members. The Graduate Certificate Program to be offered by Ohio State is set forth in Exhibit A attached hereto and made part of this Agreement.
- 2.0 Ohio State agrees to:
 - 2.1 Provide registration services for persons who are eligible for admission to the University and the Program.
 - 2.2 Provide academic advisement for the Program of study.
 - 2.3 Provide instructional support services.
 - 2.4 Provide classroom instruction for the selected courses based on the Program description and structure attached hereto as Exhibit A. This Program will yield 15 graduate credits for students who successfully complete the Program requirements. The Program, which lasts twelve (12) months, will be offered during the Autumn Semester 2024, Spring Semester 2025, and Summer Semester 2025, beginning August 2024 and ending July 2025.
 - 2.5 Authorize SAMBA to use Ohio State's name for purposes of promoting the Program and Credit Courses to SAMBA members. SAMBA must receive Ohio State's approval on all promotional materials that use the Ohio State name or logo.

- 2.6 Provide, in consultation with SAMBA, faculty with appropriate knowledge, experience and skills to provide a reasonable, competent, and professional level of instruction and support.
- 3.0 SAMBA agrees to:
- 3.1 **Program Fees** Once accepted into the Program, each student will be responsible for all instruction and instruction-related fees associated with the provision of services in the amount of \$22,999.95 total program fee per Ohio resident student. The Program will only run if there are a minimum of fifteen (15) students admitted to Ohio State and enrolled in the Program. If less than fifteen (15) students are admitted into the Program, alternative options
- 3.1.1 These instructional fees include a distance learning technology fee as required. (e.g., Zoom)
- 3.1.2 There is an additional non-resident surcharge fee of \$200 per semester for non-resident students.
- 3.1.3 and use of *Carmen*, the Ohio State LMS for students attending the Program.
- 3.1.4 All general fees are subject to change per annual Ohio State Board of Trustees Approval.
- 3.2 **Payment Model** Each enrolled student will be responsible for their own instructional fees. Students will receive a standard student state of accounts through the Bursar's Office as follows:
- 3.2.1 **First Semester fees:** Total fees for the first semester of study equals **\$9179.98**. This full amount will be invoiced five (5) days prior to the start of the August 2024 session, with payment due net 45.
- 3.2.2 **Second Semester fees:** Total fees for the second semester of study equals **\$9,179.98**. This full amount will be invoiced five (5) days prior to the start of the January 2025 session, with payment due net 45.
- 3.2.3 **Third Semester fees:** Total fees for the third semester of study equals **\$4,639.99**. This full amount will be invoiced five (5) days prior to the start of the May 2025 session, with payment due net 45.
- 4.0 Ohio State and SAMBA mutually agree that:
- 4.1 The Program will be offered by The Ohio State University beginning August 2024.
- 4.2 Fisher College of Business will set the admissions criteria for the Graduate Certificate program like Fisher's Working Professional MBA program. They include (1) A 4-year bachelor's degree or its equivalent, (2) Minimum of two-years of post-baccalaureate work experience (including residency and fellowship), (3) Resume and (4) 1-page essay. Like the Working Professional Program, test score waivers will be granted for students who have a minimum of 3.0 GPA in their undergraduate program.

- 4.2 To maintain ongoing administrative liaison to insure and monitor this agreement, Dr. Jarrett Heard, MD, MBA, Dr. Heather Ozga, MD, MBA candidate, Dr. Renuka Shenoy, MD, MBA, Dr. Leopoldo Rodriguez, MD, MBA, Dr. Arnaldo Valedon, MD, MBA and Dr. Alberto Ardon, MD, MPH, will be the SAMBA representatives, sponsored by the SAMBA Board. All inquiries to The Ohio State University regarding contents of the subject matter and instructional activities shall be directed to Beth Miller and Stephanie Medors in Executive Education, Fisher College of Business.
- 4.3 SAMBA will be responsible for advertising and recruiting students for the program. They will use multiple channels including their annual conference, monthly newsletters, and other social media campaigns to promote the program. The Fisher College of Business will assist SAMBA's recruiting efforts by marketing the program through university and college websites, social medial marketing and through faculty and alumni base.
- 4.4 Either SAMBA or Ohio State can cancel the Program in advance due to under enrollment. Either party can initiate cancellation of the course by providing at least thirty (30) days advance notice, or a lesser period if agreed upon by both parties.
- 4.5 If the minimum number is not met, Fisher College will allow the interested students to enroll into the certificate program by taking the core classes with the online Working Professional MBA students. The courses identified by SAMBA are offered every semester in the online format in the WPMBA program with enough capacity to enroll students if the numbers are below 15.
- 4.5 The term of this agreement shall be for twenty-four (24) months from the effective date of this agreement. The parties may agree to modify or extend this agreement upon mutual, written agreement.
- 4.6 Each party will comply with all laws and regulations applicable to its performance of this agreement.
- 4.7 If either party otherwise fails to substantially perform its obligations under this agreement, the other party may terminate this agreement upon 30 days written notice of termination setting forth the nature of the failure, provided that the termination will not be effective if the failure is fully cured prior to the end of the 30-day period.
- 5.0 Program Participation and Payment
- 5.1 Thirty (30) days prior to each scheduled semester of courses, SAMBA agrees to provide a final roster of students who will participate in the Program during that semester, and the student fees for that semester will be calculated and invoiced individually to each enrolled student in accordance with this agreement.
- 5.2 If an enrolled student decides *not* to participate in the first or the second semester of the Program, they may drop out of the Program by providing written notice five (5) days before the semester begins. In this instance, the full amount of that

student's tuition for that semester (less any non-refundable amounts for course materials) can be refunded to the individual student.

- 5.3 If a student chooses to drop the coursework or discontinue after a semester begins, no refund of tuition will be granted for that semester.
- 5.4 Medical Exception: If a student starts a semester of course work, and then becomes unable to continue due to health reasons—and that student provides written documentation from a healthcare professional, with confirmation sent to Ohio State—the individual student will only be charged a pro-rated amount for the number of class sessions completed by that student during that semester.
- 5.5 If a student is enrolled and participates in the first semester of the Program, they are *not* required to enroll and participate in the second semester of the Program, although no Graduate Certificate can be issued without satisfactory completion of all coursework in both semesters.
- 5.6 If a student completes the first semester of the Program, and they choose not to participate in the second semester that immediately follows, they will be permitted to enroll in a subsequent offering of those second semester courses, as described in Exhibit A, to complete their program of study. The student must complete the full course of study within thirty-six (36) months of their start date. This assumes that subsequent cohorts of the *SAMBA Mini-Healthcare Focused Graduate Certificate* Program are offered and available for enrollment.
- 5.7 In the event that a student is unable to complete the full curriculum for the Program, they may be permitted to apply any credits earned to any other academic program offered by Ohio State pursuant to the policies, rules and fee schedule of the university and that selected program.
- 5.8 After earning the *Mini-Healthcare Focused Graduate Certificate*, a student may be eligible to enroll in Fisher College of Business' Working Professional MBA program and transfer their graduate credits towards an MBA degree.

6.0 Intellectual Property

- 6.1 SAMBA Materials. SAMBA owns and continues to own, all documentation and other materials that SAMBA may provide Ohio State and all copies regardless of whether provided on, before or after the Effective Date. Ohio State shall return to SAMBA all property of SAMBA upon SAMBA's request.
- 6.2 Ownership of Instructional Materials. Instructional and other materials (including, but not limited to, lectures, notes, summaries, handouts, slides, videotapes, and recordings) that are created by Ohio State and utilized in the planning or delivery of the Program shall be owned by Ohio State, and, except for the license expressly granted for use within this Program and to program participants for their individual reference following this Program, SAMBA shall have no interest in these materials. The course and instructional materials, or any portion thereof, may not be

reproduced, duplicated, copied, sold, resold or otherwise exploited for any commercial purpose without the prior written consent of Ohio State.

- 6.3 Each party agrees that it will not use any other person's or entity's intellectual property in connection with this Agreement unless it has the appropriate permission, license, right, or legal basis to do so.

7.0 Confidential Information

- 7.1 Both parties (i) shall protect the Confidential Information (as described below) of the other with at least the same degree of care used to protect its own confidential information and (ii) shall not use (except for the purpose described in this agreement), publish or disclose to third parties such Confidential Information except as otherwise required by law. "Confidential Information" includes this Agreement, any information provided to the receiving party by or on behalf of the disclosing party or of which the receiving party may become aware relating to the disclosing party, either party's customers or entities with which the either party does business and either party's business plans, systems and strategies, and any written information provided that is labeled "Confidential," except that "Confidential Information" excludes information that is: (1) developed by the receiving party independently and without access to any information supplied by the disclosing party, to the extent such developed information can be corroborated with written records; (2) rightfully obtained by the receiving party from a third party who has a right to make such disclosure free of any apparent interest of the disclosing party; (3) publicly available other than through the fault of the receiving party; (4) released without restriction by the disclosing party to another without obligation of confidentiality; or (e) known to the receiving party prior to its disclosure, to the extent such prior knowledge can be corroborated with written records.
- 7.2 If disclosure of any Confidential Information is required by law, the party being required to disclose the other's information shall promptly notify such party in writing.
- 7.3 Either party may disclose the other party's Confidential Information to its legal advisors, accountants, third party contractors and business consultants who are obligated to maintain confidentiality of the Confidential Information and whose services for such party require access to the Confidential Information.
- 7.4 Each party agrees that no remedy at law is adequate to compensate the other for a breach of this section and that an aggrieved party may be entitled to temporary and permanent injunctive relief against any such breach, or the threat of any such breach, without having to prove actual damages or the adequacy of monetary damages, in addition to any other remedy which may be available at law or in equity.
- 7.5 Each party to this agreement agrees to direct its personnel who have access to the other's confidential information to observe confidentiality obligations no less protective than those set forth in this agreement.

- 7.6 Ohio State will not (i) use or reference any aggregate data or performance data derived from SAMBA's Confidential Information or SAMBA's access to or use of program or course resources for any purpose that is not expressly authorized under this Agreement; or (ii) except to the extent reasonably required for the provision of the Program, or as otherwise expressly authorized by SAMBA, use SAMBA Confidential Information to contact any person, and in no event will any such contact involve marketing or solicitation of products or services.
- 8.0 Trademarks and Publicity. Neither party shall use the other party's name or abbreviation thereof, or the other party's logo, or any adaptation, in any advertising or trade displays, or for any other commercial purpose without the other party's prior written consent. Neither party will make any press release or other public announcement regarding this Agreement without the other party's prior written consent, except as required under applicable law or by any governmental agency, in which case the party required to make the press release or public disclosure shall use reasonable efforts to obtain the approval of the other party prior to issuance.
- 9.0 General Provisions
- 9.1 Except for the obligation to make payments as set forth under this Agreement, neither party shall be in breach of this Agreement by reason of a cause beyond such party's control, including, but not limited to, earthquake, flood, fire, storm or other natural disaster, acts of God, war or armed conflict.
- 9.2 This Agreement shall be interpreted according to the laws of the State of Ohio, excluding its conflict of laws provisions.
- 9.3 Any waiver of any term or condition of this Agreement, or any amendment or supplement to this Agreement, shall be effective only if in writing and signed by the parties. In the event of a conflict between a provision of an amendment to this Agreement and the body of this Agreement, the provision contained in the amendment shall prevail. A waiver of any breach or failure to enforce any terms or conditions of this Agreement shall not in any way affect, limit or waive any other term or provision or a party's rights under this Agreement at any time to enforce strict compliance thereafter with every term or condition of this Agreement.
- 9.4 This Agreement, including any addenda and exhibits attached hereto and made a part hereof, comprises the entire agreement and understanding of the parties regarding the subject matter hereof and supersedes any and all prior and contemporaneous agreements and understanding, whether oral or written, between the parties regarding such subject matter. Each party acknowledges that no representations, inducements, promises or agreements, oral or otherwise, have been made by either party, or by anyone acting on the behalf of either party, which are not embodied herein.
- 9.5 Nothing contained in this Agreement is intended or shall be construed to give any person, other than the parties hereto, any legal or equitable right, remedy or claim under this Agreement or any provision contained herein other than as specified in this Agreement.

- 9.6 This Agreement may be executed in any number of counterparts. Each counterpart shall be deemed to be an original instrument, but all counterparts together shall constitute but one agreement. A counterpart of this Agreement signed and transmitted by facsimile or other electronic means shall be treated as an original, executed document.
- 9.7 This agreement may not be assigned or subcontracted by Ohio State without the prior written consent of SAMBA.
- 9.8 Pursuant to R.C. 9.76(B), SAMBA warrants that it is not boycotting any jurisdiction with whom the State of Ohio can enjoy open trade, including Israel, and will not do so during the term of this agreement.
- 9.9 **FORCE MAJEURE.** If the parties are unable to carry out their obligation under this Agreement, either in whole or in part by a Force Majeure, and if the parties give timely notice thereof, then the parties' obligation shall be suspended for a reasonable period of time, or to the extent made necessary by such Force Majeure. A "Force Majeure" as used herein shall mean any cause beyond the control of the parties, including but not limited to, acts of God; acts of public enemy; insurrections; riots; explosions; acts of nature; pandemics; floods; fires; interruption to transportation and commerce; breakdown of or damage to plants, equipment, pipelines or facilities; federal, state or municipal interference; quarantine or lockdown; governmental regulation, campus closures or legislation; acts of civil or military authority; embargoes; border closures; or travel restrictions that directly and materially impair performance of this Agreement.

IN WITNESS WHEREOF, THE PARTIES AGREE TO THE ABOVE TERMS AND HAVE EXECUTED THIS AGREEMENT AND IT IS EFFECTIVE AS OF THE DAY AND YEAR LAST BELOW WRITTEN.

The Ohio State University

 Gretchen Gombos
 Executive Director of Finance and Administration

 Date

Society for Ambulatory Anesthesia

 Signed

 Name

 Date

 Title

Exhibit A

Program Overview of the Mini-Healthcare Focused Graduate Certificate (MHFC) Program with SAMBA

Course	Term	Credits
Strategy Formulation and Implementation	Fall Full Term	3-credits
Operations Management	Fall Full Term	3-credits
Organizational Behavior	Spring 1 st Term	1.5-credits
Leadership	Spring 2 nd Term	1.5-credits
Data Analysis for Managers	Spring Full Term	3-credits
Finance	Summer Full Term	3-credits

Strategy Formulation & Implementation

MBA 6293 3 credits

The goal of this course is to answer the fundamental question of strategy: Why are some organizations more successful than others? In this course we will learn how organizations can develop and maintain long-term competitive advantage which allows them to perform better than their rivals. Recognizing that most strategic problems are multi-functional in nature we will assume an integrative approach and adopt the role of the general manager who has the responsibility for the long-term health of the entire organization.

Operations

MBA 6233 3 credits

Designed to provide a solid foundation and deeper understanding of how the operations function contributes to ensuring effective and efficient flow of materials and information within and outside the organization.

Organizational Behavior

MBA 6201 1.5 credits

A multidisciplinary study of the employee interactions and the organizational processes that seek to create more efficient and cohesive organizations.

Leadership

MBA 6202 1.5 credits

An overview of factors that influence individual and team performance and techniques to improve it; analytical frameworks for determining effectiveness of given techniques in specific circumstances.

Data Analysis for Managers

MBA 6273 3 credits

Introduction to data analysis and statistics for business. Emphasis on achieving an application-

oriented understanding of statistical inference and regression analysis and their use in decision making.

Appendix A2
Short-Form Syllabi for Mini-Healthcare Focused Graduate Certificate Program

Course Title: Strategy Formulation and Implementation

Course Number: MBA 6293

Credits: 3

Course Description: This course focuses on the competitive strategy of the firm, examining issues central to its long- and short-term competitive position. Students are placed in the role of key decision makers and asked to address questions related to the creation or reinforcement of competitive advantage. The initial focus is on industry analysis and competitive advantage as it derives from the firm's strategic investments. Later we also look at how strategy is developed and implemented in real life scenarios. We continue by addressing the development of firm-specific capabilities, including the role of knowledge that contributes to a firm's competitive advantage.

The requirements for this course will combine reading, analysis, and assignments with opportunities to apply basic concepts and analytic approaches to a series of actual businesses and other organizations. The course will combine a mix of cases, lecture/discussion, exercises/role plays, and videos, and group project. Your basic objective is to develop your own understanding and management skills. My primary objective is to stimulate this process. Specifically, the course will attempt to help you develop your knowledge and skills in the application of advanced frameworks, concepts, and methods for making strategic and organizational choices at the business level.

A large proportion of our time will be spent discussing business cases and simulations. The case-study/simulation method brings a "real world" approach to business education in at least two important ways. First, case discussions generate a dynamic process of vigorous questioning and responding, examination and debate among students and discussion leader. Because strategy issues are often characterized by ambiguity, complexity or uncertainty, this course enables each class participant to add to one another's points of view, and form a larger picture of the matter, as in a multi piece puzzle. Each participant also has a chance to question others' knowledge pieces, while defending her / his own, in ways that help stretch each knowledge piece up to their boundaries, and test their validities before they are accepted into the main picture. The best analogy for one to appreciate the advantages of this learning method for a concealed-matter subject such as strategy is the famous Indian tale of the six blind men and the elephant¹. The challenge here, however, is that all students must prepare in advance of class, and then deliver their own

share of knowledge in group.

Second, the Fisher degree and is about more than just acquiring a toolbox of analytical skills. In this regard, the case method trains students to think as administrators (rather than as scholars), so that they: (1) see a problem looking for solutions rather than a concept looking for applications, (2) focus on defining and prioritizing a maze of tangled problems and determining which one(s) to attack with the limited time available, (3) appreciate differing agendas and points of view, and (4) take action, not just report findings. The case method helps students to refine their skills as insightful questioners, rather than just good answer-finders. In this model of learning, it is the journey more than the destination that matters. You will eventually find that the practice of strategic thinking is sometimes more about asking the right questions than it is about knowing the right answers. Just as in management, there is no formula that you can follow for every case. Nevertheless, over the course of the semester, students gradually build on the combination of theory and analysis, judgment and experience to develop for themselves the ideas that the teacher seeks to communicate. As Walter Wriston once said, “Good judgment comes from experience. Experience comes from bad judgment.” As in the “real world,” the case method replicates the trial-and-error experience of seasoned managers, thereby deepening judgment. It also does so in the low risk environment of the classroom where career casualties are not at stake.

Third, by linking analysis with individual action taking, the case method encourages moral awareness by requiring students to take a stand. The give-and-take of case discussion often brings to the surface subtle ethical dilemmas that might otherwise be missed. The case method helps students learn to assess and embrace the tradeoffs among different stakeholders’ interests. The case method requires students to use all of their knowledge, skills and experience to respond in real time to the questions raised in class and to effectively communicate their ideas to their classmates and help to lead them to a greater shared understanding of the problem at hand. Thus, the students become the ‘owners’, the ‘doers’, and the ‘teachers’ of strategy. These new roles you are expected to undertake are not without a good cause. Research has shown that low engagement learning methods (e.g. listening to lectures, reading) have a low retention rate, often in the range of 5% to 15%. Mid level engagement methods (e.g. audio visual, demonstration, and discussion) have a higher retention rate, often in the range of 25% to 55%. High engagement methods on the other hand (e.g. practice by doing, teaching others) have the highest retention rate of all, in the order of 80 to 95%. Therefore, it is clear that this learning method will help you not only understand the matter of strategy, but develop skills associated with its practice, in a way that help you retain the knowledge so as to later be able to deliver in practice.

While our applications will emphasize exercise of judgment, by no means is this course “theory free.” We will learn to break down complex problems into manageable analytical issues to which we can apply a rigorous set of theoretical tools. The analytical approaches in our “strategy tool kit” will be covered in the required readings prior to each case. These readings have been carefully selected to convey often complex topics in a concise, understandable manner. Since these readings articulate much of the theoretical content of the course, they will be crucial to your comprehension of our

course concepts. It is extremely important that you read, study (and preferably discuss with each other) this material when assigned so that you will be able to apply it to our case discussions.

Case discussions are intended to present dilemmas as they are encountered by managers, so it is important to deal with the cases as you find them (i.e., no “Monday morning quarterbacking” based on knowledge of what happened after the time frame of the case). In case discussions, the present tense should be interpreted as referring to the time frame of the case or its end. Please do not prepare for the class discussions by seeking out additional or more recent data on the firms or industries in the case.

Learning Objectives

Overall, your learning objective should be to develop your own understanding of strategy and management skills. My primary objective is to stimulate this process. As for specifics, you should aim to understand the following in this class:

1. What drives performance of businesses?
2. Why are some industries more attractive than others?
3. How some firms in a given industry come to possess a competitive advantage?
4. What are the different levels at an organization where strategic decisions are made?
5. What are some typical challenges in implementing strategy, and how to overcome them?
6. What strategy means for your current role and life?

Course Title: Operations Management

Course Number: MBA 6233

Credits: 3

Course Description: Operations Management provides a solid foundation and deeper understanding of how the operations function contributes to ensuring **effective** and **efficient** flow of materials and information within and between organizations. We will take a broad managerial perspective emphasizing the strategic impact of the operations decisions and the interfaces between operations and the other functional areas of the organization. We will look at the operations function in healthcare context and investigate how it provides sustainable competitive advantage along the dimensions of cost, quality, delivery, flexibility and innovation.

The course will introduce you to several strategic decision making areas in operations, including operations and supply chain, process design, innovation, quality management, inventory management and project management. We will mainly rely on cases to learn these concepts and you will have an opportunity to debate how these work within your organization

Learning Objectives:

1. Role of Operations as a strategic capability for your organization
2. Understanding the process nature of your organizational problems
3. Elements of Service Operations
4. Introduction to Supply Chain
5. Global & Distributed Operational Challenge
6. Developing Systems Thinking Capabilities

Course Title: Organizational Behavior

Course Number: MBA 6201

Credits: 1.5 credits

Course Description: A multidisciplinary study of the employee interactions and the organizational processes that seek to create more efficient and cohesive organizations. As a leader, you have to work through people issues – whether they are interpersonal challenges, or issues with groups and larger scale networks. This class is organized around six critical roles you need to play as a leader. In each session we'll introduce one or two of these roles and explore strategies to build up the skills associated with them.

Learning Objectives: The goal of this class is to identify strategies that will allow you to be more effective in accomplishing your goals at work. The roles we are looking to build up are:

1. *The Networked Leader* - Your ability to diagnose the distribution of power in organizations and tap large scale organizational networks through your position.
2. *The Wise Decision Maker* - Your ability to display good judgment.
3. *The Persuasive Influencer* - Your ability to design messages that are likely to be accepted and implemented at work and motivate and influence others.
4. *The Conflict Manager* - Your ability to work through difficult interpersonal impasses.
5. *The Synergy Creator* - Your ability to build teams that exceed the sum of their parts.
6. *Critical Questioner* - Your ability to critically question the information that's being shared with you.

Course Title: Leadership

Course Number: 6202

Course Credits: 1.5

Course Description and Learning Objectives: This course explores the questions, what does it mean to be effective in the leadership role and how can we use leadership to accomplish needed change

in our work and non-work lives. We will take an evidence-based approach to develop students' ability and motivation to:

- Articulate leadership problems; situations in which behavior change is warranted.
- Identify the high leverage behaviors (HLBs) that are relevant for achieving long-term results like team and individual performance, morale, citizenship, collaboration, creativity, well-being, and leadership succession.
- Deploy influence techniques that reliably produce behavior change in others.
- Understand what it means to articulate leadership problems, identify HLBs, and deploy influence technique in a manner that is in keeping with generally accepted moral principles.

Course Title: Data Analysis for Managers

Course Number: 6273

Credits: 3

Course Description: Managers in all business disciplines can use data to enhance decisions and, thus, elevate organizational performance. Marketers analyze loyalty card information to target customers for promotions. Investors forecast asset prices to determine desirable portfolio compositions. Human resources professionals monitor individuals' characteristics and performance to identify promising talent.

Data analysis relies on core principles and techniques across disciplines and professions. Managers that know the fundamentals of data analysis, both descriptive and predictive analytics, have a competitive edge: they capitalize on opportunities to build the intelligence that drives real-world performance. One goal of the course is to develop your ability to enhance your critical thinking process with analytics.

Understanding the use of data analysis to support your decision-making will also impact how you think about how organizations can employ data more broadly. Toward that end, we will examine the capabilities of modern predictive analytics and artificial intelligence. We will explore the integration of such tools within organizations—in roles including decision support and automation—and the development of products based on those tools. Ultimately, we will explore the deployment of analytics and artificial intelligence for transforming organizations and creating real-world value.

Learning Objectives:

1. Create and interpret standard data descriptions and visualizations.
2. Evaluate models of uncertainty and their real-world impacts.
3. Use empirical models to explain and predict outcomes.

4. Employ data analysis tools—i.e., data description, visualization, explanation, and prediction—to support your critical thinking process.
5. Using data analysis, predictive analytics, and artificial intelligence to create value, particularly within organizations.

Course Title: Finance

Course Number: 6223

Credits: 3

Course Description: The objective of this course is to use important topics in corporate finance (e.g., capital budgeting) to illustrate the fundamentals of financial economics. We start with a discussion of the time value of money and the discounting procedures for calculating present values. In doing so, we set the stage for the basic valuation of stocks and bonds. Our understanding of valuation is further refined when we next analyze the role of risk in the determination of discount rates.

The fundamental issue that we want to understand is what determines the value of future cash flows, whether they are cash flows an investor receives from owning a security (such as stock or bond), or cash flows a firm receives from investing in a project. Even financing is viewed from this cash flow perspective. This requires a thorough knowledge of what is meant by "risk," and how risk is priced in the capital markets - that is, the connection between risk and return. With this understanding in hand, we can examine how corporate managers should evaluate and select investment projects in order to increase the value of the firm. To determine their value, we must estimate the cash flows the project will produce and the risk of those cash flows. Similarly, we review financing decisions. Mergers and acquisitions are also discussed from a valuation perspective, although only in passing.

All the conceptual issues discussed in the course are brought together in practical settings through discussions of selected cases and application to one specific firm (preferably the one you work for).

Learning Objectives:

1. Market Efficiency and a value-based approach
2. Present value and the opportunity cost of capital; Value of stocks
3. Evaluating investment projects: the net present value rule and competitors; Applying the net present value rule
4. Risk and return: Portfolio Theory, CAPM and Estimating Discount Rates
5. Capital Structure -- financing with debt and equity
6. Mergers and Acquisitions
7. Project Analysis